

## In Workflow

1. **APA Coordinator Programs**
2. **Catalog Coordinator**
3. **SPP Head**
4. **Ecampus Programs**
5. **OSU Cascades**
6. **Space Evaluation**
7. **Catalog Coordinator**
8. **14 Day Review**
9. **Julie Gess-Newsome (OSU Cascades, Professor Emeritus)**
10. **10 College Committee Approver**
11. **10 Dean**
12. **APA Coordinator Programs**
13. **Budgets and Fiscal Planning Committee Chair**
14. **Curriculum Council Co-Chairs**
15. **Executive Committee**
16. Faculty Senate
17. Provost Designee
18. OSU Board of Trustees
19. Statewide Provosts' Council Chair
20. HECC
21. NWCCU
22. APA Coordinator Programs
23. Catalog Coordinator

## Approval Path

1. Fri, 09 Apr 2021 21:26:26 GMT  
Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator)  
(janice.nave-abele): Approved for APA Coordinator Programs
2. Mon, 12 Apr 2021 05:48:05 GMT  
Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator)  
(belinda.sykes): Approved for Catalog Coordinator
3. Mon, 12 Apr 2021 16:40:48 GMT  
Catherine Bolzendahl (School of Public Policy, Director) (catherine.bolzendahl):  
Approved for SPP Head

4. Tue, 13 Apr 2021 15:25:09 GMT  
Reni Powell (Ecampus, Program Management & Compliance) (maurine.powell):  
Approved for Ecampus Programs
5. Mon, 19 Apr 2021 15:23:06 GMT  
~Kara Witzke (OSU Cascades, Assistant Dean for Academic Affairs) (kara.witzke):  
Approved for OSU Cascades
6. Tue, 20 Apr 2021 18:20:03 GMT  
David Jacobs (Capital Planning & Development, Manager - Space Allocation)  
(david.jacobs): Approved for Space Evaluation
7. Thu, 22 Apr 2021 10:24:52 GMT  
Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator)  
(belinda.sykes): Approved for Catalog Coordinator
8. Fri, 07 May 2021 08:56:01 GMT  
0/1 votes cast.  
Yes: 0% No: 0%  
Approved for 14 Day Review
9. Fri, 07 May 2021 17:08:26 GMT  
Julie Gess-Newsome (OSU Cascades, Professor Emeritus) (julie.gess-newsome):  
Approved for newsomej
10. Mon, 10 May 2021 21:09:32 GMT  
Ashleigh Anderson (College of Liberal Arts, Head Academic Advisor)  
(ashleigh.anderson): Approved for 10 College Committee Approver
11. Mon, 10 May 2021 21:11:09 GMT  
Larry Rodgers (College of Liberal Arts, Dean) (larry.rodgers): Approved for 10 Dean
12. Mon, 10 May 2021 21:12:17 GMT  
Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator)  
(janice.nave-abele): Approved for APA Coordinator Programs
13. Tue, 25 May 2021 13:20:43 GMT  
Amy Bourne (College of Business, Senior Instructor II) (amy.bourne): Approved for  
Budgets and Fiscal Planning Committee Chair
14. Tue, 02 Nov 2021 00:17:37 GMT  
Inara Scott (College of Business, Assistant Dean for Teaching & Learning Excellence, and  
Curriculum Council Co-Chair) (inara.scott): Approved for Curriculum Council Co-Chairs

## History

1. Oct 13, 2019 by clmig-jwehrheim
2. Nov 26, 2019 by Belinda Sykes (Office of the Registrar, Catalog & Curriculum  
Coordinator) (belinda.sykes)
3. Apr 4, 2021 by Laura Relyea (School of Public Policy, Advisor-Academic) (laura.relyea)

Date Submitted: Tue, 06 Apr 2021 15:15:48 GMT

Viewing: **885 : Economics Undergraduate Major (BA, BS, HBA, HBS)**

Last approved: Mon, 05 Apr 2021 02:15:00 GMT

Last edit: Fri, 02 Jul 2021 08:10:23 GMT

Changes proposed by: newsomej

Effective Term

Summer 2022

Justification

When did this program last have student enrollment? **laststudentenrollment (Last Student Enrollment)**

Explain how the academic unit's current objectives, functions, and/or activities will change. Address issues such as course offerings, student learning outcomes and experiences, and how the advising structure and availability will be changed. Describe the extent to which affected faculty and staff support this change.

Objectives, Functions, and Activities: **obj\_func\_act (Provide Objectives, Functions, and Activities:)**

How will the change support OSU's mission, vision, and goals?

Mission: **mission (Mission:)**

Describe the potential positive and negative impacts of the change. Identify other OSU programs or units which might be affected and describe the impact on their mission and activities.

Impact: **missionposneg (Impact:)**

Describe how the proposal will affect the long-range strategic goals and plans for the academic program(s) or academic unit(s). Compare with OSU's current strategic plan and its three signature areas of distinction.

Strategic Plan: **strat\_plan (Strategic Plan:)**

What is the relationship with constituencies outside of OSU (e.g., federal state, local, private) and other institutions in Oregon? Describe how this relationship might be altered.

External Impacts: **external\_impacts (External Impacts:)**

If the academic program is professionally accredited, identify the accrediting body and describe how the proposed change may affect accreditation.

Accreditation: **delete\_accreditation (Accreditation:)**

External Letters of Support

Organizational Chart

Budget Worksheet and Narrative

Curriculum Notification

## Proposal

Effective Term

Summer 2022

Type of Change

Add a new location (not Ecampus)

Justification

This proposal is to extend the BA/BS in Economics and four options to the OSU-Cascades campus in Bend. This proposal is a collaboration between OSU-Cascades and the Economics program in the School of Public Policy, College of Liberal Arts, OSU-Corvallis campus. Economics is a popular major at the OSU-Corvallis campus with over 275 enrolled students. We anticipate that the BA/BS program in Economics at OSU-Cascades will also be popular as it provides a marketable degree that would otherwise be unavailable in a face-to-face modality to students in a central and growing region of the state.

The Economics undergraduate degree has options in general economics, managerial economics, law, economics and policy, and mathematical economics. The BA/BS degree in Economics will prepare students for careers in public sector roles, financial analysis, investment analysis, graduate studies, and a variety of other paths upon which students will be prepared to embark utilizing the breadth and depth of knowledge gained in the BA/BS in Economics. Graduates will be trained in economic theory and applications and be able to test hypotheses, forecast, and interpret estimates. Businesses are seeking employees who can think critically, communicate clearly in written and oral form, solve problems, and are comfortable with quantitative analysis. The Economics major meets those needs and is outstanding preparation for graduate studies in many fields as it develops analytical skills that are highly coveted by both academics and employers.

The curriculum, catalog description, degree learning outcomes, and assessment plan (including direct measures of student learning) will be aligned across campuses. The academic home is in the School of Public Policy in the College of Liberal Arts. The program coordination occurs in Corvallis under the direction of Dr. Todd Pugatch, Associate Professor. The administration of the program in Bend will occur under the oversight of Dr. Andrew Ketsdever, Dean of Academic Affairs and an OSU-Cascades program coordinator (TBD). There are adequate resources to support this new location in terms of budget (the program

will break even in its initial year), facilities, faculty, support services, and library holdings (available through the Corvallis campus).

#### Primary Originator

Name
Julie Gess-Newsome (OSU Cascades, Professor Emeritus)
Todd Pugatch (School of Public Policy, Associate Professor)
Andrew Ketsdever (OSU Cascades, Associate Dean)

#### Liaisons

Academic Unit
College of Business - Undergraduate (ACTG, BA, DSGN, FIN, HM, MRKT, MGMT)
College of Public Health & Human Sciences (H)
College of Science (SCI)
College of Liberal Arts (LA, MAST, SSCI)
School of Public Policy (ECON, MPP, PS, PPOL, SOC)
Statistics (ST)
Mathematics (MTH)
Applied Economics (AEC)

### Program Information

Program Level

Undergraduate

Program Type

Major / Degree

Are you renaming this program?

No

Are you reorganizing this program?

No

Are you extending this program to Ecampus?

No

Are you changing the location of this program? (select no for Ecampus)

No

Program Name

Economics Undergraduate Major (BA, BS, HBA, HBS)

New Name (for renamed program)

Program (SIS) Code

885

CIP Code

450601 - Economics, General.

College

Liberal Arts (10)

Academic Unit

School of Public Policy

Is this program jointly administered?

No

If this program is administered jointly, indicate the other college or academic unit/s

Date the Early Alert was submitted for this proposal

28 Jan 2021

What degree types are available for this undergraduate program?

Bachelor of Arts (BA/HBA)

Bachelor of Science (BS/HBS)

List other degree type/s

What degree types are available for this graduate or professional program?

Select other degree type

List other degree type/s

Is this certificate available as standalone?

Do you want this standalone certificate to be eligible for financial aid?

#### Campus Locations

Cascades

Corvallis

Ecampus

Other Location

Is this program currently or planned to be offered in hybrid format?

No

Explain the format

Will this program lead to professional licensure in any U.S. state or territory?

No

List the type of professional licensure/s

#### Program Relationships

Attached Major(s)

Are all degree types and options (if applicable) available at all locations?

Yes

List the programs available at each location

Does this program use a pre/pro school model?

No

Pre-Major (SIS) Code

Does this program use an alternative admissions process or have grade/GPA standards that are different from the university minimum?

No

Explain the grade/GPA standards

Does this major have options?

Yes

Select Options

Option Name
General Economics Option
Law, Economics and Policy Option
Managerial Economics Option
Mathematical Economics Option

Is completion of an option required to earn the major?

Yes

Explain the relationship

Students must complete 51 total credits for the major and option

## Executive Summary

### Executive Summary

This proposal is to extend the BA/BS in Economics to the OSU-Cascades campus in Bend, Oregon, starting Fall 2022. This proposal is a collaboration between OSU-Cascades and the Economics program in the School of Public Policy, College of Liberal Arts, OSU-Corvallis campus. Economics is a popular major at the OSU-Corvallis campus with over 275 enrolled students. We anticipate that the BA/BS program in Economics at OSU-Cascades will also be popular as it provides a marketable degree that would otherwise be unavailable in a face-to-face modality to students in a central and growing region of the state.

The Economics undergraduate degree has options in general economics, managerial economics, law, economics and policy, and mathematical economics. The BA/BS degree in Economics will prepare students for careers in public sector roles, financial analysis, investment analysis, graduate studies, and a variety of other paths upon which students will be prepared to embark utilizing the breadth and depth of knowledge gained in the BA/BS in Economics. Graduates will be trained in economic theory and applications and be able to test hypotheses, forecast, and interpret estimates. Businesses are seeking employees who can think critically, communicate clearly in written and oral form, solve problems, and are comfortable with quantitative analysis. The Economics major meets those needs and is outstanding preparation for graduate studies in many fields as it develops analytical skills that are highly coveted by both academics and employers.

The curriculum, catalog description, degree learning outcomes, and assessment plan (including direct measures of student learning) will be aligned across campuses. The academic home is in the School of Public Policy in the College of Liberal Arts. The program coordination occurs in Corvallis under the direction of Dr. Todd Pugatch, Associate Professor. The administration of the program in Bend will occur under the oversight of Dr. Andrew Ketsdever, Dean of Academic Affairs and an OSU-Cascades program coordinator (TBD). There are adequate resources to support this new location in terms of budget (the program will break even in its initial year), facilities, faculty, support services, and library holdings (available through the Corvallis campus).

## Suspend or Terminate a Degree

Do you wish to suspend this program for three years or terminate it permanently?

When did the program last have student enrollment?

Explain how the academic program(s) or academic unit(s) current objectives, functions, and/or activities will change. Where applicable, address issues such as course offerings, program requirements, admission requirements, student learning outcomes and experiences, and how the advising structure and availability will be changed as a result of this proposal.

How will the proposed change to the academic program(s) or academic unit(s) support OSU's mission, vision, and goals?

Describe the potential positive and negative impacts of the proposed changes on the academic program(s) or academic unit(s) involved. Identify other OSU programs or units which might be affected, and describe the potential positive and negative impact on their mission and activities

Describe how the proposal will affect the long-range strategic goals and plans for the academic program(s) or academic unit(s). Compare with OSU's current strategic plan and its three signature areas of distinction

What is the current relationship with other higher education institutions in Oregon?  
Describe how this relationship might be altered based on the proposed change

If the academic program is professionally accredited, identify the accrediting body and describe how the proposed change may affect accreditation

## Proposal for Delivery of an Existing Program to a New Location

### Program Description

Include the name of the institution program coordinator

Dr. Todd Pugatch, School of Public Policy; Dr. Andrew Ketsdever, OSU-Cascades

Indicate in what ways the proposed program at the new location(s) will differ from the on campus program

The program will not differ from that on main campus. The curriculum, catalog description, and degree learning outcomes and assessment plan (including direct measures of student learning) will be aligned across campuses. All courses needed to complete the major will be offered face-to-face in Bend though the full complement of courses in the course designator cannot be offered face-to-face in Bend. If a student's interest suggests a need for alternative courses from those offered in Bend, that need can be met through Ecampus courses where all of the courses in the designator are available.

List any special requirements or prerequisites for admission to the program at the new location(s)

None

If accredited, what steps would be needed to accredit the program at the proposed new location(s)?

NA

Provide evidence of consultation with other public universities regarding non-duplication of similar programs offered in the same region, or ones that will cause undue hardship to another public university

The New Location request was submitted as an Early Alert in the OSU Curriculum Proposal System (CIM) on January 28, 2021. The Early Alert was presented to the Statewide Provost's Council on March 16, 2021. As of April 5, 2021, no comments were received.

## Demand

List any similar programs offered at the proposed or nearby location(s)

All public institutions in Oregon with a comprehensive liberal arts program offer a degree in Economics: University of Oregon, Eastern Oregon University, Southern Oregon University, Western Oregon University, and Portland State University. The synergy created by the Economics degree programs in the state of Oregon will provide accessible educational opportunities for all regions of the state. The Economics programs at these institutions are complimentary as regional schools as well as state institutions contribute to health of their regional economies and communities.

Provide evidence of need for the program at the new location(s)

The BA/BS in Economics at Cascades directly addresses OSU's Strategic Plan 4.0 to provide access to rich educational opportunities for students. First year students who attend public universities typically do so within 50 miles of their homes as these students are most often place-bound and seek higher education closer to their current residence and employment. The Economics program at OSU-Cascades will produce graduates who contribute as educated citizens and support the workforce needs of the region and the state.

The central Oregon region has one of the fastest population growth rates in the country. The Economics BA/BS program at OSU-Cascades will deliver a high quality, comprehensive academic program to develop and expand the next generation of scholars and will contribute to serving the diverse needs of students in the central Oregon area.

Estimate enrollment and number of graduates over the next five years. Will any enrollment limitation be imposed? If so, how will those to be enrolled be selected?

Year 1 – 10

Year 2 – 15

Year 3 – 20

Year 4 – 25

Year 5 - 30

The estimate of enrollment was completed using data from trends in completions from Hanover Research and an assessment of enrollments from peer institutions. The estimate of the first five years of enrollment was also based on historical growth trends for new programs at OSU-Cascades. We expect to see majors graduating by Spring 2024 with some students selecting this major in their junior year in Fall 2022. There will not be any limitations placed on enrollments.

## Personnel

List qualifications of faculty (regular and/or adjunct) who will be involved in delivering the program to the proposed location(s)

Currently, four courses related to the Economics major (both in the major and electives) are offered on the OSU-Cascades campus. This is in addition to all courses needed to complete the Baccalaureate Core and the Liberal Arts Core.

All instructors are vetted by the Corvallis department in terms of their credentials. In FY 23 (the first year of the program, or zero year), the intention is to hire a part-time instructor to teach three additional courses in the major and to act as the initial program coordinator. Instructors at OSU-Cascades hold a minimum of a master's degree in their field (PhD preferred) and provide evidence of teaching experience and success. The program coordinator work will support coordination with the Corvallis campus on assessment plans, the recruitment of students, and the coordination with advising staff. In FY 23, a search will be conducted for a full-time 9-month Instructor who will take on the role as the OSU-Cascades program coordinator, teach 5-6 courses in the program, and assist the Dean of Academic Affairs and the program coordinator in Corvallis in rolling out additional courses and selecting/hiring additional part-time faculty. The full complement of courses needed for a student to complete this major can be fulfilled with a full-time instructor and a limited number of sections taught by part-time faculty.

I will provide individual CVs if requested by Faculty Senate Curriculum Council  
Acknowledge

Estimate the number and type of support staff needed to provide the program at the new location(s)

Advisors at OSU-Cascades are assigned at the ratio of 1 FTE per 275 student head count. At program maturity, we anticipate that 0.5 FTE of advising staff will be assigned to the Political Science and Economics programs. No other support staff will be needed.

## Other Resources

Describe facilities (e.g., buildings, labs, equipment) necessary to offer the program at the new location(s)

The OSU-Cascades campus has four academic buildings that support generalized classroom space (not including specialized space such as science labs, cadaver labs, or art studios): Tykeson Hall with 8 classrooms, the Graduate Research Center with 4 classrooms, Obsidian Hall with 3 classrooms, and the new Ed Ray Hall with 7 classrooms. This classroom space is in addition to space dedicated to faculty, support services staff and programs, and dining, residential, and physical fitness. The spaces on the campus are sufficient to support the addition of this major to the academic portfolio that exists on the Bend campus. No specialized spaces or equipment are needed to support this major.

Indicate how library needs will be met

The OSU-Cascades Library is staffed by a Library Technician under the guidance of the OSU-Cascades Assistant Dean and OSU-Cascades Library Program Lead. The OSU-Cascades Library is an extension of the Valley Library that operates in close collaboration with Valley Library leadership and staff. Their services are specifically tailored to support the needs of the Cascades campus. The OSU-Cascades Library manages a small general collection of relevant materials to on-campus programs, an equipment collection to support students with electronic needs, and a course reserve collection to provide access to cost-free course materials. Students have access to all of the physical collections and digital resources curated by the Valley and Guin Libraries, as well as the Summit and InterLibrary Loan programs that the Valley Library manages. With the Economics program as a well-established program at OSU, it is anticipated that the current resources are adequate to support the addition of this program in Bend.

Indicate how students at the new location(s) will receive student services (e.g., academic advising, financial aid assistance, course registration, access to book/text purchases)

Students in this major are a part of OSU-Cascades, where student services exist for academic advising, financial aid, course registration, textbook purchases, a career development center, veterans' support services, experiential learning access, tutoring and student support services, disability services, and mental and health counseling. Where appropriate, students at OSU-Cascades also have access to on-line services provided on the Corvallis campus, such as the Writing Center and technology support services.

## Alternative Delivery Methods/Formats

Are alternative delivery methods being used (e.g., distance learning or technology-enhanced)?

No

Will this program be delivered in an alternative format (e.g., weekend, evening, on-site)?

No

## 40-Mile Radius Rule

*"Significant change" to a university's academic program includes, but is not limited to, any new undergraduate or graduate degree program, or any existing undergraduate or graduate degree program that will be offered more than 40 miles from the site at which it is currently offered. "Significant change" to a university's academic program does not mean a new undergraduate or graduate certificate program, new minor, or a new name for an existing degree program. Source: Oregon Administrative Rules (OAR) 715-013-0020(1)*

## Proposal to Extend to Ecampus

Online course status (click on each course to see current Ecampus availability)

Ecampus Supporting Documents

## Rename a Program

Explain how the academic program(s) or academic unit(s) current objectives, functions, and/or activities will change. Where applicable, address issues such as course offerings, program requirements, admission requirements, student learning outcomes and experiences, and how the advising structure and availability will be changed as a result of this proposal

Describe the extent to which affected faculty and staff support this change

If new resources will be required (e.g., for new faculty positions, graduate research/teaching assistants, facilities, equipment, etc.), explain where these resources will be coming from. Specify internal reallocation, Ecampus, college, OSU, federal, state, private, other funding sources or combination of funding sources

How will the proposed change to the academic program(s) or academic unit(s) support OSU's mission, vision, and goals?

Describe the potential positive and negative impacts of the proposed changes on the academic program(s) and/or academic units(s) involved. Identify other OSU academic programs or academic units which might be affected, and describe the potential positive and negative impact on their mission and activities

Describe how the proposal will affect the long-range strategic goals and plans for the academic program(s) or academic unit(s). Compare with OSU's current strategic plan and its three signature areas of distinction

What is the current relationship of the proposed academic program(s) or academic unit(s) with other higher education institutions in Oregon? Describe how this relationship might be altered based on the proposed change

Describe how the proposed change will affect other constituencies outside of OSU (e.g., federal state, local, private)

If the academic program is professionally accredited, identify the accrediting body and describe how the proposed change may affect accreditation

## Reorganize a Program

Explain how the academic program(s) or academic unit(s) current objectives, functions, and/or activities will change. Where applicable, address issues such as course offerings, program requirements, admission requirements, student learning outcomes and experiences, and how the advising structure and availability will be changed as a result of this proposal

Describe the extent to which affected faculty and staff support this change

If new resources will be required (e.g., for new faculty positions, graduate research/teaching assistants, facilities, equipment, etc.), explain where these resources will be coming from. Specify internal reallocation, Ecampus, college, OSU, federal, state, private, other funding sources or combination of funding sources

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Describe how the proposed change will affect other constituencies outside of OSU (e.g., federal state, local, private)

If the academic program is professionally accredited, identify the accrediting body and describe how the proposed change may affect accreditation

## HECC - Higher Education Coordinating Commission

### Program Description

#### HECC Description

Brief overview of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered

Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery)

Adequacy and quality of faculty delivering the program

Adequacy of faculty resources – full-time, part-time, adjunct

Other staff

Adequacy of facilities, library, and other resources

## Relationship to Mission and Goals

Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities

Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities

Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

Improve educational attainment in the region and state:

Respond effectively to social, economic, and environmental challenges and opportunities:

Address civic and cultural demands of citizenship

## Accreditation

Accrediting body or professional society that has established standards in the area in which the program lies, if applicable

Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is

deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited

If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation

If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not

## Need

Anticipated fall term headcount, FTE enrollment, and expected degrees/certificates produced over each of the next five years

Year One:

Fall Term Headcount:

FTE Enrollment:

Expected Degrees/Certificates

Year Two:

Fall Term Headcount:

FTE Enrollment:

Expected Degrees/Certificates:

Year Three:

Fall Term Headcount:

FTE Enrollment:

Expected Degrees/Certificates

Year Four:

Fall Term Headcount:

FTE Enrollment:

Expected Degrees/Certificates

Year Five:

Fall Term Headcount:

FTE Enrollment:

Expected Degrees/Certificates

Characteristics of students to be served (resident/nonresident/international; traditional/nontraditional; full-time/part-time, etc.)

Evidence of market demand

If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts)

Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

## Outcomes and Quality Assessment

Expected learning outcomes of the program

Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction

Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas

## Program Integration and Collaboration

Closely related programs in this or other Oregon colleges and universities

Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration

If applicable, proposal should state why this program may not be collaborating with existing similar programs

Potential impacts on other programs

## Program Learning Outcomes (click the green plus button to add learning outcome)

### Graduate Learning Outcomes (GLOs) for Graduate Students

Will this program fulfill more than one learning outcome?

### Conduct research or produce some other form of creative work

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Has this assessment method changed since the last reporting cycle?

Explain any changes

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Describe any changes to the benchmark or milestone since the last reporting cycle

Describe the data collection process (e.g., Who is involved? How is the data collected?)

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

## Demonstrate mastery of subject material

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At

least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

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Explain any changes

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Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

## Conduct scholarly or professional activities in an ethical manner

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Has this assessment method changed since the last reporting cycle?

Explain any changes

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

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Describe the data collection process (e.g., Who is involved? How is the data collected?)

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

## Process

Describe the process the program used to reflect on the outcome data

Were there any challenges or concerns?

How are the results of your assessment effort related to strategic planning and overall program review?

Are there specific data archiving notes for the outcome(s) you are reporting on in this report?

## Plans

Describe the unit's (or sub-units) assessment plans for the upcoming year

## Additional Graduate Level Student Learning Outcomes (optional)

### Graduate Learning Outcomes

#### Graduate Learning Outcomes (GLOs) for Doctoral Students

Will this program fulfill more than one learning outcome?

Produce and defend an original significant contribution to knowledge

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Has this assessment method changed since the last reporting cycle?

Explain any changes

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Describe the data collection process (e.g., Who is involved? How is the data collected?)

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

Describe the process the program used to reflect on the outcome data

Were there any challenges or concerns?

How are the results of your assessment effort related to strategic planning and overall program review?

Are there specific data archiving notes for the outcome(s) you are reporting on in this report?

Describe the unit's (or sub-units) assessment plans for the upcoming year

## Demonstrate mastery of subject material

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Has this assessment method changed since the last reporting cycle?

Explain any changes

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Describe the data collection process (e.g., Who is involved? How is the data collected?)

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

Describe the process the program used to reflect on the outcome data

Were there any challenges or concerns?

How are the results of your assessment effort related to strategic planning and overall program review?

Are there specific data archiving notes for the outcome(s) you are reporting on in this report?

Describe the unit's (or sub-units) assessment plans for the upcoming year

Conduct scholarly or professional activities in an ethical manner

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Has this assessment method changed since the last reporting cycle?

Explain any changes

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Describe the data collection process (e.g., Who is involved? How is the data collected?)

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

Describe the process the program used to reflect on the outcome data

Were there any challenges or concerns?

How are the results of your assessment effort related to strategic planning and overall program review?

Are there specific data archiving notes for the outcome(s) you are reporting on in this report?

Describe the unit's (or sub-units) assessment plans for the upcoming year

## Additional Doctoral Level Student Learning Outcomes (optional)

### Information for the Catalog

How many total credits are required for completion of this program?  
180

Catalog Description (this will display on the Overview tab in the Catalog)

Requirements (this will display on the Requirements tab in the Catalog and be coded into MyDegrees)

Course List		
Code	Title	Credits
Economics Core Curriculum		
<u>ECON 201</u>	*INTRODUCTION TO MICROECONOMICS	4
<u>ECON 202</u>	*INTRODUCTION TO MACROECONOMICS	4
<u>ECON 411</u>	ADVANCED MICROECONOMIC THEORY <sup>1</sup>	4
or <u>ECON 311</u>	INTERMEDIATE MICROECONOMIC THEORY	
<u>ECON 415</u>	ADVANCED MACROECONOMIC THEORY <sup>1</sup>	4
or <u>ECON 315</u>	INTERMEDIATE MACROECONOMIC THEORY	
<u>ECON 423</u>	PRE-ECONOMETRICS <sup>1,2</sup>	4
or <u>ST 351</u>	INTRODUCTION TO STATISTICAL METHODS	
<u>ECON 427</u>	INTRODUCTION TO ECONOMETRICS WITH CALCULUS <sup>1,4</sup>	

### Course List

Code	Title	Credits
or <a href="#">ECON 424</a>	INTRODUCTION TO ECONOMETRICS	
<a href="#">ECON 428</a>	^INTRODUCTION TO ECONOMIC RESEARCH	4
or <a href="#">ECON 439</a>	^PUBLIC POLICY ANALYSIS	
Required Option		
Select at least one option for a minimum of 23 credits <sup>3</sup>		23
Additional Requirements		
Remaining Bacc Core and General Electives		129
Total Credits		180
Sample Curriculum Plan (this will display on the Sample Plan tab in the Catalog and be added to a MyDegrees template)		

### Plan of Study Grid

First Year		
Fall		Credits
<a href="#">HHS 231</a>	*LIFETIME FITNESS FOR HEALTH	2
Bacc Core: Western Culture		4
CLA Core: Humanities		4
Mathematics		4
Credits		14
Winter		
<a href="#">ECON 201</a>	*INTRODUCTION TO MICROECONOMICS	4
<a href="#">WR 121</a>	*ENGLISH COMPOSITION	4
Bacc Core: Social Processes & Institutions		4
Mathematics		4
Credits		16
Spring		
<a href="#">ECON 202</a>	*INTRODUCTION TO MACROECONOMICS	4
<a href="#">COMM 111</a>	*PUBLIC SPEAKING	3
or <a href="#">COMM 114</a>	or *ARGUMENT AND CRITICAL DISCOURSE	
Mathematics		4
Bacc Core: Difference, Power & Discrimination		4
Credits		15
Second Year		
Fall		
<a href="#">ECON 311</a>	INTERMEDIATE MICROECONOMIC THEORY	4
or <a href="#">ECON 411</a>	or ADVANCED MICROECONOMIC THEORY	
Bacc Core: Biological Science with Lab		4
CLA Core: Social Science		4

General Elective	3
Credits	15

#### Winter

<u>ECON 315</u> INTERMEDIATE MACROECONOMIC THEORY	4
or <u>ECON 415</u> or ADVANCED MACROECONOMIC THEORY	
Bacc Core: Writing II	3
Bacc Core: Cultural Diversity	3
Bacc Core: Physical Science with Lab	4
Credits	14

#### Spring

Option Course	4
CLA Core: Fine Arts	3
General Elective	4
General Elective	4
Credits	15

### Third Year

#### Fall

<u>ECON 423</u> PRE-ECONOMETRICS	4
Bacc Core: Science, Technology & Society	3
CLA Core: Non-Western Culture	3
General Elective	3
General Elective	3
Credits	16

#### Winter

<u>ECON 424</u> INTRODUCTION TO ECONOMETRICS	4
or <u>ECON 427</u> or INTRODUCTION TO ECONOMETRICS WITH CALCULUS	
Bacc Core: Contemporary Global Issues	3
CLA Core: Additional Course	3
Bacc Core: Literature & The Arts	3
Option Course	3
Credits	16

#### Spring

<u>ECON 428</u> ^INTRODUCTION TO ECONOMIC RESEARCH	4
or <u>ECON 439</u> or ^PUBLIC POLICY ANALYSIS	
Option Course	4
Bacc Core: Biological or Physical Science with Lab	4
Bacc Core: PAC	1
General Elective	3
Credits	16

### Fourth Year

<b>Fall</b>		
Option Course		4
General Elective		4
General Elective		4
General Elective		3
Credits		15
<b>Winter</b>		
Option Course		4
General Elective		3
General Elective		4
General Elective		4
Credits		15
<b>Spring</b>		
Option Course		4
General Elective		3
General Elective		3
General Elective		3
Credits		13
Total Credits		180

#### Plan of Study Grid

#### First Year

<b>Fall</b>		<b>Credits</b>
<u>ECON 201</u>	*INTRODUCTION TO MICROECONOMICS	4
<u>WR 121</u>	*ENGLISH COMPOSITION	4
Language 111		4
Bacc Core: Western Culture		3
Credits		15
<b>Winter</b>		
<u>ECON 202</u>	*INTRODUCTION TO MACROECONOMICS	4
<u>HHS 231</u>	*LIFETIME FITNESS FOR HEALTH	2
Language 112		4
Bacc Core: Science, Technology & Society		3
Bacc Core: PAC		1
Credits		14
<b>Spring</b>		
<u>COMM 111</u>	*PUBLIC SPEAKING	3
or <u>COMM 114</u>	or *ARGUMENT AND CRITICAL DISCOURSE	
Language 113		4
Bacc Core: Physical Science with Lab		4
Mathematics		4

Credits	15
<b>Second Year</b>	
<b>Fall</b>	
<u>ECON 311</u> INTERMEDIATE MICROECONOMIC THEORY or <u>ECON 411</u> or ADVANCED MICROECONOMIC THEORY	4
Bacc Core: Biological Science with Lab	4
Language 211	4
Bacc Core: Writing II	3
Credits	15
<b>Winter</b>	
<u>ECON 315</u> INTERMEDIATE MACROECONOMIC THEORY or <u>ECON 415</u> or ADVANCED MACROECONOMIC THEORY	4
Language 212	4
Bacc Core: Biological or Physical Science with Lab	4
Bacc Core: Cultural Diversity	3
Credits	15
<b>Spring</b>	
Option Course	4
Language 213	4
Mathematics	4
Bacc Core: Social Processes & Institutions	3
Credits	15
<b>Third Year</b>	
<b>Fall</b>	
<u>ECON 423</u> PRE-ECONOMETRICS or <u>ST 351</u> or INTRODUCTION TO STATISTICAL METHODS	4
Option Course	4
Bacc Core: Literature & the Arts	3
CLA Core: Social Science	4
Credits	15
<b>Winter</b>	
<u>ECON 424</u> INTRODUCTION TO ECONOMETRICS or <u>ECON 427</u> or INTRODUCTION TO ECONOMETRICS WITH CALCULUS	4
Option Course	4
CLA Core: Humanities	3
CLA Core: Non-Western Culture	4
Credits	15
<b>Spring</b>	
<u>ECON 428</u> ^INTRODUCTION TO ECONOMIC RESEARCH or <u>ECON 439</u> or ^PUBLIC POLICY ANALYSIS	4

General Elective	4
CLA Core: Fine Arts	3
Bacc Core: Contemporary Global Issues	4
Credits	15

#### **Fourth Year**

##### **Fall**

Option Course	4
General Elective	4
General Elective	4
General Elective	4
Credits	16

##### **Winter**

Option Course	4
CLA Core: Additional Course	4
General Elective	4
General Elective	3
Credits	15

##### **Spring**

Option Course	4
General Elective	3
General Elective	4
General Elective	4
Credits	15
Total Credits	180

### Letters of Support

External Letters of Support

### Letters of Support (optional)

External Letters of Support

### Accessibility Form

Accessibility Guidelines

I have reviewed the listed documents

Faculty Guidelines

I have reviewed the listed documents

Information Technology Guidelines

I have reviewed the listed documents

By submitting this form, we affirm that we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

## External Review of New Graduate Program

Review Documents

## Library Evaluation

Will this program require the creation of new courses?

No

Provide peer comparator review

Provide projected faculty and student FTE for your program

Provide detail about any special research areas of interest

## Administrative Template (Library Use Only)

### Faculty CVs

I will provide individual CVs if requested by Faculty Senate Curriculum Council

Enter faculty below: (click the green plus button to add faculty members)

## Budget Information

Budget Worksheet and Narrative

Economics\_Budget Narrative.docx

Economics\_osubudget\_worksheet\_040521 (1).xlsx

By pressing submit, you are requesting for the existing program to be terminated. A new SIS code will be assigned to the renamed program on approval of this proposal.

Supporting Documentation

## Admin Use Only

Is this program part of a Major Transfer Map (MTM)?

No

Curriculum Notification

Reviewer Comments

**Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator) (belinda.sykes) (Thu, 22 Apr 2021 10:19:07 GMT):** Changes made to requirements with approval from Todd Pugatch. Clarified that an option is required for completion of the major. Math is moving to the options, not being deleted from the 51 credit requirement.

**Todd Pugatch (School of Public Policy, Associate Professor) (todd.pugatch) (Thu, 22 Apr 2021 13:03:18 GMT):** Economics supports this proposal.

**Allison Hurst (School of Public Policy, Associate Professor) (allison.hurst) (Thu, 22 Apr 2021 14:54:46 GMT):** No objections.

**Tjodie Richardson (Applied Economics, Head Advisor) (tjrichardson) (Thu, 22 Apr 2021 15:04:34 GMT):** No objections.

**Catherine Bolzendahl (School of Public Policy, Director) (catherine.bolzendahl) (Thu, 22 Apr 2021 15:57:43 GMT):** Supported

**Jennifer Alix-Garcia (Applied Economics, Department Head) (jennifer.alix-garcia) (Thu, 22 Apr 2021 20:32:25 GMT):** Yay! Economics in Bend! I support this proposal.

**David Bernell (School of Public Policy, Associate Professor) (david.bernell) (Thu, 22 Apr 2021 20:32:56 GMT):** Political Science supports this proposal.

**Prem Mathew (College of Business, Associate Dean of Undergraduate Programs) (prem.mathew) (Fri, 23 Apr 2021 19:50:40 GMT):** The COB supports.

**Ellen Smit (College of Public Health & Human Sciences, Associate Dean of Academic & Faculty Affairs) (ellen.smit) (Tue, 27 Apr 2021 22:02:41 GMT):** No concerns

**Paul Wanke (School of History, Philosophy & Religion, Senior Instructor I) (paul.wanke) (Mon, 10 May 2021 17:30:20 GMT):** Approve pw

**Ashleigh Anderson (College of Liberal Arts, Head Academic Advisor) (ashleigh.anderson) (Mon, 10 May 2021 21:09:22 GMT):** The CLA Curriculum Comm. supports.

Key: 223

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

☐ Proposal A

Program:

☐ Proposal B