

University of Connecticut

Appendix 2: GEOC Program Plan for Information Literacy

- For instructions, see "GEOC competency requirements; Information Literacy Instruction Sheet" at: <http://www.sp.uconn.edu/~wwwsenat/GEOC.htm>
- To be completed by each Major Program. See the Undergraduate Catalog for a list of Major Programs.
- Plans must be approved by the School/College
- Plans are not approved by GEOC but are archived by GEOC for future oversight.
- Return the completed form by e-mail to GEOC at geoc@uconn.edu no later than Oct. 15, 2004 AFTER approval by the School/College)
- Submit revised catalog copy for major requirements to marianne.buck@uconn.edu by Nov. 1, 2004.

Major Program Individualized Major [CLAS] and [CANR]

[updated with notes May 1, 2006]

Briefly describe how Information Literacy will be taught within your major program. List courses in which these skills will be embedded.

The Individualized Major is an interdisciplinary program in which undergraduate students design their own plans of study from a CLAS or CANR base with advice from faculty and within the constraints of the whole UConn undergraduate program. Therefore, Information Literacy is taught within courses that are in part common to the program and in part uniquely chosen by students to be part of an individual plan of study.

There are, in general, three places where Information Literacy is taught to all Individualized Majors.

First, the admissions process requires students to gather relevant information about courses and majors at UConn and elsewhere, as well as begin to consider how their plan will help them achieve the requirements for particular types of entry level graduate jobs and/or graduate school programs. This research is reflected in the written Statement of Purpose required of all applicants to the program. Students will also be asked to specify how they will enhance relevant information literacy skills during the period of their Individualized Major. In most cases, this will involve the inclusion of a research methods course from a relevant discipline in the plan of study. The program will foster the development of these skills through (1) preparation of related information sheets (in printed form and on-line) and (2) offering a FYE course ("Designing an individualized major") open to first year students and sophomores under the INTD 180 rubric from Fall 2005 [Note 1]. This FYE course would be taught by professional staff from the Individualized & Interdisciplinary Studies Program, assisted by student facilitators. (Although optional, the FYE course is a first step toward introducing at a future time a one credit INTD course that is required as preparation for admission to the major.)

Note 1: FYE course introduction has been deferred until Spring 2007 at the earliest. The delay in the appointment of a professional advisor for the IISP Office (originally promised for Spring 2005) until Summer 2006 has meant that there were insufficient staff resources to make this major change in practice. However, the admissions process has placed considerable emphasis on information literacy planning in discussion with graduate advisors, peer advisors, and the IMJR director.

Second, students are required to specify one research methods or research course in their plans of study. This course should be taught by a department in which the major plans to take several 200-level courses as part of his or her plan of study. [Note 2] (The research methods course is currently a strong recommendation to students when they are designing their plans of study.) Double majors and additional degree students may choose to satisfy the Information Literacy competency outside the Individualized Major.

Note 2: See attached document provides an indication of how this requirement is now embedded in the plan of study form. The plan of study forms all require students to nominate at least one research or research methods course as a core part of their IMJR plan of study to satisfy in part the information literacy requirements of the major. The plan of study form of each IMJR applicant is subject to review by and discussion with faculty sponsors and the IMJR Committee.

Third, students are required to take a capstone course in their final year of study. INTD 295W involves integration of academic and experiential learning through reflection and writing. A self-assessment of information literacy is one of the exercises in the course. The substantial writing assignment is defined in such a way as to require students to apply their information literacy skills. [Note 3] INTD 296W, the senior thesis, requires students to apply information literacy skills in a sustained piece of research and writing closely supervised by a faculty member. Double majors and additional degree students may choose to satisfy the capstone course requirement outside the Individualized Major.

Note 3: In the first run of INTD 295W students were asked to self-assess their information literacy. In later versions of the course, the emphasis has been on creating a common framework for discussing and enhancing information literacy. A research textbook has been adopted for the course and two quizzes reinforce its discussion in class; library research sessions have been organized; students are introduced to relevant subject librarians; and, in general, students are expected to develop and follow through an appropriate research plan for their capstone paper.

Are all these courses required of your students? If not, how will you assure that all students attain the exit expectations for Information Literacy.

The capstone course and a research or research methods course are requirements for all majors. This will assure that all students attain the exit expectations of the program for Information Literacy.

Date of Approval by Faculty or Appropriate Faculty Committee: IMJR Comm. 10/12/04

Date of Approval by School/College C&C Committee 10/12/04

Major Program contact person: Dr Margaret Lamb, Director, Individualized & Interdisciplinary Studies, 6-5829, Margaret.Lamb@uconn.edu

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