

PROGRAM REVIEW Fall 2020

Program: Anthropology

Division: Business, Social Science, and Learning Resources (BSSL)

Date: 10/31/2020

Writer(s): Daniel Cearley

SLO/SAO Point-Person: Daniel Cearley

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section focuses on general program reflection and planning.
- The second section has specific questions to be filled out by all programs this year.
- The third section is a review of curriculum, to be filled out only by programs with curriculum.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:

Program Review Home Page: laspositascollege.edu/instructionalprogramreview

Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php

Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [<https://bit.ly/3fY7Ead>]

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

Above all other efforts, we were elated that our program was able to transition quickly to an online format and in a manner which benefited our students in the response to the COVID-19 pandemic. Although our withdrawal rate was at a historical high of 16% (it had only reached a high of 12% in the last five years for face-to face classes), this was considerably lower than the college average of 24%. These numbers indicate that our faculty were able to retain students during the initial stages of the pandemic resulting in high success and completion rates. At the time of the pandemic 17 out of 21 courses were face-to-face, seen in a different way 20% were already in a DE format. We were able to move all of our face-to-face our courses quickly online, of these, five or nearly a third (29%) were laboratory based which we had few previous experience or examples for distance education. We as a department must recognize that our faculty, especially our five part-time adjunct faculty, are well trained, nimble, and dedicated to the success of our students. Other positive outcomes, besides higher than expected success rates, are that as a program anthropology is better situated to expand our distance education offerings. We have DE addendums for all courses and more importantly we have a newly developed online laboratory course which will be a very attractive course for students in a post-COVID or COVID endemic environment.

Apart from our efforts related to COVID, anthropology was able to make a number of achievements. This was the first year our archaeology field laboratory course (ANTR 2L) was able to excavate on campus and partially complete four test units that will be used by future students in subsequent classes. Although the field exercises were interrupted it shows a significant move forward. This course also benefited from the recently purchased drones, commercially recognized as Unmanned Aerial Systems

(UAVs), and associated materials that were part of a joint effort with the Administration of Justice and Winery and Viticulture Technology programs. Student in ANTR 2L inspected, created a numbered tracking system, and entered each item into our teaching material catalog. Although the flight testing of each was interrupted by the pandemic, each of the UAVs were subsequently tested by instructor, Daniel Cearley. This Fall semester efforts were made to create a new course proposal the Fall 2021 semester that would create a UAV specific course designed to help students prepare for the FAA UAV Remote Pilots Exam, however this effort may be affected by the restructuring of campus priorities in association with COVID-19.

In other ongoing efforts, the anthropology department has worked with Ann Kroll in the Facilities Bond Program and the Facilities and Sustainability Committee to secure a designated space and display cabinets for the Colombian Mammoth remains. Anthropology is now working among numerous disciplines to develop an appropriate content and secure funding to build out the display to reflect the unique local history of our campus.

Our programs other efforts included the hiring of a new adjunct faculty member, Shelia Thomas, whose experience is much appreciated. Her presence brings our department nearer to gender parity and more appropriately reflects the diversity of our students.

In ongoing efforts, the department augmented our web presence with information about student projects, discipline related materials, and most importantly crafted a clearly guided pathway for our AA-T. In response to student's questions about our course offerings, anthropology has developed a course rotation that plainly outlines when certain courses will be offered. This work has resulted in changes to our schedule with ANTR 12 now being offered each semester and for the first time two new courses will be introduced into a two year rotation, ANTR 7 – Native Cultures of North America and ANTR 8 – World Prehistory in Archaeology. The SLOs for these courses reflect attention to historical equities as a way to situate students in contemporary concerns.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	x	Services to Students
x	Course Offerings		Financial/Budgetary	x	LPC Collaborations	x	SLO/SAO Process
x	Curriculum Committee Items		Human Resources		Pedagogy	x	Student Equity
x	External Factors	x	Learning Support		Professional Development		Technology Use

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

The anthropology program recognized that our ANTR 1L laboratory offerings were not sufficient to meet the demand given that students were overenrolling in many afternoon sections. In response, we nearly doubled the offerings from four to seven sections for the Fall 2020. Each of these classes were adequately enrolled, however when we return to face-to-face teaching it will raise concerns about sufficient laboratory space, since our ANTR 1 lecture sections occupy the same room. It has been suggested that we offer large 100+ enrollments to maximize space and, in addition, offer more offerings in a distance education format. By shifting the lectures out of the Anthropology Laboratory room this may also free up time slots for the lab to act as a student study area and a place for independent studies/honor students to work on their projects. Each semester Prof. Hasten and Prof. Cearley are involved in multiple independent studies projects which require space to complete. At times these

projects have spilled out into the hallways of Building 1000 and in the evenings students have used the part-time faculty meeting room.

In related fashion, the increase in laboratory based courses has made the necessity for the hiring of a laboratory technician ever more apparent as faculty are spending an increasing amount of time to set-up, break down, and store laboratory materials. As mentioned in our 2019 Program Review, anthropology will more avidly assess the need to petition for a laboratory technician as a classified staff position or as a part-time student role.

Unfortunately, as a result of the COVID crisis our request for fifteen laptops to be used with our laboratory and lecture courses was mishandled. It seems that the request was made to RAC, a quote was produced by Technology Department, and all RAC requests for BSSL were approved however at some ill-defined point in the process these laptops and rolling case were not ordered. This is disheartening however, given the situation the anthropology will redouble its efforts to re-submit a request for the laptops in the coming year.

As discussed in our previous program review, the design of the Anthropology Laboratory space mimicked other lecture rooms in Building 1000 which is not conducive to a laboratory and in-class exercise driven environment. Since opening in 2018, it has become clear that carpeting was a poor choice for a wet lab scenario. The sinks, each have low kitchen style fixtures instead of common high neck spouts which make it difficult to fill high rimmed buckets. Despite requesting adequate ventilation hoods and fans for the classroom in previous Program Review document, these items were not included in the construction of the building.

In addition, the anthropology lab was only partially built out with cabinets needing to be installed above the sinks and counter area. A challenge which is currently being addressed is the lack of storage for our excavation equipment (sifting screens, shovels, and picks). As this equipment becomes more utilized under field conditions, soil will be undoubtedly begin to enter the classroom in 1061. The previous mentioned carpeting in the room is being adversely affected. By moving the field equipment to another location, this would free up much needed space. Currently, we have a photography equipment which does not fit on the existing counter, which is at a height which is difficult for many students to adequately access. A moveable and low positioned cart needs to be ordered to address this problem. As mentioned in previous program reviews, our courses require an outdoor area for field exercise. This issue has been discussed with the facilities and sustainability committee, however a more clearly defined proposal needs to be outlined by anthropology and resubmitted.

An ongoing question for both archaeology and our course in forensic anthropology is a need for a policy that would allow the acquiring and utilizing human remains. Currently, students are utilizing plastic castes which understandably do not adequately prepare students to real world situations. These castes do not have the ability to discern certain anatomical features that are fundamental to training in the forensic sciences. A policy would be similar to how human cadavers are utilized in the biology department for anatomy courses.

Lastly, there remains gaps in our teaching material with a need for an additional five sets of articulated skeletons with carrying boxes, additional storage boxes for existing elements, and expanded teaching materials for primates and early hominins. Currently our students are in overly large groups when conducting osteology based exercises. Lastly, with increasing focus on race and ancestry, it would be beneficial if we are better able to create exercises which directly address these topics. There is software (FORDISC) which is currently the industry standard among forensic anthropologists which can be purchased at a relatively low cost.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software		LPC Planning Priorities	Services to Students
x	Course Offerings		Financial/Budgetary		LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items	x	Human Resources		Pedagogy	Student Equity
x	External Factors		Learning Support		Professional Development	x Technology Use

C. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2IYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

For assistance with this question, contact the Director of Institutional Research and Planning. <https://bit.ly/3fY7Ead>

Last year our program review focused on transfer rates with specific attention on CSU and UC destinations. This year we chose to look at success rates for students in anthropology courses in comparison to the campus as a whole. Using the Tableau data portal we focused on the academic years from 2014 to 2019. The academic year of 2019-20 data was not included since it was obviously affected by the COVID crises, however data specific to the Fall of 2019 will be looked at in greater detail in a separate section below.

In the broadest sense students taking anthropology classes fared better in all three major categories related to success, non-success, and withdrawal rates. Our success rates were either at parity or more often minimally three percentage points positive to as high as nine points above campus averages. In the past two years our success rates have increased. In a similar pattern, our non-success rates and withdrawals are both less than four percent than the campus average.

As a way to better understand equity and student success, we specifically looked at three primary demographic groups: white, Latino, and African-American. As one would expect the white demographic is succeeding well above the campus average and above the campus average for whites themselves. Latino students in anthropology are succeeding better than the campus as a whole and for Latinos campus wide, however in comparison to white students within anthropology courses, Latinos are not succeeding at twice the rate and withdrawing nearly 1.5 times the rate of white students. For our African-American students the picture is worse and is very nearly in-line with campus wide trends with slightly better success rates, 68 versus 64 and a lower withdrawal rate 14 versus 17. We do see an overall positive trend toward improvement from 2014 to 2019 with success rates increasing from 58 to 68 and a slight shrinking in withdrawals (25 to 19) non-success rates (17 to 14), however these numbers are disturbing and need to be addressed.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW		
	Community Partnerships/Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	x Services to Students
	Course Offerings		Financial/Budgetary		LPC Collaborations	SLO/SAO Process

	Curriculum Committee Items		Human Resources		Pedagogy	x	Student Equity
	External Factors	x	Learning Support		Professional Development		Technology Use

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

As the result of our transition to online teaching, our program will be reviewing each of our courses and make efforts to submit some for OIE review. Anthropology already has our core courses (ANTR 1, 2, and 3) OEI approved by one of our adjunct instructors, Karen Oeh, however it would be beneficial if other instructors, and more courses are also available, especially for a laboratory course, such as ANTR 1L Biological Anthropology Laboratory.

In a similar way, anthropology is reviewing our course offerings to determine if we can offer a general certificate in anthropology, applied anthropology, and/or archaeology. It may be the case that we need to increase our curriculum offerings with a course in medical anthropology, environmental law, and/or archaeology survey.

As part of our long term plans to create a CRM certificate program, we will continue to reach out to local CRM firms to discuss internship possibilities. In addition to CRM firms, the Tri-Valley area is home to one of the leading survey equipment manufacturers, TopCon. LPC has a relationship with this company and plans are in motion to develop a more formal partnership with anthropology.

Prof. Cearley will continue to advocate for a more dedicated for outdoor laboratory/research space. Currently, we are using a narrow section of undeveloped campus north of the Native Plant Trail, however there may be more suitable locations available. With the inclusion of drones to our program, we will also develop a monthly scheduled campus surveys, images from these survey will benefit viticulture, marketing, and also allow us to create a timeline of LPC construction over the course of the next few years.

Lastly, Prof. Cearley has been in discussion with other programs about the possibility of advocating a more defined policy on Study Abroad Opportunities. Currently, faculty have been using an outside private program, however these do not provide college credits. It may be beneficial if Las Positas could develop a series of summer programs that would be between 4 and 6 weeks in length that would take place internationally. Participating in study abroad programs represent an exciting opportunity to learn new languages and live in countries that are germane to their areas of study. In addition, traveling abroad can enrich every student's intellectual experience by providing an opportunity to learn about other perspectives on ethnicity and race. Although with the current global pandemic, these types of discussions may need to be postponed until we as a society have a better understanding of how international travel and exchange programs will proceed.

Mark an X before each area that is addressed in your response.				Definitions of terms: https://bit.ly/2LqPxOW			
x	Community Partnerships/Outreach	x	Facilities, Supplies and Equipment, Software		LPC Planning Priorities		Services to Students
x	Course Offerings		Financial/Budgetary	x	LPC Collaborations		SLO/SAO Process
x	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
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Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. [<https://bit.ly/3fY7Ead>]

Anthropology is committed to creating tangible changes to our program in order to produce more equitable outcomes for our students. It is clear from our program data that our student outcomes are problematic for the majority of our students of color. Based upon the ongoing lecture series about equity, it is clear that we as a department need to make a series of changes. In general, our student succeed more often if they have a relationship with our faculty and by extension a connection to campus services. How can we foster more productive relationships with students? Below is a list of questions and actions that we act as a starting point for discussion among our faculty:

B.

Course syllabi and Canvas

- Review our syllabi to identify and reword language that is punitive as opposed to encouraging.
- Be more flexible in assignment submissions and late policy.
- Incorporate more explicit support mechanisms in our Canvas modules.
- Remove as many financial barriers as possible, incorporate OER materials into all courses.

Active engagement

- Identify students at risk from the outset of the course
- Set-up mentoring groups for student's at-risk
- Encourage students of color to act as tutors with the Tutoring Center

Curriculum

- Review our curriculum to position ourselves as active agents when discussing race and racism
- Be clearer in our curriculum about ways to help each other as a society to address racism.
- Provide data about on the benefits of affirmative action.
- Incorporate current scholarly work on how to be an anti-racist, especially for individuals in the majority.
- Incorporate examples from the Tri-Valley area in respect to incarceration rates, segregation in our neighborhoods, and student success rates from local high schools.

SLOs/SAOs [SLO Committee]:

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

- B1: Instructional Programs with PSLOs
- B2: Instructional Programs without PSLOs or with Special Circumstances
- B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

B1: Instructional Programs with PSLOs

In this year’s Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning (“closing the loop”).

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year’s Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year’s Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.

Upon completion of the AA-T in Anthropology, students are able to explain why there is no biological validity to the concept of "race."

With the backdrop of our current discussion of race in society in mind, it is important that students are able to fully recognize that race is a culturally constructed concept which is fluid and has been interpreted, institutionalized, and experienced differently and unequally through time. Students often make inaccurate statements that race is biologically determined, however, biology has been clear that skin tone variation lacks correspondence to common popular notions or categories of race. It would be timely and beneficial to gather data to better understand incoming student perceptions of race and if their beliefs change as the result of completing the course.

B1b.
In
the

table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.

(If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
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Upon completion of ANTR 1, students will be able to deconstruct the biological concept of race.		X	
Upon completion of ANTR 1L, students will be able to deconstruct the biological concept of race.		X	
Upon completion of ANTR 8, students will be able to analyze cultural diversity in the human past as it relates to systems of oppression, racism, and self-determination.		X	
Upon completion of ANTR 5, students will be able to deconstruct the biological concept of race.	FALL 2022		

B1c. When will analysis and discussion of the assessment data be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.

The most important aspect to consider for our program is creating a system that can be consistently applied and easily incorporated into each of the courses. As with most programs, our adjuncts are increasingly consumed by their duties at multiple institutions and the burden falls upon full-time faculty to create a system that can be easily shared and implemented.

Anthropology currently does not have a system in place which reflects the above criteria, consistent and easy to use, which has caused our reporting number to suffer. In the past, instructors spent time isolating specific questions from within multiple exams making the process burdensome. Given the obvious institutional and program priority of addressing issues related to equity, the anthropology department will look to create two new surveys in Canvas, one to be administered at the start of the course and one at the end. As standalone surveys, the data can easily be aggregated or disaggregated, shared and compared across all courses. Most importantly, it should be relatively quick and easy for faculty to implement this system. We plan to have our system ready for testing in the Spring semester with data available to be analyzed and discussed during the summer session and early portions of Fall 2021.

B2:

Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.

B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.

(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B2d. When will analysis and discussion of the assessment data be completed? (During next year’s Program Review is an option.) The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.

B3: Non-Instructional Programs

In this year’s Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning (“closing the loop”).

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success,

increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

All of our courses are up to date with five course due for review next year 11/7/2021

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

There are no required changes.

C. DE Courses/Degrees/Certificates [Distance Education Committee]: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

All of our courses have DE addendums and we are considering offering more variety among our DE courses and have these courses offered in a more predictable order, We are considering creating certificates in anthropology, since these may be beneficial for individuals to be more explicitly recognized as having a training in multi-cultural, cultural relativistic, and cross-cultural perspective.

It is possible to offer a complete AA-T in a DE format since the List B Science Methods course SOC 13 is delivered online in the Spring semester and there are courses in List C which can be taken online, however it would take some research for a student to strategize how to schedule these courses. Currently, it is not explicitly explained or marketed on our program webpage that a DE degree is possible.