**TO:**      Richard Koubek, President

**FROM:**   Jacqueline E. Huntoon, Provost & Senior Vice President for Academic Affairs

*Jacquelin E Huntoon*

**DATE:**    April 21, 2022

**SUBJECT:** Senate Proposal 46-22

Attached is Senate proposal 46-22, "Proposal for a Bachelor's of Science Degree in Policy and Community Development," and a memo stating the Senate passed this proposal at their April 20, 2022 meeting. I have reviewed this memo and recommend approving this proposal.

I concur ___X___      do not concur _____      with the provost's recommendation as stated in this memo.

_____
Richard Koubek, President

4/22/22
_____
Date

| **DATE:** | April 21, 2022 |
|-----------|----------------|
| **TO:** | Richard Koubek, President |
| **FROM:** | Sam Sweitz<br>University Senate President |
| **SUBJECT:** | Proposal 46-22 |
| **COPIES:** | Jacqueline E. Huntoon, Provost & Senior VP for Academic Affairs |

At its meeting on April 20, 2022, the University Senate approved Proposal 46-22, "Proposal for a Bachelor's of Science Degree in Policy and Community Development". Feel free to contact me if you have any questions.

# The University Senate of Michigan Technological University
# Proposal 46-22
(Voting Units: Academic)

Proposal for a Bachelor's of Science Degree in **Policy and Community Development**
Department of Social Sciences, Michigan Technological University

1.  **Date:** March 24, 2022

2.  **Contact:** Richelle Winkler, Chair of Ad-hoc Major Committee, rwinkler@mtu.edu

    Additional Committee Members include: Don Lafreniere (Department Chair), Wayne Gersie (Vice President for Diversity and Inclusion), Kathryn Hannum, Shan Zhou, Mark Rouleau, Susanna Peters, Steve Walton, Tim Scarlett (Social Sciences)

3.  **Interdisciplinary programs approval:** Not applicable.

4.  **Program Description including Learning Goals:**

The proposed bachelor of science degree in *Policy and Community Development* will help students develop the interdisciplinary social science knowledge, skills and motivation necessary to address pressing social problems and to foster healthy and inclusive communities. "Policy" and "community development" are both applied, transdisciplinary fields of practice aimed at democratic solutions to social problems. Community development is "a practice-based profession and an academic discipline that promotes participative democracy, sustainable development, rights, equality, economic opportunity and social justice, through the organization, education and empowerment of people within their communities."[1] Policy is a critical component of this degree, as policy is a key means through which sustainable development, economic opportunity, and social justice can be realized at local, state, national, and international levels through public governance.  In this degree students learn how policy and community development work together to foster wellbeing, emphasizing diversity, equity, and inclusion in these practices.

This degree directly addresses Michigan Tech's vision "to improve quality of life and to promote mutual respect and equity for all people within the state, the nation, and the global community." The degree will prepare students to engage in professions in the public, private, and non-profit sectors that require: 1) a holistic understanding of social problems, community assets, and related public policy and justice implications, (2) applied tools for research, evaluation, and planning, (3) ability to recognize and support community social, economic, and cultural wellbeing, and (4) leadership, community engagement, and civic skills. Students will be prepared to work in a wide range of job fields, including positions in community development, policy development and analysis, public service, corporate social responsibility offices, law, planning, all levels of government and city management, think tanks, nonprofit organizations, advocacy organizations, public health, criminal justice, regulatory agencies, consulting, social justice, diversity/equity/inclusion offices, community outreach, and more.

This is an applied degree where students will gain marketable skills in data analysis, geographic information science (GIS), policy analysis, leadership, evidence-based decision-making, and

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[1] National Association of Community Development Extensions Professionals, https://www.nacdep.net.

teamwork. We seek to provide an experiential learning environment with annual opportunities for students to work directly on civic projects, often in collaboration with community or policy organizations. This way students build applied skills and gain direct experience. The department will convene a community advisory committee (there is currently no external advisory committee in Social Sciences) that is made up of a diverse set of representatives from the local and regional organizations we most closely collaborate with for internships and other applied and community-based projects.

The curriculum is designed to build foundational knowledge of social institutions, civic engagement, diversity/equity/inclusion/belonging, law, government, policy, and politics in the first years through introductory courses. Students then take a series of higher-level courses focusing on policy and community development where they analyze problems, evaluate solutions, apply skills, and reflect on learning and practice. Research methods and analytical skills are emphasized so that students build marketable skills and can focus on evidence-based decision-making. Leadership and communications requirements prepare students to lead teams, collaborate effectively with diverse partners and stakeholders, and translate research into practice, policy, and programs. The final core (practice/experience) gives students skills in applying analytical tools to particular projects, partnering with diverse teams, and collaboratively engaging with community organizations through internships, guided community-engaged research, Enterprise experience, and study away opportunities. For example, the Social Sciences department is currently developing new internship programs that will directly meet the needs of this degree with *We the People Michigan*, where interns could contribute to teams in Policy and Research, Community Organizing, or Environmental Justice, and with *The Nature Conservancy*. Across the curriculum, social justice implications and diversity, equity, inclusion, and belonging are emphasized.

Optional concentrations in law, environment, or health allow majors to specialize in a particular area of emphasis that will support their career trajectory.

Graduates will wield analytical skills, drawn from multiple social science disciplines. They will be prepared with a robust toolkit of applied methods for research and inquiry, along with the holistic theoretical background needed to contextualize their work, and enough practical experience applying these skills to gain competency in working with communities toward solutions.

*Learning Goals:* After completing this BS degree, graduates will be able to:

A.  Analyze social institutions, social problems, and policies, identifying power structures, sources of inequality, and SWOT (strengths, weaknesses, opportunities, and threats).
B.  Use social science research methods to evaluate social problems, programs and policies and propose evidence-based solutions.
C.  Use data to identify and work to mediate systemic inequities and biases, and to support inclusion, equitable practices, justice, and empowerment in community development and policy.
D.  Build and maintain collaborative relationships of shared responsibility with diverse communities and constituents, working effectively toward common goals, problem-solving, and collective action in fostering a sustainable and democratic society.
E.  Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization through data visualization, oral presentation/argumentation, and written reports.

5. **Program Title:** *Policy and Community Development.* Optional concentrations in: *Law, Environment,* or *Health*

6. **Rationale:**

Communities are responding to a transforming world, seeking solutions amid rapid technological, social, and environmental change. Governments, companies, and organizations are seeking leaders to meet the challenges of poverty, pollution, health, inequality, and development. Solving the complex challenges faced by contemporary communities without causing harm requires a broad perspective built around the social sciences, evident throughout the United Nations Sustainable Development Goals. This includes abilities to think critically about development and to engage in cultural perspective-taking, as well as attention to social equity. It also requires understanding of the policy process and policy evaluation, so that graduates are prepared to use policy mechanisms to address social problems equitably.

Social equity has become an increasingly important societal goal in the U.S. The pressing question of how individual citizens, interest groups, communities and government agencies can work collaboratively to promote justice has created a large demand for professionals who understand public policy and community development, from a DEIS perspective. This degree will prepare students for these jobs by equipping them with skills to analyze complicated societal problems using empirical research methods and data; to propose sound, effective, and practical solutions backed up by solid understanding of real-world policy making; and to serve as connectors between government and community.

Within Michigan Tech, the degree will explicitly contribute to departmental, college, and university diversity, equity, inclusion, and sense of belonging (DEIS) efforts. It will prepare students to engage in DEIS work both on campus, but also in the broader community and throughout their careers. The degree may also attract new faculty, staff, and students from diverse backgrounds to Michigan Tech. For example, the Social Sciences department will devote resources to support collaborative activities with scholars and students from diverse backgrounds and will continue developing our emerging collaborations with Keweenaw Bay Ojibwa Community College (KBOCC) and Wayne State University. We aim to work closely with the VP of Diversity and Inclusion to support university-wide efforts to build collaborations with Historically Black Colleges and Universities. These collaborations will both support this degree and be supported by this degree.

*Job market:* Graduates with a BS degree in *Policy and Community Development* are likely to find jobs in a variety of sectors, including non-profit organizations, state, local and federal governments, and the private sector. There is a growing demand for professionals who understand public policy making and can effectively work with local communities to facilitate effective policy design and implementation. For instance, policy analyst jobs are expected to grow 14% and would produce 118,300 job opportunities between 2018 and 2028[2]. According to the Bureau of Labor Statistics, the job outlook (2020-2030) for Social and Community Service Managers is for faster than average growth (15%) with a median pay in 2020 of almost $70,000 per year.[3] These positions coordinate and supervise programs and organizations that support public well-being. The US Dept of Labor

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[2] https://www.zippia.com/policy-analyst-jobs/

[3] https://www.bls.gov/ooh/management/social-and-community-service-managers.htm

also predicts increasing numbers of jobs (8%) for Social Science Research Assistants between 2020 and 2030.[4] Students choosing a Law concentration would be well-prepared for Law School and a career in law. Students choosing a Health concentration would be well-prepared for Masters in Public Health programs.

The private sector is also expanding employment opportunities in these areas. Corporate Social Responsibility and Community Relations are increasingly central to companies' missions and a strategic growth area (The Business Roundtable).

Data from the US Census Bureau's Post-Secondary Employment Outcomes program for recent graduates from similar degree programs at the University of Michigan (Figure 2) shows annual earnings to steadily increase with the number of years post-baccalaureate, increasing to median values of six figure salaries ten years post-graduation.
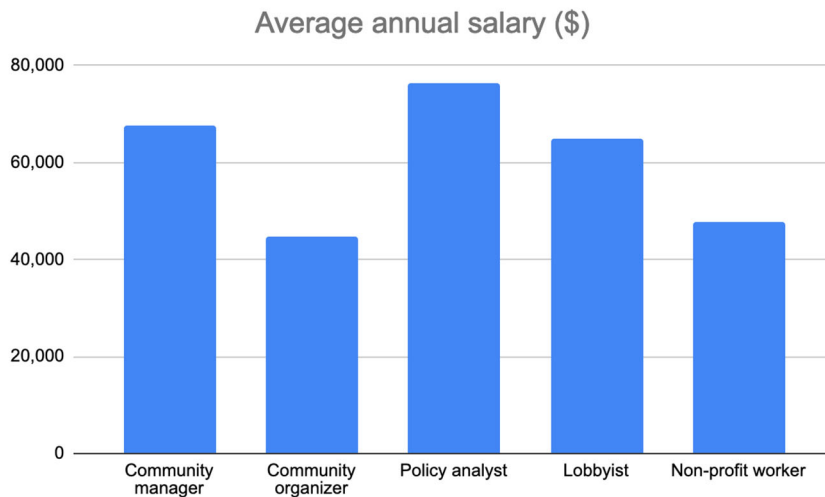


*Figure 1. Average annual salary for related jobs (source: talent.com).*
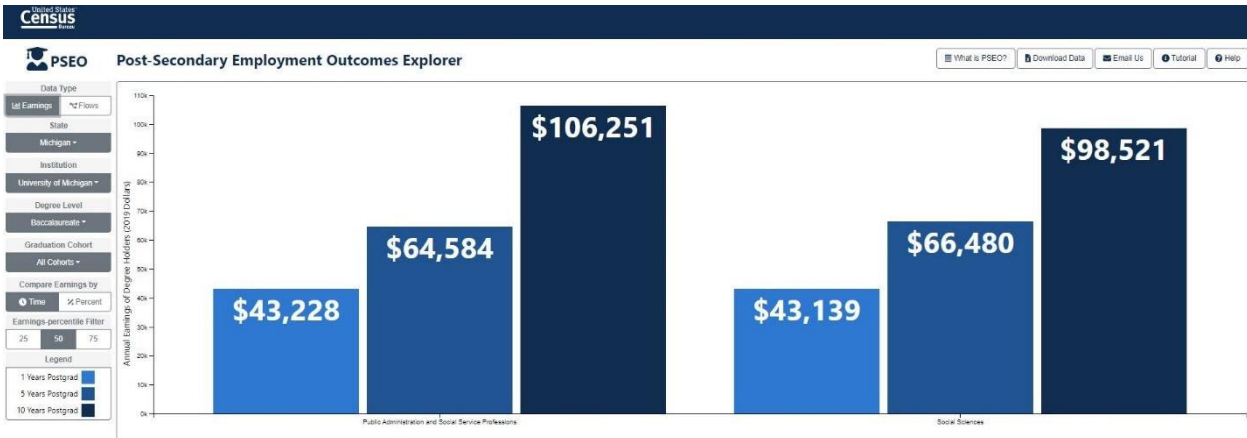
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*Figure 2. Median annual earnings for recent University of Michigan graduates with similar degrees (US Census Bureau, Post-Secondary Employment Outcomes program)*

## 7. Related programs:

There is no current Michigan Tech undergraduate major focused on policy, community development, or the applications of justice in civic engagement. Several departments/colleges include courses that address these topics, especially Humanities, Cognitive and Learning Sciences, and the College of Business. We see the proposed major as complementary to these courses and in some cases minors (discussed below). The following academic units provide required or elective classes for students pursuing this degree: College of Business, Cognitive and Learning Sciences, Humanities, Civil and Environmental Engineering, Math, Kinesiology and Integrative Physiology, and Enterprise.

The Department of Social Sciences currently offers undergraduate degrees in *Social Sciences*, *History*, *Anthropology*, and *Sustainability Sciences and Society*, all of which offer courses and programs that will complement the proposed degree. We anticipate that this degree will replace the existing degree in *Social Sciences* and its concentration in *Policy, Law, and Society* after this proposed degree is off the ground.  The proposed degree enables students to focus on and integrate existing departmental strengths in policy analysis and community engagement and to build on the expertise of current faculty trained in disciplines like Geography, Sociology, Political Science, and Law. The Department also offers existing graduate degrees in Industrial Heritage and Archaeology (IHA) and Environment and Energy Policy (EEP), and the Department has a concurrent proposal for a graduate degree in Sustainable Communities (SC). The proposed degree complements all three of these graduate programs, specifically with regards to industrial communities and community development within the IHA program, public policy in the EEP program, and community development in the SC program. The Department also offers an online graduate certificate in Public Policy, requiring 9 credits that could be completed in one semester after graduation.

Beyond the Social Sciences department, the proposed degree complements programs across Michigan Tech, allowing students with majors or minors in other areas to take courses focused on policy and community development or to otherwise engage with majors in the new degree. For example, Michigan Tech's Department of Cognitive and Learning Sciences offers a Human Factors BS degree that explores how technology impacts humans, the proposed degree would complement

coursework in this program by incorporating policy analysis and legal implications into such work. Existing minors in Pre-Health Professions (Biological Sciences) and in Public Health (Kinesiology and Integrative Physiology) could also be further supplemented by the proposed degree for students who are interested in health policy, public health, community health, or community impacts and justice implications of public health problems. Humanities offers several related minors such as Communications, Diversity Studies, and Ethics and Philosophy which would be well supplemented by studies of Policy and Community Development. The proposed degree fits nicely with the Institute for Policy, Ethics and Culture.

*Related Programs at Other Michigan Universities*: There are similar degree programs at public Michigan universities in the lower peninsula and beyond. The success of these similar programs suggests that the proposed degree could also be successful. The proposed degree at Michigan Tech would serve the upper peninsula, where no similar degree exists.

- University of Michigan Ford School: BA in Public Policy. This is "a liberal arts degree based in the social sciences." It is focused on "making a difference" and includes a significant diversity, equity and inclusion focus.
- Michigan State University: Major in Social Relations and Policy. This degree draws on sociology, history, and politics to study "intergroup relations, paying close attention to the interplay of such factors as class, race, ethnicity, sex/gender, religious belief and national identity" and focuses on developing methodological/analytical skills to facilitate problem solving.
- Central Michigan University: Public and NonProfit Administration BS Degree with Option in Community Development. The BS emphasizes policy, civic engagement, and leadership, but is primarily rooted in administration and human resources. The option in community development makes this more similar to the proposed degree.
- Grand Valley State University: Public and Nonprofit Administration with Community Development and Planning emphasis. This interdisciplinary program focuses on community development, and includes dimensions of planning and of policy.
- Northern Michigan University: Political Science. This is a disciplinary political science degree. It is somewhat similar to the proposed in that it "trains students in government, public policy and political theory, communication and analysis, independent thinking and problem definition and solving." It also offers a pre-law focus and so would be similar to the proposed with a concentration in law. Still, this degree does not include the applied and analytical focus of the proposed degree nor the community development focus. NMU also offers a disciplinary degree in Sociology (with a focus on doing research, social problems and institutions, and program evaluation) that shares some similarities with the proposed. The proposed degree is different from both of these in that it is interdisciplinary, combining elements from multiple disciplines.

*Related Programs Outside Michigan*: Degree programs in public policy or in community development are relatively common. Multiple institutions offer degrees in public policy, including Penn State University, Georgia Tech University, Virginia Tech University, and others. Programs that combine aspects of the two (as proposed) or are transdisciplinary in nature are rarer. In addition to the programs above, the committee reviewed the out-of-state programs below as we considered the curriculum development for the proposed degree. We found dozens of similar programs (content wise), but they all have different names. We feel that the proposed MTU degree captures aspects of existing degrees but that it is forward thinking in that it is more applied, transdisciplinary, methods/analytically-focused, and specifically emphasizes integrating justice into understanding

social problems and their policy and community development interventions than many other existing degree programs. We see this as a competitive advantage.

- Arizona State University: [Community Advocacy and Social Policy BA](). This interdisciplinary degree explores "issues of diversity, oppression and privilege" and examines "advocacy and intervention strategies as preparation for engaging in social change." It combines a clear focus on diversity with policy and community engagement. Similar to the proposed degree, the curriculum includes courses in diversity, social issues (sociology and social work), interventions (government and policy), advocacy, statistics and research methods, and applied practice in community development (public service requirements).
- Guilford College: [Community and Justice Studies]() BS. This major combines courses in justice, leadership, policy, problem solving, research methods, community organizing, diversity studies, social movements, democracy, and internships. It is located within the Department of Justice and Policy Studies. The degree "focuses on policies and strategies of public service organizations" and includes transdisciplinary work including community groups and applied practice.
- Virginia Polytechnic Institute and State University: [Smart and Sustainable Cities](). This is one of the first majors of its kind in the U.S. It focuses on sustainable community development and analyzing social scientific data. Similar to the proposed degree, it draws on expertise from pre-law, geographic, political science, communications, sociology, and economics.
- Virginia Polytechnic Institute and State University: [Humanities for Public Service](). This transdisciplinary degree prepares students for careers in public service focusing on diversity, multiculturalism, community development, and applied practice.
- Penn State: [Community, Environment, and Development]() BS Degree with four options/concentration areas including Community and Economic Development; Environmental Economics and Policy; International Development; Social and Environmental Responsibility. Our proposed degree includes several of these same foci (community development, policy, economics, social responsibility), and our optional concentration mirror this program with a concentration in environment. Our is different with more focus on policy throughout and concentrations in health and law. We also share a focus on experiential learning, with study abroad, community based research, and internships.
- Several universities (especially land grant universities) offer degrees in community, non-profit, or public leadership or management. These degrees tend to be related to extension missions. These include: University of Wisconsin- Madison's [Community and Non-Profit Leadership]() (four year plan [here]()), University of Kentucky's [Community and Leadership Development](), and University of Minnesota's [Public and Nonprofit Management]()

## 8. Enrollment and Projections:

Our aim is to attract new applicants to the university as well as to attract transfer majors from across campus and from other universities. We hope to enroll ~15 students per year in years 1-3, increasing to ~30 students per year by year 5. We expect that this unique and transdisciplinary degree will attract students who are motivated to make a difference in their communities. It should appeal to students inspired by recent movements for social and racial justice, as well as those who are more broadly concerned with social policy or community well-being. In many ways, the proposed degree's response to societal needs is similar to the Department's most recently added degree in Sustainability Science and Society, which grew to be the department's most popular major within its first year. We expect similar growth from this degree program.

The program is grounded in currently available coursework offerings and faculty expertise in community engagement, policy, data analysis, social inequalities, law, applied social science, and sustainable community development. However, the addition of a few key courses is needed, namely we will need to create new courses in: (a) Statistics, (b) Advocacy, Organizing & Conflict Resolution, (c) Policy and Decision-Making Analysis, and (d) Civic Communications. The math department has indicated growing pressure on their statistics courses and their need for additional resources to support statistics. The proposed new SS statistics course could help offset that pressure, though the newly proposed degree could also grow broader interest in learning more statistics.

To meet the needs of this new degree, the Social Sciences department will need to offer SS 2050 Fundamentals of Geographic Information Systems (GIS) every year, which is currently a challenge given that the faculty member who primarily taught that course in the past is now serving as department chair. This new program can begin using existing faculty lines in Fall 2022, however 2 additional faculty lines will be necessary for this program to proceed. These lines are necessary to support the needed additional courses and to fill in gaps from recent retirements that were not filled in FY 21 and 22. Additional staff support will be needed to coordinate capstone experiences such as internships and community partnerships. **This role will be shared** between this new BS program, our existing BS in Sustainability Sciences and Society, and our proposal for a new MS in Sustainable Communities. The need for this support has been identified in that MS proposal as well.

9. **Curriculum Design:**

Total credit requirements for the degree is 69-75 credits. This includes 7 general education credits that are specified in the degree but also fulfill general education STEM requirements. An additional 32 general education credits are required, bringing the total degree requirements (with all gen-ed) to 101-107 credits (of the 120 required for an MTU degree). This leaves room for up to 19 credits in free electives. We anticipate that in the future, with coming changes in general education (as currently proposed), several additional credits within these degree requirements will fulfill general education credits, which will free up additional free electives for students in this major moving forward.

Degree requirements include:
- General Education (not included in degree or double-counted)- 32 credits
  - Includes: Global Issues (3), Composition (3), Critical and Creative Thinking (3), Social Responsibility and Ethical Reasoning (3), HASS (12), Science (8)
- Introductory major courses- 16 credits
- Policy and Community Development courses- 21 credits
- Social Analytics courses - 16 credits (inclusive of sub-bullets below)
  - SS 2050 Introduction to GIS counts also for STEM general education - 3 credits
  - Statistics requirement counts also for STEM math general education- 4 credits
- Professional Communications courses- 6 credits
- Leadership courses- 6 credits
- Practice/Experience- 4-10 credits. The range depends on whether students meet some experiential learning opportunities through taking credits or not (research opportunities don't always require credits and study away doesn't necessarily require additional credits beyond other requirements).

Proposed new courses to be submitted for the Fall 2022 binder are highlighted in blue.

Prerequisites for any course are indicated in {*braces*} after each course. Not included here are the UN1015 and UN1025 prerequisites for any upper-level HASS courses.

**Introductory Courses**                                                      **16 credits**

| SS1001 Introduction to Social Sciences | | 1 |
|---|---|---|
| SS 2620 Intro to Public Policy | | 3 |
| Social Institutions (choose 1) | | 3 |
| | SS 2100 Introduction to Cultural Anthropology | |
| | SS 2400 Introduction to Human Geography | |
| | SS 2700 Introduction to Sociology | |
| Intro to Government, Law & Politics (choose 1) | | 3 |
| | SS 2600 American Government and Politics | |
| | SS 2610 Law and Society | |
| SS 2210 Community Development and Planning | | 3 |
| EC 2001 Principles of Economics<br>*{MA 1020 or MA 1031 or MA 1032 or MA 1120 or MA 1135(C) or MA 1160(C) or MA 1161(C) or MA 1121(C)}* | | 3 |

**Policy and Community Development**                               **21 credits**

| SS 3750 Social Inequality | | 3 |
|---|---|---|
| SS 4120 Sustainable Development and Communities | | 3 |
| Policy and Governance Electives (choose 2): | | 6 |
| | SS 2625 Intro to American Foreign Policy | |
| | SS 3600 American Foreign Policy | |
| | SS 3612 International Relations | |
| | SS 3621 Public Policy and Public Management | |
| | SS 3630 Environmental Policy and Politics | |
| | SS 3665 Crime, Incarceration, and Social Policy | |
| | SS 3755 Sustainability and the Private Sector | |
| | SS 3800 Energy Policy and Technology | |
| | SS 4325 Water Policy, History and Governance *{SS 3520}* | |
| | SS 4450 Sustainable Tourism and Planning | |

| | | |
|---|---|---|
| Community Development Elective (choose 1) | | 3 |
| | SS 3110 Food Systems and Sustainability | |
| | SS 3240 Reading the Landscape | |
| | SS 3315 Population, Health and Environment | |
| | SS 3542 History of Detroit | |
| | SS 4530 Deindustrialization and the Urban Environment | |
| | SS 4551 Industrial Communities | |
| | SS 4710 Geographies of Migrant and National Communities | |
| Justice Elective (choose 1) | | 3 |
| | SS 2750 Contemporary Racial Inequality in the United States | |
| | SS 3105 Native American and Indigenous Communities | |
| | SS 3225 Capitalism and the Modern World | |
| | SS 3260 Latin American Cultural History | |
| | SS 3420 Imaginary Worlds: Geographies of Science Fiction and Fantasy | |
| | SS 3661 Civil Rights and Civil Liberties | |
| | SS 3665 Crime, Incarceration, and Social Policy | |
| | SS 3801 Science, Technology and Society | |
| | SS 3805 Environmental Justice | |
| | SS 3811 Energy Security and Justice | |
| | PSY 3340 Psychology of Race *{PSY 2000}* | |
| | HU 3401 Gender and Culture | |
| Economics Elective (choose 1): | | 3 |
| | FW 2081 Introduction to Circular Economy | |
| | EC 3003 Macroeconomic Theory | |
| | EC 3400 Economic Decision Analysis | |
| | EC 4500 Public Sector Economics *{EC 2001}* | |
| | EC 4710 Labor/Human Resource Economics *{EC 2001}* | |
| | EC 4640 Natural Resource Economics *{EC 2001}* | |

## Social Analytics            16 credits

| | | |
|---|---|---|
| SS 2001 Introduction to Social Science Research<br>*{SS 2100(C) or SS 2300(C) or SS 2400(C) or SS 2600(C) or SS 2700(C) or SS 2610(C) or SS 2635(C)}* | | 3 |
| SS 2050 Fundamentals of GIS | | 3 |
| SS 3XXX Policy and Decision-Making Analysis | | 3 |
| Statistics (choose 1) | | 4 |
| | SS 2720 Statistics for the Social Sciences | |
| | PSY 2720 Statistics for the Behavioral Sciences<br>*{MA 1031 or MA 1032 or MA 1120 or MA 1160(C) or MA 1161(C) or MA 1135(C) or MA 1121(C)}* | |
| | MA 2720 Statistical Methods<br>*{MA 1160 or MA 1161 or MA 1135 or MA 1121}* | |
| Research Methods (choose 1) | | 3 |
| | SS 4009 Introduction to Survey Methodology | |
| | SS 4010 Advanced Statistics for Social Sciences<br>*{SS 2720 [new] or PSY 2720 or MA 2720 or BUS 2100}* | |
| | SS 4050 Advanced GIS Methods and Projects<br>*{SS 2050 or FW 3540 or GE 3250 or GE 4540 or SU 3540 or SU 4010 or SU 4012}* | |
| | SS 4205 Applied Anthropology | |
| | SS 4211 Ethnographic Methods | |
| | KIP 4740 Epidemiology | |
| | MA 3740 Statistical Programming and Analysis<br>*{MA 2710 or MA 2720 or MA 3710 or MA 3715}* | |
| | EC 4200 Econometrics<br>*{(EC 2001 or EC 3002 or EC 3003) and (BUS 2100 or MA 2710 or MA 2720 or MA 3710) and (MA 1135 or MA 1160 or MA 1161 or MA 1121)}* | |
| | PSY 3000 Research Methods and Stats *{PSY 2000}* | |

## Professional Communications            6 credits

| | | |
|---|---|---|
| SS 4XXX Civic Communications | | 3 |
| Communications Elective (choose 1): | | 3 |
| | SS 4XXX Cartographic Design and Data Visualization<br>*(changing an existing 5000-level course to this 4000-level course)* | |
| | HU 2830 Public Speaking & Multimedia | |
| | HU 2840 Interpersonal Communication | |

| | HU 3120 Technical and Professional Communication | |
|---|---|---|
| | HU 3621 Introduction to Journalism | |
| | HU 3693 Science Writing | |
| | HU 3694 Grant Writing | |
| | HU 3830 Creativity, Culture and Change | |
| | HU 4625 Risk Communication | |

## Leadership                                                                     6 credits

| SS 3XXX Advocacy, Organizing & Conflict Resolution | 3 |
|---|---|
| Teams and Leadership Elective (choose 1): | 3 |
| | PSY 4750 Judgment and Decision-Making *{PSY 2000}* | |
| | PSY 3700 Industrial Organizational Psych *{PSY 2000}* | |
| | MGT 2000 Team Dynamics and Decision Making | |
| | MGT 3000 Organizational Behavior | |
| | MGT 3100 Leadership Development | |

## Practice/Experience                                                          4-10 credits

| SS 4700 Communities and Research | 3 |
|---|---|
| SS 4910 Professional Development for the Social Sciences | 1 |
| Research Practice (choose 1): | 0-3 |
| | SS 3090 UPERSS | 3 |
| | URIP or SURF project- successful presentation required in lieu of credits | 0 |
| | PSY 3001 Experimental Methods and Statistics II *{PSY 3000}* | 3 |
| | ENT 4900/10 (requires consent of advisor and depends on project) | 2 |
| Experiential Learning (choose 1): | 0-3 |
| | Study Away experience- approved by advisor- may not require credits | 0+ |
| | SS 4920 Internship Experience | 3+ |
| | SS 4921 Washington Internship – Professional Practicum | 4-5 |
| | ENT 2950/60 (requires consent of advisor and depends on project) | 1 |

| | | |
|---|---|---|
| | ENT 3950/60 (requires consent of advisor and depends on project) | 1 |
| | ENT 4900/10 (requires consent of advisor and depends on project) | 2 |

*Concentrations*

Majors in the proposed degree may choose to further specialize their degree by adding a concentration in *Law*, *Environment*, or *Health*. No concentration is required. Each concentration requires 17-18 credits, so students choosing a concentration would use their free electives to fulfill the concentration requirement. Concentration courses may double count with/fulfill major requirements.

**Law Concentration**                                                      17-18 credits

Choose 6 of the following courses:

- SS1002 Intro to Law and Legal Careers (2 cr)
- SS2610 Intro to Law and Society
- SS 3610 International Law
- SS 3636 Perceptions of the Modern State and Governance
- SS 3640 Selected Topics in Cyber-Law
- SS 3660 Constitutional Law
- SS3661 Civil Rights and Liberties
- SS 3665 Crime, Incarceration & Social Policy
- SS 3805 Environmental Justice
- SS 3811 Energy Security and Justice
- SS 4001 History of Social Thought
- BUS 2200 Business Law
- HU 4701 Political Philosophy

**Environment Concentration**                                                      18 credits

- SS 2300 Environment and Society
- Choose at least 6 credits:
    - SS 4200 Environmental Anthropology *{SS 2100}*
    - SS 4390 Seminar in Sustainability
    - SS 4400 Environmental Sociology *{SS 2700 or SS 2400}*
    - SS 4540 Global Environmental History *{SS 3520}*
    - EC 4650 Market Failure and the Environment *{EC 2001 or EC 3002}*
    - FW 4111 Indigenous Natural Resource Management
    - CEE 4506 Sustainable Engineering *{CEE 3501 or CEE 3503}*
    - Approved 4000+ level topics course

- Choose 0-9 credits:
    - SS 3313 Sustainability Science
    - SS 3315 Population Health and Environment *{(MA 1030 and MA 1031) or MA 1032 or MA 1120}*
    - SS 3520 U.S. Environmental History
    - SS 3755 Sustainability and the Private Sector
    - BL 2001 Valuing the Great Lakes
    - FW 3112 Human Dimensions of Wildlife Conservation *{FW 1050}*
    - FW 3116 Ethnobotany

- FW 3410 Conservation Biology
- HU 3508 Literature and the Environment
- HU 3703 Environmental Philosophy
- HU 3825 Environmental Communication
- PSY 3800 Environmental Psychology *{PSY 2000}*
- Approved topics course

**Health Concentration**                                                    18 credits

- KIP 2600 Intro to Public Health
- BL 3970 Current Health Issues
- Population Health Elective (choose 1):
  - SS 3315 Population, Health & Environment *{(MA 1030 and MA 1031) or MA 1032 or MA 1120}*
  - FW 4010 Public Health and the Environment
  - KIP 4740 Epidemiology
- Health Elective- Choose 3:
  - SS 3315 Population, Health & Environment
  - FW 4010 Public Health and the Environment
  - KIP 3700 Lifetime Fitness
  - BL 2940 Human Nutrition
  - BL 4070 Environmental Toxicology {BL 1020 or (BL 1200 and BL 1210) or BL 1040 or (BL 1400 and BL 1410) and CH 1150 and CH 1160}
  - KIP 4740 Epidemiology
  - HU 3711 Biomedical Ethics
  - HU 4711 Biomedical Research Ethics *{HU 3711}*
  - SAT 4424 Population Health Management and Monitoring {SAT 4422 or BL 2010 or BL 3080 or EH 1500 or KIP 1500 or SAT 5121}
  - MA 3715 Biostatistics {MA 1135 or MA 1160 or MA 1161 or MA 1121 or MA 2160(C) or MA 3160(C)}
  - PSY 2400 Health Psychology *{PSY 2000}*
  - Approved topics course

## 10.  New Course Descriptions:

- SS 2720 Statistics for Social Science (4 credits)

This is a 4-credit introductory-level statistics course with a lab component that focuses on statistical applications to social sciences. The department plans to submit this course for consideration to meet the STEM general education, Mathematics option. It requires no previous background in statistics. It could be taught by Rouleau, Winkler, Zhou, Wellstead, or adjunct instructors. Students gain a basic understanding of and learn how to calculate foundational statistics concepts, including: measures of averages, range, deviation, statistical significance, and correlation. They also learn how to find, clean, and organize quantitative social data, how to identify and manipulate different types of quantitative data (interval, nominal, ratio, text, etc.), how to use spreadsheets and create simple graphics to illustrate descriptive statistics, basic use of a statistical software program (i.e. SPSS, Stata, or R), and gain a basic understanding of how to apply anova, univariate and multivariate regression and interpret results.

- SS 3XXX Advocacy, Organizing & Conflict Resolution (3 credits)

This applied course gives students practice engaging in public policy and decision-making processes with community partners. Students learn skills necessary for policy advocacy and community organizing, including: writing letters to elected officials and editors, analyzing power dynamics (power mapping), testifying and lobbying, building professional networks/relationships, conducting petition drives or public hearings, using social media for advocacy, hosting public meetings, and strategizing for action. Students also practice conflict resolution strategies and practice communicating across differences of opinion and political views.

- SS 3XXX Policy and Decision-Making Analysis (3 credits)

This course is designed for students to apply data, skills and research methods to analyze and evaluate policy options and related trade-offs to promote evidence-based decision-making. Students also learn participatory tools for engaging publics in evidence-based decision-making.

- SS 4XXX Civic Communications (3 credits)

This applied course gives students practice producing professional communications for policy-makers, community leaders, and other decision-makers. It focuses on translating research for decision-making by writing policy briefs, creating infographics, visualizing data in charts, tables, and other graphics, and giving professional presentations to decision-makers. It also includes community meeting facilitation and implementing strategies for community engagement, such as design charrettes, world cafes, and design thinking.

### *Changes to Existing Courses:*

- SS 2210 Evolution of Cities: Their origins, growth and future. Rename to "Community Development and Planning"

This survey course introduces students to theories, debates and practical strategies regarding the development of urban communities. Students gain an enhanced understanding of the complexities inherent to the concepts of community and participation. They critically analyze "community" as a set of social relations, as a local economy, as a built environment, and as a political organization. Students are introduced to the importance of race, gender, age, class, identity, and culture in working with communities.  Students will be introduced to the development of planning, greening of urban spaces, sustainable urban development, walkability and sociability of spaces, and through a major project, will develop knowledge and skills that will aid in working with communities to promote creating healthier and more inclusive spaces.

- SS 4010 Statistics for the Social Sciences. Rename to "Statistics for the Social Sciences 2"

The proposed new 2000-level *Statistics for Social Sciences* course will provide an introduction and foundational knowledge and skills for social science statistical applications. It will be added as a prerequisite for this course (existing prereqs are PSY 2720 or MA 2720 or BUS 2100). This course will be adapted to include more advanced statistical techniques and more complex applications. Course will review material covered in 2000-level and provide students with practice implementing: multivariate regression, logistic regression, factor analysis, scale development, and measures of time.

- ▪ SS 5410 Critical Cartography. Rename and change course number to 4XXX "Cartographic Design and Data Visualization"

This course introduces students to the principles of map design and the art of map construction. Students will become familiar with the cartographic process, especially as they apply basic mapping concepts such as scale, projections, typography, generalization, symbols, color scheme, and classification to the design and production of thematic maps, infographics, and other non-spatial data visualizations. Students will also learn how to describe and manipulate spatial data and how to select an appropriate map type for a given task and data set. This course builds on students' experiences with GIS to focus on the design needed to disseminate information beyond users of the software and produce effective print and web maps. Class exercises will provide hands-on experience in using GIS and graphic software packages. Principles and experiences learned in class will equip students with the fundamental skills necessary to effectively communicate graphic information through maps.

## 11. Model Schedule Demonstrating Completion Time:

The following structure shows how the degree could be completed in 4 years (8 semesters, without summers) and with no more than 5 courses a semester:

| Key: | Core Required | Distribution | GenEd | Elective |
|---|---|---|---|---|

| | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|
| **Fall** | SS1001- Introduction to Social Sciences | SS 2620 Intro to Public Policy | SS 3XXX Advocacy, Organizing & Conflict Resolution | SS 4910 Professional Development for the Social Sciences |
| | UN 1025 Global Issues (gen-ed) | SS 3750 Social Inequality | Research Method elective | SS 4700 Communities and Research |
| | SS 2100 Anthropology, SS 2400 Geography, or SS 2700 Sociology | SS 2720 Statistics for Social Sciences (or other stats course) | Policy and Governance elective | SS 4120 Sustainable Development and Communities |
| | Critical and Creative Thinking list (gen-ed) | Lab Science (gen-ed) | Leadership elective | SBS HASS |
| | Social Responsibility & Ethical Reasoning | Communication and Composition | Justice elective | Free elective |
| **Spring** | SS 2001 Intro to SS Research | SS 2050 Fundamentals of GIS (restricted STEM) | SS 3XXX Policy and Decision-Making Analysis | SS 4XXX Civic Communications |
| | UN 1015 Composition (gen-ed) | SS 2210 Community Development and Planning | Community Development elective | Internship |
| | SS 2600 American Government and Politics or SS 2610 Law & Society | Policy and Governance elective | Communications elective | Internship |
| | EC 2001 Principles of Economics | HU/FA HASS class | Research Practice Experience | Math/Science (gen-ed) |
| | SBS HASS | Free elective | Free elective | Free elective |

Co-curriculars may be taken any semester and Internships may also occur in the summer

**12. Library and other learning resources:**

The students in this program will have access to the MTU library, computer laboratories, and all other learning resources on campus. No new resources are anticipated.

**13. Description of available/needed equipment:**

Students will have access to computers on campus and to geographic information science (GIS) and statistical software already available on campus and in the Geospatial Research Facility.  There is no other needed equipment for program success.

**14. Program costs and Impact on Resources within Social Sciences:**

All but four of the courses in the proposed BS degree program are already offered on campus. To ensure viability of both this program along with our existing BS degree programs (particularly the *Sustainability Science and Society* degree which has some overlap in courses with this proposal), our MS and PhD degrees in *Environmental and Energy Policy*, and another newly proposed MS program in *Sustainable Communities*, we anticipate program growth that will result in additional needs to increase teaching and advising capacity over the next two years. This includes additional staff support for the coordination of internships/applied work experiences (in all of these degrees) and general program support. This need for additional instructional and advising personnel will grow in alignment with projected program growth across undergraduate and graduate programming in policy, sustainability and community development within the Department of Social Sciences. For example, the *Sustainability Science and Society* degree is new and has quickly growing enrollments.

**15. Accreditation requirements:**

Michigan Technological University is accredited by the Higher Learning Commission.  No additional accreditations will be sought.

**16. Planned implementation date:** Fall 2022

**New Degree Program Sections**

1. <u>Program specific policies</u>: The SS Department policies will be updated to include this degree program, including developing statements that clarify expectations for Research Practice and Experiential Learning curricular components. Responsibility for administration of the program will reside with the Undergraduate Program Director and the Department Chair of Social Sciences, who reports to the Dean of Sciences and Arts.

2. <u>Scheduling plans:</u> The courses included in this proposed BS degree program will be taught on the schedule provided in the registrar's course listings, though will be adjusted in the Fall 2022 Curriculum Update process to ensure core courses are taught regularly as reflected in the model schedule. Admissions will occur on a rolling basis, students can enter the program in any semester after Fall 2022.

3. <u>Space:</u> Course instruction will make use of general purpose classroom space on campus. There are no additional space needs required for this program at this time.

4. <u>Faculty Resumes:</u>  See http://www.mtu.edu/social-sciences/department/faculty-staff/

5. <u>Senate Financial Review information</u> See Appendix A

**Appendix A Financial Documentation for BS in Policy and Community Development**

1. Relationship to University Strategic Plan:

   a. *Educational and Research Goals:* The proposed degree aligns very well with several of the university's educational and research goals. It directly impacts our vision "to improve quality of life and to promote mutual respect and equity for all people" providing students with knowledge and skills to improve quality of life through policy and development interventions, as well as explicit learning on diversity, equity, inclusion, and sense of belonging. It also contributes directly to the university's mission to "create solutions for society's challenges" through "action-based" education. Students in the proposed degree will take specific action-oriented courses to develop civic engagement skills, engage in research, and practice experiential learning with community and policy organizations in various contexts. Moreover, the proposed degree addresses university goals that focus on community, transformative education, encouraging the understanding of public policy issues, to promote social and civic responsibility as well as ethical conduct. The proposed degree supports Tech Forward initiatives in Diversity and Inclusion, Education for the 21st Century, Health and Quality of Life, and Policy, Ethics and Culture.

   b. *Consistency with University's resource allocation criteria*: The proposed program is intended to attract new students to the university and support broad interdisciplinary instruction, research, and public service. This type of innovative, multi and interdisciplinary program is inline with recent guidance for allocating new faculty and staff resources. While the program can begin without new resources in 2022, to reach our projected growth and ensure program retention, additional resources will be needed in both faculty and support staff.

2. Impact on University Enrollment:

   a. *Projected number of students in the program:* The aim is to enroll ~10-15 students per year in years 1-3, increasing to 40 students in the degree by year 5. [1][2][3]The program is grounded in currently available coursework, but will position the University to grow campus-community partnerships.

   b. *Source of new students (existing students vs. new):* Both. We anticipate primarily new students (many from the Upper Peninsula or northern Wisconsin/Minnesota) who would not otherwise have enrolled at MTU because we currently lack such a major. The program also aims to attract transfer students from community colleges. We also expect this program to attract current MTU students who may be considering a major change. For example, given the growing interest among undergraduate students in health careers, we expect the proposed degree to be attractive to those interested more in health policy, health differentials (by race, income, education, rurality, etc.), and public health than those in biological health (current offering).

   c. *Likely correlation between demand for the new program and existing enrollment patterns at MTU:* We project that enrollment in the PJCD major will increase majors in the Department of Social Sciences and the College of Sciences and Arts. This may be correlated with a slight increase in the overall percentage of Michigan Tech students enrolled in the College of Arts and Sciences vs. other units on campus.

   d. *What is the current enrollment in the unit:* As of Fall 2021: 61 undergraduate students

3. Impact on Resources Required by Department in Which the Program is housed:

    a. *Faculty lines:* The new program can begin using existing faculty lines, however to reach our projected growth and ensure program retention, 2 replacement ~~additional~~ faculty lines will be needed in the next 2-3 years. [4][5][6][7][8][9][10][11]The Department of Social Sciences has lost 3 faculty lines in the last 3 years to retirements and moves, all were in topical areas that would have supported this proposal and our concurrent MS Proposal (Policy and Sustainability Science[12]). These replacement faculty lines~~These lines~~ will ~~would~~ be shared between this new BS program, our existing and growing BS in Sustainability Sciences and Society, and a recent proposal for a new MS in the Department. New hires would be shaped so that the new lines could support all of these programs. This need has been recognized by the Dean's office and its importance for the long-term success of all of these existing and proposed programs.

    b. *Faculty and student labs, including ongoing maintenance:* Existing research labs are adequate to support this program.

    c. *Advising:* Advising is completed by individual faculty advisors. Replacement faculty lines (noted above) will be necessary to support advising as enrollment increases in years 3-5.[13][14] Additional staff support (1 additional FTE)[15]will be needed to coordinate internships and community engagement experiences with community and policy partners. The Department is down 0.5 FTE in the past 2 years, thus increasing staff support for 0.5 FTE. This role will be shared between this new BS program, our existing BS in Sustainability Sciences and Society, and a recent proposal for a new MS in the Department.

    d. *Assessment:* A new committee of Social Sciences faculty who directly contribute to the proposed degree will conduct all assessment activities as well as monitor and evaluate the overall enrollment and student performance for this new program on an annual basis.

4. Impact on Resources Required By other Units Within the University:

    a. *Other academic units with regard to faculty, labs, and assessment:* We do not expect significant impact to other units except for a modest increase in enrollments in existing courses that are listed in the proposed curriculum as elective options. Because there are no specifically required courses outside of Social Sciences and because of the wide reach of this degree, we expect this impact to be minimal.

    b. *Information Tech, library, central administration and career planning (with respect to computing services, library resources, advising, record keeping, development of employer relations, etc.):* There should be no significant impact on other units.

5. Assessment of the ability to obtain the necessary resources assuming requested funds are obtained: There are a large number of scholars who study and are trained in policy, justice and community development. Job markets for faculty positions in these areas remain highly competitive. We do not anticipate any challenges in recruiting world-class scholars to join the faculty to support this program and our related MS program.

6. Past proposals. Has the department initiated any other new degree programs in the last five years? Yes. We started a new BS in Sustainability Science and Society (SSS) in 2018. That

program has been highly successful. It enrolled 15 new students in its first year, meeting the expectations of 10-20 new students. In the last two years, the SSS degree has met expectations of 10-20 new students each year. There were no new costs or faculty lines expected from the creation of the SSS degree. [16]However, given the enrollment growth and recent departure or transfer to administrative positions of core faculty involved in this program, the department now recognizes the need for replacement for more faculty and staffsupport, particularly when considering also establishing the current BS and an additional new MS degree proposals. [17]

7. Departmental Budget contribution
    a. *The department's general fund budget:* The general fund base budget in FY 22 is $1.95million.[18][19]
    b. How much tuition does the department generate (credit hours taught by the department and number of credit hours taken by department majors):

       All data based on 2019-20 enrollments, the latest year for which complete data is available.

       Undergraduate SCH: Lower Division: 6,274 @ $629 (in-state tuition)= $3.9 million

       Undergraduate SCH: Upper Division: 2,760 @ $835 (in-state tuition)= $2.3 million

       Graduate SCH: 446 @ $1182= $527,000

8. *How do the benefits from this program compare to other alternatives that are currently under consideration or development. Will approval and allocation of resources to this program preclude the development of other programs?* There are no additional alternatives under consideration. We do not anticipate that approval of this program would preclude the development of other programs. This program will support our current undergraduate programs and both of our existing graduate programs in a number of ways:
    a. This program leverages existing courses from our existing programs and the increased enrollment will allow us to have class sizes that can be restricted to social sciences majors, thus building competencies over time, and promote an enhanced learning experience, especially for project, lab, and community-based courses.
    b. This program will allow us to offer our existing program courses (which include the core courses in this program) on a more regular basis allowing students to matricute through their programs on time.
    c. This proposed program will offer students an appropriate background for pursuing either of our two existing graduate degrees or the recently proposed new MS degree in Sustainable Communities.