

(NEW GRADUATE INITIATIVES)**PROPOSAL PROCEDURES CHECKLIST**

Academic units should adhere to the following procedures when requesting new curricular initiatives (degrees, concentrations or certificates).

Obtain the required approval from the Office of the Provost to move the initiative forward for internal ASU governance reviews/approvals.

- Establishment of new curricular initiative requests; degrees, concentrations, or certificates
- Rename requests; existing degrees, concentrations or certificates
- Disestablishment requests; existing degrees, concentrations or certificates

Submit any new courses that will be required for the new curricular program to the Curriculum ChangeMaker online course approval system for review and approval.

- Additional information can be found at the Provost's Office Curriculum Development website: [Courses link](#)
- For questions regarding proposing new courses, send an email to: courses@asu.edu

Prepare the applicable proposal template and operational appendix for the proposed initiative.

- New degree, concentration and certificate templates (contain proposal template and operational appendix) can be found at the Provost's Office Curriculum Development website: [Academic Programs link](#)

Obtain letters or memos of support or collaboration. (if applicable)

- When resources (faculty or courses) from another academic unit will be utilized
- When other academic units may be impacted by the proposed program request

Obtain the internal reviews/approvals of the academic unit.

- Internal faculty governance review committee(s)
- Academic unit head (e.g. Department Chair or School Director)
- Academic unit Dean (will submit approved proposal to the curriculumplanning@asu.edu email account for further ASU internal governance reviews (as applicable, University Graduate Council, CAPC and Senate)

Additional Recommendations - All new graduate programs require specific processes and procedures to maintain a successful degree program. Below are items that Graduate Education strongly recommends that academic units establish after the program is approved for implementation.

Set-up a Graduate Faculty Roster for new PhD Programs - This roster will include the faculty eligible to mentor, co-chair or chair dissertations. For more information, please go to http://graduate.asu.edu/graduate_faculty_initiative.

Establish Satisfactory Academic Progress Policies, Processes and Guidelines - Check within the proposing academic unit and/or college to see if there are existing academic progress policies and processes in place. If none have been established, please go to http://graduate.asu.edu/faculty_staff/policies and scroll down to the **academic progress review and remediation processes** (for faculty and staff) section to locate the reference tool and samples for establishing these procedures.

Establish a Graduate Student Handbook for the New Degree Program - Students need to know the specific requirements and milestones they must meet throughout their degree program. A Graduate Student Handbook provided to students when they are admitted to the degree program and published on the website for the new degree gives students this information. Include in the handbook the unit/college satisfactory academic progress policies, current degree program requirements (outlined in the approved proposal) and provide a link to the Graduate Policies and Procedures website. Please go to http://graduate.asu.edu/faculty_staff/policies to access Graduate Policies and Procedures.

Check Box Directions - To place an "X" in the check box, place the cursor on the left-side of the box, right click to open the drop down menu, select **Properties**, under **Default value**, select **Checked** and then select **Ok**.



ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE

This template is to be used only by programs that have received specific written approval from the University Provost's Office to proceed with internal proposal development and review. A separate proposal must be submitted for each individual new degree program.

DEGREE PROGRAM

College/School(s) offering this degree: College of Liberal Arts and Sciences

Unit(s) within college/school responsible for program: School of Geographical Sciences and Urban Planning (SGSUP)

If this is for an official joint degree program, list all units and colleges/schools that will be involved in offering the degree program and providing the necessary resources: N/A

Proposed Degree Name: Master of Advanced Study (MAS) in GeoDesign and Planning

Note: The approved name on the academic plan was GeoDesign. The academic unit has submitted a request to revise the name on the 2016-2017 academic plan. This proposal will go through governance reviews pending approval of the new name.

Master's Degree Type: Master of Advanced Study

Proposed title of major: GeoDesign and Planning

Is a program fee required? Yes No

Is the unit willing and able to implement the program if the fee is denied? Yes No

Requested effective term: Fall and year: 2016
(The first semester and year for which students may begin applying to the program)

PROPOSAL CONTACT INFORMATION
(Person to contact regarding this proposal)

Name: David Pijawka

Title: Professor

Phone: 5-7533

email: david.pijawka@asu.edu

DEAN APPROVAL

This proposal has been approved by all necessary unit and College/School levels of review, and the College/School(s) has the resources to offer this degree program. I recommend implementation of the proposed degree program. (Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.)

College Dean name: Paul LePore, Associate Dean for Student and Academic Programs

College Dean Signature Paul LePore **Date:** 4/20/15

College Dean name:
(if more than one college involved)

College Dean Signature _____ **Date:** _____

**ARIZONA STATE UNIVERSITY
PROPOSAL TO ESTABLISH A NEW GRADUATE DEGREE**

This proposal template should be completed in full and submitted to the University Provost's Office [mail to: curriculumplanning@asu.edu]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

DEGREE PROGRAM INFORMATION

Master's Type: MAS
(E.g. MS, MA, MAS, PSM, or other)

Proposed title of major: GeoDesign and Planning

1. PURPOSE AND NATURE OF PROGRAM:

A. Brief program description –

The Master of Advanced Study in GeoDesign and Planning will emphasize skills at the intersection of the geospatial sciences and planning. GeoDesign and Planning allows exploration and evaluation of alternative complex human-environmental systems using spatially and temporally explicit theories, data, and methods. Students will learn project conceptualization, geospatial data collection and analysis, design specification, stakeholder engagement and collaboration, and policy evaluation to inform decision-making. The program will initially have two concentrations: Global Security and American Indian Community Planning. Future concentrations under consideration are in East Asia City Planning and Regional Environmental Planning. The new degree and concentrations address an education gap that combines training in geospatial tools with their applications to a specialized thematic concentration. Delivery mode will be in-person and i-courses.

B. Will concentrations be established under this degree program? Yes No
(Please provide additional concentration information in the operational appendix – number 5A.)

2. PROGRAM NEED - Explain why the university should offer this program (include data and discussion of the target audience and market).

This proposal emerges from recommendations from the 2010 School of Geographical Sciences and Urban Planning (SGSUP) external program review where reviewers recognized the school's combined strengths in geospatial technologies and planning. They suggested SGSUP frame the expertise in the emerging field of GeoDesign. The two largest target audiences for the program are students interested in global security/geo-intelligence and in American Indian Community Planning. GeoDesign, as an integrated computational geographic information system and domain based program that can be used to teach students to identify places for solar energy development, to define the spatial interaction between urban heat and the cooling potential of vegetation, to design neighborhoods for maximum walkability and reduce the carbon footprint, and to measure the impact of jurisdictional boundaries on habitat restoration. Impacting these critical planning issues requires a science and technology based workforce. In a recent focus group exercise with SGSUP undergraduates, students indicated that they select majors because of a prospective career path and that the geospatial technologies provide a "value added" component to their education by providing job skills to make them more competitive on the job market.

The market for the global security concentration emerges from growing collaborations between ASU and the National Geospatial-Intelligence Agency (NGA). Central to this partnership is an educational component where NGA scientists enroll in the MAS in GeoDesign and Planning to further their education on geospatial modeling and analysis, innovative problem solving, and intersecting these technologies with community planning, policy, and decision making.

The market for the American Indian Community Planning concentration arises from strong participation in short courses, symposia, and seminars that SGSUP has offered over the past several years. These events have attracted over 75 tribal students from the American Indian nations in Arizona alone. These educational activities have included two workshops on American Indian community planning that gave educational credits to Indian students at ASU and from the University of New Mexico. During 2014, an integrated course was established and implemented between students in urban planning and students in the American Indian Studies (AIS) program at ASU on the topic of American Indian Community Planning. With fifty students in the course and presentations by many Native American faculty and governmental officials, the course was highly successful and is currently being planned as an annual deliverable. A comprehensive report of recommendations has emerged from these events to address community-based land use planning for the Navajo Nation. In a recent training program (June 2015) for Navajo planners, significant interest was expressed by nearly 100 % of the planners in attendance to enroll in the proposed GeoDesign and Planning degree program. There were 16 planners in attendance. Central to successful implementation of this planning document is a recommendation that all levels of the Navajo Nation's government use geospatial technology.

Beyond the NGA and American Indian Community planning connections, we envision a broader partnership with students interested in how geographic problem solving and planning practices influence decision making. We envision development a concentration in Regional Environmental Planning and one in East Asia City Planning in the near future. Students may opt to earn the degree without a specialized concentration.

3. **IMPACT ON OTHER PROGRAMS** - Attach any letters of collaboration/support from impacted programs. (see Checklist coversheet) see attached
4. **PROJECTED ENROLLMENT** - How many new students do you anticipate enrolling in this program each year for the next five years? These enrollment estimates are based on the number of prospective students in the American Indian Community Planning concentration (about 1/3) and the global security concentration (about 1/3) as discussed with experts in those areas. The remaining students we expect will enroll without a concentration. Please note, The Arizona Board of Regents (ABOR) requires nine masters and six doctoral degrees be awarded every three years. Thus, the projected enrollment numbers must account for this ABOR requirement. The program is a 12-month program and therefore the number of graduates per year match the number of new students enrolling (minus any small numbers of students who do not finish the degree).

5-YEAR PROJECTED ANNUAL ENROLLMENT					
Please utilize the following tabular format.	1st Year	2nd Year (Yr 1 continuing + new entering)	3rd Year (Yr 1 & 2 continuing + new entering)	4th Year (Yrs 1, 2, 3 continuing + new entering)	5th Year (Yrs 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	15	40	50	50	50

5. **STUDENT LEARNING OUTCOMES AND ASSESMENT:**
 - A. **List the knowledge, competencies, and skills** students should have attained by graduation from the proposed degree program.

Outcome 1. Graduates of the Master's of Advanced Study in GeoDesign and Planning will be able to construct GeoDesign workflow diagram in their own topical domain through courses GIS 501 and GIS 505 or PUP 505.

Outcome 2. Graduates will be able to implement a GeoDesign project as part of their applied project for GIS 593 or PUP 593.

B. Describe the plans and methods to assess whether students have achieved the knowledge, competencies and skills identified in the Learning Outcomes.

Outcome 1, Measure 1. A faculty member, instructor, or faculty associate will evaluate the design of a workflow diagram. The validated rubric (see Appendix II) will be used to conduct the assessment of the diagram and will give the students a total score of 1-3 (3 being the highest).

Performance Criterion 1. 80% of students must demonstrate the ability to define a workflow diagram and the component elements in their topical domain by earning at least an average score of 2. If not, they will be asked to incorporate the workflow diagram into one of their elective courses for reassessment.

Outcome 1, Measure 2. Students will submit a workflow diagram as part of the applied project for the degree. The instructor will evaluate the workflow on the validated rubric (Appendix II).

Performance Criterion 2. The workflow diagram needs to be evaluated with an average score of 2 by the supervising faculty or academic professional before moving to the implementation of the GeoDesign project. Students will be provided feedback and encouraged to revise so that they increase the score to 3.

Outcome 2, Measure 1. Students will deliver an oral presentation of their GeoDesign project to the supervising faculty and student peers. They will be evaluated on the quality of their project.

Performance Criterion 1. 80 % of students must demonstrate the ability of critically evaluating a paper in discipline-based education research by getting either a 4 or a 5 using the rubric below.

5- Greatly exceed expectations: Student presents the background for the project (e.g. what is the domain area, what problem will the project solve). Student critically evaluates all aspects of the project, including study design, results, interpretations, and limitations. Student infers how the implementation and maintenance of the project will impact long term topical domain goals.

4 - Exceeds expectations: Student presents the background for the project (e.g. what is the domain area, what problem will the project solve). Student critically evaluates all aspects of the project, including study design, results, interpretations, and limitations. Student infers how the implementation and maintenance of the project will impact long term topical domain goals. Some connections to how the project will be implemented is missing. However, their evaluation is thoughtful and accurate.

3 - Expectations: Student presents the background for the project, but it may be incomplete (e.g. the importance of the topic, the possible data sources). Student critically evaluates most aspects of the project, but may have inaccuracies in their thinking and how it solves a domain problem. May have missed important elements.

2- Below expectations: Student tries to present the project, but is not able to articulate most of the project. Did not present any background for the project.

1- Greatly below expectations: Student has not gone beyond identifying a topical domain. The presentation is lacking in most areas.

Outcome 2, Measure 2. Students will prepare an applied project paper on the GeoDesign project.

Performance Criterion 2. 90% or more of student papers will be evaluated at a level 3 or higher using the rubric under Outcome 2, Measure 1.

6. **ACCREDITATION OR LICENSING REQUIREMENTS (if applicable):** Provide the names of the external agencies for accreditation, professional licensing, etc. that guide your curriculum for this program, if any. Describe any requirements for accreditation or licensing.
N/A

7. **FACULTY, STAFF, AND RESOURCE REQUIREMENTS:**

A. **Faculty**

- i. **Current Faculty** - List the name, rank, highest degree, area of specialization/expertise and estimate of the level of involvement of all current faculty members who will teach in the program.

David Pijawka, Professor, PhD, American Indian Community Planning, 1-2 courses per year
Stephanie Deitrick, Instructor, PhD, GeoDesign and Planning, 4-5 courses per year
Elizabeth Wentz, Professor, PhD, GeoDesign and Planning, administration, 1 course per year
Emily Talen, Professor, PhD, Planning, instruction, 1 course per year
Douglas Webster, Professor, PhD, Planning, instruction, 1 course per year

- ii. **New Faculty** - Describe the new faculty hiring needed during the next three years to sustain the program. List the anticipated hiring schedule and financial sources for supporting the addition of these faculty members.

None.

- iii. **Administration of the program** - Explain how the program will be administered for the purposes of admissions, advising, course offerings, etc. Discuss the available staff support.

Staffing for the program will be handled mostly by existing SGSUP staff. A new instructor will be required to be the program director. Admissions will be handled by our current staff who handle admissions for the Master of Urban and Environmental Planning (MUEP) and the Master of Advanced Study (MAS) in Geographic Information Systems. Advising and course offerings will be administered by the program director.

- B. **Resource requirements needed to launch and sustain the program:** Describe any new resources required for this program's success such as new staff, new facilities, new library resources, new technology resources, etc.

The program will require new staff including a lecturer and program director. Program fees will be sufficient to pay for the new staff. IT support will be handled through an expanded contract with UTO, from the current 1.0 FTE to 1.5 FTE. Between 2 and 3 faculty associates will be hired to teach core courses. Library facilities, computer facilities in SGSUP will be sufficient to run the program.

8. **COURSES:**

- A. **Course Prefix(es):** Provide the following information for the proposed graduate program.

- i. Will a new course prefix(es) be required for this degree program?
Yes No

- ii. If yes, complete the [Course Prefixes / Subjects Form](#) for each new prefix and submit it as part of this proposal submission.

- B. **New Courses Required for Proposed Degree Program:** Provide course prefix, number, title, and credit hours and description for any new courses required for this degree program. N/A

**APPENDIX I
OPERATIONAL INFORMATION FOR GRADUATE PROGRAMS**

(This information is used to populate the [Graduate Programs Search](#)/catalog website.)

1. Provide a brief (catalog type - no more than 150 words) program description.

The Master of Advanced Study in GeoDesign and Planning emphasizes skills at the intersection of the geospatial sciences and planning. GeoDesign and planning allows exploration and evaluation of alternative complex human-environmental systems using spatially and temporally explicit theories, data, and methods. Students will learn project conceptualization, geospatial data collection and analysis, design specification, stakeholder engagement and collaboration, and policy evaluation to inform decision-making. The program has two concentrations: Global Security and American Indian Community Planning. The degree and concentrations combine training in geospatial tools with application to a specialized thematic concentration. Delivery mode is in-person and i-courses.

Breakdown of requirements:

core (15)

- GIS 601 Introduction to Geographic Information Systems (2)
- GIS 602 Intermediate GIS (2)
- GIS 505 or PUP 505 GeoDesign Principles (2)
- GIS 604 Implementation in the Corporate and Public Sectors (2)
- GIS 605 GIS Project Planning and Implementation (2)
- GIS 606 GIS Project Presentation (2)
- GIS 501 GeoDesign in Practice (3)

optional concentrations (9)*

- American Indian Community Planning Concentration
 - PUP 562 Tribal Community Planning (3)
 - AI 523 Community Development with American Indian Communities (3)
 - Electives: Students must choose one elective from a prescribed list (3)

- Global Security Concentration
 - PUP 563 Urban and Regional Security (3)
 - PUP 542 Environmental Planning (3)
 - Electives: Students must choose one elective from a prescribed list (3)

electives or research (9)**

other requirement (6)

- GIS 584 or PUP 684 Internship (6)***

culminating experience: six credit hours of applied project courses GIS 593 or PUP 593

total credit hours required: 36

* Students who choose to complete a concentration must take two required concentration courses and one 3-credit hour elective in consultation with an advisor.

** Students who choose not to complete a concentration must choose 3 elective courses from a prescribed list in consultation with an advisor. Students who opt to take PUP 575 as an elective course will need to take one credit hour of research credit.

*** The internship course is a professional working environment course that helps students identify suitable topics for developing an applied project, the culminating experience for the degree. Internship opportunities will be made available throughout the school year via the GeoPlan newsletter. It is the student's responsibility to secure a paid or unpaid internship by the start of the summer term.

2. Campus(es) where program will be offered:

(Please note that Office of the Provost approval is needed for ASU Online campus options.)

ASU Online only (all courses online)

All other campus options (please select all that apply):

Downtown Polytechnic
 Tempe West

Both on-campus and ASU Online (*) - (Check applicable campus from options listed.)

(*) Please note: Once students elect a campus option, students will not be able to move back and forth between the on-campus (in-person) or hybrid options and the ASU Online campus option.

3. Admission Requirements:

Degree: Minimum of a bachelor's or master's degree in geography, planning, social sciences, public policy, engineering or another closely related field from a regionally accredited College or University.

GPA: Minimum of a 3.00 cumulative GPA (scale is 4.0=A) in the last 60 hours of a student's first bachelor's degree program. Minimum of 3.00 cumulative GPA (scale is 4.0 = A) in the applicable Master's degree.

English Proficiency Requirement for International Applicants: The English proficiency requirements are the same as the Graduate Education requirement. (see Graduate Education requirement http://graduate.asu.edu/admissions/international/english_proficiency): **Yes** **No**

If applicable, list any English proficiency requirements that are supplementary to the Graduate Education requirement.

Foreign Language Exam:

Foreign Language Examination(s) required? Yes No

If yes, list all foreign languages required:

Required Admission Examinations: GRE GMAT Millers Analogies **None required**
(Select all that apply.)

Letters of Recommendation: Yes No

4. Application Review Terms (if applicable Session): Application deadlines for all students including international applicants.

Fall (regular) Deadline (month/year): July 2016

Deadlines will be posted on the academic unit's website.

5. Curricular Requirements:

(Please expand tables as needed. Right click in white space of last cell. Select "Insert Rows Below")

5A. Will concentrations be established under this degree program? Yes No

i. If "Yes" is selected, please select the appropriate box:

Students must select a concentration as part of this degree program
 Concentrations are optional

ii. If "Yes" is selected, list the name of the concentrations and the minimum number of credit hours required for each concentration.

Concentration Name	Number of credit hours for courses specific to the concentration
Global Security	9
American Indian Community Planning	9

(Please expand table as needed. Right click in white space of last cell. Select "Insert Rows Below")

5B. Curricular Structure:

<u>Required Core Courses for the Degree</u>			<u>Credit Hours</u>
(Prefix & Number)	(Course Title)	(New Course?) Yes or No?	(Insert Section Sub-total) 15
GIS 601	Introduction to Geographic Information Systems	No	2
GIS 602	Intermediate GIS	No	2
GIS 505 OR PUP 505	GeoDesign Principles	No	2
GIS 604	Implementation in the Corporate and Public Sectors	No	2
GIS 605	GIS Project Planning and Implementation	No	2
GIS 606	GIS Project Presentation	No	2
GIS 501	GeoDesign in Practice	No	3
<u>Optional Concentration Courses</u>			<u>Credit Hours</u>
Students who choose to complete a concentration must take two required concentration courses and one 3-credit hour elective in consultation with an advisor.			
(Prefix & Number)	(Course Title)	(New Course?) Yes or No?	(Insert Section Sub-total) 9
Required for the American Indian Community Planning Concentration:			
PUP 562	Tribal Community Planning	No	3
AIS 523	Community Development with American Indian Communities	No	3
	Electives: Students must choose one elective from the list below.	No	3
Required for the Global Security Concentration:			
PUP 563	Urban and Regional Security	No	3
PUP 542	Environmental Planning	No	3
	Electives: Students must choose one elective from the list below	No	3
<u>Elective or Research Courses</u> <i>(as deemed necessary by supervisory committee)</i>			<u>Credit Hours</u>

Note: Students who choose not to complete a concentration must choose 3 elective courses from the following list in consultation with an advisor. Students who take PUP 575 will need to take one credit hour of research credit. SGSUP will track this.

(Prefix & Number)	(Course Title)	No	(Insert Section Sub-total)
			9
AIS 523	Community Development with American Indian Communities	No	3
AIS 522	Tribal Governance	No	3
PUP 501	Planning History and Theory	No	3
PUP 525	Urban Housing Issues	No	3
PUP 542	Environmental Planning	No	3
PUP 563	Urban and Regional Security	No	3
PUP 575	Environmental Impact Assessment	No	2
<u>Culminating Experience</u> <i>E.g. - Capstone course, applied project, thesis (masters only – 6 credit hours) or dissertation (doctoral only – 12 credit hours) as applicable</i>			<u>Credit Hours</u> (Insert Section Sub-total) 6
GIS 593 or PUP 593 Applied Project			6
<u>Other Requirements</u> <i>E.g. - Internships, clinical requirements, field studies as applicable</i>			<u>Credit Hours</u> (Insert Section Sub-total) 6
GIS 584 or PUP 684 Internship*			6
*The internship course is a professional working environment course that helps students identify suitable topics for developing an applied project, the culminating experience for the degree. Internship opportunities will be made available throughout the school year via the GeoPlan newsletter. It is the student's responsibility to secure a paid or unpaid internship by the start of the summer term.			
			36

6. **Comprehensive Exams:** No comprehensive exam required.

Master's Comprehensive Exam (when applicable), please select the appropriate box.

(No comprehensive exam will be required)

- Oral comprehensive exam is required – in addition to written exam
- No oral comprehensive exam required - only written exam is required

7. **Allow 400-level courses:** Yes No (No more that 6-credit hours of 400-level coursework can be included on a graduate student plan of study.)

8. **Committee:** Required Number of Thesis or Dissertation Committee Members (must be at least 3 including chair or co-chairs): 3

9. **Keywords** (List all keywords that could be used to search for this program. Keywords should be specific to the proposed program.) GeoDesign, GIS, planning, geospatial, geo-intelligence, American Indian, Community Planning, Global Security

10. Area(s) of Interest

A. Select **one (1)** primary area of interest from the list below that applies to this program.

- | | |
|--|--|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Business | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Communication & Media | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Science |
| <input type="checkbox"/> Entrepreneurship | <input checked="" type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Humanities | |

B. Select **one (1)** secondary area of interest from the list below that applies to this program.

- | | |
|--|---|
| <input type="checkbox"/> Architecture & Construction | <input type="checkbox"/> Interdisciplinary Studies |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Law & Justice |
| <input type="checkbox"/> Business | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Communications & Media | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Education & Teaching | <input checked="" type="checkbox"/> STEM |
| <input type="checkbox"/> Engineering & Technology | <input type="checkbox"/> Science |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Social and Behavioral Sciences |
| <input type="checkbox"/> Health & Wellness | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> Humanities | |

11. Contact and Support Information:

Office Location (Building & Room):	Coor Hall, 5 th Floor
Campus Telephone Number:	5-7533
Program email address:	geoplan@asu.edu
Program website address:	geoplan.asu.edu
Program Director (Name):	Stephanie Deitrick
Program Support Staff (Name):	Gloria Jeffrey
Admissions Contact (Name):	Gloria Jeffrey

12. Application and iPOS Recommendations: List the Faculty and Staff who will input admission/POS recommendations to Gportal **and** indicate their approval for Admissions and/or POS:

Name	ADMSN	POS
Stephanie Deitrick		X
Gloria Jeffrey	X	

APPENDIX II

Rubric for Evaluating the GeoDesign Workflow diagram (for Outcome 1: Measures 1 and 2)

Components of a workflow diagram	1	2	3
<p>The student demonstrates knowledge of naming the main components of a workflow diagram, defining their use, and integrating them.</p>	<p>Does not demonstrate an understanding of the main components of a workflow diagram.</p>	<p>Somewhat demonstrates an understanding of the components of a workflow diagram.</p>	<p>Clearly demonstrates an understanding of the components of a workflow diagram.</p>
Building a workflow diagram	1	2	3
<p>The student uses effective, evidence based methods to meet the needs of all students.</p>	<p>Does not incorporate the fundamental elements of a workflow diagram.</p>	<p>Has some skillsets in building a workflow diagram but some of the piece may not be well integrated or thought out.</p>	<p>Clearly understand the elements of a workflow diagram and how they fit together to solve a problem.</p>
Topical domain	1	2	3
<p>The student effectively understands the problem context, data needs, and solutions in a specific topical domain.</p>	<p>Does not know the role of the topical domain.</p>	<p>Understands the problem context and data needs but has limited understanding of the possible solution set.</p>	<p>Clearly understands the problem context, data needs and the solution set in a particular topical domain.</p>

APPENDIX III

Support Memos

College of Liberal Arts and Sciences – Official Submission

From: Paul LePore
Sent: Thursday, April 30, 2015 3:30 PM
To: curriculumplanning@asu.edu
Cc: Jenny Smith; P.F. Lengel; Paul LePore
Subject: MAS in GeoDesign and Planning

Please accept the attached proposal to establish a new Master of Advanced Study degree in GeoDesign and Planning.

Thank you.

PL

PAUL C. LEPORE, Ph.D.
Associate Dean
College of Liberal Arts and Sciences
Foundation Building, Suite 110
Arizona State University | P.O. Box 876605 | Tempe, Arizona 85287-6605
480.965.6506 | Fax: 480.965.2110 | e-mail: paul.lepore@asu.edu

ASU College of Liberal Arts and Sciences — *Transforming learning, discovery and lives*

The Design School



25 March 2015

Professor Elizabeth Wentz, Director
School of Geographical Sciences and Urban Planning

Re: Proposal to establish new graduate degree program

Dear Libby,

I am following up on our conversation yesterday concerning your proposal for a new master's degree program in GeoDesign. This looks like a great program, developed thoughtfully within SGSUP to leverage the expertise of your faculty and provide a wonderful opportunity for your students. As I mentioned I do have a concern about its proposed name. I support the idea of trans-disciplinary as manifested in curriculum, pedagogy and professional practices in which our respective disciplinary boundaries are blurring. As well I understand that the term "design" is deployed to describe a wide range of practices. My concern is that while the program is focused on innovative geographic technologies and planning practices the name speaks directly to the range of practices and disciplines held within my unit. Absent a change of name the proposed program would have an adverse impact on programs at The Design School.

I appreciate your willingness to hear our concerns and work with us to find a solution and believe that your suggestion of to revise the name to "**GeoDesign and Planning**" addresses our concerns. Changing the program's name as noted above would allow me to support the program and note that it has no adverse impact upon our unit. If this works for you, would you be kind enough to send along a copy of the revised proposal?

Thank you for your consideration and help. We look forward to collaborating with you and your colleagues on future initiatives.

Warm regards,

A handwritten signature in black ink, appearing to read "Craig Barton".

Craig Barton,
Director and Professor
The Design School

The Design School

PO Box 871605, Tempe, AZ 85287-1605
480.965.3536 Fax: 480.965.0968 design.asu.edu

American Indian Studies



February 23, 2015

Elizabeth A. Wentz
Professor and Director
School of Geographical Sciences and Urban Planning
Arizona State University
Tempe, AZ 85287-5302

Dear Dr. Wentz:

We in the American Indian Studies program endorse and support the proposal developed by the School of Geographical Sciences and Urban Planning to establish a Master of Advanced Study in GeoDesign with a concentration in American Indian Community Planning.

As noted in the proposal, the GeoDesign program is needed, especially with an intended student audience interested in American Indian Community Planning. The concentration has the potential to prepare students to provide meaningful service to their communities and to address planning issues that impact tribal, local, state and federal governments and the people they serve.

We look forward to working with the School of Geographical Sciences and Urban Planning through this collaborative effort to further develop and implement the concentration in American Indian Community Planning.

Sincerely,

A handwritten signature in black ink, appearing to read "John W. Tippeconnic III". The signature is fluid and cursive, written over a light blue horizontal line.

John W. Tippeconnic III, Ph.D.
Professor and Director
American Indian Studies

College of Liberal Arts and Sciences
American Indian Studies
Discovery Hall 356
PO Box 874603 Tempe, AZ 85287-4603
(480) 965-3634 Fax: (480) 965-2216
<http://americanindian.clas.asu.edu/>
ais@asu.edu

From: Elizabeth Wentz
Sent: Thursday, July 23, 2015 11:52 AM
To: Ronald Askin
Cc: Patricia Gober; David Pijawka; Gloria Jeffery; Jenny Smith
Subject: MAS in GeoDesign and Planning

Dear Ron,

The School of Geographical Sciences and Urban Planning (SGSUP) is proposing a master's degree in GeoDesign, a direction that was recommended to us during our external program review. As you know, part of the process involves requesting a letter from academic units that may be impacted. On behalf of SGSUP, I am seeking this support.

GeoDesign focuses broadly on geographic technologies and planning. There may be courses in your school that could become electives in the program. However we do not anticipate any conflicts with the goals of your school and hope you agree.

The proposal for the degree is attached here for you to review. If you prefer, perhaps we can talk on the phone or meet in person to discuss this.

While I am handling the initial request, I'm also passing along the task to David, Pat, and Gloria (cc'd here) to follow through. Thank you for your consideration.

Libby

Elizabeth A. Wentz
Dean of Social Sciences
College of Liberal Arts and Sciences
Arizona State University
Tempe, AZ 85287-6505

Jenny Smith

From: Karen Mossberger
Sent: Tuesday, July 28, 2015 9:38 PM
To: Elizabeth Wentz
Cc: Patricia Gober; David Pijawka; Gloria Jeffery; Jenny Smith
Subject: RE: MAS in GeoDesign and Planning

Dear Libby (and all) -

We would be happy to participate by offering electives. I do not see any conflict with our degree programs, and we would support the establishment of this degree. Please let us know if we can be of any assistance.

Best,

Karen

Karen Mossberger, Ph.D.
Professor and Director, School of Public Affairs
Arizona State University
411 North Central Ave., Suite 450
Phoenix, AZ 85004
602-496-1101
karen.mossberger@asu.edu

From: Elizabeth Wentz
Sent: Thursday, July 23, 2015 11:53 AM
To: Karen Mossberger
Cc: Patricia Gober; David Pijawka; Gloria Jeffery; Jenny Smith
Subject: MAS in GeoDesign and Planning

Dear Karen,

The School of Geographical Sciences and Urban Planning (SGSUP) is proposing a master's degree in GeoDesign, a direction that was recommended to us during our external program review. As you know, part of the process involves requesting a letter from academic units that may be impacted. On behalf of SGSUP, I am seeking this support.

GeoDesign focuses broadly on geographic technologies and planning. There may be courses in your school that could become electives in the program. However we do not anticipate any conflicts with the goals of your school and hope you agree.

The proposal for the degree is attached here for you to review. If you prefer, perhaps we can talk on the phone or meet in person to discuss this.

While I am handling the initial request, I'm also passing along the task to David, Pat, and Gloria (cc'd here) to follow through. Thank you for your consideration.

Libby

Jenny Smith

From: Christopher Boone
Sent: Tuesday, July 14, 2015 3:17 PM
To: Elizabeth Wentz
Cc: Patricia Gober; David Pijawka; Gloria Jeffery; Jenny Smith
Subject: Re: MAS in GeoDesign and Planning

I have no objections and fully support the proposal for the MAS in GeoDesign and Planning.

Chris
Christopher Boone
Dean, School of Sustainability
Senior Sustainability Scientist, Julie Ann Wrigley Global Institute of Sustainability



P.O. Box 875502 | Tempe, Arizona | 85287-5502
PH: 480-965-2236 | Main: 480-965-2975
<http://cgboone.personal.asu.edu> | Twitter: @cgboone
Dean's Executive Assistant: Lorraine.Protocollo@asu.edu
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