

In Workflow

1. **APA Coordinator Programs**
2. **10 College Committee Approver**
3. **10 Dean**
4. **APA Coordinator Programs**
5. **Aimee Hisey (School of History, Philosophy & Religion, Instructor)**
6. **Budgets and Fiscal Planning Committee Chair**
7. **Curriculum Council Co-Chairs**
8. **Executive Committee**
9. Faculty Senate
10. Provost Designee
11. OSU Board of Trustees
12. Statewide Provosts' Council Chair
13. HECC
14. NWCCU
15. Catalog Coordinator

Approval Path

1. Tue, 22 Sep 2020 22:38:38 GMT
Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator)
(janice.nave-abele): Rollback to Initiator
2. Mon, 19 Oct 2020 20:35:25 GMT
Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator)
(janice.nave-abele): Approved for APA Coordinator Programs
3. Wed, 28 Oct 2020 08:33:06 GMT
Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator)
(belinda.sykes): Approved for Catalog Coordinator
4. Wed, 28 Oct 2020 16:31:19 GMT
Nicole von Germeten (School of History, Philosophy & Religion, Director)
(nicole.vongermeten): Approved for SHPR Head
5. Tue, 05 Jan 2021 18:40:15 GMT
Shannon Riggs (Ecampus, Executive Director Course Dev Learn Innov) (shannon.riggs):
Approved for Ecampus Programs
6. Wed, 20 Jan 2021 09:58:07 GMT
Approved for 14 Day Review

7. Wed, 20 Jan 2021 14:16:10 GMT
Nicole von Germeten (School of History, Philosophy & Religion, Director)
(nicole.vongermeten): Approved for vongermj
8. Fri, 29 Jan 2021 14:44:33 GMT
Heath Henry (Academic Programs & Assessment, Assessment Coordinator)
(heath.henry): Approved for APA Undergraduate Assessment
9. Wed, 10 Mar 2021 16:15:54 GMT
Ashleigh Anderson (College of Liberal Arts, Head Academic Advisor)
(ashleigh.anderson): Rollback to Initiator
10. Thu, 29 Apr 2021 18:31:38 GMT
Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator)
(janice.nave-abele): Approved for APA Coordinator Programs
11. Wed, 19 May 2021 18:29:44 GMT
Ashleigh Anderson (College of Liberal Arts, Head Academic Advisor)
(ashleigh.anderson): Approved for 10 College Committee Approver
12. Wed, 19 May 2021 18:37:52 GMT
Larry Rodgers (College of Liberal Arts, Dean) (larry.rodgers): Approved for 10 Dean
13. Wed, 19 May 2021 18:53:28 GMT
Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator)
(janice.nave-abele): Approved for APA Coordinator Programs
14. Wed, 19 May 2021 19:02:04 GMT
Aimee Hisey (School of History, Philosophy & Religion, Instructor) (hiseya): Approved for hiseya
15. Thu, 27 May 2021 00:37:15 GMT
Amy Bourne (College of Business, Senior Instructor II) (amy.bourne): Approved for Budgets and Fiscal Planning Committee Chair
16. Mon, 08 Nov 2021 21:37:16 GMT
Dana Sanchez (Fisheries, Wildlife & Conservation Sciences, Associate Professor, and Curriculum Council Co-Chair) (dana.sanchez): Approved for Curriculum Council Co-Chairs

New Program Proposal

Date Submitted: Thu, 29 Apr 2021 17:28:14 GMT

Viewing: : **Applied Humanities Undergraduate Major (BA, BS)**

Last edit: Thu, 26 Aug 2021 03:03:51 GMT

Changes proposed by: hiseya

Effective Term
Fall 2020

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
Fall 2020

Type of Change

Justification

The College of Liberal Arts and Ecampus propose to offer a B.A./B.S. in Applied Humanities, available online only. This program targets the adult learner with some college but no degree. This degree places more importance on completing a humanities B.A./B.S. in an affordable and prescribed manner than on building a degree around electives in a traditional major. Unlike the extant Liberal Studies degree, the new degree is focused and programmatic rather than broad-based and designed by the student around their own interests. Skill development includes written communication, critical thinking, and training to deal effectively with complexity, diversity, and change. Students will attain a deep knowledge of culture and history, while honing their own writing and analytical skills to excel in their careers. They will build marketable philosophical, cultural, and ethics-based skills such as creativity, curiosity, and empathy.

This new online major differs from existing OSU Ecampus bachelor's degrees in that it offers a broad-appeal major in the humanities, appealing to adult learners with previous credit earned, but provides a narrow path of courses in the major intended to hone career skills and increase the marketability of its graduates. This concept and its features have been developed and revised over the past year with a core committee comprised of CLA faculty and Ecampus leadership. The degree features existing and proven courses. Courses in the major will draw from existing online courses from the School of History, Philosophy and Religion, and the School of Writing, Literature and Film. No new courses need to be developed online. The narrow path of available courses aims to increase enrollment, promote student engagement with a cohort of peers across multiple courses, and maximize capacity for these existing courses.

Primary Originator

Name
Nicole von Germeten (School of History, Philosophy & Religion, Director)
Aimee Hisey (School of History, Philosophy & Religion, Instructor)

Liaisons

Academic Unit
Mathematics (MTH)
Liberal Studies (LS)
College of Science (SCI)
School of Arts & Communication (ART, COMM, GD, MUED, MUS, MUP, NMC, TA)
College of Liberal Arts (LA, MAST, SSCI)

Academic Unit

College of Agricultural Sciences (AGRI, BRR, IAWS, SUS)

College of Business - Undergraduate (ACTG, BA, DSGN, FIN, HM, MRKT, MGMT)

College of Education (AHE, COUN, ED, SED)

School of Writing, Literature & Film (AJ, ENG, FILM, WR)

School of Language, Culture & Society (all languages, ANTH, ASN, CSSA, ES, FCSJ, LING, QS, WGSS, WLC)

School of Public Policy (ECON, MPP, PS, PPOL, SOC)

School of Psychological Science (PSY)

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

Applied Humanities Undergraduate Major (BA, BS)

New Name (for renamed program)

Program (SIS) Code

CIP Code

240103 - Humanities/Humanistic Studies.

College
Liberal Arts (10)

Academic Unit
School of History, Philosophy & Religion

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
March 4, 2020

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

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?

No

Select Options

Is completion of an option required to earn the major?

Explain the relationship

Executive Summary

Executive Summary

Summed up in the idea of “applied humanities,” this degree focuses on training students via liberal arts methods to greatly enhance their skills in communication and cultural competency, especially in terms of career preparedness. By taking several classes that contextualize the current diverse United States’ workplace, graduates will understand the full range of ways in which all forms of communications – including in the workplace and the public sphere – embed cultural perspectives, rhetorical positions, and historical context. Through critical thinking and writing, students prepare for a future as engaged citizens and successful professionals who can construct reasoned arguments, evaluate diverse perspectives, and resist reductive explanations. The learning outcomes for each required course include one or more of the most desired competencies as determined by the National Association of Colleges and Employers. The required courses have been carefully chosen to prepare students in the practical specifics of workplace written communication, as well as broadening their world views in the classic humanities disciplines of History and Philosophy. The writing courses all related to professional communication competencies, in specific areas highly relevant to the current workplace. The philosophy, history, and religious studies classes focus on helping students gain understanding of who they must interact with as professionals and engaged community members. By incorporating courses on a diverse range of topics relating to the history of the United States and national experiences today, this degree guides students to expand their perspectives beyond their own point of view, helping create the educated citizenry that is so necessary for a functioning democracy.

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

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

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

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

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

Demand

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

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

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?

Personnel

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

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

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

Other Resources

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

Indicate how library needs will be met

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)

Alternative Delivery Methods/Formats

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

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

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

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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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HECC - Higher Education Coordinating Commission

Program Description

HECC Description

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This new online major differs from existing OSU Ecampus bachelor's degrees in that it offers a broad-appeal major in the humanities, appealing to adult learners with previous credit earned, but provides a narrow path of courses in the major intended to hone career skills and increase the marketability of its graduates. This concept and its features have been developed and revised over the past year with a core committee comprised of CLA faculty and Ecampus leadership. The degree features existing and proven courses. Courses in the major will draw from existing online courses from the School of History, Philosophy and Religion, and the School of Writing, Literature and Film. No new courses need to be developed online. The narrow path of available courses aims to increase enrollment, promote student engagement with a cohort of peers across multiple courses, and maximize capacity for these existing courses.

Summed up in the idea of "applied humanities," this degree focuses on training students via liberal arts methods to greatly enhance their skills in communication and cultural competency, especially in terms of career preparedness. By taking several classes that contextualize the current diverse United States' workplace, graduates will understand the full range of ways in which all forms of communications – including in the workplace and the public sphere – embed cultural perspectives, rhetorical positions, and historical context. Through critical thinking and writing, students prepare for a future as engaged citizens and successful professionals who can construct reasoned arguments, evaluate diverse perspectives, and resist reductive explanations. The learning outcomes for each required

course include one or more of the most desired competencies as determined by the National Association of Colleges and Employers. The required courses have been carefully chosen to prepare students in the practical specifics of workplace written communication, as well as broadening their world views in the classic humanities disciplines of History and Philosophy. The writing courses all related to professional communication competencies, in specific areas highly relevant to the current workplace. The philosophy, history, and religious studies classes focus on helping students gain understanding of who they must interact with as professionals and engaged community members. By incorporating courses on a diverse range of topics relating to the history of the United States and national experiences today, this degree guides students to expand their perspectives beyond their own point of view, helping create the educated citizenry that is so necessary for a functioning democracy.

This program is entirely online, and will take advantage of the highly developed E-campus technology and organization at OSU.

The quality of scholarship demonstrated by many of our history, philosophy, religious studies, and writing faculty is already recognized nationally and internationally with prestigious publications, awards, competitive grants and fellowships, and invitations to speak around the United States and the globe. All faculty at the School of History, Philosophy, and Religion (where this program is based), and the School of Writing, Literature and Film (where the rest of the classes reside) are annually assessed in their teaching, scholarship, and research by their directors, according to the expectations in their position description. Promotion and Tenure work within the OSU guidelines and are vetted at the faculty, school, college, and university level.

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

Summed up in the idea of “applied humanities,” this degree focuses on training students via liberal arts methods to greatly enhance their skills in communication and cultural competency, especially in terms of career preparedness. By taking several classes that contextualize the current diverse United States’ workplace, graduates will understand the full range of ways in which all forms of communications – including in the workplace and the public sphere – embed cultural perspectives, rhetorical positions, and historical context. Through critical thinking and writing, students prepare for a future as engaged citizens and successful professionals who can construct reasoned arguments, evaluate diverse perspectives, and resist reductive explanations. The learning outcomes for each required course include one or more of the most desired competencies as determined by the National Association of Colleges and Employers. The required courses have been carefully chosen to prepare students in the practical specifics of workplace written communication, as well as broadening their world views in the classic humanities disciplines of History and Philosophy. The writing courses all related to professional communication competencies, in specific areas highly relevant to the current workplace. The philosophy, history, and religious

studies classes focus on helping students gain understanding of who they must interact with as professionals and engaged community members. By incorporating courses on a diverse range of topics relating to the history of the United States and national experiences today, this degree guides students to expand their perspectives beyond their own point of view, helping create the educated citizenry that is so necessary for a functioning democracy. This degree can be done as a BA or a BS.

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)

This program is entirely online, and will take advantage of the highly developed E-campus technology and organization at OSU.

Adequacy and quality of faculty delivering the program

The quality of scholarship demonstrated by many of our history, philosophy, religious studies, and writing faculty is already recognized nationally and internationally with prestigious publications, awards, competitive grants and fellowships, and invitations to speak around the United States and the globe. All faculty at the School of History, Philosophy, and Religion (where this program is based), and the School of Writing, Literature and Film (where the rest of the classes reside) are annually assessed in their teaching, scholarship, and research by their directors, according to the expectations in their position description. Promotion and Tenure work within the OSU guidelines and are vetted at the faculty, school, college, and university level.

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

The Applied Humanities degree will include course work taught by fifteen full time faculty and instructors already employed in SWLF and SHPR. It is not necessary to make any new hires for this degree.

Other staff

Staff support comes from E-campus, and to some degree the staff in SHPR which includes two advisors, an E-campus coordinator, and an assistant to the director who handles HR and Finances for the school.

Adequacy of facilities, library, and other resources

No new classes will be needed to teach this degree, and the degree is entirely online.

Relationship to Mission and Goals

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

The Applied Humanities bachelor's degree supports the institution's mission, signature areas of focus, and strategic priorities in a variety of ways. First, this broad-appeal liberal arts major is grounded in producing skilled graduates who are critical thinkers (Mission, SP 4.0, page 2). The learning outcomes of this major will focus on four themes: workplace skills; diversity; high context thinking; and civil engagement and public discourse. In particular, this degree highlights learning outcomes that have direct application to the workplace and career success. Additionally, the curricular organization is designed to provide students with content that will enhance their workplace skills and their ability to make more sophisticated decisions as they navigate work and society.

Secondly, because this degree will be offered through OSU Ecampus via online delivery, it aims to be "accessible to all learners" (SP 4.0 Goal II). In 2019-20, Ecampus had over 10,600 online learners in all 50 states and 50 countries. Ecampus undergraduate students add to the diversity of Oregon State's student population, and therefore help us with Goal II's distinction to provide "equity in access and achievement among learners from diverse backgrounds." In AY21 undergraduate demographics revealed that Ecampus students are older-than average (31), 45% are first generation and 49% have high financial need compared to campus students who have 30% high financial need. This degree specifically target adult learners, those with some college no degree who are interested in degree completion for career advancement and upward mobility.

Lastly, this degree is a good example of how Oregon State can "retool the OSU experience for the 21st century learner," the fourth of twenty actions listed in SP 4.0. The Applied Humanities degree will include embedded completion grants and lower student costs for textbooks with Open Educational Resources (OERs), when possible. These cost-saving tactics will be included in marketing and recruitment efforts, and therefore meeting one of the specific tactics linked to this action that will "increase transparency around costs and career opportunities."

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

As cited in the preceding section, a degree in Applied Humanities is closely linked to a "transformative education that is accessible to all learners." CLA plans to offer each course in the program two to four times a year, depending on enrollment, so that students can complete major requirements in a timely manner. Courses in the major would aim to have no- to low-cost textbooks as coordinated through the Open Educational Resources unit housed in Ecampus, which would allow learners to have quicker access to course materials as well as substantially fewer costs associated with course textbooks. Additionally, the 11th action SP 4.0 cites is an intent to 'increase our retention and graduation of all students.' A zero-tuition scholarship will be available for the last 15 credits. Students who have been admitted and progressed throughout the major in good academic standing will receive a scholarship in the equivalent of Ecampus base tuition for 15 credits. This currently equates

to 15 SCH x \$318/SCH = \$4,770 savings. Students will be able to “complete for free” funded through this scholarship.

Quality learning applicable to the workplace is foundational with this major. The unique curricular organization of this degree is designed to provide students with content that will enhance their workplace skills and their ability to make more sophisticated decisions as they navigate work and society. Ecampus undergraduate degrees -- and the individual courses and faculty who teach those courses -- have been ranked in the top 10 best online bachelor’s degrees for the past six years by U.S. News and World Report. Quality course design, which involves pairing an instructional design with a faculty subject matter expert from CLA, is a core building block of quality online learning.

Over the past two decades, in-demand degrees online offered through OSU Ecampus are attracting adult learners who reside in Oregon and beyond. Ecampus has significantly helped to grow enrollment at Oregon State, which invariably helps statewide higher education and the people served in our state. This past year (AY20), total Ecampus Student Credit Hours (SCH) grew by 11% compared to AY10. Since Covid-19 hit, Ecampus has been experiencing a higher than usual enrollment increase; summer term 2020 alone saw over a 20% increase in headcount and more than 25% increase in SCH from the previous summer. As online education continues to mature, Oregon State, an early adopter in the online education market, must continue to create new degree programs to meet adult learner demand and to be competitive in an increasingly crowded market. Helping the University meet enrollment targets, and offsetting any flattening of campus enrollment due to the high school plateau, is mission critical. This Applied Humanities degree, like other Ecampus degrees, not only helps the University meet enrollment growth, it will help graduate more students, which in turn will boost the economy of Oregon.

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:

As the online adult learner market continues to mature and grow, OSU Ecampus has seen its graduating classes increase each year. In 2020, Ecampus graduates included more than 1,100 students from 48 states who completed their degrees online. There are now over 7,000 alumni who have completed an OSU degree through Ecampus. Online education as a whole is positively impacting educational attainment in the state, region and world.

Additionally, for over a decade, Oregon State Ecampus has tracked the potential market size in Oregon and nationwide, for adult learners with some college, but no degree who are bent on degree attainment. According to the U.S. Census Bureau, there were a total of 35,442,000 individuals in the United States aged 25 and older who have "some college, no degree" in 2018. In Oregon alone, according to a 2019 statewide needs assessment conducted by Ecampus and market research partner Eduventures, there is an estimated pool of more than 115,000 prospective adult students aged 25-59 who have some college but no

degree and who are open to continuing their education entirely or partially online over the next three years. With its broad-appeal major and focus on building career applicable skills, the B.A./B.S. in Applied Humanities will be strong option within the Ecampus undergraduate portfolio for these adult learners with some college no degree interested in degree completion.

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

In our society and in higher education, one of the largest markets and market opportunities points to adult learners with some college and no degree. Typically, these adult learners have accumulated transcripts from multiple institutions but have not been able to cross the finish line. Often, life circumstances – including work, family, finances and other personal life situations –interrupted their path to a degree and they “stopped out” from college. They know that the lifetime earnings of those with a bachelor’s degrees far exceeds those with only some college and no degree, and they are determined to finish.

The Applied Humanities degree is responding effectively to the societal and economic opportunities facing this potential audience. Bureau of Labor Statistics findings show that graduating with a four-year degree increases one’s chances of finding employment, which increases the economic viability of our entire country. With that said, financing college, especially for adult learners who are often juggling raising a family with work and going back to school, is a daunting challenge. Completion grants are embedded into the successful progression of this degree, an another alluring aspect intended to help jump the economic hurdle of going back to school.

Address civic and cultural demands of citizenship

The History, Philosophy, and Religious studies classes in this degree were purposefully chosen to address civic and cultural demands of citizenship. The study of history is absolutely essential to a participatory democracy. In Oregon, our population is becoming more international and more diverse, primarily in terms of our potential students. As the largest educational institution in the state, it is our responsibility to lead the educational path of Oregon towards a more complex understanding of the historical context and heritage of our growing diverse population. We are obligated to train our citizens in the subtler and nuanced patterns of thinking, which can prevent continuing racial bias and social and economic inequities. These are the basic attributes of courses in the School of History, Philosophy, and Religious Studies.

Accreditation

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

NA

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

NA

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

NA

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

NA

Need

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

Year One:

Fall Term Headcount:

56

FTE Enrollment:

45

Expected Degrees/Certificates

2

Year Two:

Fall Term Headcount:

133

FTE Enrollment:

110

Expected Degrees/Certificates:

12

Year Three:

Fall Term Headcount:

165

FTE Enrollment:

139

Expected Degrees/Certificates

23

Year Four:

Fall Term Headcount:

200

FTE Enrollment:

162

Expected Degrees/Certificates

42

Year Five:

Fall Term Headcount:

211

FTE Enrollment:

171

Expected Degrees/Certificates

48

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

In the 2019-20 academic year, there were 10,649 Ecampus students living in all 50 states and more than 50 countries on five continents and in all four hemispheres. Each year, Ecampus has experienced enrollment increases in Ecampus Student Credit Hours (SCH). Ecampus adult learners contribute to the diversity of the OSU student population in a variety of ways. As indicated from 2019-2020 Ecampus student demographics, Ecampus degree-seeking students are older than traditional campus students (average age is 31); hail from all 50 states (25% from Oregon); are often first generation (45%); and approximately one in ten have military affiliation.

Evidence of market demand

According to the U.S. Census Bureau, 35,442,000 individuals in the United States aged 25 and older reported having "some college, [but] no degree" in 2018. A recent statewide needs assessment conducted by Ecampus and market research partner Eduventures reports that, in Oregon in particular, an estimated pool of more than 115,000 prospective adult students aged 25-59 have some college but no degree and are open to continuing their education entirely or partially online over the next three years. Typically, these adult learners have accumulated transcripts from multiple institutions. Often, life circumstances – including work, family, finances and other personal life situations – interrupted their path to a degree and they “stopped out” from college. They know that the lifetime earnings of those with a bachelor’s degree far exceeds those with only some college and no degree, and they are determined to finish.

Although degree conferrals in general humanities degrees have decreased nationally for campus students, Ecampus finds that there was a 5% increase during 2012-2016 for these

degrees offered online, with nearly 20,000 awarded in 2016. OSU Ecampus, ranked in the top 10 for five consecutive years for Best Online Bachelor's by U.S. News & World Report, can serve these students well in this new degree.

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)

NA

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?

Although we expect that the students in Applied Humanities already have some professional experience, popular careers for humanities graduates include the following:

- Personal Finance Advisor
- Exhibit Designer
- Customer Success Manager
- Business Analyst
- Growth Hacker
- Product Marketing
- Internal Communications
- Content Strategist
- Web Developer
- Journalist
- Social media Manager
- Political Campaign Manager
- Content Marketing
- Content Manager
- Web Producer
- Technical Writer
- Editor
- Search Engine Marketing
- Public Relations
- Corporate Blogger

Outcomes and Quality Assessment

Expected learning outcomes of the program

All students in this program will develop skills in the following areas which they can then apply to their professional spheres:

- ï· Applying critical thinking/problem solving to the workplace
- ï· Generating highly skilled oral/written professional communications
- ï· Effectively using of digital technology as a communication tool
- ï· Integrating cultural fluency into professional settings

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

Survey methods, directed at both faculty and students, are described below in the program learning outcomes section.

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

The quality of scholarship demonstrated by many of the Applied Humanities' faculty is already recognized nationally and internationally with prestigious publications, awards, competitive grants and fellowships, and invitations to speak around the United States and the globe. All faculty at the School of History, Philosophy, and Religion (where this program is based), are annually assessed in their teaching, scholarship, and research by the SHPR director, according to the expectations in their position description. Typical tenure-stream faculty in SHPR have 40% of their position description allocated to scholarship and research. Promotion and Tenure work within the OSU guidelines and are vetted at the faculty, school, college, and university level.

Program Integration and Collaboration

Closely related programs in this or other Oregon colleges and universities

This degree will use the Humanities/Humanistic Studies CIP code (24.0103). In referring to IPEDS conferral data from 2018, there appear to be no public institutions in Oregon reporting an online bachelor's degree using Humanities/Humanistic Studies (24.0103). University of Oregon reported 11 conferrals under this code in 2018 but nothing online. Eastern Oregon, Oregon State and Portland State offer a bachelor's online in liberal studies and their 2018 conferral data appear to use the Liberal Arts and Sciences/Liberal Studies 24.0101 CIP code. Liberal studies is different than the proposed degree in Applied Humanities, which is unique in offering a prescribed path of courses in specific disciplines, which focus on four themes: workplace skills; diversity; high context thinking; and civil engagement and public discourse. The other statewide liberal studies degrees market their degrees' flexibility and designing a personalized plan of study, the opposite approach to the Applied Humanities degree.

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

There are two E-campus programs that might attract some similar degree-seekers, Liberal Studies and the online History degree, and possibly the new online degrees in Philosophy and Religious Studies. The Applied Humanities degree ultimately helps SHPR. It helps all of our online degrees because increased enrollment in the courses that make up the new degree will allow us to offer more diverse, high-quality classes every term. More importantly, this degree, with its learning outcomes' emphasis on communication, cultural contexts, and career skills, differs greatly from a standard HST degree and seeks to attract a different kind of student - one whose focus is degree completion. Students will remain drawn to online history degrees because they perceive this as a topic which has a certain specific content that they enjoy, based on their love of historical themes so commonly found in books, video games, movies, shows etc. In contrast, the proposed degree in Culture and Communications includes required courses from Philosophy, Religious Studies, English, and Communications. It is about developing skills, not a particular content area. Lastly, Liberal Studies at OSU is about students choosing three areas of concentration, and shaping their own degree. The narrow path to completion in this degree has the opposite approach - we as faculty have shaped a plan of study in a very precise way.

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

There is an inherent collaboration with the online history, philosophy, and religious studies degrees, in that students will share classes with Applied Humanities majors. These latter students should have a fruitful dialogue with each other, and, as already noted, the Applied Humanities degree allows SHPR to offer a more robust roster of classes to all OSU students.

Potential impacts on other programs

This was covered in the above answers.

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

Learning Outcome

Applying critical thinking/problem solving to the workplace

Expected reporting year (all outcomes must be assessed within a 5 year period)

every four years

List courses where this outcome will be taught

HSTS 417, PHL 325,

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Direct: evaluating student achievement in HSTS 417, the writing seminar for the major. In this WIC course, all majors must complete a research paper, as well as a series of graduated assignments (a paper proposal, historiography review, an annotated bibliography, a paper outline, and a rough draft) leading up to the final paper. After the completion of the course, the faculty will fill out a direct assessment reporting tool that asked them to reflect on how well each individual student demonstrated ability to apply critical thinking and problem solving to course material including primary and secondary sources, on a scale of 1 to 5 (5 = extremely well, 4 = well, 3 = showed average ability, 2 = not very well, 1 = the student failed this task) in response to the following question: 1) How well was the student able to apply critical thinking and problem solving to the course material?

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

Rating system described above.

Learning Outcome

Generating highly skilled oral/written professional communications

Expected reporting year (all outcomes must be assessed within a 5 year period)

Every 4 years

List courses where this outcome will be taught

WR 301, WR 362, WR 414, HSTS 417

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Direct: evaluating student achievement in HSTS 417, the writing seminar for the major. In this WIC course, all majors must complete a research paper, as well as a series of graduated assignments (a paper proposal, historiography review, an annotated bibliography, a paper outline, and a rough draft) leading up to the final paper. After the completion of the course, the faculty will fill out a direct assessment reporting tool that asked them to reflect on how well each individual student demonstrated ability to generate oral and written communications, on a scale of 1 to 5 (5 = extremely well, 4 = well, 3 = showed average ability, 2 = not very well, 1 = the student failed this task) in response to the following question: 1) How well was the student able to generate oral and written communications?

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

Rating system described above.

Learning Outcome

Effective use of digital technology as a communication tool

Expected reporting year (all outcomes must be assessed within a 5 year period)

every 4 years

List courses where this outcome will be taught

WR 303

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Direct: evaluating student achievement in WR 303. After the completion of the course, the faculty will fill out a direct assessment reporting tool that asked them to reflect on how well each individual student demonstrated ability to effectively use of digital technology, on a scale of 1 to 5 (5 = extremely well, 4 = well, 3 = showed average ability, 2 = not very well, 1 = the student failed this task) in response to the following question: 1) How well was the student able to effectively use of digital technology?

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

Rating system described above

Learning Outcome

Integrating cultural fluency into professional settings

Expected reporting year (all outcomes must be assessed within a 5 year period)

every 4 years

List courses where this outcome will be taught

HST/REL 364, HST 369, PHL 344, PHL 448, REL 372

Assessment measures used to assess the outcome. Label each measure as either direct (D) or indirect (I)

Direct: student survey. The advisor to this program will identify applied humanities students in HSTS 417, the required WIC course for the major. During their term in that class, students will receive a survey designed by the SHPR unit head, in consultation with the professors of the relevant classes (HST/REL 364, HST 369, PHL 344, PHL 448, REL 372), which will ask several questions regarding cultural fluency in relation to the material taught in these classes. The students will answer on a scale of 1 to 5 (5 = extremely well, 4 = well, 3 = showed average ability, 2 = not very well, 1 = failed this task) and at the end of the survey they will self-rate to answer the following question: 1) How well did these courses integrate cultural fluency into your perspectives as an Applied Humanities major?

Benchmarks of success used to determine if the outcome has been satisfactorily met by students

Rating system described above.

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

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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

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?)

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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
Baccalaureate Core ¹		30
Liberal Arts Core ²		7
BA Requirements		24
Major Requirements		57
Upper-Division Electives		24
Electives		38
Total Credits		180

Course List

Code	Title	Credits
Baccalaureate Core ¹		30

Course List

Code	Title	Credits
Liberal Arts Core ²		7
BS Requirements		15
Major Requirements		57
Upper-Division Electives		24
Electives		47
Total Credits		180

Course List

Code	Title	Credits
Required Core		
<u>HST 203</u>	*HISTORY OF THE UNITED STATES	4
<u>PHL 205</u>	*ETHICS	4
<u>HSTS 417</u>	*HISTORY OF MEDICINE	4
<u>HST 480/PHL 480</u>	^PERSPECTIVES IN HUMANITIES	4
Select two courses from the following courses:		6-7
<u>ART 101</u>	*INTRODUCTION TO THE VISUAL ARTS	
<u>ENG 104</u>	*INTRODUCTION TO LITERATURE: FICTION	
<u>ES 101</u>	*INTRODUCTION TO ETHNIC STUDIES	
<u>ES 201</u>	*INVENTING ETHNIC AMERICA	
<u>REL 202</u>	INTRODUCTION TO RELIGIOUS STUDIES	
Select 32 credits from the following courses:		32
<u>HST 369</u>	*IMMIGRATION TO THE U.S. SINCE 1880	
<u>HST 364</u>	*UNITED STATES RELIGION AND SOCIAL REFORM	
<u>PHL 325</u>	*SCIENTIFIC REASONING	
<u>PHL 344</u>	*PACIFISM, JUST WAR, AND TERRORISM	
<u>PHL 448</u>	NATIVE AMERICAN PHILOSOPHIES	
<u>REL 372</u>	*AFRICAN AMERICAN RELIGION	
<u>WR 301</u>	*PUBLISHING AND EDITING	
<u>WR 303</u>	*WRITING FOR THE WEB	
<u>WR 362</u>	*SCIENCE WRITING	
<u>WR 414</u>	ADVERTISING AND PUBLIC RELATIONS WRITING	
<u>WR 420</u>	STUDIES IN WRITING	
Total Credits		54-55

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

<u>COMM 111</u>	*PUBLIC SPEAKING	3
<u>CS 101</u>	COMPUTERS: APPLICATIONS AND IMPLICATIONS	4
Bacc Core: Social Processes and Institutions		4
<u>PHL 205</u>	*ETHICS	4
	Credits	15

Winter

Bacc Core: Literature & The Arts		4
<u>WR 121</u>	*ENGLISH COMPOSITION	4
<u>HHS 231</u>	*LIFETIME FITNESS FOR HEALTH	2
CLA Core: Fine Arts		3
One Major Core Course Choice		3
	Credits	16

Spring

<u>MTH 111</u>	*COLLEGE ALGEBRA	4
PAC XXX	Physical Activity Course	1
Elective		4
Elective		3
<u>HST 203</u>	*HISTORY OF THE UNITED STATES	4
	Credits	16

Second Year

Fall

Elective		4
Bacc Core: Biological Science with Lab		4
Elective		4
One Major Core Course Choice		3
	Credits	15

Winter

Bacc Core: Physical Science with Lab		4
Elective		3
Elective		3
Elective Course		4
	Credits	14

Spring

<u>MTH 245</u>	*MATHEMATICS FOR MANAGEMENT, LIFE, AND SOCIAL SCIENCES	4
Elective		4
Elective		4
Elective Course		3
	Credits	15

Third Year

Fall

<u>WR 301</u>	*PUBLISHING AND EDITING	3
CLA Core: Additional Course		3
BS Science Course		4
Upper-Division Elective		4
Credits		14
Winter		
<u>REL 372</u>	*AFRICAN AMERICAN RELIGION	4
<u>WR 362</u>	*SCIENCE WRITING	3
<u>WR 303</u>	*WRITING FOR THE WEB	3
Upper-Division Elective		4
Credits		14
Spring		
<u>PHL 325</u>	*SCIENTIFIC REASONING	4
<u>HST 369</u>	*IMMIGRATION TO THE U.S. SINCE 1880	4
Bacc Core: Biological or Physical Science with Lab		4
Elective		4
Credits		16
Fourth Year		
Fall		
<u>PHL 344</u>	*PACIFISM, JUST WAR, AND TERRORISM	4
<u>HST 364/REL 364</u>	*UNITED STATES RELIGION AND SOCIAL REFORM	4
Upper-Division Elective		3
Elective		4
Credits		15
Winter		
<u>WR 420</u>	STUDIES IN WRITING	4
<u>PHL 448</u>	NATIVE AMERICAN PHILOSOPHIES	4
Upper-Division Elective		4
Bacc Core: Contemporary Global Issues		3
Credits		15
Spring		
<u>WR 414</u>	ADVERTISING AND PUBLIC RELATIONS WRITING	4
<u>HSTS 417</u>	*HISTORY OF MEDICINE	4
Upper-Division Elective		4
Upper-Division Elective		3
Credits		15
Total Credits		180

Plan of Study Grid

First Year

Fall

Credits

<u>COMM 111</u>	*PUBLIC SPEAKING	3
or <u>COMM 114</u>	or *ARGUMENT AND CRITICAL DISCOURSE	
Bacc Core: Social Processes and Institutions		4
Foreign Language 111		4
<u>PHL 205</u>	*ETHICS	4
Credits		15

Winter

Bacc Core: Literature & The Arts		4
<u>WR 121</u>	*ENGLISH COMPOSITION	4
Foreign Language 112		4
Major Core Course Choice		4
Credits		16

Spring

Foreign Language 113		4
Elective		3
<u>MTH 111</u>	*COLLEGE ALGEBRA	4
<u>HST 203</u>	*HISTORY OF THE UNITED STATES	4
Credits		15

Second Year

Fall

PAC XXX	Physical Activity Course	1
Foreign Language 211		4
Elective		3
Bacc Core: Biological Science with Lab		4
Major Core Course Choice		3
Credits		15

Winter

Foreign Language 212		4
Elective		3
Elective		3
Elective		3
<u>HHS 231</u>	*LIFETIME FITNESS FOR HEALTH	2
Credits		15

Spring

Bacc Core: Physical Science with Lab		4
Foreign Language 213		4
Bacc Core: Writing II		3
Elective		3
Credits		14

Third Year

Fall		
<u>WR 301</u>	*PUBLISHING AND EDITING	3
<u>HST 364</u>	*UNITED STATES RELIGION AND SOCIAL REFORM	4
or <u>REL 364</u>	or *UNITED STATES RELIGION AND SOCIAL REFORM	4
Upper-Division Elective		4
Elective		4
Credits		15
Winter		
<u>WR 303</u>	*WRITING FOR THE WEB	3
Bacc Core: Contemporary Global Issues		4
Bacc Core: Biological or Physical Science with Lab		4
Elective		4
Credits		15
Spring		
<u>HST 369</u>	*IMMIGRATION TO THE U.S. SINCE 1880	4
<u>PHL 325</u>	*SCIENTIFIC REASONING	4
CLA Core: Fine Arts		3
CLA Core: Additional Course		4
Credits		15
Fourth Year		
Fall		
<u>WR 362</u>	*SCIENCE WRITING	3
<u>PHL 448</u>	NATIVE AMERICAN PHILOSOPHIES	4
Elective		3
Elective		4
Credits		14
Winter		
<u>REL 372</u>	*AFRICAN AMERICAN RELIGION	4
Upper-Division Elective		4
Upper-Division Elective		4
Elective		3
Credits		15
Spring		
<u>HSTS 417</u>	*HISTORY OF MEDICINE	4
Upper-Division Elective		4
Upper-Division Elective		4
Upper-Division Elective		4
Credits		16
Total Credits		180

Letters of Support

External Letters of Support

Applied Humanities support letter_Hansen_UPCEA_5-20_[2].pdf

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
Acknowledge

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

Faculty Name	Academic Home	Highest Degree	Position Title	Area of Expertise/Interest	Role Within Program
Drummond	SWLF	MFA	SI1	writing	instructor
Ribeiro	SWLF	PhD	Assistant Professor	writing	instructor
Kelly	SWLF	PhD	Instructor	writing	instructor
Jensen	SWLF	PhD	Associate Professor	writing	instructor
Griffin	SWLF	MFA	Instructor	writing	instructor
Pflugfelder	SWLF	PhD	Associate Professor	writing	instructor
Conner	SWLF	MFA	Instructor	writing	instructor
Kaplan	SHPR	PhD	Professor	Philosophy	instructor
Vogt	SHPR	PhD	SI1	Philosophy	instructor
Carter	SHPR	PhD	Instructor	History	instructor
Barstow	SHPR	PhD	Instructor	History	instructor
Richards	SHPR	PhD	SI1	History	instructor
Tattersall	SHPR	PhD	Instructor	History	instructor
Figueroa	SHPR	PhD	Associate PProfessor	Philosophy	instructor
Macias	SHPR	PhD	Instructor	History	instructor

Budget Information

Budget Worksheet and Narrative

Budget Narrative-Applied Humanities.docx

Budget worksheet-Applied Humanities(2).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)?

Curriculum Notification

Reviewer Comments

Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator)

(janice.nave-abele) (Tue, 22 Sep 2020 22:38:38 GMT): Rollback: Please update the BA and BS Four Year Plan as discussed. Currently, there is only a BA plan with some course questions and there is no BS plan. Contact Janice in APA for additional support.

Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator) (belinda.sykes)

(Wed, 28 Oct 2020 08:23:00 GMT): I have added more liaisons given the broad scope of this degree. Space Evaluation has been bypassed in workflow because the program is 100% online. No new courses are required so the Library Evaluation is not needed. Requirements have been reformatted for clarity.

Todd Pugatch (School of Public Policy, Associate Professor) (todd.pugatch) (Tue, 05 Jan 2021 18:45:57 GMT):

no objections from Economics

Erika Wolters (School of Public Policy, Summer Session/Non-Teaching) (erika.wolters)

(Tue, 05 Jan 2021 19:00:40 GMT): No objections from Public Policy.

Kate Lajtha (Crop & Soil Science, Professor) (kate.lajtha) (Tue, 05 Jan 2021 19:38:47 GMT):

No objections from SUS - looks great!

David Bernell (School of Public Policy, Associate Professor) (david.bernell) (Tue, 12 Jan 2021 17:23:33 GMT):

Political Science supports this proposal.

John Edwards (School of Psychological Science, Professor) (jedwards) (Fri, 15 Jan 2021 00:00:39 GMT):

No problems from a Liberal Studies perspective. The proposed degree fills an important niche as it would be a more appropriate major for some students who currently declare Liberal Studies.

Heath Henry (Academic Programs & Assessment, Assessment Coordinator) (heath.henry)

(Fri, 29 Jan 2021 14:44:25 GMT): The assessment plan is sound and I am approving the proposal. However, the wording of the outcomes in the Program Learning Outcomes section should match the wording found in the HECC Outcomes and Quality Assessment section. The wording in the HECC form provides better clarity and measurability.

Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator)

(janice.nave-abele) (Thu, 04 Feb 2021 19:28:54 GMT): Only the BA and BS degrees are available in this program. HBA and HBS (Honors program degrees) are not available via Ecampus for Applied Humanities.

Ashleigh Anderson (College of Liberal Arts, Head Academic Advisor) (ashleigh.anderson)

(Wed, 10 Mar 2021 16:14:42 GMT): After a productive conversation with the proposers the core requirements for the major do not accurately reflect the intentions of the degree. The

CLA curriculum committee suggests updating the CORE to be less focused on history and to align more with the outcomes of the degree.

Ashleigh Anderson (College of Liberal Arts, Head Academic Advisor) (ashleigh.anderson)
(Wed, 10 Mar 2021 16:15:54 GMT): Rollback: Core requirements of the major do not reflect the intentions of the major and are too narrowly focused on HST.

Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator)
(janice.nave-abele) (Thu, 29 Apr 2021 18:14:10 GMT): Adjusted workflow to move the proposal back to the CLA College Committee level. The proposal has previously been through prior levels of review. Please see Approval History for those dates.

Paul Wanke (School of History, Philosophy & Religion, Senior Instructor I) (paul.wanke)
(Thu, 13 May 2021 18:30:36 GMT): Approve - class choices seem to be wider, more outside of just HST

Ashleigh Anderson (College of Liberal Arts, Head Academic Advisor) (ashleigh.anderson)
(Wed, 19 May 2021 18:29:40 GMT): The CLA Curriculum committee is appreciative and quite pleased with the updates to the major requirements.

Key: 709

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