



Executive Memorandum 22-025

November 28, 2022

From: Gayle E. Hutchinson, President

A handwritten signature in black ink that reads "Gayle E. Hutchinson".

Subject: Approval of the BA in Humanities Online Degree Completion Program

Upon the recommendation of the Academic Senate, with the concurrence of the Provost, and with the approval of the Chancellor's Office, I approve the state-support, online degree completion program of the existing BA in Humanities within the Department of Comparative Religion and Humanities, College of Humanities and Fine Arts. The program will use CSU code 15991 with a related CIP code of 24.0103, and will be effective fall 2023.

Policy Title:	EM 22-025 BA in Humanities Online Degree Completion Program
Contact:	Department of Comparative Religion and Humanities; College of Humanities and Fine Arts
Supersedes:	
Revision:	
Enabling Legislation or Executive Order:	



Academic Senate Office
(530) 898-6201
academicsenate@csuchico.edu

October 18, 2022

To Whom it May Concern:

On October 6th, 2022, the Academic Senate of the California State University, Chico met in plenary session. At that meeting, the Senate approved the following curricular proposal.

1. New Online Degree Completion Program: BA in Humanities

This item passed on its second reading (as an Action item).

Upon Chancellor's Office approval, it is expected that the President of CSU, Chico will sign the item as Executive Memoranda.

Sincerely,

Marianne Paiva Chair, Academic Senate
California State University, Chico

New Online Degree Completion Program

Program Name: BA in Humanities Online Degree Completion Program

Program named above will be (complete only if applicable):

Option within

(degree program name)

Will this be a subject matter preparation or credential program? Yes No

- If yes, then program will be submitted to AURTEC for review.

Department Contact(s): Daniel Veidlinger

Required Signatures

**The Department of Comparative Religion and Humanities
has reviewed and approved this program**

Jed Wyrick

Jed Wyrick (Apr 7, 2022 12:53 PDT)

Chair, Department Curriculum Committee

Apr 7, 2022

Date

Daniel Veidlinger
Department Chair

4/1/2022
Date

**The College of Humanities and Fine Arts
has reviewed and approved this program**

Joseph M. Alexander

Joseph M. Alexander (Apr 26, 2022 16:51 PDT)

Chair, College Curriculum Committee

Apr 26, 2022

Date

Joseph M. Alexander
College Dean

Apr 27, 2022

Date

Send signature page with proposal attached to Curriculum Services: SSC 464B, zip 128, or ypaacurriculum@csuchico.edu

Note: The department will be notified of the dates for EPPC, Academic Senate, and Chancellor's Office (if applicable) review.

Proposal for a New Online Degree Completion Program
See [Interim EM 20-020](#)

- Please answer all questions with as much detail as possible
 - Do not delete questions, use “N/A” if necessary

I. Proposed title of new program

BA in Humanities Online

II. Academic year of intended implementation.

2024-25

III. Program will be: State-support Self-support

A. If this will be a self-support version of an existing state-support program, please complete [these additional questions for the Chancellor’s Office.](#)

IV. Name of the department and college submitting the proposal.

Comparative Religion and Humanities Department in the College of Humanities and Fine Arts at California State University, Chico

V. Statements on questions of need and demand.

A. Relation of the program to the [University Strategic Plan](#) (if applicable).

It is difficult to imagine that anyone could render a comprehensive, competent and constructive assessment of today’s world without appreciating the place of the Humanities, namely art, literature, language, music, theatre, philosophy, and religion in human history. These core features of what we often refer to as “culture” are the very ways in which communities identify themselves, and constitute the basis of what it means to be human. While Medicine has enabled us to live longer and healthier lives, Engineering has enabled us to build faster cars and better telephones, Agriculture has enabled us to grow far more food than ever before, and the financial wizardry of Economics has ushered in affluent societies, we sometimes lose sight of the reasons why we are doing these things. Why do we want to live longer, eat good diets, make more money and drive better cars? So that we can have more time to spend enjoying art, reading, sharing ideas with friends and family, trying new foods from different cultures enjoying cinema, music and other things that are the product of the creative human mind, in other words, that constitute the Humanities. There are also countless ethical problems that arise as we advance scientifically. Studying the Humanities equips the leaders of tomorrow with the intellectual tools to answer the questions, if not about how to technically build the new wonders, then about how best to use them to create a healthy and flourishing society. The study of History also is surely the best guide in understanding how to position ourselves for the future. It is our sincere belief, therefore, that the Humanities are a critical piece of the educational puzzle that should work together with the other disciplines hand in hand and that they are as relevant as any of the other disciplines even in today’s results-based environment.

A major study of the Humanities commissioned by the University of California in 2017 ([https://www.ucop.edu/institutional-research-academic-planning/ files/value-uc-humanities-degree.pdf](https://www.ucop.edu/institutional-research-academic-planning/files/value-uc-humanities-degree.pdf)) found that “bachelor’s degree holders in humanities on average

make significantly above the national median” (ucop p.4) and that the Humanities “offer more than just a monetary return—although that return is positive, contrary to popular rhetoric. Humanities scholarship emphasizes skills that are less easily mechanized and offer students diverse career choices. Humanities scholarship promotes civic engagement and collaborative problem solving—skills we should agree are direly needed in our political future” (ucop p.5). A 2015 survey of employers by the National Association of Colleges and Employers generated a list of desirable skills in potential employees. Of the skills rated from somewhat to very important, the vast majority are amply covered in our Humanities program, such as “ability to communicate”, “ability to make decisions and solve problems”, “ability to obtain and process information”, and “ability to create written reports.” (ucop p.20).

The strategic plan of our University places great importance on Equity, Diversity and Inclusion. There is perhaps no program on campus that provides students with a broader base of knowledge about the multifarious cultures of the world than the Humanities Program. The Program aims to provide a broad “appreciation” and “critical assessment” of cultures (western and non-western) from a deeply interdisciplinary perspective. Here students are required first of all to learn a foreign language. This alone is one of the most important steps towards appreciating diversity and working towards inclusion. As the university draws more and more students from different backgrounds, and students go on to work in diverse environments after graduation, the importance of knowing some other language besides English becomes ever stronger. Language is one of the key components of culture; it affects not only the way we communicate with others, but even the way we communicate with ourselves, as thought, itself is largely conducted through language. There is mounting evidence that language influences the very way we think and therefore literally nothing could be more crucial for a robust diverse society than the ability to speak multiple languages (<https://www.gofluent.com/blog/how-language-affects-the-way-we-think/>). The program also involves at its core the broad introduction of students to the civilizations and cultures of the world. Without knowing at least something about the history, literature, and religious beliefs and practices of the different people of the world, it is hard to see how “diversity” can be understood at all. Through building an appreciation of the diverse contributions of different peoples to the human condition, we also improve inclusion, because nothing is better at breaking down barriers between groups than education and understanding of each other. The amount of harmful stereotypes that are broken down during the course of a Humanities Degree is enormous. The current faculty themselves speak over a dozen languages between them and have travelled to over 40 countries. Students in recent years have also studied abroad in places such as France (Paris, Aix-en-Provence), Germany (Luneburg), Thailand (Chiang Mai), Italy (Viterbo, Florence), Spain (Madrid), Brazil (Belo Horizonte), and Japan (Nagasaki). Therefore, this program will serve the university’s goal of “Cultivate an environment that embraces diversity of thought, freedom of expression, and respect for others.”

Another strategic goal of the University is Civic and Global Engagement. Our Humanities Program contributes mightily to the students’ knowledge of the world around them and

their ability to engage with it both locally and globally in meaningful ways. As in the case of diversity, in order to engage in anything other than a haphazard and surface manner, one has to have some understanding of the cultural and historical context of the communities with which one wishes to engage. There are countless stories of well-meaning people who have wished to “Create an environment committed to the active pursuit of global engagement, service, social justice, and connectedness” as the wording for one of the goals reads. However, what might be socially just to a Californian might not be viewed as just to the other community, and what serves them well might not serve the others well. Deep engagement with the values of different communities across the Americas and the globe is one of the core features of the Humanities Program and will arm any graduate with the tools they need to successfully actualize this strategic goal.

An online program ultimately also helps the university efforts in regards to 1) access and equity and 2) sustainability. Chico State’s 12 county service area includes Butte, Colusa, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Sutter, Tehama, Trinity, and Yuba counties. Our service area has one of the lowest college attendance rates in the CSU which is not surprising because the service area is very spread out compared to other CSUs, with many of the regions being over 3 hours away from Chico itself. Many people cannot relocate for family or job-related reasons, and we have heard many stories about students commuting 90 minutes from Redding or Grass Valley to attend classes. This online program would both provide access for these people to our educational services and greatly reduce their carbon footprint as well.

We can add that the program contributes to the ongoing commitments of the University such as Academic Distinction and Prominent Scholarship. Faculty have been at the forefront of University excellence for many years. Heather Altfeld won Outstanding Lecturer Bringing the Profession to the Classroom in 2021, Quinn Winchell won the same award the following year, Daniel Veidlinger won Professional Achievement Honors 2020, Greg Cootsona has won literally millions of dollars in research funding from the Templeton Foundation in his work to examine the relationship between science and religion in America today, Jed Wyrick has been chair of the university Senate, and in general faculty have published in top tier journals and are considered leaders in their respective fields. In fact, this may be the single most accomplished faculty in the university. They have also mentored students who have produced an incredibly impressive range of serious scholarship such as:

Yuliana Calvillo Solis, “Depictions of Muslims in early French sources” (2019)

Clara Bergamini, “Fairies in Irish Mythology” (2017)

Samantha Nickel, “Beyoncé, Popular Music and Black Feminism” (2017)

Bianca de Franchis Unruh, “Black Death and Renaissance Italian Art” (2015)

Michelle Marks, “Collective Memory of Pocahontas and La Malinche” (2013)

There can be no doubt about the academic distinction of the faculty and past students in our associated On-Campus Humanities Program.

B. Relation of the program to the proposing college's Strategic Plan (if applicable).

This program covers all of the points in the HFA strategic plan. As an interdisciplinary program, we do a better job than any other program in the college of covering all the bases mentioned therein. The program will showcase the best that Humanities has to offer in all the associated disciplines. HFA strategic goal 1 "Support engagement with the arts and humanities as central to the success of all students" will of course be our number one priority with this new online degree, as it has been for our long standing on-campus program. Students will be exposed to all aspects of the Humanities, including philosophy, art, history, music, theater, English, foreign languages, and religion as well as the allied field of Anthropology. Students will not just internalize the major developments and ideas associated with this field, but will also produce creative work that shows they have understood and processed the concepts. Strategic goal 2 "Affirm academic and teaching excellence and student learning as the central commitment of the College" will be met through our rigorous expectations of students, who in the in-class version of the program have produced some of the best academic work in the College, such as the already mentioned 75-page thesis of Yuliana Solis on Depictions of Muslims in medieval French and Spanish sources. Our teaching excellence as exemplified by both Quinn Winchell and Heather Altfeld who *both* won Outstanding Lecturer Bringing the Profession to the Classroom will continue in the online setting. Our department is uniquely positioned to excel in the online environment because we have already been running an online Religious Studies program for 5 years for which the prospective Humanities instructors have already taught successful courses. Because of the relatively small enrollment in this program, we have also been able to give one on one attention to the students in a way that has truly made the program a student centered one. Strategic Goal 3 "Support professional achievement of faculty and staff" is exemplified by the fact that our department has an excellent publishing and professional achievement record. Our faculty have published an enormous body of work in top tier journals and top academic presses such as Harvard University Press, Brill, Routledge, De Gruyter, University of Hawaii Press (for Asian studies considered one of the best), University of California Press and Columbia University Press. Finally, this program will meet HFA goal 4 "Prepare students for successful futures" by giving them a broad-based background in a wide variety of Humanities disciplines and methodologies that are relevant to the world today. They will gain some measure of competency in a foreign language that will give them a leg up in the competitive job market, and they will be able to speak to all of

the issues they might be exposed to in the complicated globalized world of today.

C. Need for the proposed program.

1. What are the program's objectives and/or learning outcomes?

The Program Goals will be the same as those of our on-campus Humanities Major, namely:

- G1. Possess an appreciation of the nature, scope, and historical contingency of the development of Western and select non-western cultures, including intellectual traditions, the arts and architecture, and language and literature.
- G2. Understand how the methodologies common to the academic disciplines that comprise the Humanities (including philosophy, religious studies, history, languages and literatures, art, music, and theatre) are effectively employed in the study of texts or other cultural artifacts.
- G3. Acquire skills of critical reading, listening, and reasoning that foster conversation and the study of the humanities
- G4. Develop the ability to communicate effectively in speech and writing in a variety of formats.
- G5. Develop foreign language reading and comprehension skills at the second semester intermediate level in a modern language or at the second semester beginning level in a classical language.
- G6. Gain familiarity with the study of humanistic cultural artifacts originating from a foreign culture.

STUDENT LEARNING OBJECTIVES

- SLO1. Students can demonstrate factual knowledge of the emergence and development of a set of ideas, an artistic form or medium, or a religious, philosophical, or artistic tradition.
- SLO2. Students will be able to apply a methodological approach shared by academic discipline in the humanities.
- SLO3
 - a) Students will demonstrate the ability to perform close analysis of the ideas and structure of a given cultural artifact.
 - b) Students will be able to assess the effectiveness and value of a given cultural artifact using standards appropriate to the medium and cultural origin of the work.
- SLO4
 - a) Students can make clear, well organized, and substantive written presentations.
 - b) Students can make clear, well organized, and substantive oral presentations.
- SLO5. Students will be able to read and comprehend beginning or intermediate level prose in the target language.
- SLO6. Students will compose written reflections on a foreign nation or culture, during the course of study abroad or Chico State coursework, that demonstrate a

broad understanding of some of the following: art, architecture, language, literature, politics and current events, history, ethnography, geography, religion, philosophy, music, or theater.

2. Identify other CSU campuses with the proposed program. There are no other fully online Humanities Programs at any CSU. The closest thing is the Humanities and Social Sciences Online Degree completion program at CSU Fullerton (<http://hss.fullerton.edu/>). A few other CSU campuses do have a Humanities BA program, (Sacramento, San Jose, Stanislaus, Dominguez Hills, San Diego, San Francisco) but none have an online version.

3. Identify and explain the differences, if any, between these programs and the proposed program.

Our program will focus fully on the Humanities whereas the Fullerton one is a mix which does not focus enough in our opinion on Humanities. Blending Social Sciences with Humanities is in our opinion simply too broad and does not afford the students the opportunity to dive deeply into any one field and thereby establish some expertise. The other offline Humanities programs have a number of features in common, all being highly interdisciplinary and aiming to provide students with an introduction to a diverse selection of the world's cultural traditions, as well as to arm them with knowledge of the research methodologies used in the Humanities. Most of them do not require a foreign language which we view as a particular strength of our program and as already mentioned, none of these are online. This will be the only fully online Humanities program in the CSU thereby giving access to this wealth of knowledge to all the residents of California and beyond who wish to get a well-rounded Humanistic education in the best tradition of university level education.

D. Identify other closely related curricula currently offered by the campus.

This program will be built upon the existing Humanities program and will add an online degree completion option. On campus students will still have access to the existing Humanities major program and will have the option to take the HUMN 220, 222 and 224W courses or the same 300 level courses as the online students will take. The on campus majors will also have access to significantly more choices for courses that are offered within the existing program, as not all of the elective courses housed in other departments will likely be available online. But we do view this as part of the Humanities program and intend to create a cohesive experience that will involve both the online and on campus students in one overall program.

There are some similarities with the existing Liberal Studies program, with a key difference being that Liberal Studies is oriented towards students who wish to go on to get their teaching credentials. While many of the Liberal Studies courses deal with broad themes in the Humanities, most are designed for and taken by students who wish to go into teaching, and therefore the curriculum reflects that with titles such as:

ARTE 493 Development of Children's Art
ENGL 333W Advanced Composition for Teachers
ENGL 341 Reading Literature for Future Teachers
MUSC 326 Music for Children

Our program would thus fill the lacuna for people who do not aim to go into teaching.

1. Explain the impact (if any) the proposed program will have on these existing programs (e.g., enrollment, opportunities for collaboration, use of existing courses).

There is currently space for more students in relevant core courses in the existing Humanities major (HUMN 400, 402, and RELS 403). Most of these courses are already being taught in a hybrid online/face-to-face modality. The proposed program will enable distance students to take advantage of the open seats and enable the Humanities program to be run in a more cost-effective manner. This expanding enrollment will more than offset the costs of offering a new course in the digital humanities. The declared online Humanities majors will be encouraged to take HUMN 320, 322, and 324 (instead of existing GE courses HUMN 220, 222, and 224W that will still be open to all majors if they wish). This will in the short-term result in manageable overloads for Humanities faculty (perhaps to be "banked" for eventual course release) and in the long-term result in new teaching assignments for faculty that will be fully funded by enrollment.

2. Explain how current programs do not meet the proposed program's objectives.

The learning objectives are met by the existing Humanities program. The main aim here is to allow for higher enrollment numbers by affording the opportunity for people from beyond the Chico campus to enroll. We have discovered from our Religious Studies online program that there are many people, often older students with jobs and or families, who yearn for a Humanistic education but are not able to get the time to attend classes full or even part time in Chico. This program will welcome

such students and we expect the enrollments to increase greatly due to this. We have also learned as a campus through the pandemic that many students thrive and even prefer more online classes. We will also be adding a new course about Digital Humanities that will address a deep need for students in today's day and age to learn the basics of Humanities computing including the storage, presentation and analysis of data using the latest available digital technologies. The current chair Daniel Veidlinger is uniquely suited to help start up this program as he is a pioneer in the use of Digital technologies to study Asian Religions and besides having edited several volumes on this topic, he is an advanced programmer in R, the computer language that is generally used for textual analysis. This course alone will be unique in any of the California based Humanities programs and should be a significant draw for our program, giving students skills they need to succeed in the field and beyond.

E. Student demand for the program.

1. Give evidence of serious student interest in the proposed program.

There are about 4 million people in California that have a partially completed college degree, creating a huge potential market for this degree completion program (<https://edsources.org/2018/adults-who-started-college-but-never-finished-need-help-returning-for-diplomas/603440>). Based on average Humanities major enrollments over the last decade of about 20 students per year, we anticipate an increase of 10 additional majors in 2024-25 in the online option (for a total of 30 majors), 15 additional majors in 2025-26 and 25 additional majors in 2026-27 (for a total of 70 majors). These projections are based on an analysis of the growth rate of the CSU, Chico Sociology Department's online major (from 27 to 52 to 66 distance students in its first three years); and extrapolation from relevant data of the number of students in the region who have not completed their B.A. (see http://www.collegeportraits.org/CA/Chico/undergrad_success). The data from the Sociology program demonstrate a high demand for online degree completion programs in our region and in the state as a whole. Increasing the likelihood of our recruiting exclusively online students to this program is the fact that this will be the only online major in Humanities offered in the CSU system or at any institution of higher learning in the state of California, as well as being the one of two online degree completion majors in any discipline in the Humanities and Fine Arts at CSU, Chico (together with the online Religious Studies degree completion program), and one of the few in any of the Humanities disciplines in the CSU system as a whole. During the past two years of a pandemic footing, when the rest of the university has seen a decline in enrollment, our current online Religious Studies program has seen a rise in student numbers, reflecting once again a strong desire for this kind of program amongst the consumers.

Within this online B.A. program, two patterns are especially exciting from the perspective of expanding access to non-traditional and underserved populations. First, more than 60% of new admissions to Chico's online degree completion program in Sociology were among students 30 years of age and older. Second, 25% were among African-American, Latino, Native American, or native Hawaiian students, and indeed well over 10% were among Latinos alone, which is a powerful contribution to further enhancing growth in college degrees for Latino students.¹ Among the many students who have dropped out of college in the past, underrepresented minorities were the most likely not to finish. This program gives such students a chance and helps this campus fulfill its commitment to these underserved students. Through its accessibility, its student-oriented faculty, and the wide variety of courses available catering to almost any interest, from European History to Anthropology of Africa, Religions of Asia and Latinx Literature, it also allows mature, returning students and other students of all backgrounds and interests to complete their degrees as quickly as possible.

A 2021 poll of 1250 graduating high school students done by intelligent.com (<https://www.forbes.com/sites/nickmorrison/2021/06/24/this-pandemic-is-influencing-students-choice-of-major-but-not-in-the-way-you-might-think/?sh=a39391766335>) showed that about 4 out of 10 students felt that their experiences during the COVID pandemic had changed their field of interest and affected their outlook on how they want their college education to progress. As Forbes reports on the survey, "Among these students, there is a clear preference for humanities subjects over science and healthcare. Students were six times more likely to opt for foreign languages or literature if they said their choice had been affected by the pandemic than those who said it had not influenced them...The pandemic had also encouraged significantly more students to opt for liberal arts, history, public administration and gender, cultural and ethnic studies." An examination of recent internet search data also suggests a high degree of interest in an online program such as the one we are proposing. According to searchvolume.io, there were 27,100 searches for "California State University" during the month of November 2021 but 550,000 searches for University of Phoenix, which is an online university. There were also 8000 searches for the phrase "computer science degree" which we know is one of the hottest fields of study in today's world, but yet there were still a hefty 5000 searches for the combined two terms "Humanities degree" and "Liberal Arts degree". This suggests that there is plenty of interest in both the Humanities and Online Degrees. We have also seen this year that in flex courses where students have had a choice to either come to campus or tune in online from home, they have opted to go online in far more numbers than we might have anticipated. There is a need for an Online Humanities program and the time is now.

¹ Numbers were gathered from "Online Degree Completion," an unpublished report compiled by the Chico State Department of Sociology. On degree completion rates among Latino students, see Patricia Gándara, "Special Topic: The Latino Education Crisis," <http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/The-Latino-Education-Crisis.aspx> .

2. If this is an online self-support version of an existing state-support program, discuss whether the creation of the self-support program will affect enrollment in the state-support program. If the new program may negatively affect enrollment in the state-support program, explain how the college and department will address this.

n/a

3. Estimated number of students seeking the program:

- a. in the year of initiation 20
- b. after three years 30
- c. after five years 40
- d. Describe methodology for developing these estimates.

These numbers are similar to what we are seeing in our Religious Studies online major and we are also comparing them to the Social Science online Major which went from 36 to 61, to 92 students in 2012, 2017 and 2022, so essentially it added the same number of students that started, every five years. It is a similar interdisciplinary program but in a more popular college, so we assume that our program might see similar but slightly smaller numbers.

4. Estimate the number of degrees awarded:

- a. in the year of initiation 0
- b. after three years 25
- c. after five years 45
- d. Describe methodology for developing these estimates.

We assume that the majority of students will complete the degree in the ideal two years. This has indeed been the case with our Religious Studies online degree. Perhaps 20% of students might be part-time and will take a little longer. The numbers above are total cumulative degree estimations.

VI. Resources

- A. List the faculty members for the required and elective courses in the program:

Name Heather Altfeld
Rank Temporary Faculty
Highest degree earned MFA

Name Laura Nice
Rank Temporary Faculty
Highest degree earned Ph.D.

Name Greg Cootsona
Rank Temporary Faculty

Highest degree earned Ph.D.

Name Jed Wyrick

Rank Professor

Highest degree earned Ph.D.

Name Jason Clower

Rank Professor

Highest degree earned Ph.D.

Name Daniel Veidlinger

Rank Professor

Highest degree earned Ph.D.

Name Quinn Winchell

Rank Temporary Faculty

Highest degree earned MFA

B. Discuss the resources needed to sustain the program per year for the first five years, including cost and funding source:

1. Faculty: list additional faculty needed to teach this program, beyond the ones listed in question VI.A above

No additional faculty are needed

2. Staff

We intend to make good use of the TLP program and we believe we can run this program as is based on the current load. As more and more programs and courses move online, we expect there to be more strain on the existing TLP services and it is our sincere hope that the University will fund TLP adequately to keep up with the growing demands for learning technology support and training that online degree programs will continue to need. See letter, page 32.

3. Facilities

The program will make extensive use of new motion sensitive cameras and distance equipment installed throughout the Chico State campus.

4. Library resources; provide evidence of consultation with the Library Dean indicating that the program can be supported by the library.

Additional library support for distance students will be required, particularly during their capstone experience. See letter, page 33.

5. Equipment

HyFlex classrooms with cameras

6. Specialized material

N/A

C. Additional support resources required, including source of support. None envisioned

- D. Provide evidence of consultation with Professional and Continuing Education indicating their ability to support the program.

Please see attached memo below, page 34.

VII. Curriculum

Note: Proposed curriculum should take advantage of courses already offered in other departments when subject matter would otherwise overlap or duplicate existing course content.

- A. Are there any departments or programs that may overlap with this program or duplicate existing course content? If so, please explain how this has been or will be addressed and please provide documentation of consultation with them (if available).

Many of the potential courses in the program are already taught in an online format in the Online Degree Completion Program in Religious Studies (offered through the same department). There are currently seats available in these relevant RELS courses (RELS 300, 306, 308, 310, 323, and 480) as well as in other online courses in the program offered by the College of Humanities and Fine Arts so they will benefit from the addition students that this program would bring in.

This program will serve the same Goals and SLOs as our existing on campus Humanities degree, and the students will be treated as one body although they will technically be in two different programs. This is similar to how our existing on campus and online Religious Studies programs operate. There is good camaraderie amongst the students in the different programs. Like the Religious Studies degree, online and on campus students will often be in the same courses. In fact, the on campus Humanities students will be permitted to take the 300 level versions of the core courses (320, 322, 324) if they so wish, and likewise the online students will be able to take the 200 level. The online and on campus students will all take the HUMN 312 and 400 courses together.

- B. Total number of units required for program. 40-42 Units
- C. Explain differences in curriculum from any existing, similar degree program at Chico State (if any).

The core courses of our new program will be offered in both face-to-face and online modalities, delivered through live classes that are simulcast through online video streaming (and archived for asynchronous review). We will make coordinated efforts to address and integrate all student populations (face-to-face, synchronous online students and asynchronous online students). For example, we intend to create common assignments for all three student populations, ensuring that all groups have a comparable experience. When possible, we will create assignments pairing face-to-face students with distance students. The benefit of this arrangement in access to education for the distance student goes without saying. Note, however, that the face-to-face student benefits as well through access to a greatly expanded number of classmates with a developed interest in the Humanities.

- D. Special criteria for admission and/or continuation (if applicable).

N/A

- E. Explanation of any special program characteristics (e.g., terminology, units required, types of coursework, etc.).
Students will be required to have at least 6 units of foreign language.
- F. List all new courses for the proposed program.

Course number and title HUMN 312 “Digital Humanities”

Units of credit 3

Prerequisites None

Proposed catalog description

This course introduces students to the methods, theories and applications of the Digital Humanities. It looks at how digital approaches can be used to both display and analyze texts of all kinds, including linguistic, visual and aural. It will investigate the advantages and challenges of digital approaches and will place them in context of their history and assess future possibilities. It will help students identify and develop good digital research plans, and alert them to what is and is not appropriate for these methods. The difference between qualitative and quantitative data will be explored, and there will be labs where students are taught to use some of the existing digital workbenches that are available, as well as learning some basic programming skills in the statistical language R that is commonly used for Digital Humanities. Some basic statistical text analysis will be covered.

Course number and title HUMN 320W “Seminar: Ancient and Medieval Art and Literature”

Units of credit 3

Prerequisites None

Proposed catalog description

A symposium-style investigation of works of literature and art from ancient Egypt and Mesopotamia, Greece, Israel, and Rome, and medieval Christianity and Islam. In addition to sampling works from multiple literary genres and artistic media, the course will explore influential and innovative scholarly writings on these topics.

Course number and title HUMN 322W “Seminar: Arts and Ideas from the Renaissance to the Present”

Units of credit 3

Prerequisites None

Proposed catalog description

This is an Upper-Division Writing course that situates integral ideas and artistic endeavors in Western thought and culture from the Renaissance to the present through the interdisciplinary lenses of literature, art, geography, politics,

religion and philosophy in order to illuminate the cultural and historical contexts in which we now live.

Course number and title HUMN 324W “Seminar: Asian Film and Literature”

Units of credit 3

Prerequisites None

Proposed catalog description

This seminar covers the elements of narratology and film studies and then students learn to interpret, discuss, and write about major works of Indian, Chinese, and Japanese fiction. Successful students will advance significantly in cultural literacy, sophistication in analyzing and composing stories, elegance in conversation, and ease in writing cogent prose that commands attention.

Course number and title HUMN 201 “First Semester Ancient Languages”

Units of credit 3

Prerequisites None

Proposed catalog description

This course will introduce students to the grammar, script and basic lexicon of an ancient language, such as Greek, Latin, Sanskrit or Biblical Hebrew depending on the semester.

Course number and title HUMN 202 “Second Semester Ancient Languages”

Units of credit 3

Prerequisites HUMN 201

Proposed catalog description

This course will continue the study of an ancient language with an aim to provide students with basic reading and comprehension skills.

- G. List all required courses for the program along with a specific rationale for why each course should be required.

Course number and title HUMN 320W Seminar: Ancient and Medieval Art and Literature

Units of credit 3

Prerequisites None

Rationale

A core course providing a survey of the art, literature and history of the classical and medieval worlds that set the foundation of Western society.

Course number and title HUMN 322W Seminar: Art and Ideas from the Renaissance to the Present

Units of credit 3

Prerequisites None

Rationale

A core course providing a survey of the art, literature and history of the modern World with a focus on Europe as well as Africa and the Americas, examining the complex relationship between them.

Course number and title HUMN 324W Seminar: Asian Film and Literature

Units of credit 3

Prerequisites None

Rationale

A core course providing a survey of Asian cultural traditions as expressed through art, film, and literature.

Course number and title HUMN 400W: Seminar in Humanities
(Capstone)

Units of credit 3

Prerequisites None

Rationale

Capstone that brings all of the knowledge gained from the program together. Students will produce a major project on a topic of interest to them that showcases their ability to synthesize theories, methods and content from the program.

Course number and title HUMN 402: Research Methods in Humanities

Units of credit 1

Prerequisites None

Rationale

Establishes a foundation in the different methods of doing research in the discipline.

Course number and title HUMN 312: Digital Humanities

Units of credit 3

Prerequisites None

Rationale

Each year more and more researchers are turning to computers to help them store data and answer questions of crucial importance to the Humanities. This course will equip students to understand some of the basic cutting-edge techniques that are being used.

H. **List all elective courses for the program along with a general rationale for why these courses should be electives.**

The Below courses are the ones from other departments that we are 100% sure will be online going forward

Course number and title FLNG 340W Literature in Translation

Units of credit 3

Rationale

Provides a window into a selection of literary works from around the world to introduce students to the different literary styles, tropes, themes and concerns of different cultures.

Course number and title HIST 313 Early Modern History

Units of credit 3

Rationale

Provides an overview of the history of Europe in the Early Modern period that will give students a basis and background for understanding many features of the shape of the world today.

Course number and title ANTH 377W Anthropology of the Islamic World

Units of credit 3

Rationale

This course will be an important window into the Islamic world of Asia, the Middle East and North Africa where students will learn about the daily life of the community belonging to the world's second largest religion.

Course number and title HUMN 300W Conservatives and Liberals

Units of credit 3

Prerequisites None

Rationale

Provides a foundation in two of the most important ways of approaching the world that color the Humanistic productions of all cultures and are crucial for understanding the shape of the world.

Course number and title RELS 300W Religions of East Asia

Units of credit 3

Rationale

Students will learn about some basic approaches to the study of religion including ritual, myth and scripture and will be introduced to traditions such as Buddhism, Daoism and Confucianism and how they have influenced over a billion people in Asia from the earliest times until today. As such this is a very important component of a Humanities education.

Course number and title RELS 306 Roots of Judaism, Christianity and Islam

Units of credit 3

Rationale

The roots of the three great Western religious traditions will be explored giving students an understanding of ideas and forces that have shaped Europe and the rest of the world until today.

Course number and title RELS 308 Judaism, Christianity and Islam

Since the Crusades

Units of credit 3

Rationale

Developments in the Western traditions such as the renaissance, enlightenment, reformation will be addressed and students will develop a good understanding of how the modern world came to take the shape that it currently has.

Course number and title RELS 310 Religions of South Asia

Units of credit 3

Rationale

This course will introduce students to the major religions that have prevailed in India, Pakistan and Bangladesh including Hinduism, Buddhism, Sikhism and Islam. Not only have they had a deep and enduring influence on more than a billion people, but they are growing in popularity in the West as well. Yoga and meditation are fast becoming as popular in America as they are in Asia, and one of the largest Sikh communities can be found in the Sacramento Valley, prompting even the state legislature to recommend that students be exposed to Sikhism to learn about its place in the history of this region of California.

Course number and title RELS 323 Religion and Nature

Units of credit 3

Rationale

Humanity's relationship to nature is an ever more important subject that any Humanities graduate should have familiarity with. Key to understanding the different treatments of the environment in different parts of the world is a knowledge of the different approaches that the religions of the world have taken to this subject.

Course number and title RELS 365 Religion and Film

Units of credit 3

Rationale

Many films use religious themes to explore ideas common to many of the humanistic disciplines. It will be a creative way to encourage students to think deeply about these issues.

Course number and title HUMN 281W Food and Film

Units of credit 3

Rationale

Food is one of the most important aspects of culture and the rich appearance and preparation of food is captured in a number of films that can serve as creative ways to encourage students to think deeply about these issues.

Course number and title RELS 403: Religion and the Arts

Units of credit 3

Prerequisites None

Rationale

Over time and space, the contribution of the religions of the world to the arts of the various regions of the globe is probably the single most important influence, and therefore it is a necessary part of the program.

Course number and title RELS 480 Theories and Criticisms of Religion
Units of credit 3

Rationale

This course provides a deep dive into key theories of Religion from Anthropological, Sociological, Philosophical and Psychological perspectives. These theories help to explain why religion takes the shape that it does, and provide students with the tools to interrogate the subject in a systematic manner. These theories, including ideas by Weber, Durkheim, Marx, Freud and Geertz, also arm the students with the tools needed to understand other cultural formations outside of religion.

Course number and title HUMN 254 Chicano/a Arts and Ideas
Units of credit 3

Rationale

The course follows the development of artistic and intellectual Chicano culture and explores its place in the culture of America. In light of the central contribution of the Chicano population to America and in particular California, this will be an important part of the curriculum.

Course number and title PHIL 337W Philosophy of Race
Units of credit 3

Rationale

This course covers the various ways that race has been defined in different times and places and is an important window onto the deep social problems arising from race. In today's charged environment, this is an integral part of any humanistic education and will help graduates engages in civil discourse around this topic.

Course number and title ENGL 350W Science, Technology and the Literature of Cultural Change

Units of credit 3

Rationale

This course explores the various ways science and technology drive and are driven by cultural movements. Any understanding of the Humanistic realm must include a look at how the sciences affect artistic and social movements.

Course number and title ENGL 342W Literature of the Child

Units of credit 3

Rationale

This course examines texts drawn from Western and non-Western works of all kinds and provides an important window into the different approaches to children in different cultures. It is important to any humanistic education to pay some attention to the intellectual life of the large numbers of young people in societies around the world.

Course number and title ARTH 411W Greek Art and Architecture

Units of credit 3

Rationale

This course examines some of the foundational artistic movements of the Western World and the accompanying ways of thought associated with them and as such is an important course that helps to establish the roots of Western culture.

Course number and title HIST 435 The US in the Age of the World Wars

Units of credit 3

Rationale

America truly became a world power in the wake of the destruction of the old powers after the World Wars. Therefore, a deep understanding of the social upheavals, economic instability, and great cultural change of this period is necessary to understand the shape of America today.

Course number and title LAST/GEOG 357 Lands and Peoples of Latin America

Units of credit 3

Rationale

This course covers the physical environment, human settlement, development, and modern problems of the nations of Latin America. As such it serves as a seminal course for anyone wanting to understand the complex culture of Latin America.

Course number and title ANTH 376W Africa: Continuity and Change

Units of credit 3

Rationale

This course covers the physical environment, human settlement, development, and modern problems of the nations of Africa. As such it serves as a seminal course for anyone wanting to understand the complex culture of this continent.

Course number and title AFAM 320: Hip Hop Culture

Units of credit 3

Rationale

This course explores one of the most important African American movements that has gone on to be a defining feature of contemporary American culture and provides a critical window into urban life.

Course number and title AIST 365: American Indian Storytelling/Oral Narrative

Units of credit 3

Rationale

This course provides a grounding in Native American cultural ways and indigenous history and is one of the few courses that cover this material on the campus. As such it is vital to include these voices in this program, and it also will give students a window into alternate vehicles for cultural transmission besides written documents.

Course number and title WMST 300W: Feminist Theory

Units of credit 3

Rationale

Helps students to understand the theoretical frameworks that have been developed by both contemporary and historical Feminist theorists and will provide a solid basis through which to interpret a wide variety of other materials that they encounter.

There will also be a requirement to take any two language courses from this list:

Course number and title FREN 101: First Semester French

Units of credit 4

Prerequisites None

Rationale

Language learning is a major part of a traditional humanistic education.

Course number and title FREN 102: Second Semester French

Units of credit 4

Prerequisites FREN 101

Rationale

Language learning is a major part of a traditional humanistic education.

Course number and title FREN 201: Third Semester French

Units of credit 4

Prerequisites FREN 102

Rationale

Language learning is a major part of a traditional humanistic education.

Course number and title FREN 202: Fourth Semester French

Units of credit 4

Prerequisites FREN 201

Rationale

Language learning is a major part of a traditional humanistic education.

Course number and title GERM 101: First Semester German

Units of credit 4

Prerequisites None

Rationale

Language learning is a major part of a traditional humanistic education.

Course number and title GERM 102: Second Semester German
Units of credit 4
Prerequisites GERM 101
Rationale
Language learning is a major part of a traditional humanistic education.

Course number and title GERM 201: Third Semester German
Units of credit 4
Prerequisites GERM 102
Rationale
Language learning is a major part of a traditional humanistic education.

Course number and title GERM 202: Fourth Semester German
Units of credit 4
Prerequisites GERM 201
Rationale
Language learning is a major part of a traditional humanistic education.

Course number and title ITAL 101: First Semester Italian
Units of credit 4
Prerequisites None
Rationale Language learning is a major part of a traditional humanistic education.

Course number and title ITAL 102: Second Semester Italian
Units of credit 4
Prerequisites ITAL 101
Rationale
Language learning is a major part of a traditional humanistic education.

Course number and title ITAL 201: Third Semester Italian
Units of credit 4
Prerequisites ITAL 102
Rationale
Language learning is a major part of a traditional humanistic education.

Course number and title ITAL 202: Fourth Semester Italian
Units of credit 4
Prerequisites ITAL 201
Rationale
Language learning is a major part of a traditional humanistic education.

Course number and title SPAN 101: First Semester Spanish
Units of credit 4
Prerequisites None

Rationale

Language learning is a major part of a traditional humanistic education.

Course number and title SPAN 102: Second Semester Spanish

Units of credit 4

Prerequisites SPAN 101

Rationale

Language learning is a major part of a traditional humanistic education.

Course number and title SPAN 201: Third Semester Spanish

Units of credit 4

Prerequisites SPAN 102

Rationale

Language learning is a major part of a traditional humanistic education.

Course number and title SPAN 202: Fourth Semester Spanish

Units of credit 4

Prerequisites SPAN 201

Rationale Language learning is a major part of a traditional humanistic education.

Course number and title HUMN 201: First Semester Ancient Languages

Units of credit 3

Prerequisites None

Rationale

Language learning is a major part of a traditional humanistic education.

Course number and title HUMN 202: Second Semester Ancient Languages

Units of credit 3

Prerequisites HUMN 201

Rationale

Language learning is a major part of a traditional humanistic education.

I. Writing Requirement

1. List the number and title of the Graduation Writing Assessment (GWAR) course for the program.

HUMN 400W Seminar in Humanities (Capstone)

- J. Include a Major Academic Plan (MAP) with the proposal. If you have questions or need help, contact Academic Advising Programs.

Attach the New Degree Completion Program Signature form to the front of the proposal and submit to Curriculum Services after all department and college reviews are complete.

ONLINE HUMANITIES MAJOR

40-42 units; add 9 units UD Pathway GE+ 11 units of electives to graduate

Core Courses: 16 units

Note: ALL core courses will be offered in HyFlex format, with live lectures, online access, and recording of lectures for asynchronous as well

HUMN 320W Seminar: Ancient and Medieval Art and Literature

HUMN 322W Seminar: Arts and Ideas from the Renaissance to the Present

HUMN 324W Seminar: Asian Film and Literature

HUMN 312 Digital Humanities (New Course)

HUMN 400W Seminar in Humanities (Capstone)

HUMN 402 Research Tools and Methods in the Humanities (1 unit)

Language Requirement: 6-8 units (or pass an oral and written proficiency exam)

HUMN 201 First Semester Ancient Languages

HUMN 202 Second Semester Ancient Languages

FREN 101 First Semester French

FREN 102 Second Semester French

FREN 201 Third Semester French

FREN 202 Fourth Semester French

GERM 101 First Semester German

GERM 102 Second Semester German

GERM 201 Third Semester German

GERM 202 Fourth Semester German

ITAL 101 First Semester Italian

ITAL 102 Second Semester Italian

ITAL 201 Third Semester Italian

ITAL 202 Fourth Semester Italian

SPAN 101 First Semester Spanish

SPAN 102 Second Semester Spanish

SPAN 201 Third Semester Spanish

SPAN 202 Fourth Semester Spanish

OR ANY two courses in a language not listed here

Approaches to the Humanities: 12 units Pick four, one from each section

Literature

FLNG 340 Literature in Translation

ENGL 350W Science, Technology and the Literature of Cultural Change

AIST 365 American Indian Storytelling/ Oral Narrative

Historical Studies

HIST 435 The US in the Age of the World Wars
HIST 313 Early Modern History
RELS 300W Religions of East Asia
RELS 310 Religions of South Asia
RELS 306 Roots of Judaism, Christianity and Islam

The Arts

ARTH 411W Greek Art and Architecture
AFAM 320 Hip Hop culture
RELS 403 Religion and the Arts
RELS 365 Religion and Film

Theory

PHIL 337W Philosophy of Race
RELS 480 Theories and Criticisms of Religion
WMST 300 Feminist Theory
HUMN 300/W Conservatives and Liberals

Electives: 6 Units Pick Any two from below OR from unused electives in the other categories

All other ones in electives

ENGL 342W Literature of the Child
HUMN 254 Chicano/a Arts and Ideas
HUMN 281/W Food and Film
GEOG/LAST357 Lands and Peoples of Latin America
ANTH 377W Anthropology of the Islamic World
RELS 323 Religion and Nature
RELS 308 Judaism, Christianity and Islam Since the Crusades
ANTH 376W Africa: Continuity and Change

Humanities BA Online

Total Units Required: 120

Including the required prerequisite 60 units of transfer credit, the total course requirements for the degree comprise 120 units. See [Bachelor's Degree Requirements](#) for complete details on general degree requirements. A minimum of 39 units, including those required for the major, must be upper division.

General Education Requirements: 48 units

Transfer students accepted into this degree completion program generally will have completed all lower-division General Education requirements.

See [General Education](#) and the [Class Schedule](#) for the most current information on General Education Requirements and course offerings.

Diversity Course Requirements: 6 units

You must complete a minimum of two courses that focus primarily on cultural diversity. At least one course must be in U.S. Diversity (USD) and at least one in Global Cultures (GC). See [Diversity Requirements](#) for a full list of courses. Most courses taken to satisfy these requirements may also apply to [General Education](#). Transfer students may have completed their Diversity Requirements prior to transfer.

Upper-Division Writing Requirement

Writing Across the Curriculum ([EM 17-009](#)) is a graduation requirement and may be demonstrated through satisfactory completion of four Writing (W) courses, two of which are designated by the major department. See [Mathematics/Quantitative Reasoning and Writing Requirements](#) for more details on the four courses. The first of the major designated Writing (W) courses is listed below.

- Any upper-division Writing (W) course.

The second major-designated Writing course is the Graduation Writing Assessment Requirement (GW) ([EO 665](#)). Students must earn a C- or higher to receive GW credit. The [GE Written Communication \(A2\)](#) requirement must be completed before a student is permitted to register for a GW course.

Grading Requirement

All courses taken to fulfill program course requirements must be taken for a letter grade except those courses specified by the department as credit/no credit grading only.

Course Requirements for the Major: 40-42 units

This degree completion program is designed for the student who has at least 60 units of lower-division credit completed and is looking to finish their college requirements and bachelor's degree. Students who have completed lower-division GE and American Ideals/Institutions requirements can complete the program in four semesters; students entering with more than 60 units of applicable transfer credit may complete sooner.

Completion of the following courses is required of all candidates for this degree. Courses in this program may complete more than one graduation requirement.

Some courses appear under more than one area heading, but each course may be used to fulfill requirements in only one area.

Course	Course List	Title	Units
Major Core			
HUMN 320W	Seminar: Ancient and Medieval Art and Literature (W)		3
HUMN 322W	Seminar: Arts and Ideas: Renaissance to the Present (W)		3
HUMN 324W	Seminar: Asian Film and Literature (W)		3
HUMN 312	Digital Humanities		3
HUMN 400W	Seminar in Humanities (W)		3
HUMN 402	Research Tools and Methods in the Humanities		1
Language Requirement			
Minimum second-semester competency required, or pass an oral and written proficiency exam, or equivalent proficiency (on request).			
Select two of the following, or any two courses in a language not listed:			6-8
FREN 101	First-Semester French		
FREN 102	Second-Semester French		
FREN 201	Third-Semester French		
FREN 202	Fourth-Semester French		
GERM 101	First-Semester German		
GERM 102	Second-Semester German		
GERM 201	Third-Semester German		
GERM 202	Fourth-Semester German		
HUMN 201	First-Semester Ancient Languages		
HUMN 202	Second-Semester Ancient Languages		
ITAL 101	First-Semester Italian		

Course	Course List	Title	Units
ITAL 102	Second-Semester Italian		
ITAL 201	Third-Semester Italian		
ITAL 202	Fourth-Semester Italian		
SPAN 101	First-Semester Spanish		
SPAN 102	Second-Semester Spanish		
SPAN 201	Third-Semester Spanish		
SPAN 202	Fourth-Semester Spanish		
Approaches to the Humanities			
Select four of the following, one course from each group:			12
<i>Literature:</i>			
AIST 365	American Indian Storytelling		
ENGL 350W	Science, Technology, and Literature of Cultural Change		
FLNG 340W	Literature in Translation (W)		
<i>Historical Studies:</i>			
HIST 313	Early Modern History		
HIST 435	The US in the Age of World Wars		
RELS 300W	Religions of East Asia		
OR RELS 300	Religions of East Asia		
RELS 306	Roots of Judaism, Christianity, and Islam		
RELS 310	Religions of South Asia		
<i>The Arts:</i>			
AFAM 320	Hip Hop Culture		
ARTH 411W	Greek Art and Architecture		
RELS 365	Religion and Film		
RELS 403	Religion and the Arts		
<i>Theory:</i>			
HUMN 300W	Conservatives and Liberals (W)		
OR HUMN 300	Conservatives and Liberals		
PHIL 337W	Philosophy of Race		
RELS 480	Theories and Criticisms of Religion		
WMST 300W	Feminist Theory (W)		
Electives			
Select two courses below or any of the courses above in Approaches to the Humanities or 200-level language course(s):			6
ANTH 376W	Africa: Continuity and Change (W)		

Course List		
Course	Title	Units
ANTH 377W	Anthropology of the Islamic World (W)	
OR ANTH 377	Anthropology of the Islamic World	
ENGL 342W	Literature of the Child (W)	
GEOG/LAST 357	Lands and Peoples of Latin America	
HUMN/CHLX/FLNG 254	Chicana/o Arts and Ideas	
HUMN 281W	Food and Film (W)	
OR HUMN 281	Food and Film	
RELS 308	Judaism, Christianity, and Islam since the Crusades	
RELS 323	Religion and Nature	
Total Units		40-42

Electives Requirement

To complete the total units required for the bachelor's degree, select additional elective courses from the total University offerings. You should consult with an advisor regarding the selection of courses which will provide breadth to your University experience and possibly apply to a supportive second major or minor.

California State University Chico

Major: Humanities Online Degree Completion Program (BA)

Catalog Year: **Starting Fall 2024**

Degree Units: **120 (student must enter with 60 units and lower division GE, other LD requirements already met.)**

Semester 1		Semester 2		Comments
HUMN 320W	3	HUMN 322W	3	
Language Requirement* 1**	3 to 4	Language Requirement* 2**	3 to 4	
GE UD Pathway 1	3	HUMN 312	3	
Approaches to the Humanities 1	3	GE UD Pathway 2	3	
Elective	3	Approaches to the Humanities 2	3	
Total Units	15-16	Total Units	15-16	
Semester 3		Semester 4		
HUMN 324W	3	HUMN 400W GW	3	
GE UD Pathway 3	3	HUMN 402	1	
Approaches to the Humanities 3	3	Approaches to the Humanities 4	3	
Humanities Electives 1	3	Humanities Electives 2	3	
Elective	3	Electives	3-5	
Total Units	15	Total Units	13-15	
Semester 5		Semester 6		
n/a		n/a		
Total Units		Total Units		
Semester 7		Semester 8		
n/a		n/a		
Total Units		Total Units		

*OR pass oral/written exam
 ** Options-Ancient Languages: HUMN 201 and 202

April 20, 2022

Dear Colleagues,

The HUMN Online Degree Completion Program adds a new dimension and more diversity to Chico State's current portfolio of state-side online degree programs and also to the CSU online degree programs, especially needed in the post-COVID era. I support this proposal as Chico State certainly has the academic technology to support it.

Regarding the **HUMN proposal's section VI.B. Resources**, the workload of TLP **could be impacted**. As the Academic Technology Officer who oversees TLP and the affiliated staff, I am cautious about the workload in the near future while more online programs are in the proposal development stages.

So far, TLP will be assisting these online degree programs. Each online program usually takes at least four semesters to get their fully online courses developed for their entire program.

Fall 2020 - Online MBA (self-support)

Fall 2022 - Online BS Business Administration (self-support)

Fall 2023 – Online BA Multicultural and Gender Studies (state-support)

Fall 2024 – Online BA in HUMN (state-support)

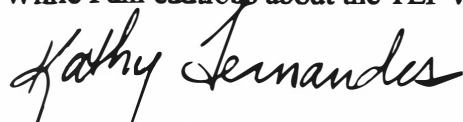
While TLP received some additional resources for the self-support business programs, there is no similar support mechanism in place for state-supported online programs.

TLP'S ROLE IN QUALITY ONLINE PROGRAMS - TLP works closely with faculty teaching in the online programs and with the online program coordinators using the quality online teaching and learning QLT rubric. TLP provides the latest academic technology support and training. In our commitment to quality for our online students, TLP also offers multiple services and resources to assist faculty regarding the following: efficient usage of current LMS tools, online course templates, best practices for online course design, Universal Design for Learning, accessibility, and academic integrity according to EM 21-029 Policy for the Use of Digital Technologies in Teaching and Learning.

ADDITIONAL MODES OF INSTRUCTION - TLP has been providing faculty with technology support for remote instruction both before and during COVID, at which time the unit's workload significantly increased, not only due to the proliferation of the use of academic technologies, and online and hybrid courses, but also because we piloted and continue to pilot and support new modes of instruction: ChicoFlex and Hyflex. If the HUMN online program plans to use Hyflex or ChicoFlex modes of instruction, Hyflex/ChicoFlex training is recommended in addition to QLT training.

Currently TLP has a large project assisting faculty in migrating the content of their courses from Blackboard to Canvas and training faculty to use the new Canvas system. This Canvas Migration project has already started (Spring 2022) and will continue until end of Fall 2023 when all faculty will be teaching on Canvas. Faculty teaching in the online degree programs will still be learning how to leverage and integrate new Canvas features into the design of their fully online courses.

While I am cautious about the TLP workload in the near future, I fully support this HUMN proposal.



Kathy Fernandes
Academic Technology Officer

Meriam Library
California State University, Chico

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MEMORANDUM

To: Daniel Veidlinger PH. D.

From: Sarah Blakeslee

Date: April 4, 2022

Subject: Library support for the new online Humanities Program

The Meriam Library currently supports a Humanities major which shares the same program goals and SLOs as the proposed online Humanities Program. Because of this the library is confident that we have the books and journals to support the program. The only new course, RELS 312, Digital Humanities, is also supported as there has been a great deal of interest in this topic over the last few years and subsequently numerous articles written on the topic as well as books published that we have purchased. The Library's collection of technology equipment available for check out will also help support this class.

Students will have access to Interlibrary Services that will provide services and resources to distance learners as well as obtain materials not owned by the library.

Finally, money allocated to departments can be used to purchase any additional books the program may require.

March 28, 2022

To: EPPC and Academic Senate

Re: Online Humanities Degree Completion Program

Regional & Continuing Education (RCE) is pleased to support the proposed the Humanities (HUMN) online degree completion program.

This program will be a welcome addition to Chico Distance and Online Education (CDOE), a portfolio of state-supported distance education offerings that are administratively supported by RCE through funding from the Division of Academic Affairs. RCE will support the program through intentional efforts focused on recruitment, retention, and engaging students with campus services, from orientation to graduation. RCE will maintain a website for outward messaging about the program. We are also pleased to actively collect leads and nurture those leads through to admissions and enrollment in collaboration with the Department of Comparative Religion and Humanities.

The addition of the HUMN degree completion program expands access to an area of study that is relevant and timely for students in our region and beyond.

Thank you,



Clare Van Ness
Interim Dean
Regional & Continuing Education
California State University, Chico

Tel: 530-898-5674
cevanness@csuchico.edu

List of approvals to add new online courses to the Humanities Program

The below are copies of email exchanges confirming other departments' commitment to offer online courses that will be part of the new HUMN Online Major.

PHIL 337

Hi Daniel,

I guess I should probably run it by the curriculum committee, but I think it is likely we will always have at least one online section of the course. That's probably also true for some of our other UD GE courses like 323 and 327. I'm also not 100% sure we ever got them approved as online courses—we've just been operating with COVID authorization.

Zanja

From: Daniel Veidlinger <DVeidlinger@csuchico.edu>

Date: Monday, February 21, 2022 at 4:07 PM

To: Zanja Yudell <zyudell@csuchico.edu>

Subject: PHIL 337 in Humanities program

Hi Zanja,

We are thinking about including the PHIL 337 Philosophy of Race course as an elective in our new ONLINE Humanities major. IF we do so, we would like to know if you could commit to having one online section or at least a Flex classroom that would allow of campus students to join in? We think this would be a great addition to the electives list and it seems from looking at next year's schedules that you already intend to have a post-Covid online option for this course? Please get in touch with any comments about this idea.

Regards

Daniel

Daniel Veidlinger, Ph.D.

Chair, [Comparative Religion and Humanities](#)

Professor of Asian Religions

California State University, Chico

HIST 435

Dear Daniel,

The History Department would be delighted for HIST 435 to be an elective in your online Humanities major. Please consider this e-mail our formal approval.

Best wishes with the new program,

Robert

ENGL 350, ENGL 342

Hi Daniel,

We will offer at least one fully-online ENGL 342W and 350W each semester next year because we regularly offer quite a few sections (4 or 5 of each).

Thanks,

Peter

From: Daniel Veidlinger <DVeidlinger@csuchico.edu>

Date: Monday, February 21, 2022 at 4:08 PM

To: Peter Kittle <PKittle@csuchico.edu>

Subject: Humanities Elective Courses

Hi Peter,

We are thinking about including the ENGL 350, 343 and 342 courses as an elective in our new ONLINE Humanities major. IF we do so, we would like to know if you could commit to having one online section or at least a Flex classroom that would allow of campus students to join in? We think these would be great additions to the electives list and it seems from looking at next year's schedules that you already intend to have a post-Covid online option for these courses? Please get in touch with any comments about this idea.

Regards

Daniel

ARTH 411

Great

The Department of Art and Art History approves the inclusion of ARTH 411 as an elective for your Humanities Major.

Best Wishes

Cam

Cameron Crawford

Chair, Department of Art & Art History

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Pronouns: he, him

LAST 357

Hello Daniel,

I have talked to Dr. Brady, the instructor of GEOG/LAST 357, and he is very positive about this proposal to add GEOG/LAST357 to your online major (elective). I will share this news with faculty at our monthly department meeting on Friday, March 4. In the meantime, please let us know what you would require from (e.g., paperwork).

Thank you,

Nori

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AIST 365, WMST 300, AFAM 320

From: Susan Gordon Green <SGreen@csuchico.edu>
Sent: Friday, March 25, 2022 10:05 AM
To: Daniel Veidlinger <DVeidlinger@csuchico.edu>
Subject: Re: Possible electives for Humanities Major

Yes, because of the online degree program. and they are offered every semester because of Area F

From: Daniel Veidlinger <DVeidlinger@csuchico.edu>
Sent: Monday, February 21, 2022 4:15 PM
To: Susan Gordon Green <SGreen@csuchico.edu>
Subject: Possible electives for Humanities Major

Hi Susan,

I hope you are doing well and I am excited to hear about how your own new Online program takes shape, so do keep in touch about that. We are thinking about including the AFAM 320 Hip Hop Culture and AIST 365 American Indian Storytelling and WMST 300 Feminist Theory courses as electives in our new ONLINE Humanities major. IF we do so, we would like to know if you could commit to having one online section or at least a Flex classroom that would allow of campus students to join in? We think these would be great additions to the electives list and it seems from looking at next year's schedules that you already intend to have a post-Covid online option for this course? Please get in touch with any comments about this idea.

Regards
Daniel

Daniel Veidlinger, Ph.D.
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