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Information Literacy Policy

1. Definition of Information Literacy
2. Intent of Information Literacy Policy
3. Scope of the Policy
4. Objectives of the Policy
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Effectiveness of this Policy

I. Information Literacy is a necessary component for educational institutes in this age of information. It enables individuals to recognize when information is needed and how to locate it, evaluate it, and utilize it effectively. This is a prerequisite skill for independent and lifelong learning.
Information literate graduates of Rudolf Steiner College will be able to:
   a. Recognize a need for information
   b. Determine the extent of information needed
   c. Access information efficiently
   d. Critically evaluate information and its sources
   e. Classify, store, manipulate, and redraft information collected or generated
   f. Incorporate selected information into their knowledge base
   g. Use information effectively to learn, create new knowledge, solve problems and make decisions
   h. Understand cultural, social, political, economic and universal issues in the use of information
   i. Access and use information ethically and legally
   j. Use information and knowledge as an act of service to community and as a means of expressing social responsibility
   k. Experience information literacy as part of independent and lifelong learning

II. The intent of the Information Literacy Policy is to ensure that all students develop the above skills and graduate with the following generic attributes:
   a. Comprehensive breadth and depth of knowledge
   b. Adequate communication skills in both oral and written forms
   c. Problem-solving skills
   d. Global perspectives
   e. Transferability of basic concepts and principles

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        f.   Social Responsibility

III. The scope of this policy applies to all enrolled students in both certificate and degree programs, academic faculty, and all staff involved in supporting the students develop and acquire the above generic attributes.

IV. The objectives of this policy are aimed at assisting all students at Rudolf Steiner College to develop information literacy. The policy provides a framework for embedding information literacy into the academic curriculum of the College, articulates the role and responsibilities of the College's key contributors to the development of information literate graduates, and establishes consultative and reporting mechanisms for all stakeholders.

V. The policy provisions are stated as roles and responsibilities of the stakeholders. Central to this provision is the concept that development of information literate graduates is a shared responsibility. The primary partners in this academic enterprise are the academic faculty, members of the academic affairs committee, the librarian, and the students at Rudolf Steiner College. Although the Library has a leadership role in the development of information literate graduates, the effective embedding of information literacy components within the context of the learning process hinges on the close collaboration of academic faculty and the members of the academic affairs committee. It is the students' responsibility to provide feedback, submit requests, and to generate open dialogue with the College contributors about the acquisition of information literacy.

      a. RSC Library:
1. Provides leadership in policy formation and planning for information literacy at the College.
2. Researches and monitors international and national trends in information literacy training, and incorporates advances into the literacy information programs at the College.
3. Advocates and trains all stakeholders in the art of embedding information literacy into the curriculum within the context of graduate attributes.
4. Provides the academic affairs committee with pertinent data related to library usage and management in the area of information literacy, as well as evaluating the quality and effectiveness of the information literacy components embedded in the learning processes at the College.

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      5. Develops, promotes and delivers information literacy training and support to the academic and student bodies at the College.

      b. Academic Affairs Committee, inclusive of Academic Dean, Associate Dean, and Program Directors
           1. Provide oversight of the incorporation of information literacy skills into all RSC courses/programs as a component of graduate attributes.
           2. Promote the inclusion of information literacy objectives into relevant course curriculum.
           3. Report to the Faculty and the Institutional Research Committee, through the end of the academic year summary reports of programs, how the RSC programs developed information literacy skills within the context of graduate attributes.
      c. Academic Faculty
           1. Work with the Library and the Academic Affairs Committee to develop information literacy programs that are relevant to course curriculum and student learning outcomes.
           2. Where appropriate, incorporate information literacy objectives into the syllabi, in the context of graduate attributes.
      d. Student
           1. Take responsibility to monitor and record their progress in developing information literacy skills as a component of mapping their acquisition of graduate attributes.
           2. Give feedback to librarian, faculty, and program directors about the accessibility and support they are receiving in their efforts to develop information literacy skills at Rudolf Steiner College.

    VI. The primary information literacy guidelines can be accessed through the following website: http://www.in2edu.com

Responsibilities

      Implementation: Academic Dean

      Compliance: Associate Dean
                              Program Directors

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> Academic Faculty
> Tutorial and Adjunct Faculty
> Librarian
> Library Staff

Monitoring & Evaluation: RSC Librarian

Development &/or Review: RSC Librarian

Interpretation & Advice: RSC Librarian

Who Needs to Know this Policy?

All stakeholders who are providing support for students to acquire
information literacy skills needs to be aware of this policy. This includes
Academic Dean, Associate Dean, Program Directors, Academic Faculty,
Librarian, and Library Staff.

Effectiveness of this Policy

The effectiveness of this policy will be measured by the development of the
College Library and the commitment of the Academic Affairs Committee to
assure a sustainable framework for supporting Academic Faculty in
continuing to increase their skills in teaching students to define, locate,
select, organize, present, and evaluate information as a base of knowledge. In
this manner the goal of having information literate graduates will be upheld.

The inclusion of information literacy objectives into course curriculum and
relevant syllabi will demonstrate the commitment of the College to graduate
information literate individuals.

Opportunities for the Library Staff and the Academic Faculty to collaborate
on ways to improve the embedded information literacy programs in the
College will be created.

Data and statements supporting the literacy information programs at the
College will be included at year-end Academic Affairs program evaluations.