

UNDERGRADUATE CURRICULUM PROPOSAL COVER SHEET

Title of Proposal – Must begin with Department Abbreviation:

New UG degree program: Bachelor of Integrated Studies

Check One: Full Proposal or Information Item

Effective Date for Curricular Offering: Fall 2012

FROM: Dr. Jocelyn Sanders, Associate Provost, Race 106, 423-4515, Jocelyn-Sanders@utc.edu

(proposal originator: include spokesperson's name, department, office number, telephone, e-mail)

Does this require new resources from the originating department or other department? Yes (see proposal)
Please include an explanation if yes.

Faculty of the originating department approved this proposal on November 7, 2011 (date),
by a vote of 10 aye votes; 0 nay votes; ___ abstentions; 10 eligible voting members absent.

The following have examined this proposal:

Dept Head/Director: Jocelyn B. Sanders *Jocelyn Sanders 11/14/11* Approve Neutral Disapprove*
Printed name Signature, date

College Curriculum Committee Date: N/A **Vote:** ___ **Signature of Chair:** ___

Spokespersons for Affected Departments: Academic Deans

Printed Name, Department College	Signature, Date	Approve	Neutral	Disapprove*
H. Burhenn, AoS	<i>H. Burhenn 11/17/11</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W.H. Sutton, CECS	<i>W.H. Sutton 11/17/11</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Danny Janner, CHEDS	<i>Danny Janner 11/17/11</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Robert Dooley	<i>Robert Dooley 11/17/11</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Dean/Director: _____
University Registrar: Linda Orth *Linda Orth 11/29/11*
Printed name Signature, date Comments

Provost/Representative: Phil Oldham *Phil Oldham 11/17/11*
Printed name Signature, date Approve Neutral Disapprove*

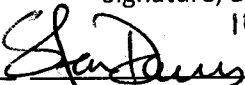

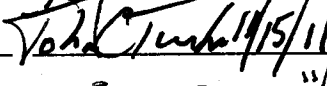

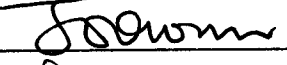

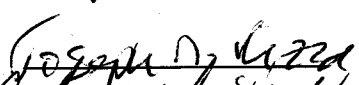
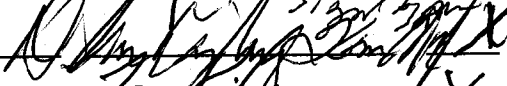



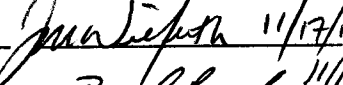
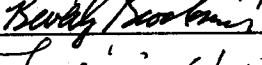
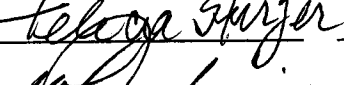

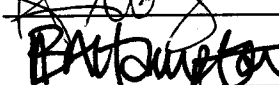
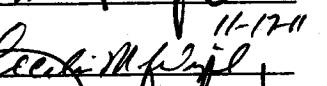
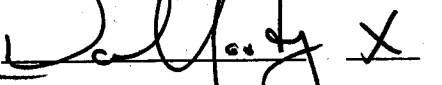
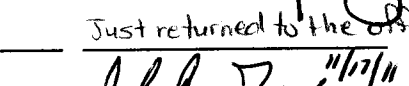
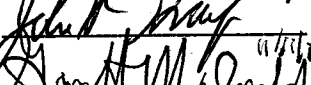
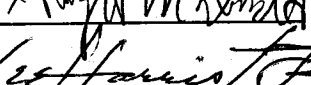

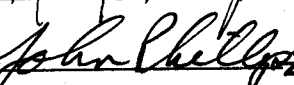

Lab/studio fee requested:
Provost: Phil Oldham *Phil Oldham 11/17/11*
Printed name Signature, date Approve Disapprove*

*Those who disapprove may attach an explanation

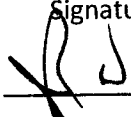
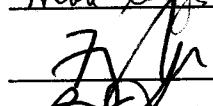

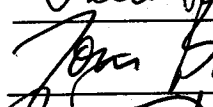
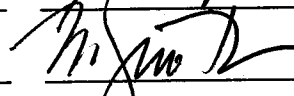
ACTIONS on this proposal:	Curriculum Committee	Faculty Senate
Date the proposal was considered	12.5.11	
Vote of the body:	10-1-0	
Accepted as information item (indicate date)		
Approved as submitted (indicate date)		
Approved with amendments (amendments indicated and transmitted to all signatories above, date):	12.5.11	
Signature of Chair:	<i>Edward Ryan</i>	

12.048 UG

Spokespersons for Affected Departments:

Printed Name, Department	Signature, Date	Approve	Neutral	Disapprove*
Stan Davis, Accounting	 11/15/11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matt Greenwell, Art		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John Tucker, Biology/Env. Science	 11/15/11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tom Rybolt, Chemistry	 11/15/11	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Joseph Owino, Civil & Chemical Eng.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Betsy Alderman, Communication		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joseph Kizza, Computer Science		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helen Eigenberg, Criminal Justice		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ziad Keilany, Economics		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ahmed Eltom, Electrical Engineering		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neshlihan Alp, Engineering Mgmt	 11/17/11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joe Wilferth, English	 11/17/11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beverly Brockman, Finance/Market/Entrep	 11/15/11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Felicia Sturzer, Foreign Languages		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Leroy Fanning, Health & Human Perform		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kit Rushing, History		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bryan Hampton, Humanities		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cecelia Wigal, Industrial Engineering	 11-17-11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dana Moody, Interior Design		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Larry Etkin, Management	Just returned to the office - doesn't have time to read - declined signing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John Graef, Mathematics	 11/17/11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gary McDonald, Mechanical Engineering	 11/15/11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lee Harris, Music		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kay Lindgren, Nursing		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John Phillips, Philosophy & Religion		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Continued) Spokespersons for Affected Departments:

Printed Name, Department	Signature, Date	Approve	Neutral	Disapprove*
<u>Randy Walker, Physical Therapy</u>			<input checked="" type="checkbox"/>	
<u>Habte Churnet, Physics/Geology</u>	<u>Habte Dyrn Churnet</u> 11/17/2011 ✓	<input checked="" type="checkbox"/>		
<u>Fouad Moughrabi, Political Science</u>	 11/17/2011 ✓	<input checked="" type="checkbox"/>		
<u>Brian O'Leary, Psychology</u>	 11/15/11 ✓	<input checked="" type="checkbox"/>		
<u>Valerie Rutledge, School of Education</u>	<u>Valerie Rutledge</u> ✓	<input checked="" type="checkbox"/>		
<u>Valerie Radu, Socialwork</u>	<u>Valerie Radu</u> 11/17/11 ✓	<input checked="" type="checkbox"/>		
<u>Tom Buchanan, Soc/Anth/Geography</u>	 ✓	<input checked="" type="checkbox"/>		
<u>Mac Smotherman, Theatre and Speech</u>			<input checked="" type="checkbox"/>	

Bachelor of Integrated Studies

Ad Hoc Committee Members

Karen Adsit	Director, Walker Teaching Resource Center
Fran Bender	Assistant Provost for Retention and Student Success
Ralph Covino	Department of History
Randy Evans	Department of Management
Creech Hardee	Student
Kay Lindgren	Director, School of Nursing
Gregory O'Dea	Department of English and Director, University Honors
John Phillips	Department Head, Philosophy and Religion
Jocelyn Sanders	Associate Provost for Academic Affairs and Chair
Joanie Sompayrac	Department of Accounting and Asst. Director, UHON
James Tucker	School of Education
Cecelia Wigal	Department Head, Industrial Engineering

The Bachelor of Integrated Studies degree is the culmination of an individualized program developed in consultation with a faculty advisor. The course of study integrates two or more disciplines, as illustrated in the program's student learning outcomes:

- Demonstrate a practical and theoretical grasp of a body of knowledge related to two or more disciplines;
- Critically and creatively research, write and present logical and theoretical connections between multiple disciplines;
- Evaluate, clarify, frame and address a complex question or challenge using perspectives and scholarship from two or more disciplines.

While the Bachelor of Arts offers an interdisciplinary major in the Humanities, the BIS offers an alternative that permits a student to craft a unique major from multiple interests or toward a specific career goal. The coursework for the integrated major may be from more than one college, unlike the major and minor required for the BA in Humanities. The primary distinction between the BIS and the BA is the integration of the disciplines, as demonstrated in the capstone portfolio which must include a reflective essay, self-assessment, and a formal presentation.

UT Proposal Format

I. PROPOSAL FOR THE INITIATION OF A
NEW DEGREE PROGRAM

Submitted by

The University of Tennessee at Chattanooga
Institution Submitting Proposal

Academic Affairs
Name of College, School, or Division

Office of the Associate Provost
Name of Department/Academic Unit

A NEW PROGRAM LEADING TO THE DEGREE OF:

Bachelor of Integrated Studies
Title of Degree as on Diploma

Integrated Studies
Title of Major

With Sub-Majors (Concentrations, Options, etc.) In:

30.0000
CIP/THEC Code

BIS
Formal Degree Abbreviation

Bachelor of Integrated Studies: Integrated Studies
Degree Designation on Student's Transcript
(Indicate how degree, major, etc. will be recorded)

August 2012
Proposed Starting Date

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Executive Summary

Program Goals

The Office of the Provost of the University of Tennessee at Chattanooga (UTC) intends to offer a Bachelor of Integrated Studies (BIS) degree, beginning August 2012. The degree will help UTC to further meet the educational needs of our diverse community by allowing students to build a personalized program of study focused on a theme that integrates two or more disciplines. The degree program will attract individuals with completed hours who wish to complete a degree, as well as individuals whose educational goals are not met by traditional degree offerings.

Student Learning Outcomes

Graduates with a Bachelor of Integrated Studies degree will be able to:

- Demonstrate a practical and theoretical grasp of a body of knowledge related to two or more disciplines;
- Critically and creatively research, write and present logical and theoretical connections between multiple disciplines;
- Evaluate, clarify, frame and address a complex question or challenge using perspectives and scholarship from two or more disciplines.

Curriculum

The Bachelor of Integrated Studies degree is an individualized course of study focused on a theme and developed by the student in consultation with faculty. The degree plan must be approved by the Integrated Studies Committee prior to earning 42 hours, or within the first semester for students entering with 42 or more earned hours. Students entering the program with earned hours must meet with the program coordinator during the first semester.

Essential features:

- Integrated, interdisciplinary program of study focused on a theme and related disciplines
- Two or more disciplines
- Capstone course (S/NC, one credit hour)/Portfolio (including reflective essay, self-assessment, presentation)
- Critical role of advisor and Integrated Studies Committee

Program Requirements

Minimum hours in major: 45

Minimum upper division hours in major: 21

Graduation Requirements:

- 120 total hours: 60 at 4-year, last 24 at UTC, 30 at UTC
- 2.0 GPA – UTC, Cum, Major
- 39 hours upper division
- 41 hours general education

Introduction

In September of 2010 and in response to the Complete College Tennessee Act 2010, an ad hoc committee of faculty was formed to explore the creation of an undergraduate degree completion program. The committee ultimately included ten faculty members and one “adult” student. The associate provost for academic affairs, Dr. Jocelyn Sanders, served as the chairperson. The provost charged the committee with the development of an undergraduate program to meet the needs of students who seek an alternative to existing degree programs – whether completing a degree or following a non-traditional degree path. After lengthy discussions and extensive research into best practices and successful programs at other institutions, it was agreed that the Bachelor of Integrated Studies would serve both target student groups.

Rationale

The proposed program aligns with the Strategic Plan of the University of Tennessee at Chattanooga and its mission:

The University of Tennessee at Chattanooga is an engaged, metropolitan university committed to excellence in teaching, research, and service, and dedicated to meeting the diverse needs of the region through strategic partnerships and community involvement.

In its Strategic Plan 2008-2013, UTC set forth its strategic direction to “focus on partnerships, both within the institution and outside the institution, that are designed to advance the educational, societal, and economic development aims of the University, the University of Tennessee System, the Chattanooga region, the state, and the nation.” The multi-disciplinary design of the Bachelor of Integrated Studies degree will enhance one of the strategic initiatives by creating “...partnerships that provide distinctive educational experiences for students both in the classroom and beyond, [and] lead to meaningful engagement between students and all other members of the University community....”

The Complete College Tennessee Act of 2010 (CCTA) and the Tennessee State Master Plan for Higher Education (2010-2015) aim to increase the number of Tennesseans with a college education and to reach the national average of college graduates in the state by 2025. The BIS degree will help meet these goals, as well as the educational needs of the community, the state, and the region by providing a flexible, customizable program for individuals with some college credits as an option to complete an undergraduate degree.

Program Need

The BIS is proposed in response to four major factors:

- the directives of the Complete College Tennessee Act of 2010;
- the number of adults in Tennessee who have earned some college credits, but not a degree (American Community Survey: 826,000, age 25 and older);
- the number of UTC students who have earned hours and are no longer enrolled; and
- the need for an innovative curriculum that will help to maintain UTC's competitiveness in the region

The CCTA of 2010 sets forth a challenging state-wide goal to increase college education attainment, while acknowledging decreasing fiscal support. To help meet this challenge, the BIS program will attract individuals to complete a degree by allowing them to develop their individual course of study, drawing upon two or more disciplines or areas of interest/experience, and offering credit for prior learning.

In assessing the need for the Bachelor of Integrated Studies, data were reviewed related to students no longer enrolled since 2007 who have earned credit hours but have not earned a degree. Table 1 provides a summary of credit hours earned at the last term of enrollment for those students.

Table 1. Students No Longer Enrolled at UTC, and Last Term of Enrollment

<u>Credits Earned</u>	<u>Fall 2007</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Totals</u>
1-11 Credits	207	42	4	253
12-29 Credits	526	315	31	872
30-59 Credits	522	271	117	910
60-99 Credits	400	304	184	888
100-119 Credits	101	29	73	203
120-149 Credits	110	47	55	212
150+ Credits	57	40	19	116
Total				3,454

In addition to reviewing enrollment data, the BIS development committee distributed surveys to current students who have earned at least 30 hours and have not declared a major and to Chattanooga area prospective employers.

Of the 181 students responding:

- 44.7% would prefer a degree program which offered flexibility beyond the traditional curriculum; and
- 36.8 % believe they would be more likely to complete a bachelor’s degree if given credit for life and professional experiences

Of the 26 prospective employers responding to the survey:

- 56.5% agreed that a multi-disciplinary bachelor’s degree drawing from two or more disciplines would be preferred due to its emphasis on critical thinking and problem-solving skills;
- 73% indicated they are more likely to hire an individual with at least a bachelor’s degree; and
- 57.7% indicated that employees with a bachelor’s degree are more likely to receive a promotion

Similar Programs in Tennessee

The CIP code most appropriate for the BIS degree is 30.0000: “A program that derives from two or more distinct programs and that is integrated around a unifying theme or topic that cannot be subsumed under a single discipline or occupational field.” (CIP User Site: <http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=89241>)

Other campuses in the state offer related programs under the same two-digit CIP code, but a different six-digit CIP code. Despite similar names, none bears a description that conforms to the definition of an integrated program, and many focus on specific disciplines.

30.9999.01	BS: Interdisciplinary Studies	Middle Tennessee State University
30.9999.01	BS: Interdisciplinary Studies	Austin Peay State University
30.9999.01	BS: Multidisciplinary Studies	Tennessee Technological University
30.9999.02	BS: Organizational Communications	Middle Tennessee State University
30.9999.02	BS: International Business and Cultures	Tennessee Technological University *
30.9999.04	BUS: Individualized	University of Tennessee - Martin
30.9999.00	BUS: University Studies	Middle Tennessee State University
30.9999.01	BSED: Integrated Studies	University of Tennessee - Martin
30.9999.01	BSED: Human Development and Learning	University of Memphis

30.9999.01	BSED: Interdisciplinary Studies	East Tennessee State University
30.9999.01	BPS: Professional Studies	University of Memphis
30.9999.02	BA: College Scholars program	University of Tennessee, Knoxville

* Identified as low-producing

Similar Programs Nationwide

Bachelor of Integrated/Integrative Studies programs are growing in popularity and are offered at institutions across the nation. Implementation models and degree requirements vary greatly, in terms of degree type (BS, BA, BIS, BGS), CIP code, hours required in the major, capstone course requirement, the number of disciplines incorporated, admission requirements, student learning outcomes, and programmatic goals.

Some institutions that offer Integrated or Integrative Studies, Interdisciplinary Studies, General Studies, or Liberal Studies programs include:

Appalachian State University (*THEC peer institution*)
 Clayton State University
 Emporia State University
 Ferris State University
 George Mason University
 Miami University (Ohio)
 Murray State University (*THEC peer institution*)
 Oakland University
 Pittsburgh State University (Kansas)
 The University of Arkansas – Little Rock (*THEC peer institution*)
 The University of Massachusetts – Amherst
 The University of Nebraska – Omaha
 The University of North Florida (*THEC peer institution*)
 Weber State University

In its study called, “Trends in Adult Education,” The Education Advisory Board indicates that the institutions studied provided options such as prior learning credit, flexible class schedules, and individualized majors to meet the needs of the returning student (*Trends in Adult Education: Programming, Course Delivery, and Marketing*. The Advisory Board Company, Washington, D.C., 2009).

Enrollment/Productivity

Enrollment projections (Table 2) are based upon the number of students since 2007 that have earned hours and are no longer enrolled and enrollment and completion trends in related programs in Tennessee and other states (including institutions listed above). Enrollment in Fall 2012 is expected to be modest due to the short time available to promote the program. For estimation purposes, it is assumed that students will enter this program with an average of 60 earned hours, and that the 6th year of enrollment will be 2014-2015. The current 6-year graduation rate of approximately 40% was used to project the number of BIS degrees awarded beginning in 2014-2015. It is anticipated that a high percentage of students in the BIS program will enroll on a part-time basis, resulting in a relatively slow average progress toward degree.

Table 2. Enrollment Projections

Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Full-time	20	35	50	65	85
Part-time	5	15	25	35	46
FTE	21	39	56	73	95
Graduates	0	5	20	26	35

Curriculum

The Bachelor of Integrated Studies degree is an individualized course of study focused on a theme and developed by the student in consultation with a faculty advisor. The role of the advisor is critical in focusing the varied interests of the student into a viable, integrated course of study. The degree plan must be approved by the Integrated Studies Committee (see page 9) prior to the student earning 42 hours, or within the first semester for students entering with 42 or more earned hours. Students entering the program with earned hours must meet with the program coordinator during the first semester.

Essential Elements

- Integrated, interdisciplinary program of study focused on a theme and related disciplines, tailored to specific student goals
- Two or more disciplines
- Capstone experience portfolio, which includes a reflective essay, self-assessment, and formal presentation demonstrating integration of the multiple disciplines

Student Learning Outcomes

Graduates with a Bachelor of Integrated Studies degree will be able to:

- Demonstrate a practical and theoretical grasp of a body of knowledge related to two or more disciplines;
- Critically and creatively research, write and present logical and theoretical connections between multiple disciplines;
- Evaluate, clarify, frame and address a complex question or challenge using perspectives and scholarship from two or more disciplines.

Program Requirements

Students earning a Bachelor of Integrated Studies degree will complete 120 total credit hours and the same general education requirements as other undergraduate students (41 credit hours). The specific graduation requirements are:

Total credit hours	120	
General education credit hours	41	
Credit hours in integrated major	45	(including capstone)
Electives to complete 120 hours	xx	(variable)
Upper division credit hours	39	
Within integrated major	21	

Capstone Course: Senior Portfolio

A capstone course will be required of all seniors in the BIS program. Students will submit a portfolio that demonstrates the integration of the multiple disciplines represented in student's course of study. Each student will also deliver an oral presentation to the Integrated Studies Committee (see below).

The course (senior portfolio and presentation) will carry one credit hour and will be graded satisfactory/no credit (S/NC) by the Integrated Studies Committee(ISC). The ISC will evaluate the extent to which the student has followed the plan approved by the ISC integrated the disciplines.

Integrated Studies Committee

The administration of the Bachelor of Integrated Studies program will be accomplished through a program coordinator. Faculty members comprising the Integrated Studies Committee will have authority over functions related to the curriculum. The Integrated Studies Committee will review and approve the course of study developed by the student and the advisor.

The primary purpose of the Integrated Studies Committee is to evaluate the degree plans and portfolios for those students seeking the Bachelor of Integrated Studies degree. The committee will assign appropriate individuals from its membership or appoint appropriate faculty to evaluate each proposed degree plan and final portfolio as they reach the committee. The portfolio reviewers will receive portfolio assessment training through the Walker Teaching Resource Center.

The Integrated Studies Committee shall be a standing committee of the Faculty Senate. It shall be recruited by the Committee on Committees and will be composed of twelve (12) or more from academic departments as deemed necessary by the committee in consultation with the Coordinator of Integrated Studies. At least two members should come from each of the following Colleges: Arts & Sciences; Business; Engineering and Computer Science; and Health, Education & Professional Studies.

Delivery Method

The Bachelor of Integrated Studies will be offered through multiple delivery formats (e.g., face-to-face, online, distance education) due to the varied target populations. Adult students wishing to complete a degree who are currently employed may benefit from online and distance course delivery. Traditional and currently enrolled students will be able to complete courses on campus with little difficulty. The University will continue to increase its online course offerings, enhancing the opportunities for returning adult students to complete a degree.

Prior Learning Credit

In accordance with current policy, students may earn up to 30 hours of Prior Learning Credit for training and experience gained outside of the classroom. These experiences may include in-service training, military service, or other workshops, seminars, or institutes related to work experience. Credit may also be earned through the College Level Examination Program (CLEP) or by completion of Professional Secretary Certification (CPS).

Articulation

A Universal Transfer Pathway does not exist for the Bachelor of Integrated Studies, since such transfer must be made from program to program. However, transfer students enrolling in the BIS program who have completed the general education requirements at other Tennessee public colleges or universities will not be required to complete additional general education requirements.

Resources

The Bachelor of Integrated Studies will utilize existing resources, including faculty, course offerings, facilities, and library resources.

Faculty

Since course offerings for other programs will comprise the BIS curriculum, existing faculty will be sufficient for the students enrolled in the program.

Advisors

The program coordinator will assign an advisor to each student according to the specific areas of interest to be included in the student's degree plan. The student will work closely with an advisor to develop the degree plan and to submit it to the Integrated Studies Committee for approval. Advisors will consult with each relevant academic department and the Center for Advisement and Student Success, as necessary. During the first year of the program, the program coordinator will advise all students in the program.

Cost

The cost of the program will be minimal, including a two-course release for the Program Coordinator and expenditures for travel, marketing, and routine operations. The program revenue is expected to exceed expenditures beginning in the first year.

Beginning in Year 2, academic advisors will be added from faculty members who may receive workload re-distribution within the home department, released time, or other innovative compensation, such as "MocsBucks" (funds allocated for travel or other in-house expenditures to enhance teaching and learning). The latter model has been implemented successfully in the First-Year Experience programs at UTC over the past three years.

Library

The BIS program has two areas of potential library impact, personnel and collections. The BIS program proposal states that aside from a new 4000-level capstone course, "other coursework in the individual program of study will utilize existing courses and resources." As such, current Library collections, online and physical, should serve the needs of BIS students. One area of potential collection impact to monitor is the use of Interlibrary Loan (ILL), as it relates program participants. The Library will gather ILL usage statistics on resources borrowed via ILL for individuals obtaining the BIS, and will follow-up should a trend in needed resources be identified.

In regards to personnel the Library proposes one new programmatic development and the enhancement of several existing offerings to support BIS students. Numerous studies document the need for adult students returning to university to receive in-depth library orientation to acquaint them with current research methodology and library usage patterns. Similar to the approach undertaken with advisors, the Library proposes to require students to meet with a librarian in the first semester of his/her return to school. In this meeting the Library would assess current research awareness and ability, as well as provide an overview of Library collections and services as they relate to the proposed individual course of study. The outcome of the assessment will inform the Library of additional training needs as they relates to each individual student.

In addition to an individual meeting with BIS students, the Library will seek to enhance several of its current program offerings to support BIS students. Three areas of enhancement have been identified that would greatly benefit BIS students.

Specifically the Library will develop and make available via its web site additional podcasts and tutorials that cover basic or foundational library research topics, such as discovering peer-reviewed journal articles, utilizing the library catalog to discover appropriate books and media, citing sources, and more. These tutorials will be available 24/7, or at the time of need for students.

A second enhancement opportunity is to offer additional workshop to BIS students. At present the Library offers a minimal number of productivity related workshops in the usage of Word, Excel, PowerPoint, and other online tools. These workshops have proven popular with all students, but could be of particular value to those in the BIS program who to need to learn or refresh skills.

In addition, the Library presently offers one-on-one research appointments for students. In these meetings a librarian works with a student on a specific research assignment. The sessions are comprehensive and begin with introducing a student to specific discipline terminology and databases. The sessions involve hands-on exercises and students leave the sessions with the information they need to move ahead on his/her paper or assignment.

Finally, the Library will strive to ensure all its offerings can be accessed both physically and remotely to best serve on and off-campus students. For example, one-on-one research appointments can be conducted via Skype to serve the needs of an online only student.

Impact on Existing Programs and Resources

The BIS program will have a minimal impact on existing programs. It is anticipated that unused capacity in upper division courses will be utilized by students in this program, enhancing the learning environment for all students in those courses. Students who might otherwise complete a degree with a specific major may choose to complete a Bachelor of Integrated Studies, diverting credit hour production to another department. However, it is anticipated that this effect will not impact existing programs significantly. Degree production in individual programs may be impacted as continuing students select the BIS program. However, we expect the institution as a whole to experience an increase in productivity.

NEW COURSE: USTU 4XXX, Integrated Studies Senior Portfolio, 1 credit hour

Rationale: The Integrated Studies Senior Portfolio will offer students the opportunity to demonstrate the integration of knowledge and concepts between two or more disciplines to evaluate, clarify, and address complex questions.

Learning Outcomes (Objectives):

Students completing the course will be able to

- Articulate and demonstrate a practical and theoretical grasp of a body of knowledge related to two or more disciplines;
- Critically and creatively research, write, and present logical and theoretical connections between multiple disciplines;
- Evaluate, clarify, frame, and address a complex question or challenge using perspectives and scholarship from two or more disciplines.

Catalog Description:

USTU 4XXX Integrated Studies Senior Portfolio (1) credit hour

Senior capstone course for Integrated Studies majors. Integration of knowledge and concepts of two or more disciplines, demonstrated through a portfolio of student work and an oral presentation for Integrated Studies Committee. On demand. Prerequisite: senior standing, final semester.

Grading Format: Satisfactory/No Credit (S/NC); portfolio and oral presentation assessed by the Integrated Studies Committee according to plan approved in student's first semester as an integrated studies major.

Impact: This course will have no impact on other programs nor require additional fiscal resources.

Sample Syllabus

USTU 4XXX – Integrated Studies Senior Portfolio

(1) Credit hour

Instructor: BIS Advisor (TBD)

Prerequisite: Senior standing; final semester

Course Description:

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- Evaluate, clarify, frame, and address a complex question or challenge using perspectives and scholarship from two or more disciplines.

Portfolio:

The student shall demonstrate the integration of the selected course of study through a representative sample of written work and an oral presentation for the Integrated Studies Committee. The student shall determine the contents of the portfolio in consultation with the advisor. It may include substantial papers, essays, presentations (such as PowerPoint), case studies, briefs, performance notebooks, survey analyses, etc.

Evaluation: Satisfactory/No Credit (S/NC)

ADA Statement:

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Office for Students with Disabilities at 425-4006 or come by the office, 102 Frist Hall.