

Florida State College at Jacksonville  
Curriculum Proposal Form

(Proposal information (Place an "X" in the box next to those that are applicable.)

Title	LIS 1001 Introduction to College Research			Proposal Assigned Tracking Number: 2016-21
Action(s)	<input checked="" type="checkbox"/>	New Course	<input type="checkbox"/>	Modify Course
	<input type="checkbox"/>	New Program	<input type="checkbox"/>	Modify Program
				Inactivate Course Other Use this space to describe action.

Faculty Proposal Originator(s)

Name(s)	Sheri Brown, Mary Dumbleton, Barbara Markham, Susan Mythen, Melonee Slocum, Sharon Uskokovich		
Telephone No.	854 / 6715 / 2593 / 2174 / 4452 / 3870	Email	sherib@fscj.edu / maryd@fscj.edu / barbam@fscj.edu / susanm@fscj.edu / melonee@fscj.edu / sharonu@fscj.edu
Signature	<i>Melonee Slocum</i>	<i>Barbara Markham</i>	<i>Sheri Brown</i>

Faculty Originator(s) Dean

Name(s)	John Hicks		
Provision	<input checked="" type="checkbox"/>	Support	<input type="checkbox"/> Do Not Support <input type="checkbox"/> Support with Conditions Noted
Conditions			
Signature	<i>John Hicks</i>		Date

Faculty Originator(s) School Of Executive Chair/Campus President

Name(s)	IAN P. NEUHARD		
Provision	<input checked="" type="checkbox"/>	Support	<input type="checkbox"/> Do Not Support <input type="checkbox"/> Support with Conditions Noted
Conditions	Comments: Consider keeping the 1 credit course and/or revising it		
Signature	<i>Ian P. Neuhard</i>		Date 2/10/17

Associate Vice President or Executive Dean

Name(s)	Dr. Nancy Webster		
Provision	<input checked="" type="checkbox"/>	Support	<input type="checkbox"/> Do Not Support <input type="checkbox"/> Support with Conditions Noted
Conditions	Comments - In concert with Dr. Neuhard regarding retention of 1 credit course		
Signature	<i>Nancy K. Webster</i>		Date 3/9/17

Curriculum Committee Chair (Faculty Senate Chair)

Name(s)	Dr. John Woodward		
Provision	<input type="checkbox"/>	Support	<input type="checkbox"/> Do Not Support <input type="checkbox"/> Support with Conditions Noted
Conditions			
Signature	<i>John Woodward</i>		Date 3/16/17

Vice President of the College/Provost or Designee

Name(s)	Dr. John Wall		
Provision	<input checked="" type="checkbox"/>	Support	<input type="checkbox"/> Do Not Support <input type="checkbox"/> Support with Conditions Noted
Conditions			
Signature	<i>John Wall</i>		Date 4/6/17

Curriculum Services Only CS20150730	Date Received by Curriculum Services: 2-15-2017	Proposal Assigned Tracking Number: 2016-21
--	---	--

**CURRICULUM ACTION INFORMATION**

*(For assistance, contact Curriculum Services at 632-3273. The curriculum package will be returned if incomplete)*

1. **Identify the effective semester for implementation:** Fall 2017 (20181)  
This term should be a future term that would not affect current students negatively. All actions in this package will be effective during the term indicated, unless otherwise reflected. Example: Fall Term, 2012 (20131). Please refer to SACS guidelines in item 5 and Financial Aid guidelines in item 6 when selecting appropriate effective semester.
2. **Program proposals** require the following: Program Information (*Program layout for college catalog must be included-see most recent catalog for format and inclusion, you may request from Curriculum office*) OCP and workforce credit information must be included for all PSAV programs. **If applicable program layout must include information about “Record of Conviction of a Crime”, drug screen, background check, immunizations and any other information required for licensing or certifying agents.** All new programs must include information regarding Program Integrity.

**All new programs and program modifications with significant changes must include a copy of the program assessment plan. Advisory committee minutes, detailing employer support for the new program or changes should also be included if applicable. Curriculum packages missing these elements if applicable to the program will be considered “incomplete” until received.**

**(Please “X” that you have included the following with your curriculum submission or indicate “n/a”):**

- n/a Program Assessment Plan (required for new programs and significant program modifications)  
n/a Advisory Committee Minutes (if applicable, required for support of new program or requested changes)

**Complete the following for all program submissions:**

Program Title: Associate in Arts

Program Code: 1108 (for new programs, please contact Curriculum Services for code assignment)

Degree Type: A.A.

School and Area (used for College Catalog): Liberal Arts, Communication and Education

State CIP number: 1192401010 Federal CIP number: 240101

*(New programs only, unless State requires change)*

TABE SCORES (must be included for all new PSAV programs): N/A

SOC NAV# (if appropriate, assigned by MEI): N/A

**Program information from most recent catalog must be included with changes identified.**

**Please note: If a program is no longer active or students will not be able to complete the program as originally registered, Program Inactivation form and paperwork must be submitted to Curriculum Services.**

3. **Limited Access** - Limited Access programs are those that limit the admission of prospective students on the basis of capacity (i.e., the number of students whom the program can accommodate because of available seats).  
**Is this program limited access?**  Yes  No  
If yes, please describe criteria.
4. **Additional Program Requirements:**  
**(1.) Selective Access-** Selective access programs are those that admit prospective students who meet specific admissions criteria, including, without being limited to, grade point average (G.P.A.), entrance exams, scores, letters of application, letters of reference and/or professional background criteria (e.g., criminal background check,

drug screening, medical examination, and/or professional licensure or certification).

If this program is selective access, list requirements here, or you may insert on the catalog page included in this proposal. **N/A**

**(2.) Occupation and Salary** - The following information is required by the FLDOE to provide detailed information to students leading to occupation and salary (**must be included for all new programs or to submit changes to existing information**).

For each of your Programs of Study, take the salary information from the Florida Department of Economic Opportunity, Occupational Employment and Wages <http://www.floridawages.com/eds.php> for each Standard Occupational Code (SOC) associated with your program of study.

SOC Code:           **N/A**  
Job Occupation:           **N/A**  
Entry Salary:           **N/A**  
Median Salary:           **N/A**

**Questions 5-7 are for new programs, substantially modified programs only, please review questions to assure you have met compliance and questions do not apply to this proposal submission.**

5. **SACS Information** is required for all new and substantially modified programs: **N/A**

Please answer the following questions to determine if you should complete the **substantive change intake form**:

- (1.) Does this involve development of a new degree or certificate program?
- (2.) Does this new degree or certificate program involve a contract, MOU, grant, or consortium for the development or construction of all or part of a program or certificate? (This applies whether the College is outsourcing instruction or our College is providing the instruction for another organization or company.)
- (3.) Will this new degree or certificate program be offered via distance education?
- (4.) Does this involve instruction of courses delivered by Florida State College at Jacksonville instructors/employees at an off-campus location?
- (5.) Does this involve the closure of a program or certificate?

If you answered yes to one or more of the self-assessment questions above, please complete the **substantive change intake form** found on the College's website: <http://www.fscj.edu/district/institutional-effectiveness/coc-substantive-chg.php> and return it, along with a copy of the curriculum proposal, via e-mail to the Office of Institutional Effectiveness and Accreditation. New programs or programs that require substantive change will require more time for approval. Please factor in time in implementation date.

6. **Financial Aid** (State requires 90 days response time on all **new eligible program**). Please identify by "yes or no" if this program is eligible for Financial Aid or any other Federal Funding. If so, identify specifics. **N/A**

**A financial aid eligible program would be:**

**At a school that qualifies as an institution of higher education, the following types of programs are eligible for federal student aid purposes:**

- Program leads to an associate, bachelor's, professional, or graduate degree.
- Program of at least 2 academic years in duration that is acceptable for full credit toward a bachelor's degree,
- Program is at minimum of 1 academic year in duration that leads to a certificate, degree, or other recognized credential and prepares students for gainful employment in a recognized occupation (at least 600 clock hours or 24 credit hours).

If you answered yes to any of the above, this program must be SACS and state of Florida approved. Please make sure your effective term incorporates length of time to get appropriate approval.

7. Is this program identified as **gainful employment** (yes or no, include explanation)? \_\_\_\_\_ Yes  No

8. **Course Information** (Course Information includes (if applicable) (list prefix, number and title, credit hours and contact hours. Course Outlines must be included for all new and modified courses.

a. **New Courses:** (SCNS website: [http://scns.fldoe.org/scns/public/pb\\_index.jsp](http://scns.fldoe.org/scns/public/pb_index.jsp) will assist in course number selection.) List recommended prefix/number, title, credit hours, and contact hours as appropriate. (example: ENC 1101 English Composition I 3 credit hours/3 lecture hours)

**Develop a new course: LIS 1001: Introduction to College Research 3 Credits (See attached course outline)**

b. **Course Modifications:** (course outlines are located at: <http://curriculum.fscj.edu/> and may be used to insert in package so modifications can be applied. Please make sure all changes are shown on outlines.) Modifications should be shown with strike-thru and either RED font for add or highlights, but changes should be clear. **DO NOT USE "TRACK" CHANGES IN WORD.** (example: TRA 2222 Transportation I, change title to: Transportation; credits hours from 3 to 4) **N/A**

c. **Course Inactivations (list prefix and number of each course):** **N/A**

9. **Identify if this is a General Education Requirement and if required** specified Category (Communication; Humanities; Mathematics; Natural Sciences (Biological or Physical, option A or B if appropriate) or Social & Behavioral Sciences.) – **ALL GER REQUIRED COURSES MUST BE SUBMITTED TO GER-SUBCOMMITTEE FOR APPROVAL PRIOR TO SUBMISSION TO CURRICULUM COMMITTEE.** **N/A**

10. **Effectiveness:** Please describe how current and past students are affected by this change, indicating how you plan to identify and resolve individual issues and how you plan to communicate these changes to affected students.

This is a new course; past students will not be affected. LIS 1001: Introduction to College Research will be marketed as an elective for students to take early in their course of study. Effective research and critical evaluation of information are requisite to academic, career and personal success.

11. **Method of Instruction:** Should this course be offered in distance learning or other unique instructional format (please specify which format)? Why or why not? For assistance, see website:

<http://www.fscj.edu/mydegree/Future-Students/Academics/Distance-Learning-and-Online-Programs.html>

This course should be developed for online delivery, but can be adapted for hybrid as well as a traditional face-to-face format to increase student access.

12. **Background (answer the following questions):**

- Is this a state requirement? **No**
- What is the requirement and why must we implement it? **n/a**
- Has history shown students need this course/program for some reason? **Yes**

**Yes.** According to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC): "The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources (Instruction of library use). In addition, in order to succeed in college and today's information-based economy, students need to understand how information is created and delivered, that information has economic, educational, persuasive and intellectual value, that information must be

critically evaluated; and that information must be used ethically.”

- Will this meet some specific workforce, university transfer or student success need?

Yes. This course will meet university transfer requirements and also models the Association of College and Research Libraries (ACRL) *Framework for Information Literacy in Higher Education*. This Library Information Studies course develops critical thinking and research skills that associate and baccalaureate degree students need for academic and career success. The course prepares university-bound students with the foundation needed to master the research methodology in their chosen disciplines. The conceptual knowledge presented in the course is applicable and transferable to personal, career and academic pursuits.

- Are there partners, grant requirements, faculty collaborations or other reasons leading to the development of this course/program?

The Association of College and Research Libraries (ACRL) adopted the *Framework for Information Literacy for Higher Education* in January 2016. Based on the new *Framework*, the course provides an introduction to key concepts needed to understand the changing dynamics and ethical use of information, the critical evaluation of both traditional and converged media, and the responsibility of the individual in creating new information.

- Please add any additional information to provide background for this submission.

LIS 1001: Introduction to College Research (proposed new number/title) supports the FSCJ General Education Paradigm/Philosophy by facilitating generative learning, critical thinking, and ethical reasoning.

### 13. Rationale/need for the above action(s).

- Is there a need for this course/program in our service district? Yes. Employers in the FSCJ service district seek prospective employees at all levels and in all types of work who can function effectively in the information-based economy, an ability supported by the learning outcomes of LIS 1001: Introduction to College Research (proposed new number/title).
- How will this impact student success for upper division instruction or job placement? This course provides college research skills which are applicable to all coursework across the curriculum, allowing for student success. LIS 1001 will develop the information literacy skills students need to succeed academically and in the workplace, and to become lifelong learners in the information age.

In addition, the Library Information Studies course develops critical thinking and research skills that associate and baccalaureate degree students need for academic and career success. The course prepares students transferring to a university with the foundation needed to master the research methodology in their chosen discipline.

- If the College already has a similar course/program, why are we developing this program/course and what are the differences between the programs and courses? Library Information Studies course, LIS1000: Information Literacy, a one credit-hour course, is an introduction to concepts and practices of information literacy, including critical thinking skills necessary to identify, search, analyze, evaluate and use a variety of information sources effectively. The proposed LIS course, LIS1001: Introduction to College Research, will provide students with concepts and skills to conduct research according to the Association of College and Research Libraries (ACRL): *Framework for Information Literacy for Higher Education*. Students will apply critical thinking skills to identify the capabilities and constraints of information published through social media, websites, popular media, and academic media; describe the value of information in various contexts; design, refine, and execute a search

strategy; formulate a research question; and engage in academic communication. The concepts and skills of the Framework will also be essential, valuable and transferable to the workplace.

- How many students and what businesses or transfer institutions will benefit? Does this course/program support a College goal or initiative? Transfer institutions will benefit by having students who understand information literacy concepts and are prepared to master research methodology in their chosen discipline. Businesses will benefit by hiring graduates who are prepared to transfer their college research skills to occupational applications.
- Please add any additional information to provide rationale for this submission. LIS1001 supports the FSCJ General Education Paradigm/Philosophy by contributing to inquiry-based learning, critical thinking, and ethical reasoning.

14. **Others Programs Impacted:** Programs or courses affected by this proposal: Identify other existing programs of study or courses that this proposal will affect, and explain how they will be affected. (Program title, program code, required or elective). n/a
15. **Articulations:** If there are existing internal or external (inter-institutional) articulation agreements that will be impacted by this proposal request, please identify and contact as appropriate: N/A
- Courses intended for transfer and External Upper division articulations (2+2): Contact Liberal Arts Department at 632-3170.
  - Internal articulations (PSAV to AS) and external articulations (Industry certification to AS): Contact Workforce Development at 632-3363 to update agreement. Copies of active internal and external agreements can be found here - <https://www.dropbox.com/sh/o39aqev4wqlbny8/AAC2KS5TnxuHIUBTDYfoxvGfa?dl=0>
16. **Financial Information:** Special fees: A Special Fee Request form must be completed and sent to Finance, Attention: Controller. [http://www.fccj.org/campuses/mccs/business\\_services/financial/forms/pdf/special-fee-request.pdf](http://www.fccj.org/campuses/mccs/business_services/financial/forms/pdf/special-fee-request.pdf) Budget and Department must be filled in for all new programs and courses. Please contact the Director of Budget and Financial Planning at 632-3142 with any budget questions.

**Budget number:** 11131500                      **Department:** DC A&P ESL LETTERS  
*Must be provided for all NEW programs or curriculum package will not go for recommendation.*

17. **Fiscal Notes:** This response must include specific information on the financial impact to students and the institution. This section should be concise, unless there are special circumstances related to the course/program. Please answer the following questions. \*If answer yes, explanation must be included.
- Will there be unusual costs to students? No
  - Are faculty salaries to teach course/program higher or lower than standard rates? No
  - Will additional staff or faculty be required, and if so, what are the costs to the institution? No
  - Will the institution have to purchase additional equipment, supplies, software, and/or materials not currently owned by the College? No
  - Are there grant or business partnerships that will provide funds to establish the course/program? No
  - Will business partnerships cover the course/program costs? No
18. **Evaluation:** This response requests specific information on how you will assess the effectiveness of the course/program as it benefits students and the college. This section is also concise but should address the following: **credit transfer course:** review of student enrollment, completion and grades, as well as students ability to move to higher level courses if applicable; **credit or non-credit workforce:** review of student enrollment, completion, job placement, as well as business involvement in development, revision and evaluation of the course/program and student success; and **adult education courses** should

include the same information as credit transfer courses but should also include job placement analysis.

LIS 1001 is a three credit-hour transferable course evaluated by assignments, quizzes, and discussion questions.

19. Do you feel that this proposal will have any special impact on the recruitment and retention of disadvantaged students? If so, please explain. **No**

20. Answer the following (if appropriate). Earn credit how many times: 1  
Writing Requirements course: \_\_\_\_\_ Yes  No  
Grading Method or any special instructions (if other than standard): N/A

**According to APM 09-0304-Curriculum Approval Process. The curriculum package with appropriate attachments must be e-mailed to [curriculum@fscj.edu](mailto:curriculum@fscj.edu) when finalized. If you have any questions, please call 632-3273. The curriculum services office is located at Administrative Offices, Suite 301.**



New Course

FLORIDA STATE COLLEGE AT JACKSONVILLE  
COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: LIS 1001

COURSE TITLE: Introduction to College Research

PREREQUISITE(S): None

COREQUISITE(S): None

STUDENT ADVISING NOTES: None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3

Laboratory:

Other \_\_\_\_\_:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE

ALLOCATION: 28

CATALOG COURSE DESCRIPTION:

LIS 1001 will provide students with concepts and skills to conduct research according to the Association of College and Research Libraries (ACRL): *Framework for Information Literacy for Higher Education*. Students will apply critical thinking skills to identify the capabilities and constraints of information published through social media, websites, popular media, and academic media; describe the value of information in various contexts; design, refine, and execute a search strategy; formulate a research question; and engage in academic communication.

SUGGESTED TEXT(S): Selected readings and texts available from open educational resources and the FSCJ Library and Learning Commons.

IMPLEMENTATION DATE: Fall Term, 2017 (20181)

REVIEW OR MODIFICATION DATE: N/A



COURSE TOPICS	CONTACT HOURS PER TOPIC
I. Information Creation	9
II. The Value of Information	9
III. Searching as Exploration	6
IV. Evaluating Credibility	6
V. Research as Inquiry	9
VI. Scholarship as Conversation	6
Total Contact Hours	45

<b>SECTION 1</b>			
Course Prefix and Number:	LIS 1001	Semester Credit Hours (Credit):	3
		Contact Hours (Workforce):	
Course Title:	Introduction to College Research		

<b>SECTION 2a (To be completed for General Education courses only.)</b>			
<b>TYPE OF COURSE (Place an "X" in the box next to those that are applicable.)</b>			
<input type="checkbox"/>	General Education Core (If selected, core discipline area will be identified in Section 4.)		
<input type="checkbox"/>	General Education (If selected, you must also complete Section 4, Section 5, and Section 8)		
<b>SECTION 2b</b>			
<b>TYPE OF COURSE (Place an "X" in the box next to those that are applicable.)</b>			
<input checked="" type="checkbox"/>	A.A. Elective	<input type="checkbox"/>	A.S. Required Course
<input type="checkbox"/>	A.A.S. Required Course	<input type="checkbox"/>	A.S. Professional Elective
<input type="checkbox"/>	PSAV/Clock Hour/Workforce	<input type="checkbox"/>	Technical Certificate
<input type="checkbox"/>	Upper Division/Bachelors	<input type="checkbox"/>	Development Education
<input type="checkbox"/>		<input type="checkbox"/>	Apprenticeship
<input type="checkbox"/>		Other:	If selected, use this space to title "other" option.

<b>SECTION 3</b>							
<b>INTELLECTUAL COMPETENCIES (Place an "X" in the box next to those that are applicable.)</b>							
<input checked="" type="checkbox"/>	Reading	<input type="checkbox"/>	Speaking	<input checked="" type="checkbox"/>	Critical Analysis	<input type="checkbox"/>	Qualitative Skills
<input type="checkbox"/>	Writing	<input type="checkbox"/>	Listening	<input checked="" type="checkbox"/>	Information Literacy	<input checked="" type="checkbox"/>	Ethical Judgement
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Scientific Method of Inquiry
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	Working Collaboratively

<b>SECTION 4 (To be completed for General Education courses only.)</b>							
<b>GENERAL EDUCATION DISCIPLINE AREA (Place an "X" in the box next to those that are applicable.)</b>							
<input type="checkbox"/>	Communications	<input type="checkbox"/>	Humanities	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>	
<input type="checkbox"/>	Social and Behavioral Sciences	<input type="checkbox"/>		<input type="checkbox"/>	Natural Sciences	<input type="checkbox"/>	

<b>SECTION 5 (To be completed for General Education courses only.)</b>							
<b>GENERAL EDUCATION LEARNING OUTCOME AREA (Place an "X" in the box next to those that are applicable.)</b>							
<input type="checkbox"/>	Communication	<input type="checkbox"/>	Critical Thinking	<input type="checkbox"/>	Information Literacy	<input type="checkbox"/>	
<input type="checkbox"/>	Scientific and Quantitative Reasoning	<input type="checkbox"/>		<input type="checkbox"/>	Global Sociocultural Responsibility	<input type="checkbox"/>	

<b>SECTION 6</b>		
<b>LEARNING OUTCOMES</b>	<b>TYPE OF OUTCOME (General Education, Course or Program)</b>	<b>METHOD OF ASSESSMENT</b>
<p><b>Information Creation</b></p> <p>Identify the capabilities and constraints of information published through social media, websites, popular media, and academic media</p> <p>Create an information product to convey a selected message</p>	<p>Course</p>	<p>Discussion Questions, Quizzes and/or Interactive Activities</p>

<b>SECTION 6 (Continued)</b>			
<b>LEARNING OUTCOMES</b>	<b>TYPE OF OUTCOME (General Education, Course or Program)</b>	<b>METHOD OF ASSESSMENT</b>	
<u>The Value of information</u>  Describe the value of information in various contexts (economic, educational, persuasive, and intellectual elements)  Define intellectual property, copyright, Creative Commons, public domain and academic integrity	Course	Discussion Questions, Quizzes and/or Interactive Activities	
<u>Searching as Exploration</u>  Design, refine, and execute search strategies  Compare and contrast information from various resources (social media, databases, websites, books, newspapers)	Course	Discussion Questions, Quizzes and/or Interactive Activities	
<u>Evaluating Credibility</u>  Evaluate the credibility of selected information	Course	Discussion Questions, Quizzes and/or Interactive Activities.	
<u>Research as inquiry</u>  Formulate a research question  Select and use various research strategies  Synthesize and discuss value of information obtained	Course	Discussion Questions, Quizzes and/or Interactive Activities.	
<u>Scholarship as Conversation</u>  Engage in academic communication by reading and critically evaluating one another's writing  Cite sources from research	Course	Discussion Questions, Quizzes and/or Interactive Activities.	
<b>SECTION 7</b>			
Faculty name(s):	Sheri Brown, Mary Dumbleton, Barbara Markham, Susan Mythen, Melonee Slocum, Sharon Uskokovich		Date: 01/12/2017

CS20150615