

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

FACULTY SENATE

Senate Document Number 7918S

Date of Senate Approval 05/03/18

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Statement of Faculty Senate Action:

**APC Document 71 (LAC):** **Removal of references to Information Literacy and Writing Competencies in the Liberal Arts Core (LAC) and throughout the catalog**

**Effective Date: Fall 2018**

**1. Delete:** On page 48, the last two lines under **Liberal Arts Core Requirements:**

Information Literacy Competency	Fulfilled within the major
Writing Competency	Fulfilled within the major

**2. Delete:** On page 51, the section on **Information Literacy and Writing Competencies:**

**INFORMATION LITERACY AND WRITING COMPETENCIES**

**Information Literacy Competency**

Each academic department or program determines discipline specific ways in which students demonstrate information literacy competency. Students will learn to find reliable information in acceptable academic sources, evaluate the strength and credibility of information found, integrate relevant information appropriately, and correctly cite sources according to the conventions of the discipline.

**Writing Competency**

Each academic department or program determines discipline specific ways in which students will demonstrate writing competency. Students will learn the importance of writing in their respective disciplines, and will be able to articulate a coherent thesis or purpose in their writing and support it with evidence and argumentation appropriate to a given discipline or audience.

**3. Delete:** On page 44, under **Competency Requirements and Proficiency Examinations:**

*Major Competency.* A demonstration of competency in the major field (or, in the case of students not pursuing a traditional major program, in an area of academic concentration) is required of every degree candidate in the senior year. The departmental faculty determines the form of the major field demonstration of competency. The Director of Interdisciplinary Studies will determine the form of demonstration for students pursuing interdisciplinary or individual degree programs. The demonstration of competency may take the form of a

comprehensive examination that is oral, written or both; a research project; an analytical paper in which appropriate principles and methodologies are applied; or any other form established by the faculty group responsible for its administration. As a condition of graduation, any academic deficiencies or weaknesses revealed by the demonstration of competency must be corrected to the satisfaction of the supervising faculty group.

**Add:** On page 44, in place of deleted entry:

*Major Competency.* A demonstration of competency in the major field (or, in the case of students not pursuing a traditional major program, in an area of academic concentration) is required of every degree candidate. The departmental faculty determines the form of the major field demonstration of competency. The Director of Interdisciplinary Studies will determine the form of demonstration for students pursuing interdisciplinary or individual degree programs. The demonstration of competency may take the form of a comprehensive examination that is oral, written or both; a research project; an analytical paper in which appropriate principles and methodologies are applied; or any other form established by the faculty group responsible for its administration. **Writing and information literacy appropriate to the major field of study will be integrated into the degree candidate's demonstration of competency.** As a condition of graduation, any academic deficiencies or weaknesses revealed by the demonstration of competency must be corrected to the satisfaction of the supervising faculty group.

**4. Delete:** All references to information literacy and writing competencies in department and program descriptions throughout the catalog.

**Impact:** There is no impact on the requirements of the Liberal Arts Core (LAC). The 2014 general education revision shifted the responsibility for any writing or information literacy student learning outcomes to the major departments. Having these listed with LAC requirements is confusing and is subject to a SACSCOC interpretation that is different than intended in 2014.

Having the writing and information literacy requirements listed within the major competency area will have little impact for most departments and programs, as the majority have already identified student learning goals and objectives for both writing and information literacy. The creation of a Writing and Information Literacy in the Disciplines Advisory Committee (WILDAC) has been proposed to FWDC, and if approved, will support departments and programs by providing information and resources on best practices in pedagogy and assessment. The committee will also support departments and programs in the identification of existing student learning goals and objectives, and will be guided by the existing three-year cycle.

**Rationale:** The 2014 Faculty Senate legislation establishing the Liberal Arts Core (LAC) curriculum identified not just the four general education [learning goals] for that curriculum – critical thinking, scientific and quantitative reasoning, written communication, and intercultural and interdisciplinary perspectives – but also two new competencies which are to be realized outside the liberal arts core curriculum.

These two competency requirements are best understood, not as general education competency requirements that are inadequately tied to the liberal arts core curriculum, but rather as competency requirements for specialized study in every major offered at UNC Asheville. To require that every academic department establish that its degree candidates are competent in discipline-specific writing and in discipline-specific information literacy is to pronounce that gaining competency in each of these two

skills is a necessary condition for academic success in every major field of study offered by UNC Asheville.

Unfortunately, the current catalog wording does not adequately reflect this emphasis on writing and information literacy. If UNC Asheville values writing and information literacy as the 2014 Faculty Senate legislation asserts, stronger language is needed to ensure continued enactment of that value.