

March 18, 2015

MEMORANDUM

TO: State Board of Regents

FROM: David L. Buhler

SUBJECT: Dixie State University – Bachelor of Individualized Studies

Issue

Dixie State University (DSU) requests approval to offer a Bachelor of Individualized Studies (BIS) effective July 1, 2015. The institutional Board of Trustees approved the degree on November 21, 2014.

Background

DSU has developed the BIS degree, in large part, to meet the needs of returning adult students who have completed some college and would like to earn a bachelor's degree. The availability of such a degree would be particularly beneficial to residents of Washington County (home of DSU) where, according to 2010 U.S. Census data, 31.2% of adults have some college experience, but no degree. Furthermore, an additional 17.7% of Washington County adults have earned an associate's degree and would be served by the rigor and versatility of a Bachelor of Individualized Studies.

The proposed BIS degree would be administered through the Department of Interdisciplinary Arts and Sciences (IAS) in the School of Education at DSU. IAS faculty and advisors are experienced in teaching and mentoring interdisciplinary students and would staff the BIS degree's three core courses and support students in the Individualized Studies program. Beyond the three core courses, the BIS degree would include general education, an Individualized Academic Plan (IAP) of at least 42 credits, and development of core fluencies in written composition, statistical comprehension, public presentation, and collaborative problem solving. Students would be required to have earned an associate's degree or at least 60 credits and have an IAP approved before being admitted to the BIS program.

Existing personnel, library and information resources, and funding at DSU are sufficient to offer the BIS degree. Furthermore, the only additional courses needed would be the core BIS seminar, lab, and portfolio courses. At a time when jobs increasingly require a minimum of a bachelor's degree, the BIS at DSU would benefit many individuals and the region.

### Policy Issues

The proposed degree has been developed and reviewed in accordance with processes established by Dixie State University and the Board of Regents. The USHE Chief Academic Officers, with input from appropriate faculty at their institutions, are supportive of DSU's request to offer a Bachelor of Individualized Studies. There are no additional policy issues relative to approval of this program.

### Commissioner's Recommendation

The Commissioner recommends the Regents approve the request by Dixie State University to offer a Bachelor of Individualized Studies.

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David L. Buhler  
Commissioner of Higher Education

DLB/GVB  
Attachment

**Program Description  
Dixie State University  
Bachelor of Individualized Studies**

**Section I: The Request**

Dixie State University (DSU) requests approval to offer a Bachelor of Individualized Studies (BIS) effective July 1, 2015. The institutional Board of Trustees approved the degree on November 21, 2014.

**Section II: Program Description**

**Complete Program Description**

The Bachelor of Individualized Studies will be a rigorous and versatile degree that produces adaptive, autonomous, and autodidactic graduates with core fluencies in written composition, statistical comprehension, public presentation, and collaborative problem solving. The program will serve students with the maturity and life experience to participate in the design of their own major, especially those underserved, nontraditional university populations such as returning, older students who may have a variety of college credits and work experiences but who would not be as well served by a baccalaureate in any single, standard academic discipline. The Bachelor of Individualized Studies will require each student to clearly define personal educational objectives and to design a detailed, individualized academic plan that will accomplish those objectives. The students will design their plans through a reflective process of self-driven but faculty-guided curriculum building, involving multiple academic disciplines and the Individualized Studies core.

In terms of the program core, students must simultaneously enroll in and successfully complete the IS 3800 Individualized Studies Seminar and IS 3805 Individualized Studies Seminar Advisement Lab prior to being admitted to the Individualized Studies baccalaureate program. During the IS 3800/3805 semester, students develop their Individualized Academic Plans (IAPs), including thematic Individualized Concentrations, which must include at least 42 credits (21 of which must be upper-division) from multiple disciplines. Each IAP must include coursework having learning outcomes that attest to (1) baccalaureate-level written composition skills, (2) basic competency in statistical comprehension, (3) capable public presentation, and (4) collaborative problem solving. These requirements will be met by combinations of upper-division writing-intensive and quantitative-intensive courses, depending on each student's particular past credits and planned coursework, but the four core competencies must be built into all IAPs (as itemized in Section VI: Program Curriculum). Being sure these core competencies are met within the frame of a realistic degree-completion program is an essential aspect of the IS 3805 advisement lab. Once completed and passed by Individualized Studies faculty, an academic advisor, and a disciplinary faculty mentor, each IAP will have to be submitted to the Individualized Studies Oversight Committee. Students whose plans demonstrate coherent and intentional combinations of courses and credits, along with viable Individualized Concentrations, will then be admitted to the BIS program. Any student who does not complete an approved IAP, while also passing IS 3800/IS 3805 with a C or better, will not be permitted to continue with the Individualized Studies curriculum.

## Purpose of Degree

The Individualized Studies baccalaureate degree program will provide a rigorous but flexible curriculum designed to ideally benefit the needs of working-adult, nontraditional students with specific career goals that cannot be more appropriately met through a traditional major. Many adults in the Washington County, Utah, area have completed associate degrees, earned additional college credits, and/or have significant knowledge and skills earned through life and work experiences that could be applied toward requirements in a bachelor's degree with a sufficiently flexible, demanding curriculum.<sup>1</sup> Enabling those students to (1) return to higher education, (2) take full advantage of the opportunity to solidify their command of the most adaptive 21st-century fluencies (i.e., in written composition, statistical numeracy, public presentation, and collaborative problem solving), and (3) earn a bachelor's degree would provide a significant benefit to the students, their families, and their communities.

DSU's Integrated Studies degree program, which is also housed within the Department of Interdisciplinary Arts and Sciences, produces approximately four dozen baccalaureate graduates per year. The proposed DSU Individualized Studies degree would differ from the existing Integrated Studies degree as follows:

- First, Individualized Studies will be a degree program designed with particular regard to the needs of returning adult students who can articulate specific post-graduation goals for which only a curriculum with both appropriate rigor and maximum flexibility can prepare them.
- Second, the existing Integrated Studies degree is, in some ways, a more traditional major, with fixed disciplinary core-course requirements in two emphases only, each housed within a single, established DSU department.
- Third, students will not declare emphases in the Individualized Studies program, although they will create a curricular concentration within their IAPs. By contrast, the Integrated Studies emphases are highly structured and no IAPs are required.
- Fourth, all students in the Individualized Studies program will be required to meet standards of statistical comprehension, which is an optional outcome for Integrated Studies majors, depending on their choice of emphases.
- Finally, the core courses required in each program differ in terms of purpose and content. The overarching purpose of the Integrated Studies core courses is to help students establish mastery or competence in their two selected emphases and to then demonstrate their ability to integrate the content, theories, methodologies, and worldviews of those two disciplines in answering a particular question, solving a problem, or producing creative work of their own design. The overarching purpose in Individualized Studies, on the other hand, will be to practice self-reflexive planning for the purposes of acquiring knowledge and skills for specialized life-goals. Through the process of taking IS 3800/IS 3805, acquiring a disciplinary faculty mentor, building an IAP, and having that IAP approved by the IS Oversight Committee, Individualized Studies students will construct their own programs, rather than following a strict set of curricular requirements.

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<sup>1</sup> Accessed from U.S. Census Bureau:

[http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_11\\_1YR\\_S1501andprodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_1YR_S1501andprodType=table) and [http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_10\\_5YR\\_DP02](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_5YR_DP02), October 15, 2012.

## Institutional Readiness

Dixie State University has a variety of programs across campus offering courses that will contribute to this degree. Appropriately credentialed and qualified instructors will teach all courses pursuant to any IAP for a baccalaureate in Individualized Studies, and the University already has three experienced faculty members, one lecturer-advisor, and one full-time advisor in the established Department of Interdisciplinary Arts and Sciences, in which Individualized Studies will be housed, along with other existing and still-developing interdisciplinary programs such as Integrated Studies and Freshman Year Experience. Otherwise, as the courses for the Individualized Studies degree will be widely distributed across all content areas on campus, it is not expected there will be a significant impact on workload in any one area.

## Individualized Studies Faculty

The chair of the Interdisciplinary Arts and Sciences department will provide direction and supervision of the baccalaureate in Individualized Studies program, under the additional direction of the Dean of Education. Although the Individualized Studies program will draw upon courses across the University, at least one full-time faculty member from the Department of Interdisciplinary Arts and Sciences will staff the three required courses and provide mentoring, while at least one full-time IAS academic advisor will participate in advising Individualized Studies and helping them with the particulars of their IAP. It is not anticipated that the program will require additional faculty or staff in the immediate future, but as enrollment growth demands additional personnel, the University will hire them. If enrollment in the Individualized Studies program is insufficient to utilize the full-time IAS faculty member's workload, s/he will teach Integrated Studies courses as needed. A cross-disciplinary Individualized Studies Oversight Committee comprised of faculty will be formed to review and approve each student's Individualized Academic Plan.

Faculty Category	Faculty Headcount – Prior to Program Implementation	Faculty Additions to Support Program	Faculty Headcount at Full Program Implementation
<b>With Doctoral Degrees</b> (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured			
Full-time Tenure-Stream, Doctoral Degree	2		2
<b>With Master's Degrees</b>			
Full-time Tenured			
Full-time Tenure-Stream			
Part-time Tenured			
Part-time Non-Tenured	1		1
<b>With Bachelor's Degrees</b>			
Full-time Tenured			
Full-time Non-Tenured			
Part-time Tenured			
Part-time Non-Tenured			
<b>Other</b>			
Full-time Tenured			
Full-time Non-Tenured			

Part-time Tenured			
Part-time Non-Tenured			
<b>Total Headcount Faculty</b>			
Full-time Tenured			
Full-time Tenure-Stream	2		2
Part-time Tenured			
Part-time Non-Tenured	1		1
<b>Total Department Faculty FTE</b> (As reported in the most recent A-1/S-11 Institutional Cost Study for "prior to program implementation" and using the A-1/S-11 Cost Study Definition for the projected "at full program implementation.")	2.74		2.74

## Staff

The IAS department staff will also serve the Individualized Studies program, and a .74 administrative assistant will work for the Department of IAS (including the Individualized Studies program) and the DSU Art department (located in the same building as the IAS department). That administrative assistant position is an existing one that will be reassigned as a result of some institutional restructuring. Therefore, no additional money will be needed to fund the position. It is not anticipated additional academic advisors or staff will be required for the inception of the Individualized Studies degree program, but when and if enrollment reaches the point where a need for additional faculty and staff becomes self-evident, additional position(s) will be funded as needed.

## Library and Information Resources

Since this program largely draws upon existing courses, no new or additional library resources will be required. Because Individualized Studies' students may need specific resources to support work in areas not currently represented in the DSU curriculum, the Library's excellent Interlibrary Loan service will play an unusually large role for these students, comparable to the role it plays for thesis-producing students in DSU's existing interdisciplinary baccalaureate degree program of Integrated Studies.

## Admission Requirements

To be officially admitted to the Individualized Studies program, a student will have to concurrently enroll in and successfully complete IS 3800/IS 3805. Successful completion of those tandem classes will require the creation of an Individualized Academic Plan (IAP), the successful acquisition of the signatory commitment and approval of an individual, disciplinary faculty mentor for the IAP, and the final approval of the IAP by the Individualized Studies Oversight Committee. Enrollment in IS 3800/IS 3805 is therefore, in and of itself, no guarantee of admission to the Individualized Studies degree program. Because the IS degree program is designed to encourage returning and older students with a variety of educational, life, and work experiences, the initial prerequisites of IS 3800/IS 3805 are deliberately broad. Nonetheless, enrollment in IS 3800/IS 3805 will be limited to students who have already achieved either an associate's degree or a minimum of 60 semester credits with a cumulative GPA of 2.0 or better. (Students who have already earned a bachelor's degree from a regionally-accredited institution may not enroll in the Bachelor of Individualized Studies program.)

Accordingly, the Individualized Studies Oversight Committee, each signatory disciplinary faculty mentor, and the Individualized Studies director and academic advisor within the IAS Department will provide oversight for all Individualized Academic Plans, and their unanimity of approval will be required for official matriculation into the IS degree program.

The Individualized Studies Oversight Committee will be comprised of faculty members from each of DSU's six academic schools and will also include the Individualized Studies program coordinator, who will act as chair. The Committee will be responsible for reviewing and approving the Individualized Academic Plan and Individualized Concentrations of each student. They will also participate in the evaluation of the capstone projects. The six academic schools at DSU are Business and Communication, Education, Visual and Performing Arts, Health Sciences, Humanities, and Science and Technology.

Students will create their IAPs within the structured, weekly-assignment framework of the IS 3800/IS 3805 course and lab (see Student Advisement section below). The disciplinary faculty mentors, who students will have to have established as mentors before the midpoint of the course, and the full Individualized Studies Oversight Committee will review the first drafts of proposed IAPs around the course's midpoint. They will provide suggestions for revisions, and then review the plans again at the end of the semester to issue final approval or denial of the students' IAPs.

Students, the IS faculty and academic advisor, the disciplinary faculty mentors, and the IS Oversight Committee will observe the following criteria to ensure that each IAP demonstrates curricular coherence, academic rigor, and disciplinary relevance. That is, each acceptable IAP will:

1. Set out a curriculum made up of courses forming a thematically coherent concentration (see Section VI: Program Curriculum) that meets learning outcomes that are aligned with the personal, post-graduate goals articulated within that plan;
2. Propose one core course from the DSU catalog offerings certified by the IS Program Curriculum (for itemized options, see Section VI below) that will provide a foundation for and a clear evaluation of written composition skills and one core course that will provide a foundation for and a clear evaluation of statistical comprehension;
3. Include at least 42 credits within the thematic concentration, 21 credits of which must be upper-division;
4. Not substitute for or duplicate any existing major at DSU;
5. Not propose to acquire disciplinary expertise no DSU faculty can provide;
6. Not petition for extra-institutional credit lacking relevance to the IAP's thematic concentration;
7. Not petition to include completed courses in the thematic concentration that do not link to the IS degree's programmatic learning and post-graduate outcomes as detailed in IS 3800/IS 3805.

Moreover, the Individualized Study degree program (including the IS faculty, advisors, disciplinary mentors, and the IS Oversight Committee) will safeguard the coherence, academic rigor, and disciplinary relevance of the students' Individualized Academic Plans by excluding applicants who:

- Have reached the end of their financial aid allowance without meeting the degree requirements for any department and wish to obtain a baccalaureate degree in fewer than two semesters using an accumulated course history that lacks curricular coherence;
- Wish to avoid completing especially challenging courses required in a particular degree while seeking the learning and professional outcomes targeted by that degree;

- Intend to create a course plan consisting of a diversity of courses that interest them yet do not demonstrate coherent relevance to any field of study, profession, or post-graduate goal;
- Cannot articulate, document, and self-evaluate the personal or professional goals that would be met through specific learning outcomes that could only be acquired through the Individualized Studies program curriculum.

While these above guidelines will exclude a large number of applicants interested only in expediently earning a baccalaureate degree, the guidelines also ensure that the program will attract its target market of nontraditional students with specific post-graduate goals that require flexible curricular models. Examples of individuals who may enroll in the Individualized Studies degree could include students:

- Interested in employment in the public health sector that will utilize knowledge from a core of courses spanning the biological sciences, social sciences, and, given the current digitization of health care information systems, the computer sciences;
- Seeking advancement through their employer in a small business setting in which the lack of employees requires the student to amass skills in a number of areas such as marketing and finance or graphic design, or from disciplines that benefit human resource departments such as communications and psychology;
- With domestic or family-related objectives (such as raising a special-needs or disabled child or enhancing quality of life for an aging parent) that may require specialized knowledge in a variety of disciplines, such as psychology, biology, communications, and education;
- Interested in community-based volunteer projects that may require knowledge in operations management, sociology, communications, and/or criminal justice;
- Pursuing employment and business opportunities in niche interdisciplinary careers such as eco-tourism, a relatively undeveloped industry in southwestern Utah's flourishing tourism economy, for which a student might pursue courses in some combination of environmental science, marketing, and recreational management;
- Interested in working in or developing a 501(c)(3) non-profit organization that provides social services, such as after-school programs for at-risk youth, for which professions students might draw upon coursework such areas as sociology, education, psychology, and business management.

### **Student Advisement**

The Individualized Studies program will require uniquely intensive mentoring and advising, to be performed by the IS faculty and advisor in charge of IS 3800/IS 3805, in coordination with signatory disciplinary faculty mentors and the IS Oversight Committee.

IS students will be required to develop their individual and self-directed (i.e., autodidactic) learning capacities by designing, defending, and completing Individual Academic Plans that are much more complex in concept and execution than simply following a menu of standardized degree requirements with a few electives.

During the concurrent, tandem course of IS 3800/IS 3805, the assignments cumulatively build toward the final Individualized Academic Plan by requiring students to design, implement, evaluate, and modify their curriculum proposals repeatedly, until their professional and personal goals mesh with their own proposed learning outcomes and the general learning outcomes of the IS degree, including the four core fluencies



outlined previously, which will additionally link to the learning outcomes of the various other disciplinary courses they propose to take.

While, on the one hand, assignments in IS 3800 will engage students in a continuous process of self-assessment and plan-building, the IS 3805 Lab, on the other hand, will provide a scaffolding for student advisement. Students will work, through face-to-face individual meetings with a senior interdisciplinary advisor deeply familiar with the curricula of departments around DSU, to refine and render technically compliant their IAPs.

Additionally, an early lecture-assignment combination for IS 3800 will direct the appropriate reasons and means for soliciting a disciplinary faculty mentor, going over the rights and responsibilities of both student and mentor going forward, and gaining that faculty mentor's signature of commitment to work with the individual student toward completion of an IAP and the IS degree. After obtaining a signatory disciplinary faculty mentor, the student will work with that mentor through individual meetings at key points throughout the development and, following matriculation, completion of the student's IAP. This faculty member must have expertise in a field related to the individualized concentration of the student's IAP.

### **Justification for Graduation Standards and Number of Credits**

In addition to fulfilling the requirements of IS 3800/IS 3805 and the Individualized Academic Plans *prior* to matriculation into the IS degree (see "Admission Requirements" above), Individualized Studies bachelor's degree candidates will be held to the institutional standards common to all DSU baccalaureate degrees:

- Completion of 120 college-level credits (1000 and above)
- 40 upper-division credits (3000 and above)
- 30 credits at DSU to obtain DSU institutional residency
- Completion of General Education requirements
- Completion of Institutional Requirements (American Institutions, English, and Mathematics)
- Cumulative GPA 2.0 or higher
- Minimum C grade in all degree program courses

Of the above DSU baccalaureate-degree credit requirements, a maximum of 25% of all credits (i.e., 30 total credits) may be in the form of extra-institutional credit.

### **External Review and Accreditation**

No review external to DSU has been performed as part of this program proposal, but the program's authors have researched dozens of Individualized Studies programs across North America.

Like most interdisciplinary baccalaureate programs, which go by a variety of names and have institution-specific aims, Individualized Study programs vary widely and lack a standardized structure. Nonetheless, structural elements common to most IS degree programs (as well as to the Utah Board of Regents requirements for similar General Studies/University Studies programs) include:

- Admission requirements (by petition, individualized plan approval, or approved proposal);
- A focus on developing students' autodidactic and reflective learning skills;

- A particular focus on curricular coherence, given the individualized and partially self-directed nature of the degree plans;
- Curricular concentrations;
- Facilitation of each student's intellectual engagement with the most relevant academic content to that student's academic and post-graduate goals;
- Integration of content and learning experiences through intensive mentoring and reflective learning activities;
- Strong and institutionally distributed academic oversight, given that these programs draw content from across entire institutions;
- Graduation standards similar to or exceeding those of other baccalaureate programs at the institution.

DSU's proposed IS program includes all of these common elements, while adding the unique suite of core fluencies and the unusual prerequisite that successful completion of the core course facilitating the process of building students' IAPs, IS 3800, which will be taught only by dedicated, full-time, tenure-stream IS faculty, must precede any possibility of matriculation into the degree program.

No accreditation will be sought for this program other than DSU's institutional accreditation.

**Program Enrollment and Graduates (Capped at 30/80 Max) with Projected Departmental Student FTE to Faculty Ratios up to Maximum Enrollment:**

Data Category	Current – Prior to New Program Implementation	PROJ Year 1	PROJ Year 2	PROJ Year 3	PROJ Year 4	PROJ Year 5
<b>Data for Proposed Program</b>						
Number of Graduates in Proposed Program	X	10	20	30	30	30
Total # of Declared Majors in Proposed Program	X	40	50	70	80	80
<b>IAS Departmental Data – For All Programs Within the Department</b>						
Total Department Faculty FTE (as reported in Faculty table above)	2.74	2.74	2.74	2.74	2.74	2.74
Total Department Student FTE (Based on Fall Third Week)	41	45	47	49	49	49
Student FTE per Faculty FTE (ratio of Total Department Faculty FTE and Total Department Student FTE above)	1:14.47	1:13.47	1:14.07	1:14.67	1:14.67	1:14.67
<b>Program accreditation-required ratio of</b>	NA	NA	NA	NA	NA	NA

Student FTE/Faculty FTE, if applicable: (Provide ratio here: NA)						
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### Section III: Need

#### Program Need

Washington County, Utah, continues to lag behind the entire State of Utah and the nation in educational attainment. Even with the efforts to increase the higher education opportunities available for Washington County residents, there is a striking disparity in educational attainment for the population age 25 years and older, according to the 2011 American Community Survey and the 2010 Census Summary File 1.<sup>2</sup>

Educational Attainment	Washington County, Utah	State of Utah
Some college, no degree	31.2%	27.7%
Associate's degree	17.7%	9.2%
<b>Subtotal</b>	<b>48.9%</b>	<b>36.9%</b>
Bachelor's degree	17.7%	20.1%
Graduate or professional degree	8.5%	9.7%
<b>Subtotal</b>	<b>26.2%</b>	<b>29.8%</b>

The percentages of local residents who attended college and did not receive a degree or, perhaps more significantly for this proposal, who hold an associate's degree are substantially higher than for the State of Utah as a whole.

There are two relevant implications to these percentage contrasts with regard to this proposed DSU Individualized Studies degree program and the assessment of its potential need:

- First, the high percentage of local residents who attended college but did not graduate with a bachelor's degree means that significant portions of the population have not yet fulfilled their own educational goals.
- Second, the percentage of Washington County residents who hold an associate's degree is nearly double the percentage Utah State residents who hold an associate's degree. That high percentage reflects both the local desire for postsecondary education and the historical lack of access to nearby, baccalaureate-level degree opportunities. Every one of those holders of an associate's degree is, in principle, a candidate for enrollment in this proposed baccalaureate program in Individualized Studies.

Thus, on the opportunity side, in contrast to the State of Utah as a whole, the Washington County area has an unusually rich pool of adults with postsecondary degrees who might benefit from further academic opportunity, especially in an era of rapid technological change, diminishment of career opportunities for those workers without at least a baccalaureate-level of education, and the continual shifting of corporate and manufacturing centers based, in part, on the educational attainments of local workforces.

<sup>2</sup> Accessed from U.S. Census Bureau:  
[http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_11\\_1YR\\_S1501andprodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_1YR_S1501andprodType=table) and  
[http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_10\\_5YR\\_DP02](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_5YR_DP02), October 15, 2012.

As for the cost of *not* implementing baccalaureate programs such as the one proposed here, a failure to ameliorate this locally specific problem of unattained educational potential will likely mean that the next generation of Washington County residents, also, will not achieve widespread educational parity, neither with the State of Utah nor with the United States as a whole. One reason for this program's need is thus the danger of diminishing expectations. According to Davis-Kean (2005), for example, "Compared to parents with lower levels of education . . . more highly educated parents are more likely to explicitly define higher levels of education as desirable, encourage their children to do well in school, and have higher expectations for their children's academic achievement."<sup>3</sup>

Moreover, contrary to some perceptions about the age of Washington County residents, almost 42% of the county's 141,666 residents are between the ages of 25-64<sup>4</sup>, and that proportion of local residents in their career years swells to 41% of those individuals who have attended college or received an associate's degree but who have not earned a bachelor's degree. The following chart details this demographic need for additional baccalaureate opportunities among working-age adults in Washington County, using the most recent Census educational attainment data by age and gender.

Washington County, Utah Educational Attainment by Age and Gender <sup>5</sup>				
Age	Educational Attainment	Males	Females	Total
25 – 34	Some college, no degree	3,911	2,172	6,083
	Associate's degree only	591	679	1,270
35 – 44	Some college, no degree	1,691	2,011	3,702
	Associate's degree only	513	1,132	1,645
45 – 64	Some college, no degree	4,262	4,639	8,901
	Associate's degree only	1,023	1,826	2,849
<b>Totals</b>		<b>11,991</b>	<b>12,459</b>	<b>24,450</b>

Therefore, if even 1% of those adults who have not returned to college in an existing baccalaureate program would be interested in an Individualized Studies degree, the proposed program would be well worthwhile.

Once again, the above claim for the proposed IS program's need has both a general, cost-benefit validity and validity as a claim for the social value of such a program, especially to the immediately surrounding community. According to Janice Hadfield (2003), colleges and universities have a "social responsibility to deliver education to all kinds of students,"<sup>6</sup> including nontraditional students and adult learners.

Finally, data collected by the National Center for Education Statistics show that most open-access, postsecondary-education institutions need to improve their graduation rates, and DSU is no exception. The

<sup>3</sup> Davis-Kean, P.E. The influence of parent education and family income on child achievement: the indirect role of parental expectations and the home environment. *Journal of Family Psychology* 19(2): 294-304. DOI: [10.1037/0893-3200.19.2.294](https://doi.org/10.1037/0893-3200.19.2.294)

<sup>4</sup> Accessed from U.S. Census Bureau: [http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_11\\_1YR\\_S1501andprodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_1YR_S1501andprodType=table), October 28, 2012.

<sup>5</sup> Accessed from U.S. Census Bureau: [http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_11\\_1YR\\_S1501andprodType=table](http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_1YR_S1501andprodType=table), October 28, 2012.

<sup>6</sup> Hadley, J. (2003). Recruiting and retaining adult students. *New Directions for Student Services* 102. DOI: 10.002.ss85 Accessed at <http://www.inpathways.net/Recruiting%20and%20Retaining%20Adult%20Students.pdf> , October 25, 2012.

overall rate of DSU students who entered in 2005 seeking a bachelor's degree who actually completed that degree by 2011 was 28%.<sup>7</sup> Even allowing for a 42% "transfer-out" rate, at least 30% of those DSU students failed to attain the educational goal with which they started college, a bachelor's degree, neither at DSU nor anywhere else. Data compiled by Complete College America listed Utah's public college and university six-year average completion rate as 38.2% (for full-time students).<sup>8</sup> Supplemented by more traditional students with 60 or more completed credits, who find that they desire to complete a more customized degree program that is tailored to their life and career goals in a way no existing program on campus can address, it is this large, local population of adult, returning students, who have earned considerable college credits or associates' degrees, but who have not yet received any baccalaureate degree, that forms the *raison d'etre* of this Individualized Studies program proposal.

## Labor Market Demand

The demand for employees with, at minimum, completed baccalaureate degrees has not only never been higher, despite the uptick in job opportunities across the boards since the easing of the 2008 recession, it has changed its nature dramatically in the past few decades.

Demographically, women work in equal or greater numbers than men. The glass ceiling, finally cracking, continues to be lowest for those women without higher education, and, as the statistics in the previous section amply illustrate, both the State of Utah generally and the County of Washington in particular have sizeable underserved populations of adult women earners and learners.

In terms of post-baccalaureate skill sets, with the exception of the most certification-stringent vocations, such as nursing, accounting, pharmacy, or dental hygiene, employers have become less and less interested in the more narrowly defined capacities that vocational degree programs offer, while becoming more and more demanding of employee flexibility and autodidactic skills in the face of swiftly changing markets. On the other hand, and however unfairly, employers remain skeptical of broad liberal arts categories. One peculiar result is that, for the foreseeable future, a relatively traditional degree in Business or Psychology from a regional university such as DSU might meet with the same unwarranted employer skepticism as a degree in English, Philosophy, or Fine Arts. In any case, no degree, whether liberal or vocational, traditional or novel, can hope to offer its possessors a legitimate claim to both flexibility and autodidactic resilience without a curriculum emphasizing core fluencies in written composition, statistical comprehension, public presentation, and collaborative problem solving. By writing these core fluencies into its basic curriculum, the DSU baccalaureate program in Individualized Studies would address early-to-mid 21st-century labor market demand at the most fundamental level<sup>9 10</sup>.

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<sup>7</sup> Dixie State University. (2012). College Navigator. National Center for Education Statistics. Accessed at <http://nces.ed.gov/collegenavigator/?id=230171#fedloans>, November 15, 2012.

<sup>8</sup> Utah. (2011). Complete College America. Accessed at <http://www.completecollege.org/docs/Utah.pdf>, on November 16, 2012.

<sup>9</sup> Garcia, Stephanie Parra. (2011). Preserving the Public Good: Presenting an Organizational Model for the Changing Future of Higher Education. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Charlotte, NC, Nov 18, 2011).

<sup>10</sup> Lyall, Katharine. (2011). Seeking Sustainable Public Universities: The Legacy of the Great Recession. *Research & Occasional Paper Series: CSHE. 10.11*. Center for Studies in Higher Education.

Beyond the four core fluencies to be emphasized by the program, which will allow graduates a considerable long-term career latitude, the degree of flexibility within the program's emphasis on Individualized Academic Plans, structured by close and well-defined mentoring, advising, and oversight, will allow matriculated students to focus on their own, personal life and career goals in a way few, if any, other baccalaureate programs can allow.

## Student Demand

Although, within the Department of Interdisciplinary Arts and Sciences, the existing, senior thesis-driven baccalaureate program in Integrated Studies (INTS) is well-established, popular, and with several hundreds of declared majors and over a hundred 2012-13 graduates (40% of whom ended up attending post-graduate education) to its credit, the fact remains that because the Integrated Studies program at DSU has a rigid structure, requiring students to complete two, traditional-content emphases in distinct disciplines, as well as a four-to-five semester core interdisciplinary program that includes a two-to-three semester thesis project that integrates those two emphases according to exact parameters, many matriculated DSU students have considerable accumulated credit hours and an interest in an interdisciplinary major but cannot apply to the Integrated Studies degree program in any hope of graduating while time or financial aid permits. To be exact, a degree in Integrated Studies requires the completion of two fixed disciplinary emphases (21-32 credits each) and four or five, 3-credit core classes, including 6-9 credits for the integrated senior thesis research and project.

Integrated Studies is an interdisciplinary degree program, but an inherently integrative, thesis-oriented, and relatively more traditional interdisciplinary program<sup>11</sup>, whereas Individualized Studies will be both interdisciplinary and multidisciplinary, without the requirement of a senior thesis and, in its place, an emphasis on the four core fluencies detailed above, along with the development and oversight of each student's multidisciplinary, bespoke Individual Academic Plan.

Students who wish to maximize their previous life and educational experiences, who desire an education tailored to their individual career goals and personal interests, who want to undertake studies in a broader set of disciplines than is feasible given the 54-75 credits required to complete the paired Integrated Studies emphases and the Integrated Studies core courses, and who want either to include subject areas not currently available in the form of a DSU Integrated Studies emphasis or to have more flexibility in what they study than the Integrated Studies degree structure allows, will be better served by the Individualized Studies program.

Lastly, students who have earned credits in a major not currently offered at DSU are severely hampered in their efforts to complete a baccalaureate education, especially if they live nearby. Students thus

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<sup>11</sup> Indeed, many institutions use the terms "interdisciplinary" or "integrated" for essentially identical programs, including the University of Miami-Ohio, which only recently changed the name of its nationally published newsletter and organization from "Integrated Studies" to "Interdisciplinary Studies," without any concomitant change in any of its program structures. Interestingly, U Miami-Ohio also offers, in addition to its thesis-driven baccalaureate in Interdisciplinary Studies, a separate, non-thesis baccalaureate program in Individualized Studies. The latter, like the DSU program of Individualized Studies proposed here, puts its emphasis on IAPs, in place of the thesis-driven approach of the baccalaureate in Interdisciplinary Studies (formerly, "Integrated Studies"). Closer to home, Utah Valley U also has a long-established, thesis-driven baccalaureate in Integrated Studies but has recently proposed a new, non-thesis, multidisciplinary program in University Studies. That latter program differs in key respects from the Individualized Studies program proposed for DSU here, in no small part because UVU's University Studies program would be philosophically somewhat different, aim to address a different local market need, and likely be housed at UVU in a completely different School from UVU's Integrated Studies program, housed in the College of Humanities and Social Sciences. Nonetheless, the programs would be comparable in being multidisciplinary and in targeting a demographic of returning adult students.

disadvantaged could, insofar as personal and career goals allow, utilize previously earned coursework in constructing their Individualized Academic Plans.

## Similar Programs

There is no standardization in the naming conventions of individualized and interdisciplinary baccalaureate programs at either public or private institutions throughout North America. Individualized Studies baccalaureate programs are offered at numerous colleges and universities across the country. These IS degree granting institutions scale in size from large and research-oriented public universities to regional, comprehensive universities similar to DSU, on down to small, traditional liberal arts colleges. The programs vary substantially in their design, from exceptionally flexible to relatively highly structured, although few if any are as fixedly structured as the typical, traditional baccalaureate major, and none are as fixed in structure as are vocational degree programs that target rigid certification requirements. Some “University,” “General,” or “College” Studies programs look much like the proposed DSU Individualized Studies program, while other similarly named programs function almost like DSU’s existing Integrated Studies program or are designed more as a-la-carte interdisciplinary majors requiring multiple emphases of 15-18 credits apiece.

The following institutions offer programs varyingly similar to the proposed DSU Individualized Studies degree:

Institution	Degree(s)	Structure
<b>USHE Programs</b>		
Dixie State University	BA/BS Integrated Studies	12 credit core plus two structured emphases (21-32 credits each)
Southern Utah University	BA/BS General Studies	45-credit individualized major, 21 of which must be upper-division, from multiple disciplines, includes 6 credit core
Southern Utah University	BA/BS Interdisciplinary Studies	Track 1 – Integrated Studies: 9 credit core, 21 credits in each of 2 disciplines Track 2 – Thematic Studies: 9 credit core, 42 credits from multiple disciplines
University of Utah	Bachelor of University Studies (BUS)	Thematic individualized interdisciplinary program, 44-credits in the major-emphasis area (16 must be 4000 and above); 56 total upper-division credits required
Utah State University	BA/BS General Studies	30-credit identifiable emphasis within one academic college
Utah State University	BA/BS Interdisciplinary Studies	45 credit individualized thematic program of study in two or more disciplines (21 credits must be upper-division)
Utah Valley University	BA/BS University Studies	40-credit thematic plan of study plus capstone project or internship
Weber State University	Bachelor of Integrated Studies (BIS)	Individually designed, 18 credit hours in each of three emphasis areas, no core
<b>Non-USHE Programs in Utah and Bordering States</b>		
Arizona State University	Bachelor of General Studies (BGS)	Students complete three classes in each of four clusters, some focus on one discipline, some are

		interdisciplinary, 21 credits in the clusters must be upper-division
Boise State University	Bachelor of General Studies (BGS)	37 upper-division credits in an individualized degree plan in three thematic areas; 5 credit core
Brigham Young University	Bachelor of General Studies (BGS)	30 credit structured thematic emphasis (7 available) plus 1-credit introductory and 2-credit capstone courses
Colorado Mesa University	BA in Liberal Arts	Individualized interdisciplinary program, 15-24 credit core, 33-42 credits in 2-3 disciplines
Metropolitan State College of Denver	BA/BS Individualized Degree Program	40 credits in major, including 21 upper-division, minimum 20-credit minor is required
University of Arizona	Bachelor of General Studies (BGS)	36-credit theme-based focus cluster, 3 theme-based clusters of 9-credits each (preset themes but freedom to select classes to fulfill the topic)
University of Colorado	BA/BS Distributed Studies	Individually structured program
University of Idaho	Bachelor of General Studies (BGS)	No restrictions or requirements on courses other than basic baccalaureate graduation requirements
University of Nevada, Reno	Bachelor of General Studies (BGS)	30-credit individualized thematic cluster (18 must be upper-division) from three departments in no more than two colleges
<b>Sampling of Non-USHE Individualized Studies Programs across North America</b>		
Buffalo State University	Bachelor of Individualized Studies	36 IS upper-division credits, two-to-four academic fields other than IS, max 6 courses per discipline
George Mason University	Bachelor of Individualized Studies	12 IS core credits, 24-36 upper-division individualized concentration credits, 3 credits statistics, 9 credits natural sciences, 3 credits IT, 9 credits social sciences, 9 credits humanities, 6 credits composition
Goddard College	Individualized Bachelor of Arts	Low-residency program, 36 IS credits, 18 upper-division, max 75 approved transfer and/or experiential learning credits
New York University (Gallatin School)	School of Individualized Studies (Undergraduate)	Highly diverse combination of: first-year program, interdisciplinary seminars, writing program, arts program, colloquium, experiential learning, student-directed learning, and senior project
New Mexico State University	BA/BS Individualized Studies	128 total credits, max 30 in business, min 48 upper-division credits, IS program of study
University of Miami-Ohio	BA/BS Individualized Studies	9 credits "mid-level 3-course cluster" in IS, min 24 upper-division concentration credits total, multidisciplinary capstone project

These tables make evident that no two of these interdisciplinary baccalaureate programs are exactly the same in name and requirements. However, the proposed DSU Individualized Studies program will incorporate several of the most common elements of these programs: a flexible, self-directed program; credit for previous academic work in relevant disciplines; a heavy emphasis on tailored advisement plus faculty mentoring; an institutional Oversight Committee; and an Individualized Academic Plan.



Finally, with regards to USHE goals, as the USHE works towards achieving the Utah Governor's goal of 66% of Utah's adult population having earned a postsecondary degree or certificate by 2020, the addition of the Individualized Studies program at Dixie State University will provide greater access for the targeted population in our area.

### **Collaboration with and Impact on Other USHE Institutions**

As mentioned above, a variety of Bachelor of Individualized Studies / University Studies / General Studies and similar programs and proposed programs at other USHE institutions and non-USHE (neighboring and national) institutions were carefully reviewed. Because this degree is oriented toward a limited number of former and current DSU students and Washington County residents who have specific professional and personal goals that are not being efficiently met by existing programs, no impact on other USHE institutions is anticipated. It is worth pointing out that the program, as proposed, would, in particular, be distinct from SUU's General Studies program, the nearest of the similar USHE and non-USHE programs, in placing a greater stress on the mentoring, advising, and oversight of an Individualized Academic Plan, as well as on returning adults with associate degrees in hand. It will also distinguish itself from that program in being housed, side-by-side with DSU's thesis-driven baccalaureate program in Integrated Studies, in a separate Department of Interdisciplinary Arts and Sciences exclusively dedicated to interdisciplinary programs at DSU.

### **Benefits**

According to Complete College America, Utah students accumulate an average of 146-147 credits and 6.7-7.8 years to earn a four-year, 120-credit bachelor's degree.<sup>12</sup> Giving both current and returning students, particularly students in the working years of ages 25-64, the opportunity to maximize the real value of the credits that they have already earned within an Individualized Studies baccalaureate program through the medium of well-targeted IS 3800/IS 3805 preliminary coursework toward an Individualized Academic Plan would, as a start, both lower the number of credits these students have to take to fulfill bachelor's degree requirements while enabling them to make their bachelor's degrees more personally and professionally meaningful.

In addition, an increase in the DSU graduation rate, however slight at first, is to be expected as a result of this program's implementation, while the opportunity to provide meaningful, personalized educational experiences to the surrounding communities is at the heart of DSU's institutional mission.

Finally, the increased level of Washington County baccalaureate attainment (and beyond) made more likely through the development of this Individualized Studies degree will contribute to USHE's aforementioned HigherEdUtah 2020 "big goal" of 66% of Utahns age 25-64, female and male alike, having earned a postsecondary degree. Corresponding goals of this initiative will also be helped: increasing employment versatility and capacity by expanding technological capabilities, "increasing the number who persist and complete their education once they enter college," "expand[ing] the ability of colleges and universities to provide quality opportunities for more students," and "transform[ing] the way higher education meets the

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<sup>12</sup> Utah. (2011). Complete College America. Accessed at <http://www.completecollege.org/docs/Utah.pdf>, on November 16, 2012.

needs of the 21<sup>st</sup>-century students through effective and efficient use of technology, while sustaining academic quality.”<sup>13</sup>

### Consistency with Institutional Mission

The proposed baccalaureate program in Individualized Studies will be easily and entirely consistent with DSU’s mission as “a teaching institution that strives to enrich its community and the lives of its students by promoting a culture of learning, values, and community.”

## Section IV: Program and Student Assessment

### Program Assessment

The goal of the Individualized Studies program is to assist independently minded, self-directed students seeking baccalaureate degree completion to meet their educational, personal, and professional objectives, while also establishing and mentoring four core fluencies in written composition, statistical comprehension, public presentation, and collaborative problem solving.

Assessment strategies that have been identified and incorporated into the program assessment procedure to ensure that the program meets these goals include the following five essential sub-goals:

Program Curriculum Outcomes	Individualized Curriculum Outcome
1. Written Communication Fluency	5. Specialized Knowledge Relevant to Personal and Professional Goals (IAPs)
2. Statistical Comprehension at a Level Consistent with Interpreting Major News Media Reports and Corporate Data	
3. Comfort with Public Presentation of Work to Peers and Supervisors in Visual and Oral Media	
4. Comfort with and Competency at Collaborative Problem Solving with Peers and Supervisors	

A second assessment strategy ensures that the program learning outcomes clearly intersect with the DSU Mission Statement’s Core Themes. Outlined below is a grid that illustrates how each of the above five program learning outcomes in its turn addresses each of those core DSU themes: “A Culture of Learning,” “A Culture of Values,” and “A Culture of Community.” As shown on the grid, each one of the four, more general program learning outcomes addresses at least one of the objectives for a given theme. (Specialized Knowledge, the fifth IS program learning outcome, will be unique to each student’s IAP, but, we believe merits mention here as fulfilling *all* of DSU’s mission values by providing a potential wealth of well-educated, employable, flexible and, above all, diverse adults of working age.)

<sup>13</sup> Utah System of Higher Education. (2010). *HigherEdUtah 2020: 2010 Executive summary*. Accessed at [http://www.higheredutah.org/wp-content/uploads/2009/11/ExecutiveSummary\\_HigherEdUtah2020\\_2010Report.pdf](http://www.higheredutah.org/wp-content/uploads/2009/11/ExecutiveSummary_HigherEdUtah2020_2010Report.pdf) , November 1, 2012.

Program Learning Outcomes	DSU Core Themes and Objectives	Learning				Values			Community		
		CT1.1	CT1.2	CT1.3	CT1.4	CT2.1	CT2.2	CT2.3	CT3.1	CT3.2	CT3.3
PLO 1: Written Communication		X	X	X					X		
PLO 2: Statistical Comprehension		X	X	X					X		
PLO 3: Public Presentation		X	X	X				X	X	X	
PLO 4: Collaborative Problem Solving		X	X	X	X	X	X	X	X	X	

The third assessment strategy assesses each programmatic learning outcome within a five-year cycle. The five-year cycle enables program and student learning assessment information to be incorporated into cyclical program reviews as set out by the Regents' R411 requirements.

Assessment Cycle					
IS Degree Learning Outcomes	Year 1	Year 2	Year 3	Year 4	Year 5
Written Communication	X				X
Statistical Comprehension		X		X	
Public Presentation			X		
Collaborative Problem Solving		X		X	
Specialized Knowledge (IAPs)	X		X		X

The Individualized Studies faculty will assess the program learning outcomes using direct and indirect measures of student achievement (a detailed explanation of this assessment process is found in the following section).

### Expected Standards of Performance

At the time of graduation, students in the Individualized Studies program will have achieved the following five principal competencies, including the four core fluencies general to the program, and the competency specific to creating and completing their Individualized Academic Plans, including whatever specialized knowledge that the IAP will entail for the given student. (N.b., where a core fluency is assessed from coursework not offered by IS faculty, both syllabi and signature assignments will be solicited from the relevant DSU faculty members):

#### Program Curriculum Outcomes

1. Fluency of Written Communication:
  - a. Writes in well-structured paragraphs with complete sentences and clear topics.
  - b. Uses stylistic conventions appropriate to the given discipline or profession.
  - c. Proofreads diligently for typographical and/or grammatical errors.
  - d. Presents ideas clearly and logically, avoiding redundancy and obfuscation.
  - e. Uses and cites any borrowed, quoted, or relevant source materials accurately.
  
2. Fluency of Statistical Comprehension:
  - a. Knows, recognizes, and can define basic concepts such as "significance."
  - b. Can correctly read and interpret standard graphic representations of data.

- c. Can articulate core probabilistic concepts, as found, e.g., in campaign forecasts.
- d. Will check data sources for their methods of collection, regardless of discipline.
- e. Can articulate criticism of gross abuses of statistical, probabilistic language.

### 3. Fluency of Public Presentation

- a. Has successfully presented at least two research-based projects before peers.
- b. Can work, comfortably, with at least one, major visual presentation software.
- c. Can demonstrably present information accurately and clearly to an audience.
- d. Demonstrates capacity to use best citation methods within oral presentations.
- e. Demonstrates good clock management during an oral presentation.
- f. Can demonstrably handle Q&A in a forthright, respectful manner.

### 4. Fluency of Collaborative Problem Solving

- a. Has worked in at least three, problem-based collaborative peer groups.
- b. Can demonstrate respectful strategies for dealing with lagging colleagues.
- c. Can demonstrate respectful strategies for dealing with supervisory demands.
- d. Can articulate and give pros-and-cons of three or more collaborative strategies.
- e. Has demonstrated constructive, collaborative help on more than one peer's IAP.
- f. Can articulate a personal, evidence-based theory of best collaborative practices.

### 5. Competency of Specialized Knowledge (IAP)

- a. Has created IAP design that drew favorable response from IS faculty.
- b. Has created IAP content that drew favorable response from disciplinary mentor.
- c. Has created IAP design and content viewed favorably by Oversight Committee.
- d. Followed through on all aspects of IAP following approval.
- e. Received grades of 2.5 or better on all IAP core-concentration courses.

## Outcome Assessment Procedure

The Individualized Studies faculty will assess programmatic learning outcomes using direct and indirect measures of student achievement.

### Direct Measures

Direct measures will be assessed over five year cycles (see "Assessment Cycle" grid above) using samples of student work, such as Individualized Academic Plans, capstone projects, internship evaluations, and narrative self-assessments that students create after meetings with their Individualized Studies academic advisor and disciplinary faculty mentor.

Direct measures will be assessed for each program learning outcome and conclusions will be drawn to determine strengths, weaknesses, and curriculum areas in need of modification. Benchmarks will be set for improvement in modified areas in order to measure effective program development.

## Indirect Measures

The Individualized Studies program will also use indirect measures to assess our success in meeting our learning outcomes. Indirect measures that will be used:

1. Alumni surveys will be issued in order to track rates of job placement in the professional areas targeted by the student's in their IAPs. Alumni surveys will also gather reflective evaluations of the Individualized Studies learning experience.
2. Student surveys will be issued at the beginning and end of Individualized Studies courses to ascertain the extent to which students self-assess the current state of their competencies in the four core fluencies.
3. Analysis of retention and time-to-graduation of program graduates will be conducted in order to determine success in terms of exposure to the curriculum and program completion.

The Individualized Studies program will utilize rubrics to measure each of the stated outcomes. Rubrics used to measure General Curriculum Outcomes will quantify breakdowns generated in-house by the DSU Department of IAS and will be consistent with relevant rubrics outlined by the Association of American Colleges and Universities. Rubrics for Specialized Knowledge (IAPs) will be developed in coordination with the IS Oversight Committee and faculty members from outside departments.

## Section V: Finance

### Budget

5-Year Budget Projection						
IAS Departmental Data (for all programs within the department)	Current Budget— Prior to New Program	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Personnel Expense</b>						
Salaries and Wages	\$205,000	\$205,000	\$205,000	\$205,000	\$205,000	\$205,000
Benefits	\$73,500	\$73,500	\$73,500	\$73,500	\$73,500	\$73,500
<b>Total Personnel Expense</b>	<b>\$278,500</b>	<b>\$278,500</b>	<b>\$278,500</b>	<b>\$278,500</b>	<b>\$278,500</b>	<b>\$278,500</b>
<b>Non-personnel Expense</b>						
Travel	\$1,500	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
Capital	\$5,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
Library	-0-	-0-	-0-	-0-	-0-	-0-
Current Expense	\$10,000	\$11,000	\$11,000	\$11,000	\$11,000	\$11,000
<b>Total Non-personnel Expense</b>	<b>\$16,500</b>	<b>\$20,000</b>	<b>\$20,000</b>	<b>\$20,000</b>	<b>\$20,000</b>	<b>\$20,000</b>
<b>Total Expense (Personnel + Current)</b>	<b>\$295,000</b>	<b>\$298,500</b>	<b>\$298,500</b>	<b>\$298,500</b>	<b>\$298,500</b>	<b>\$298,500</b>
<b>Departmental Funding</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Appropriated Fund	\$295,000	\$ 279,189	\$275,719	\$272,249	\$272,249	\$272,249

Other: Tuition to Program	\$0	\$ 19,311	\$ 22,781	\$26,251	\$26,251	\$ 26,251
Special Legislative Appropriation						
Grants and Contracts						
Special Fees/Differential Tuition						
<b>Total Revenue</b>	\$295,00	\$298,500	\$298,500	\$298,500	\$298,500	\$298,500
<b>Difference</b>						
Revenue - Expense	\$0	\$0	\$0	\$0	\$0	\$0
Departmental Instructional Cost/Student Credit Hour <i>(as reported in institutional Cost Study for "current" and using the same Cost Study Definition for "projected")</i>	\$85.68	\$85.68	\$85.68	\$85.68	\$85.68	\$85.68

*\*This budget includes the hire of a full-time tenure-track faculty member for year one at an average individual faculty salary of \$45,000, plus benefits.*

### Funding Sources

The funding for the proposed degrees will come from institutional funds, state allocations, and new tuition revenue. External funding sources will be vigorously pursued as conditions allow.

### Reallocation

No current reallocation of program funds is planned.

### Impact on Existing Budgets

Beyond the need for signatory disciplinary faculty mentors, there is no anticipation of other programs being significantly impacted by this new program.

Those disciplinary faculty mentors who sign a commitment to mentor a particular student's production of a valid IAP for matriculation into the IS degree program will be paid stipends equivalent to 0.1 of a 3-credit course stipend, on the premise that each IS 3800 student mentored is workload equivalent to teaching one student in a writing-intensive 10-student seminar.

Students in the Individualized Studies program will be taking courses in other content areas, but it is expected that the students will naturally distribute themselves across multiple departments, thereby avoiding an increase in burden for any one professor or content area. (It is hoped and anticipated that, for some disciplinarily important content areas, the addition of IS students will actually help to fill sections, helping to keep that content offered on a more regular basis, benefitting all students in those areas.)

Beyond the stipends for signatory faculty mentors, it is anticipated no necessary funding for additional faculty or for resources in any other department or program extant on campus.

### Section VI: Program Curriculum

Course Prefix and Number	Title	Credit Hours
<b>General Education / Institutional Requirements</b>		
DSU General Education Requirements		31-35
<b>Required IS Core Courses - Complete All</b>		
IS 3800	Individualized Studies Seminar	3
IS 3805	Individualized Studies Lab	1
IS 4700	Individualized Studies Portfolio	3
	<b>Sub Total</b>	<b>7</b>
<b>Individualized Concentration Courses – Complete 42 credits (21 Credits must be upper-division)</b>		
<b>Statistical Comprehension - Complete One (1) Course</b>		
MATH 1040	Introduction to Statistics	3
STAT 2040	Business Statistics	4
SOC 3112	Social Statistics	3
<b>Written Composition – Complete One (1) Course</b>		
PSY 2000	Writing in Psychology: APA Style	3
ENGL 3030	Advanced College Writing	3
ENGL 3130	Grant and Proposal Writing	3
ENGL 3010	Writing in the Professions	3
<b>Thematic Concentration – Complete 35 to 36 Credits</b>		
Concentration Courses (lower-division)		14-21
Concentration Courses (upper-division)		15-21
	<b>Sub Total</b>	<b>42</b>
<b>Elective Credit</b>		
College-Level Course(s) (numbered ≥1000)		36-40
	<b>Sub Total</b>	<b>36-40</b>
<b>Total Number of Credits</b>		<b>*120</b>

\*Must complete a minimum of 120 credits, with a minimum of 40 in upper-division courses  
*a – Only courses graded "P" or "C-" or higher may be used toward the Individualized Concentration, which must be approved by the Individualized Studies Oversight Committee. Maximum 12 credits Pass/Fail graded courses may be applied to Individualized Concentration.*

## New Courses to Be Added in the Next Five Years

All courses listed above have been approved for inclusion in the DSU General Catalog. No new courses are anticipated.

## Program Schedule

Since this program is oriented toward students who have already earned an associate's degree or an equivalent number of credits (60+), the sample schedule reflects a returning adult student who has already fulfilled all or most General Education requirements and earned a number of credits that can be applied toward elective requirements as well.

Semester 1		Semester 2	
Course	Credits	Course	Credits
IS 3800 Individualized Studies Seminar	3	Concentration Course (upper-division)	3
IS 3805 Individualized Studies Lab	1	Concentration Course (upper-division)	3
Concentration Course (lower-division)	3	Concentration Course (upper-division)	3
Concentration Course (lower-division)	3	Concentration Course (upper-division)	3
<b>Total</b>	<b>13</b>	<b>Total</b>	<b>12</b>
Semester 3		Semester 4	
Course	Credits	Course	Credits
Concentration Course (upper-division)	3	IS 4890R Internship	6
Concentration Course (upper-division)	3	Concentration Course (upper-division)	3
Concentration Course (upper-division)	3	IS 4100 Independent Study	3
Concentration Course (upper-division)	3	IS 4700 Individualized Studies Portfolio	3
<b>Total</b>	<b>12</b>	<b>Total</b>	<b>15</b>

## Example: Case Study and Hypothetical IAP

"Fred" is a 41 year-old commercial real estate broker who, after receiving an Associate of Science degree from Dixie State College in 2004, has recently enrolled in higher education to complete his baccalaureate degree. Personal and professional motivations underlie his return to the Dixie State campus. Personally, he hopes to become one of the first members of his family to earn an undergraduate degree and to inspire his children, now nearing college age, to pursue studies beyond high school. Professionally, Fred owns a real estate brokerage company in St. George and wishes to take courses that will provide him with knowledge and skills that will directly benefit his business. He is particularly interested in learning team-building and leadership strategies in order to become a more effective manager to the agents who work in his firm.



Additionally, he wishes to attain computer design skills and knowledge of the ways in which technology can enhance the company's marketing approach. He would also like to build capacity in general accounting to gain a better understanding of his accountant's operations, and he knows that needs to improve his professional writing skills if he wants to create his own listings and write the copy for the company's website himself.

Fred has explored various majors available at Dixie State University and has not found a traditional degree within which he could both obtain the range of skills he seeks and set himself on a path towards bachelor's degree completion. He notices that the Individualized Studies program, however, could offer him the opportunity to pursue the skills he wants while efficiently moving toward a bachelor's degree, so he enrolls in the gateway course entitled Individualized Studies Seminar and Lab (IS 3800/3805). In this course he adheres to a strict week-by-week succession of assignments that require him to first identify his reasons for enrolling in the IS program, then outline his post-graduation goals and locate a faculty mentor in a department *other* than the Department of Interdisciplinary Arts and Sciences who will agree to provide oversight and course suggestions for his Individualized Academic Plan (IAP).

In addition to working with this outside faculty mentor and the IS instructor of 3800, Fred will be working closely with the full-time Integrated Studies academic advisor through the Individualized Studies Lab (IS 3805) to construct a coherent curriculum that meets his professional goals while following the strict criteria through which the IS Committee evaluates the merit of each IAP. These evaluations will occur twice: first, in the third week of the semester, giving Fred an opportunity to drop the course if he finds the degree requirements do not suit his needs or abilities. Evaluations will then take place again in the final month of the semester, when the IS Committee will make a decision to reject or accept Fred's IAP as appropriately coherent and rigorous.

Under the advisement of the three mentors described above (outside faculty mentor, IAS faculty mentor, and IAS academic advisor), Fred includes courses in his IAP that ideally meet his academic needs. While the courses will be housed in separate departments, together they will provide Fred with training in an interconnected set of competencies vital to many small business owners.

The following courses, for example, triangulate team building and leadership skills from a cross-disciplinary perspective: COMM 1270, 2010, 2120, 3330, 3350, 4050; MGMT 4300, 3510; SOC 1010; HUM 3030. With regard to improving computer skills and knowledge of the ways in which technology can enhance his company's marketing potential, Fred decides that he will take the following courses: CIS 2010; VT 2500, 2600, IT 3500, 3550; CIS 2480; MKTG 3010, 3450, 4100. To build general accounting skills, in order to have a better understanding of his accountant's operations, Fred will take the following courses: ACCT 2010, 2020, 3010. Finally, to improve his professional writing skills he will take ENGL 3030 and 3010. Below you will find an example of the course schedule for Fred's IAP, elucidating how his individualized choices of courses will interlock with the core requirements for the IS degree.

Course Prefix and Number	Title	Credit Hours
<b>General Education / Institutional Requirements</b>		
DSU General Education Requirements		35
<b>Required IS Core Courses - Complete All</b>		
IS 3800	Individualized Studies Seminar	3
IS 3805	Individualized Studies Lab	1

Course Prefix and Number	Title	Credit Hours
IS 4700	Individualized Studies Portfolio	3
	<b>Sub Total</b>	<b>7</b>
<b>Individualized Concentration Courses – Complete 42 credits (21 Credits must be upper-division)</b>		
<b>Statistical Comprehension - Complete One (1) Course</b>		
MATH 1040	Introduction to Statistics	3
<b>Written Composition – Complete One (1) Course</b>		
ENGL 3030	Advanced College Writing	3
<b>Thematic Concentration – Complete 35 to 36 Credits</b>		
<i>Concentration Courses (lower-division)</i>		
ACCT 2020	Managerial Accounting	3
CIS 2010	Business Computer Proficiency	3
COMM 2010	Interpersonal Communication	3
COMM 1270	Argumentation and Critical Thinking	3
VT 2500	Computer Illustration	3
VT 2600	Creative Imaging	3
<i>Concentration Courses (upper-division)</i>		
MKTG 3010	Marketing Principles	3
MKTG 3450	Consumer Behavior	3
COMM 3330	Negotiations & Bargaining	3
COMM 4050	Leadership High Performance Teams	3
IT 3500	Electronic Commerce	3
MGMT 4300	Human Resource Management	3
	<b>Sub Total</b>	<b>42</b>
<b>Elective Credit College-Level Course(s) (numbered ≥1000) - 36-40</b>		
ACCT 2010	Financial Accounting	3
ACCT 3010	Intermediate Accounting I	3
MGMT 2050	Business Law	3
MKTG 4100	Marketing Research	3
MGMT 3510	Business Professional Ethics	2
CIS 2480	Business Presentation Graphics	2
HUM 3030	Multicultural Studies	2
COMM 3350	Interviewing	3
IT 3550	Internet & ECommerce Marketing	3
ENGL 3010	Writing in the Professions	3
COMM 2120	Small Group Communication	3
STAT 2040	Business Statistics	4
SOC 1010	Intro to Sociology	3
	<b>Sub Total</b>	<b>37</b>
	<b>Total Number of Credits</b>	<b>*121</b>

\*Must complete a minimum of 120 credits, with a minimum of 40 in upper-division courses

## Section VII: Faculty

All DSU faculty may contribute support to this proposed program, as students can take classes across the curriculum to create their Individualized Studies Individual Concentrations. In addition, the Department of Interdisciplinary Arts and Sciences specifically hired Dr. Matthew Morin in order to coordinate the proposed Individualized Studies baccalaureate program and teach the required core courses. Dr. Morin has a Ph.D. in Ethnomusicology and extensive experience with multi-disciplinary/interdisciplinary instruction and learning. In addition, he has lived in numerous international locations on three continents, experiences that have provided him a global understanding of what students need to succeed as citizens of the world.

Finally, DSU will create an Individualized Studies Oversight Committee comprised of faculty members from each of the six academic schools, which committee will also include the Individualized Studies program coordinator as chair. Going forward, the Dean of each School will recommend a representative from their faculty at appropriate intervals, e.g., when faculty members retire or their two-year terms expire. The IS Oversight Committee will be responsible for reviewing and approving the IAPs (thereby also the Individualized Concentrations) of each student. They will also participate in the evaluation of the capstone projects. The six academic schools from which the committee members come are:

- School of Business and Communication
- School of Education
- School of Visual and Performing Arts
- School of Health Sciences
- School of Humanities
- School of Science and Technology