



ADVISING SUCCESS CENTER

Individualized Studies Major, B.S. Student Packet

Thank you for your interest in the Individualized Studies Major from Bemidji State University. The nature of this degree program provides students who have completed at least 72 semester credits, the flexibility to design a program of study, based on prior course work in a major and the selection of a sequence of elective courses. Students can choose a program of study that is focused on their specific interests of study and professional goals.

In this packet you will find:

- Degree Requirements
- Degree Process Checklist
- Program Proposal and Evaluation Rubric

To enroll in the Individualized Studies degree program you are required to meet with the Advising Success Center and complete the program proposal included in this packet. To make an appointment with the Advising Success Center please call (218) 755-4226 or stop by their office in Decker Hall 202.

Thank you,

Advising Success Center

STUDENT DATA INFORMATION

Student Name _____ BSU _____

Address _____

Street

City

State

Zip

Phone Number _____ Alternate Phone _____

Email _____

2012-13 UG CATALOG – B.S. 7/12

Effective Fall 2012 (20133) – NEW

Individualized Studies Major, B.S.

Individualized Studies is a degree program developed by the student in consultation with an advisor from their concentrated area(s) of study. The nature of this degree provides students with the flexibility to design a program of study, based on prior course work in a major and the selection of a sequence of elective courses. Students can choose a program of study that is focused on their specific interests of study and professional goals.

No more than 30 credits from the Individualized Studies degree program may be applied toward a double-major or second degree in the designated disciplines.

Students who wish to pursue a minor in addition to the Individualized Studies major must complete a minimum of 6 credits in the minor not included in the Individualized Studies major.

Individualized Studies Program Requirements

Students eligible to declare Individualized Studies as their bachelor's degree program of study must have completed a minimum of 72 semester credits.

The degree program requires completion of 44 semester credits in the student's choice of courses from the following disciplines at the 3000-4000 level, and a one-credit capstone course from one of the following disciplines excluding Psychology and Social Work, with a 2.25 minimum GPA. Students may complete a 6-12 credit internship or applicable work experience as a part of the 45 credits required at the 3000-4000 level in the following disciplines excluding Psychology and Social Work.

Accounting
Business Administration
Mass Communication
Technology, Art, and Design
Criminal Justice
Human Performance, Sport, and Health
Professional Education
Psychology
Social Work

Admission to the Program

Upon successful completion of 72 semester credits, students may apply for the B.S. in Individualized Studies degree program.

Following the initial inquiry, students are required to contact the Advising Success Center to set up an appointment to discuss the requirements and admission process for this degree program. For information on the steps all students in the B.S. in Individualized Studies degree program must complete, please click on this link ([Individualized Studies Degree Program Process](#)).

Students who have successfully completed 72 semester credits and who have an interest in the Bachelor of Science in Individualized Studies degree program must submit an application through the Advising Success Center. The application must address the following points:

1. A statement of understanding about the freedom of choice associated with this degree;
2. A statement of future plans to use this degree for personal growth, further study, employment, or other purposes;
3. An outline of a projected course of study and date of graduation.

The application is reviewed by the Individualized Studies program admission committee which is made up of the department chairs from the departments of 1) Criminal Justice, 2) Human Performance, Sport, and Health, 3) Professional Education, 4) Psychology, and 5) Social Work in the College of Health Sciences and Human Ecology, or the department chairs from 1) Accounting, 2) Business Administration, 3) Mass Communication, and 4) Technology, Art, and Design from the College of Business, Technology, and Communication.; dependent upon the college in which the majority of the courses of the proposed program are offered. When the application is approved, the student may declare the Individualized Studies degree program.

Individualized Studies Advising Worksheet

The credits for the Individualized Studies major may be distributed in various ways. For example:

- Broad distribution across the two colleges.
- Concentration in various areas of interest, including minors.
- Organization in a formal program of study of one or more major themes, such as critical thinking, career focus, science, and technology.

Career Directions

Communication
Consulting
Education (private)
Government
Graduate School
Industry
Law
Nonprofit organizations
Professional School
Public Policy
Training

Suggested Schedule

Junior & Senior Years
Individualized Studies
General Elective

Degree Process Checklist

Individual	Action	Notes	Signature(s)	Date
Student	Contacts BSU – degree completion Advising Success Center Career Services Department Chair Extended Learning Records		X	
Advising Success Center (ASC)	Requests student record & DARS updates from Records		X	
Records	Updates student record, DARS Returns info to student & ASC		X	
Student	Meets with ASC to outline proposal process; submits proposal to ASC			
Advising Success Center	Forwards proposal to Dean Determined by area(s) of study			
Dean of College	Reviews proposal Forwards to appropriate Chair(s)			
Chair	Reviews proposal, offers feedback Accepts or returns to student			
Chair	Notifies ASC of proposal status			
Advising Success Center	Notifies student of proposal status; if approved, notifies Records Office; assigns advisor (Department Chair of program concentration)			
Advisor/Chair	Works with student on program Signs off on graduation plan			
Student	Registers for courses in program			
Student	Registers for 1 credit capstone course – Summer term			
Advisor	Completes & submits arranged course form for capstone course with department prefix			

INDIVIDUALIZED STUDIES MAJOR PROGRAM PROPOSAL

Attach a computer-generated, double-spaced, 12 pt. font, Word document to this page. Include FIRST NAME, LAST NAME, & BSU ID# as a HEADER (at the top of each page). Your rationale and plan (proposal) must fulfill Student Learning Outcomes (SLO) 1 & 2 to be accepted. Rubrics used to evaluate SLO 1 & 2 are provided to guide your work.

Student Learning Outcome 1:

Students demonstrate critical thinking by gathering factual information about careers and skill-sets for specific careers and describe how these skills are developed and used in professional careers.

Student Learning Outcome 2:

Students create a program of study aligned with their career goals, intellectual interests, and prior education.

PROGRAM RATIONALE: (Attach double-spaced, 12 pt. font Word document titled *Program Rationale*. Include first name, last name, & BSU ID# as a header on each page).

Describe specific careers of interest to you, the skill-sets required, and how these skills are developed and used. Provide a statement of how you plan to use this degree for personal growth, further study, employment, or other purposes. Include a statement of your understanding about the freedom of choice associated with this degree.

PROGRAM PLAN: (Attach double-spaced Word document titled *Program Plan*)

Provide an outline of your projected course of study and date of graduation. Explain how the area(s) of study are aligned with your career goals, intellectual interests, and prior education.

Student Name (printed): _____

BSU ID#: _____

Student signature: _____ Date: _____

Individualized Studies Major, B.S.

Bemidji State University

SLO 1 & 2 Rubric

Student: _____ Evaluator: _____ Date: _____

Note: Student is required to score a minimum 2=Acceptable for ALL components of the student learning outcomes

Levels/Criteria	Components	Unacceptable = 0	Below Expectations = 1	Acceptable = 2	Proficient = 3	Exemplary = 4	Component level - score	Overall Level - Score
<p>SLO 1:</p> <p>Student demonstrates critical thinking by gathering factual information about careers and skill-sets for specific careers and how these skills are developed and used in professional careers</p>	Gather factual career information	Written proposal of student does not demonstrate the ability to gather factual information about specific careers	Written proposal of student demonstrates a limited ability to gather factual information about specific careers	Written proposal of student demonstrates the ability to gather factual information about specific careers	Written proposal of student demonstrates the ability to gather detailed factual information about specific careers	Written proposal of student demonstrates the ability to gather detailed & comprehensive factual information about specific careers		
	Information about skill-sets for specific careers	Written proposal of student does not demonstrate factual information about skill-sets required for specific careers	Written proposal of student demonstrates limited factual information about skill sets required for specific careers	Written proposal of student demonstrates factual information about skill sets required for specific careers	Written proposal of student demonstrates factual information with detailed descriptions of skills sets required for specific careers	Written proposal of student demonstrates factual information with detailed descriptions for a comprehensive list of skill sets required for specific careers		
	Critically analyzes how skills are developed and used	Written proposal of student does not demonstrate knowledge of how skills are developed and used in specific careers	Written proposal of student demonstrates limited knowledge of how skills are developed and used in specific careers	Written proposal of student demonstrates knowledge of how skills are developed and used in specific careers	Written proposal demonstrates knowledge of how skills are developed and used through a detailed description of skills and how they are used for specific careers	Written proposal demonstrates knowledge of how skills are developed and used through detailed descriptions of a comprehensive list of skills required for specific careers		

Individualized Studies Major, B.S.
Bemidji State University

Levels/Criteria	Components	Unacceptable = 0	Below Expectations = 1	Acceptable = 2	Proficient = 3	Exemplary = 4	Component level - score	Overall Level - Score
SLO 2: Student creates a program of study aligned with his or her career goals, intellectual interests, and prior education	Alignment of program with career goals	Program demonstrates no alignment with career goals	Program demonstrates weak alignment with selected career goals	Program demonstrates alignment with selected career goals	Program demonstrates clear alignment with selected career goals	Program demonstrates clear alignment with most career goals		
	Alignment of program with intellectual interests	Program demonstrates no alignment with intellectual interests	Program demonstrates weak alignment with selected intellectual interests	Program demonstrates alignment with selected intellectual interests	Program student demonstrates clear alignment with selected intellectual interests	Program student demonstrates clear alignment with most intellectual interests		
	Alignment of program with prior education	Program demonstrates no alignment with prior education	Program demonstrates weak alignment with selected intellectual interests	Program demonstrates alignment with prior education	Program demonstrates clear alignment with selected areas of prior education	Program demonstrates a clear alignment with many areas of prior education		

Individualized Studies Major, B.S.
Bemidji State University

INDIVIDUALIZED STUDIES MAJOR PROGRAM COMPLETION

Attach a computer-generated, double-spaced Word document to this page. Include FIRST NAME, LAST NAME, & BSU ID# as a HEADER (at the top of each page. Your reflective analysis must fulfill Student Learning Outcomes (SLO) 3 & 4 to be accepted. Rubrics used to evaluate SLO 3 & 4 are provided to guide your work.

Student Learning Outcome 3:

Students describe how completion of their program and current skills support/contribute to their prior learning, career goals, and intellectual interests.

Student Learning Outcome 4:

Students demonstrate the ability to communicate in writing while providing a logical argument in support of their program of study.

REFLECTIVE ANALYSIS: (Attach double-spaced Word document titled *Reflective Analysis*. Include first name, last name, & BSU ID# as a header on each page)

Analyze how the courses you completed in the Bachelor of Individualized Studies program complement your prior education, support the development of career skill-sets, advance your present or future goals, and align with your intellectual interests.

Student Name (printed): _____

BSU ID#: _____

Student signature: _____ Date: _____

Individualized Studies Major, B.S.

Bemidji State University

SLO 3 & 4 Rubric

Student: _____ Evaluator: _____ Date: _____

Note: Student is required to score a minimum 2=Acceptable for ALL components of the student learning outcomes

Levels/Criteria	Components	Unacceptable = 0	Below Expectations = 1	Acceptable = 2	Proficient = 3	Exemplary = 4	Component level - score	Overall Level - Score
<p>SLO 3:</p> <p>Student describes how completion of his or her program and skills support or contribute to his or her prior learning, career goals, and intellectual interests</p>	<p>Courses completed support or contribute to prior education</p>	<p>Reflective analysis does not demonstrate an understanding of how the courses completed support or contribute to prior education</p>	<p>Reflective analysis demonstrates limited understanding of how the courses completed support or contribute to prior education</p>	<p>Reflective analysis demonstrates understanding of how the courses completed support or contribute to prior education</p>	<p>Reflective analysis demonstrates understanding of how the courses completed support and contribute to prior education with specific examples</p>	<p>Reflective analysis demonstrates understanding of how the courses completed support and contribute to prior education through an examination of specific examples</p>		
	<p>Courses completed contribute to career goals</p>	<p>Reflective analysis does not demonstrate an understanding of how the courses completed support or contribute to career goals</p>	<p>Reflective analysis demonstrates limited understanding of how the courses completed support or contribute to career goals</p>	<p>Reflective analysis demonstrates understanding of how the courses completed support or contribute to career goals</p>	<p>Reflective analysis demonstrates understanding of how the courses completed contribute to career goals with specific examples</p>	<p>Reflective analysis demonstrates understanding of how the courses completed support and contribute to career goals through an examination of specific examples</p>		
	<p>Courses completed contribute to intellectual interests</p>	<p>Reflective analysis does not demonstrate an understanding of how the courses completed support or contribute to intellectual interests</p>	<p>Reflective analysis demonstrates limited understanding of how the courses completed support or contribute to intellectual interests</p>	<p>Reflective analysis demonstrates understanding of how the courses completed support or contribute to intellectual interests</p>	<p>Reflective analysis demonstrates understanding of how the courses completed contribute to intellectual interests with specific examples</p>	<p>Reflective analysis demonstrates breadth and depth of understanding in how the courses completed support and contribute to intellectual interests through an examination of specific examples</p>		

Individualized Studies Major, B.S.
Bemidji State University

	Components	Unacceptable = 0	Below Expectations = 1	Acceptable = 2	Proficient = 3	Exemplary = 4	Component level - score	Overall Level - Score
SLO 4: Students demonstrate the ability to communicate in writing while providing a logical argument in support of their program of study	Ability to communicate in writing	Reflective analysis demonstrates a lack of writing with appropriate sentence structure and the organization required to communicate details of his or her program of study.	Reflective analysis demonstrates writing with appropriate sentence structure but lacks organization which limits the ability to communicate details of his or her program of study	Reflective analysis demonstrates writing with appropriate sentence structure and organization that communicates details of his or her program of study	Reflective analysis demonstrates writing with appropriate sentence structure, uses correct grammar, and organization that clearly communicates details of his or her program of study	Reflective analysis demonstrates writing with appropriate sentence structure, uses correct grammar and spelling, includes professional language, and organization that clearly communicates details of his or her program of study		
	Logical argument in support of their program of study	Reflective analysis fails to develop an argument that supports their program of study and how it supports future professional goals.	Reflective analysis provides limited evidence through a logical argument that supports his or her program of study and how it supports future professional goals.	Reflective analysis provides a logical argument in support of his or her program of study and how it supports future professional goals.	Reflective analysis provides a logical argument in support of his or her program of study and how the skills and knowledge gained support future professional goals.	Reflective analysis provides a logical argument in support of his or her program of study and examines specific examples of how the skills and knowledge gained support future professional goals		