

APPENDIX A

These learning objectives are mapped to Interdisciplinary Studies' core courses in the following manner:

Program Learning Objectives									
Course Name / Number	Key: I = Introduced D = Developed M = Mastered	Identify and think critically about the assumptions, strategies, and potential biases underlying discipline-based and interdisciplinary inquiries	Conduct interdisciplinary research and/or engage in creative activities that incorporate and synthesize information, theory, and methodological approaches from more than one discipline in a culturally-competent way	Apply interdisciplinary approaches to understand, contextualize, and propose solutions to complex issues or problems, especially those relating to students' emphasis areas	Communicate effectively both in writing and orally	Collaborate productively in pluralistic settings and with people of diverse experiences, identities, and worldviews	Make reasoned, ethical, and socially responsible decisions	Engage in self-motivated and self-directed learning, in order to become life-long learners	Employ the intellectual and practical skills necessary to create and engage with a more inclusive, just and equitable world
	<i>ES 112, ISLA 123, RELS 201 or WGS 201</i>	I		I	I	I	I		I
	<i>ISLA 201</i>	I		I	I	I		I	
	<i>HIST 213 or SOC 218</i>	I							
	<i>COMS 301, ENGL 310 or ENGL 317</i>	D			D	D			
	<i>PHIL 335</i>	D			D		D		D
	<i>ISLA 355</i>	D	I	D	D	D		D	I
	<i>ISLA 440</i>	D	D	D	D	D		D	D
	<i>ISLA 461</i>	M	M	M	M	M	M	M	M
	<i>Approved electives from Emphasis Areas</i>	D			D			D	
	<i>STAT 130, 217, 218 or 312</i>	I							

IV. CURRICULUM & ADMISSION CRITERIA

The revised B.A. in Interdisciplinary Studies will be a 180-unit degree program, only open to internal transfers. The proposed program parallels the curricular structure of the original program by combining a series of interdisciplinary seminars with approved electives taken in different academic disciplines. As demonstrated below, the seminars feature very similar content as the original courses, although the course titles have been updated. The revised program retains the original program's 32 units of approved electives although the manner of their distribution has been updated to provide a more integrated, interdisciplinary experience. The proposed revisions to the curriculum reflect recent trends in the field of Interdisciplinary Studies and research more broadly on teaching and learning in higher education.

The Association for Interdisciplinary Studies (AIS) serves as the primary professional organization for faculty and administrators of Interdisciplinary Studies programs and as a clearinghouse for resources to support these efforts.¹⁵ Through the work of the AIS and due to the prevalence of interdisciplinary studies programs at other universities, suitable textbooks for the classes proposed for the Interdisciplinary Studies program's core are already widely available.¹⁶ The AIS has also identified best practices for interdisciplinary studies programs, which were taken into account when developing this proposal.¹⁷

According to the AIS, Interdisciplinary Studies programs “need at their core a discussion of the nature of interdisciplinarity and how to perform interdisciplinary analysis.”¹⁸ The revised curriculum for Cal Poly's B.A. in Interdisciplinary Studies reflects these best practices through the core sequence of ISLA courses: ISLA 201: Introduction to Interdisciplinary Studies; ISLA 355: Interdisciplinary Research Methods; ISLA 440: Advanced Interdisciplinary Studies Seminar; and ISLA 461: Senior Project. Each of these courses asks students to consider the nature of interdisciplinarity and the process of interdisciplinary research, although these two topics are particularly central to ISLA 201 and ISLA 355.

In ISLA 201 students will be introduced to Interdisciplinary Studies as a field, including how disciplines work, how they differ from one another, how they fit together, and the history of disciplines and interdisciplinarity. It provides students with a foundational knowledge about the nature of interdisciplinarity and of Interdisciplinary Studies. ISLA 355 will build on this foundation by examining the process of interdisciplinary research. It will examine how interdisciplinary scholars integrate methods and perspectives from multiple disciplines, as well as the need to be aware of potential biases inherent to each disciplinary perspective. It will emphasize methods of conducting research, writing, and communicating across disciplines. In ISLA 440, students will apply what they have learned about the nature of interdisciplinary studies and the methods of interdisciplinary research and analysis in a senior seminar type format focusing on an interdisciplinary topic chosen by the instructor. Finally, students will draw upon the disciplinary-specific perspectives and knowledges gained through courses in their emphasis areas and the interdisciplinary research methods developed in their Interdisciplinary Studies seminars to produce an original research or creative project in ISLA 461: Senior Project.

An introductory course (ES 112, ISLA 123, RELS 201 or WGS 201) from one of the interdisciplinary fields housed in the CLA will introduce students to a well-established field of interdisciplinary inquiry and thereby provide a useful frame of reference as they move through their subsequent coursework. In HIST 213 or SOC 218 students will similarly benefit from an interdisciplinary perspective combining principles of economics and political economy with either history or sociology. PHIL 335 will provide students with a background in social ethics, while taking either COMS 301, ENGL 310 or ENGL 317 will enable students to develop their professional writing and communication skills. A course in statistics (STAT 130, 217, 218 or 312) will provide the quantitative thinking and analysis skills that some students will opt to apply in their subsequent interdisciplinary research projects.

¹⁵ For more information see <http://wwwp.oakland.edu/ais/>.

¹⁶ For example Tanya Augsberg, *Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies* 3rd edition (2016) would be an excellent text for the proposed ISLA 201: Introduction to Interdisciplinary Studies and Allen F. Repko and Richard Szostak, *Interdisciplinary Research: Process and Theory* 3rd edition (2016) would work well for ISLA 355: Interdisciplinary Research Methods.

¹⁷ Association for Interdisciplinary Studies, [Interdisciplinary Best Practices: Interdisciplinary Studies Programs](#)

¹⁸ Ibid.

TABLE 1. BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES CURRICULUM DISPLAY*Asterisk (*) indicates a new or replacement course*

Major Courses	
ES 112 Race, Culture and Politics in the United States (D1; USCP) <i>or</i> ISLA 123 Introduction to Science, Technology, & Society <i>or</i> RELS 201 Religion, Dialogue, and Society (D3) <i>or</i> WGS 201 Introduction to Women's and Gender Studies in the U.S. (D1; USCP)	4
*ISLA 201 Introduction to Interdisciplinary Studies	4
HIST 213 Modern Political Economy (D2) <i>or</i> SOC 218 International Political Economy (D2)	4
COMS 301 Business and Professional Communication <i>or</i> ENGL 310 Corporate Communication <i>or</i> ENGL 317 Technical Editing	4
PHIL 335 Social Ethics (C4; USCP)	4
*ISLA 355 Interdisciplinary Research Methods	4
*ISLA 440 Advanced Interdisciplinary Studies Seminar	4
*ISLA 461 Senior Project	4
Approved Upper-Division Electives Chosen from Emphasis Areas ¹	32
STAT 130, 217, 218, or 312 (B1)	4
Total Major Courses	68
General Education (GE) <i>72 units required; 12-16 of which are listed in the Major, depending on whether the student chooses ES 112, ISLA 123, RELS 201 or WGS 201. Minimum of 12 units required at the 300-400 level.</i>	
A1 Expository Writing	4
A2 Oral Communication	4
A3 Reasoning, Argumentation, and Writing	4
B1 Mathematics/Statistics (<i>in major</i>)	0
B1 Mathematics/Statistics	4
B2 Life Science	4
B3 Physical Science	4
B4 One lab taken with either B2 or B3 course	--
B5 Elective	4
C1 Literature	4
C2 Philosophy	4
C3 Fine/Performing Arts	4
C4 Upper-division elective (<i>in major</i>)	0
D1 American Experience (<i>in major if select ES 112 or WGS 201</i>)	0-4
D2 Political Economy (<i>in major</i>)	0
D3 Comparative Social Institutions (<i>in major if select RELS 201</i>)	0-4
D4 Self Development (CSU Area E)	4
D5 Upper-division elective	4
Area F Technology (upper division)	4
Total General Education	56-60
Free Electives¹	52-56
Total Units in Degree	180

¹ Some GE requirements may be met by course selections within the emphasis areas; in that case, additional free electives may be required to reach a total of 180 units.

OTHER DEGREE REQUIREMENTS

- Cal Poly, Higher Ed, and Major GPA must all be at least 2.00
- All students must complete:
 - United States Cultural Pluralism Requirement
 - Graduation Writing Requirement
 - 60 Units Upper Division (any 300-400 level classes)
 - Residency Requirements

Emphasis Areas

Students select one of the following emphasis areas and choose electives from the courses in that area in consultation with their advisor. To ensure an interdisciplinary course of study, courses chosen should be from at least two different disciplines (as indicated by distinct course prefixes) and no more than half of them can have the same course prefix. Courses chosen also should not have been used to meet other major requirements. They should reflect the academic goals students outlined in their proposed plan of study and refined in ISLA 201, ISLA 355, and ISLA 440.

Arts & the Human Experience

Students in the Arts & the Human Experience emphasis area will develop their critical lens and aesthetic appreciation for diverse works of literature and visual and performing arts. They will interpret and analyze such works. By so doing, students will deepen their empathy and respect for a wide array of human experiences and expressions.

Ethics, Law & Justice

This emphasis area fosters critical inquiry into the dynamic interrelationships between ethics, legal institutions, and social justice. Students will examine how historical and contemporary social forces influence the legal system and how law affects society. They will analyze and evaluate how personal and societal value systems, as well as identities and their intersections shape attitudes towards and treatment within the legal and judiciary systems.

Global Studies

The Global Studies emphasis area prepares students for an increasingly globalized and interconnected world. Students will identify, describe, and analyze the diversity of the world's peoples, cultures, religions, and languages from contemporary and historical perspectives. They will also analyze and evaluate transnational processes and connections.

Health, Culture & Society

Students pursuing this emphasis area will examine the social and societal dimensions of mental and physical health. They will investigate how gender, race, social class, sexuality, and ethnicity shape health in both national and global contexts, as well as the political, ethical, environmental, cultural, and social influences on health and health institutions.

Science, Technology & Society

In this emphasis area students investigate and analyze the complex relationships between science, technology, and society. Students in this area identify, assess, and develop solutions to complex problems transcending the traditional divide between the humanities and social sciences and scientific, technical, and professional fields.

Social Sustainability

This emphasis area challenges students to conceptualize, understand, and analyze issues of sustainability from social, cultural, and environmental perspectives. It reflects the idea that long-term sustainability requires attention to social equity, cultural preservation, and economic development as well as to environmental stewardship.

Technology & Human Expression

Students pursuing the Technology & Human Expression emphasis area will examine the ways in which technology shapes how humans communicate and express themselves, as well as how social and societal forces shape the development of communication technologies. Such a perspective will inform students' own use of expressive technologies and their critical engagement with these technologies from theoretical, historical, and social scientific perspectives.

Comparison between former and proposed core curriculum

The curriculum proposed for the revised Interdisciplinary Studies B.A. maintains much of the basic structure of the original program. It retains a core sequence of interdisciplinary seminars that students take in combination with a series of other courses drawn from multiple disciplines and departments.

The chart below indicates the core courses in the original Interdisciplinary Studies B.A. as they appeared in the 2013-15 Catalog and the courses proposed to replace them in the revised program. As the chart suggests, the primary difference is that students in the revised program will only be asked to take one course (4 units) dealing with ethics. In its place, students will be required to take a lower-division course from one of four interdisciplinary fields housed in the CLA (Ethnic Studies; Science, Technology & Society; Religious Studies; or Women's and Gender Studies), a History or Sociology class on Political Economy, and an upper-division course in either Communication Studies or English that builds students' professional communication skills.

TABLE 2. ORIGINAL AND REPLACEMENT INTERDISCIPLINARY STUDIES COURSES

Original Interdisciplinary Studies B.A. (2013-15 Catalog)			Revised Interdisciplinary Studies B.A. (Proposed)		
IS 101	Interdisciplinary Studies	4	ISLA 201	Introduction to Interdisciplinary Studies	4
IS 301	Critical Issues Seminar (4,4)	8	PHIL 335	Social Ethics	4
IS 302	Analytical Skills Seminar	4	ISLA 355	Interdisciplinary Research Methods	4
IS 450	Advanced Investigation Seminar	4	ISLA 440	Advanced Interdisciplinary Studies Seminar	4
IS 461	Capstone Project	4	ISLA 461	Senior Project	4
	Select one course from each of the following eight areas (at least seven courses must be upper division)	32		Approved Electives Chosen from Emphasis Areas. <i>All options are at the 300-400 level.</i>	32

TABLE 3. ORIGINAL AND REPLACEMENT INTERDISCIPLINARY STUDIES COURSE DESCRIPTIONS

IS Course Descriptions (2013-15 Catalog)	ISLA Course Descriptions (Proposed)
IS 101. Interdisciplinary Studies. Introduction to collaborative interdisciplinary inquiry. Topics include: Scholarly knowledge production and bibliographic finding tools, University role in knowledge dissemination and creation, and information search and evaluation processes. 'Learn-by-doing' disciplinary investigation and interdisciplinary analysis and synthesis.	ISLA 201. Introduction to Interdisciplinary Studies. Introduction to Interdisciplinary Studies, focusing on methods, concepts and skills in the Interdisciplinary Studies major, and on career and graduate school opportunities. Students will refine their individualized plan of study to reflect their professional, educational, and personal goals.
IS 301. Critical Issues Seminar. Discussion-oriented seminar focusing on ethics and effective interdisciplinary decision-making in the contemporary world. Examination of ethical and other issues facing society through current public debates, as well as great intellectual traditions that have shaped the past. The Schedule of Classes will list topic selected.	PHIL 335. Social Ethics. Examination of contemporary moral problems, solutions to these problems, and the arguments for these solutions, with emphasis on two or more of the following sample problem areas: abortion, suicide and euthanasia, capital punishment, family ethics, race relations, social justice, war, women's issues.
IS 302. Analytical Skills Seminar. Improvement of abilities to collect data, analyze information, frame questions, reach and defend logical conclusions. Emphasis on applying methods of data analysis to a variety of contemporary interdisciplinary issues.	ISLA 355. Interdisciplinary Research Methods. Development of knowledge and skills needed to conduct original interdisciplinary research and prepares students for senior projects. Exploration of interdisciplinary research strategies, theory and process.
IS 450. Advanced Investigation Seminar. Directed interdisciplinary analysis of selected contemporary issues or topics in organizational leadership. Topics may be examined from local, national or international perspectives.	ISLA 440. Advanced Interdisciplinary Studies Seminar. Advanced examination of selected interdisciplinary topic. Topics will be examined from perspective of multiple disciplines. Schedule of Courses will list topic selected. Total credit limited to 8 units.
IS 461. Capstone Project. Selection and completion of a summative project or report under the supervision of a faculty member. Investigation of the topic from an inter-disciplinary approach.	ISLA 461. Senior Project. Selection and completion of an interdisciplinary research or creative project that draws upon at least two disciplines.

In addition to the IS courses listed above, the original Interdisciplinary Studies B.A. required that students take one course from each of eight different disciplinary areas for a total of 32 units.¹⁹ The proposed revision to the Interdisciplinary Studies program replaces this disciplinary distribution model with one that students can more readily tailor to their particular interests and post-graduation goals. In the revised program, students select courses totaling 32 units from thematically defined emphasis areas based on the guiding question or focus they identified as part of the process of applying to the major. Students will have the opportunity to review and revise their proposed plan of study during ISLA 201, 355, and 440, with guidance from faculty.

Admission to the Major

Students selected for the major will all be internal transfers, similar to the Liberal Arts and Engineering Studies (LAES) program. Whereas many LAES students transfer from the College of Engineering, we anticipate that applicants to the Interdisciplinary Studies major will primarily transfer from within the CLA or come from either the College of Agriculture, Food and Environmental Sciences or the College of Science and Math. Between 2006 and 2014, eighty percent of students who transferred to majors housed within the CLA came from the CLA, CAFES, or CSM.²⁰

Students applying for admission into the revised Interdisciplinary Studies major must:

- Have completed at least one quarter at Cal Poly.
- Demonstrate that they can complete the proposed major within a reasonable timeframe, which is approximately 15 quarters (for first-time freshmen) or 9 quarters (for transfer students) of first attendance at Cal Poly.
- Be in good academic standing at the end of the individual change of major agreement (ICMA).
- Have a minimum Cal Poly GPA of 2.0 or a minimum GPA of 2.5 in the most recent two consecutive quarters at Cal Poly with at least 12 units taken per quarter.
- Acknowledge that students who enter into an ICMA and fail to meet the terms will not be eligible to change into that major again.
- Be aware that Interdisciplinary Studies majors cannot double major and that the degree cannot be used to replicate an existing major.
- Complete ISLA 201 and either ES 112, ISLA 123, RELS 201, or WGS 201 with a GPA of 3.0 or higher.
- Submit a 2-3 page proposal of at least 400 words explaining their interest in the program and outlining a proposed plan of study. The proposal should identify the central theme or question the student wishes to pursue through an Interdisciplinary Studies degree and indicate the emphasis area and/or specific classes that might fit with their proposed theme or question. The course of study should combine at least two distinct disciplines (indicated by different course prefixes). Students are encouraged to include how their proposed focus will further their occupational or future educational goals. Students are advised to consult with the Interdisciplinary Studies coordinator or affiliated faculty when formulating their proposal. They will have the opportunity to further revise their plan of study in ISLA 201, ISLA 355, and ISLA 440 in order to prepare them to undertake an interdisciplinary research or creative project in ISLA 461: Senior Project.

¹⁹ The eight areas were defined as: Applied Technology, Business, Communications/English, Ethnic Studies/US Cultural Pluralism, Fine and Performing Arts, Philosophy/Religion, Science or Nutrition, and Social Science.

²⁰ During the years 2006 through 2014 (omitting 2009-10 when the College of Education moved to CSM), an average of 206 students transferred to the CLA each year, including 93 from CLA, 37 from CAFES, and 35 from CSM.

V. PROGRAM GRADUATES & IMPACT ON COMMUNITY

UC Berkeley is among the only university offering an Interdisciplinary Studies major that publishes career destinations information (starting salary, etc.) by major. Berkeley's Career Center surveys from 2016 and 2017 (see Appendix) show that with approximately 25% of the IS majors responding, about 60% are employed, with an average salary of about \$54,000. Graduates report entering a wide variety of career fields in the for-profit, non-profit, education, and government sectors. Around 14% are attending graduate school.

For graduates from Cal Poly, given that the emphasis areas within the proposed Interdisciplinary Studies B.A. reflect issues and topics of relevance to all of the departments in the CLA and that one of the goals of the program is to provide a broad liberal arts education, we believe that the paths taken by the program's graduates will follow trends demonstrated by the college's graduates as a whole. Similarly, we believe that the best evidence for gauging program graduates' future career prospects is recent scholarship produced by economists and others that argues for an increased demand for Liberal Arts graduates by 2030.

Recent alumni from the College of Liberal Arts pursue careers in a vast range of fields, due to the transportable nature of the skills and knowledges emphasized in our disciplines. We anticipate that graduates from the Interdisciplinary Studies program will follow a similar trajectory and their impact on the community will be similarly diverse. Evidence from Cal Poly Career Services' Graduate Status Report indicate that CLA graduates work in an astounding range of fields. Among these are advertising, banking, heritage resource management, education, geospatial technology, government, health care, journalism, law, marketing, packaging, public policy, public relations, publishing, sales, social media, and social work. Our graduates also include archaeologists, artists, behavior therapists, congressional aides, curators, dentists, game developers, graphic designers, librarians, musicians, nurses, pastors, project managers, poets, theater techs, technical writers, toy creators, web developers, and winemakers. The essential skills cultivated by our disciplines, such as critical and creative thinking, effective oral and written communication, empathy and compassion and the ability to be life-long learners, are crucial in all sectors of the U.S. economy. It is therefore not surprising that there are few industries where you cannot find our alumni employed.

Broad-based training in the Liberal Arts & future employer demand

Employers increasingly demand workers who understand social and creative systems and have skills in Liberal Arts disciplines. Workers with Liberal Arts skills have already taken share of the U.S. labor force from workers with other skills types. Liberal Arts skills are forecasted to dominate the knowledge categories in the greatest demand by U.S. employers by the year 2030.

Forecasters suggest that there are three main reasons for these trends: (1) Liberal Arts skills cannot be automated because they include social and creative skills that are dynamic and cannot be definitely specified, (2) Liberal Arts skills are central to understanding and forecasting the types of sociotechnical systems that are at the heart of the emergent Fourth Industrial Revolution, and (3) Liberal Arts skills fulfill employers' desires to understand the cultural contexts in which they operate. Skill-based technological change (SBTC) is a growing concern to the U.S. workforce, but it has not and will not replace jobs that demand Liberal Arts knowledge. Liberal Arts skills are actually protective from automation. Trends from SBTC have already shifted the U.S. workforce towards sociocultural skills in place of other cognitive skills, such as STEM skills. Those trends will continue into the future

according to attitudes in the business world that favor Liberal Arts talent pipelines. Feeding those pipelines is therefore a key way to meet the future demands of employers in a digitalized economy.

Liberal Arts Skills will be in Strong Demand in 2030

Broad-based knowledge in the Liberal Arts will be strongly connected to the types of jobs that will see the largest increase in workforce demand between now and 2030. Future employer demand has been studied by experts in economic forecasting.

In September 2017, a collaboration between the Oxford Martin Programme on Technology and Employment, the learning company Pearson, and the innovation foundation NESTA forecasted the employment landscape in the United States in 2030.²¹ Their forecast is based on predictive correlational modeling, which shows how strongly a particular job feature, such as knowledge in a particular discipline, will be connected to job demand in the 2030 economy. Using the Pearson correlation as the metric allows direct comparison of 31 different knowledge categories in the Occupational Information Network (O*NET) database. The O*NET includes 10 Liberal Arts knowledge categories as well as several STEM, healthcare, and business categories.²²

Seven of the top 10 knowledge categories in O*NET that will experience the most increase in workforce demand by 2030 are aligned with Liberal Arts disciplines (Table 4). In general, demand for Liberal Arts knowledge will increase more than demand for STEM disciplines. For example, all ten Liberal Arts categories in O*NET will experience a greater increase in demand by 2030 than the Engineering and Technology category.

Pearson correlations predict that students specializing in the Liberal Arts will find an expanding demand for their skills by 2030. Broad-based knowledge in the Liberal Arts will be especially aligned with expanding job opportunities, perhaps more so than for any other type of interdisciplinary academic pursuit, including STEM.

²¹ H Bakhshi et al. (Sep 2017) [The Future of Skills: Employment in 2030](#).

²² The correlations were derived from a machine learning model that was trained on O*NET variables and was based on the assumption that future employer demand should vary with worker skills, such that two occupations with similar O*NET variables should be predicted by the model to have similar levels of demand.

TABLE 4. RANKING OF KNOWLEDGE CATEGORIES BY HOW IMPORTANT THEY ARE TO INCREASED WORKFORCE DEMAND, ACCORDING TO H BAKHSHI ET AL.²³
(Shaded categories are related to the Liberal Arts.)

Rank	Knowledge categories from O*NET	Pearson correlation
1	Education and Training	0.636
2	Administration and Management	0.559
3	Sociology and Anthropology	0.516
4	English Language	0.491
5	Personnel and Human Resources	0.476
6	Communications and Media	0.463
7	History and Archeology	0.415
8	Biology	0.408
9	Fine Arts	0.394
10	Philosophy and Theology	0.393
11	Therapy and Counseling	0.383
12	Law and Government	0.357
13	Computers and Electronics	0.334
14	Geography	0.319
15	Economics and Accounting	0.306
16	Mathematics	0.304
17	Chemistry	0.248
18	Design	0.246
19	Sales and Marketing	0.242
20	Customer and Personal Service	0.236
21	Foreign Language	0.235
22	Physics	0.227
23	Engineering and Technology	0.212
24	Telecommunications	0.207
25	Food Production	0.175
26	Public Safety and Security	0.083
27	Building and Construction	0.069
28	Clerical	0.057
29	Production and Processing	0.039
30	Transportation	-0.091
31	Mechanical	-0.102

Beyond knowledge categories, the Oxford Martin forecasters also revealed the job categories, and the number of jobs in those categories, that will benefit the most from increased employer demand by 2030. Several of these benefiting job categories are traditionally associated with Liberal Arts-type skills, or at least are overpopulated with workers who have Liberal Arts backgrounds. They thus indicate strong demand for graduates of the proposed Interdisciplinary Studies program.

²³ H Bakhshi et al. (Sep 2017) [The Future of Skills: Employment in 2030](#).

Eight of the 20 job categories that have the largest number of jobs with a high chance of benefiting from increased demand by 2030 are traditionally associated with the Liberal Arts. Over 7 million current jobs are in those eight Liberal Arts categories. Table 5 shows these findings.

TABLE 5. JOBS THAT WILL HAVE >70% CHANCE OF INCREASED DEMAND BY 2030²⁴
(Shaded job categories are traditionally associated with the Liberal Arts.)

Rank	Job Title	# Jobs ²⁵
1	Preschool, Primary, Secondary and Special Education School Teachers	3,961,761
2	Engineers	1,127,329
3	Post-secondary Teachers	1,102,979
4	Other Management Occupations	937,773
5	Counselors, Social Workers and Other Community and Social Service Specialists	926,603
6	Construction Trades Workers	888,740
7	Business Operations Specialists	867,261
8	Lawyers, Judges and Related Workers	610,030
9	Other Personal Care and Service Workers	573,587
10	Operations Specialties Managers	495,809
11	Personal Appearance Workers	348,202
12	Entertainers and Performers, Sports and Related Workers	224,321
13	Media and Communication Workers	218,656
14	Health Diagnosing And Treating Practitioners	197,779
15	Animal Care and Service Workers	174,076
16	Social Scientists and Related Workers	156,896
17	Other Education, Training, And Library Occupations	140,070
18	Librarians, Curators and Archivists	131,468
19	Other Healthcare Support Occupations	91,458
20	Other Sales And Related Workers	71,959

The Oxford Martin report is especially compelling because it was sensitive to all of the following macro trends that will surely affect the global workforce by 2030:

- **Technological change:** including increased computerization of skills;
- **Globalization:** which may already have peaked;
- **Demographic change:** from an ageing workforce and Millennials having emergent interests and demands;

²⁴ Ibid.

²⁵ Calculated as Employment x Fraction with a >70% probability of increased demand, from Table 3 in H Bakhshi et al. (Sep 2017) [The Future of Skills: Employment in 2030](#).

- **Environmental sustainability:** as a globally accepted policy;
- **Urbanization:** which is still increasing alongside a push to smart city infrastructure, but is tempered by high public debt ratios and increasing inequality from global concentration of wealth; and
- **Political uncertainty:** from decreased American hegemony and increased reliance on international systems.

Liberal Arts Skills are Resistant to Automation/Computerization

A further reason that future job outlooks will be strongly linked to Liberal Arts training is that Liberal Arts disciplines are well poised to survive the onrushing wave of automation that is inherent to the emergent Fourth Industrial Revolution. Workers with Liberal Arts skills have already flourished under recent waves of skill-based technological change, such as the Computer Revolution, and they will be among the most protected by future waves of change.

Skill-based technological change (SBTC) has already remodeled the U.S. workforce and demand for Liberal Arts skills has already grown to compensate. According to the Brookings Institution, technology has enabled the U.S. manufacturing sector to become four times more efficient with its labor since 1980.²⁶ SBTC is thus a major explanation (perhaps more so than offshoring) for the continued decrease in demand for manufacturing jobs and other “non-cognitive” occupations.

In contrast, cognitive occupations have experienced increased demand since 1980. However, the particular cognitive occupations that make up that new demand have not been in STEM fields. Rather, it has been occupations relying on Liberal Arts-type skills that have had the most growth in share of the U.S. workforce since 1980. From 1980 to 2012, the national share of occupations requiring high levels of understanding about sociocultural issues increased by about 10 percent. In contrast, the share of jobs being in STEM fields actually declined over the same time period.²⁷

Going forward on these trends, workplaces will continue to computerize routine tasks, and “whole picture” jobs requiring “skill complementarity” between cognitive and social activities will benefit from increased demand.²⁸ An interdisciplinary approach to Liberal Arts training will thus be useful for filling a talent pipeline for the types of jobs in new demand.

Creative and social intelligence skills will be at low risk of automation

The Fourth Industrial Revolution has recently started to bring new changes to the workplace due in part to automation of non-routine tasks.²⁹ All job tasks that can be specified with definiteness have some risk of being automated. In 2016, researchers at the Oxford Martin Programme in collaboration with financial services firm Citi argued that the jobs with the lowest probability of being automated in the near future are the ones that rely on skills and knowledge that are too dynamic to be definitely specified. Examples of such skills are creativity and agility with sociocultural variables.³⁰

²⁶ M Muro and S Liu (2016) [Why Trump’s factory job promises won’t pan out—in one chart](#), Brookings.

²⁷ D Deming (2017) [The Growing Importance of Social Skills in the Labor Market](#), Harvard.

²⁸ Ibid.

²⁹ World Economic Forum (2016) The future of jobs: Employment, skills and workforce strategy for the fourth industrial revolution.

³⁰ C Frey et al. (2016) [Technology at Work v2.0: The Future is not what it Used to Be](#).

Broad-based training in the Liberal Arts supplies creative and social intelligence skills and knowledge of cultural contexts of complex social systems. Therefore, an interdisciplinary background in the Liberal Arts will protect employability in the future job market.

The Brookings Institution recently corroborated the Oxford Martin argument while studying the coming digitalization of information processing jobs. Brookings concluded that “inherently human soft skills—such as adaptability, curiosity, and social intelligence—will be key to ensuring workers, industries, and places can prosper in the coming decades.”³¹

Brookings advocated for more flexible education programs that allow self-directed learning of Liberal Arts skills, rather than rote methods, such as those traditional to STEM education.

Market Attitudes Support the Employability of Liberal Arts Majors

Beyond the macro trends for the future of work, it is also useful to look at what employers and labor market specialists say right now about Liberal Arts knowledge. These people speak highly about the benefits of a skills pipeline from Liberal Arts degree programs. Their attitudes reflect employers’ desire to have employees who can understand and forecast the complex social systems and cultural contexts in which the employers operate and promote themselves.

Employers already think highly of Liberal Arts majors and they believe those majors are a necessary talent pipeline for the future economy. For example:

- 80% of employers want job candidates to have a broad knowledge of the Liberal Arts.³²
- Businesses have realized that globalization has caused a need to understand cultural differences. Boardrooms have started to “backlash against scientific management” schemes and they are increasingly looking to Humanities and Social Sciences, such as Anthropology, as a “growth industry” for understanding markets.³³
- Tech sector employers see value in a new “rapport sector” of business that requires the creation of narrative, and the interpretation of subtleties in emotional and social interactions. The tech sector believes that traditional Humanities programs offer better preparation for the rapport sector than do STEM fields.³⁴
- Venture capitalist and startup advisor Scott Hartley believes that people with Liberal Arts backgrounds solving human problems will be at the center of the future economy. Hartley also suggests that any attempt to argue that Liberal Arts are of less value than other fields invokes a false dichotomy and is short-sighted.³⁵
- Billionaire technology investor Reid Hastings says his Humanities background has made him a better tech entrepreneur. He credits his critical thinking skills and his insight into human nature to his Philosophy degree.³⁶
- The labor market consultancy Emsi built a job search tool that indexes degrees in tens of millions of job ads. Emsi discovered that a diverse set of jobs ads call for a broad-scope Liberal

³¹ M Muro et al. (2017) [Digitalization and the American Workforce](#), Brookings Metropolitan Policy Program.

³² Hart Research Associates (2013) [It Takes more than a Major: Employer Priorities for College Learning and Student Success](#), Association of American Colleges and Universities.

³³ G Tett (2017) [An anthropologist in the boardroom](#), Financial Times.

³⁴ T Aubrey (2017) [Don't Panic, Liberal Arts Majors. The Tech World Wants You](#), The New York Times.

³⁵ S Hartley (2016) [The Fuzzy and the Techie](#).

³⁶ R Filoni (2017) [Billionaire LinkedIn founder Reid Hoffman says his masters in philosophy has helped him more than an MBA](#), Business Insider.

Arts background. Job titles in these ads included: “intelligence analyst, client service specialist, signals intelligence (SIGINT) analyst, business development manager, and project manager.”³⁷ Top employers for Liberal Arts job ads included defense contractors and financial services firms.

- In 2011, Apple’s Steve Jobs said: “It is in Apple’s DNA that technology alone is not enough—it’s technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing.”³⁸

Market attitudes for the value of Liberal Arts degree programs are spread across all industries and employer types. The high technology sector in particular values Liberal Arts skills. The Business media is replete with messages from tech company representatives touting this point. Example headlines include:

- “Liberal arts, humanities degrees sustain value even as marketplace shifts”³⁹
- “Tech leaders’ love letter to the liberal arts”⁴⁰
- “Humanities for innovation: The heart of technology”⁴¹
- “Why liberal arts degrees are more valuable than you might think”⁴²
- “Why Genuine Liberal Arts Degrees Are A Perfect Fit For Today’s Uncertain Economy”⁴³
- “CEO to Skeptics: Liberal Arts Grads Make the Best Tech Hires”⁴⁴
- “Why I Was Wrong About Liberal-Arts Majors”⁴⁵
- “A Liberal Arts Degree Is More Important Than Ever”⁴⁶
- “Why This Tech CEO Keeps Hiring Humanities Majors”⁴⁷
- “10 CEOs Who Prove Your Liberal Arts Degree Isn’t Worthless”⁴⁸
- “Bring me a philosopher: why tech startups need more specialists in the humanities”⁴⁹
- “Why Companies Like Grads With a Liberal Arts Degree”⁵⁰
- “Why business prizes humanities degrees”⁵¹
- “Tech companies are hiring more liberal-arts majors than you think”⁵²
- “Why the tech world highly values a liberal arts degree”⁵³

³⁷ R Sentz (2016) [What Can You Do With That \(Useless\) Liberal Arts Degree? A Lot More Than You Think](#), Forbes.

³⁸ J Lehrer (2011) [Steve Jobs: “Technology Alone Is Not Enough”](#), The New Yorker.

³⁹ V Miller (2017) [Liberal arts, humanities degrees sustain value even as marketplace shifts](#), The Cedar Rapids Gazette.

⁴⁰ S Smith (2017) [Tech leaders’ love letter to the liberal arts](#), CIO.com.

⁴¹ S Hartley (2017) [Humanities for innovation: The heart of technology](#), Times of India.

⁴² S Stirrett (2017) [Why liberal arts degrees are more valuable than you might think](#), The Globe and Mail.

⁴³ C Gross (2017) [Why Genuine Liberal Arts Degrees Are A Perfect Fit For Today’s Uncertain Economy](#), The Federalist.

⁴⁴ J Stillman (2016) [CEO to Skeptics: Liberal Arts Grads Make the Best Tech Hires](#), Inc.com.

⁴⁵ D Kalt (2016) [Why I Was Wrong About Liberal-Arts Majors](#), Wall street Journal.

⁴⁶ W Dix (2016) [A Liberal Arts Degree Is More Important Than Ever](#), Forbes.

⁴⁷ M Litt (2015) [Why This Tech CEO Keeps Hiring Humanities Majors](#), Fast Company.

⁴⁸ J Linshi (2015) [10 CEOs Who Prove Your Liberal Arts Degree Isn’t Worthless](#), TIME.

⁴⁹ S Neff (2015) [Bring me a philosopher: why tech startups need more specialists in the humanities](#), The Startup Magazine.

⁵⁰ T Williams (2015) [Why Companies Like Grads With a Liberal Arts Degree](#), Investopedia.

⁵¹ R Miles (2015) [Why business prizes humanities degrees](#), Financial Review.

⁵² B Fung (2015) [Tech companies are hiring more liberal-arts majors than you think](#), The Washington Post.

⁵³ V Strauss (2015) [Why the tech world highly values a liberal arts degree](#), The Washington Post.

- “That ‘Useless’ Liberal Arts Degree Has Become Tech’s Hottest Ticket”⁵⁴
- “This Is Irrefutable Evidence Of The Value Of A Humanities Education”⁵⁵
- “Why Top Tech CEOs Want Employees With Liberal Arts Degrees”⁵⁶
- “Why Businesses Prefer a Liberal Arts Education”⁵⁷
- “Why Silicon Valley needs humanities PhDs”⁵⁸
- “Want Innovative Thinking? Hire from the Humanities”⁵⁹

These market attitudes match the trends in the U.S. workplace that are described above. The attitudes and trends together support the ongoing need for broad-based training programs in Liberal Arts skills such as those developed through the proposed Interdisciplinary Studies B.A. program.

VI. ANTICIPATED ENROLLMENT, RESOURCES & BUDGET

Anticipated Enrollment

Although it is impossible to have precise estimates for enrollment in a new program, the experiences of similar programs, anecdotal evidence from CLA’s professional advising staff, and Cal Poly’s current retention and graduation rate data lead us to anticipate strong student demand for an Interdisciplinary Studies B.A. program.

Similar programs at other CSUs often have robust enrollment. The Culture and Society Option within the Liberal Studies Department at Cal State LA, which features a curriculum very similar to that proposed for Cal Poly, typically has between eighty and one hundred students enrolled at a given time.⁶⁰ San Diego State’s Interdisciplinary Studies in Three Departments program (IS3D) is much larger than that at Cal State LA. The IS3D program, unlike the program proposed here, does not include a common core of interdisciplinary studies classes and is therefore easier for students to complete quickly. Over the last four years, the program has seen a dramatic increase in student demand and last academic year graduated 127 students (see table below). The total enrollment in the IS3D program as of September 19, 2016 was 329.⁶¹

⁵⁴ G Anders (2015) [That 'Useless' Liberal Arts Degree Has Become Tech's Hottest Ticket](#), Forbes.

⁵⁵ C Gregoire (2014) [This Is Irrefutable Evidence Of The Value Of A Humanities Education](#), Huffington Post.

⁵⁶ E Segran (2014) [Why Top Tech CEOs Want Employees With Liberal Arts Degrees](#), Fast Company.

⁵⁷ M Koba (2013) [Why Businesses Prefer a Liberal Arts Education](#), CNBC.

⁵⁸ V Wadhwa (2012) [Why Silicon Valley needs humanities PhDs](#), Washington Post.

⁵⁹ T Golsby-Smith (2011) [Want Innovative Thinking? Hire from the Humanities](#), Harvard Business Review.

⁶⁰ Dr. Patrick Sharp, Chair of Liberal Studies at CSU-LA, personal communication, Dec. 12, 2016.

⁶¹ Paul Justice, Advisor for Interdisciplinary Studies & Undeclared Majors, San Diego State University, personal communication, Oct. 13, 2016; [Finding Success through Interdisciplinary Studies](#), San Diego State Alumni Magazine.

TABLE 6. GRADUATES FROM SAN DIEGO STATE'S IS3D PROGRAM⁶²

Academic Year	Graduates
2012-13	13
2013-14	64
2014-15	65
2015-16	127

Cal Poly's LAES program has had strong and steady student interest since its inception in 2008, as evidenced in Table 7 below. As of June 2017, 63 students were active in the LAES program and 16 students had graduated during the previous academic year (2016-17). We anticipate that Cal Poly students would similarly welcome an Interdisciplinary Studies B.A. option.

TABLE 7. ENROLLMENT IN CAL POLY'S LAES PROGRAM⁶³

Academic Year	Total Enrollment	Graduates
2008-09	25	2
2009-10	38	6
2010-11	55	15
2011-12	25	10
2012-13	24	14
2013-14	20	8
2014-15	32	16
2015-16	34	12
2016-17	63	16

Taken together, the enrollment of programs such as Cal State LA's Culture and Society Option within the Liberal Studies Department, San Diego State's IS3D program, and Cal Poly's LAES program suggest strong student interest in interdisciplinary degree programs (see Table 8.)

TABLE 8. COMPARISON OF ENROLLMENT IN INTERDISCIPLINARY PROGRAMS

Program	Enrollment
Culture & Society, Liberal Studies Department, Cal State L.A.	80-100
Interdisciplinary Studies in Three Departments Program (IS3D), San Diego State	329
Liberal Arts and Engineering Studies Program (LAES), Cal Poly	63

⁶² Paul Justice, Advisor for Interdisciplinary Studies & Undeclared Majors, San Diego State University, personal communication, Oct. 13, 2016.

⁶³ For LAES Enrollment Fall 2011-Fall 2015 and Graduates AY 2010-11 to 2014-15 see Office of Institutional Research, *Cal Poly Fact Book*, Fall 2015; for enrollment and graduates for previous years LAES 2013-2015 Catalog Proposal, 11 April 2012, p. 36. Note that the Cal Poly Fact Book data is just a snapshot of one moment in time during that academic year and does not include students who were in the process of transferring into the major so can make the program's enrollment seem smaller than it is. The data for AY 2016-2107 is based on the LAES program's internal recordkeeping.

The CLA's professional advisors agree that there is likely to be strong student interest in a revised Interdisciplinary Studies B.A. and have been strong supporters of the proposal to revise the program from the start. Based on their many consultations with students, they believe the program will fill a currently unmet need. It will provide an important alternative route for students who struggle to find a major to meet their needs, while increasing student satisfaction, success and retention. Please see their appended memo of support.

Further, the evidence provided in Cal Poly's "Graduation Initiative: Long Term Plan" also supports the idea that student interest in the program is likely to be strong. The report indicates that between 11 and 17 percent of Cal Poly students leave the university in good standing.⁶⁴ Students leave the university for a variety of reasons, including many not directly related to curriculum and degree offerings such as physical and mental health problems or financial challenges. For those students who leave Cal Poly because they discover their original major was not a good fit but cannot find another program that suits their interests, goals, and strengths, the Interdisciplinary Studies B.A. will offer an alternative. If recent trends continue, we can expect that at least 11 percent of the 5,120 students who began their Cal Poly careers in Fall 2016 will leave the university in good standing within the next six years. If just 5 percent of the 563 students this represents decided instead to stay and complete an Interdisciplinary Studies B.A., we could expect to see 28 students joining the program each year. These students would be in addition to those who otherwise would not leave the university but, if given the option, would select to pursue an Interdisciplinary Studies B.A.

Based on the evidence discussed above, we estimate student enrollment in the revised Interdisciplinary Studies B.A. program as shown in Table 9. These estimates assume cohorts of new students that are evenly divided between sophomores and juniors. For the program's first three years, new student cohorts are estimated to have twenty-four students per cohort. For the next two years, new student cohorts are estimated to increase to thirty-six new students in the program per year.

TABLE 9. ANTICIPATED ENROLLMENT IN REVISED INTERDISCIPLINARY STUDIES PROGRAM

Academic Year	Total Enrollment	Graduates
2017-18	24	0
2018-19	48	12
2019-20	60	24
2020-21	72	24
2021-22	84	30

⁶⁴ "Graduation Initiative: Long Term Plan," (April 28, 2017), p. 4.

Resources & Faculty Support

Offering the proposed B.A. in Interdisciplinary Studies will require investment in new resources, especially for instructional faculty, administrative support staff, and professional advising. Please see the amended memo from Douglas Epperson, Dean of the College of Liberal Arts, indicating the college's commitment to support the program. In addition, please see the memo of support from the all of the CLA department chairs.

Faculty

Faculty will be needed to teach the four new ISLA courses proposed (ISLA 201, 355, 440 & 461). In addition, we anticipate increased demand for non-ISLA courses that Interdisciplinary Studies students would take to fulfill other major requirements (e.g. PHIL 335; ES 112, ISLA 123, RELS 201 or WGS 201).

For planning purposes, we are assuming that each new cohort of students is evenly divided between sophomores and juniors. (The program is only open to internal transfer students.) Table 10 indicates estimated program enrollment by class level and Table 11 uses these estimates to determine the number of sections of the new ISLA classes needed to accommodate these students.

TABLE 10. ESTIMATED PROGRAM ENROLLMENT BY CLASS YEAR

	Year 1	Year 2	Year 3	Year 4	Year 5
Total Program Enrollment	24	48	60	72	84
<i>New students</i>	24	24	24	36	36
Sophomores	12	12	12	18	18
Juniors	12	24	24	30	36
Seniors	0	12	24	24	30

TABLE 11. ESTIMATED DEMAND FOR NEW ISLA COURSES

	Year 1	Year 2	Year 3	Year 4	Year 5
ISLA 201	1	1	1	2	2
ISLA 355	0	1	1	1	2
ISLA 440	0	1	1	1	2
ISLA 461	0	1	1	1	2
Total ISLA sections	1	4	4	5	8

Some of the increased demand for courses in the major other than ISLA 201, 355, 440 & 461 can be met with existing capacity, as Table 12 indicates. To estimate existing capacity for individual courses such as PHIL 335, we used the number of unused seats in these classes during the 2016-17 academic year. This indicated, for example, that we would need to add additional sections of PHIL 335 but that there was already sufficient capacity between existing sections of ES 112, ISLA 123, RELS 201 and WGS 201. To estimate existing capacity in the courses listed as approved electives (in the emphasis areas), we used CLA classes in GE Areas C4, F, and D5 as a proxy since many of the approved electives fall into these GE areas. This demonstrated that existing capacity for these courses is sufficient to meet the anticipated demand during the first five years without needing to add any additional sections.

TABLE 12. ESTIMATED DEMAND FOR ADDITIONAL NON-ISLA COURSES

	Year 1	Year 2	Year 3	Year 4	Year 5
ES 112, ISLA 123, RELS 201 or WGS 201	0	0	0	0	0
HIST 213 or SOC 218	0	0	0	1	1
COMS 301, ENGL 310 or ENGL 317	0	0	0	1	1
PHIL 335	1	1	1	2	2
Emphasis Area Courses	0	0	0	0	0
Total Additional Non-ISLA Classes	1	1	1	4	4

The program will be led by a faculty director. As indicated in the budget below, the director's assigned time will increase over the course of the first three years as the program comes online and student enrollment increases. By Year 3, the director would receive 12 units of assigned time per year.

As Dean Epperson's amended memo suggests, if student demand for courses in the revised Interdisciplinary Studies program is sufficiently robust, the college anticipates adding one or two new tenure lines to support the proposed program as well as to enhance offerings within the appropriate traditional disciplines in the CLA.

Administrative support staff

The program will require staff support to schedule courses and provide other administrative support. During the first two years of the program, the college will provide this support with existing resources. In Year 3, when the program is expected to reach an enrollment of sixty students, we anticipate a need for a quarter-time Administrative Support Coordinator (ASC I) position. In Year 5, this increases to a half-time ASC I position.

Additional support staff

Much like LAES, the proposed Interdisciplinary Studies B.A. will require significant support from the college's professional advising staff. Based on the college's past experience supporting students in or contemplating joining LAES, we anticipate that this will initially require a quarter-time professional advisor position. This would increase to a one-third position in Year 3 and a half-time position in Year 5. This person would serve as an interested student's first point of contact in most cases. Students would meet with the advisor to discuss course requirements, emphasis areas, and the general process of transferring into the major before meeting with the program director. The advisor would continue to support students throughout their time in the major as they update their plan of study and navigate their path to graduation.

Space & facilities

The program's part-time Administrative Support Coordinator and professional advisor will require office space. The faculty director will not require a new office, but a few office moves may be required to put the director in proximity to the program's ASC. No additional specialized classroom spaces or other facilities are anticipated to be required.

Library & information resources

We do not anticipate requiring significant additional information resources beyond those already available.

Program Budget

Based on the resources described above, we anticipate the program's annual budget to be the following:

Year 1

\$7,200	to staff 1 ISLA section (ISLA 201)
\$7,200	to staff 1 section of additional non-ISLA courses
\$7,200	for 4 WTUs of assigned time for faculty director (at \$1800/WTU)
\$0*	for ASC support for the program
<u>\$22,500</u>	for a 0.25 professional advisor position (including benefits)
\$44,100	

Year 2

\$28,800	to staff 4 ISLA sections (ISLA 201, ISLA 355, ISLA 440 & ISLA 461)
\$7,200	to staff 1 section of additional non-ISLA courses
\$15,200	for 8 WTUs of assigned time for faculty director (at \$1900/WTU)
\$0*	for ASC support for the program
<u>\$22,500</u>	for a 0.25 professional advisor position (including benefits)
\$73,700	

Year 3

\$28,800	to staff 4 ISLA sections (ISLA 201, ISLA 355, ISLA 440 & ISLA 461)
\$7,200	to staff 1 section of additional non-ISLA courses
\$24,000	for 12 WTUs of assigned time for faculty director (at \$2000/WTU)
\$25,000	for 0.25 of an ASC I position (including benefits)
<u>\$30,000</u>	for a 0.33 professional advisor position (including benefits)
\$115,000	

Year 4

\$36,000	to staff 5 ISLA sections (ISLA 201, ISLA 355, ISLA 440 & ISLA 461)
\$28,800	to staff 4 sections of additional non-ISLA courses
\$24,000	for 12 WTUs of assigned time for faculty director (at \$2000/WTU)
\$25,000	for 0.25 of an ASC I position (including benefits)
<u>\$30,000</u>	for a 0.33 professional advisor position (including benefits)
\$143,800	

Year 5

\$57,600	to staff 8 ISLA sections (ISLA 201, ISLA 355, ISLA 440 & ISLA 461)
\$28,800	to staff 4 sections of additional non-ISLA courses
\$24,000	for 12 WTUs of assigned time for faculty director (at \$2000/WTU)
\$50,000	for 0.5 of an ASC I position (including benefits)
<u>\$45,000</u>	for a 0.5 professional advisor position (including benefits)
\$205,400	

* Indicates that the college will provide the resources for this administrative support during Years 1 & 2.

We believe this represents a relatively small investment to make given the potentially great benefits a revitalized Interdisciplinary Studies B.A. program promises for our students and for the university's graduation and retention rates.

Arts and the Human Experience

ARCH 320: Topics in Architectural History (C4)
ART 310: Art History - American Art
ART 311: Art History - Nineteenth Century Art
ART 314: History of Photography
ART 315: Art History - Art Since 1945
ART 317: Asian Art Survey
ART 318: Asian Art Topics: National, Religious, and Intellectual Movements (C4)
ART 370: Michelangelo (C4)
ART 371: Topics in Renaissance Art (C4)
ART/WGS 316: Women as Subject and Object in Art History
COMS 308: Group Performance of Literature (C4)
COMS 450: Internships: Communication Studies
DANC 321: Cultural Influence on Dance in America (C4) (USCP)
300-level ENGL C4 courses except ENGL 386, 387, & 388
ES 300: Chicano/a Non-Fiction Literature (C4) (USCP)
ES 310: Hip-Hop, Poetics and Politics (D5)
ES 320: African American Cultural Images (D5) (USCP)
ES 321: Native American Cultural Images (D5) (USCP)
ES 322: Asian American Cultural Images (D5) (USCP)
ES 323: Mexican American Cultural Images (D5) (USCP)
ES 324: Chicano/a Film (D5) (USCP)
ES 326: Native American Architecture and Place (C4) (USCP)
ES 340: Cultural Production and Ethnicity (C4)
ISLA 440: Advanced Interdisciplinary Studies Seminar
MU 324: Music and Society (C4)
MU 325: America's Music (USCP)
MU 328: Women in Music (C4) (USCP)
PHIL 350: Aesthetics (C4)
TH 305: Topics in Diversity on the American Stage (C4) (USCP)
TH 360: Theatre in the United States (C4)

Ethics, Law & Justice

ES 325: Sex and Gender in African American Communities (USCP)
ES 380: Critical Race Theory (D5) (USCP)
ES 381: The Social Construction of Whiteness (D5) (USCP)
ES/NR 406: Indigenous Peoples and International Law and Policy
ISLA 440: Advanced Interdisciplinary Studies Seminar
JOUR 302: Mass Media Law
JOUR 418: Copyright, Trademark, Patent and Commercial Speech in Digital Media
PHIL 331: Ethics (C4)
PHIL 333: Political Philosophy (C4)
PHIL 334: Philosophy of Law (C4)

PHIL/WGS 336: Feminist Ethics, Gender and Society (C4) (USCP)

POLS 334: Jurisprudence

POLS 341: American Constitutional Law

POLS 342: Constitutional Theory

POLS 343: Civil Rights in America (USCP)

POLS 344: Civil Liberties

POLS 417: Feminist Legal Theory

POLS 419: Social Movements and Political Protest

POLS 426: International Organizations and Law

POLS 445: Voting Rights and Representation (USCP)

PSY 375: Forensic Psychology

RELS 378: Religion and Contemporary Values (C4)

SOC 402: Crime and Violence

SOC 406: Juvenile Justice

SOC 412: Criminal Justice

WGS 467: Women's and Gender Studies Internship

Global Studies

COMS 316: Intercultural Communication

CRP 334: Cities in a Global World (D5)

ES/WGS 351: Gender, Race, Class, Nation in Global Engineering, Technology & International Development (D5)

Any 300- or 400-level FR course

GEOG 308: Global Geography (D5)

Any 300- or 400-level GER course

HIST 309: Cultures of West Africa and the African Diaspora (D5)

HIST 310: East Asian Culture and Civilization (D5)

HIST 314: Middle East

HIST 316: Modern East Asia (D5)

HIST 319: Modern South and Southeast Asia (D5)

HIST 335: Modern Europe, 1914-Present (D5)

HIST 340: Modern Latin America

HIST 341: Modern Central America

ISLA 315: Critical Issues in Latin American Studies (D5)

ISLA 316: London: From Roman Colony to World Capital (D5)

ISLA 440: Advanced Interdisciplinary Studies Seminar

JOUR 401: Global Communication

PHIL 320: Asian Philosophy (C4)

POLS 321: Comparative Political Culture

POLS 325: Global Political Issues (D5)

POLS 339: Authoritarian and Democratic Rule (D5)

POLS 427: Politics of the Global Economy

RELS 301: Religions of Asia (C4)

RELS 302: Monotheisms: Judaism, Christianity, and Islam (C4)

RELS 304: Judaism (C4)
RELS 306: Hinduism (C4)
RELS 307: Buddhism (C4)
RELS 311: Islam (C4)
RELS/POLS 380: Religion and Politics in the Israeli-Palestinian Conflict
Any 300- or 400-level SPAN course
TH 390: Global Theatre and Performance (C4)
WGS 320: Women in Global Perspective (D5)
WLC 310: Humanities in World Cultures (C4)
WLC 451: Latin American Studies Internship

Health & Society

ANT 345: Human Behavioral Ecology (D5)
ANT 344: Sex, Death, and Human Nature (D5)
ANT 401: Culture and Health
ANT 402: Nutritional Anthropology
BIO 302: Human Genetics (B5)
BIO 305: Biology of Cancer (B5)
BIO/CHEM 308: Genetic Engineering Technology (F)
COMS 418: Health Communication
ES/WGS 350: Gender, Race, Culture, Science and Technology (F) (USCP)
ISLA 440: Advanced Interdisciplinary Studies Seminar
PHIL 339: Biomedical Ethics (C4)
POLS 457: US Reproductive Politics
Any 300- or 400-level PSY courses except PSY 323 & 333
RELS 372: Spiritual Extremism: Asceticism, Mysticism, and Madness (C4)
SOC 326: Sociology of the Life Cycle (D5)
SOC/WGS 311: Sociology of Gender
WGS 340: Sexuality Studies (D5)
WGS 450: Feminist Theory (USCP)
WGS 467: Women's and Gender Studies Internship

Science, Technology & Society

COMS 395: Science Communication
COMS 422: Rhetorics of Science, Technology, and Medicine
COMS 450: Internships: Communication Studies
ES/WGS 350: Gender, Race, Culture, Science and Technology (F) (USCP)
ES/WGS 351: Gender, Race, Class, Nation in Global Engineering, Technology & International Development (D5)
HIST 350: The Scientific Revolution, c.1500-1800 (D5)
HIST 354: History of Network Technology (F)
HIST 407: Science and Society in Cold War America
ISLA 303: Values and Technology (C4)

ISLA 305: Public Engagement with STEM (F)
ISLA 440: Advanced Interdisciplinary Studies Seminar
PHIL 321: Philosophy of Science (C4)
PHIL 322: Philosophy of Technology (C4)
PHIL 323: Ethics, Science and Technology (C4)
PHIL 327: Robot Ethics (C4)
PHIL 328: Technologies and Ethics of Warfare (C4)
PHIL 421: Philosophy of Space, Time and Matter
POLS 451: Technology and Public Policy
RELS 376: Religion, Science and Technology (F)

Social Sustainability

BRAE 348: Energy for a Sustainable Society (F)
COMS 390: Environmental Communication
ES/NR 360: Ethnicity and the Land (C4) (USCP)
GEOG 301: Geography of Resource Utilization (D5)
GEOG 325: Climate and Humanity
GEOG 333: Human Impact on the Earth
GEOG 408: Geography of Development
ISLA 330: Cal Poly Land: Nature, Technology, and Society (F)
ISLA 350: The Global Environment (F)
ISLA 440: Advanced Interdisciplinary Studies Seminar
NR 323: Human Dimensions in Natural Resources Management (D5)
NR 324: Social Dimensions of Sustainable Food and Fiber Systems (D5)
PHIL 340: Environmental Ethics
POLS 308: Political Violence and Conflict Resolution
POLS 310: Politics of Ethnicity and Gender (USCP)
POLS 328: Politics of Developing Areas
POLS 333: World Food Systems (F)
POLS 452: Technology and International Development
POLS 459: The Politics of Poverty
PSC 320: Energy, Society and the Environment (F)
PSY 311: Environmental Psychology
PSY 352: Conflict Resolution: Violent and nonviolent (D5)
SOC 301: Social Work and Social Welfare Instructions
SOC 305: Social Movements
SOC 309: The World System and Its Problems
SOC 315: Global Race and Ethnic Relations (D5)
SOC 316: American Ethnic Minorities (USCP)
SOC 323: Social Stratification
SOC 327: Social Change (D5) (USCP)
WGS 467: Women's and Gender Studies Internship

Technology & Human Expression

COMS 317: Technology and Human Communication

COMS 419: Media Effects

COMS 450: Internships: Communication Studies

COMS 485: Cooperative Education Experience

CSC 302: Computers and Society (F)

CSC 311: Computational Art (F)

ENGL 319: Information Design and Production

ENGL 411: New Media Arts I

ENGL 412: New Media Arts II

ENGL 421: Advanced Topics in Technical and Professional Communication

GEOG 318: Applications in GIS

GRC 377: Web and Print Publishing (F)

HIST 354: History of Network Technology (F)

ISLA 340: Media Arts and Technologies: Storytelling

ISLA 341: Media Arts and Technologies: Cinematic Process

ISLA 440: Advanced Interdisciplinary Studies Seminar

JOUR 418: Copyright, Trademark, Patent and Commercial Speech in Digital Media

MU 311: Sound Design: Technologies

MU 312: Sound Design: Recording

WLC 370: Language, Technology and Society (C4)

Date: February 3, 2017

To: Academic Senate Curriculum Committee

From: Douglas L. Epperson, Dean
College of Liberal Arts



Re: Interdisciplinary Studies degree proposal

I write in support of the proposed new B. A. degree in Interdisciplinary Studies in the College of Liberal Arts. This degree program will provide important opportunities for students seeking interdisciplinary learning opportunities and for students seeking transfer into a new major in which they can count a substantial proportion of courses already completed. For these reasons, this new major is also likely to positively influence graduation rates at Cal Poly.

The degree program was designed by faculty with appropriate backgrounds and interdisciplinary experience. The program can be initially implemented largely with current faculty in the College of Liberal Arts and the addition of one or two new faculty members. The college is committed to financially supporting these hires and other aspects of the program, with assistance from the Provost's Office, as appropriate. New faculty will contribute to one or more of our traditional disciplines as well as to this new interdisciplinary degree program.

I, as well as the College of Liberal Arts leadership team, strongly support the proposed, new major in interdisciplinary studies.



California Polytechnic State University
San Luis Obispo, CA 93407

Advising Center
College of Science and Mathematics
(805) 756-2615

February 26, 2018

Dear Academic Senate:

On behalf of Cal Poly's professional advising community, we write this letter of support in favor of the proposed Bachelor of Arts in Interdisciplinary Studies degree program. We strongly support this degree program as a means to assist students who might otherwise leave Cal Poly. It offers an alternative degree option that may better align with students' values, interests, and skills. The proposed Interdisciplinary Studies degree curriculum is flexible enough to accommodate those who have previously taken coursework in other disciplines. It also affords students looking for more flexibility with the opportunity to design a unique course of study around emerging issues touching on diversity, social responsibility, inclusivity and potential bias. The revitalized B.A. in Interdisciplinary Studies proposes to offer a pathway to a degree at Cal Poly that will contribute to the university's efforts to improve retention and graduation rates.

Most professional advisors at Cal Poly can attest to the countless conversations we have with students who wish to change their major and the process for researching and finding an appropriate alternative to their current major. Although many students succeed in changing majors, numerous others find themselves struggling to transfer into a new major. As our retention rates show, many of these students, who would have preferred to remain at Cal Poly, leave disheartened after failed attempts to change into a more desirable major. Many of our departments are impacted. They simply cannot enroll more students into their majors and accomplish the goal of a four-year graduation rate. The Interdisciplinary Studies degree program, which will only be open to internal transfers', is a viable option for those students whose desire is to complete their educational career goals at Cal Poly.

As the Advising Director of the College of Science and Mathematics Advising Center, I strongly support the Bachelor of Arts in Interdisciplinary Studies degree program and believe the implementation of this program will provide a pathway for students who are seeking to customize their educational experience in a meaningful way. The seven emphasis areas touch on profound aspects of life and provide the opportunity for students to find a niche that will suit their interests and career goals. As stated in the program learning objectives, this degree program will "develop in students the ability to apply approaches to understand, contextualize, and propose solutions to complex issues or programs, especially those relating to the students' emphasis areas." In today's world, we need people who will critically examine complex issues that influence society, intelligently articulate those issues, and advocate through various mediums for positive, lasting change.

Below are additional statements of support from my esteemed colleagues:

"...From my position in the Mustang Success Center we meet with students across all majors. While many students declare a major early on and stick with their major, other students choose Cal Poly for different reasons. Many students come not knowing for sure if the major they selected will be the right one for them and other students come and discover that they have many interests, so a particular major does not afford them the flexibility to explore all of their interests. I believe the Interdisciplinary Studies major could serve all of these student populations in a way that Cal Poly does not currently afford students."

Shannon Stephens, Director for Mustang Success Center

"This type of broad program will serve a niche of students who struggle to find the right major and are interested in a broad education rather than a more focused one, something Cal Poly doesn't currently offer. In fact, CAFES supports this idea so much that we are considering proposing our own analogous major to serve students interested in agriculture, food, and the environment, areas not currently covered in the CLA proposal."
Nanine Van Draanen, Associate Dean, College of Agriculture, Food, and Environmental Sciences.

"This curriculum provides a flexible option for students who find themselves stuck in the major they chose at admissions and end up with little to no options for completing a degree at Cal Poly. The Orfalea College of Business is a highly impacted college, and we unfortunately have to turn away students who end up leaving the university because they cannot change majors. The Interdisciplinary Studies program is flexible enough to provide pathways to graduation for students who have attempted majors but have not necessarily found the right fit. We need a major like this to help address the change of major issue on our campus in order to meet the Cal Poly's Graduation Initiative goals, and to more holistically support our students."

Amy Carter, Assistant Dean for Student Success, Orfalea College of Business

"I believe the Interdisciplinary Studies major would be a great option for the students who are not happy with their major and wish to stay and graduate from Cal Poly. I like the idea that this major allows the student to learn by taking common core courses as well as building their own individualized pathway by choosing courses that are interesting to them, which make the learning more meaningful.... I am a supporter of the Interdisciplinary Studies major and feel it would be a great major for some students."

Mitra Nafisi, Director, CAED Advising Center

"In the College of Engineering, we see many students that start in their degree program right away and continue on this path until graduation. However, we do see a number of students that also have a unique career path that the College of Engineering may not be able to provide or that find their current degree program no longer is the right fit for them. For both of these scenarios, I am excited to be able to refer students to the Interdisciplinary Studies major. "

Kim Marsalek, Director, Engineering Student Services

In closing, we ask that you thoughtfully consider the positive impact that the proposed Interdisciplinary Studies degree program is likely to have on our institution. The flexibility and unique design of this curriculum will provide a means for many students, who may otherwise leave our university, to successfully graduate in a timely manner from Cal Poly.

Respectfully,



Kristi Weddige, Director
College of Science and Mathematics Advising Center

September 14, 2017

Academic Senate Curriculum Committee
Cal Poly - San Luis Obispo

Dear Academic Senate Curriculum Committee,

Thank you for your consideration of the proposal to move the suspended B.A. in Interdisciplinary Studies from Extended Education to the College of Liberal Arts and to update the program's curriculum. As department chairs and members of the College Council, we have been actively involved with the development of this proposal and the program's curriculum over the last few years. We enthusiastically support this proposal due to the many ways we anticipate it will enhance student success.

We believe that a revitalized Interdisciplinary Studies B.A. program housed within the CLA will offer students exciting interdisciplinary learning opportunities. With appropriate guidance from faculty and college advising staff, students will be able to craft a unique course of study tailored to their particular academic and professional goals. We believe this flexibility is well-balanced with the common learning experiences and interdisciplinary research, analysis, and communication skills provided in the major's core classes. Special attention to inclusion has been considered in the core, with the aim of producing students who are able to take diverse perspectives into account. Given the CLA's long-standing commitment to and promotion of interdisciplinary teaching and scholarship, we believe the college will provide an ideal home for an Interdisciplinary Studies B.A. program.

We also support the proposal for the ways an Interdisciplinary Studies B.A. will offer students an alternative option to achieve their academic, personal, and professional goals. The major was designed to serve the needs of both students whose original major was not a good fit and for those whose goals cannot be best met through existing programs available at Cal Poly. Students in both groups often leave Cal Poly to finish their degrees elsewhere. We believe many of these students will opt to instead stay and finish their degrees at Cal Poly if given the chance to complete an Interdisciplinary Studies B.A. We therefore anticipate that the proposed program will make important contributions to the university's efforts to improve its retention and graduation rates.

Sincerely,



Giancarlo Fiorenza
Chair, Art & Design



David Gillette
Program Director, Liberal Arts and
Engineering Studies



Bernard Duffy
Chair, Communication Studies



W. Terrence Spiller
Chair, Music



Kathryn Rummell
Chair, English



Ken Brown
Chair, Philosophy



Denise Isom
Chair, Ethnic Studies



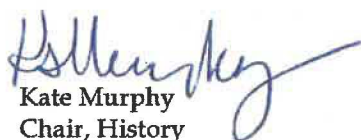
Elizabeth Lowham
Chair, Political Science



Ken Macro
Chair, Graphic Communication



Jasna Jovanovic
Chair, Psychology and Child Development



Kate Murphy
Chair, History



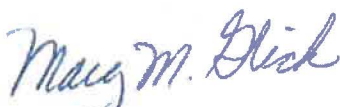
Terry Jones
Chair, Social Sciences



Richard Besel
Program Director, STS/ISLA



Josh Machamer
Chair, Theatre and Dance



Mary Glick
Chair, Journalism



Jane Lehr
Chair, Women's & Gender Studies



John Thompson
Chair, World Languages and Cultures

July 10, 2017

Dear Academic Senate Curriculum Committee,

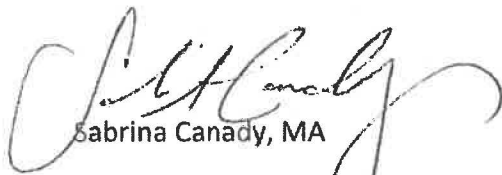
Thank you for your consideration of this proposed BA in Interdisciplinary Studies in the College of Liberal Arts. The College's Academic Advisors are incredibly enthusiastic about the benefits this program can provide to our student population and the campus at large.

Based on numerous discussions with students regarding academic interests and goals, as well as institutional barriers regarding change of major and timeline to degree, we are certain this new program will provide opportunities for students to meet their unique goals, while staying on track for graduation. These students seek variety, with impact, in their studies. It has been shown that the more engaged a student is in their academic program, the higher the success rates and graduation rates. In addition, graduating students with a stronger ability to problem solve from multiple perspectives will serve our students well, along with their communities and their employers. We believe this program will provide an opportunity for so many talented students at Cal Poly.

Each of the Advisors can think of a handful of students who are considering taking time off or leaving Cal Poly and/or higher education altogether. These are students who have struggled in their admitted major or discovered too late that they are on the wrong academic path. By this time, various majors are often no longer available to these students because of their GPA or number of completed units. The BA in Interdisciplinary Studies would be a wonderful option for them. Students may still have an opportunity to study a component of the discipline they are unable to change into, while also helping them utilize completed units and provide enough flexibility to graduate with their cohort. We would venture to claim that this program will actually improve our retention and 4-year graduation rates.

Please contact us with any questions. After a detailed review of the current BA in Interdisciplinary Studies proposal, we are already anticipating advising particulars that will be important for students in the major.

Sincerely,
CLA Academic Advisors

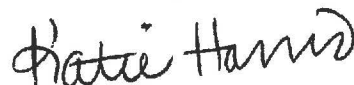


Sabrina Canady, MA



Krista Burke, MA

Katie Harris, MA





State of California

College of Liberal Arts
California Polytechnic State University
San Luis Obispo, California 93407

MEMORANDUM

Date: 11/7/17

To: Mary Pedersen, Senior Vice Provost for Academic Programs & Planning
Susan Olivas, Associate Registrar
Gregory Bohr, Interim Chair, Academic Senate Curriculum Committee
Brian Self, Chair, Academic Senate Curriculum Committee

From: Gregory Bohr, Chair, CLA Curriculum Committee
Debra Valencia-Laver, Associate Dean, College of Liberal Arts
Jennifer Pedrotti, Associate Dean, College of Liberal Arts

CC: Kate Murphy, Proposer, Interdisciplinary Studies BA &
Chair, History Department

Re: Interdisciplinary Studies BA - Conversion to State Support in the College of Liberal Arts

This memo acknowledges our support for the proposed conversion from self support to state support of the Interdisciplinary Studies BA. Further, the College of Liberal Arts is in agreement that this program will be administered in the college. The changes also include modifications in the curriculum and the addition of four new courses.

We further confirm that, in consultation with the Provost's Office, that the resources will be made available to support this change. We recommend approval by the Academic Senate.

Please feel free to contact us if you have any questions.



International, Graduate & Extended Education

MEMO

TO: Douglas Epperson, Dean, College of Liberal Arts

FROM: Brian Tietje, Vice Provost for International, Graduate & Extended Education

SUBJECT: Bachelor of Arts in Interdisciplinary Studies

DATE: February 26, 2016

CC: John Lyons, Mary Pedersen, Cem Sunata

I am excited to learn of your potential interest in offering a Bachelor of Arts in Interdisciplinary Studies as a State-supported degree program in the College of Liberal Arts. This program was originally developed and managed within Extended Education, but has been dormant for several years due to the fact that the program was not financially self-sustainable.

I strongly support your efforts to resuscitate the program through State support and in your College. Please let me know if John Lyons or I can provide any further information to assist your efforts.

Sincerely,

A handwritten signature in black ink, appearing to be "BT", with a large, stylized flourish extending from the bottom right.

Brian Tietje

Vice Provost of International, Graduate and Extended Education

Major: Interdisciplinary Studies

Class of 2016 Survey Results

The Career Center's annual Career Destinations Survey of graduating seniors illustrates the variety of employment and graduate school choices made by students in a given major. Fields with four or less responses are not shown to protect the confidentiality of respondents.

Employers & Job Titles data includes full-time and part-time employment, and internships.

Please note: Students with multiple majors are represented in each major. For example, a double major in English and Computer Science will have responses included in both reports.

Department Website: <http://isf.ugis.berkeley.edu/>

Results Summary

Graduated	Responded	Percent		
171	41	24%		

Post-Graduate Activities

Employed	Attending Grad School	Seeking Employment	Other	
60%	13%	20%	8%	

Employment Sectors & Average Salary

For Profit	Nonprofit	Education	Government	Average Salary
56%	24%	8%	12%	\$53,816

Employers	Job Titles
Accenture	Account Associate
AmeriCorps	Fellow
Anova Culinary	Customer Service And Sales
BALANCE	Data Analyst
Classroom Matters/Swiss Cheese Childcare	Tutor/Substitute Teacher
United Nations	Business Development Associate

DigitasLBi	Media Planner
Freshslice Pizza	Marketing Manager
Gather App	Software Engineer
GROWmyfuture.org	Founder/CEO
LiveRamp	Technical Entrance Rotational Mentorship
MHT MidSpan	Investment Banking Analyst
Nokia	Product Marketing Associate
Oracle	Business Development Associate
Oracle	Sales and Business Development Rep
Oracle	Sales and Business Development Rep
Other	Contractor
Other	Finance Associate
Public Agenda	Project Coordinator
Riviera Partners	Analyst
UC Office of the President	Communications Project Coordinator
Van Der Hout Brigagliano Nightingale LLP	Paralegal
Veteran's Administration	Service Representative

Graduate Schools Attending

ANATOMY	Other	PhD
EDUCATION	San Jose State	Masters
LAW	Other	JD
LAW	University of Montana-Missoula	JD
PHYSICAL SCIENCES	University of Pennsylvania	Other

What Can I Do With a Major In...?

Major: Interdisciplinary Studies

Class of 2017 Survey Results

The Career Center's annual Career Destinations Survey of graduating seniors illustrates the variety of employment and graduate school choices made by students in a given major. Fields with four or less responses are not shown to protect the confidentiality of respondents.

Employers & Job Titles data includes full-time and part-time employment, and internships.

Please note: Students with multiple majors are represented in each major. For example, a double major in English and Computer Science will have responses included in both reports.

Department Website: <http://isf.ugis.berkeley.edu/>

Results Summary

Graduated	Responded	Percent		
141	35	25%		

Post-Graduate Activities

Employed	Attending Grad School	Seeking Employment	Other	
59%	15%	12%	15%	

Employment Sectors & Average Salary

For Profit	Nonprofit	Education	Government	Average Salary
89%	6%	0%	6%	\$55,265

Employers	Job Titles
Aetna Health Insurance	Sales Associate
Allbirds	Marketing Coordinator
AMN Healthcare	Technical Trainer
Another Planet Entertainment	Bartender
Avant Printing	CEO
Insight Editions	Business Development Assistant
Learfield LLC	Coordinator of Partnership Services
Milestone Technologies	Inside Technical Sales Representative

What Can I Do With a Major In...?

Pacific Gas and Electric Company	Engineer
Parsons Financial Advisors and Tax services	Junior Client Service Advisor
Peace Corps	Peace Corps Volunteer
Stanford University	Data Analyst
Sutter Health	Other
Therapy Stores	Operations Manager
Tribe Dynamics	Associate, Research & Reporting
Vanguard	Client Relationship Associate
Veritas Investments	Investment Analyst
VMware	Interaction Designer
ZS Associates	Analyst

Graduate Schools Attending

American Politics	Other	Masters
Education	Other	Masters
Interdisciplinary Studies	Other	Masters
Marketing Management	Imperial College London	Masters
Sociology	University of Chicago	PhD

M e m o r a n d u m

To: Allan Rossman, Statistics, Chair
From: Kate Murphy, History, Chair

Date: 3/1/18

File:

Copies:

Subject: PROGRAM REQUIREMENT CHANGE WHICH INVOLVES A COURSE IN YOUR DEPARTMENT

We are proposing the following program change which involves a course in your department:

Current Requirement	Proposed Requirement
The existing but suspended BA in Interdisciplinary Studies does not require a STAT course	The revised program (moved to the CLA) would require: STAT 130, 217, 218, or 312

Program (Major/Concentration/Minor): proposed Interdisciplinary Studies B.A.

Approximate number of students enrolled in program: new program. Estimated enrollment of new students in the program = 24/year for first 3 years, then 36/year

Reason for change: We believe students today need at least some exposure to statistical thinking to provide crucial quantitative analysis skills. Further, some will opt to use social science research methods for their senior project, which often require a STAT course.

Please check the appropriate box and return a signed copy of this memo to me.

- ☒ I have no concerns regarding the proposed curriculum change. (Comments below are optional)
- ☐ I have concerns regarding the proposed curriculum change and have included comments below.

Statement of support or concern:

 Signature of Department Head or Chair

 Date

Allan Rossman
 Print Name