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In Workflow

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

Approval Path

1. Fri, 09 Apr 2021 21:35:43 GMT
   Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator)
   (janice.nave-abele): Approved for APA Coordinator Programs
2. Mon, 12 Apr 2021 06:18:09 GMT
   Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator)
   (belinda.sykes): Approved for Catalog Coordinator
3. Mon, 12 Apr 2021 16:41:04 GMT
   Catherine Bolzendahl (School of Public Policy, Director) (catherine.bolzendahl):
   Approved for SPP Head
4. Mon, 19 Apr 2021 16:31:42 GMT
   Reni Powell (Ecampus, Program Management & Compliance) (maurine.powell):
   Approved for Ecampus Programs

5. Mon, 19 Apr 2021 16:58:48 GMT
   ~Kara Witzke (OSU Cascades, Assistant Dean for Academic Affairs) (kara.witzke):
   Approved for OSU Cascades
6. Tue, 20 Apr 2021 18:21:18 GMT
   David Jacobs (Capital Planning & Development, Manager - Space Allocation)
   (david.jacobs): Approved for Space Evaluation
7. Wed, 05 May 2021 08:55:10 GMT
   0/1 votes cast.
   Yes: 0% No: 0%
   Approved for 14 Day Review
8. Wed, 05 May 2021 16:18:37 GMT
   Julie Gess-Newsome (OSU Cascades, Professor Emeritus) (julie.gess-newsome):
   Approved for newsomej
9. Mon, 10 May 2021 21:08:49 GMT
   Ashleigh Anderson (College of Liberal Arts, Head Academic Advisor)
   (ashleigh.anderson): Approved for 10 College Committee Approver
10. Mon, 10 May 2021 21:12:14 GMT
    Larry Rodgers (College of Liberal Arts, Dean) (larry.rodgers): Approved for 10 Dean
11. Tue, 11 May 2021 14:15:05 GMT
    Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator)
    (janice.nave-abele): Approved for APA Coordinator Programs
12. Tue, 25 May 2021 13:20:48 GMT
    Amy Bourne (College of Business, Senior Instructor II) (amy.bourne): Approved for
    Budgets and Fiscal Planning Committee Chair
13. Tue, 02 Nov 2021 00:17:41 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. Mar 12, 2020 by Belinda Sykes (Office of the Registrar, Catalog & Curriculum
   Coordinator) (belinda.sykes)

Date Submitted: Tue, 06 Apr 2021 15:10:09 GMT

Viewing: 960 : Political Science Undergraduate Major (BA, BS, HBA, HBS)

Last approved: Fri, 13 Mar 2020 00:33:59 GMT

Last edit: Mon, 12 Apr 2021 06:17:36 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 Political Science and three options to the OSU-Cascades campus in Bend. This proposal is a collaboration between OSU-Cascades and the Political Science program in the School of Public Policy, College of Liberal Arts, OSU-Corvallis campus. Political Science is a popular major at the OSU-Corvallis campus with over 300 enrolled students. We anticipate that the BA/BS program in Political Science 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 Political Science undergraduate degree has options in law and politics, international affairs, and environmental and energy politics. The BA/BS degree in Political Science prepares students for careers in all levels of government, foreign service, national and international nongovernmental organizations, journalism, public management, as well as law school or graduate programs in political science, public administration, public policy, or other social sciences. A Political Science degree is outstanding preparation for these careers as it develops analytical skills and cultivates the ability to think, write, and speak persuasively. Graduates will be prepared to comprehend the basic structure and processes of government systems and their theoretical underpinnings, analyze political problems, arguments, information, and theories, and apply methods appropriate for accumulating and interpreting data pertaining to the discipline of Political Science. The degree prepares students to embark upon a variety of paths using the breadth and depth of knowledge gained in the BA/BS in Political Science program.

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. David Bernell, Associate Professor. The administration of the program in Bend will occur under the oversite 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)
David Bernell (School of Public Policy, Associate Professor)
Andrew Ketsdever (OSU Cascades, Associate Dean)

Liaisons

Academic Unit
College of Agricultural Sciences (AGRI, BRR, IAWS, SUS)
College of Business - Undergraduate (ACTG, BA, DSGN, FIN, HM, MRKT, MGMT)
College of Earth, Ocean & Atmospheric Sciences - Undergraduate (ATS, GEO, GEOG, OC)
College of Education (AHE, COUN, ED, SED)
College of Engineering - Undergraduate (ENGR, OP)
College of Forestry
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)

Program Information

Program Level
Undergraduate

Program Type
Major / Degree

Are you renaming this program?

No

Are you reorganizing this program?

Are you extending this program to Ecampus?

No

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

No

Program Name
Political Science Undergraduate Major (BA, BS, HBA, HBS)

New Name (for renamed program)

Program (SIS) Code
960

CIP Code
451001 - Political Science and Government, 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
Jan 28, 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
Environmental and Energy Politics Option
International Affairs Option
Law and Politics Option

Is completion of an option required to earn the major?

No

Explain the relationship

Executive Summary

Executive Summary
This proposal is to extend the BA/BS in Political Science to the OSU-Cascades campus in Bend, Oregon, starting Fall 2022. This proposal is a collaboration between OSU-Cascades and the Political Science program in the School of Public Policy, College of Liberal Arts, OSU-Corvallis campus. Political Science is a popular major at the OSU-Corvallis campus with over 300 enrolled students. We anticipate that the BA/BS program in Political Science 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 Political Science undergraduate degree has options in law and politics, international affairs, and environmental and energy politics. The BA/BS degree in Political Science prepares students for careers in all levels of government, foreign service, national and international nongovernmental organizations, journalism, public management, as well as law school or graduate programs in political science, public administration, public policy, or other social sciences. A Political Science degree is outstanding preparation for these careers as it develops analytical skills and cultivates the ability to think, write, and speak persuasively. Graduates will be prepared to comprehend the basic structure and processes of government systems and their theoretical underpinnings, analyze political problems, arguments, information, and theories, and apply methods appropriate for accumulating and interpreting data pertaining to the discipline of Political Science. The degree prepares students to embark upon a variety of paths using the breadth and depth of knowledge gained in the BA/BS in Political Science program.

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. David Bernell, Associate Professor. The administration of the program in Bend will occur under the oversite 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

David Bernell-Corvallis. Andrew Ketsdever-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)?

No accreditation

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 March 30, 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 Political Science: University of Oregon, Eastern Oregon University, Southern Oregon University, Western Oregon University, and Portland State University. The synergy created by the Political Science degree programs in the state of Oregon will provide accessible educational opportunities for all regions of the state. The Political Science 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 Political Science at Cascades directly addresses OSU's Strategic Plan 4.0 to provide access to high quality post-secondary education. The BA/BS in Political Science degree at OSU-Cascades will expand accessibility to higher education, serve a greater number of under-served students, first-generation students, and adults seeking career advancement, and will help meet the increasing educational demands of the region. The Political Science 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 Political Science 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.

1 Hillman, Nicholas, and Taylor Weichman. "Education Deserts: The Continued Significance of 'Place' in the Twenty-First Century." Community, American Council on Education and the Center for Policy Research and Strategy, 25 May 2017, community-wealth.org/content/education-deserts-continued-significance-place-twenty-first-century.

2 Peacher, Amanda. "Central Oregon Is Among Nation's Fastest Growing Regions." Opb, OPB, 2 June 2020, www.opb.org/news/article/central-oregon-is-among-nations-fastest-growing-regions.

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?

1st Year -10
2nd Year - 15
3rd Year - 20
4th Year - 25
5th Year- 30

The estimate of enrollment was completed using data from trends in completions from Hanover Research and the assessment of enrollments in 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, nine courses related to the Political Science major (both in the major and electives) are offered on the OSU-Cascades campus. This is in additional 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 be 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 Political Science 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

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

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

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

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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

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

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?

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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
Foundation Courses		
Select three courses from the following:		12
PS 201	*INTRODUCTION TO UNITED STATES GOVERNMENT AND POLITICS	

<div align="center">Course List</div>

Code	Title	Credits
PS 204	*INTRODUCTION TO COMPARATIVE POLITICS	
PS 205	*INTRODUCTION TO INTERNATIONAL RELATIONS	
PS 206	*INTRODUCTION TO POLITICAL THOUGHT	

Methods/WIC

PS 300	^RESEARCH METHODS	4

Upper-Division Subfield Courses

Select one course from at least three of the four following subfields: 12

Subfield 1: American national government and politics, to include the judiciary, state and local government, public policy, public administration

PS 311	CONGRESSIONAL POLITICS
PS 312	PRESIDENTIAL POLITICS
PS 313	CAMPAIGNS AND ELECTIONS
PS 314	INTEREST GROUP POLITICS
PS 315	*THE POLITICS OF MEDIA
PS 317	GENDER AND POLITICS
PS 321	CONSTITUTIONAL LAW: GOVERNMENT POWERS AND CONSTRAINTS
PS 322	*CONSTITUTIONAL LAW: CIVIL LIBERTIES
PS 323	CONSTITUTIONAL LAW: RIGHTS OF THE ACCUSED
PS 326	JUDICIAL PROCESS AND POLITICS
PS 328	SPORTS AND POLITICS
PS 331	*STATE AND LOCAL POLITICS
PS 371	PUBLIC POLICY PROBLEMS
PS 374	*SUSTAINABLE LIVING: PRACTICES AND POLICIES
PS 375	*THE CIVIL RIGHTS MOVEMENT AND POLICIES
PS 455	*THE POLITICS OF CLIMATE CHANGE
PS 473	US ENERGY POLICY
PS 475	ENVIRONMENTAL POLITICS AND POLICY
PS 476	*SCIENCE AND POLITICS
PS 477	INTERNATIONAL ENVIRONMENTAL POLITICS AND POLICY
PS 478	RENEWABLE ENERGY POLICY

Subfield 2: Comparative politics

PS 341	*EUROPEAN AND EU POLITICS
PS 343	*RUSSIAN POLITICS
PS 344	*LATIN AMERICAN POLITICS
PS 345	*POLITICS OF DEVELOPING NATIONS
PS 348	*CHINESE POLITICS
PS 350	*JAPANESE POLITICS
PS 441	DEMOCRATIZATION

Course List

Code	Title	Credits
PS 446	EAST ASIAN POLITICAL ECONOMY	

Subfield 3: International relations

PS 351	AMERICAN FOREIGN POLICY	
PS 356	INTERNATIONAL POLITICS OF ASIA PACIFIC	
PS 454	INTERNATIONAL LAW AND ORGANIZATIONS	
PS 455	*THE POLITICS OF CLIMATE CHANGE	
PS 457	US-CHINA RELATIONS	
PS 458	INTERNATIONAL POLITICAL ECONOMY	
PS 470	GLOBAL FOOD POLITICS AND POLICY	
PS 477	INTERNATIONAL ENVIRONMENTAL POLITICS AND POLICY	

Subfield 4: Political philosophy

PS 361	CLASSICAL POLITICAL THOUGHT	
PS 362	MODERN POLITICAL THOUGHT	
PS 363	*GENDER AND RACE IN AMERICAN POLITICAL THOUGHT	
PS 365	AMERICAN POLITICAL THOUGHT	
PS 461	ENVIRONMENTAL POLITICAL THEORY	
PS 462	THEORIES OF LAW	

Upper-Division PS Courses

Select 24 credits of additional upper-division PS courses		24
Additional Requirements		
Bacc Core, Option or General Electives		128
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
MTH 105	*INTRODUCTION TO CONTEMPORARY MATHEMATICS	3
COMM 111 or COMM 114	*PUBLIC SPEAKING or *ARGUMENT AND CRITICAL DISCOURSE	3
Language 111		4
Intro Course		4
	Credits	14

Winter

WR 121	*ENGLISH COMPOSITION	4
Intro Course		4
Language 112		4

Bacc Core: Difference, Power & Discrimination		3
Bacc Core: PAC		1
	Credits	16

Spring

Core Course		4
Language 113		4
Bacc Core: Physical Science with Lab		4
Bacc Core: Literature & The Arts		3
	Credits	15

Second Year
Fall

HHS 231	*LIFETIME FITNESS FOR HEALTH	2
Language 211		4
Bacc Core: Writing II		3
Bacc Core: Biological Science with Lab		4
Bacc Core: Cultural Diversity		3
	Credits	16

Winter

300-Level PS Course		4
Language 212		4
CLA Core: Fine Arts		3
Bacc Core: Social Processes & Institutions		4
	Credits	15

Spring

300-Level PS Course		4
Language 213		4
CLA Core: Non-Western Culture		4
Bacc Core: Biological or Physical Science with Lab		4
	Credits	16

Third Year
Fall

300-Level PS Course		4
Upper-Division Subfield Course		4
CLA Core: Social Science		4
Elective		3
	Credits	15

Winter

Upper-Division Subfield Course		4
CLA Core: Humanities		3
Bacc Core: Western Culture		4

Elective		4
	Credits	15

Spring

Upper-Division Subfield Course		4
Upper-Division PS Course		4
Upper-Division Elective		4
Elective		3
	Credits	15

Fourth Year

Fall

Upper-Division PS Course		4
Upper-Division Elective		3
CLA Core: Additional Course		3
Elective		4
	Credits	14

Winter

Upper-Division PS Course		4
Upper-Division Elective		3
Bacc Core: Science, Technology & Society		3
Elective		4
	Credits	14

Spring

Upper-Division PS Course		4
Bacc Core: Contemporary Global Issues		3
Upper-Division Elective		4
Elective		4
	Credits	15
	Total Credits	180

Plan of Study Grid

First Year

Fall		Credits
MTH 105	*INTRODUCTION TO CONTEMPORARY MATHEMATICS	3
WR 121	*ENGLISH COMPOSITION	4
Intro Course		4
Bacc Core: Difference, Power & Discrimination		4
	Credits	15

Winter

COMM 111
  or COMM 114
	*PUBLIC SPEAKING
	  or *ARGUMENT AND CRITICAL DISCOURSE
		3

MTH 111	*COLLEGE ALGEBRA	4

Intro Course		4
Bacc Core: PAC		1
Bacc Core: Social Processes & Institutions		3
	Credits	15

Spring

HHS 231	*LIFETIME FITNESS FOR HEALTH	2
MTH 245	*MATHEMATICS FOR MANAGEMENT, LIFE, AND SOCIAL SCIENCES	4
Intro Course		4
Bacc Core: Western Culture		3
Bacc Core: Literature & The Arts		3
	Credits	16

Second Year

Fall

Bacc Core: Writing II		3
Bacc Core: Biological Science with Lab		4
Bacc Core: Cultural Diversity		3
Elective		3
Elective		3
	Credits	16

Winter

300-Level PS Course		4
CLA Core: Non-Western Culture		4
Bacc Core: Physical Science with Lab		4
Elective		4
	Credits	16

Spring

300-Level PS Course		4
CLA Core: Fine Arts		3
Bacc Core: Biological or Physical Science with Lab		4
Elective		3
	Credits	14

Third Year

Fall

300-Level PS Course		4
Upper-Division PS Course		4
CLA Core: Social Science		3
Upper-Division Elective		4
	Credits	15

Winter

Upper-Division Subfield Course		4

CLA Core: Humanities	4
Any Computer Science Course	3
Elective	3
Credits	14

Spring

Subfield Course	4
Upper-Division PS Course	4
BS Science Course	3
Elective	3
Credits	14

Fourth Year

Fall

Upper-Division Subfield Course	4
CLA Core: Additional Course	4
Upper-Division Elective	3
Elective	3
Elective	3
Credits	17

Winter

Upper-Division PS Course	3
Bacc Core: Science, Technology & Society	3
Upper-Division Elective	4
Elective	4
Credits	14

Spring

Upper-Division PS Course	4
Bacc Core: Contemporary Global Issues	3
Upper-Division Elective	3
Elective	4
Credits	14
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
PoliticalScience_Budget Narrative.docx
PoliticalScience_osubudget_worksheet_040521 .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
Erika Wolters (School of Public Policy, Summer Session/Non-Teaching) (erika.wolters) (Tue, 20 Apr 2021 18:40:06 GMT): Public Policy supports this proposal
Catherine Bolzendahl (School of Public Policy, Director) (catherine.bolzendahl) (Tue, 20 Apr 2021 18:56:43 GMT): Approved
Michael Harte (College of Earth, Ocean & Atmospheric Sciences, Professor) (michael.harte) (Tue, 20 Apr 2021 19:13:15 GMT): No concerns
Todd Pugatch (School of Public Policy, Associate Professor) (todd.pugatch) (Tue, 20 Apr 2021 19:23:51 GMT): Economics supports this proposal.
Wade Marcum (College of Engineering, Associate Dean of Undergraduate Programs) (wade.marcum) (Tue, 20 Apr 2021 20:24:44 GMT): I support
Allison Hurst (School of Public Policy, Associate Professor) (allison.hurst) (Tue, 20 Apr 2021 21:33:31 GMT): No objections.
Sue Helback (College of Education, College Coordinator) (sue.helback) (Wed, 21 Apr 2021 18:04:37 GMT): No concerns or objections to this proposal.
Ellen Smit (College of Public Health & Human Sciences, Associate Dean of Academic & Faculty Affairs) (ellen.smit) (Wed, 21 Apr 2021 18:43:54 GMT): No objections
David Bernell (School of Public Policy, Associate Professor) (david.bernell) (Thu, 22 Apr 2021 20:37:10 GMT): Political Science supports this proposal.
Prem Mathew (College of Business, Associate Dean of Undergraduate Programs) (prem.mathew) (Fri, 23 Apr 2021 19:49:00 GMT): The COB supports.

Nicole Kent (College of Forestry, Manager of Undergraduate Curricula & Advising) (nicole.kent) (Fri, 07 May 2021 16:00:21 GMT): NO concerns.
Paul Wanke (School of History, Philosophy & Religion, Senior Instructor I) (paul.wanke) (Mon, 10 May 2021 17:32:30 GMT): Approve pw
Ashleigh Anderson (College of Liberal Arts, Head Academic Advisor) (ashleigh.anderson) (Mon, 10 May 2021 21:08:43 GMT): The CLA Curriculum Comm. supports.

Key: 240

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