

## PROPOSAL TO OFFER A NEW DEGREE PROGRAM\*

**Proposals will only be accepted electronically as a Word document to the Office of the Provost when submitted to [provost.deg.changes@wsu.edu](mailto:provost.deg.changes@wsu.edu)**

*\*If a new unit will be created to offer the proposed degree, a notice of intent to establish the new unit (program, department, or school) will also be required.*

***This proposal will be circulated to other institutions in the state via the Interinstitutional Committee for Academic Program Planning (ICAPP). You may be asked to interact with other institutions if they have questions or concerns.***

Degree Title:	[B.A. in Economic Sciences]
Academic Program:	[Economic Sciences]
Academic Plan:	[ ]
Number of Credits:	[120]
Department(s) or Program(s):	[School of Economic Sciences]
College(s):	[CAHNRS]
Campus(es):	[Pullman and Global]
Method of Instructional Delivery:	In-person and Global

Contact Name:	[Shanna Hiscock]	Email Address:	[Shanna.hiscock@wsu.edu]
Contact Phone:	[509-335-1667]	*Proposed start date:	[Fall 2025]

***\*Proposed Start Date: Approval must be received from the Northwest Commission on Colleges and Universities before the program may be advertised or recruited for. Financial aid may not be available until the program has been approved by the Department of Education subsequent to NWCCU approval. Approval notification will be sent by the Office of the Provost and Executive Vice President.***

### Proposal

#### Mission and Strategic Goals:

Provide a clear statement of the nature and purposes of the new degree in the context of WSU's mission and strategic plan.

[We currently offer a Bachelor of Science (BS) in Economic Sciences. We propose to also offer a Bachelor of Arts (BA) in Economic Sciences. Offering both BA and BS degrees will provide the School of Economic Sciences the flexibility to serve a broader range of students with different skill sets, academic interests, and career goals. Offering both degrees can increase the appeal of the Economic Sciences program to prospective students with varying interests and skill sets, potentially increasing enrollment. It will also strengthen the school's ability to meet diverse academic demands and stay competitive with other institutions offering similar options.

A wide variety of courses is available to non-majors who want to take selected courses to support their programs in other departments. Students from other departments may declare a minor in economics,

agribusiness economics, business economics, environmental and resource economics and management, or sustainable development (see below).

The school advises for the interdisciplinary sustainable development minor that addresses how economic and social systems interact with major resource and environmental issues, both internationally and domestically. This is an interdisciplinary program with participation by the departments such as Anthropology, Architecture, Economics, International Business, Political Science, the School of the Environment, and Sociology. The program is built on the premise that as a society we have a responsibility to ourselves and to future generations to steward resources in ways that foster long-term environmental and socio-cultural health and economic viability for all peoples.

Key reasons to introduce a BA in Economic Sciences alongside a BS in Economic Sciences degree are summarized as follows:

1. **Curriculum flexibility:** A BA in Economic Sciences typically allows students more versatility in tailoring their curriculum for a wider array of interests. While a BS often emphasizes quantitative and technical skills (such as advanced mathematics and statistics), a BA requires fewer technical courses, making room for electives in fields like political science, history, or sociology.
2. **Attracting a broader range of students:** Some students may be more drawn to economics from a qualitative or policy-oriented perspective rather than a purely technical or quantitative one. Many students are interested in economics but may not want to pursue the heavy mathematics and statistics required by a BS degree. The BA typically has lighter math requirements, making economics more accessible to students with different academic strengths.
3. **Career path diversity:** A BA in Economic Sciences might better prepare students for careers in public policy, law, government, journalism, education, or business roles that do not require advanced quantitative skills. In contrast, the BS is often suited for students aiming for careers in finance, analytics, data science, or graduate studies in economics or related fields.
4. **Graduate study flexibility:** Some students planning to pursue graduate degrees in fields like law, political science, or public administration may prefer the broader academic exposure that a BA provides. Offering a BA allows the school to better serve those students.
5. **Interdisciplinary integration:** The BA in Economic Sciences could be structured to facilitate double majors or minors in non-STEM disciplines, such as psychology or philosophy, enabling students to blend economics with other interests in a cohesive way. |

**Educational Offerings\*:**

Describe the degree program, including the total number of credits required. Provide the four-year degree plan (undergraduate) or appropriate plan of study (graduate and professional).

***\*Please note that all courses for the degree must be approved before the degree will be reviewed by the Catalog Subcommittee.***

The B.A. in Economic Sciences will have a total of 120 credits. We will offer concentrations: (18 credits) Agricultural Economics, Business and Financial Markets, Policy and Law, or Independent (upon approval of advisor).

***B.A. Economic Sciences (120 Credits)***

Students are admitted to the Financial Markets option upon making their intention known to the department. Admitted students must meet the following two benchmarks to remain in good standing:

1. Minimum WSU cumulative GPA of 2.0.
2. Cumulative GPA of 2.0 or higher in ECONS 301, 302, and 311.

**First Year**

<i>First Term</i>	<i>Credits</i>
ECONS 101 [SSCI]	3
ECONS 310 [QUAN]	4
HISTORY 105 [ROOT]	3
UCORE Inquiry <sup>1</sup>	6

<i>Second Term</i>	<i>Credits</i>
ECONS 102	3
ECONS 215	3
ENGLISH 101 [WRTG]	3
UCORE Inquiry <sup>1</sup>	7

**Second Year**

<i>First Term</i>	<i>Credits</i>
ECONS 302	3
ECONS Concentration <sup>2</sup>	3
ECONS Elective <sup>3</sup>	3
H D 205 [COMM]	4
UCORE Inquiry <sup>1</sup>	3

<i>Second Term</i>	<i>Credits</i>
ECONS 305	3
ECONS Concentration <sup>2</sup>	3
ECONS Elective <sup>3</sup>	3
UCORE Inquiry <sup>1</sup>	3
Electives	3

## Complete Writing Portfolio

### Third Year

<i>First Term</i>	<i>Credits</i>
ECONS Concentration <sup>2</sup>	3
ECONS Elective <sup>3</sup>	6
Electives	6

<i>Second Term</i>	<i>Credits</i>
ECONS Concentration <sup>2</sup>	3
ECONS Elective <sup>3</sup>	6
ECONS 495, 497, or 499	3
Electives	3

### Fourth Year

<i>First Term</i>	<i>Credits</i>
ECONS 490 [M] [CAPS]	3
ECONS Concentration <sup>2</sup>	3
ENGLISH 301 or 402 [M]	3
Electives	6

<i>Second Term</i>	<i>Credits</i>
ECONS Concentration <sup>2</sup>	3
ECONS Elective <sup>3</sup>	6
Electives	3

### Footnotes

- <sup>1</sup> Must complete 5 of these 6 UCORE designations: ARTS, BSCI, DIVR, EQJS, HUM, PSCI. One lab science (BSCI or PSCI) must be completed.
- <sup>2</sup> Economic Concentrations (18 credits): Agricultural Business (ECONS 335, 350, 352, 450, 451, and 452) Business and Financial Markets (choose from ECONS 320, 327, 329, 335, 352, 420, 424, 425, and 452), Policy and Law (choose from ECONS 322, 323, 324, 327, 330, 428, and 431), or Independent (upon approval of advisor).
- <sup>3</sup> Economic Electives (24 credits): ECONS courses that are not used to fulfill major requirements. May need to include one [M] course to fulfill University requirements.

Provide descriptive information regarding the method(s) of instructional delivery (percent face-to-face, hybrid, distance, and/or competency-based).

[We will have a combination of face-to-face and distance instruction delivery. We currently have a B.S. in Economic Sciences that is offered through the Global campus and would hope to offer our students both options of B.S. and B.A. in Economic Sciences. 100% of the classes for Global students will be offered online. We typically offer about 95% of our classes face-to-face for our Pullman campus students. We plan to follow a similar distribution for in-person and Global campus courses for the new degree. This will be based upon our assessment of students' needs and demands]

**Assessment of Student Learning and Student Achievement\*:**

*\*For graduate programs, please contact the Graduate School before completing this section.*

Please provide a list and description of expected student learning outcomes.
Graduates from the School of Economic Sciences will  1. Understand and be able to evaluate and apply economic concepts and methods; will think critically, integrate concepts, and evaluate results in performing economic analyses and will communicate effectively. 2. Graduates will be able to apply economic concepts, together with quantitative methods and technical information relating to the decision environment, to assist policy makers and target groups in evaluating economic trade-offs and in making rational economic decisions. 3. Graduates will also be capable of analyzing and evaluating broad economic and social problems concerning the allocation of individual, firm and social resources within their specific degree interest area. 4. Graduates will be capable of communicating the results of economic analyses in a clear, compelling, and informative manner. ]

For undergraduate programs, provide the department’s plan for assessing student learning outcomes. Describe briefly how information on student learning will be collected and incorporated into existing processes for evaluating student learning in the department. Please attach the plan and a curriculum matrix.
Student learning outcomes will be assessed through evaluation of EconS course grades. Please see attached assessment plans and curriculum matrix]

**Please indicate as appropriate:**

- Assessment of this program will be incorporated into the existing assessment plan for \_\_\_\_\_ . Please attach a copy of the existing plan.
- A draft assessment plan is attached.
- A curriculum matrix is attached.

## Planning:

Describe plans and include descriptions which provide evidence of:

1. The need for the new degree.

Offering a B.A. in Economic Sciences at Washington State University would provide a crucial alternative to the B.S. program, serving students who seek a broader, interdisciplinary education in economics that prepares them for a variety of non-technical career paths. This would align with WSU's mission to foster student success and career readiness and would help meet the growing demand for professionals skilled in economic reasoning but with a broader focus on policy, public service, and social impact. Additionally, as Washington's economy continues to diversify, the inclusion of a B.A. would better equip students to thrive in sectors like public policy, environmental sustainability, and international development.

Some key reasons for offering B.A. in Economic Sciences are as follows:

1. Broadening Student Appeal: The B.S. in Economic Sciences degree typically focuses on technical and quantitative skills such as advanced mathematics, statistics, and econometrics. While this is valuable for certain careers (e.g., data analysis, finance, actuarial science), it may not attract students who are more interested in the policy, social, or interdisciplinary aspects of economics. Offering a B.A. in Economic Sciences would appeal to students interested in a broader, more interdisciplinary approach to economics, focusing on areas like public policy, international relations, law, and social justice. A B.A. degree would allow for flexibility, enabling students to combine their economics studies with other disciplines such as political science, sociology, communication, environmental science, or global studies, which are fields of interest for many students at WSU.

Supporting data: WSU's mission is to offer a diverse range of educational experiences. According to the Office of Institutional Research at WSU, the number of students enrolled in interdisciplinary programs and social sciences has been steadily growing over the past few years. Offering a B.A. in Economic Sciences would attract students who are currently pursuing these interdisciplinary interests but could benefit from an economics foundation.

2. Meeting the Needs of Washington's Economy: The state of Washington has a diverse and growing economy, with significant demand for professionals in areas such as public policy, international trade, environmental sustainability, and urban planning—fields that often require an understanding of economics, but not necessarily the technical rigor of a B.S. degree. A B.A. in Economic Sciences would provide students with a strong grounding in economic theory and policy without the heavy emphasis on quantitative skills, making it more attractive to students aiming for careers in government, non-profit organizations, education, and advocacy. This degree would prepare students for roles where critical thinking, writing, and a broad understanding of economic issues are essential.

Supporting data: The Washington State Employment Security Department projects continued growth in fields like public administration, policy analysis, and market research, all of which value strong critical thinking, problem-solving, and communication skills—key strengths of a B.A. in Economic Sciences degree.

3. Aligning with WSU's Strategic Plan for Student Success: WSU's strategic plan emphasizes enhancing student success by offering diverse and flexible academic programs that cater to a wide range of career paths and learning preferences. Introducing a B.A. in Economic Sciences would directly align with this mission, giving students greater flexibility in tailoring their education. A B.A. degree might attract students who plan to pursue law school, public service, international organizations, or think tanks, as it integrates economics with humanities and social sciences, offering a holistic understanding of how economics interacts with societal and global issues.

Supporting data: WSU's student body is becoming increasingly diverse, with students from a wide variety of backgrounds and interests. According to WSU's Enrollment Report, over 53% students are female, 29% are minority, and 35% are first-generation students. Thus, a large portion of the student body identifies as part of an underrepresented group in the labor market. A B.A. in Economic Sciences could be an attractive option for students who may not have a strong interest in the technical or STEM aspects of a B.S. degree but want to pursue careers in areas like social policy or community development.

4. Growing Interest in Interdisciplinary and Policy-Oriented Programs: National trends show increasing interest among students in interdisciplinary programs that blend economics, policy, and the social sciences. Universities that offer both B.A. and B.S. degrees in Economics have noted that students in the B.A. program are often more inclined toward careers in policy analysis, non-profit work, and law, areas where WSU could expand its influence. WSU has

a strong commitment to public service, and a B.A. in Economic Sciences would encourage students to pursue careers in areas that help address social inequalities, environmental challenges, and global development, in line with the university's land-grant mission.

Supporting data: According to a report by Georgetown University's Center on Education and the Workforce, students majoring in economics have a high return on investment, particularly those who pursue careers in public policy, law, or international development, fields where WSU graduates could excel. |

2. The student population to be served.

- Provide realistic justification for the projected FTE.
- How can transfer students articulate smoothly into the program and complete it with approximately the same number of total credits as students who enter WSU as freshmen?
- Please describe specific efforts planned to recruit and retain underrepresented students in this discipline.

[This program will serve students who come to WSU as freshman as well as transfer students from local community colleges and students attending through the Global campus. It is expected that this program will primarily serve students interested in career pathways in Economic Sciences.

Faculty FTE will be based upon the student/faculty ratio of 25:1. At full maturity, we are expecting to graduate 40 to 60 students per year in the B.A. degree. This could grow based upon market need and student demand. We have zero limit to how many students can major in the B.A. in Economic Sciences.

The degree plan is designed to align with Washington DTA content. We currently have three articulation agreements with our B.S. degree, we hope to create more with the B.A. degree.

The SES department plans to promote the launch of the new degree with brochures going out to high schools, community college's and WSU.

Additionally, the SES program will monitor enrollment statistics and assess if specific gaps arise related to underserved demographic groups and then specific focus will be done to address disparities that may arise.

Also, our program will continue to strive to integrate anti-racism, diversity, equity, and inclusion into our curriculum. |

3. Procedures used in arriving at the decision to offer the new degree (e.g., consultation with advisory boards, input from industry or employers, commissioned studies, faculty task force, etc.).

[A faculty subcommittee in the School of Economic Sciences evaluated enrollment in the B.S. program over the past decade and degrees offered by peer institutions in western U.S states. The committee concluded that the school needs to cater to a broader range of student interests, help meet the state's workforce demands, and align with the university's mission of providing diverse and accessible education through offering a B.A degree alongside the B.S. degree. |

4. Organizational arrangements required within the institution to accommodate the new degree.

[At present most undergraduate courses are offered in-person in both Spring and Fall semesters. However, since the COVID-19 pandemic, course enrollments have fallen university-wide and in the School of Economic Sciences. Thus, the school is already transitioning into offering many courses in-person only once in an academic year. This allows us the flexibility to accommodate course offerings for the new degree without needing significant organizational arrangements (such as, faculty hire). ]

5. Lay out a three-year timetable for implementation, including hiring plans, partnership contracts if needed, facilities modification, recruiting, and other elements of implementation. Provide dates for each step. **If faculty need to be hired, provide a written commitment from your funding authority of the necessary faculty lines.**

[The goal of this timeline is to begin offering Economic Science prerequisites to new students in the Fall 2025 to be members of the first round of Economic Sciences graduates in Spring of 2029. The timeline below documents the expected milestones to be reached through the first round of graduates in Spring of 2029.

Late 2024/early 2025:

-Develop course syllabi for the new courses: EconS 310 and EconS 215

Spring 2025

-Begin advertising for the new degree

We do not need to make hires or create contracts for this degree. It will mirror our B.S. degree in implementation. ]

**Budget:**

Attach the Financial Worksheet with five-year FTE, revenue and expenditure projections. Fully account for costs such as staff support, training, library, facilities and so on.

Please describe the funding picture narratively, including funding sources, department, college and/or campus commitments, investments already made, one-time costs, facilities costs (labs, classrooms, offices, telecom etc.), and library costs.

[This degree will not add any additional costs to our program, the college or the university. We will be teaching the same classes that we currently teach in our B.S. degree. ]

**Student Services:**

Describe the capacity of student support services to accommodate the new degree. Include a description of admissions, financial aid, advising, library, tutoring, and other services specific to this request.

[The proposed new degree will not add any undue burden to the Offices of Student Affairs. The program build on existing infrastructure in the School of Economic Sciences and CAHNRS. Admissions and advising for the new degree will be housed in Pullman out of the School of Economic Sciences and will serve all students, regardless of campus designations. The Offices of Student Affairs will provide services related to student well-being and daily campus life. No new services or FTE in Student Affairs are required to serve the students of the proposed degree, based on our enrollment projections. ]

Describe the implications of the new degree for services to the rest of the student body.

There will be minimal to no impact on services for the rest of the student body. An additional UCORE 3 credit class – EconS 310 is proposed, which is an open option for all students. We are hopeful this class will be approved in Faculty Senate and this will replace STAT 212 for our Econ majors for both the B.S. degree and the B.A. degree, if it gets approved.

### Physical Facilities and Equipment:

Outline the provision(s) made for physical facilities and equipment at the proposed location that will support the program and its projected growth. Include videoconferencing and other technologies that support course delivery, as well as classrooms, labs, and office space.

[This degree will utilize available space on the Pullman campus, as it already does. The B.A. degree is not adding additional courses, so we will not need additional classroom space. ]

### Library and Information Resources:

Using the Library Analysis form, describe the availability and adequacy of library and information resources for this degree, degree level, and location. Note plans to address gaps.

[Please see the attached Library Analysis form]

### Faculty:

- List the educational and professional qualifications of the faculty relative to their individual teaching assignments.
- List the anticipated sources or plans to secure qualified faculty and staff.

Below are our current SES faculty. We will not need any additional sources to hire new faculty. The same courses that satisfy our B.A. will satisfy our B.S.

Name	Degree	Rank
Bai, Jinhui	PhD	Associate Professor
Batina, Raymond G	PhD	Professor
Blundell, Wes	PhD	Professor
Brady, Michael	PhD	Associate Professor
Cook, Joseph H	PhD	Associate Professor
Cowan, Benjamin W	PhD	Associate Professor
Espinola-Arredondo, Ana	PhD	Associate Professor
Fortenbery, T Randall	PhD	Professor
Gallardo, Karina	PhD	Associate Professor
Gibson, Mark	PhD	Associate Clinical Professor
Galinato, Gregmar	PhD	Associate Professor
Jessup, Eric	PhD	Research Professor

Kuzyk, Patricia	PhD	Associate Clinical Professor
Love, H. Alan	PhD	Professor
Luckstead, Jeff	PhD	Assistant Professor
Mandal, Bidisha	PhD	Associate Professor
Manian, Shanthi	PhD	Assistant Professor
Marsh, Thomas Lloyd	PhD	Distinguished Professor
McCluskey, Jill J	PhD	Regents Professor & Director
McCracken, Vicki A	PhD	Professor & Associate Dean
Mittelhammer, Ron	PhD	Regents Professor
Munoz-Garcia, Felix	PhD	Associate Professor
Nadreau, Tim	PhD	Assistant Research Professor
Neibergs, J. Shannon	PhD	Professor of Extension
Prera, Alex	PhD	Assistant Clinical Professor
Reilly Gurocak, Elizabeth	PhD	Assistant Clinical Professor
Yan, Jia	PhD	Professor
Yoder, Jon	PhD	Distinguished Professor

**Impact on Other Locations/Programs:**

Briefly describe any impacts on other WSU programs and locations, and how you came to these conclusions (who was consulted?). If there are potential adverse impacts, describe how these will be addressed. Consider such things as: reallocation of faculty time, reallocation of AOI courses, impact of blended courses, internal competition, “cannibalization” of other programs, curricular effects for other degrees, effects on recruitment markets for other campuses. Indicate how such problems will be addressed for each campus or department affected.

[There will not be any additional impact on other WSU Programs or locations. Since we already offer a B.S. in Economic Sciences, we will be using the same resources and locations; Pullman and Global campus, for the B.A. degree if it gets approved.]

**Sustainability:**

What are the plans for continuing the program past 5 years if the goals for enrollment are not met, or other circumstances prevent the execution of the plan described here?

We do not see enrollment decline in the next 5 years. We expect to have an increase in major numbers by adding the B.A. If our goals are not met, we will reassess our marketing of the degree.

**External Reviewer Contact Information:**

If this program is new to the Washington State University system, please provide the names and contact information for 2-3 external experts from similar institutions *who could* be contacted to provide reviews of this program.

Name	Contact Information (email and phone)

**Attachments:**

- Financial Worksheet
- Demand Analysis
- Library Analysis
- Four-Year Degree Plan (undergraduate); curriculum overview (graduate and professional)
- Curriculum Map (undergraduate)
- Assessment Plan
- Letters of financial commitment
- Contracts or MOUs if applicable

**Submit completed form as a Word document to the Provost's Office at [provost.deg.changes@wsu.edu](mailto:provost.deg.changes@wsu.edu)**

**SIGNATURES: The names typed below certify that the relevant academic and campus officials have reviewed and approved this proposal:**

Chair or Director Signature:	Jill McCluskey	Date:	11/4/2024
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Dean Signature:	Wendy Powers-Schilling	Date:	11/4/2024
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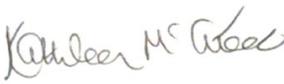
*Signatures are required from all Chancellors (or delegates). A signature denotes endorsement if the degree will be offered and/or impact the respective campus. A signature will also denote receipt of notification if the degree is not being offered and/or will impact the respective campus. If needed, a signature abstention box is provided immediately below.*

Everett Chancellor Signature:		Date:	3/11/25
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Global Chancellor Signature:	Dave Cillay	Date:	3/18/2025
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Pullman Chancellor Signature:	Dave Cillay	Date:	3/18/2025
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Spokane Chancellor Signature:	Daryll DeWald	Date:	3/12/2025
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Tri-Cities Chancellor Signature:		Date:	3/8/2025
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Vancouver Chancellor Signature:		Date:	3/6/2025
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Comments regarding abstention of signature(s)

**Submit completed form as a Word document to the Provost's Office at [provost.deg.changes@wsu.edu](mailto:provost.deg.changes@wsu.edu)**

Provost's Office Signature:		Date:	
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For Registrar's Office Use Only:			
Current CIP Code:		New CIP Code:	
		Date:	

