# Arizona State University
## Academic Strategic Plan Archive
## For 2021-2022 Planning

This document provides an archival record of the Arizona State University academic strategic plan submitted during the 2020-2021 academic year for 2021-2022 planning. The Arizona Board of Regents Academic Strategic Plans Policy (2-223) states that this institution is required to submit an annual strategic plan for approval, which includes new academic programs, certain program eliminations and organizational unit changes. Other changes are reviewed as part of ASU's internal academic plan.

Note: Inclusion in this document does not indicate that the program or change has been approved by the university.  This document only notates programs and changes which were approved for the 2021-2022 planning process.

**About this Document**

To navigate this version of the Academic Strategic Plan Archive, refer to the table of contents and the bookmarks provided. The table of contents provides a hyperlinked listing of resources in the order in which they appear in this document. Keyword searches may be employed as an additional means of locating resources within this document.

# Table of Contents

**EXECUTIVE SUMMARY**

**Item Name: Request for New Academic Programs for Arizona State University**

☒     Action Item

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**Requested Action:** Arizona State University asks the committee to review and recommend for board approval the new program requests effective in the 2021-2022 academic year.

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**Background/History of Previous Board Action**

As provided in the board policy, new program requests may be submitted throughout the year with the approval of the Academic Affairs and Educational Attainment Committee.

**Discussion**

Arizona State University seeks to add new programs for implementation in the 2021-2022 Academic Year. This request is for new academic programs:

- Master of Science in Marketing and Customer Experience Management
- Master of Fine Arts in Art Education
- Doctor of Philosophy in Population Health
- Master of Science in Strength and Conditioning
- Master of Project Management
- Master of Human Resources and Employment Law
- Master of Science in Addiction Psychology
- Master of Science in Crime Analysis
- Master of Science in Futures and Design
- Bachelor of Arts in Education in Early Childhood Education
- Bachelor of Arts in Education in Physical Education
- Bachelor of Arts in Culture, Technology and Environment
- Bachelor of Arts in Race, Culture and Democracy

Degree planning at ASU is founded on the Charter: ASU is a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves.

All academic degree programs go through multiple review and approval processes to ensure their currency, quality, and relevance. Each year, the Provost initiates the

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**EXECUTIVE SUMMARY**

academic planning process. The academic deans, in consultation with the directors of the academic units, submit information on all proposed new degrees, concentrations, minors, and certificates for the ensuing year, as well as changes to existing degree titles, program disestablishments, and creation of new organizations, organizational changes and disestablishments. Once reviewed and approved by the Provost, these initiatives begin the review process, including, as applicable, the curriculum committees in the academic unit, college, Graduate College, and University Senate. At each level, a substantive review of the proposed program is completed to ensure quality and to avoid redundancy with other programs. At any step in the approval process, programs can be tabled and/or returned to the academic unit for further clarification and/or revision.

The Provost reviews all resources involved in program development, both in the college offering the degree program and other colleges offering supporting courses. The distribution of the institution's resources, including faculty, infrastructure, administration and support staff, are reviewed to optimize and maximize capacity. In addition, the university invests annually in academic units based on enrollment growth, allowing academic units to expand capacity, with the additional funds invested in strategic hiring. The academic units also receive increasing revenue from summer and online operations which provides resources for the initiatives.

The new degree programs advance business, health, society, sciences and the arts at the graduate level through degrees in marketing and customer experience management, project management, human resources and employment law, population health, addiction psychology, strength and conditioning, crime analysis, art education, and futures and design. At the undergraduate level, the degrees advance education, culture and technology, and democracy. In keeping with the 2020 Operational and Financial Review Enterprise Plan, the degree proposals are aligned strategically with our design aspirations to leverage our place, transform society, value entrepreneurship, include use-inspired research, enable student success, fuse intellectual disciplines, be socially embedded, and engage students with issues locally, nationally and internationally.

**Statutory/Policy Requirements**
ABOR Policy 2-223.A, "The Academic Strategic Plan"

**EXECUTIVE SUMMARY**

**University: Arizona State University**

| Proposed New Program | Degree | College/School | Page Number |
|---|---|---|---|
| **Graduate Programs** | | | |
| Marketing and Customer Experience Management | MS | W. P. Carey School of Business | 4 |
| Art Education | MFA | Herberger Institute for Design and the Arts | 9 |
| Population Health | PhD | College of Health Solutions | 14 |
| Strength and Conditioning | MS | College of Health Solutions | 20 |
| Master of Project Management | MPM | College of Integrative Sciences and Arts | 25 |
| Master of Human Resources and Employment Law | MHREL | Sandra Day O'Connor College of Law | 31 |
| Addiction Psychology | MS | The College of Liberal Arts and Sciences | 37 |
| Crime Analysis | MS | Watts College of Public Service and Community Solutions | 43 |
| Futures and Design | MS | College of Global Futures | 48 |
| **Undergraduate Programs** | | | |
| Early Childhood Education | BAE | Mary Lou Fulton Teachers College | 54 |
| Physical Education | BAE | Mary Lou Fulton Teachers College | 60 |
| Culture, Technology and Environment | BA | The College of Liberal Arts and Sciences | 67 |
| Race, Culture and Democracy | BA | College of Integrative Sciences and Arts; The College of Liberal Arts and Sciences; New College of Interdisciplinary Arts and Sciences | 72 |

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## New Academic Program Request

University: Arizona State University

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| **Name of Proposed Academic Program:**<br><br>Master of Science in Marketing and Customer Experience Management |
| **Academic Department:**<br><br>*Department of Marketing,* W. P. Carey School of Business |
| **Geographic Site:**<br><br>Tempe |
| **Instructional Modality:**<br><br>Immersion and online |
| **Total Credit Hours:**<br><br>30 |
| **Proposed Inception Term:**<br><br>2021-2022 |
| **Brief Program Description:**<br><br>The MS in Marketing and Customer Experience Management examines the intersection of technology, creativity, and customer understanding to improve the customer experience, customer satisfaction, and other metrics.<br><br>Students will gain a sophisticated understanding of marketing with a strong emphasis on the factors that affect customer experience with brands, products, and services. They will learn to conduct research and analyze data to develop deep customer understanding, and then apply the information to optimize marketing decisions that affect the customer experience, including marketing channels, digital and face-to-face service encounters, and customer relationship-building efforts. A focus will also be on retention strategies related to customer relationship management, account-based marketing, email, direct mail, affiliate marketing, content marketing, and influencer marketing.<br><br>Quality of life is impacted, in part, by consumer experiences. Many consumers spend a significant portion of every day being affected by companies as they learn about offerings and then purchase and consume goods and services, which includes health care, financial services, and others that have strong implications for their well-being. The MS in Marketing |

and Customer Experience Management will help business professionals develop the skills needed to create experiences that are customer-focused and lead to increased customer satisfaction and well-being, which benefit both consumers and companies. This is consistent with ASU's charter to emphasize contributions to the economic, social, cultural, and overall health of the communities it serves. A true focus on improving the customer experience requires an emphasis on innovation and entrepreneurial thinking to continue to enhance customer value.  It also necessitates a focus on the experience of all consumers, many of whom are currently neglected, which has the potential to play an important role in transforming society. Finally, students enrolled in the program will obtain unique knowledge on the emerging experience economy and will be better equipped for opportunities that exist within that economy.

Specialized master's program courses may focus on topics such as Excelling at the Customer Experience, Creating Digital Experiences, Product Management, Digital Marketing, Marketing Analytics, and Customer Insights, and Innovations in Marketing.

**Learning Outcomes and Assessment Plan:**

**Learning Outcome 1:** Students will demonstrate graduate-level proficiency in critical thinking related to marketing and customer experience management issues.

- **Concepts:** Elements of critical thinking outlined in the Paul-Elder framework of critical thinking: thought and reasoning, intellectual standards and intellectual traits; effective decision-making; marketing planning and execution, as well as customer experience management.

- **Competencies:** Students will be able to identify, examine, organize and evaluate information relevant to marketing and customer experience management issues, integrate diverse and/or contradictory perspectives on these issues, and transfer and apply knowledge to make sound marketing and customer experience management focused decisions. Ability to use the Paul-Elder framework of critical thinking in identifying three cohesive components, which are traits of advanced critical thinking that can be applied to multiple subjects. This framework is noteworthy because improves the quality of skillfully solving problems on any content, subject or problem that they are presented. (Paul and Elder, 2001).

- **Assessment Methods:** Students will complete a case in MKT 580 Project Leadership - From Ambiguity to Impact that requires them to identify, examine, organize and evaluate information relevant to an issue, integrate diverse and /or contradictory perspectives, and transfer and apply knowledge to make sound marketing and customer experience management decisions. The Program Director, the Department Chair, and the Associate Department Chair will review student responses to the assessment case presented in the course against the rubric to evaluate performance on critical thinking to assess graduate-level proficiency.

- **Measures:**  Faculty designed rubrics will be utilized to evaluate students' ability to demonstrate the competencies identified to meet outcome 1. The findings will be reviewed along with course feedback and an improvement plan developed in

**EXECUTIVE SUMMARY**

conjunction with discussion with faculty teaching the program's coursework. Rubrics will be continually refined based on assessment outcomes and feedback.

**Learning Outcome 2:** Students will demonstrate graduate-level proficiency in communication related to marketing and customer experience management issues.

● **Concepts:** Principles of effective writing in marketing planning and execution, and customer experience management.

● **Competencies:** Ability to write effectively through the use of appropriate, clear and logical organizing structure and the use of acceptable style and grammar when communicating about marketing and customer experience management issues.

● **Assessment Methods:** In capstone course MKT 580 Project Leadership - From Ambiguity to Impact, students will complete an individual written case assignment that requires them to communicate effectively, provide appropriate clear and logical organizing structure and use acceptable style and grammar. Students will be evaluated using rubrics that will determine if the student successfully mastered the skills to write clearly and effectively based on their performance in the case study.

● **Measures:** A faculty designed rubric will be utilized to evaluate students' ability to demonstrate the competencies identified to meet outcome 2. The department will compile the results of the case studies which be reviewed by the Program Director, the Department Chair and the Associate Chair and an improvement plan will be developed in conjunction with discussions with faculty teaching in the program.

**Learning Outcome 3:** Students will demonstrate graduate-level proficiency in discipline-specific knowledge related to marketing and customer experience management.

● **Concepts:** Key marketing concepts with a focus on marketing strategy (segmentation, targeting, positioning) and marketing mix/tactics (product, price, place, promotion, people, physical evidence, process), along with an emphasis on the customer experience.

● **Competencies:** Ability to develop a marketing plan for a brand that details marketing strategy and marketing mix decisions aimed at enhancing a brand as well as key aspects of the customer experience.

● **Assessment Methods:** Students will complete an individual written assignment that requires them to create a marketing plan to enhance a brand completed in capstone course MKT 580 Project Leadership - From Ambiguity to Impact.  Students will be evaluated using rubrics that will determine if the student successfully mastered the skills to successfully develop a marketing plan.

● **Measures:** A faculty designed rubric will be utilized to evaluate students' ability to demonstrate the competencies identified to meet outcome 3. The department will compile the results of the marketing plans which be reviewed by the Program Director, the Department Chair and the Associate Chair and an improvement plan will be

**EXECUTIVE SUMMARY**

developed in conjunction with discussions with faculty teaching in the program. The program will be continuously refined based on the findings.

**Learning Outcome 4:** Students will demonstrate graduate-level proficiency in ethical leadership related to marketing and customer experience management.
- **Concepts:** Principles of ethical decision making related to marketing planning and execution, and customer experience management.

- **Competencies:** Ability to identify ethical issues related to marketing and customer experience management, be able to evaluate alternative actions based on different ethical standards, and be able to make ethical decisions concerning marketing and customer experience management.

- **Assessment Methods:** Students will identify and analyze ethical issues and develop recommendations for a case presented in capstone course MKT 580: Project Leadership - From Ambiguity to Impact. Students will develop a written report with their recommendations and present their findings. Students will be evaluated using rubrics that will determine if the student successfully mastered the skills to successfully analyze ethical issues in the case study presented in the capstone course.

- **Measures:** A faculty designed rubric will be utilized to evaluate students' ability to demonstrate the competencies identified to meet outcome 4. The department will compile the results of the case studies which be reviewed by the Program Director, the Department Chair and the Associate Chair and an improvement plan will be developed in conjunction with discussions with faculty teaching in the program. The program will be continuously refined based on the findings.

**Projected Enrollment for the First Three Years:**

First Year: 20
Second Year: 40
Third Year: 60

**Evidence of Market Demand:**

Overall jobs for marketing managers are expected to grow 8% by 2028, according to the Bureau of Labor Statistics. This is a faster pace than all other jobs, which are projected to grow by 5% by 2028. The Bureau of Labor Statistics report notes, "With Internet-based advertising becoming more important, advertising managers who can navigate the digital world should have the best prospects." As noted in a recent report by Forrester, 76% of executives indicate that improving the customer experience is a key priority and there are many companies that have created a C-level role tasked with overseeing it (Yohn 2019, *Harvard Business Review* article, "Why Every Company Needs a Chief Experience Officer). This suggests an increased focus on skills related to customer experience management.

At the present, of the top 20 graduate programs in marketing in the United States as ranked by U.S. World & News Report, only eight of them offer a specialized master's in marketing,

**EXECUTIVE SUMMARY**

none of which are fully online. When looking at the top 20 online MBA programs in the country, while seven have a specialized marketing-related master's, only two of them are fully online.

**Similar Programs Offered at Arizona Public Universities:**

In Arizona, only the University of Arizona has an MS in Marketing, but it is not available online. At ASU, the Walter Cronkite School of Journalism and Mass Communication offers an MS in Digital Audience Strategy, which is related to digital marketing but is focused more narrowly on the strategies and tactics related to growing digital audiences. Overall, an online master's degree focused on marketing with an emphasis on customer experience management will be one of a very few online specialized marketing master's degrees offered at a top business school, and the only one with an emphasis on developing skills related to creating excellent customer experiences.

**New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):**

The school is currently hiring one tenure-track faculty through reallocation of existing resources and will supplement with existing lecturers, tenured/tenure track faculty and clinical faculty.

**Program Fee Required?**　　　YES ☒　　NO ☐

**Estimated Amount:** $8,125 per semester; $16,250 (total)

**Program Fee Justification:**
Program fees are needed to enhance the quality of the student experience. The program fee is used to fund enhancements to the curriculum through investments in academic services to engage students throughout their program to the first-time students' express interest in the program, the application process, when students are admitted, through to their degree completion. This exceptional support contributes to high student retention and academic success.

**Specialized Accreditation?**　　YES ☐　　NO ☒

**Accreditor:** None

**EXECUTIVE SUMMARY**

## New Academic Program Request

University: Arizona State University

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| **Name of Proposed Academic Program:** <br><br> Master of Fine Arts in Art Education |
| **Academic Department:** <br><br> *School of Art,* Herberger Institute for Design and the Arts |
| **Geographic Site:** <br><br> Downtown Phoenix and Tempe campus |
| **Instructional Modality:** <br><br> Immersion and online |
| **Total Credit Hours:** <br><br> 60 |
| **Proposed Inception Term:** <br><br> 2021-2022 |
| **Brief Program Description:** <br><br> The low-residency MFA in Art Education is a 3-year terminal degree offered through a range of modalities for full-time art educators, including iCourses, remote synchronized learning, and an intensive 8-week on-campus in-person studio session in the summer. The degree provides graduate students with the opportunity to develop a cohesive body of artwork with individual guidance by the School of Art's world-renowned faculty; expand their pedagogical practice with contemporary art and education theory; and study with a community of art teachers sharing ideas, studio experiences, and experimental processes. The program extends the charter of ASU by assuming fundamental responsibility for the social and cultural health of our communities, as well as extending the mission of the School of Art by contributing to the social engagement and creative practices of art educators. <br><br> The curriculum of the MFA in Art Education recognizes the artistry of individual studio practice and classroom pedagogical design, and culminates in a final project that includes both an applied classroom experience and a studio exhibition. While many K-12 art educators would like to pursue a terminal studio art degree, residency requirements during fall and spring typically conflict with K-12 school schedules. One of ASU's primary goals is to "maintain the fundamental principle of accessibility to all students qualified to study at a research |

university." This innovative low-residency model provides scheduling flexibility while maintaining the high-quality standards of a rigorous MFA program.

**Learning Outcomes and Assessment Plan:**

**Learning Outcome 1:** Students will understand relationships between a range of contemporary art and education theories and practices that utilize traditional, performative, and conceptual art approaches to engage in critical global questions related to social, environmental, economic, and cultural issues.

● **Concepts:** Art as a tool for learning and positive social change, social, political and environmental arts research methods, material experimentation, performance, and creative writing, as well as socially-engaged public performances.

● **Competencies:** Ability to engage in visual and cultural analysis, and examine how art and cultural action communicates, reflects, and educates for positive social change. Students will develop critical thinking and communication skills through written and verbal critiques, and explore and apply a range of conceptual frames related to ecological attunement, global interconnectedness, social, economic, and gender issues, technological experimentation, embodied learning, and cultural inquiry.

● **Assessment Methods:** Students will write a research paper that reflects learning outcomes, including an in-depth literature review of significant examples of artistic research and intervention with analysis of relationships and impacts on social and cultural conditions. The research paper in ARE 520 Concepts and Methods in Arts-Based Research should demonstrate that the student has satisfactorily met expectations in the competency area of content knowledge based on a rubric developed by members of the School of Art faculty. Content knowledge is evaluated by a demonstration of knowledge and the understanding of current issues in Art Education.

Students will also create a portfolio of work throughout their program that will be the foundation of their written thesis in ARE 599 Thesis. The thesis will include a written description and evaluation of their studio work, evidence of their classroom engagement project, exhibition documentation, and a reflection addressing artistic, theoretical, and cultural connections. The work will be assessed for the competency area of written communication, specifically the written description and evaluation of their studio work, and the reflection, based on a rubric developed by members of the School of Art faculty. The competency areas we evaluate include successfully demonstrating an application of strong written communication skills with a thorough explanation of the theoretical, cultural, and artistic connections and processes in their studio work and pedagogical activation.

● **Measures:** Based on faculty-developed rubrics, students will demonstrate an understanding of art theory and contemporary art education research through written communication skills, depth of analysis, classroom engagement, and artistic practice. Rubrics will be continually refined based on assessment outcomes and feedback.

**Learning Outcome 2:** Students will gain familiarity with a range of traditional qualitative and experimental arts-based research methodologies. Students will be able to evaluate relationships between research methods to choose and design innovative approaches.

- **Concepts:** Methods of qualitative inquiry, including artistic research methods that utilize visual art, embodied inquiry, creative writing, digital technologies, and hybrid forms to critically examine global issues in formal and informal learning spaces, aligning with socially-based, community-engaged, and activist-driven contemporary art practices.

- **Competencies:** Ability to use traditional qualitative inquiry methods, such as interviews, narratives, case studies, focus groups, and collecting historical and demographic data. They will engage in personal and community-focused research using emerging and experimental arts-based research methodologies, and evaluate seminal research and design an arts-based research project employing appropriate methods to engage with pressing local and global issues.

- **Assessment Methods:** Students will write a research paper that reflects learning outcomes, including an in-depth literature review of significant examples of artistic research and intervention with analysis of relationships and impacts on social and cultural conditions. The research paper in ARE 520 Concepts and Methods in Arts-Based Research should demonstrate that the student has satisfactorily met expectations in the competency area of research methodology based on a rubric developed by members of the School of Art faculty. The competency areas evaluated include effectively analyzing connections between research methodology, pedagogical design, and studio practice.

Students develop a thesis proposal applying arts-based research methodologies to investigate a critical contemporary issue through their studio art practice and a pedagogy implementation with participants. Students should successfully defend their written thesis proposal on their first attempt with an interdisciplinary committee of faculty. The competency areas evaluated include evidence of a strong understanding of contemporary art and theory, strong articulation of issues being investigated, and alignment between research methodology, pedagogical design, and studio practice.

- **Measures:** Based on faculty-developed rubrics, students will demonstrate an understanding of art theory and contemporary art education research through written communication skills, depth of analysis, classroom engagement, and artistic practice. Rubrics will be continually refined based on assessment outcomes and feedback.

**Learning Outcome 3:** Students build on their teaching experience and expand their pedagogical practice by designing and executing concept-driven art education experiences that connect pressing global questions though local place-based inquiry.

- **Concepts:** Experimental pedagogical designs and inquiry-driven techniques that challenge teacher/learner hierarchies; the craft of teaching as performance; curriculum-building as a conceptual art practice; critical power relations through decolonizing education approaches; methods of qualitative inquiry; artistic research methods that utilize visual art, embodied inquiry, creative writing, using digital

technologies, and hybrid forms to critically examine global issues in formal and informal learning spaces, aligning with socially-based, community-engaged, and activist-driven contemporary art practices.

● **Competencies:** Ability to develop a series of experimental art lessons that are inquiry-driven and place-based. Lessons will include participatory teaching methods, with a flipped classroom, student-driven investigation, and experimentation with nontraditional art techniques and materials. Graduates will have experience and mentorship regarding pedagogical experimentation in their courses and in students' places of employment because students enrolled in the MFA program must also be currently teaching in a formal learning environment.

● **Assessment Methods:** Students develop a thesis proposal applying arts-based research methodologies to investigate a critical contemporary issue through their studio art practice and a pedagogy implementation with participants. Students should successfully defend their written thesis proposal on their first attempt with an interdisciplinary committee of faculty. With a focus on competency area curriculum design, faculty evaluate the innovative nature of their curriculum design and its relevance to the population involved; evidence of strong understanding of contemporary art and theory, strong articulation of issues being investigated, and alignment between research methodology, pedagogical design, and studio practice.

Students will create a thesis portfolio, which includes a written description and evaluation of their studio work, evidence of their classroom engagement project, thesis exhibition documentation, and a culminating reflection paper addressing artistic, theoretical, and cultural connections. Students will successfully complete the classroom engagement project having satisfactorily met expectations of the competency areas evaluated, based on a rubric developed by members of the School of Art faculty. The competency areas we evaluate include the quality of engagement, the impact of engagement, and the overall content alignment with contemporary art processes which includes successful analysis of connections to contemporary art and pedagogical concepts.

● **Measures:** Based on faculty-developed rubrics, students will demonstrate an understanding of art theory and contemporary art education research through written communication skills, depth of analysis, classroom engagement and their artistic practice. Rubrics will be continually refined based on assessment outcomes and feedback.

**Projected Enrollment for the First Three Years:**

First Year: 5
Second Year: 8
Third Year: 12

**Evidence of Market Demand:**

The low-residency MFA in Art Education is being developed in response to a growing demand among art educators for a low-residency degree that balances studio work with

**EXECUTIVE SUMMARY**

academic studies. The University of Utah is one of the only programs across the country that offers an MFA in Art Education, and it is an on-campus program specifically focused on Community-Based Art. ASU's program is one-of-a-kind and uniquely innovative. According to Emsi Analytics reporting, there are no distance learning MFA degrees in Art Education in the nation. In 2018, only 11 institutions in the country offered online Art Education MA degree programs. Since 2017, job postings in Art Education have been trending up at .8% with 69,994 annual postings. A bachelor's degree with state licensure is required to teach art in most K-12 settings. Our primary market is currently employed art educators interested in enhancing their artistic and pedagogical practices, while they gain a competitive edge in the field and potentially increase their pay bracket. According to the Bureau of Labor Statistics, in 2017, 95,110 art educators were employed with a rise of 2.1% and they earned an annual mean wage of $78,000 with a rise of 1.2%.

**Similar Programs Offered at Arizona Public Universities:**

The University of Arizona and the School of Art at ASU offer on-campus MA degrees in Art Education, and the University of Arizona also offers a PhD in Art Education. Both universities also offer traditional studio MFA degrees, but neither school offers a low-residency Art Education MFA. The current MA in Art Education at ASU prepares students for traditional research methods and academic writing that culminates in a master thesis. The Art Education MFA would be studio driven with active classroom research, culminating in art exhibitions. Northern Arizona University offers an on-campus and online MEd in Education. No MFA programs in Art Education are offered in our region and no low-residency Art Education MFA programs are offered in the nation.

**New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):** None

**Program Fee Required?**     YES ☒    NO ☐

**Estimated Amount:** $20 per credit hour

**Program Fee Justification:**
The requested program fee will fund the technical, personnel, and course development needs necessary to support a low-residency program. Throughout the fall and spring semesters, students take courses virtually or at-a-distance and in-person during the summer. This fee will fund the software and technical requirements as well as personnel and course development.

**Specialized Accreditation?**     YES ☐    NO ☒

**Accreditor:** None

**EXECUTIVE SUMMARY**

### New Academic Program Request

University: Arizona State University

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| **Name of Proposed Academic Program:**<br><br>Doctor of Philosophy in Population Health |
| **Academic Department:**<br><br>College of Health Solutions |
| **Geographic Site:**<br><br>Downtown Phoenix campus |
| **Instructional Modality:**<br><br>Immersion and online |
| **Total Credit Hours:**<br><br>84 |
| **Proposed Inception Term:**<br><br>2021-2022 |
| **Brief Program Description:**<br><br>The mission of the PhD in Population Health is to provide students with a comprehensive, rigorous academic core of knowledge and professional skills that prepare them to become educators, researchers and leaders dedicated to advocating, promoting and achieving improvements in population health. The program is designed to ensure that students can integrate and analyze the complex biological, behavioral, social and economic factors and systems that impact the health of populations through academic coursework and community engagement. Students will also learn to employ advanced analytic approaches to investigate multiple data sources, and also develop, implement and study programs and initiatives to improve the health of populations. This blend of academic and experiential learning will prepare students for future careers in the rapidly changing and interconnected field of population health.<br><br>In the United States, it is clear that health care costs are unsustainable, and the systems needed to optimize the health of populations are in flux. Approximately 5% of the population accounts for 50% of health care costs, and 30-50% of disease is preventable. Thus, there is great need to both increase prevention efforts via traditional public health approaches and provide improved and more efficient health care to assure that the health care system can be most effective. |

**EXECUTIVE SUMMARY**

Improved disease prevention and health care requires systemic changes across all stakeholders in the health system including governments, health care providers, businesses that purchase health care, communities and individuals. At the same time, broader social changes must be optimized to foster total population health improvements. For example, newer technologies (e.g., wearable technologies, smart phones and applications) and rapidly changing informatics infrastructures (e.g., electronic medical record systems, social media) are transforming and fostering complex networks that may be optimized to improve health.

This program will address the Institute of Medicine's recommendation that a paradigm shift is needed to address the health of populations via an integration between primary care and public health via a collaboration between public and private organizations. To quote the institute, "the integration of primary care and public health holds great promise as a way to improve the health of society." There is no other academic program in Arizona that is dedicated to this focus. The approach supports ASU's charter by focusing on the health of our community and addressing complex system-level challenges through interdisciplinary collaboration, in particular with stakeholders dedicated to education, research and practice on the interplay of health care, business practices, social determinants, genetics, public health practices, academic and other factors that impact the health of populations. It also builds on strong expertise within ASU pertaining to science of health care delivery, geographic information systems (GIS) analyses pertaining to health, dissemination and implementation science, health informatics, complexity science and other disciplines.

**Learning Outcomes and Assessment Plan**

**Learning Outcome 1:** Graduates of the PhD in Population Health will be able to conduct an in-depth analysis and evaluation of complex systems that impact population health outcomes.

> ● **Concepts:** Principles of systems science, modeling, and computation theory; Structural and functional aspects of systems that impact population health outcomes.

> ● **Competencies:** Ability to analyze the complex system of factors and interrelationships (e.g. inequity, income, education, health care system, built and policy environments, shifting demographic trends) that differentially affect the health of diverse populations. Appraise the role of collaborative networks for knowledge flow and decision-making. Examine informatics data from a variety of sources that together impact population health outcomes. Employ dissemination and implementation theory and research methods to address complex challenges to population health. Develop and implement research to achieve solutions to population health issues using systems principles.

> ● **Assessment Methods:** Students will be assessed via a final exam on their ability to analyze complex systems data related to population health during a first-year health informatics course. Students will be assessed on their ability to develop and implement research to achieve solutions to population health issues using systems principles on the population health doctoral dissertation. Students will complete an exit survey that assesses their sense of preparedness to apply population systems-thinking perspectives in work environments relevant to their career.

**EXECUTIVE SUMMARY**

● **Measures:** Students will be measured on their ability to critically analyze complex systems and use systems principles to conduct research relevant to population health through independent research courses evaluated with faculty-developed rubrics and dissertation work. Rubrics will be continually refined based on assessment outcomes and feedback.

**Learning Outcome 2:** Graduates will be able to demonstrate proficiency in the use of analytical skills to evaluate research and data relevant to population health.

● **Concepts:** Principles of biostatistics, epidemiology, research design and methodology, informatics, and other knowledge management technologies (e.g. geographical information systems).

● **Competencies:** Ability to implement diverse study designs, data collection methodologies, and data analysis techniques to address a complex population health problem. Demonstrate proficiency in the use of research design and statistical software packages to organize, describe, and analyze data from multiple sources (e.g. healthcare systems, geographical information systems, governmental and nonprofit organizations, communities, and businesses).

● **Assessment Methods:** Students will be assessed on their proficiency to implement diverse research methodologies during their first-year population health written progressive exam on research methods. Students will be assessed on their ability to integrate principles from different knowledge management technologies and their proficiency to progressive exam on statistics. Students will complete an exit survey that will assess their sense of proficiency in the use of analytical skills to evaluate data relevant to population health.

● **Measures:** Students will be measured on their ability to integrate principles from different knowledge management technologies and their proficiency to implement diverse data collection and analytic approaches through a variety of projects evaluated with faculty-developed rubrics and dissertation work. Rubrics will be continually refined based on assessment outcomes and feedback.

**Learning Outcome 3:** Graduates will be able to conduct an in-depth analysis and evaluation of health determinants that impact population health outcomes.

● **Concepts:** Social, environmental and policy determinants of health that impact population health outcomes.

● **Competencies:** Ability to analyze, critique, and investigate how social, environmental and policy determinants of health - as reflected in the diversity of individuals and subgroups identified through a shared culture, language, health status, organization, location, or literacy - influence policies, programs, services, and the health of populations. Develop and implement evidence-based dissemination and implementation approaches to improve population health outcomes.

● **Assessment Methods:** Students will be assessed on their ability to analyze, critique, and investigate how social, environmental and policy determinants of health

influence the health of populations during the first-year population health research methods, as well as ethics and policy courses. Students will be assessed on the ability to develop and implement evidence-based dissemination and implementation approaches to improve population health outcomes using principles of social determinants of health during their doctoral dissertation. Students will complete an exit survey that will assess students on their sense preparedness to apply social determinants of health methods and data in work environments relevant to their career.

● **Measures:** Students will be measured on their ability to critically analyze, critique, and investigate how social, physical and policy environments influence the health of populations and its related policies, programs, and services through independent research courses evaluated with faculty-developed rubrics and dissertation work. Rubrics will be continually refined based on assessment outcomes and feedback.

**Learning Outcome 4:** Graduates will be able to use research methods and practices to analyze, synthesize, and evaluate factors, structures, and functions in communities that can affect total population health.

● **Concepts:** Factors, structures, and functions in communities that can affect total population health (e.g., community health assessment, needs assessment, community health improvement, and action planning).

● **Competencies:** Ability to analyze, summarize, evaluate, and propose solutions to social, organizational, built, and policy environment factors and interrelationships of structures and functions in communities that can affect population health.

● **Assessment Methods:** Students will be assessed on their ability to conduct an in-depth program evaluation during the 2nd year via a comprehensive exam. Students will be assessed on their ability to propose solutions to current issues in population health during a yearly research grant submission to either internal or external sponsors. Students will complete an exit survey that will assess their sense of preparedness to use research methods and practices to analyze, synthesize, and evaluate factors, structures, and functions in communities that can affect total population health.

● **Measures:** Students will be measured on their ability to conduct an in-depth program evaluation and propose solutions to current issues in population health through performance on a comprehensive exam and independent research, as evaluated by faculty-developed rubrics and program committees. Rubrics will be continually refined based on assessment outcomes and feedback.

**Projected Enrollment for the First Three Years:**

First Year: 2
Second Year: 5
Third Year: 9

**Evidence of Market Demand:**

**EXECUTIVE SUMMARY**

Population health growth potential is based on labor and market demands for the field of population health and related fields.

According to the Integrated Postsecondary Education Data System (IPEDS), there were a total of 10,769 public health (51.2201) completions at 236 campuses of which 60% were at the master's or doctoral levels in 2017. There were 22,201 job postings related to public health which is a 4,618 year-over-year change compared to the previous year, according to Burning Glass. The Bureau of Labor Statistics states there was a 4.1% change in year-over year employment, a 6.8% increase in 3-year historic growth (compound annual growth rate), and a 6% increase in 5-year historic growth (compound annual growth rate) for public health. The 10-Year forecast for compound annual growth rate is 1.7%. In addition, Google Search trends for public health were 287,601 over 3 months representing a 7.6% year-over-year change.

According to Emsi Analyst data, the term "population health" appeared in 36,331 unique job postings from January 2019 to June 2019, excluding job postings that included the field of nursing. The top 20 organizations posting population health positions were health care provider organizations (e.g. Dignity Health, Banner Health), insurers, and universities. Other organizations seeking trainees in population health include pharmaceutical companies and businesses becoming engaged in the health field (e.g. Amazon). Cities are also posting thousands of jobs in population health, including Phoenix, which posted 428 unique positions that included population health in the description (7th highest in the nation). The types of occupations for which those trained in population health can expect to apply include medical and health services managers, management analysts, health services director, medical assistant, research analyst, etc.

These overall scores and job postings demonstrate strong-to-moderate growth potential based on labor and market demands for the field of population health.

**Similar Programs Offered at Arizona Public Universities:**

Arizona State University: PhD in Global Health

Northern Arizona University: PhD in Interdisciplinary Health

University of Arizona: DrPH and PhD in Public Health

These programs have some similar characteristics, but none have the same systems approach for educating and conducting research. They also do not fit the new field of population health in the way that is being proposed for this new academic program as defined by the Institute of Medicine, i.e., "the integration of primary care and public health holds great promise as a way to improve the health of society."

Public health is focused on government-sponsored activities (I.e., vaccinations, diagnostic testing, examination of environmental pathogens, food safety, etc.) at the population level.  The field of population health studies the outcomes of health and their determinants, including social determinants (access to health care, education, transportation, healthy behavior), the provision of preventive and primary health care, precision health (the personalization of health) as well as factors within the domain of public health.

**EXECUTIVE SUMMARY**

 The similar programs listed focus more specifically on the field of public health. The PhD in Population Health is broader than public health alone and aims to bridge public health and health care systems to achieve positive health outcomes for local populations. This goal will be accomplished by viewing health outcomes through a systems-thinking approach across nontraditional sectors (industry, government, academia, health care, public health) with a concentrated focus on health equity, data analytics, dissemination and implementation, and social determinants of health.  As noted by the Centers for Disease Control and Prevention, "public health works to protect and improve the health of communities through policy recommendations, health education and outreach, and research for disease detection and injury prevention […] population health provides an opportunity for health care systems, agencies and organizations to work together in order to improve the health outcomes of the communities they serve."

**New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):**

Three new faculty in epidemiology, health analytics and system science research will be hired using reallocated college resources.

**Program Fee Required?**      YES ☒   NO ☐

**Estimated Amount:** $2500 per semester

**Program Fee Justification:**
The cost of delivering this new program is higher due to the necessity for specialized technical support, software, and staff.  This will involve a software engineer, server and other technology resources, academic advising and other support staff. Additionally, a large time commitment will be required by faculty to provide students access to experiential activities, such as citizen science and practicums.

**Specialized Accreditation?**      YES ☐   NO ☒

**Accreditor:** Not applicable.

**EXECUTIVE SUMMARY**

**New Academic Program Request**

University: Arizona State University

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| **Name of Proposed Academic Program:**<br><br>Master of Science in Strength and Conditioning |
| **Academic Department:**<br><br>College of Health Solutions |
| **Geographic Site:**<br><br>Downtown Phoenix campus |
| **Instructional Modality:**<br><br>Immersion and online |
| **Total Credit Hours:**<br><br>30 |
| **Proposed Inception Term:**<br><br>2021-2022 |
| **Brief Program Description:**<br><br>The field of strength and conditioning focuses on understanding and optimizing physical abilities for active groups including athletic and tactical populations. Optimizing human health and performance for athletic competitors and occupational athletes is often overlooked in the broader health community, and the ability to work with individuals at close to maximum effort requires specialized knowledge and skills related to these specific populations. As such, the National Strength and Conditioning Association will require specified preparation for strength and conditioning coaches by 2030 to promote advanced training and understanding of human physiology and movement mechanics. The specification will include completing a National Strength and Conditioning Association accredited master's or bachelor's degree program. This master's degree will enable ASU to be recognized and ranked nationally as the standard for education in the strength and conditioning field, fulfilling the university mission for national standing in education.  Additionally, this degree will fulfill requirements for graduates to obtain advanced level certification through the association and sit for the Certified Performance and Sport Scientist (CPSS) certification exam.<br><br>Students will be well-equipped with the knowledge to properly utilize the advances in health and performance monitoring systems to optimize exercise program development. Graduates of this degree will be able to appropriately tailor programs to the need of the individual and |

will receive practical experience to hone their coaching skills and motivate individuals to achieve higher workloads and improved performance. Students will utilize their skills to make an impact on the local community who will look to ASU as a resource in the strength and conditioning field. The MS in Strength and Conditioning program will prepare students to become leaders in sports performance and will utilize college connections in the growing field of athletics and performance.

**Learning Outcomes and Assessment Plan:**

**Learning Outcome 1:** Graduates will demonstrate competence in the analysis of performance-related skills and abilities specific to each individual and/or sport.

- **Concepts:** Performance-related skills, athlete needs based on sport, predisposition to injury, National Strength and Conditioning Association needs analysis methods.

- **Competencies:** Ability to demonstrate skills of both biomechanical and physiological lab and field testing of athletes while assessing sport specific needs through both qualitative and quantitative measurement and monitoring. Apply the scientific method as they utilize high-accuracy tools to analyze and interpret athlete biometric data and training data.

- **Assessment Methods:** Within their first year, students will identify appropriate measurement variables based on the athletes and sport, to create an evidence-based performance assessment for a team. Within the first semester, students will construct a detailed needs analysis to demonstrate their competence with utilizing these methods and required tools as a final project in the SSP 501 Data Collection, Analysis, and Interpretation in Strength and Conditioning course. Faculty teaching KIN 540 Sports Biomechanics will assess students' performance and collect data on the case study report required in the course. Data will be analyzed to determine the stated amount students are successful on the case study report. In addition, scores from the rubric evaluating student performance in SSP 534 Measurement and Monitoring in Sport and Fitness and SSP 501 Data Collection, Analysis and Interpretation in Strength and Conditioning will be collected by our instructional design team to determine combined total scores.

- **Measures:** Rubrics will be utilized to evaluate students' ability to demonstrate the competencies identified to meet outcome 1. The portfolio of findings will be reviewed along with course feedback and an improvement plan developed in conjunction with discussions with faculty teaching the program's coursework. Rubrics will be developed by faculty and continually refined based on assessment outcomes and feedback.

**Learning Outcome 2:** Graduates will demonstrate the ability to evaluate the performance needs for populations in sport or tactical (police, military, firefighter) roles and create advanced strength and conditioning programs to enhance performance and reduce participant's risk of injury.

- **Concepts:** Needs of different populations, strength and conditioning programs based on theories of periodization, and design of evidence-based programs following the guidelines outlined by the National Strength and Conditioning Association.

**EXECUTIVE SUMMARY**

● **Competencies:** Ability to perform sport and tactical athlete assessment data analysis and interpretation, and implement a variety of strength and conditioning programming theories. Competence in physiological systems of the body, and metabolic and muscular adaptations of resistance training.

● **Assessment Methods:** In the first year of their program, students will successfully complete the final exam in KIN 530 Exercise and Sport Physiology. The final exam will be structured to ensure it is an accurate reflection of the knowledge and competencies required to attain a Certified Strength and Conditioning Specialist (CSCS) certification through the National Strength and Conditioning Association. In the second year of the program, students will demonstrate the ability to practically apply the foundational scientific principles by completing the total program final case study assignment in the EXW/SSP 530 Theory and Application of Resistance Training. Faculty teaching KIN 530 Exercise and Sport Physiology will be collecting data on student performance. Data will be analyzed to determine student success on the final exam. Scores from the rubric in SSP 530 Theory and Application of Resistance Training will be pulled by our instructional design team to determine combined total scores on the final case study assignment.

● **Measures:** Rubrics will be utilized to evaluate students' ability to demonstrate the competencies identified to meet outcome 2. The portfolio of findings will be reviewed along with course feedback and an improvement plan developed in conjunction with discussions with faculty teaching the program's coursework. Rubrics will be developed by faculty and continually refined based on assessment outcomes and feedback.

**Learning Outcome 3:** Graduates will be able to appropriately identify and apply the correct coaching intervention based on their evaluation of the participant and create original solutions to performance needs.

● **Concepts:** Communication skills, coaching and leadership theories, knowledge of scientific principles, evaluation and interpretation of testing results, and application of athlete programming philosophies.

● **Competencies:** Ability to analyze athlete performance needs, interpret test results, utilize relative training theories to create evidenced based training programs. Successfully use communication and leadership skills to implement and coach appropriate training practices.

● **Assessment Methods:** In the second year of the program, students will complete an internship experience and be evaluated by their site supervisor. Students will demonstrate competency in skills related to coaching a participant on performance enhancement and reducing injury. At the end of the first year in the program, students will apply the correct coaching intervention by successfully completing case studies throughout the SSP 560 Coaching Science course. Faculty overseeing experiential learning (internship) will be collecting data from site supervisors to make sure requirements are met. Scores from the rubric in SSP 560 Coaching Science will be pulled by our instructional design team to determine combined total scores.

**EXECUTIVE SUMMARY**

● **Measures:** Rubrics will be utilized to evaluate students' ability to demonstrate the competencies identified to meet outcome 3. The portfolio of findings will be reviewed along with course feedback and an improvement plan developed in conjunction with discussions with faculty teaching the program's coursework. Rubrics will be developed by faculty and continually refined based on assessment outcomes and feedback.

**Projected Enrollment for the First Three Years:**

First Year: 12
Second Year: 28
Third Year: 40

**Evidence of Market Demand:**

Career options for this degree include opportunities as a strength and conditioning professional in the high school, collegiate, professional and private sector markets. In addition, students will be prepared for careers in tactical performance training with local, state and government agencies including police, firefighters and military personnel.

According to Burning Glass there are 27,901 job postings related to strength and conditioning which is a 4,848 year-over-year change compared to the previous year. The Bureau of Labor Statistics states there was a 6% change in year-over-year employment, 9.9% increase in 3-year historic growth (compound annual growth rate), and a 6.3% increase in 5-year historic growth (compound annual growth rate). Emsi Analyst projects an increase in jobs related to this area from 996,336 in 2017 to 1,122,769 in 2024 which is an increase of 126,433 jobs (12.7% increase). According to Emsi data, there were 116,228 unique job postings from January 2019 to June 2019 within this field.

"Sport and Fitness Administration/Management" was searched 75,150 times in a 3-month period according to Google Search which is a 10.4% year-over-year change. According to the Integrated Postsecondary Education Data System (IPEDS), there were a total of 4,556 completions (an 8% year-over-year change) at 148 campuses of which 27 percent were at the master's or doctoral degree level in 2017.

**Similar Programs Offered at Arizona Public Universities:**

There are currently no existing graduate programs in the state of Arizona that offer specialization in the strength and conditioning area. The current MS degree in Exercise and Wellness offers a focus area that covers the use of physical activity to improve health in participants, but does not have a focus in high-activity participants that this degree will offer.

**New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):**

Specialized faculty, specialized equipment, advising and support staff will be required. When accreditation becomes available starting in 2022, it is possible the accrediting body will have additional requirements that will necessitate additional resources. However, what those requirements might be is currently unknown to us at this time. In addition to the requested fee, current College of Health Solutions resources will be reallocated to fund these additions.

**EXECUTIVE SUMMARY**

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| **Program Fee Required?** YES ☒ NO ☐ | |

**Estimated Amount:** $2,500 per semester

**Program Fee Justification:**
The cost of delivering this new program is higher due to both student support services to provide student support and specialized equipment needed to properly train students in strength and conditioning techniques.

**Specialized Accreditation?** YES ☒ NO ☐

**Accreditor:** The National Strength and Conditioning Association will begin accrediting programs for strength and conditioning in Spring 2022, with mandatory accreditation required to become a certified strength and conditioning specialist by 2030. This degree program has been designed to meet the requirements of the proposed accreditation standards and will be eligible for early participation in the accreditation process, allowing ASU to be one of the pioneers in this field.

**EXECUTIVE SUMMARY**

## New Academic Program Request

University: Arizona State University

| Name of Proposed Academic Program: |
| --- |
| Master of Project Management |

| Academic Department: |
| --- |
| College of Integrative Sciences and Arts |

| Geographic Site: |
| --- |
| Polytechnic and Tempe campus |

| Instructional Modality: |
| --- |
| Immersion and online |

| Total Credit Hours: |
| --- |
| 33 |

| Proposed Inception Term: |
| --- |
| 2021-2022 |

| Brief Program Description: |
| --- |
| The Master of Project Management will provide students the expertise and credentials needed for advanced positions as project managers and leaders in a wide range of public, private, and nonprofit settings. Students will learn to plan, execute, and close-out complex projects by applying advanced project management skills like project risk management, project quality management, project schedule management, project cost management, project resource management, project procurement management, project scope management, project stakeholder management, project integration management, and project leadership. Students will learn multiple approaches to project management, including waterfall and agile, in order to develop their own personal approaches.<br><br>The program will appeal to both recent graduates and working professionals. Project management is a highly marketable skill set with broad applications. Graduates in engineering, sustainability, construction, the performing arts, public history, nonprofit management, business, public administration, health care, and others will advance professionally when gaining advanced skills in project management, which will allow them to systematically approach their organization's complex projects and achieve better outcomes. |

**EXECUTIVE SUMMARY**

The Master of Project Management aligns with the ASU mission and charter by offering accessible and innovative instruction that enables student success, fuses intellectual disciplines, transforms society, leverages our place, values entrepreneurship, emphasizes use-inspired and socially embedded research and outcomes, and engages globally.

The faculty of leadership and integrative studies in the College of Integrative Sciences and Arts currently offers the BA in Organizational Leadership to more than 1,400 students. It also offers the BA in Organizational Leadership concentration in project management and a minor in project management (enrollment reached nearly 400 students in the first seven months of offering), and an MS in Organizational Leadership. It has a strong faculty, including several experienced and certified professional project managers, who are well-positioned to establish a Master of Project Management degree that builds upon existing curriculum to provide a valuable program offering advanced project management coursework on leadership, theory, and technical skills.

**Learning Outcomes and Assessment Plan:**

**Learning Outcome 1:** Graduates will apply project management knowledge and theory in order to identify and propose solutions to complex problems as both leaders and collaborators in managing projects.

   ● **Concepts:** Project management scholarship, project management theory, leadership, social psychological and critical theories of project management, social dynamics and team dynamics project risk management, project quality management, project schedule management, project cost management, project resource management, project procurement management, project scope management, project stakeholder management, project integration management, and project leadership

   ● **Competencies:** Ability to produce scholarship to apply to social psychological and critical theories of project management. Understand the influence of social dynamics on an individual's thoughts, emotions, beliefs, and behaviors. Recognize how project team dynamics are influenced by social psychological factors such as self-justification, groupthink, prejudice, biases, and approaches to communication and persuasion. Develop strategies to effectively influence the perspectives and behaviors of a diverse array of project team members.

   ● **Assessment Methods:** Students will take courses MPM 520 Project Management: Social, Behavioral, and Psychological Perspectives and MPM 530 Project Management Theory during the first year of their program where they will be assigned weekly application-oriented writing assignments, papers and projects that will be submitted at the end of the course, in which they will demonstrate understanding of social and team dynamics. Students apply social psychological scholarship and theories in project management and demonstrate their ability to integrate leadership and project management theories and evaluate the normative and epistemological underpinnings of such theories within broader social, political, economic, cultural, and ethical contexts. Faculty will assess these weekly assignments using a rubric designed to track student mastery of the material and the combined results of these

assignments will demonstrate whether the program outcomes were met, and the findings used to guide continuous improvement efforts.

● **Measures:** Student artifacts measured with faculty developed rubrics will be used to evaluate students' ability to meet competencies. The portfolio of findings will be reviewed along with course feedback and an improvement plan developed in conjunction with discussions with faculty teaching the program's coursework. Rubrics will be developed by faculty and continually refined based on assessment outcomes and feedback.

**Learning Outcome 2:** Graduates will be able to demonstrate the role and value of ethical literacy, civil discourse, and sustainable development in leading and collaborating on projects within American civic institutions and global professional domains.

● **Concepts:** Civil discourse, sustainable development, professional ethics in project management, American and international civic institutions.

● **Competencies:** Ability to apply ethical behaviors and values (values thinking). Skills include discernment of inequities in organizations, how to lead with integrity and transparency, an appreciation of diversity, interpersonal skills, service excellence, the ability to identify a project's environmental, economic, and social impact, and collaborate with others to develop sustainable solutions. Students will have an awareness of the influence of social processes that perpetuate inequities in organizations and on leadership styles and the competencies needed to effectively lead and collaborate on projects within diverse organizations, including American institutions and nonprofit, for-profit and international organizations. Students will have competency in applying ethical literacy, civil discourse, creative problem solving, integrative thinking, and evidence-based decision-making while addressing project management challenges within diverse organizational contexts.

● **Assessment Methods:** Students will take courses MPM 540 The Thoughtful Project: Aligning Purpose with Approach, and MPM 550 Impact Analysis and Sustainability in Project Management during the first year of their program where they will be assessed through papers and projects submitted at the end of the course. Students will be assessed on their ability to demonstrate an awareness of the influence of social processes that perpetuate inequities in organizations and on leadership styles and the competencies needed to effectively lead and collaborate on projects within diverse organizations, including American institutions and nonprofit, for-profit and international organizations, and on their ability to identify a project's impact. Faculty will assess these papers and/or projects using a rubric designed to track student mastery of the material and whether the program outcomes were met, and the findings used to guide continuous improvement efforts.

● **Measures:** Rubrics will be utilized to evaluate students' ability to demonstrate the competencies identified to meet outcome 2. The portfolio of findings will be reviewed along with course feedback and an improvement plan developed in conjunction with discussions with faculty teaching the program's coursework. Rubrics will be developed by faculty and continually refined based on assessment outcomes and feedback.

**Learning Outcome 3:** Graduates will be able to demonstrate an advanced understanding of project life cycles, process groups, and knowledge areas and assess their own strengths and weaknesses in completing the tasks involved in leading and collaborating on projects.

  ● **Concepts:** Project planning, project life cycles, process groups, knowledge areas, and theoretical approaches.

  ● **Competencies:** Ability to apply technical competencies in project management. Students will be able to collaborate and lead projects applying advanced knowledge of project life cycles, group process and self-assessment of leadership and collaboration skills. Students will have the ability to apply an advanced understanding of project life cycles, process groups, knowledge areas, and theoretical approaches.

  ● **Assessment Methods:** Students will take courses MPM 592 Research for planning their applied project and MPM 593 Applied Project at the end of their program, but not before the final term, where their culminating comprehensive project plan will be assessed for their ability to apply an advanced understanding of project life cycles, process groups, knowledge areas, and theoretical approaches. Students will implement aspects of the culminating comprehensive project plan that they developed in MPM 592 Research, assess their own strengths and weaknesses in leading and collaborating on projects, and devise an action plan for continued growth. Writing prompts will be assigned bi-weekly and faculty will assess these using a rubric designed to track student mastery of the material and the combined results of these assignments will demonstrate whether the program outcomes were met, and the findings used to guide continuous improvement efforts.

  ● **Measures:** Rubrics will be utilized to evaluate students' ability to demonstrate the competencies identified to meet outcome 3. The portfolio of findings will be reviewed along with course feedback and an improvement plan developed in conjunction with discussions with faculty teaching the program's coursework. Rubrics will be developed by faculty and continually refined based on assessment outcomes and feedback.

**Projected Enrollment for the First Three Years:**

First Year: 35
Second Year: 50
Third Year: 75

**Evidence of Market Demand:**

According to Emsi Analyst Q1 2019 data, the top degree-granting institutions in project management in 2017 were University of Phoenix (416 project management degrees with 18.2% growth YOY), Capella University (160 project management degrees with 13.5% growth YOY), and Colorado State University-Global Campus (133 project management degrees with 24.3% growth YOY). During the period of January 2018 through January 2019, employers posted 372,243 jobs under the title of "project manager (management)" and 129,890 jobs under the title of "project managers (computer and mathematical)." 15,202 postings required Project Management Professional Certification and 5,404 required Project Management Institute (PMI) Certification.

**EXECUTIVE SUMMARY**

The Project Management Institute found that "between 2010 and 2020 an estimated 15.7 million new project management jobs will be added globally, reaching an economic impact of over $18 trillion, across seven project-intensive industries." The study concluded that the demand for project management professions would increase from 5.4 million jobs in 2010 in the United States to 6.1 million jobs in 2020.

In addition, the study found that project- orientated occupations were making on average $98,000 annually in 2010, while non-project oriented occupations were making $54,000 annually in 2010 (https://www.pmi.org/-/media/pmi/documents/public/pdf/business-solutions/project-management-skills-gap-report.pdf).

According to the Bureau of Labor Statistics the data on project management is folded into many careers including cost estimators, but most often are associated with construction management. The data indicates that project managers earn more in urban settings than in rural settings and the median income for a project manager was $96,000 in 2006. (https://www.bls.gov/careeroutlook/2006/summer/art03.pdf).

**Similar Programs Offered at Arizona Public Universities:**

University of Arizona has an Organizational Leadership, Master with an emphasis in Project Management in the disciplines of Business and Administration.

**New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):**

College of Integrative Sciences and Arts staff will be able to administer the new degree with no additional resources. The need for additional faculty or faculty associates will be evaluated every year based upon enrollment demand.

**Program Fee Required?**      YES ☒   NO ☐

**Estimated Amount:** $160 per credit hour

**Program Fee Justification:**
A substantial portion of the fees will fund the enhancement of curriculum, maintain small class size, provide student support, fund scholarships and other honoraria. The program fee revenue will also be used to fund networking opportunities for students, travel and professional development. All of these items will enhance student marketability in a competitive and growing job market.

Other comparable Master of Project Management program fees range from $600 to $2,500 per credit hour. However, we believe charging a lower fee will draw students to the program and still allow for effective administration.

**Specialized Accreditation?**      YES ☒   NO ☐

**Accreditor:** The Global Accreditation Center for Project Management Education Programs (GAC) is an independent academic accreditation body with policies, procedures and

**EXECUTIVE SUMMARY**

standards for project, program, portfolio management and related programs at the bachelor's, post graduate and doctoral degree levels (https://www.pmi.org/global-accreditation-center/about-gac). While this program does not lead to direct accreditation, graduates of this program will be well prepared to test for this accreditation.

**EXECUTIVE SUMMARY**

## New Academic Program Request

University: Arizona State University

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| **Name of Proposed Academic Program:** <br><br> Master of Human Resources and Employment Law |
| **Academic Department:** <br><br> Sandra Day O'Connor College of Law |
| **Geographic Site:** <br><br> Downtown Phoenix campus |
| **Instructional Modality:** <br><br> Immersion and online |
| **Total Credit Hours:** <br><br> 30 |
| **Proposed Inception Term:** <br><br> 2021-2022 |
| **Brief Program Description:** <br><br> The Master of Human Resources and Employment Law degree develops graduates who identify legal issues and analyze and solve critical human resources problems facing organizations. There is an increased need for graduates who are prepared professionals aware of the complex legal and regulatory framework affecting the recruitment, hiring, maintenance, promotion, and employment termination in the public and private sectors. Human resources and employment management has historically emerged from a business administration curriculum. However, with the increased impact of employment law shaping the human resources field, the profession recognizes the importance of law and local, state, and federal regulations in human resource management. This degree has a strong focus on the legal aspect of human resource management and employment. Students will demonstrate an understanding of U.S. law, legal structures, and legal reasoning when making informed decisions regarding complex human resource problems. The degree speaks to ASU's design aspirations of the fusion of intellectual disciplines and use-inspired research. <br><br> A few years ago, the Sandra Day O'Connor College of Law identified a glaring need for a non-Juris Doctor graduate program that trained human resources professionals to understand the complex legal and regulatory framework of employment law. The Sandra Day O'Connor College of Law debuted the Human Resources and Employment Law emphasis under its |

**EXECUTIVE SUMMARY**

Master of Legal Studies digital-immersion degree in 2017. The Master of Legal Studies, Human Resources and Employment Law emphasis has been a success since its launch in 2017. From fall 2018 to date, this program has yielded hundreds of applications submitted, and an average of 22 newly enrolled students for each term (Summer/Spring/Fall) over that span. The yearly cohort of new Master of Legal Studies, Human Resources and Employment Law students has reached a level of volume that warrants converting the emphasis area into a new degree. The creation of the new degree, Master of Human Resources and Employment Law, would allow the law school to tailor, enhance, and allocate curricular, advising, and career services resources specifically to the new degree's student body, which would lead to more efficient college administration and better overall student satisfaction and outcomes for this cohort.

**Learning Outcomes and Assessment Plan:**

**Learning Outcome 1:** Graduates of the Master of Human Resources and Employment Law will demonstrate competency in analysis of legal issues in the Human Resources profession.

- **Concepts:** Human resources and employment law, wage and benefits, discrimination and harassment, workplace privacy, managing employees, the hiring process, leave, workplace safety, and employment termination.

- **Competencies:** Ability to analyze and apply the complex legal and regulatory framework affecting the recruitment, hiring, maintenance, promotion, and termination of employees and independent contractors.

- **Assessment Methods:** A summative assessment of the direct measurement of students' legal analysis skills will be assessed each semester at the completion of the required coursework. Examination results will be collected and summarized by the Manager, Online Learning, and reported to the program faculty and administration for review and analysis of program outcomes. An indirect measurement survey of students' perception of their critical thinking skill development (Graduate/Law Student Report Card Survey) will be administered annually. Alternatively, a student focus group survey may be used. Data will be collected and summarized by the Director of Institutional Reporting and Assessment and forwarded to program faculty and administration for review and analysis of program outcomes.

- **Measures:** Rubrics will be utilized to evaluate students' ability to demonstrate the competencies identified to meet outcome 1. Students' work in SDO 541 Human Resources specifically will be assessed using an adopted rubric from the Society for Human Resource Management (SHRM). The rubric will measure knowledge of legal issue identification in HR, analysis of HR legal issues. The portfolio of findings will be reviewed along with course feedback and an improvement plan developed in conjunction with discussions with faculty teaching the program's coursework. Rubrics will be developed by faculty and continually refined based on assessment outcomes and feedback.

**Learning Outcome 2:** Graduates of the Master of Human Resources and Employment Law will demonstrate an understanding of U.S. law, legal structures, and legal reasoning in written communications.

- **Concepts:** Rule synthesis, issue identification, analytical reasoning, legal writing style, citation format, and objective and persuasive legal writing.

- **Competencies:** Ability to identify and analyze legal issues and develop effective written communications in a legal context. Students will be able to identify and analyze legal structure, issues, and reasoning through rule synthesis and dispassionate analysis within the Issue, Rule, Application, Conclusion (IRAC) essay exercises. Students will have proficiency in using legal reasoning to develop the resolution of one or more legal issues.

- **Assessment Methods:** The faculty will administer various formative assessment essay exercises throughout the required foundation courses such as SDO 501 US Law & Legal Analysis. Data will be collected and summarized by the Manager, Online Learning, and reported to the program faculty and administration for review and analysis of program outcomes. An indirect measurement survey (Graduate/Law School Student Report Card) of students' perception of their writing skill development will be administered annually. Alternatively, a student focus group survey may be used. Data will be collected and summarized by the Director of Institutional Reporting and Assessment and forwarded to program faculty and administration which will be analyzed and used for continuous program improvement.

- **Measures:** Rubrics will be utilized to evaluate students' ability to demonstrate the competencies identified to meet outcome 2. The portfolio of findings will be reviewed along with course feedback and an improvement plan developed in conjunction with discussions with faculty teaching the program's coursework. Rubrics will be developed by faculty and continually refined based on assessment outcomes and feedback.

**Learning Outcome 3:** Students completing the capstone course for the Master of Human Resources and Employment Law degree will meet the academic qualifications for the Society of Human Resource Management (SHRM) certification exam.

- **Concepts:** Change management, compensation and benefits, employee and labor relations, globalization, employment law, HR career planning, HR role in organizations, HR information systems, job analysis and design, managing a diverse workforce, metrics and measurement of HR, organizational development, performance management, strategic HR, staffing, training and development, workforce planning and talent management, workforce health, safety, and security.

- **Competencies:** Ability to demonstrate proficiency in all academic content and competency area requirements for Society of Human Resource Management program accreditation.

- **Assessment Methods:** Students will be assessed using faculty developed rubrics for their capstone exams and projects that identify attributes matching accreditation society core competencies. The instructor will rate each project in terms of attributes

on a scale, providing a direct measure for assessing program outcomes and successful performance. The rubrics will be administered at the end of each semester. Results will be tabulated and analyzed by the Manager, Online Learning to identify areas that are satisfactory and areas needing improvement. An indirect measurement survey (Graduate/Law Student Report Card) of students' perception of their professional skill development will be administered annually. Data will be collected and summarized by the Director of Institutional Reporting and Assessment and forwarded to program faculty and administration for review. Data will be shared each semester with program faculty and administration for review.

● **Measures:** Rubrics will be utilized to evaluate students' ability to demonstrate the competencies identified to meet outcome 3. The portfolio of findings will be reviewed along with course feedback and an improvement plan developed in conjunction with discussions with faculty teaching the program's coursework. Rubrics will be developed by faculty and continually refined based on assessment outcomes and feedback.

**Projected Enrollment for the First Three Years:**

First Year: 50
Second Year: 80
Third Year: 90

**Evidence of Market Demand:**

According to data from Emsi Analyst, offering the Master of Human Resources and Employment Law degree will support a growing need for employers hiring human resources professionals across all industries. Their data shows strong regional (9.4%) and national (5.9%) job growth over the next five years. The Bureau of Labor Statistics 10-year (2018-2028) occupational labor projections for Human Resource Managers (11-3121) show a 7.1% increase in jobs and a 2019 median annual wage of $116,720.

A search conducted in the Law School Admissions Council database identifies law schools across the country that offer employment law coursework, certificates, concentrations, and joint degrees. Only a few peer law schools, such as the University of Washington's Master of Jurisprudence in Human Resources and Employment Law, and Florida State University's Juris Master in Human Relations and Employment Law, offer related degrees to the proposed ASU degree. This demonstrates limited institutional competition and an opportunity for working professionals to pursue a degree through distance and non-distance mediums from a law school with a U.S. World News & Reports #24 national ranking.

The Sandra Day O'Connor College of Law has already proven the market exists for the Human Resources and Employment Law degree. This request will formalize a pathway through our current curriculum that has shown great growth in the last three years. This growth has caused our current class sections of the four courses in the emphasis to fill regularly, requiring us to begin offering each course twice per academic year instead of once.

The following job titles from the Bureau of Labor and Statistics are prospective career opportunities for the Master of Human Resources and Employment Law graduate: 11-3121 Human Resources Managers, 13-1071 Human Resources Specialists, 11-1021 General and

**EXECUTIVE SUMMARY**

Operations Managers, 43-4161 Human Resources Assistants, Except Payroll and Timekeeping, 11-9199 Managers, All Other, 13-1199 Business Operations Specialists, All Other, 11-3111 Compensation and Benefits Managers, 13-1151 Training and Development Specialists.

**Similar Programs Offered at Arizona Public Universities:**

Undergraduate degrees in human resources can be found in Arizona public institutions. However, there currently are no graduate degrees offered. The University of Arizona and Arizona State University offer concurrent graduate degrees in Business Administration and the Juris Doctor or Master of Legal Studies. No existing program in the state of Arizona offers what the Master of Human Resources and Employment Law will offer. A portion of the general concepts and competencies can be derived piecemeal from MBA or Business Management programs in the Arizona Public University system, but no program focuses on the significant legal and regulatory issues inherent to the field. The Master of Human Resources and Employment Law would offer a condensed, focused curriculum reducing time and expenses for the student. Additionally, it would offer a distance alternative to the aforementioned degrees.

**New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):**

The majority of programmatic resource needs will be met through the extension of current resources. A large portion of the projected student body, as current Master of Legal Studies campus and digital-immersion students, are already being served by our current faculty, staff, and college services. Existing curriculum, infrastructure, faculty, and staff services will be extended to meet the needs of the degree cohort(s).

**Program Fee Required?**　　　YES ☒　　NO ☐

**Estimated Amount:** Campus Immersion Program Fee: $725 per credit hour or $21,750 a year (30 credits) for resident, nonresident, and international students.
Online: $658 per credit hour or $19,740 per year (30 credits).

**Program Fee Justification:**
The new program fee will pay for course-related services including instructional design, video recording and editing, administrative services associated with offering the required courses. It will also help to fund student support services including academic advising and administrative services associated with student support. The cost of the program would still be at market rates. Revenues from the fees will support improvements in quality of the program through investments in faculty and faculty development, curriculum creation and redevelopment, accreditation with a national industry certification organization, and enhancements to basic educational infrastructure including information technology. The program fee structure is in line with the competitive marketplace for a degree like this, and the fixed cost-per-credit caters to our established student population of working professionals that likely will be attending part-time.

**Specialized Accreditation?**　　　YES ☒　　NO ☐

**EXECUTIVE SUMMARY**

**Accreditor:** This program will need acquiescence from the American Bar Association, which accredits law schools. The ABA only accredits the JD degree at the law school, but as part of that accreditation, they enforce Standard 105 (see ABA Standards and Rules of Procedure for Approval of Law Schools). Rule 105 (12) requires their acquiescence when we "…establish a new or different program leading to a degree other than a JD degree.:" When evaluating acquiescence, they only evaluate whether "the law school demonstrates that the change will not detract from the law school's ability to remain in compliance with the standard" for the JD degree."

## New Academic Program Request

University: Arizona State University

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| **Name of Proposed Academic Program:** <br><br> Master of Science in Addiction Psychology |
| **Academic Department:** <br><br> *Department of Psychology,* The College of Liberal Arts and Sciences |
| **Geographic Site:** <br><br> Tempe campus |
| **Instructional Modality:** <br><br> Immersion and online |
| **Total Credit Hours:** <br><br> 45 |
| **Proposed Inception Term:** <br><br> 2022-2023 |
| **Brief Program Description:** <br><br> The MS in Addiction Psychology provides the knowledge, skills, and experience necessary to pursue state licensure and provide addiction treatment. Substance use and addiction constitute one of the largest preventable health problems facing the U.S. today, but less than 20% of those in need receive any substance-use treatment, and only a small fraction of those in treatment receive evidence-based treatment. This gap between treatment research and current practices is due in large part to deficits in the education and training available in the field of addictions. <br><br> The addiction psychology program is consistent with ASU's Mission and Goals, and will help to further ASU's design aspirations. This program will improve the overall health of communities in Arizona and beyond, by advancing the transfer of scientific knowledge to clinical practice, thereby increasing the public's access to evidence-based addiction treatment. The program pairs state-of-the-art research from internationally recognized experts |

in addictions with clinical expertise from licensed psychologists and licensed addiction counselors with decades of experience providing addiction treatment. This combination of research and clinical expertise will distinguish our program from existing addiction programs and will help to establish our program as a leader in the addiction field. The Department of Psychology has the nation's longest, continuously funded, NIH T-32 training grant in addictions, and our department has collaborated with the School of Social Work, Counseling and Counseling Psychology, and the College of Health Solutions on multiple Substance Abuse and Mental Health Services Administration (SAMHSA), and Health Resources and Services Administration (HRSA) funded grants focused on addiction treatment education. These collaborations and expertise will be incorporated into the master's program. The program will also have a substantial impact in our community and beyond, by providing additional addiction treatment in our community and nationally as part of our training program, and by increasing the number of expertly-trained addictions counselors who can help meet the needs of our society to prevent and treat addictions.

Licensure/Certification
The program will meet the educational requirements for licensure or certification in all 50 states. There are additional licensure requirements not met by the program, including a passing score on a state-administered licensing exam and one-to-two years of supervised practice subsequent to degree completion. There are no states that exclude online education as long as the program is offered by an accredited university.

**Learning Outcomes and Assessment Plan:**

**Learning Outcome 1:** Graduates will be able to integrate and apply knowledge and theory to a comprehensive client treatment plan that aligns with the skills and knowledge needed to successfully meet the national accreditation educational standards for addiction.

● **Concepts:** Current models and theories of addiction, effects of psychoactive substances, substance-related problems, scientifically supported models of treatment, helping strategies and continuing care.

● **Competencies:** Ability to differentiate between a variety of models and theories of addiction, including cognitive behavioral therapy, motivational interviewing, and 12-step facilitation. Evaluate the behavioral, psychological, physical health, and social effects of psychoactive substances on the person using and significant others. Differentiate practices and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems. Evaluate available research and outcome data and apply this knowledge to clinical practice.

● **Assessment Methods:** Students will be assessed through major projects in the treatment-related courses, (Evidence-based Treatment Interventions, Group Therapy, and Family and Adolescent Treatment), which will demonstrate domain-specific understanding of required course content. Final projects require students to evaluate and discriminate between evidence-based treatments, and then adapt and integrate treatments to specific clients. Students will also successfully complete a scholarly

culminating project that evaluates existing research on addiction treatment, identifies gaps in the literature, and generates a study or recommendations that contribute to the field of addiction psychology.

● **Measures:** Faculty rubrics will be used to measure students' final projects.  A scholarly culminating project will be measured using a rubric assessing students' ability to evaluate existing research. The findings will be reviewed along with course feedback and an improvement plan developed in conjunction with discussions with faculty teaching the program's coursework. Rubrics will be continually refined based on assessment outcomes and feedback.

**Learning Outcome 2:** Graduates will apply and demonstrate competency in knowledge, attitudes, and skills they have gained through coursework and by providing addiction treatment in their supervised practicum setting.

● **Concepts:** Helping strategies, treatment modalities, treatment services, cultural awareness.

● **Competencies:** Ability to implement a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence. Integrate helping strategies and treatment modalities with consideration for the client's stage of dependence, change, or recovery. Modify treatment services to the personal and cultural identity and language of the client.

● **Assessment Methods:** Students will successfully complete a supervised practicum experience in an addiction treatment setting. Supervision will guide students' implementation of evidence-based treatments, as well as facilitate students' abilities to modify and integrate treatments for specific problems or clients. Documentation from an approved clinical supervisor of 300 practicum hours completed in an addiction treatment setting will be provided. In addition, supervisor evaluation of student performance on practicum competency benchmarks will be created, which include the ability to establish and maintain effective therapeutic relationships, develop evidence-based intervention plans, implement interventions informed by current scientific literature, demonstrate the ability to apply relevant research to clinical decision-making, modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking, evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

● **Measures:** Supervisors will document successful completion of practicum requirements and will submit the competency benchmarks evaluation form using faculty developed rubrics. The findings will be reviewed along with supervisor feedback and an improvement plan developed in conjunction with discussions with faculty teaching the program's coursework. Rubrics will be continually refined based on assessment outcomes and feedback.

**Learning Outcome 3:** Graduates will have competency in the knowledge, attitudes, and skills they have gained through coursework and practicum experience in order to obtain state certification or licensure as an addiction counselor.

**EXECUTIVE SUMMARY**

● **Concepts:** Students must demonstrate competency in the following domains in order to pass the national International Certification and Reciprocity Consortium Advanced Alcohol and Drug Counselor licensing exam: 1) Screening, Assessment, and Engagement, 2) Treatment Planning, Collaboration, and Referral, 3) Counseling and Education, and 4) Professional and Ethical Responsibilities.

● **Competencies:** Ability to develop and maintain a therapeutic relationship. Use validated measures to screen and assess mental and substance-use disorders. Provide consultation and referral for medication assisted treatment. Effectively evaluate levels of harm and risk. Formulate diagnoses and develop case conceptualizations. Use patient placement criteria. Demonstrate effective documentation skills to communicate findings. Develop collaborative treatment plans. Facilitate referrals and access to community resources. Conduct ongoing outcome evaluation. Apply evidence-based, culturally competent treatment strategies. Utilize individual, group, and family treatment strategies. Demonstrate ability to provide accurate education about addiction and recovery. Provide trauma-informed care. Adhere to established professional codes of ethics and standards of practice as well as jurisdictional rules and regulations. Demonstrate cultural competence. Engage in ongoing professional development and maintain awareness of advances in research. Utilize supervision and consultation. Advocate for clients, addiction services, and recovery.

● **Assessment Methods:** A component of the culminating project will include administration of a practice exam that will be used to assess preparation for the state certification or licensure. Graduates will be contacted to complete a yearly survey to determine whether they have passed the licensing exam, obtained licensure, and provide feedback on the effectiveness of their educational training.

● **Measures:** Prior to graduation, successfully pass the practice exam. Successfully pass the national licensing exam within one year of graduation. Obtain state certification or licensure as an addiction counselor within three years of graduation. Training effectiveness surveys will be evaluated to identify areas for improvement in coursework and training.

**Projected Enrollment for the First Three Years:**

First Year: 15
Second Year: 40
Third Year: 55

**EXECUTIVE SUMMARY**

**Evidence of Market Demand:**

Addiction and substance abuse are one of America's top public health problems and there is a growing need for a well-trained workforce. The Health Resources and Services Administration (HRSA) has identified a crucial need for behavioral health professionals with expertise and skills to provide opioid and other substance use disorder prevention, treatment and recovery services (HRSA, 2019). The administration's Opioid Workforce Expansion Program has awarded more than 58 million dollars to better prepare behavioral health professionals to treat substance-use disorders. Ongoing funding opportunities indicate a continued need for training in addictions treatment. Locally, the Department of Psychology is frequently contacted by agencies in Arizona, such as the Department of Corrections, looking for addiction counselors. At a national level, the U.S. Bureau of Labor Statistics expects employment of substance abuse counselors to grow 22% from 2018 to 2028, much faster than other occupations (https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm#tab-6). Job prospects are expected to be very good for counselors who are licensed. Students who complete this degree and obtain licensure can find employment in substance abuse treatment centers, community mental health agencies, integrated health-primary care settings, criminal justice, hospitals, high school and university counseling centers, and military and veterans' affairs hospitals.

**Similar Programs Offered at Arizona Public Universities:**

There are no master's programs offered by Arizona public universities that provide specialized training in addiction counseling. Grand Canyon University is the only educational institution in Arizona that offers a MS in Addiction Counseling, but this program is not certified by the Arizona Board of Behavioral Health Examiners.

**New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):**

Outside of the requested program fee, the current resources will be sufficient to offer this program.

**Program Fee Required?** YES ☒ NO ☐

**Estimated Amount:** $300 per credit hour ($3600 per semester)

**Program Fee Justification:**
The MS in Addiction Psychology is a clinically oriented program that meets the educational and training requirements to become a licensed addiction counselor. There are two additional requirements for licensure beyond coursework: 1) supervised clinical experience in an addiction treatment setting, and 2) passing a licensing exam. These additional requirements are very time and resource intensive, and represent an additional need not required of master's programs in most fields. Dedicated staff are needed to provide students with the support necessary to be successful in the addiction psychology program, and subsequently become licensed to provide addiction treatment. A $300 per-credit-hour program fee is needed to support these staff. Three staff positions will be needed: 1) a program director

**EXECUTIVE SUMMARY**

($90,000), 2) a practicum coordinator ($70,000), 3) four practicum monitors ($65,000 each X 4 = $260,000), 4) an advisor ($55,000), and 5) a support staff ($51,500). At full enrollment of 45 students, the program fee will cover these three positions. Prior to full enrollment, one to two staff members will split the responsibilities.

**Specialized Accreditation?**     YES ☒     NO ☐

**Accreditor:** Addiction counseling licensure in the state of Arizona is overseen by the Arizona Board of Behavioral Health Examiners. The board certifies educational programs that meet licensure requirements, but the board has not certified any graduate-level programs for addiction counselor licensure. The MS in Addiction Psychology meets all of the requirements for licensure and certification through the Arizona Board of Behavioral Health Examiners. The master's program will also seek national accreditation with the National Addiction Studies Accreditation Commission (NASAC) and the National Association for Alcoholism and Drug Abuse Counselors (NAADAC). The program meets all requirements for both of these organizations. National accreditation with these organizations will enable students to qualify for addiction counselor licensure in all 50 states, and many countries.

**EXECUTIVE SUMMARY**

## New Academic Program Request

University: Arizona State University

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| **Name of Proposed Academic Program:**<br><br>Master of Science in Crime Analysis |
| **Academic Department:**<br><br>*School of Criminology and Criminal Justice*, Watts College of Public Service and Community Solutions |
| **Geographic Site:**<br><br>Downtown Phoenix campus |
| **Instructional Modality:**<br><br>Immersion and online |
| **Total Credit Hours:**<br><br>33 |
| **Proposed Inception Term:**<br><br>2021-2022 |
| **Brief Program Description:**<br><br>The School of Criminology and Criminal Justice seeks to offer a MS in Crime Analysis. Crime analysis is a highly specialized area that involves the systematic study of crime and disorder using sociodemographic, spatial, and temporal factors to assist the police in criminal apprehension, crime and disorder reduction, crime prevention, and evaluation. Most law enforcement officers are quite knowledgeable about criminal justice, but not necessarily about crime analysis. Indeed, most crime analysts are not sworn law enforcement officers. The degree program would focus on the theories, methods, and specific skill sets needed to be an effective crime analyst as distinct from the other areas within criminal justice, generally, or even within policing, specifically. This includes qualitative and quantitative analysis of crime data using tools that are not the focus of any our existing degree programs, such as Crime Prevention Through Environmental Design, the use of Geographic Information System (GIS) software for crime mapping purposes, the use of Social Network Analysis (SNA) software to determine links within criminal networks, and the systematic processing of criminal intelligence. Students will receive state-of-the-art education in a variety of crime analysis topics such as crime mapping, statistical tools in crime analysis, social networking, and data management. |

**EXECUTIVE SUMMARY**

In concurrence with ASU's initiatives towards becoming an international leader, the MS in Crime Analysis will provide students with the skills and credentials necessary to prepare them to enter fields specializing in crime analysis at a global scale.

**Learning Outcomes and Assessment Plan:**

**Learning Outcome 1:** Graduates will demonstrate the essential qualifications for employment in crime analysis and related occupations by critically applying theories of crime and place in relation to the whole of criminological theory.

- **Concepts:** Problem-solving methods, key terminology in the field of crime analysis, principles and theories of crime analysis, knowledge of key products produced by crime analysts to meet qualifications required of a professional crime analyst.

- **Competencies:** Ability to apply real-world application of the SARA model (Scanning, Analysis, Response and Assessment) to identify recurring problems of concern to the public and crime analysts. Identify the consequences of crime, and develop broad goals as a response to community issues. Possess a broad understanding of criminological theory across micro and macro levels, most importantly theories of crime and place, and the intersection of opportunity and suitable targets.

- **Process:** Student mastery, assessed by course exams and completion of projects, will meet the requisites required for qualification and proficiency in the field of crime analysis. Students will submit a final applied project demonstrating the principles of crime analysis, which will then be assessed using faculty-developed rubrics. These findings will be used for the improvement of future course design.

- **Measures:** Rubrics will be utilized to evaluate students' ability to demonstrate the competencies identified to meet outcome 1. The findings will be reviewed along with course feedback and an improvement plan developed in conjunction with discussions with faculty teaching the program's coursework. Rubrics will be continually refined based on assessment outcomes and feedback.

**Learning Outcome 2**: Graduates will be able to use the fundamental methods and technologies required to produce valid and reliable crime analysis information of utility to policymakers and practitioners.

- **Concepts:** Research design and data analysis. Interpretation of statistical data using state-of-the-art technology and methods. Data management, linking data sources, and creating data visualizations.

- **Competencies:** Understand how to access, search, and utilize law enforcement databases, as well as identify relevant data to be collected.  Proficiency in ArcMap (or equivalent software) used for cartography basics, analysis of density maps, and testing/transforming accuracy of data points.

**EXECUTIVE SUMMARY**

- **Assessment Process:** Students will be assessed in their final culminating experience projects which will show the ability to produce high-level research and data with fundamentals relevant to the advancement of crime analysis in practice and in policy. Faculty-developed rubrics will measure student results. All students will complete the final applied project and data will be used by faculty for future improvement of course design.

- **Measures:** Rubrics will be utilized to evaluate students' ability to demonstrate the competencies identified to meet outcome 2. The findings will be reviewed along with course feedback and an improvement plan developed in conjunction with discussions with faculty teaching the program's coursework. Rubrics will be continually refined based on assessment outcomes and feedback.

**Learning Outcome 3:** Graduates will be able to communicate and present the results of crime analysis orally and in writing.

- **Concepts:** Qualitative data and multivariate statistics, survey construction and testing, communication of findings and developing data products for distinct audiences.

- **Competencies:** Ability to present data suitable for communities and command staff, as well as line-level data. Demonstrate proficiency in professional presentation and publication of research findings obtained via mastery of downloading, cleaning, analyzing, and interpreting administrative and spatial data.

- **Assessment Process:** Attainment of skills in authorship and oratory presentation of advanced topics and findings relevant to crime analysis will be assessed by the ability to effectively present findings written and orally in class final projects. Faculty-developed rubrics will measure proficiency of student presentations and will also be used for improvements in future course design.

- **Measures:** Rubrics will be utilized to evaluate students' ability to demonstrate the competencies identified to meet outcome 3. The findings will be reviewed along with course feedback and an improvement plan developed in conjunction with discussions with faculty teaching the program's coursework. Rubrics will be continually refined based on assessment outcomes and feedback.

**Projected Enrollment for the First Three Years:**

First Year: 30
Second Year: 60
Third Year: 90

**Evidence of Market Demand:**

The MS in Crime Analysis is being developed in response to student demand due to strong career outlooks in the field. As criminal justice agencies worldwide are increasing their

**EXECUTIVE SUMMARY**

reliance on data-driven decision-making, they are hiring more personnel to fulfill their needs. There is a growing demand for crime analysts in Latin America and the Caribbean in particular, with nations seeking platforms for educating and training future and current crime analysts (InSight Crime, 2020). JobHero.com (2020) states that there will be "rapid growth" in this career field.  Recruiter.com (2018) projects an annual increase of at least 2.29% in the need for crime analysts with median starting salaries at just over $47,000. Graduates of this program should expect to find employment within government agencies such as local law enforcement; the Department of Homeland Security (DHS), which comprises several agencies, including the Secret Service, Coast Guard, and Customs and Border Protection (CBP); adult and juvenile probation; courts; corrections agencies; and prosecutor's offices. Most of the personnel in this field work at the local, state, or federal level to implement and maintain public and national safety. Some crime analysts will also work for private organizations that deal with emergency response, law enforcement, and information technology. Careers in crime analysis may fall under the category of forensic technicians, defined by the Bureau of Labor Statistics as a "broad occupational title that encompasses many forensic specialties, where workers collect, identify, classify, and analyze evidence for criminal investigations" (Bureau of Labor Statistics, 2020). Employment of forensic science technicians is projected to grow 14% from 2018 to 2028, much faster than the average for all occupations, with a median salary of $59,150 per year (Bureau of Labor Statistics, 2020). Careers for graduates may also fall under the category of criminal investigators. Careers in this field are expected to increase between 5 and 9% through 2026, with a median salary of $81,920 (Bureau of Labor Statistics, 2018).

**Similar Programs Offered at Arizona Public Universities:**

No other comparable MS programs are currently offered at Arizona Public Universities.

**New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):**

The department already offers select courses in these areas, but will create a small number of new courses to round-out the degree requirements. Because expertise to do so already exists among our current faculty, no substantial resources are needed to launch this program.

**Program Fee Required?**     YES ☒   NO  ☐

**Estimated Amount:** $100 per credit hour

**Program Fee Justification:**
The fee will provide special training in software programs that are frequently updated. It will support small sections to allow for courses to support hands-on learning with these complex pieces of software, as well as with the other skills and technologies used in crime analysis. Additionally, because the field evolves rapidly, the fee will be used to support ongoing instructional design and redesign effects that harness the newest tools of crime analysis as they become available. Finally, the fee will help provide instruction and mentoring from

**EXECUTIVE SUMMARY**

working professionals who can convey both conceptual and pragmatic information to enrolled students.

**Specialized Accreditation?**     YES ☐   NO ☒

**Accreditor:** Not applicable.

**EXECUTIVE SUMMARY**

## New Academic Program Request

University: Arizona State University

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| **Name of Proposed Academic Program:** |
| Master of Science in Futures and Design |

| **Academic Department:** |
| *School for the Future of Innovation in Society,* College of Global Futures |

| **Geographic Site:** |
| Tempe campus and ASU@Mesa City Center |

| **Instructional Modality:** |
| Immersion and online |

| **Total Credit Hours:** |
| 30 |

| **Proposed Inception Term:** |
| 2021-2022 |

| **Brief Program Description:** |
| Contemporary conditions of uncertainty require new approaches for making sense of fast-paced and disruptive change. Whether the concern is about environmental crises, accelerating emerging technologies, or the dynamics of social movements, creative thinking and innovative mechanisms for sensing new possibilities are needed. This program trains students in social-scientific and design-based approaches to the study of change and alternative futures, with a focus on critical theories and practical methodologies for anticipating change, cultivating strategic insight, and creating better futures. |
| This transdisciplinary program will combine future-focused theories and practices from design (speculative design, design fiction), arts/humanities (science fiction, performance), and the social sciences (foresight, science and technology studies, complex adaptive systems) to investigate and craft alternative futures. Students will learn a range of future-oriented theories and methods used today by organizations and invent the theories and methods of tomorrow. Students will explore a variety of epistemological perspectives and experiential processes to systematically define complex problems and explore robust strategies of change. In doing so, they will diversify their critical thinking and problem-solving skills. Drawing from social theory, innovation studies, and design science, the aim is to expand the ability to envision new futures |

across scales of complexity, including objects, platforms, services, organizations and systems. Harnessing the unique technological affordances of the ASU@Mesa facility, students will construct and visualize compelling visions of that future in multiple media, from written narrative and live interactions to virtual and augmented reality.

Students will work in transdisciplinary, project-based teams with partners from industry and the community, collaboratively exploring the future of a neighborhood, a sector, a socio-technical system, a cultural institution, or an ecosystem. They will learn to design generative inquiries, transform research into creative/technological products, develop strategies and reflect upon the implications of their work. They will also be supported to spin off their projects into ventures, with the support of the nearby Innovation Studios.

Aligned with the ASU Charter and Design Aspirations, the program advances discoveries in both technology and public value creation by engaging across disciplines and directly with the community.

At the conclusion of this program, students will emerge well-qualified to find fulfilling careers in applying their learning to strategy, foresight and design for organizations, industry and policy institutions.

**Learning Outcomes and Assessment Plan:**

**Learning Outcome 1:** Graduates will be able to understand and analyze dynamics of complex change.

● **Concepts:** Social-scientific and design-based approaches, critical theories, practical methodologies, analyzing complex problems, devising solutions, models of change, tools for understanding continuity and discontinuity, devising leverage points for enacting better futures.

● **Competencies:** Ability to apply social-scientific and design-based approaches to the study of change and alternative futures. Graduates will be able to engage with critical theories and practical methodologies for anticipating change, cultivating strategic insight, navigating ethical tensions and creating better futures. Graduates will be able to conduct literature reviews, critically assess foresight theories and methodologies, synthesize research, appraise the strengths and limitations of various theoretical frameworks, and effectively apply relevant theories to areas of inquiry.

● **Assessment Methods:** Students will be asked to demonstrate their understanding about fundamental principles and theoretical frameworks of foresight in the final paper for the Theories of Change core course. Students will also do targeted exercises and writing activities in the Theories of Change course to explore the relationships between different conceptualizations of uncertainty and navigating change.

● **Measures:** An evaluation rubric for the final paper in the Theories of Change course that evaluates all areas of performance will be utilized. The evaluation rubric for the capstone culminating experience that demonstrates an understanding of drivers of change will also be analyzed. Rubrics will be developed by faculty and the curriculum will be monitored and refined based on student demonstration of factual knowledge,

cognitive understanding, and conceptual and analytical practice, with respect to different theories related to risk, uncertainty and change.

**Learning Outcome 2:** Graduates will be able to apply and evaluate a range of future-oriented theories and methods to develop and envision alternative futures.

● **Concepts:** Future-oriented theories and methods, iterative prototyping, systems thinking, modes of simulation, narrative and performance.

● **Competencies:** Ability to understand and be able to apply a range of future-oriented theories and methods. Graduates will develop the ability to envision new futures across scales of complexity, including objects, platforms, services, organizations and systems. They will be able to plan, co-construct and visualize compelling portraits of that future in multiple media, such as written narrative, live interaction, physical prototypes, and virtual and augmented reality. Students will adopt designedly ways of envisioning such as abductive thinking, reframing situations, thinking through making, synthesis, and critique

● **Assessment Methods:** Students will be asked to demonstrate their understanding by applying the methods to explore a complex problem in the Foresight Methods course. They will be given a cumulative assignment to guide them through problem identification, assessing different drivers of change, and the construction of alternative futures deploying foresight tools and methods. In the Prototyping Dreams Studio course, students will demonstrate their knowledge of a range of future-focused theories and methods by constructing narratives of change. The speculative design assignment will be guided through a series of micro-assignments that will culminate in a final presentation of the students' results.

● **Measures:** The assignments will be measured by an evaluation rubric for the development of a speculative prototype design in the Prototyping Dreams Studio course that demonstrates proficiency in critical thinking, rigor, and creativity of rendering. The design foresight project assignment in Foresight Methods course which assesses methods, proper sequencing of activities, and design of the engagement will also be used. Rubrics will be developed by faculty and continually refined based on assessment outcomes and feedback.

**Learning Outcome 3:** Students will be able to engage in inter- and transdisciplinary, multi-stakeholder collaboration to reframe, redefine and develop solutions to real-world challenges.

● **Concepts:** Creative and collaborative practices, ethical engagement practices with external stakeholders, effective processes for giving and receiving feedback, and reflecting on the performance.

● **Competencies:** Ability to work in transdisciplinary, project-based teams with partners from industry and the community, collaboratively exploring the future of a neighborhood, a sector, a socio-technical system, a cultural institution, or an ecosystem. Graduates will design generative inquiries, transform research into creative

or technological products, develop strategies and reflect upon the implications of their work.

● **Assessment Methods:** Throughout the program students will have to apply their knowledge about creativity and collaboration into practice, evaluate a variety of methodological and design choices, and co-create generative inquiries. As part of the capstone project, students will have their work seen and evaluated by community or industry stakeholders they are collaborating with, will learn to assess other peer projects using evaluative rubrics, and will learn to give and receive peer feedback related to their contributions with the view of improvement. Students will create a final project presentation of the capstone project that demonstrates their mastery of collaboration in transdisciplinary teams.

● **Measures:** The program will be measured by evaluation of the final project and presentation in the Prototyping Dreams Studio by faculty panel and external stakeholder evaluation rubrics for the final product of the capstone course. Peer evaluation rubric of individual contributions to the group in the capstone final project course will also be used. Rubrics will be continually refined based on assessment outcomes and feedback.

**Projected Enrollment for the First Three Years:**

First Year: 15
Second Year: 30
Third Year: 40 (steady state)

**Evidence of Market Demand:**

Evaluating market demand for this degree is difficult because the traditional sources of job data do not have a category that squarely overlaps with the skills delivered by the degree. But, there is increasing demand for professionals trained in navigating uncertainty, scenario planning, and strategically coping with disruptive change.

Our graduates will gain these skills and be strong candidates for jobs like: Principal User Experience Designer, Foresight Researcher, Director of Futures Strategy, Futurist, and Strategic Planner. Organizations hiring such positions include: World Economic Forum, World Energy Council, Mercy Corps, Verizon, Amazon, Ginkgo Bioworks, Mercedes-Benz, Autodesk, Google, Shell, Pepsi, and CannonDesign. Bain and Associates found that over half of Fortune 500 companies use scenario planning and a survey by the Corporate Strategy Board revealed major corporations face professional shortcomings related to: challenging assumptions about the future, identifying discontinuous change, and adapting resiliently to rapid change.

Universities in Europe, Asia, and the Middle East are responding by creating programs that incorporate future studies. The U.S. is slower, but there are three: University of Hawaii (Manoa)'s Master of Arts in Alternative Futures, The Ontario College of Art and Design University's Master of Design in Strategic Foresight and Innovation, and University of Houston's Master of Science in Foresight. Executive education programs are being run by consultancies like the Institute for the Future.

**EXECUTIVE SUMMARY**

As none of the job titles listed above are included in Emsi Analyst or Department of Labor data, jobs were analyzed in categories that program graduates could contribute to.

Emsi Analyst Summary: Labor market demand was based on the target occupations of market research analysts and marketing specialists (13-1161), management analysts (13-1111) and marketing managers (11-2021). There were an estimated 58,099 annual openings for jobs within these sectors in 2019 with a projected growth of 11% between 2019 and 2024. Current job opportunities are relatively evenly spread across the U.S. Relevant skills related to the MS in Futures and Design include strategic planning, strategic management, presentations, forecasting, change management, innovation, communication, research, and problem solving.

U.S. Department of Labor Summary: Labor market demand was based on the target occupations of social scientists and related workers (19-3099), operations research analysts (15-2031) and social science research assistants (19-4061). Between 2019 and 2029, the jobs market across these three categories is projected to grow from 188,700 jobs to 222,500 jobs (an increase of 18%). Annual openings across all three categories is projected to be 21,000 per year.

**Similar Programs Offered at Arizona Public Universities:**

In conducting a competitive analysis of degree offerings, concentrations, and majors, the proposed MS in Futures and Design does not have any direct competitors in the state of Arizona. The explicit focus on developing, exploring, and using futures is unique.

The degree does, however, draw on expertise and tools developed and used by a wide variety of disciplines and as such there are degree programs that may overlap in part. As noted in the description above, this transdisciplinary program draws on practices from design, arts/humanities, and the social sciences to explore and craft alternative futures. Some of the places a prospective student could get training in some of these specific skills include:

Design and Media Arts: ASU has a robust set of programs in design and media arts. The master's degree will draw on this strength for one core course and several electives. These programs do not, however, integrate robust training in futures scenarios, which will be the core of this new program.

PhD in Design, Environment and the Arts
https://design.asu.edu/degree-programs/design-environment-and-the-arts

MA in Digital Culture
https://herbergerinstitute.asu.edu/node/40620
PhD in Media Arts and Sciences
https://herbergerinstitute.asu.edu/node/40634

Certificate in Socially Engaged Practice in Design and the Arts
https://herbergerinstitute.asu.edu/node/40625

Visual Communication Design
https://herbergerinstitute.asu.edu/node/40616

**EXECUTIVE SUMMARY**

Arts/Humanities: The Certificate in Digital Humanities has some overlap with the proposed degree in that they meld technical and social values. The aim of the programs, however, is different in that the proposed degree integrates social science research with humanities research to develop and use alternative futures.

Certificate in Digital Humanities
https://webapp4.asu.edu/programs/t5/majorinfo/ASU00/LACDHGRCT/graduate/false

**New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):**

None required.

**Program Fee Required?**　　　YES ☒　　NO ☐

**Estimated Amount:** $100 per credit hour

**Program Fee Justification:**
This amount represents both the minimum necessary to fund annual updates and refreshes of technologies critical to the delivery of the degree content. Routine expenditures of fee revenue will include: computing equipment, specialized technologies (motion capture, head mounted displays for virtual reality, etc.), software licensing, project funding for community-engaged activities, personnel for technology support, and staff costs.

**Specialized Accreditation?**　　　YES ☐　　NO ☒

**Accreditor:** Not applicable.

**EXECUTIVE SUMMARY**

### New Academic Program Request

University: Arizona State University

| **Name of Proposed Academic Program:** |
| --- |
| Bachelor of Arts in Education in Early Childhood Education |
| **Academic Department:** |
| *Division of Teacher Preparation,* Mary Lou Fulton Teachers College |
| **Geographic Site:** |
| Polytechnic, Tempe, Downtown Phoenix and West campus |
| **Instructional Modality:** |
| Immersion and online |
| **Total Credit Hours:** |
| 120 |
| **Proposed Inception Term:** |
| 2021-2022 |
| **Brief Program Description:** |
| The BAE in Early Childhood Education prepares individuals to meet the educational, behavioral, and social emotional needs of children ages birth to age 8 or grade 3 while meeting Arizona certification requirements. Students will focus on child development and best practices in early childhood education, including the skills to create enriched, inclusive learning environments; instructional design, planning and facilitation; and assess, monitor and report the progress of young children. Students will also learn techniques and approaches to engage with children's family members for the growth and development of young children. Professional experience with young children in educational settings and classrooms will be provided before graduation. This program replaces the current BAE in Early Childhood and Early Childhood Special Education dual-certification program to allow students more options and flexibility. For example, students desiring the dual certification can achieve it by completing the special education specialization to earn certification in early childhood and early childhood special education; those with interests in other areas can select another area of interest or specialization, including the arts, educating multilingual learners, autism spectrum disorders, or STEM. |
| **Learning Outcomes and Assessment Plan:** |

**EXECUTIVE SUMMARY**

**Learning Outcome 1:** Students will learn how to use integrated pedagogies to collaborate, create, implement, and assess a positive, equitable, safe, and inclusive educational environment for a diverse student population for the promotion of academic, behavioral, and social-emotional development and growth.

● **Concepts:** Child development, learning, social development, behavioral development, and anti-bias education, as well as evidence- and research-based instructional practices.

● **Competencies:** Graduates will have the knowledge and skills to construct classroom learning centers for young children that incorporate academic learning, social-emotional learning through the arts (visual arts, drama, dance, music, and movement) to enrich young students learning through an inquiry unit by selecting appropriate materials such as books, creating video read- alouds, integrating materials relevant to diverse families and communities, and engaging students' creativity through art.

● **Assessment Methods:** In ECD 417 Arts Integration, students will complete an authentic Read Aloud assignment that demonstrates ability to select age appropriate books, ask developmentally and appropriately challenging questions, and incorporate arts-based strategies. Upper-division students will also design a classroom learning center that could be used in an early childhood (PK-3rd grade) educational setting, which incorporates language, literacy, and the arts. These experiences will provide students the opportunity to apply course content related to cultivating creativity in a learning environment in order to promote developmentally appropriate practice in an integrated language, literacy, and the arts learning context. The rubrics are created using research-based recommendations aligned with professional standards (NAEYC, Council for Exceptional Children - Division for Early Childhood) for high-quality, multimodal, literacy experiences for young children. Data will be collected through appropriate video recording (read aloud) and permanent products students will post in the University Learning Management System.

● **Measures:** Results from the scoring rubrics will be examined for patterns in competence with specific components of the practice to guide course instruction as part of continuous improvement efforts.

**Learning Outcome 2:** Students will learn how to reflect, set goals, make action plans, and monitor progress for personal growth and professional development; teacher identity, teacher wellness, principled innovation, advocacy, equitable and inclusive practices.

● **Concepts:** Principles and practices of teacher identity and teacher wellness; equitable and inclusive dispositions and practices, on-going engagement in reflection and professional learning.

● **Competencies:** Graduates will have the knowledge, skills, and dispositions to engage in practice for on-going professional learning to be a principled educator who

identifies educational challenges or dilemmas, interrogates biases and assumptions, and challenges current thinking and practice to generate new ideas and solutions.

● **Assessment Methods:** In the professional experiences in the student's junior and senior years, the lead teacher (i.e., mentor teacher in the professional experience) measures early childhood development teacher candidates' professional knowledge, skills, and dispositions using the Mary Lou Fulton Teachers College Professionalism Rubric based on direct observation and record accumulated results over the course of the experience. Teacher candidates will complete the Professional Learning Plan to develop a professional learning plan to improve their practice, address biases, and grow as principled educators; and engage in and reflect on self-selected professional learning activities. The Mary Lou Fulton Teachers College Professionalism Rubric (2011) is drawn from the Framework for Teaching (Danielson, 2007) and is aligned with national teaching standards (InTASC). Teacher candidates are evaluated on three broad areas with relevant indicators for each area. The rubric includes professionalism, growing and developing professionally, maintaining accurate records, and home-school communication. The Professionalism Rubric has a 5-point scale, with scores of 2 or 3 required for passing field experiences and student teaching courses (higher scores indicating greater proficiency).

● **Measures:** The Principal Innovation (2020) framework will be used to determine how the Professionalism Rubric needs to be redeveloped to better address the current conceptualizations of professional development and growth of teachers. Data will be collected through the learning management system used by students, lead teachers (mentors) and faculty. Students will also post permanent products in the University Learning Management System. Results from the scoring rubrics of all students will be aggregated to examine progress within a year and across time and to guide continuous improvement efforts. The college will make specific recommendations for program improvement based on patterns in students' scores and comments on refinement and strengths.

**Learning Outcome 3:** Students will learn how to engage in collaborative cycles of inquiry that address multiple and competing perspectives regarding a problem of practice associated with local issues and consistent with global issues. Identify a reasoned analysis informed by major theories and evidence-based practices.

● **Concepts:** Theories of educational assessment, formative and summative measurement of learning, data literacy.

● **Competencies:** Graduates will have the knowledge, skills, and dispositions to identify and utilize multiple data sources, including observations, interviews, and permanent products that consider the diverse needs of their students to make informed decisions (e.g., modifying instruction and/or assessments, referring students for specialized programming). Students will examine educational evidence and research to understand persistent problems in education including bias and cultural-appropriateness of data sources to plan for cognitive, behavioral and social-emotional instruction for diverse learners.

**EXECUTIVE SUMMARY**

● **Assessment Methods:** During the students' junior year experience, students will be assessed using a rubric developed using expected evidence-based practices (i.e., NAEYC, CEC- Division for Early Childhood). Early childhood development teacher candidates will complete and submit the Assessment Action Project in the TEL 318 course that assesses their ability to collect and analyze assessment data to produce instructional objectives for students. Teacher candidates will also demonstrate their ability to collect, interpret and communicate multiple sources of data (indirect and direct measures) to inform socially valid intervention plans in collaboration with stakeholders (e.g., multidisciplinary teams and families) in a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) report The FBA/BIP report rubric is based on the Individuals with Disabilities Act (IDEA, 2004) requirements for this process.

● **Measures:** Results from the scoring rubrics will be examined for patterns in competence with specific components of the practice to guide course instruction as part of the development of continuous improvement efforts that will be addressed by the MLFTC Continuous Improvement Topical Action Group (TAG).

**Learning Outcome 4:** Students will develop an understanding of key concepts and competencies around American institutions, economics and history; civil discourse and civic knowledge; and, ethics and ethical reasoning. Incorporate these concepts in learning experiences for students.

● **Concepts:** Economic development, public services, schools as American Institutions, history of public education in America, community institutions that support education, policies of American education; the role of schools to prepare civic literate citizens, government structures that make up American society, patterns of discourse that contribute to the discourse of citizens; and, ethics, social justice, development of sustainable relationships of schools and communities, development of equitable opportunity to learn for all students.

● **Competencies:** Graduates will be proficient in incorporating concepts of education in America from a historical perspective across the curriculum, articulating the importance of human rights perspectives in schools and teaching as represented in the outcomes of curricular experiences, and will negotiate multiple perspectives of the purposes of schooling with parents and communities. They will develop and implement learning experiences for students that model the engagement and behavior of civically-minded people. Graduates will embody ethical behaviors and perspectives by including the perspective that all students can learn in their curriculum and instruction.

● **Assessment Methods:** Students will research and present in TEL 111 Exploration of Education on the impact of legislation and policies on a historical educational topic including the background of the policy, how it has spanned over time, and the impact today. In the same course, students will explore current trends that are affecting educational environments, present opposing sides on the topic, and develop a critical voice about the topic. In TEL 171 Professional Educator Series: Equity in Education, students will analyze educational issues relevant to one sociocultural marker or the intersectionality of multiple socio-cultural markers with the aim to understand and

propose solutions to issues of equity that impact individuals and groups who are systematically disadvantaged.

- **Measures:** Students will be assessed using a staff developed rubric that references components of the Association of American Colleges and Universities criteria on each assessment area. In addition, graduates from the program need to develop evidence of Interstate Teacher Assessment and Support Consortium standard 5 that addresses the ability to apply their understanding and practices in content areas around American Institutions, Economics and History; standard 9, Professional Learning and Ethical Practice as they develop and implement learning experiences for students; and standard 10, Leadership and Collaboration as they negotiate differing perspective of teaching with diverse learners.

**Projected Enrollment for the First Three Years:**

First Year: 50
Second Year: 100
Third Year: 125

**Evidence of Market Demand:**

Market demand for qualified certified early childhood teachers is expected to be high and sustained both in Arizona and nationally. The U.S. Bureau of Labor Statistics states the employment of preschool teachers is projected to grow 7% from 2018 to 2028, faster than the average for all occupations. Growth is expected due to a continued focus on the importance of early childhood education.

Additional requirements for early childhood educators is evident in the increased responsibility of educators to children at this young age as reported by The New York Times Aug. 2019 article. This article references a 2016 American Educational Research Association study that shows that preschool and kindergarten classrooms have rapidly become more academically oriented.

Emsi Analyst statistics show 71,119 unique job postings that require a bachelor's degree in early education for early childhood positions were posted from 2018-2020. These positions include child care teachers, preschool teachers, kindergarten teachers, Head Start teachers, lead Teachers, teacher assistants, educators. The median salary is listed as $39,800. When running the same analysis that included the need only for a high school or associate's degree, the search yielded 68,552 unique job postings and the median salary dropped to $31,900.

**Similar Programs Offered at Arizona Public Universities:**

Two other public state institutions offer a program focusing on early childhood education. Northern Arizona University offers the Bachelor of Education in Early Childhood Education (Flagstaff, Yuma and online), and the University of Arizona offers the Master of Arts in Teaching and Teacher Education with a concentration in Early Childhood Education (campus-based). Nationally, many peer institutions offer programs in early childhood education, either

**EXECUTIVE SUMMARY**

as a degree or concentration. ASU currently offers an established MEd in Early Childhood program.

**New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):**

Currently Mary Lou Fulton Teachers College offers a dual-certification program for Early Childhood Education with Special Education (BAE ECS/SPE); no additional budget expenditure is anticipated. No new books, library holdings, equipment, laboratory space or personnel will be required at this time. Faculty currently teaching in the BAE in Early Childhood/Special Education dual-certification program would be reassigned to teach in the BAE in Early Childhood Education. Staff positions that support that program, including admissions specialists, advisors, university supervisors and instructional designers, would continue in their current roles and shift their focus to the BAE in Early Childhood Education.

**Program Fee Required?**     YES ☐    NO ☒

**Estimated Amount:** None

**Program Fee Justification:** Not applicable.

**Specialized Accreditation?**     YES ☒    NO ☐

**Accreditor:** The Arizona Department of Education approves programs leading to state certification. The approval allows the university to provide institutional recommendations to students upon successful program completion. This eliminates the need for the Arizona Department of Education to conduct a transcript analysis to examine if certification requirements for education and clinical experience are met.

**EXECUTIVE SUMMARY**

## New Academic Program Request
University: Arizona State University

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|---|
| **Name of Proposed Academic Program:**<br><br>Bachelor of Arts in Education in Physical Education |
| **Academic Department:**<br><br>*Division of Teacher Preparation,* Mary Lou Fulton Teachers College |
| **Geographic Site:**<br><br>Polytechnic, Tempe, Downtown Phoenix and West campus |
| **Instructional Modality:**<br><br>Immersion and online |
| **Total Credit Hours:**<br><br>120 |
| **Proposed Inception Term:**<br><br>2021-2022 |
| **Brief Program Description:**<br><br>The BAE in Physical Education program will produce PreK-12 certified physical education professionals who play a central role in ensuring that future generations of Arizona children and youth have the skills and knowledge to lead physically active and healthy lives. Students will take foundational coursework in the areas of growth and motor development, movement activities, and lifelong physical fitness, and develop skill in instructional design and lesson planning, including modifications, and accommodations for the PreK-12 student. Instruction will not be limited to elementary, secondary and adaptive physical education methods, and will include skills in the learning environment, including classroom management, assessing, monitoring and reporting progress, as well as understanding professional responsibility and ethical conduct.<br><br>This places the degree squarely in the center of Arizona State University's mission, as reflected in its charter. Aiding in developing an active and healthy citizenry is an essential public value. Our current concentration in physical education only allows students to become certified in 6-12 grades. This offering will allow undergraduate students to become certified through the Arizona Department of Education in grades PreK-12 Physical Education, opening up the option for students who desire to teach in the lower grades. The BAE in Physical Education will replace the existing BAE in Secondary Education with a concentration in |

Physical Education, and it will not be limited to secondary education settings. Students in the current degree program will be given the opportunity to complete their program of study.

**Learning Outcomes and Assessment Plan:**

**Learning Outcome 1:** Graduates will collaborate, create, and implement a positive, equitable, safe, and inclusive educational environment for a diverse student population focused on the promotion of academic, behavioral, and social-emotional development and growth in physical education.

- **Concepts:** Sport pedagogy, fitness education, motor development, motor learning, and exercise physiology.

- **Competencies:** Graduates will have the skills and knowledge to plan appropriate lessons and units of instruction that provide all students with appropriate learning tasks, specifically within the psychomotor domain. Those lessons will provide all students with appropriate learning tasks using sport pedagogy-specific instructional strategies, and graduates will employ authentic assessment strategies to determine students' progress toward learning in the psychomotor domain. Graduates will use evidence-based instructional skills, including but not limited to task presentation, provision of appropriate motor performance and behavior feedback, use of visual demonstrations, active supervision of learners, and adjusting for learner differences. Use of these competencies is based on program graduates building the requisite professional knowledge. Graduates will be able to design appropriate practice tasks that are inclusive of all students, shaping authentic learning tasks, employing analytical observation skills to assess students' motor performance (i.e., critical performance elements, skill phases, common performance errors, and appropriate learning task progressions). Use of these competencies is based on program graduates building the requisite specialized subject matter content knowledge

- **Assessment Methods:** Students will develop several portfolio artifacts that include a program design project, a full unit/season plan, and selected lesson plans that include feedback from mentor teachers. Assessments that provide the students the opportunity to develop these artifacts are incorporated in assignments in PPE 396 Clinical Experience: Physical Education Elementary (Grades 1-8), PPE 397 Clinical Experience: Physical Education Secondary (Grades 6-12), PPE 477 Student Teaching: Physical Education Elementary (Grades 1-8), and PPE 478 Student Teaching: Physical Education Secondary (Grades 6-12) . These assignments directly correlate with Arizona Professional Teaching Standards, Standards 3 (Planning and Implementation), and 4 (Instructional Delivery and Management). Additionally, The National Evaluation Series (NES) Professional Knowledge Exam and Subject Area Content Knowledge Exam would serve as indicators of learned student competencies addressing Standards 1 (Content and Foundational Knowledge) and 2 (Skillfulness and Health-Related Fitness).

- **Measures:** Review of graduates' evidence presented in their professional portfolios are created during terms 5 through 8 of the students' academic career. Embedded assignments that showcase the students' proficiency as dictated by the National Physical Education Beginning Teacher Standards 3 and 4 are rated at the end of each

**EXECUTIVE SUMMARY**

semester by program faculty. Performance metrics are calculated and disseminated for review purposes. Possible adjustments to course curriculum content and sequences are then determined from this final review. In addition, program graduates are required to pass the NES Professional Knowledge Exam and NES Subject Area Content Knowledge Exam.

**Learning Outcome 2:** Physical education program graduates shall demonstrate professional responsibility for continuous development that focuses on self-improvement as an educator, helps to improve the physical education profession and encourages on-going proactive advocacy in support of the field, their program, students, students' families, and the surrounding communities. Physical education program graduates will demonstrate professional growth, leadership, advocacy, and ethics.

- **Concepts:** The principles and practices of teacher identity, teacher wellness, equitable and inclusive dispositions and practices, the intersectionality between professional ethics and school-based laws.

- **Competencies:** Graduates will develop the skills and knowledge necessary to effectively further their education as professional teachers by demonstrating on-going engagement in reflection and professional learning. They will effectively plan, and implement expanded school-based physical activity programming, including social marketing to promote physical activity, and targeting all students throughout the school day. Graduates will be able to engage in actions of ethical responsibility to advocate for appropriate services for all individuals and establish the professional conditions and resources that will improve learning outcomes and life-long practices in physical health and well-being. Graduates will effectively engage in proactive advocacy by developing culturally relevant thinking. They will put their thoughts into action by presenting their ideas in a formal event such as a school board meeting, in the context of meeting with and formally presenting before a school board.

- **Assessment Methods:** Graduates develop artifacts for their professional portfolios during terms 5-8 that adhere to the principles of the SHAPE America National Beginning Teacher Standard 5 (Value of Physical Activity); creating expanded school-based curriculum such as physical activity breaks or before-after/during school activity programming, and Standard 6 (Professional Responsibilities); attending professional conferences, workshops, etc. that lies outside of the scope of the professional physical education program.

- **Measures:** Professional portfolios are created during terms 5 through 8 of the students' academic career. Embedded assignments, as dictated by the National Physical Education for Beginning Teacher Standards 5 and 6, are rated at the end of each semester by program faculty. Course curriculum content assessments align with the stated sections of the National Standards and also include a biography, resume, and personal philosophical statement on instructing physical education classes. Yearly student mean averages for the SHAPE America Standards for Beginning Physical Educators and the TAP Rubric are calculated and retained in order to provide guidance primarily for establishing continual improvement goals.

**EXECUTIVE SUMMARY**

**Learning Outcome 3:** Acting as an educator scholar, physical education program graduates shall apply advanced knowledge and creative-thinking skills to address challenges they encounter (e.g., social, behavioral, cultural) by imagining new solutions and creating positive physical health changes that support their schools, students, families, and the broader community.

- **Concepts:** Tolerance for ambiguity, learner development, characteristics of physical health and the challenges students encounter as they develop, principles of learning, Principled Innovation Practices (MLFTC, 2020), teacher identity, and equitable and inclusive dispositions and practices, constructing relevant information and educational evidence and research to better understand persisting problems in physical education.

- **Competencies:** Graduates will become reflective practitioners to better understand how to work with diverse groups of students. They need to become familiar with current technology and determine its accessibility and applicability for use with all students in physical education. They need to be able to engage in collaborative inquiry with other teachers to address a relevant problem of practice by identifying and utilizing multiple data sources, examining competing perspectives, imagining new concepts, and forming new solutions guided by principles and research that provide the ability to create positive change for learners.

- **Assessment Methods:** The professional portfolio that students construct and refine during terms 5-8 include artifacts that demonstrate graduates' knowledge and skills relative to effective verbal and nonverbal communication skills that convey respect, sensitivity, and equity across learners. These artifacts include narrative reports and collected data on interaction patterns of teacher candidates with their students. Reflections on student growth in these areas are emphasized. The professional portfolio includes artifacts that demonstrate graduates' knowledge and skills relative to their ability to analyze motor skills and performance concepts through multiple means (e.g., visual observation, technology) in order to provide specific, congruent feedback to enhance student learning.

- **Measures:** Students' embedded assignments, as dictated by the National Physical Education for Beginning Teacher Standard 2, undergo a formal review at the end of each term (5-8) by program faculty and clinical supervisors. Using a five-point rating scale, clinical supervisors review assignments for evidence of a student's effective use of verbal and nonverbal communication skills that properly convey the ideas of maintaining healthy habits to support schools and their adjacent communities.

**Learning Outcome 4**: Students will develop an understanding of key concepts and competencies around American institutions, economics and history; civil discourse and civic knowledge; and, ethics and ethical reasoning. Incorporate these concepts in learning experiences for students.

- **Concepts**: Economic development, public services, schools as American Institutions, history of public education in America, community institutions that support education, policies of American education; role of schools to prepare civic literate citizens, government structures that make up American society, patterns of

discourse that contribute to the discourse of citizens; and, ethics, social justice, development of sustainable relationships of schools and communities, development of equitable opportunity to learn for all students.

● **Competencies:** Graduates will be proficient in incorporating concepts of education in America from a historical perspective across the curriculum, articulating the importance of human rights perspectives in schools and teaching as represented in the outcomes of curricular experiences, and will negotiate multiple perspectives of the purposes of schooling with parents and communities. They will develop and implement learning experiences for students that model the engagement and behavior of civically minded people. Graduates will embody ethical behaviors and perspectives by including the perspective that all students can learn in their curriculum and instruction.

● **Assessment Methods:** Students will research and present in TEL 111 Exploration of Education on the impact of legislation and policies on a historical educational topic including the background of the policy, how it has spanned over time, and the impact today. In the same course, students will explore current trends that are affecting educational environments, present opposing sides on the topic, and develop a critical voice about the topic. In TEL 171 Professional Educator Series: Equity in Education, students will analyze educational issues relevant to one sociocultural marker or the intersectionality of multiple socio-cultural markers with the aim to understand and propose solutions to issues of equity that impact individuals and groups who are systematically disadvantaged.

● **Measure:** Students will be assessed using a staff developed rubric that references components of the Association of American Colleges and Universities criteria on each assessment area. In addition, graduates from the program need to develop evidence of Interstate Teacher Assessment and Support Consortium standard 5 that addresses the ability to apply their understanding and practices in content areas around American Institutions, Economics and History; standard 9, Professional Learning and Ethical Practice as they develop and implement learning experiences for students; and standard 10, Leadership and Collaboration as they negotiate differing perspective of teaching with diverse learners.

**Projected Enrollment for the First Three Years:**

First Year: 30
Second Year: 50
Third Year: 75

**Evidence of Market Demand:**

The market demand for physical education teachers is expected to be high and sustained both in Arizona and nationally. According to the National Center for Education Statistics annual report, "The Condition of Education 2019," K-12 student enrollment continues to increase across public, charter and private school systems. Although rates vary from state to state, Arizona is projected to double the U.S. average at a 4% growth rate of public

elementary and secondary school enrollment from 2016-2028. At the same time, there continues to be a significant teacher shortage across the entire Arizona education system. The Arizona School Personnel Administrators Association reported in August 2019 that 20.78 percent of teacher positions remained vacant after the school year began and that an additional 48.3% of teacher positions were filled by individuals not meeting standard teacher requirements. This need will continue to increase as teachers reach retirement age. Graduates of the BAE in Physical Education PreK-12 program are able to pursue teacher certification for preschool through high school grade levels. The U.S. Bureau of Labor Statistics estimates the following growth in employment between 2018-2028: 7% for preschool teachers; 3% for elementary and middle school teachers; 4% for high school teachers. Emsi Analyst job posting analytics show that between February 2018-2020 there were more than 5,900 unique postings for the career title of "Physical Education Teacher" that also required a bachelor's degree. Employer job posting trends from 2017-2019 show growth among the yearly peak of job postings: 750 postings in July 2017; 821 postings in July 2018; 1,023 postings in July 2019.

This degree also prepares students for jobs beyond a traditional teacher position. Graduates can start careers related to health and fitness in a variety of titles such as coach, fitness instructor, wellness coordinator or personal trainer. For these specific career titles, Emsi Analyst job posting analytics show more than 19,500 unique postings between February 2018-2020 that also require a bachelor's degree. The top hiring industry for these titles is "educational services." "Teaching" is listed as one of the top five common skills that employers seek. This underscores the marketability of job candidates with a BAE in Physical Education degree, even for roles outside of a K-12 teacher position. The U.S. Bureau of Labor Statistics predicts high demand for these positions as well, expecting a 13% growth for fitness trainers and instructors and 8% growth for recreation workers from 2018-2028.

**Similar Programs Offered at Arizona Public Universities:**

Northern Arizona University offers a similar program through a Bachelor of Science in Physical Education that allows students to become a certified Physical Education teacher in the state of Arizona.

**New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):**

The BAE in Physical Education will replace the existing BAE in Secondary Education with a concentration in Physical Education. All materials and resources allocated for the current BAE in Secondary Education (Physical Education) will be used for this BAE in Physical Education. Faculty and staff assigned to the current program will be reassigned to support the new degree.

**Program Fee Required?**     YES ☐     NO ☒

**Estimated Amount:** None

**Program Fee Justification:** Not applicable.

**Specialized Accreditation?**     YES ☒     NO ☐

**EXECUTIVE SUMMARY**

**Accreditor:** The Arizona Department of Education approves programs leading to state certification. The approval allows the university to provide institutional recommendations to students upon successful program completion. This eliminates the need for the Arizona Department of Education to conduct a transcript analysis to examine if certification requirements for education and clinical experience are met.

**EXECUTIVE SUMMARY**

## New Academic Program Request

University: Arizona State University

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|---|
| **Name of Proposed Academic Program:**<br><br>Bachelor of Arts in Culture, Technology and Environment |
| **Academic Department:**<br><br>*Department of English,* The College of Liberal Arts and Sciences<br><br>In collaboration with the *School of International Letters and Cultures* and the *School of Historical, Philosophical & Religious Studies* |
| **Geographic Site:**<br><br>Tempe campus |
| **Instructional Modality:**<br><br>Immersion and online |
| **Total Credit Hours:**<br><br>120 |
| **Proposed Inception Term:**<br><br>2021-2022 |
| **Brief Program Description:**<br><br>The BA in Culture, Technology and Environment will produce students who can apply the tools of historical, ethical, literary and cultural studies to technological and environmental questions. The program will allow students to engage with historical, ethical, literary, linguistic or rhetorical, and cultural dimensions of humans as part of the environments they inhabit and the role that culture and technology play in facilitating relationships within communities and between the human and the nonhuman. Students will become familiar with concepts and topics such as environmental justice, the earth as actor, critical food studies, sustainability, intergenerational justice, indigenous approaches to the natural environment, technology as solution and detriment, religious ideas about the environment, activist movements, literary and game-based world-building, and ideas of nature and the environment across cultures and language traditions. This combination of content knowledge and life skills will create a resilient citizen who can address cultural, |

**EXECUTIVE SUMMARY**

ethical, technological and environmental challenges to American institutions in a range of careers in the nonprofit sector, public institutions, and commercial industry.

**Learning Outcomes and Assessment Plan:**

**Learning Outcome 1:** Students will learn how to apply the essentials of culture, technology and environment. They will have developed linguistic competence, digital literacy, and skills in critical thinking, the formation of argument, and clear communication.

  ● **Concepts:** Culture, technology, environment, language, nature, diversity

  ● **Competencies:** Graduates will be able to explain the intersections of culture, technology and environment encompassing knowledge and principles of American institutions, including the study of economics and U.S. history.

  ● **Assessment Methods:** Students' competencies with regard to this learning outcome will be assessed via a project in the CTE 301 core course, "Intersections of Culture, Technology and Environment". In this project, students will apply the essentials of culture, technology and the environment to a specific problem, past or present, drawn from the history and/or institutions of American society. Projects will be scored using a standardized rubric designed collaboratively by program faculty. The principal assessment criteria will be the extent to which students demonstrate their linguistic competence, digital literacy, skills in critical thinking, formation of argument, and clarity of communication.

  ● **Measures:** Results from scoring rubrics of all students will be aggregated to examine for patterns in competence and guide continuous improvements of the program.

**Learning Outcome 2:** Students will learn how to analyze and evaluate the intersections of culture, technology and environment. They will have developed scientific, historical and social understanding; the art of researching and weighing evidence; the use of case-histories; rhetorical force in the presentation of argument.

  ● **Concepts:** The Anthropocene, environmental justice, sustainability, indigenous approaches to the natural environment, religious ideas about the environment, ideas of nature and the environment across cultures and language traditions.

  ● **Competencies:** Students will be able to research and weigh evidence, and use case-histories in the development of arguments through civil discourse and in the context of civic knowledge. Students will demonstrate competency in communication and rhetoric.

  ● **Assessment Methods:** Students' competencies with regard to this learning outcome will be assessed via their performance in the final paper of the newly designed core course CTE 301 Intersections of Culture, Technology and Environment, which will advance upon the newly designed introductory survey

course CTE 101 Introduction to Culture, Technology and Environment. Their research paper will incorporate and analyze data and case studies from diverse sources and disciplines to make an argument about the intersections of culture, technology and environment, which will be used to assess this learning outcome. A standardized rubric evaluating a student's ability to analyze data, to construct an argument and to engage in civil discourse will be created by program faculty and applied for this assessment.

● **Measures:** Results from the scoring rubrics will be examined for patterns in competence as part of the development of continuous improvement efforts that will be addressed in annual reviews of the assessment plan.

**Learning Outcome 3:** Students will learn how to create experimental and/or real-world exemplifications of culture, technology and environment as forces for change, with a particular emphasis on the creation of a more just future, preparing them to transform society in a world of climate change, ecological instability, rapid but unequal technological innovation, and environmental injustice. They will have mastered essential elements of environmental science and data literacy.

● **Concepts:** Applied ethics, environmental and social justice, activism, futurology, data analysis.

● **Competencies:** Students will achieve competence in the field of applied ethics and ethical reasoning, with a particular focus on the ethical and social dimensions of medical decision-making, biological and genetic engineering, and the rapid growth of artificial intelligence. Students will be aware of diverse perspectives on cultural and environmental questions and how competing perspectives can be synthesized to transform society.

● **Assessment Methods:** Students' competencies with regard to this learning outcome will be assessed via their performance in their Senior year capstone project CTE 401. The principal criterion of assessment will be the extent to which they create experimental and/or real-world exemplifications of culture, technology and environment as forces for change via their fieldwork or internship, whilst bringing to bear the ethical and social dimensions of the problems and issues that they address. A standardized rubric evaluating a student's ability to create, experiment and innovate via the central task in their fieldwork or internship, applying the cross-disciplinary methods learned in the degree, will be created by program faculty and applied for this assessment.

● **Measures:** Success will be measured annually by means of rigorous review of the capstone course CTE 401, which will involve fieldwork and internships. Indirect measures include feedback from external collaborators and organizations offering internships will be incorporated and responded to, leading to ever-increasing improvement.

**Projected Enrollment for the First Three Years:**

First Year: 20
Second Year: 40
Third Year: 80

**Evidence of Market Demand:**

O*Net lists almost all jobs in the Green Economy Sector (environmental lawyer; lobbyist; NGO worker) as bright outlook. The same outlook applied for "media and communications workers," an excellent fit for someone with this diverse background in writing, analysis, digital humanities, and environmental issues.

Emsi Analyst statistics show 9,221 unique postings in the period from 2016 to 2020 for jobs throughout the U.S. requiring a bachelor's degree and skills in environmentalism, environmental ethics, environmental governance, and related fields that will be highlighted in this degree. The median advertised salary was $62,100, and top occupations include public relations and fundraising managers, project managers, human resources managers, community and social services managers, management analysts, and naturalists. Top industries for hiring include manufacturing, educational services, and public administration. The top common skills sought by employers in this area are communications, leadership, and planning, all skills emphasized in this transdisciplinary humanities degree.

The degree is also aligned with the career success skills articulated by employers represented at the National Humanities Alliance "Study the Humanities" project site. According to the data assembled within the NHA Toolkit (https://www.studythehumanities.org/valued_skills) employers seek "skills the Humanities cultivate" and which this new major is designed around: oral and written communication, critical thinking, teamwork with diverse groups, ethical judgement, complex problem solving, and foreign language skills (https://www.studythehumanities.org/point_1_valued_skills).

**Similar Programs Offered at Arizona Public Universities:**

No degree in Arizona combines culture, technology and the environment from a humanities perspective as does this proposed degree. Existing degrees tend to focus on one of the three elements, not a combination of all three; existing degrees tend to be from a science or social science perspective, not a humanities one.

The most similar programs offered at Arizona Public Universities are:

1. University of Arizona BA in Environmental Studies focuses on human-environment interactions from a social science perspective, not a humanities approach;
2. Northern Arizona University BA in Environment and Sustainability takes a science-based approach

**EXECUTIVE SUMMARY**

3. Many programs at ASU focus on earth and the environment from a natural science or social sciences perspective including the BA in Earth and Environmental Studies which focuses on a science-based perspective.

**New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):**

The faculty in the participating units are well equipped to support this new degree program without additional faculty or administrative positions. No additional resources will be required.

**Program Fee Required?**   YES ☐   NO ☒

**Estimated Amount:** Not applicable.

**Program Fee Justification:** Not applicable.

**Specialized Accreditation?**   YES ☐   NO ☒

**Accreditor:** Not applicable.

**EXECUTIVE SUMMARY**

## New Academic Program Request

University: Arizona State University

| |
|---|
| **Name of Proposed Academic Program:**<br><br>Bachelor of Arts in Race, Culture and Democracy |
| **Academic Department:**<br><br>College of Integrative Sciences and Arts<br><br>In collaboration with the *School of Social Transformation* in The College of Liberal Arts and Sciences and the *School of Humanities, Arts and Cultural Studies* in the New College of Interdisciplinary Arts and Sciences |
| **Geographic Site:**<br><br>Downtown Phoenix, Tempe, Polytechnic and West campus |
| **Instructional Modality:**<br><br>Immersion and online |
| **Total Credit Hours:**<br><br>120 |
| **Proposed Inception Term:**<br><br>2021-2022 |
| **Brief Program Description:**<br><br>The BA in Race, Culture and Democracy marks a significant innovation in the effort of higher education to meet the challenges of social discord and polarization related to issues of race and culture in the United States and globally. Most prominent of these challenges are those related to race, racial and cultural differences, racial experiences, the quality of our collective lives, and the health of our civic and democratic processes. It is necessary to take stock of race as the central issue present in social debates related to issues such as equity, violence, immigration, and disenfranchisement.<br><br>The program provides students with the theoretical and applied skills necessary to effectively communicate and address issues related to racial and cultural differences as |

**EXECUTIVE SUMMARY**

they impact the democracies in the United States and across the globe. Courses in this major cultivate students' perceptive and expressive capacities and encourage civic engagement. The methods by which students learn are structured to construct student agency and expertise, allow students to take risks, and value their own processes of learning and engagement.

Students in this program will develop enhanced critical thinking and leadership skills, and gain experience participating in collaborative civic engagement projects. Graduates of this program will pursue vocations and enter the workforce as confident, inquisitive, and informed interlocutors, able to shape and intervene in matters regarding race, culture, and democracy.

This major is being developed through a collaboration among the Faculty of Languages and Cultures in the College of Integrative Sciences and Arts; School of Social Transformation in The College of Liberal Arts and Sciences; School of Humanities, Arts and Cultural Studies in the New College of Interdisciplinary Arts and Sciences; and the Center for the Study of Race and Democracy. The integration of the community-embedded work of the Center for the Study of Race and Democracy within each course taught within the curriculum provides opportunities for direct engagement with communities in and around ASU. More generally, the goal of this collaboration is to more fully integrate the teaching, research, and public engagement projects of each of these units.

**Learning Outcomes and Assessment Plan:**

**Learning Outcome 1:** Students will demonstrate a capacity to articulate race both as an idea and an experience that is interconnected with communicative context, background experience, historical circumstances and culture; on this basis students will be able to critically analyze the various and complex ways in which race functions within specific professional and institutional contexts through reflective methodological processes. Students will pursue these outcomes across multiple modalities of expression [e.g. spoken, written, video, digital].

- **Concepts:** Race as experience, race as an idea, communicative context, context-dependency of ideas and experience, historical circumstances, culture, professional and institutional context, relationship between structure and function, dynamic adaptation within systems, reflective methodological processes.

- **Competencies:** Graduates will be able to recognize, articulate, and discuss complex dimensions of race, racial identity, and racial experience as they function in multiple cultural and institutional contexts. Graduates will be able to analyze the constraints and possibilities for creating ethical understanding among people with different experiences of and ideas about race.

- **Assessment Methods:** Each course taught within the major will include a portfolio assignment, and benchmarks will be used to measure progressive abilities to recognize, articulate and discuss complex dimensions of race, racial identity and racial experience as they function in multiple contexts. Specifically,

student portfolios created for RCD 101 Understanding Race as Concept and Experience, will be assessed using faculty-designed rubrics focusing on race as experience, race as idea, and race as variable across professional and institutional contexts.

● **Measures:** The curriculum will be refined based on annual measures indicating student ability to critically analyze the various and complex dimensions of race and the ways in which race functions within specific professional and institutional contexts. Faculty will be surveyed and participate in a collective review assessing the adequacy of the concepts and competencies identified in this learning outcome, and the faculty will identify the evidentiary basis of their judgment related to student competencies.

**Learning Outcome 2:** Students will demonstrate the capacity to analyze the relationship between race and democracy within the United States and other cultural contexts. Students will be able to engage the experience of others and communicate ethically within democratic processes. Students will develop the capacity to engage the experience of others in ways that increase mutual understanding across differences and increase effective engagement with democratic processes.  Students will be able to utilize multiple modalities of expression [e.g. spoken, written, video, digital] as a basis for ethical participation within democratic processes.

● **Concepts:** Democratic structures, democratic practices, race and citizenship, enfranchisement and disenfranchisement, belonging, civil communication and civic engagement, equity and systemic inequities, cultural context.

● **Competencies:** Graduates will be able to analyze the complex and variable relationship between race and democracy.  They will be able to analyze the components of democratic institutions as they function within cultures, including the conditions of enfranchisement and disenfranchisement, equity and inclusion. Graduates will be able to participate ethically within democratic processes.

● **Assessment Methods:** Students will be assessed based on their ability to analyze the relationship between race and democracy in the United States and across cultural contexts. Specifically, students will be assessed during upper division courses (RCD 401 Race and Democracy Across Communities and Cultures, and RCD 402 Research on Race and Community Engagement) using faculty developed rubrics assessing communication ethics and efficacy in democratic processes.

● **Measures:** The curriculum will be refined based on annual measures indicating student ability to critically analyze the relationship between race and democracy across cultural contexts. Faculty will be surveyed and participate in a collective review assessing the adequacy of the concepts and competencies identified in this learning outcome, and the faculty will identify the evidentiary basis of their judgment related to student competencies.

**Learning Outcome 3:** Students will be able to articulate their own experience of race, racial identification, and racial experience within American democratic processes and

offer comparative descriptions from the perspective of different social and cultural groups.  Students will be able to work effectively across multiple modalities of expression [e.g. spoken, written, video, digital].

● **Concepts:** Experience of American democratic processes, racial identification, cross-cultural understanding, cross-racial understanding, historical and institutional structures.

● **Competencies:** Graduates will understand the many components of democratic institutions as they function across diverse communities within the American context. Graduates will be able to recognize and analyze the relationship between their own experience and democracy in the American context, and offer comparative analyses of the experiences of others.  Students will be able to communicate ethically and effectively in democratic processes across diverse communities within the United States and other cultural contexts. Students will be able to work effectively across multiple modalities of expression [e.g. spoken, written, video, digital].

● **Assessment Methods:** Students will be assessed based on their ability to analyze their own participation in the American democratic processes, and/or democracies in other cultures.  Faculty designed rubrics will be used to assess progressive abilities to recognize and respect differing perspectives as central to ethical engagements within democracy in the United States.  Student created community engagement projects required for RCD 402 Research on Race and Engaging Communities will be used as a basis for this assessment.

● **Measures:** Direct measures will be based on community engagement projects conducted in RCD 402 Research on Race and Community Engagement. The curriculum will be refined based on annual measures indicating student ability to critically analyze their own participation in democratic processes. Faculty will be surveyed and participate in a collective review assessing the adequacy of the concepts and competencies identified in this learning outcome, and the faculty will identify the evidentiary basis of their judgment related to student competencies.

**Projected Enrollment for the First Three Years:**

First Year: 20
Second Year: 40
Third Year: 80

**Evidence of Market Demand:**

According to the U.S. Bureau of Labor Statistics, Community and Social Service Managers have a 17% growth factor for job outlook for the coming decade (2019-2029). This "much faster than average" growth also carries a 2019 median pay of $67,150 per year. The typical entry-level education for this profession is a bachelor's degree. The

**EXECUTIVE SUMMARY**

Race, Culture and Democracy BA will provide excellent preparation for this profession designing and implementing programs related to diversity, inclusion and community engagement in school systems, nonprofit organizations, and state, county and city agencies. (https://www.bls.gov/ooh/management/social-and-community-service-managers.htm).

Human resources specialist is another profession appropriate for graduates with a bachelor's degree in Race, Culture and Democracy as diversity officers and in the design and implementation of programs related to diversity, inclusion and community engagement.  According to the U.S. Bureau of Labor Statistics, human resources specialists have a 7% growth factor for job outlook for the coming decade (2019-2029). According to the US Bureau of Labor Statistics, 7% growth over ten years is "faster than average."  The 2019 median pay for this position is $61,920. (https://www.bls.gov/ooh/business-and-financial/human-resources-specialists.htm).

Emsi Analyst data support the U.S. Bureau of Labor Statistics' assessment that community and social services managers, human resources specialists and similar occupations have a project growth rate of 8.3%

**Similar Programs Offered at Arizona Public Universities:**

No similar programs are offered at the University of Arizona or Northern Arizona University.

**New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):**

The faculty in the participating colleges are well equipped to support this new degree program without additional faculty or administrative positions. No additional resources will be required.

**Program Fee Required?**          YES ☐   NO ☒

**Estimated Amount:** Not applicable.

**Program Fee Justification:** Not applicable.

**Specialized Accreditation?**      YES ☐   NO ☒

**Accreditor:** Not applicable.

November 6, 2020


To:     John Arnold, Executive Director

From:   Chad Sampson, Vice President Academic Affairs and Institutional Analysis

Subject:  Request for Program Disestablishment

Per ABOR Policy 2-223, Arizona State University requests the following program disestablishments.

- Disestablish the BA in Metropolitan and Urban Studies
- Disestablish the MS in Business Journalism

Please indicate your approval by signing in the space provided below.  A copy of your approval will be sent to Arizona State University.

Thank you.


Approved: _____
John Arnold, Executive Director


Date: _12-7-2020_____

Attachment

**ARIZONA BOARD OF**
# REGENTS
**ASU ◆ NAU ◆ UA**

November 6, 2020

To:     John Arnold, Executive Director

From:   Chad Sampson, Vice President Academic Affairs and Institutional Analysis

Subject: Request for Academic Program Name Change

Per ABOR Policy 2-223, Arizona State University requests the following program name change.

- Rename the BS in Exercise and Wellness to a BS in Clinical Exercise Science
- Rename the MS in Exercise and Wellness to an MS in Physical Activity and Health

Please indicate your approval by signing in the space provided below. A copy of your approval will be sent to Arizona State University.

Thank you.

Approved
John Arnold, Executive Director

Date: ___12/4/2020___

Attachment

# ARIZONA BOARD OF REGENTS

### ASU ◆ NAU ◆ UA

November 6, 2020

To:     John Arnold, Executive Director

From:   Chad Sampson, Vice President Academic Affairs and Institutional Analysis

Subject: Request for Academic Organizational  Change

Per ABOR Policy 2-223, Arizona State University requests the following organizational change.

- Move the BS in Neuroscience from the School of Life Sciences to the Department of Psychology

Please indicate your approval by signing in the space provided below.  A copy of your approval will be sent to Arizona State University.

Thank you.

Approved: _____

John Arnold, Executive Director

Date: ___12/4/2020_____

Attachment

**EXECUTIVE SUMMARY**

Table 2: Proposed Disestablishments to Academic Programs (Not High Demand)

| Current Program | College/School (location) | Action requested | Justification/Brief Description | Impact on Current Students |
|---|---|---|---|---|
| **Undergraduate Program Disestablishment** | | | | |
| Bachelor of Arts in Urban and Metropolitan Studies | Watts College of Public Service and Community Solutions<br><br>*School of Public Affairs*<br><br>(Downtown Phoenix campus) | Disestablish:<br><br>Bachelor of Arts in Urban and Metropolitan Studies | The School of Public Affairs in the Watts College of Public Service and Community Solutions offers both Bachelor of Arts and Bachelor of Science degrees for Urban and Metropolitan Studies. For the past five years, enrollment has been less than 20 students each semester. The school has had difficulty in offering some of the core courses due to low enrollment.<br><br>The college wishes to disestablish the BA degree program. The new Urban and Metropolitan Governance concentration in Public Service and Public Policy will attract Public Service and Public Policy students who are interested in the topic. The school is revising the Urban and Metropolitan Studies, BS degree to be an interdisciplinary program in collaboration with the School of Sustainability, the School of Geographic Science and Urban Planning, and the School of Community Resources and Development.<br><br>The revised BS degree will attract students who are less interested in a public policy degree but more interested in learning an interdisciplinary approach to urban and metropolitan studies. | There will be no negative impact to current students. There are a total of six students in the BA in Urban and Metropolitan Studies. The School of Public Affairs plans to notify students by phone and email of the program disestablishment. Students in the BA will be allowed to complete the degree. |
| **Graduate Program Disestablishment** | | | | |
| Master of Science in Business Journalism | Walter Cronkite School of Journalism and Mass Communication<br><br>(Downtown Phoenix campus) | Disestablish:<br><br>Master of Science in Business Journalism | The Walter Cronkite School of Journalism and Mass Communication wishes to disestablish the MS in Business Journalism degree. The program has not gained traction or sufficient enrollment, and potential students gravitate to other Cronkite School graduate programs. | There will be no significant impact to current students. Continuing students will remain in the degree program, following the plan of study recommended by our advising team. |

**EXECUTIVE SUMMARY**

| | | | | Cronkite School administration has designed a course carousel that ensures the opportunity for students to complete within their cohorts. Students will be notified via email that while the MS in Business Journalism program is ending, the school will support them in completing the program. |
|---|---|---|---|---|

## EXECUTIVE SUMMARY

Table 2: Proposed Name Changes to Academic Programs

| Current Program | College/School (location) | Action requested | Justification/Brief Description | Impact on Current Students |
|---|---|---|---|---|
| **Undergraduate Program Name Change** | | | | |
| Bachelor of Science in Exercise and Wellness | College of Health Solutions (Downtown Phoenix campus) | Rename to: Bachelor of Science in Clinical Exercise Science | **Description and Justification:** Clinical Exercise Science better reflects the preparation students receive to promote, design and deliver evidence-based exercise programs to improve clinical outcomes. Renaming the degree is intended to increase enrollment and lead to better employment outcomes for students. Over several years, the College of Health Solutions has received requests from both ASU Admissions as well as high school counselors to rename the degree to a title that is more familiar to prospective students. **Market Need:** According to IPEDS, there were a total of 25,612 completions at 479 campuses in Kinesiology and Exercise Science, 85 percent of which were at the bachelor's level, in 2018. According to Burning Glass, there were 12,992 job postings related to this area. The U.S. Bureau of Labor and Statistics reports the current employment to be 77,721 which is a compound annual growth rate of 6% for year-over-year employment and 5% for 3-year historic growth. According to the American Community Survey administered by the U.S. Census Bureau, wages range between $36,293 (age < 30) to $68,216 (age 30-60). Emsi Analyst states that there were 1.8M total job postings for eleven occupations related to Clinical Exercise Science between January 2019 and January 2020. Of those 1.8M job postings, 493,811 were unique with an average advertised salary at $41,700.00. | The Student Success team in the College of Health Solutions will notify current students of the name change, highlighting the benefits of its alignment to industry standards and for their future as professionals. Communication will also confirm that the program content will remain unchanged. |

**ARIZONA BOARD OF**
# REGENTS
**ASU ◆ NAU ◆ UA**

April 9, 2021

To:      John Arnold, Executive Director

From:    Chad Sampson, Vice President Academic Affairs and Institutional Analysis  *CW*
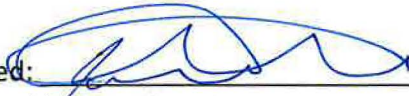
Subject:  Request to Establish a New Academic Organizational Unit

Per ABOR Policy 2-223 Arizona State University requests to Establish a New Academic Organizational Unit:

- School of Manufacturing Systems and Networks in the Ira A. Fulton Schools of Engineering

Please indicate your approval by signing in the space provided below.  A copy of your approval will be sent to Arizona State University.

Thank you.

Approved: _____

John Arnold, Executive Director

Date: ___4/22/2021_____

Attachment

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# Request to Establish a New Academic Organizational Unit

University: Arizona State University

| **Name of Organizational Unit:** |
| --- |
| School of Manufacturing Systems and Networks |

| **Academic Department:** |
| --- |
| *The name of the academic department or college in which the organizational unit will be located* |
| Ira A. Fulton Schools of Engineering |

| **Geographic Site:** |
| --- |
| *The physical site (campus, extended campus, etc.) where the organizational unit will be located* |
| Polytechnic Campus |

| **Proposed Inception Term:** |
| --- |
| *The term and year in which the new organizational unit will begin operating* |
| Fall 2021 |

| **Brief Description:** |
| --- |
| *A short outline of the activities that the organizational unit will perform. Please include, as applicable, a list of the degree and certificate programs that the unit will offer with estimates of the number of students served; an outline of research activities; public service and other significant activities.* |
| The Ira A. Fulton Schools of Engineering is requesting the creation of a new school, the School of Manufacturing Systems and Networks, within the Ira A. Fulton Schools of Engineering.<br><br>ASU's New Economy Initiative represents a bold effort to ensure Arizona is prepared for a future economy that is dependent on a strong engineering base, accompanied by high employment, strong economic growth, and resilience to economic shocks. The New Economy Initiative proposes the development of Science and Technology Centers that would bring together faculty, students, and industry leaders to innovate, create, and produce, achieving both educational and industrial goals. Via its reorganization plan, the Fulton Schools of Engineering is seeking to differentiate its programs to most effectively address the New Economy Initiative and its proposed Science and Technology Centers and to anticipate future opportunities. Foci critical to the Fulton Schools of Engineering current impacts and future opportunities are in computing and augmented intelligence, systems engineering, advanced manufacturing engineering and science, and new paradigms for enabling technologically enhanced learners. These areas are important to ASU's and the Fulton Schools of Engineering's national leadership and impacts across the country and university.<br><br>The School of Manufacturing Systems and Networks research will focus broadly on areas of advanced manufacturing such as additive manufacturing, biomanufacturing, robotics and automation, and material processing. Other areas of focus will include data science, operations research, and applied statistics to analyze streams of data from networked |

facilities, as the next generation of smart factories will incorporate industry 4.0, advanced machine learning, and cyber-physical connectivity.

Research by the Brookings Institution and Information Technology and Innovation Foundation shows more than 90 percent of all U.S. high-tech job growth from 2005 to 2017 is concentrated in just five cities. Additional research findings demonstrate that technology industries are most productive when they have resources clustered to enable information sharing and access to a large talent pool.

The new unit will house the following degrees:

BS in Manufacturing Engineering
MS in Manufacturing Engineering
PHD in Systems Engineering
MSP in Systems Engineering (Master In Passing)

In Fall 2021, the new school will serve approximately 140 students.

**Reason for Establishing the Organizational Unit:**
*Please briefly explain why the organizational unit is being created:*

The creation of the School of Manufacturing Systems and Networks will cluster ASU's resources in systems engineering, advanced manufacturing engineering, and closely related disciplines to help produce a strong talent pool for the New Economy.

**Resources**
*Please provide information about the personnel and infrastructure required to create this new unit, and an estimate of the costs associated.*

No net new resources will be required. Existing resources in the Ira A. Fulton Schools of Engineering will be reallocated to fund the school, along with revenues generated through enrollment.

April 9, 2021

To:        John Arnold, Executive Director

From:      Chad Sampson, Vice President Academic Affairs and Institutional Analysis

Subject:   Request to Transfer Academic Programs from one Organizational Unit to Another

Per ABOR Policy 2-223 Arizona State University requests the transfer of Academic Programs from one organizational unit to another:

- BS in Manufacturing Engineering, MS in Manufacturing Engineering, PhD in Systems Engineering, and MSP in Systems Engineering from The Polytechnic School, Ira A. Fulton Schools of Engineering to School of Manufacturing Systems and Networks, Ira A. Fulton Schools of Engineering

Please indicate your approval by signing in the space provided below. A copy of your approval will be sent to Arizona State University.

Thank you.

Approved: _____
John Arnold, Executive Director

Date: ___4/22/2021_____

Attachment

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# Request to Transfer Academic Program from one Organizational Unit to Another

University: Arizona State University

| |
|---|
| **Name of Academic Program:**<br><br>BS in Manufacturing Engineering<br>MS in Manufacturing Engineering<br>PhD in Systems Engineering<br>MSP in Systems Engineering |
| **Academic Department from which the program is being transferred:**<br>The name of the academic department or unit that currently primarily administers the academic program.  If the program is jointly administered across more than one department, please list the(se) additional department(s).<br><br>The Polytechnic School, Ira A. Fulton Schools of Engineering |
| **Academic Department to which the program is being transferred:**<br>The name of the academic department or unit that, following transfer, will primarily administer the academic program.  If the program will be jointly administered across more than one department, please list the(se) additional department(s).<br><br>School of Manufacturing Systems and Networks, Ira A. Fulton Schools of Engineering |
| **Geographic Site from which the program is being transferred:**<br>The physical site (campus, extended campus, etc.) or modality where the academic program is currently primarily delivered or administered.<br><br>Polytechnic Campus |
| **Geographic Site to which the program is being transferred:**<br>The physical site (campus, extended campus, etc.) or modality where, following transfer, the academic program will be primarily delivered or administered.<br><br>Polytechnic Campus |
| **Instructional Modality**:<br>The primary modality of the academic program (i.e. immersion, online, hybrid).<br><br>Campus immersion |
| **Brief Program Description:**<br>A short outline of the content and skills that the program delivers.<br><br>These programs provide technical content to prepare students for careers in manufacturing and systems engineering. Each of the degrees consists of a core set of courses designed to provide students with knowledge of manufacturing fundamentals and an introduction to systems engineering. The expertise developed in the core curriculum supports student focus areas built on existing unit faculty strengths including automation; additive and subtractive manufacturing processes; computer numerical control machining, modeling and simulation; electronics manufacturing; and manufacturing management. |

**Reason for Transferring the Program:**
Please briefly explain why the program is being transferred

The proposed School of Manufacturing Systems and Networks will serve as the home for manufacturing programs and system engineering degrees, allowing the school to provide focused instruction and centralized advising to students in those fields.

April 30, 2021

**To:** John Arnold, Executive Director

**From:** Chad Sampson, Vice President Academic Affairs and Institutional Analysis

**Subject:** Request to Rename Academic Organizational Unit

Per ABOR Policy 2-223 Arizona State University requests to Rename an Academic Organizational Unit:

- From School of Computing Informatics and Decision Systems Engineering to School of Computing and Augmented Intelligence

Please indicate your approval by signing in the space provided below. A copy of your approval will be sent to Arizona State University.

Thank you.

Approved: _____
John Arnold, Executive Director

Date: __4/30/2021_____

Attachment

# Request to Rename an Academic Organizational Unit

University: Arizona State University

| |
|---|
| **Current Name of Organizational Unit:**<br><br>School of Computing, Informatics and Decision Systems Engineering |
| **New Name of Academic Unit:**<br><br>School of Computing and Augmented Intelligence |
| **Academic Department:**<br>The name of the academic department or college in which the organizational unit is located<br><br>Ira A. Fulton Schools of Engineering |
| **Geographic Site:**<br>*The physical site (campus, extended campus, etc.) where the organizational unit is located*<br><br>Tempe Campus |
| **Brief Description:**<br>*A short outline of the activities that the organizational unit performs*<br><br>The School of Computing, Informatics, and Decision Systems Engineering at ASU encompasses the disciplines of computer science, computer systems engineering, engineering management, industrial engineering, informatics and software engineering. The school focuses on providing excellent and innovative research and education, entrepreneurship, and professional leadership in computing and information sciences and engineering. |
| **Reason for Renaming the Organizational Unit:**<br>*Please briefly explain why the organizational unit is being renamed.*<br><br>The name School of Computing and Augmented Intelligence better reflects the integrative attributes of informatics and decision systems engineering. The school will focus on computing and augmented intelligence, systems engineering, advanced manufacturing engineering and science, and new paradigms for enabling technologically enhanced learners. The School of Computing and Augmented Intelligence will highlight these strengths and cluster ASU's resources in computing and augmented intelligence to produce a strong talent pool for the New Economy. |

**EXECUTIVE SUMMARY**

**Item Name:**     **Arizona State University's Request to Offer a Two-Year Academic Program in Conjunction with the United States Navy**

⊠     Action Item

> **Requested Action:** Arizona State University asks the board to approve a new two-year academic program in Organizational Leadership to be offered solely online in partnership with the United States Navy for enlisted service men and women during 2021-2022 academic year.

**Background**

As provided in the board policy, new program requests may be submitted throughout the year with the approval of the Academic Affairs and Educational Attainment Committee.

ASU requests the board approve a two-year Associate of Arts in Organizational Leadership degree. ASU will offer this degree exclusively online in partnership with the United States Navy.

This would be the first two-year degree offered by Arizona's public universities and is limited to enlisted sailors, marines and coast guards. The degree will not be offered at an Arizona location.

In recent years, public four-year institutions, including some state flagship universities, have joined community colleges and technical schools in offering Associate of Science and Associate of Arts degrees in a variety of disciplines.

**Discussion**

The new degree will be the first Associate of Arts offered at ASU (or any Arizona public university) and is designed as a partnership with the US Navy to provide training and degree opportunities to enlisted sailors, marines, and coast guards. ASU currently offers a successful BA degree in Organizational Leadership, which will provide the faculty for this AA degree. This degree will also create an opportunity for students to progress to the BA degree, if desired.

Other four-year university systems offer two-year degrees under limited circumstances. The Integrated Postsecondary Education Data System (IPEDS) data indicates that

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approximately forty-one four-year research I and II institutions have awarded associate degrees in fiscal year 2019. No western state public universities, however awarded an associate degree. Examples of four-year public state universities offering associate degrees include Penn State, University of Wisconsin, University of Florida, Florida State, N.C. State and the University of Maryland. These institutions generally offered these degree options at their regional branch campuses or through their online global campuses.

It should be noted that a majority of the four-year institutions awarding associates degrees are doing so as a form of "credit recovery" – i.e., they provide an option for students who have made considerable progress towards a four-year degree but not managed to complete it, to use their credits, through application to the university, for an associate degree.

In June 2021, Colorado enacted legislation that will allow four-year institutions to offer associate degrees to students who have dropped out despite making significant progress toward a bachelor's degree. The initiative is part of larger efforts to encourage student retention, credit recovery for students who do not finish a four-year degree program and support students and workers who were dealt a blow by the pandemic.

In conjunction with ASU's specific request, the committee is expected to discuss universities offering two-year degree programs.

**Committee Review and Recommendation**

The Academic Affairs and Educational Attainment Committee reviewed this item at its September 9, 2021 meeting, and recommended forwarding the item to the full board for approval.

**Statutory/Policy Requirements**

ABOR Policy 2-221 "Academic Degree Programs"

ABOR Policy 2-223 "Academic Locations, Degree Programs and Organizational Units"

## Request to Establish New Academic Program in Arizona

**University: Arizona State University**

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| **Name of Proposed Academic Program:**<br><br>Associate of Arts in Organizational Leadership |
| **Academic Department:**<br>*The name of the academic department or unit that will primarily administer the academic program. If the proposed program will be jointly administered across more than one department, please list the(se) additional department(s).*<br><br>College of Integrative Sciences and Arts |
| **Geographic Site:**<br>*The physical site (campus, extended campus, etc.) or modality where the academic program will be primarily delivered or administered.*<br><br>Online modality administered by Polytechnic |
| **Instructional Modality:**<br>*The primary modality of the academic program (i.e. immersion, online, hybrid).*<br><br>Online |
| **Total Credit Hours:**<br>*The number of credit hours required to complete the academic program*<br><br>60 |
| **Proposed Inception Term:**<br>*The term and year in which the program will be first delivered (i.e. Spring 2021; Fall 2022).*<br><br>Fall 2021 |
| **Brief Program Description:**<br>*A short outline of the content and skills that the proposed program will deliver. A brief description of how the program fits into the institutional mission of the university. If relevant, please provide succinct information about existing related or complementary academic programming.*<br><br>This degree is designed for a partnership with the US Navy to provide training to enlisted personnel sailors, marines, and coast guards. The Associate of Arts in Organizational Leadership uses transdisciplinary methods to prepare students to become leaders in organizations across all sectors: private, nonprofit, government and military. Students develop the skills that leaders need to solve problems, communicate effectively, assess programs, manage resources, and evaluate emerging technologies. This associate degree will draw from the successful BA in Organizational Leadership at ASU, and students who complete the AA can continue in the BA without any loss of credit. The flexible AA degree allows students to complete general education coursework and concentrated coursework in a second, disciplinary field to prepare them for leadership in a specific industry. |

**Learning Outcomes and Assessment Plan:**
*Define the core concepts and competencies that the program will convey and stipulate how these key learning outcomes will be measured and assessed.*

**Learning Outcome 1**: Students will demonstrate associate degree-level proficiency in written communication.

- **Concepts**: Audience, Purpose, Genre
- **Competencies:** Ability to write effectively through clear and logical structure appropriate for the intended audience.
- **Assessment Methods**: Students' writing in the final project of first-year composition (ENG 102, ENG 105 or ENG 108) will be evaluated to determine proficiency. The project directions will identify purpose, audience and writing situation, and the project will involve sustained writing engagement. A standardized rubric considering context and purpose for writing, content development, conventions of organization and conventions of syntax and mechanics will be employed.
- **Measures**: Faculty-designed rubrics will be used to evaluate students' abilities to demonstrate the competencies identified to meet outcome 1. Performance metrics will be disseminated to program faculty to guide program revisions.

**Learning Outcome 2**: Students will understand and recognize traits and skills of successful leaders.
- **Concepts**: Management, Leadership, Decision-making
- **Competencies**: Ability to evaluate their own leadership characteristics. Demonstrate the ability to make decisions through a variety of leadership scenarios.
- **Assessment Methods:** Students' projects in OGL 200 Introduction to Organizational Leadership will be evaluated with faculty-designed rubrics to determine proficiency. Assignments will require students to utilize leadership skills to analyze and improve their own leadership performance Faculty will also assess assignments in which students articulate the difference between management and leadership activities
- **Measures:** Faculty will assess results from the scoring rubrics used to identify patterns of competence and to revise curriculum to better meet student needs.

**Learning Outcome 3**: Students will assess and illustrate their leadership strengths, weaknesses, characteristics, values and skills.

- **Concepts**: Self-assessment, cultural understanding, group dynamics, motivational theories
- **Competencies:** Students will demonstrate the ability to utilize organizational behavior and interpersonal relationship skills and strategies.
- **Assessment Methods:** Students' projects in OGL 220 Behavioral Dynamics in Organizations will be evaluated with faculty-designed rubrics to determine proficiency. In the course, faculty will assess student coursework in which students demonstrate their ability to self-assess, reflect, and present achievements. Faculty will assess student coursework in which students demonstrate their ability to apply organizational

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| learning and motivation theories in diagnosing the root cause(s) of performance problems at work and develop performance-related interventions.<br>• **Measures:** Faculty will assess results from the scoring rubrics used to identify patterns of competence and to revise curriculum to better meet student needs. |
| **Projected Enrollment for the First Three Years:**<br>Please provide anticipated enrollment numbers for each of the first three years of the proposed program<br><br>First Year – 350 students<br>Second Year – 700 students<br>Third Year – 700 students |
| **Evidence of Market Demand:**<br>*Please provide an estimate of the future state-wide and national demand for graduates of the proposed academic program.  Please specify the source (e.g. Burning Glass; Jobs EQ; US Department of Labor) of workforce demand data and detail the assumptions that underpin these projections.  If job market data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.*<br><br>In 2020 there were 12,851 degree completions in organizational leadership nationally across 382 institutions, according to Emsi Analyst data. ASU Online currently holds 2.5% of this market share. Since 2012, distance education programs in organizational leadership have experienced over a 467% growth, while in-person immersion programs have grown by just under 59%.  However, only 965 of the 12,851 degree completions were in credentials at the associate degree or lower level, meaning there is significant market share available for an associate degree program in this academic discipline. Graduates with credentials in organizational leadership obtain positions such as business analysts, operations managers, product managers, and business development managers in top companies such as Anthem, Oracle, Deloitte, and Amazon using skills such as communication, leadership, presentations, planning, and problem-solving. Between September 2016 and August 2020, there were over 10.5 million unique job postings for qualified individuals in organizational leadership. An associate degree in organizational leadership represents a flexible path for learners to earn a credential and enter better paying jobs across all sectors. The market demand for this degree has been determined via a partnership with the US Navy. |
| **Similar Programs Offered at Arizona Public Universities:**<br>List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.<br><br>Neither of the other Arizona Public Universities offers an associate degree in this field. The University of Arizona Online offers a Bachelor of Applied Science in Organizational Leadership, and Northern Arizona University offers a Master of Organizational Leadership. The University of Arizona degree is a transfer degree in which students must already have an associate degree, i.e. the degree would be another opportunity in the state for holders of the proposed AA to complete a bachelor's degree with no or minimal loss of credits. |

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| **Objection(s) Raised by Another Arizona Public University?**　　YES　　NO<br>*Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?*<br>**If Yes, Response to Objections:**<br>Please provide details of how the proposing university has addressed the objection.  If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it. |
| **New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):**<br>*Please provide an estimate of the personnel and infrastructure requirements of the proposed new program and the corresponding costs.  Please specify if the proposed program requires new resources (e.g. new faculty lines; a new laboratory; new teaching assistantships or scholarships) or whether resource needs may be met through the reassignment or extension of existing ones. If resource extension or reassignment will impact extant programs and/or operations, please make this clear.*<br><br>No new resources will be required to support this program which will be managed initially by existing faculty. |
| **Plan to Request Program Fee/Differentiated Tuition?**　　NO<br><br>**Estimated Amount: N/A**<br>**Program Fee Justification:**<br>If planning to levy a program fee, please justify the estimated amount.<br>None<br><br>Note: The fee setting process requires additional steps, and forms need to be completed. Please work with your university and the ABOR Finance team (Leatta.McLaughlin@azregents.edu) to complete a fee request. |
| **Specialized Accreditation?**　　NO<br><br>**Accreditor:**<br>The name of the agency or entity from which accreditation will be sought |