AB Core Proposal

RECOMMENDATION FROM THE AB TASK FORCE FEBRUARY 25, 2020 FACULTY SENATE

Why AB programs?

Serve working adults with career/technical education background (e.g., AAS degree) who seek to:

Oregon Joint
Board of
Education
Steering
Committee
(2010)

Increase their responsibility level but remain focused on a technical career.

Move into supervision or management.

- Obtain the advantages associated with a liberal arts, four-year degree including general broader knowledge and more advanced thinking and problem-solving skills, possibly including a desire to continue to pursue a graduate degree.
- Be a role model for their children and in their communities.

We have also seen...

Finish something they started.

Why AB programs at WOU?

They allow us to:

- Better serve working adults in the Salem market
- Counter the effects of flat high school graduation rates
- Diversify our student population along the dimension of age
- Advance our deep commitment to access and student success for diverse students
- Make progress in becoming Oregon's university of choice for all transfer students

They advance these objectives in our strategic plan:

- I.2.2: Provide intentional and effective paths to graduation within 180 credits.
- I.2.3: Provide intentional and effective transfer paths to graduation.
- III.2.6: Strengthen partnerships with community organizations and businesses and local, regional and state government agencies.
- IV.3.5: Strengthen and expand community college partnerships to promote educational attainment.
- V.1.2: Support and enhance recruitment efforts for first-generation and underrepresented students, as well as a broad base of all Oregonians.

WOU's AB programs:

AB in Computer Science

AB in Economics

AB in Gerontology

AB in Information Systems

AB in Liberal Studies

AB in Psychology

Programs in the pipeline:

Early Childhood Studies

Professional Studies in the Deaf Community

The AB Core:

General Education for AB students

Mostly the same as BA/BS/BFA Core.

Responsive to the needs and interests of work adults.

	Credits		
	Minimum	Typical	Maximum
Foundations			
WR 121	4	4	4
WR 122 or WR 227 (Technical/Workplace Writing)	4	4	4
Mathematics	4	4	8
Communications	3	3	4
Critical Thinking	3	4	4
Health Promotion	4	4	4
LS 300 Seminar on Multidisciplinary Learning	2	2	2
Exploring Knowledge			
Literary and Aesthetic Perspectives	3	3	4
Literary and Aesthetic Perspectives	3	3	4
Scientific Perspectives	4	4	5
Scientific Perspectives	4	4	5
Social, Historic, and Civic Perspectives	3	3	4
Social, Historic, and Civic Perspectives	3	3	4
Integrating Knowledge			
Choose one option:			
I - Complete one Citizenship, Social Responsibility & Global Awareness course and one Science, Technology & Society course	6	8	8
II - Complete an internship or practicum in the major that aligns with			
the Multidisciplinary Learning outcome in General Education	4	4	4
III - LS 499 Capstone	4	4	4
Total	48	52	64

Differences from BA/BS/BFA Gen Ed Core

WR 122 or WR 227 (Technical/Workplace Writing)		
LS 300 Seminar on Multidisciplinary Learning (introduction, exploration of different approaches to knowledge, and identification of learning goals)		
Internship/practicum in the major that aligns with the Multidisciplinary Learning Outcome in General Education		
LS 499 Capstone (reflection, synthesis, and integration)		

Proposal: To best serve our students and properly position ourselves in the higher education landscape, replace Applied Baccalaureate (A.B.) degree designator with

Bachelor of Applied Science (B.A.S.)

- We cannot find another four-year institution that calls this degree the Applied Baccalaureate (A.B.).
- NWCCU refers to the Bachelor's of Applied Science (B.A.S.) in its list of possible degrees.
- Current HECC guidance associates A.B. degree with community colleges.
- HECC rulemaking in progress is moving towards B.A.S.
- Other universities in our region use the B.A.S. designator: SOU, EOU, OIT, Central Washington, Idaho State, Boise State, Arizona State.