

Date: 28 March 2018

To: Faculty Senate Executive Committee

From: BA/BS Task Force [Baumgartner, Harding, Hoobler, LeJeune, Shannon]

Re: Recommendation for new BA/BS distinctions

After exploring a wide variety of options based on personal experiences, comparator universities, and state-based schools, the task force has reached consensus with the following recommendation for senate and campus consideration.

Our accrediting agency, NWCCU, defines Bachelor of Arts programs as those with a liberal arts focus. BA programs are usually aimed at broad, liberal learning outcomes (such as WOU has adopted with LEAP), tending to qualitative, interpretive methods of scholarship. The Bachelor of Science, in contrast, has a more applied focus, with outcomes often driven by outside accreditation standards in a discipline, industry, or profession, and are often more credit-heavy than BA programs. BS programs are generally oriented toward professional preparation and/or may tend more to quantitative, empirical methods of scholarship.

1. Given WOU's self-identified grounding as a liberal arts institution, all undergraduate degrees at WOU will default to the Bachelor of Arts.
2. However, there will be a procedure (see attached sample, with thanks to Darryl Thomas) for departments to apply for the Bachelor of Science designation for particular degree tracks or programs; this designation can be in addition to or instead of the Bachelor of Arts, but if both are offered the two must be distinctly differentiated in the application. [For the initial Fall 2019 applications, we recommend an ad hoc committee be in charge of vetting; after that, the ARC or CCC could take over the occasional review for new or revised programs.]
3. If a department determines that the study of a second language is an essential skill to their degree program(s)—BA or BS—, it will not be penalized if the total number of credits for the major plus room for upper-division minimum exceeds 90 credits solely due to requiring a particular language proficiency [e.g., 203 or higher]. Departments in such cases must build in room for 12 credits of language but can have up to 12 over 90. [WOU admission as freshman requires 2 years of HS language, which will usually equal 1 year at college level; in addition, most languages can be incorporated into the 90 credits for an AAOT.]
 - 3a. If a student completes a minor (or second major) in a second language and has a language requirement in the major, language in the major requirements will be considered fulfilled.

**Sample BS vs BA
application: Dance majors**

All
Students

- gain breadth of exposure through general education
- get a base-level of Writing, Quantitative Literacy, Diversity/Global Perspectives, Inquiry & Analysis, and Integrative Learning through GE curriculum
- further develop these ULO's as they fit with program outcomes -- program focus I and II capture this along a couple of dimensions

Criteria	Degree programs that offer the <i>Bachelor of Arts</i> lean towards a <u>preponderance</u> of these characteristics	Degree programs that offer the <i>Bachelor of Science</i> lean towards a <u>preponderance</u> of these characteristics	Dance - Performance and Choreography Track	Dance: Film and Technology Track
Program focus I	<p>Interpretation Imparting discipline-specific frames and lenses to reflect upon experiences and values; interpretation beyond what facts and figures can reveal. Qualitative methods of scholarship.</p>	<p>Problem-Solving Imparting discipline-specific tools and models for problem-solving, empirical analysis, quantitative methods of scholarship.</p>	<p>This track utilizes discipline-specific tools to interpret the human experience through movement. The program emphasizes or is more weighted towards interpretation.</p>	<p>While this track imparts the technical skills necessary for a career in the professional dance world as a digital media choreographer/artist, dance choreography is an art form where aesthetic knowledge is built from the language of human movement as a medium for communicating values & beliefs about the human experience. The digital media choreographer creates & utilizes multi-media technology for "interpretation" (qualitative, subjective through the lens of the choreographer). Students focus on developing competence in dance composition & use/creation of digital multi-media tools that enhance the visual & interpretive elements of dance.</p>

<p>Program focus II</p>	<p>Building understanding of the broader context.</p>	<p>Building competence in the skills used in practice</p>	<p>The learning outcomes for this track primarily align with professional standards. For this reason, we indicate that we are weighted towards the BS in this criterion. While this track builds an understanding of dance within the broader context, it is weighted to build competence in the technical and choreographic skills required for the profession.</p>	<p>This track is equally weighted in building an understanding of dance within the broader context (e.g. society, the arts, human expression) and in building competence in the technical and choreographic skills required for the profession.</p>
<p>NWCCU Distinction</p>	<p>Liberal Arts Focus Area of study not clearly tied to a specific or identifiable industry, career or field of work</p>	<p>Applied focus Area of study more clearly tied to a specific or identifiable industry, career or field of work</p>	<p>Area of study clearly tied to a specific career: Professional Dancer</p>	<p>The Dance Film & Technology track helps students develop critical thinking, intercultural competence and knowledge, and written communication. For this reason, we indicate that we are weighted towards the BA degree in this criterion</p>
			<p>Dance could apply for BS designation for the Dance - Performance and Choreography Track</p>	<p>Dance would use BA designation for the Dance - Film and Technology Track</p>