FORM A
College of Arts and Sciences

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: COAS 495: Integrative Studies Community

Initiating Unit or Individual: Roxanne Cullen
Contact Person’s Name: Roxanne Cullen  e-mail: cullenr@ferris.edu  phone: x2713
Date or Term of Proposal Implementation: Summer 2011
☐ Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
☐ Group I - B – New minors or concentrations
☐ Group II - A – Minor curriculum clean-up and course changes
☒ Group II - B – New Course
☐ Group III - Certificates
☐ Group IV – Off-Campus Programs

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* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)  Board of Trustees (Date Approved)  President’s Council (Date Approved)
1. Proposal Summary

COAS 495 was originally conceived as a 4 credit course taken twice for 2 credits, first for orientation, second for capstone. Because of constraints placed upon some of our off-campus cohorts in regard to financial aid and consortium agreements some students need to take the course in a 1+3 configuration. The original form F specified variable credit, 2-4. We request that this be changed to variable credit, 1-4. Student complete the same work in the 2+2 as in a 3+1 (therefore no change to Form E attached)

Also, at the time the course was originally proposed we anticipated offering it once per year in the fall. However, we have had tremendous increase in enrollment and last fall we offered two sections; this Spring we are offering a full section, and we have a number of students waiting to take it this summer as well, so we propose that the term offered be changed to "on demand" rather than Fall.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:
Prefix   Number   Title

b. Courses to be Deleted From FSU Catalog:
Prefix   Number   Title

c. Existing Course(s) to be Modified:
Prefix   Number   Title
COAS 495  BIS: Integrative Studies Community

d. Addition of existing FSU courses to program
Prefix   Number   Title

e. Removal of existing FSU courses from program
Prefix   Number   Title
MODIFY COURSE
Course Data Entry Form

FORM F

I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:
1. Complete all parts of Sections I and II; complete only those items in Section III that represent changes.
2. If either prefix or number is being changed, use 'Delete Course' and 'Create New Course' forms rather than this form.

a. List the changes to be made (See Proposed Changes a through p below): 

b. Term Effective (6 digit code only): 201105  Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. CURRENT: Include information that is in the current course database.

a. Course Prefix: COAS  b. Number: 495  c. Enter Contact Hours per week in boxes.
   LECture  LAB  INDependent Study – Check (x)  Practicum:  Seminar:  

d. Course Title: Integrative Studies Community

III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes identified in Section I. Leave all other spaces blank.

a. Course Prefix:  b. Number:  c. Enter Contact Hours per week in boxes.
   LECture  LAB  INDependent Study – Check (x)  Practicum:  Seminar:  

d. Course Title: (Limit to 30 characters/spaces.)

e. College Code:  f. Department Code: 

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable  Fixed  h. Maximum Credit Hours 4  i. Minimum Credit Hours 1

j. May Be Repeated for Added Credit: Check (x) Yes  No

k. Levels: Check (x) Undergraduate  Graduate  Professional

l. Grade Method: Check (x) Normal Grading  Credit/No Credit only (Pass/Fail)

m. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

n. Term(s) Offered: F, S, U, SP (See instructions for listing.)  o. Max. Section Enrollment: 

p. Prerequisites/Co-requisites/Restrictions: Limited to 100 spaces.

UCO Chair Signature/Date:  4/11/11  Academic Affairs Approval Signature/Date:  9/14/11

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
   Basic Skill (BS)  General Education (GE)  Occupational Education (OC)  G.E. Codes

Office of the Registrar use ONLY

Date Rec'd:  Date Completed:  Entered: SCACRSE  SCADTL  SCARRES  SCAPREQ
3. Summary of All Consultations

Form Sent (B or C)    Date Sent    Responding Dept.    Date Received & by Whom

4. Will External Accreditation be Sought? (For new programs or certificates only)

__________ Yes          __________ No

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.
Sample

FORM E

NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:
Prefix: COAS  
Number: 495
Title: BIS: Integrative Studies Community

Course Description:
The BIS is a degree program that allows students of all ages to design a course of study that reflects the mission of Ferris while providing a pathway for students to meet their personal career goals. The 21st century workforce calls for individuals who have multiple talents who must be flexible and have the ability to contract their skills in a variety of contexts. The BIS asks students to focus on multiple capacities that they wish to develop and combine for individualized career paths. While each self-styled program is different, the orientation/capstone experiences and general education core provide commonality.
Regardless of concentrations, minors, associates that are combined to create the individual’s program of study, the culminating experience requires students to demonstrate exceptional communication skills, presentation skills, as well as a self-assessment skills in order to market themselves in their chosen career path. In recognition of the changing demands of this new workforce and the need for life-long learning, students are additionally required to plan for ongoing professional development. COAS 495 serves as both an orientation and a capstone experience. The orientation component provides an opportunity for self assessment and guided development of an academic plan. The capstone experience asks students to reflect upon their learning experiences and to develop and present a portfolio to illustrate their skill sets.

Course Outcomes and Assessment Plan:
Program Learning Outcomes

1. Graduates will demonstrate exceptional communication skills as demonstrated by written pieces in the program portfolio, including a personal philosophy statement, a skills assessment statement, as well as selected pieces of writing that demonstrate specific competencies of the individual's academic plan and general education.
2. Graduates will demonstrate exceptional presentation skills both in an oral presentation in the electronic portfolio that demonstrates the individual's specific competencies as outlined in his or her academic plan as well the ability to articulate the interrelatedness of the separate disciplines within the academic plan.
3. Graduates will demonstrate self assessment skills and the ongoing development of those skills in the program portfolio both in reflective journal assignments and semester assessment rubrics.
4. Graduates will demonstrate team building skills as demonstrated through cooperative learning experiences in the orientation and capstone courses as well as individual service learning experiences.
5. Graduates will demonstrate discipline competencies including knowledge of content area as well as the ability to use the language of the specific disciplines demonstrated through selected works in the portfolio.

Individual Learning Outcomes
Students will identify specific learning outcomes related to their planned program of study. These outcomes will be developed as part of the COAS 495 orientation requirement and approved by the Program Coordinator. Assessment of these outcomes will be conducted during the COAS 495 capstone experience.

Course Outline Including Time Allocation:
The course is divided into four units.
Unit 1 is for both orientation and capstone students. It asks students to reflect on their path and what led them to the BIS. (300 min)

There are Unit 2s; one for orientation, the other for capstone.

Unit 2: Orientation asks students to develop clear, concise, and measurable academic goals. In this module, students are introduced to writing goals and objectives, to career planning considerations, and to the role general education plays in career development. (300 minutes)

Unit 2: Capstone. This module offers students an opportunity to explore the skills and competencies they will be able to present to prospective employers in light of the workforce demands of the 21st century. (300 minutes)

There are two Unit 3s; one for orientation, the other for capstone

Unit 3: Orientation. In this module, students develop their academic plan identifying specific courses and rationale for their inclusion based on the established learning outcomes. (1050 minutes)

Unit 3: Capstone is the module that focuses on the development of a portfolio or webpage which includes evidence of meeting the programmatic learning outcomes as well as individual learning outcomes, as well as a resume and professional development plan. (1050 minutes)

Unit 4 is the team project that orientation and capstone people work on together. The end product is an event that showcases the capstone members' portfolios. (600 minutes)
FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: Topics in Integrative Studies

Projected number of students per year affected by proposed change: 20

Initiator(s): Roxanne Cullen

Proposal Contact: Roxanne Cullen Date Sent: March 22 2011

Department: College of Arts and Sciences Campus Address: ASC 3080
(Please print)

Liaison Librarian Signature: ______________________ Date: 3/24/11
Dean of FLITE Signature: ______________________ Date Returned: 3-29-11

Based upon our review on 3/23/11 (date), FLITE concludes that:

☐ Library resources to support the proposed curriculum change are currently available.
☒ Additional Library resources are needed but can be obtained from current funds.
☐ Support, but significant additional Library funds/resources are required in the amount of $____________.
☐ Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.
Roxanne
Please forgive my oversight. Before the UCC can act on your proposal, it will need to be acted on by the CAS Curriculum Committee!
(we can worry about the logistics of getting the necessary signature on the original cover page later...)
Thanks.
Leonard

We meet again on Monday, April 11.

Leonard R. Johnson, Ph.D
Professor of Education and Chair,
Strategic Planning and Resources Council
University Curriculum Committee
Ferris State University
1349 Cramer Circle
Big Rapids, Michigan 49307
(231) 591-2134
http://www.ferris.edu/education/education