

1. Purpose and Nature of Program

Provide a brief program description. Include the distinctive features of the program that make it unique.

The BA in Community Development is a degree that equips students with tools to collaborate with, empower, and educate diverse community constituents by drawing on grassroots and inclusive frameworks such as sustainable development, social and environmental justice, participatory democracy, and social accounting. This degree is unique in that it allows students to select one of many emphasis areas related to community development. Areas of emphasis include: sustainability; social determinants of health; public policy; nonprofit leadership and management; American Indian studies, and community-based tourism and parks.

2. Student Learning Outcomes and Assessment Methods

Assessment Plan

Attach a PDF copy of the assessment plan printed from the University Office of Evaluation and Educational Effectiveness assessment portal demonstrating UOEEE’s approval of your assessment plan for this program. Visit the assessment portal at <https://uoeee.asu.edu/assessment-portal> or contact uoeee@asu.edu with any questions.

3. Academic Curriculum and Requirements

A. Major Map

Attach a copy of the “proposed” major map for this degree program. If this program will be delivered online as well as in-person, attach a copy of both the major map and the online major map. Instructions on how to create a “proposed major map” in [BAMM](#) can be found in the [Build a Major Map Training Guide](#).

B. Summary of Credit Hours Required for this Program

Total credit hours must be 120 and include first year composition, general studies, core/required courses, program specific electives, and any additional requirements (e.g., concentration credits).

Requirements	Credit Hours
First Year Composition	6
ASU 101 (or equivalent)	1
General Studies	26
Core/required courses	30
Program specific electives	18
Additional requirements	33
Other; please explain (CRD 484 Internship)	6
Total	120





C. Curriculum Checksheet

Attach a PDF copy of the curriculum checksheet from BAMM to the proposal submission. The curricular checksheet should outline all core/required courses and program specific electives. To retrieve the checksheet in BAMM:

1. Select the “Checksheet” tab for the program.
2. From the tab, select “Preview Checksheet.” The preview will open in a new window.
3. Select “Save as PDF” in upper right-hand corner of the page.

2020 Course List for Community Development (BS) (Proposed)

Watts College of Public Service & Community Solut | KGNVRUM

Major Requirements	Credit Hours	Min. Grade
COM 225: Public Speaking (L)	3	C
CRD 100: Introduction to Community Development 	3	C
CRD 200: Foundations of Community Development 	3	C
CRD 210: Community Services and Professions	3	C
CRD 300: Research Methods and Applied Skills 	3	C
CRD 301: Sustainable Communities	3	C
CRD 302: Inclusive Community Development (SB & C)	3	C
CRD 400: Capstone: Leadership, Applied Skills and Community Development 	3	C
CRD 402: Assessment and Evaluation of Community Services	3	C
CRD 403: Leadership and Professional Development	3	C
CRD 484: Internship	6	C
MAT 142: College Mathematics (MA)	3	C
Emphasis Elective	9	C
Notes: Students choose 3 courses from one of the emphasis areas below.		
Interdisciplinary Requirement	6	
Second Language: Requirement satisfied through the following:	16	C
* Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.		
Upper Division Emphasis Elective	9	C
Notes: Students choose 3 upper-division courses from the emphasis area below.		
Electives	Credit Hours	Min. Grade

Elective	2	
Upper Division Elective	6	

Track/Groups

Interdisciplinary Requirement-Area 1	Interdisciplinary Requirement-Area 2	Interdisciplinary Requirement-Area 3
CRJ 100: Introduction to Criminal Justice (SB)	PAF 200: Public Service and Policy in the 21st Century	SWU 171: Introduction to Social Work (SB & H)
CRJ 201: Criminal Justice Crime Control Policies and Practices	PAF 201: Economics and Public Policy (SB)	SWU 180: Introduction to Lesbian, Gay, Bisexual and Transgender (LGBT) Studies (SB & C)
CRJ 203: Courts and Sentencing	PAF 240: Urban Policy (C)	SWU 181: Economics: A Social Issues Perspective
CRJ 204: Juvenile Justice	PAF 311: Leadership and Change (SB)	SWU 182: Social Services Perspective of Government (SB)
CRJ 230: Introduction to Policing	PAF 410: Building Leadership Skills (SB)	SWU 183: Introductory Ethics: A Social Issues Perspectives (HU)
CRJ 240: Introduction to Corrections		SWU 250: Stress Management Tools I (SB)
CRJ 260: Substantive Criminal Law		SWU 349: Stress Management Tools II (SB)
CRJ 270: Community Justice (SB)		SWU 456: Immigrants and Refugees (C)
CRJ 305: Gender, Crime, and Criminal Justice (C)		SWU 458: Behavioral Health Services
CRJ 306: Race, Ethnicity, Crime, and Criminal Justice (C)		SWU 459: Spirituality and the Helping Professions
CRJ 309: Criminology (SB)		SWU 460: Legal Issues in Social Work
CRJ 350: Law and Social Control (SB)		

		SWU 461: Lesbian, Gay, Bisexual, Transgender, and Queer Issues (C)
Interdisciplinary Requirement-Area 4	Nonprofit Leadership and Management Emphasis	Public Policy Emphasis
CPP Elective	NLM 160: Voluntary Action and Community Leadership (SB)	PAF 200: Public Service and Policy in the 21st Century
	NLM 220: Introduction to Nonprofit Organizations	PAF 201: Economics and Public Policy (SB)
	NLM 300: Fund Raising and Resource Development	PAF 240: Urban Policy (C)
	NLM 310: Volunteer Management	PAF 300: Public Management and Administration
	NLM 380: Financial Management for Nonprofit Organizations	PAF 301: Applied Statistics (CS)
	NLM 410: Social Entrepreneurship	PAF 302: Public Service Research Methods
	NLM 430: Managing Nonprofit Organizations (L)	PAF 305: Urban Governance
	NLM 435: Service Learning for Community Development	PAF 311: Leadership and Change (SB)
	NLM 451: Grant Writing	PAF 340: Contemporary Policy Challenges
		PAF 360: Introduction to Emergency Management
		PAF 405: Citizen Engagement and Community Building
		PAF 406: Public Administration and Community Development
		PAF 410: Building Leadership Skills (SB)
		PAF 420: Public Leadership
		PAF 471: Public Policy Analysis
Sustainability Emphasis	Social Determinants of Health Emphasis	American Indian Emphasis
SOS 100: Introduction to Sustainability (G)	CRD 494: Interprofessional Education and Community Health	AIS 180: Introduction to American Indian Studies (C)
SOS 110: Sustainable World (SB)	CRD 494: Interprofessional Education and Complex Health	AIS 285: Federal Indian Policy (H & C)
SOS 111: Sustainable Cities ((HU or SB) & G)	CRD 494: Interprofessional Education and System Health	AIS 320: American Indian Philosophies and World Views (HU & C)
SOS 181: Technological, Social, and Sustainable Systems (HU)	EXW 450: Social Determinants of Health and Health Behavior ((L or SB) & C)	AIS 360: Issues in Urban Indian Country (C)
SOS 220: Systems Thinking	HCD 303: Global Health Care Systems (G)	AIS 375: Innovation for American Indian Sustainability
SOS 310: Equity, Justice and Sustainability	HCR 230: Culture and Health (C & G)	AIS 380: Contemporary Issues of American Indian Nations (C)
SOS 311: Future Thinking and Strategies	HCR 231: Fundamentals of Community Health	AIS 385: Entrepreneurship for American Indian Sustainability
SOS 330: Sustaining the Commons (L)	HCR 302: Social Determinants of Health	AIS 470: Tribal Governance
	HEP 102: Principles and Foundations of Health Education and Health Promotion	
	HEP 444: Epidemiology	
	HEP 476: Community Health	
	MED 445: Prevention and Management of Chronic Disease	
	PBH 422: Health Disparities and Access to Health	
	POP 100: Introduction to Population Health	

PRM 440: Advocacy in Therapeutic Recreation

PRM 450: Therapeutic Recreation and Community Health

Tourism and Recreation Management Emphasis

TDM 205: Introduction to Travel and Tourism (G)

TDM 345: Meeting and Convention Planning

TDM 372: Tourism Planning (L)

TDM 401: Tourism Management

TDM 458: International Tourism (G)

TDM 480: Sustainable Tourism

TDM 481: Sustainable Food Management in Tourism

TDM 482: Sustainable Revenue Management

PRM 120: Leisure and the Quality of Life (SB)

PRM 304: Recreation Planning and Facility Development (L)

PRM 315: Community Recreation Systems

PRM 335: Sports and Recreation for Youth Development

PRM 350: Tourism, Recreation and Sports Marketing

PRM 364: Foundations of Recreation Therapy (SB)

PRM 370: Public Lands Management

PRM 380: Wilderness and Parks in America (SB & H)

D. Concentrations

- i. Are any concentrations to be established under this degree program? No, concentrations will not be established.
- ii. If yes, are concentrations required? (Select One)
- iii. List courses & additional requirements for the proposed concentration(s)

Concentration Name	Total credit hours	Core/Required Courses for Concentration (Prefix, # & Title)	Total Core credit hours	Program Specific Electives (include course name and prefix)	Total Elective credit hours	Additional Requirements (i.e. milestones, capstones)

4. New Course Development

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

If yes, list prefix name(s) (i.e. ENG- English):

Note: A request for a New Prefix form must be completed for each new prefix required and submitted with this proposal: New prefix request form.

B. New Courses Required for Proposed Degree Program

List all new courses required for this program, including course prefix, number and course description.

CRD 100 Introduction to Community Development

This course focuses on communities and it draws on an interdisciplinary lens to orient students to the foundations of community development. A holistic approach to communities as complex systems is presented with the goal of addressing ecological, economic, social, cultural, and political dimensions that play a vital role in decision making. Students are provided effective tools with which to engage various stakeholders (e.g., government, private, non-profit, community). The course is framed within the theoretical context of social justice and community well-being.

CRD 200 Foundations of Community Development

This course focuses on development within the context of communities and it draws on a holistic approach that encompasses social, economic and ecological dimensions of development. Students are oriented to municipal, state, tribal, national, and international examples of development. Critical analyses of the application of development related practices and policies implemented locally and internationally equip students with key assessment tools for complex systems. Presentations from key stakeholders will grant students with first hand information regarding issues, challenges and solutions that have been applied to various community development context.

CRD 300 Research Methods and Applied Skills

This course orients students to the main methodological approaches utilized within the practice and study of community development. Discussion on research design and data collection will be complemented with concepts employed in quantitative and qualitative approaches to development. Computer software applications will be presented. The goal of the class is not mastering of research methods but ability to critical consumer research outputs as well as to design research related documents.

CRD 400 Capstone: Leadership, Applied Skills and Community Development

This course integrates and synthesizes knowledge disseminated throughout the entire community development degree

program. Students purposefully revisit applications and principles of community development as well as community engagement skills and research tools necessary in collaborating with various groups of stakeholders. Concepts of conduct and ethics are introduced and applied to discussions of careers in community development. Through culminating group projects and group presentations students apply acquired knowledge.

Note: New course requests must be submitted electronically via [Curriculum ChangeMaker](#) and undergo all internal university review and approval steps including those at the unit, college, and university levels.

5. Program Need

Explain why the university needs to offer this program (include target audience and market).

According to the U.S. Bureau of Labor Statistics (BLS), employment for social and community service managers is projected to grow at a rate of 10% between 2014-2024 with a mean salary of \$69,430 as of May 2015. In Arizona, NAU offers an undergraduate degree in Community Development and Sustainability and Prescott offers a degree in Sustainable Community Development. Community Development is a long established, global, professionally-based academic discipline, currently not incorporated into Arizona State University’s degree-granting portfolio. Our degree would encompass dimensions not historically in the existing asset portfolio of our School, including workforce development, housing, small business development, transportation, health care, and financial capital development. This underscores the need for a distinct, differentiated degree program that can add value to the students and mission of the School, and thus serve the used-inspired, community-embeddedness design principles of Arizona State University. BA students will be able to incorporate courses from the humanities and social sciences into their course of study.

6. Collaboration and Impact

- i. List other academic units that might be impacted by the proposed program and describe the potential impact (e.g., how the implementation of this program might affect student headcount/enrollment, student recruitment, faculty participation, course content, etc. in other programs).
- ii. Attach a letter of collaboration and impact from each Dean, or Dean’s designee at the Assistant or Associate Dean level, from impacted programs. Refer to the Provost’s Office Curriculum Development website (<https://provost.asu.edu/node/3227>) for guidelines on collaboration and impact statements.

We have consulted widely and letters of collaboration are attached as appendix C.

7. Projected Enrollment

How many new students do you anticipate enrolling in this program each year for the next five years?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	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)	20	100	150	200	250

8. 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.

Not Applicable.

9. Faculty & Staff

A. Current Faculty

List the name, rank, highest degree obtained, and area of specialization or expertise of all current faculty who will teach in the program, and estimate their level of involvement.

Dr. Mark Roseland, School Director & Professor, PhD – Community Development and Urban Planning

Dr. Richard Knopf, Professor, PhD – Community Development and Parks and Recreation

Dr. Laurie Mook, Associate Professor, PhD – Nonprofit Management

Dr. Lili Wang, Associate Professor, PhD – Nonprofit and Program Assessment and Evaluation

Dr. Christine Buzinde, Associate Director & Associate Professor, PhD – Community Development and Tourism

Dr. Dave White, Deputy Director & Professor, PhD – Community Development and Parks and Recreation

Dr. Gordon Shockley, Associate Professor, PhD – Social Entrepreneurship

Dr. Jesse Lecy, Associate Professor, PhD – Nonprofit and Program Evaluation

B. 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.

SCRD and Watts College are currently seeking a Watts Professor in Urban Solutions; this hire will have a leadership role in the BA Community Development Degree.

C. 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.

The current advising staff will support this program. No additional staff is needed.

10. Resources (necessary to launch and sustain the program)**A. Required Resources**

Describe any new resources required for this program's success, such as new support staff, new facilities, new library resources, new technology resources, etc.

Existing resources will be utilized.

B. Resource Acquisition

Explain how the resources to support this program will be obtained.

Existing resources will be utilized.

APPENDIX
OPERATIONAL INFORMATION FOR UNDERGRADUATE PROGRAMS
 (This information is used to populate the Degree Search/catalog website.)

1. Program Name (Major): Community Development

2. Marketing Description (*Optional. 50 words maximum. The marketing description should not repeat content found in the program description*)

This degree prepares you for employment by equipping you with theory-informed and effective approaches to engage communities.

3. Program Description (*150 words maximum*)

The BA in community development is a degree program that equips students with tools to collaborate with, empower and educate diverse community constituents by drawing on grassroots and inclusive frameworks such as sustainable development, social and environmental justice, participatory democracy, and social accounting. This degree serves students seeking to enter the workforce immediately upon graduation as well as those who seek to go onto graduate study.

4. Contact and Support Information

Building code and room number: (<i>Search ASU map</i>)	UCENT 550
Program office telephone number: (<i>i.e. 480/965-2100</i>)	602/496-0550
Program Email Address:	scrdadvising@asu.edu
Program Website Address:	https://scrd.asu.edu/content/degree-programs

5. Delivery/Campus Information Options: On-campus only (ground courses and/or iCourses)

Note: Once students elect a campus or online option, students will not be able to move between the on-campus and the ASU Online options. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Please contact Ed Plus then complete the ASU Online Offering form in Curriculum ChangeMaker to begin this request.

6. Campus/Locations *indicate all locations where this program will be offered.*

Downtown Phoenix Polytechnic Tempe Thunderbird West Other: _____

7. Additional Program Description Information

- A. Additional program fee required for this program? No
- B. Does this program have a second language requirement? Yes

8. Career Opportunities

Provide a brief description of career opportunities available for this degree program. (150 words maximum)

The U.S. Bureau of Labor Statistics indicates that employment for social and community service managers is projected to grow at a 10% rate. Students who complete this program can be expected to pursue employment in community service-oriented careers within the public or private sector. These may include: public relations and fundraising management, social and human service, community recreation, urban and regional planning, human well-being centered real estate and property development, and community health, or serving as community and social service specialists.

In addition to having the opportunity to pursue employment in various sectors, students who complete this program can pursue graduate studies in areas such as nonprofit management, community resources and development, social work, or public affairs, as well as in criminology and criminal justice.

9. Additional Freshman Admission Requirements

If applicable, list any freshman admission requirements that are higher than and/or in addition to the university minimum undergraduate admission requirements.

N/A

10. Additional Transfer Admission Requirements

If applicable, list any admission requirements for transfer students that are higher than and/or in addition to the university minimum undergraduate transfer admission requirements.

N/A

11. Change of Major Requirements

Standard change of major text is as follows: A current ASU student has no additional requirements for changing majors. Students should refer to <https://students.asu.edu/changingmajors> for information about how to change a major to this program.

If applicable, list any additional requirements for students who may change their major into this program.

N/A

12. Keywords

List all keywords used to search for this program (limit 10). Keywords should be specific to the proposed program.

Sustainability; Impact; Social; Determinants; Health; Nonprofit; Leadership; Public; Policy; American; Indian; Studies.

13. Advising Committee Code

List the existing advising committee code to be associated with this degree.

UGPPCR

Note: If a new advising committee needs to be created, please complete the following form: [Proposal to create an undergraduate advising committee](#)

14. Change of Major E-mail Address

List the contact email address to direct students who are interested in changing to this major.

scrdadvising@asu.edu

15. First Required Math Course

List the first math course required in the major map.

MAT 142

16. WUE Eligible

Has a request been submitted to the Provost by the Dean to consider this degree program as eligible for WUE?

Yes

Note: No action will be taken during the implementation process with regards to WUE until approval is received from the Provost.

17. Math Intensity

a. List the highest math course required on the major map. (This will not appear on Degree Search.)

MAT 142

b. What is the math intensity as indicated by the highest math required on the major map? Math intensity categorization can be found here: <https://catalog.asu.edu/mathintensity>

General

18. ONET Codes

Identify ONET/SOC codes that should be displayed on Degree Search. ONET/SOC codes can be found at: <http://www.onetonline.org/crosswalk/SOC/>. Alternate titles displayed on Degree Search may vary and can be found at: <https://catalog.asu.edu/alternate-career-titles>.

21-1099.00	.....	39-9032.00	.....
21-1093.00	.....	21-1094.00	.....
11-2031.00	.....	19-3051.00	.....
11-9141.00	.....		.....

19. 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"/> Health & Wellness |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Business | <input type="checkbox"/> <u>Interdisciplinary Studies</u> |
| <input type="checkbox"/> <u>Communications & Media</u> | <input type="checkbox"/> <u>Law, Justice, & Public Service</u> |
| <input type="checkbox"/> Computing & Mathematics | <input type="checkbox"/> <u>STEM</u> |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> <u>Science</u> |
| <input type="checkbox"/> <u>Engineering & Technology</u> | <input checked="" type="checkbox"/> <u>Social and Behavioral Sciences</u> |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> <u>Exploratory</u> | |

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"/> Health & Wellness |
| <input type="checkbox"/> Arts | <input type="checkbox"/> Humanities |
| <input type="checkbox"/> Business | <input checked="" type="checkbox"/> <u>Interdisciplinary Studies</u> |
| <input type="checkbox"/> <u>Communications & Media</u> | <input type="checkbox"/> <u>Law, Justice, & Public Service</u> |
| <input type="checkbox"/> Computing & Mathematics | <input type="checkbox"/> <u>STEM</u> |
| <input type="checkbox"/> Education & Teaching | <input type="checkbox"/> <u>Science</u> |
| <input type="checkbox"/> <u>Engineering & Technology</u> | <input type="checkbox"/> <u>Social and Behavioral Sciences</u> |
| <input type="checkbox"/> Entrepreneurship | <input type="checkbox"/> Sustainability |
| <input type="checkbox"/> <u>Exploratory</u> | |

University Office of Evaluation and Educational Effectiveness (/)**Assessment Plan -
BA in Community
Development
(BA1535633570)**

Department: CCOMRES

College: PP_UG - College of
Public Service &
Community SolutionsLast User: Christopher Hiryak
(hiryak)Last Update: Feb 10, 2020 10:40
AM**1**

Students will demonstrate an understanding of the various theories related to sustainable community and human service principles as a foundation for the integration of economic, social and environmental dimensions of community development.

General Education:

Critical Thinking

Global, Historical, Cultural Awareness

Information Literacy

Teamwork and Collaboration

Written Communication

Concepts:

Leadership; sustainability; economics and social change in community development.

Competencies:

Graduates will be able to create communities that employ sound leadership principles key to developing decisions relative to community development. Graduates will also be able to define the concept of community and the fundamental systems that comprise a community as well as be able to understand community engagement and decision-making from a social justice and community well-being perspective.

Measure 1 1

The curriculum will be monitored and refined based on student ability to draw a critical connection between sustainability at the organizational and community levels to prevailing principles of community development.

Performance Criterion 1 1

Based on a rubric developed by faculty, 75 percent of the CRD 100 students will earn at least a 75 percent on their class project.

Students in CRD 100, Introduction to Community Development, will be required to complete a project that demonstrates their knowledge of the stakeholders that contribute to sustainable community development. The project in CRD 100 will be assessed based on a faculty designed rubric, developed in accordance with professional standards, incorporating sustainable communities, leadership, and social change in community development.

Measure 1 2

The curriculum will be monitored and refined based on student ability to draw a critical community engagement principles that allow for the involvement of diverse community stakeholders

Performance Criterion 1 2

Based on a rubric developed by faculty, 75 percent of the CRD 100 students will earn at least a 75 percent on their final class presentation, focused on community engagement.

Students in CRD 100, Introduction to Community Development, will be required to complete a project that demonstrates their knowledge of the stakeholders that contribute to sustainable community development. The project in CRD 100 will be assessed based on a faculty designed rubric, developed in accordance with professional standards, incorporating sustainable communities, leadership, and social change in community development.

2

Students will demonstrate an understanding of the theory and techniques involved in applied ethics and social justice in the context of sustainable communities. Students will demonstrate an understanding of the application of community development theory and practices in various local and international contexts. Students will also demonstrate an understanding of the tenets of civil discourse and ethics as relates to community development.

General Education:

Critical Thinking

Ethical Reasoning

Global, Historical, Cultural Awareness

Information Literacy

Language and Literacy

Problem Solving

Teamwork and Collaboration

Verbal Communication

Written Communication

Concepts:

Ethics, social justice, development of sustainable communities

Competencies:

Graduates will be able to apply theoretical and practice oriented perspectives to various community development challenges. Graduates will be proficient in articulating the importance of current community development challenges from a human rights perspectives .

Measure 2 1

The curriculum will be monitored and refined based on measures indicating student ability to compare and contrast the different roles that American institutions play in social justice and community building to communicate the importance of ethical leadership and civil discourse to diverse audiences, and articulate the relationships among ethics, justice, and development.

Performance Criterion 2 1

Based on a faculty designed rubric, 75 percent of the students in CRD 200 will earn at least a 75% on their final paper.

Students in CRD 200, Foundations of Community Development, will be required to write a final paper focusing on current community development challenges from a human rights perspectives. The paper will be assessed with a faculty designed rubric, developed in accordance with professional standards, incorporating applied ethics and social justice in community development.

Measure 2 2

The curriculum will be monitored and refined based on measures indicating students' ability to compare and contrast the different roles that American institutions play by assessing students' ability to apply the knowledge as attained

Performance Criterion 2 2

Based on a faculty designed rubric, 75 percent of the students in CRD 200 will earn at least a 75% on their final presentation.

Students in CRD 200, Foundations of Community Development, will be required to write a final paper focusing on current community development challenges from a human rights perspectives. The paper will be assessed with a faculty designed rubric, developed in accordance with professional standards, incorporating applied ethics and social justice in community development.

3 Graduates of the program will be able to synthesize research and think critically about research applications and methodologies related to diverse matters in community development

General Education:

- Critical Thinking
- Ethical Reasoning
- Problem Solving
- Quantitative Reasoning/Literacy
- Teamwork and Collaboration
- Verbal Communication
- Written Communication

Concepts:

Assessment and evaluation, public services, outcomes-based community development.

Competencies:

The graduates will be able to critically analyze community resources within social, historical, and economic contexts; understand the complex interplay between stakeholders and stakeholders' needs, opportunities, and impediments; and the role of private and public resources in the development of core and peripheral community services.

Measure 3 1

The curriculum will be monitored and refined based on measures indicating student ability to understand the intricate processes entailed in the assessment and evaluation of public goods.

Performance Criterion 3 1

Based on a faculty designed rubric, 75 percent of the students in CRD 300 will earn at least a 75% on their final exam.

Students in CRD 300, Research Methods and Applied Skills, will complete a written assessment that demonstrates their mastery of content related to assessment and evaluation of products related to common pool resources. Students in CRD 400, Captstone, will conduct in-depth analyses of the historical and contemporary needs and services to a neighborhood or community, culminating in a plan to address specific avenues of development. The plan will be presented to a stakeholder community and the assessment will be a holistic analysis of student performance based on faculty- designed rubrics that include community feedback.

Measure 3 2

The curriculum will be monitored and refined based on measures indicating student ability to understand the complex interplay between community assets, evaluate and present recommendations in community development planning, and work in groups to test assumptions and craft collaborative solutions

Performance Criterion 3 2




Based on a faculty designed rubric, 75 percent of the students in CRD 400 will earn at least a 75% on their final capstone paper.




Students in CRD 300, Research Methods and Applied Skills, will complete a written assessment that demonstrates their mastery of content related to assessment and evaluation of products related to common pool resources. Students in CRD 400, Captstone, will conduct in-depth analyses of the historical and contemporary needs and services to a neighborhood or community, culminating in a plan to address specific avenues of development. The plan will be presented to a stakeholder community and the assessment will be a holistic analysis of student performance based on faculty- designed rubrics that include community feedback.




2020 - 2021 Major Map


Community Development, (Proposed)

School/College:
KGNVRUM

Term 1 0 - 17 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
 CRD 100: Introduction to Community Development	3	C	<ul style="list-style-type: none"> • An SAT, ACT, Accuplacer, IELTS or TOEFL score determines placement into first-year composition courses • Mathematics Placement Assessment score determines placement in mathematics course • ASU 101 or college-specific equivalent First-Year Seminar required of all first-year students • ASU 101 is for ASU first-year students only and is not required for transfer students • ASU Language Placement: Only true beginners are eligible for 101-level courses. All other students are required to take a placement exam, regardless of prior credit earned.
ENG 101 or ENG 102: First-Year Composition OR			
 ENG 105: Advanced First-Year Composition OR	3	C	
ENG 107 or ENG 108: First-Year Composition			
ASU 101-CPP: The ASU Experience	1		
MAT 142: College Mathematics (MA)	3	C	
Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	
Humanities, Arts and Design (HU)	3		
Milestone: Meet with the Clinical Assistant Professor for Internships to discuss requirement of 200 career field exploration hours.			
Term hours subtotal:	17		

Term 2 17 - 34 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
 CRD 200: Foundations of Community Development	3	C	<ul style="list-style-type: none"> • Network in your career interest area • Once second language requirement is completed, students take elective credit.
ENG 101 or ENG 102: First-Year Composition OR			
 ENG 105: Advanced First-Year Composition OR	3	C	
ENG 107 or ENG 108: First-Year Composition			
Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	
Computer/Statistics/Quantitative Applications (CS)	3		
Natural Science - Quantitative (SQ)	4		
Complete ENG 101 OR ENG 105 OR ENG 107 course(s).			
Term hours subtotal:	17		

Term 3 34 - 50 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
 CRD 210: Community Services and Professions	3	C	<ul style="list-style-type: none"> • Secure volunteer experience to start your 200 career field exploration hours • Once second language requirement is completed, students take elective credit. • Students can choose courses from any of the four Interdisciplinary Areas/track groups. To meet the requirement, students must take two courses from at least two different groups.
Interdisciplinary Requirement	3		
Second Language: Requirement satisfied through the following: * Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C	
Humanities, Arts and Design (HU) AND Global Awareness (G)	3		
Social-Behavioral Sciences (SB) AND Historical Awareness (H)	3		
 Complete Mathematics (MA) requirement.			
Term hours subtotal:	16		

Term 4 50 - 65 Credit Hours Critical course signified by 	Hours	Minimum Grade	Notes
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❗ COM 225: Public Speaking (L)	3	C
Emphasis Elective	3	C
Interdisciplinary Requirement	3	
Second Language: Requirement satisfied through the following:		
* Completion of a language course at the intermediate level (202 or equivalent), including American Sign Language IV.	4	C
Elective	2	
Minimum 2.50 GPA ASU Cumulative.		
Term hours subtotal:	15	

- Once second language requirement is completed, students take elective credit.
- Students choose one emphasis area from below. Students will complete 6 courses (3 courses must be upper-division in Terms 6 and 7).

Term 5 65 - 81 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ CRD 301: Sustainable Communities	3	C	<ul style="list-style-type: none"> • Successful completion of CRD 301 will satisfy the college Solution-Based Learning (SBL) Requirement. • Develop your skills
Complete 2 courses:	6	C	
Emphasis Elective			
Upper Division Humanities, Arts and Design (HU) OR Upper Division Social-Behavioral Sciences (SB)	3		
Natural Science - Quantitative (SQ) OR Natural Science - General (SG)	4		
Term hours subtotal:	16		

Term 6 81 - 96 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ CRD 302: Inclusive Community Development (SB & C)	3	C	<ul style="list-style-type: none"> • Develop your professional online presence
CRD 300: Research Methods and Applied Skills	3	C	
Complete 2 courses:	6	C	
Upper Division Emphasis Elective			
Upper Division Elective	3		
★ Complete Cultural Diversity in the U.S. (C) AND Global Awareness (G) AND Historical Awareness (H) course(s).			
Term hours subtotal:	15		

Term 7 96 - 108 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ CRD 402: Assessment and Evaluation of Community Services	3	C	<ul style="list-style-type: none"> • Successful completion of CRD 402 will satisfy the college Solution-Based Learning (SBL) Requirement • Research employment/internship opportunities
★ CRD 403: Leadership and Professional Development	3	C	
Upper Division Emphasis Elective	3	C	
Upper Division Literacy and Critical Inquiry (L)	3		
Term hours subtotal:	12		

Term 8 108 - 120 Credit Hours Necessary course signified by ★	Hours	Minimum Grade	Notes
★ CRD 400: Capstone: Leadership, Applied Skills and Community Development	3	C	
CRD 484: Internship	6	C	
Upper Division Elective	3		
Term hours subtotal:	12		

- For the Interdisciplinary Requirement:
 - Students can choose courses from any of the four Interdisciplinary areas/track groups.
 - To meet the requirement, students must take two courses from at least two different groups.

For the Solution-Based Learning (SBL) College Requirement:

- Students must complete one SBL course by degree completion.
- Successful completion of CRD 301 or CRD 402 will satisfy the SBL Requirement.

Hide Course List(s)/Track Group(s)

Interdisciplinary Requirement-Area 1	Interdisciplinary Requirement-Area 2	Interdisciplinary Requirement-Area 3
CRJ 100: Introduction to Criminal Justice (SB)	PAF 200: Public Service and Policy in the 21st Century	SWU 171: Introduction to Social Work (SB & H)
CRJ 201: Criminal Justice Crime Control Policies and Practices	PAF 201: Economics and Public Policy (SB)	SWU 180: Introduction to Lesbian, Gay, Bisexual and Transgender (LGBT) Studies (SB & C)
CRJ 203: Courts and Sentencing	PAF 240: Urban Policy (C)	
CRJ 204: Juvenile Justice	PAF 311: Leadership and Change (SB)	SWU 181: Economics: A Social Issues Perspective
CRJ 230: Introduction to Policing	PAF 410: Building Leadership Skills (SB)	SWU 182: Social Services Perspective of Government (SB)
CRJ 240: Introduction to Corrections		SWU 183: Introductory Ethics: A Social Issues Perspectives (HU)
CRJ 260: Substantive Criminal Law		SWU 250: Stress Management Tools I (SB)
CRJ 270: Community Justice (SB)		SWU 349: Stress Management Tools II (SB)
CRJ 305: Gender, Crime, and Criminal Justice (C)		SWU 456: Immigrants and Refugees (C)
CRJ 306: Race, Ethnicity, Crime, and Criminal Justice (C)		SWU 458: Behavioral Health Services
CRJ 309: Criminology (SB)		SWU 459: Spirituality and the Helping Professions
CRJ 350: Law and Social Control (SB)		SWU 460: Legal Issues in Social Work
		SWU 461: Lesbian, Gay, Bisexual, Transgender, and Queer Issues (C)
Interdisciplinary Requirement-Area 4	Nonprofit Leadership and Management Emphasis	Public Policy Emphasis
CPP Elective	NLM 160: Voluntary Action and Community Leadership (SB)	PAF 200: Public Service and Policy in the 21st Century
	NLM 220: Introduction to Nonprofit Organizations	PAF 201: Economics and Public Policy (SB)
	NLM 300: Fund Raising and Resource Development	PAF 240: Urban Policy (C)
	NLM 310: Volunteer Management	PAF 300: Public Management and Administration
	NLM 380: Financial Management for Nonprofit Organizations	PAF 301: Applied Statistics (CS)
	NLM 410: Social Entrepreneurship	PAF 302: Public Service Research Methods
	NLM 430: Managing Nonprofit Organizations (L)	PAF 305: Urban Governance
		PAF 311: Leadership and Change (SB)
		PAF 340: Contemporary Policy Challenges

	NLM 435: Service Learning for Community Development	PAF 360: Introduction to Emergency Management
	NLM 451: Grant Writing	PAF 405: Citizen Engagement and Community Building
		PAF 406: Public Administration and Community Development
		PAF 410: Building Leadership Skills (SB)
		PAF 420: Public Leadership
		PAF 471: Public Policy Analysis
Sustainability Emphasis	Social Determinants of Health Emphasis	American Indian Emphasis
SOS 100: Introduction to Sustainability (G)	CRD 494: Interprofessional Education and Community Health	AIS 180: Introduction to American Indian Studies (C)
SOS 110: Sustainable World (SB)	CRD 494: Interprofessional Education and Complex Health	AIS 285: Federal Indian Policy (H & C)
SOS 111: Sustainable Cities ((HU or SB) & G)	CRD 494: Interprofessional Education and System Health	AIS 320: American Indian Philosophies and World Views (HU & C)
SOS 181: Technological, Social, and Sustainable Systems (HU)	EXW 450: Social Determinants of Health and Health Behavior ((L or SB) & C)	AIS 360: Issues in Urban Indian Country (C)
SOS 220: Systems Thinking	HCD 303: Global Health Care Systems (G)	AIS 375: Innovation for American Indian Sustainability
SOS 310: Equity, Justice and Sustainability	HCR 230: Culture and Health (C & G)	AIS 380: Contemporary Issues of American Indian Nations (C)
SOS 311: Future Thinking and Strategies	HCR 231: Fundamentals of Community Health	AIS 385: Entrepreneurship for American Indian Sustainability
SOS 330: Sustaining the Commons (L)	HCR 302: Social Determinants of Health	AIS 470: Tribal Governance
	HEP 102: Principles and Foundations of Health Education and Health Promotion	
	HEP 444: Epidemiology	
	HEP 476: Community Health	
	MED 445: Prevention and Management of Chronic Disease	
	PBH 422: Health Disparities and Access to Health	
	POP 100: Introduction to Population Health	
	PRM 440: Advocacy in Therapeutic Recreation	
	PRM 450: Therapeutic Recreation and Community Health	
Tourism and Recreation Management Emphasis		
TDM 205: Introduction to Travel and Tourism (G)		
TDM 345: Meeting and Convention Planning		

TDM 372: Tourism Planning (L)

TDM 401: Tourism Management

TDM 458: International Tourism (G)

TDM 480: Sustainable Tourism

TDM 481: Sustainable Food Management in
Tourism

TDM 482: Sustainable Revenue Management

PRM 120: Leisure and the Quality of Life
(SB)

PRM 304: Recreation Planning and Facility
Development (L)

PRM 315: Community Recreation Systems

PRM 335: Sports and Recreation for Youth
Development

PRM 350: Tourism, Recreation and Sports
Marketing

PRM 364: Foundations of Recreation Therapy
(SB)

PRM 370: Public Lands Management

PRM 380: Wilderness and Parks in America
(SB & H)

Total Hours: 120

Upper Division Hours: 45 minimum

Major GPA: 2.00 minimum

Cumulative GPA: 2.00 minimum

Total hrs at ASU: 30 minimum

Hrs Resident Credit for

Academic Recognition: 56 minimum

Total Community College Hrs: 64 maximum

General University Requirements Legend

General Studies Core Requirements:

- Literacy and Critical Inquiry (L)
- Mathematical Studies (MA)
- Computer/Statistics/Quantitative Applications (CS)
- Humanities, Arts and Design (HU)
- Social-Behavioral Sciences (SB)
- Natural Science - Quantitative (SQ)
- Natural Science - General (SG)

General Studies Awareness Requirements:

- Cultural Diversity in the U.S. (C)
- Global Awareness (G)
- Historical Awareness (H)

First-Year Composition

General Studies designations listed on the major map are current for the 2020 - 2021 academic year.

Dear Mark,

Great news! I echo Chris's thoughts in hoping that this is just the beginning to many collaborations between CRD and SOS.

Best wishes, Nicole

Nicole Darnall

Associate Dean

Professor of Management and Public Policy

School of Sustainability | Arizona State University

Sustainable Purchasing Research Initiative ([SPRI](#))

P.O. Box 875502 | Tempe, Arizona | 85287-5502

+1 602 496 0445 | [Google Scholar](#) | [Twitter](#)

Assistant: Kimberly.Grout.1@asu.edu | +1 480 727 0957

From: Christopher Boone <Christopher.G.Boone@asu.edu>

Date: Monday, September 23, 2019 at 5:15 PM

To: Mark Roseland <Mark.Roseland@asu.edu>, "ndarnall@asu.edu" <ndarnall@asu.edu>

Cc: Christine Buzinde <Christine.Buzinde@asu.edu>

Subject: RE: Request for Statement of Collaboration and Impact for new BA degree in Community Development

Dear Mark,

The School of Sustainability is very happy to support the proposed BA in Community Development. We approve the use of the SOS courses you list below as part of the degree requirements.

I look forward to this and further collaborations between the Watts College and SOS.

Chris

Christopher Boone

Dean and Professor



Arizona State University

P.O. Box 875502 | Tempe, Arizona | 85287-5502

PH: 480-965-2236 | Main: 480-965-2975

SchoolOfSustainability.asu.edu

Executive Assistant: Lorraine.Protocollo@asu.edu

The School of Sustainability embraces ASU's mission as being a comprehensive public research university, measured not by whom it excludes, but rather 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. We support and foster a culture of inclusiveness, tolerance, and respect that promotes equal opportunity and diversity among SOS faculty, staff, and students and through our engagement with diverse communities within and beyond the University.

From: Mark Roseland <Mark.Roseland@asu.edu>

Sent: Monday, September 23, 2019 5:01 PM

To: Christopher Boone <Christopher.G.Boone@asu.edu>; Nicole Darnall <ndarnall@asu.edu>

Cc: Christine Buzinde <Christine.Buzinde@asu.edu>

Subject: Request for Statement of Collaboration and Impact for new BA degree in Community Development

Dear Chris and Nicole,

The School of Community Resources and Development, which is housed in the Watts College of Public Service and Community Solutions, is in the advanced stages of finalizing a proposal for BA Degree in Community Development. This degree will have various areas of emphasis for students who want to work within the community development context.

We would like to collaborate with you on one of the areas of emphasis: sustainability. Specifically, we would like to include: SOS 100; SOS 110; SOS 111; SOS 181; SOS 220; SOS 310; SOS 311; and SOS 330. These classes would help students in our degree program to augment their understanding of sustainability, particularly as relates to community development. Pending your approval, our students would be required to take six of the listed classes.

This cross-university collaboration is a great opportunity for our two programs to equip students with the necessary interdisciplinary tools needed to foster meaningful change within our communities. It is also a unique chance for us to innovatively capitalize on our respective strengths so as to remain relevant to new learners and to the needs of our communities.

We look forward to collaborating with you on this exciting endeavor, and would appreciate your response by September 27 if possible.

Thanks,

Mark

From: Donald Siegel <Donald.Siegel.1@asu.edu>
Date: Tuesday, September 24, 2019 at 1:04 PM
To: Mark Roseland <Mark.Roseland@asu.edu>, Christine Buzinde <Christine.Buzinde@asu.edu>
Subject: Fwd: Request for Statement of Collaboration and Impact for new BA degree in Community Development

Hi Mark:
OK with us. Marga has a suggestion that you might find useful (see below). Good luck.
Best regards, Don

From: Margaretha Bentley <Margaretha.Bentley@asu.edu>
Sent: Tuesday, September 24, 2019 12:28:01 PM
To: Donald Siegel <Donald.Siegel.1@asu.edu>
Subject: RE: Request for Statement of Collaboration and Impact for new BA degree in Community Development

Don,

This sounds like a great program. The only comments I have are that we offer a couple of the courses in the list very infrequently (i.e., PAF 350, PAF 203). There are two URB courses that we are converting to PAF courses that we offer once a year that I would recommend they consider adding to the list as either substitutions or simple additions.

PAF 240: Urban Policy (currently URB 240)
PAF 305: Urban Governance (currently URB 305)

--Marga

Dr. Margaretha Bentley
Clinical Assistant Professor and Associate Director
School of Public Affairs
Arizona State University
p: (602) 496-0539

From: Mark Roseland <Mark.Roseland@asu.edu>
Sent: Monday, September 23, 2019 5:04:12 PM
To: Donald Siegel <Donald.Siegel.1@asu.edu>
Cc: Christine Buzinde <Christine.Buzinde@asu.edu>
Subject: Request for Statement of Collaboration and Impact for new BA degree in Community Development

Dear Don,

The School of Community Resources and Development is in the advanced stages of finalizing a proposal for BA Degree in Community Development. This degree will have various areas of emphasis for students who want to work within the community development context.

We would like to collaborate with you on one of the areas of emphasis: public policy. Specifically, we would like to include: PAF 200; PAF 201; PAF 203; PAF 300; PAF 301; PAF 302; PAF 311; PAF 340; PAF 350; PAF 360; PAF 405; PAF 406; PAF 410; PAF 420; PAF 471. These classes would help students in our degree program to augment their understanding of public policy, as relates to community development. Pending your approval, our students would be required to take six of the listed classes.

This cross-university collaboration is a great opportunity for our two programs to equip students with the necessary interdisciplinary tools needed to foster meaningful change within our communities. It is also a unique chance for us to innovatively capitalize on our respective strengths so as to remain relevant to new learners and to the needs of our communities.

We look forward to collaborating with you on this exciting endeavor, and would appreciate your response by September 27.

Thanks,

Mark

Dear Dr. Azuma and Dean Helitzer,

We are pleased with your interest in collaborating with us on this new BA in Community Development. We will replace the CHS courses proposed earlier with the courses you suggest below. Thank you for your support – we look forward to working with you on this new program.

Mark

Mark Roseland

Director and Professor

[School of Community Resources & Development](#)

Senior Sustainability Scientist

[Julie Ann Wrigley Global Institute of Sustainability](#)

Arizona State University

Mail Code: 4020

411 N. Central Ave., Ste. 550

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p: 602-496-0153 f: 602-496-0953

email: mark.roseland@asu.edu

[LinkedIn](#); [Academia](#); [Pando-Sustainable Communities](#)



From: Tamiko Azuma <TAMIKO.AZUMA@asu.edu>

Date: Tuesday, September 24, 2019 at 5:21 PM

To: Mark Roseland <Mark.Roseland@asu.edu>

Cc: "Deborah Helitzer (Dean)" <Deborah.Helitzer@asu.edu>

Subject: RE: Request for Statement of Collaboration and Impact for new BA degree in Community Development

Dear Dr. Roseland,

Dean Helitzer forwarded your message to me regarding the inclusion of certain courses in your new program proposal. We think that the proposal outlines an interesting degree that crosses disciplines in a meaningful and impactful way. Unfortunately, the courses that you listed in your message are special courses, which have certain issues preventing them from being used as part of your degree proposal:

1. Seven of the listed courses are only offered as o-courses (CHS 201, CHS 301, CHS 303, CHS 305, CHS 306, CHS 308, and CHS 309), so they would not be available to on-ground (Downtown students).

2. The same seven courses are part of a Plus Alliance (BIPH) program with the University of New South Wales (UNSW). They are taught by UNSW faculty, not ASU faculty, which complicates things. For example, the UNSW schedule does not always coincide with ASU's schedule, and there is an additional fee associated with those courses (due to the institutional agreement).

We are very interested in collaborating with your college and school on this new degree and hope you might consider other courses in CHS that could be relevant to the Health Emphasis area. Possible relevant courses are listed below:

- EXW 450: Social Determinants of Health and Behavior
- HCD 303: Global Health Care Systems
- HEP 102: Foundations of Health Education and Health Promotion
- HEP 444: Epidemiology
- HEP 476: Community Health
- MED 445: Prevention and Management of Chronic Disease
- PBH 422: Health Disparities and Access
- POP 100: Intro to Population Health

Please let me know if you have any questions or if I can be of further assistance to you.

Sincerely,
Tamiko

Tamiko Azuma, PhD

Assistant Dean of Undergraduate Education

Associate Professor of Speech and Hearing Science

Arizona State University | College of Health Solutions

Tempe: Coor Hall 3476 | Downtown: Health North Room 508B

tamiko.azuma@asu.edu | chs.asu.edu

From: Katherine Kenny <Katherine.Kenny@asu.edu>

Date: Friday, September 27, 2019 at 5:05 PM

To: Mark Roseland <Mark.Roseland@asu.edu>

Cc: Christine Buzinde <Christine.Buzinde@asu.edu>

Subject: RE: Request for Statement of Collaboration and Impact for new BA degree in Community Development

Dear Mark and Christine,

Thank you for the opportunity to review the proposal and major map for the BA Community Development. I appreciate the opportunity to have had our very productive discussions around this degree and have discussed with our faculty and program directors who offer and teach the Edson courses included in your proposal. We appreciate your inclusion of the courses we offer that are listed below.

I agree this is an amazing opportunity to collaborate to offer the best to our students. On behalf of the Edson College of Nursing and Health Innovation, we support your proposal and wish you the best as you move through the University approval process.

Best,

Kathy

Katherine (Kathy) Kenny, DNP, RN, ANP-BC, FAANP, FAAN
Associate Dean of Academic Affairs



550 N. 3rd Street | Phoenix, AZ 85004

(P) 602-496-1719

(F) 602-496-0545

Katherine.kenny@asu.edu

<https://nursingandhealth.asu.edu/>

Dear Associate Dean Katherine Kenny,

The School of Community Resources and Development, which is housed in the Watts College of Public Service and Community Solutions, is requesting a Statement of Collaboration and Impact for our BA Degree in Community Development. This degree will have various areas of emphasis for students who want to work within the community development context.

We would like to collaborate with you on one of the areas of emphasis: social determinants of health. Specifically, we would like to include HCR 230, HCR 231 and HCR 302 as classes that students in our degree program can take to augment their understanding of social determinants of health. In addition, to the HCR courses, our students will also take the three SHOW classes (CRD 471, CRD 472, and CRD 473), which will be cross listed with HCR classes. Pending your approval, our students would be required to take all of the listed classes.

This cross-university collaboration is a great opportunity for our two programs to equip students with the necessary interdisciplinary tools needed to foster meaningful change within our communities. It is also a unique chance for us to innovatively capitalize on our respective strengths so as to remain relevant to new learners and to the needs of our communities.

Please note that as per your suggestion, we have also reached out to Health Solutions: a) to acquaint them with our new degree proposal and b) to seek an opportunity for collaboration so as to offer more health-related options under our social determinants of health emphasis area.

We look forward to collaborating with you on this exciting endeavor!

Mark Roseland

Director and Professor

[School of Community Resources & Development](#)

Senior Sustainability Scientist

[Julie Ann Wrigley Global Institute of Sustainability](#)

Arizona State University

Mail Code: 4020

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p: 602-496-0153 f: 602-496-0953

email: mark.roseland@asu.edu

From: Stephanie Fitzgerald <Stephanie.J.Fitzgerald@asu.edu>

Date: Thursday, October 17, 2019 at 11:20 AM

To: Mark Roseland <Mark.Roseland@asu.edu>

Subject: Statement of Collaboration and Impact - Proposed BA degree in Community Development

Dear Dr. Roseland,

The American Indian Studies Program confirms its support for a collaboration with the School of Community Resources and Development on the proposed BA in Community Development and further agrees to the listing of the following AIS courses as part of said proposed degree: AIS 180; AIS 285; AIS 320; AIS 360; AIS 360; AIS 375; AIS 380; AIS 385; AIS 394; and AIS 470.

Stephanie J. Fitzgerald

Associate Professor and Director

American Indian Studies

Arizona State University

PO Box 874603

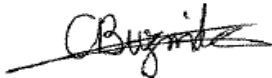
Tempe, AZ 85287-4603

October 22, 2019

Dear Director Mark Roseland,

The SCRCD Undergraduate Curriculum Committee has reviewed the proposed BA Community Development degree proposal and we are happy to list the core and elective CRD courses from our Nonprofit Leadership and Management (NLM), Tourism and Recreation Management (TRM), and Parks and Recreation Management (PRM) programs as emphasis areas in the BA Community Development degree.

Best Regards,



Christine Buzinde, PhD.,
Associate Director and Associate Professor
Chair, Undergraduate Studies
School of Community Resources and Development
Watts College of Public Service and Community Solutions
Barrett Faculty. Barrett Honors College
Senior Sustainability Scientist. Julie Ann Wrigley Global Institute of Sustainability

From: [Mark Roseland](#)
To: [Olya Sharifi](#)
Cc: [Nicole Prenovost](#)
Subject: FW: Request for Statement of Collaboration and Impact for new BA degree in Community Development
Date: Tuesday, October 29, 2019 10:54:42 AM
Attachments: [image001.png](#)

Olya,

Sorry... Better late than never, can you please add Trisalyn's note to the letters of support and send that revised file to Chris H and cc me?

Thanks,

Mark

From: Trisalyn Nelson <Trisalyn.Nelson@asu.edu>
Date: Tuesday, October 29, 2019 at 10:46 AM
To: Mark Roseland <Mark.Roseland@asu.edu>, Deirdre Pfeiffer <dapfeiff@mainex1.asu.edu>, Melanie Saridakis <Melanie.Saridakis@asu.edu>
Cc: Christine Buzinde <Christine.Buzinde@asu.edu>
Subject: RE: Request for Statement of Collaboration and Impact for new BA degree in Community Development

Dear Mark and Team,

We are keen to support the School of Community Resources and Development's proposed BA Degree in Community Development. It interfaces well with our urban planning curriculum and we look forward to exploring collaboration in the future.

Good luck with this exciting proposal.
Trisalyn

Dr. Trisalyn Nelson
Director, School of Geographical Sciences and Urban Planning
University Foundation Professor
Arizona State University
PO Box 875302
Tempe, AZ 85287-5302
480-727-5996

From: Mark Roseland <Mark.Roseland@asu.edu>
Sent: Monday, October 28, 2019 5:43 PM
To: Trisalyn Nelson <Trisalyn.Nelson@asu.edu>; Deirdre Pfeiffer <dapfeiff@mainex1.asu.edu>;
Melanie Saridakis <Melanie.Saridakis@asu.edu>
Cc: Christine Buzinde <Christine.Buzinde@asu.edu>
Subject: Re: Request for Statement of Collaboration and Impact for new BA degree in Community
Development

Hi Trislayn,

Thanks again for supporting our Masters proposal.

Regarding the BA proposal, given your concern about our students not taking more than three PUP courses we are going to drop that emphasis area for now, but we would like to revisit that in a year or two since it is such a natural area for collaboration.

In the meantime, could you please send me a general note of support for our BA proposal? We are submitting it this week and I would really appreciate having a note from you.

Thanks,

Mark

From: Mark Roseland <Mark.Roseland@asu.edu>
Date: Friday, September 27, 2019 at 4:06 PM
To: Trisalyn Nelson <Trisalyn.Nelson@asu.edu>, Deirdre Pfeiffer <dapfeiff@mainex1.asu.edu>,
Melanie Saridakis <Melanie.Saridakis@asu.edu>
Cc: Christine Buzinde <Christine.Buzinde@asu.edu>
Subject: Re: Request for Statement of Collaboration and Impact for new BA degree in
Community Development

Hi Trisalyn,

Glad you are supportive in principle. We'll get back to you next week about reducing the number of PUP courses.

In the meantime, I wanted to give you a heads-up that I'm about to send you a nearly identical request, but for our new Masters of Community Development Practice.

Thanks,

Mark

From: Trisalyn Nelson <Trisalyn.Nelson@asu.edu>

Date: Friday, September 27, 2019 at 8:03 AM

To: Mark Roseland <Mark.Roseland@asu.edu>, Deirdre Pfeiffer <dapfeiff@mainex1.asu.edu>, Melanie Saridakis <Melanie.Saridakis@asu.edu>

Cc: Christine Buzinde <Christine.Buzinde@asu.edu>

Subject: Re: Request for Statement of Collaboration and Impact for new BA degree in Community Development

Hi Mark. This is exciting and happy to have pup courses listed. The only concern I have is that we don't want students to have to take more pup classes in this degree than in our planning undergrad. So could the degree include language like -up to 3 pup courses - ? Thanks. Happy to discuss. Trisalyn

Get [Outlook for iOS](#)

From: Mark Roseland <Mark.Roseland@asu.edu>

Sent: Monday, September 23, 2019 4:58 PM

To: Trisalyn Nelson; Deirdre Pfeiffer

Cc: Christine Buzinde

Subject: Request for Statement of Collaboration and Impact for new BA degree in Community Development

Dear Trislayn and Deirdre,

The School of Community Resources and Development, which is housed in the Watts College of Public Service and Community Solutions, is in the advanced stages of finalizing a proposal for BA Degree in Community Development. This degree will have various areas of emphasis for students who want to work within the community development context.

We would like to collaborate with you on one of the areas of emphasis: urban planning. Specifically, we would like to include: PUP 190; PUP 301; PUP 361; PUP 363; PUP 410; PUP 412; PUP 420; PUP 425; PUP 430; PUP 434; PUP 445; and, PUP 465. These classes would help students in our degree program to augment their understanding of urban planning, as relates to community development. Pending your approval, our students would be required to take six of the listed classes.

This cross-university collaboration is a great opportunity for our two programs to equip students with the necessary interdisciplinary tools needed to foster meaningful change within our communities. It is also a unique chance for us to innovatively capitalize on our respective strengths so as to remain relevant to new learners and to the needs of our communities.

We look forward to collaborating with you on this exciting endeavor, and would appreciate your response by September 27 if possible.

Thanks and best wishes,

Mark

Mark Roseland

Director and Professor

[School of Community Resources & Development](#)

Senior Sustainability Scientist

[Julie Ann Wrigley Global Institute of Sustainability](#)

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[LinkedIn: Academia; Pando-Sustainable Communities](#)

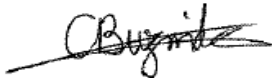


October 22, 2019

Dear Director Mark Roseland,

The SCRCD Undergraduate Curriculum Committee has reviewed the proposed BA Community Development degree proposal and we are happy to list the core and elective CRD courses from our Nonprofit Leadership and Management (NLM), Tourism and Recreation Management (TRM), and Parks and Recreation Management (PRM) programs as emphasis areas in the BA Community Development degree.

Best Regards,



Christine Buzinde, PhD.,
Associate Director and Associate Professor
Chair, Undergraduate Studies
School of Community Resources and Development
Watts College of Public Service and Community Solutions
Barrett Faculty. Barrett Honors College
Senior Sustainability Scientist. Julie Ann Wrigley Global Institute of Sustainability

From: [Christopher Hiryak](#)
To: [Curriculum Planning](#)
Cc: [William Terrill](#); [Mark Roseland](#); [Christine Buzinde](#)
Subject: FW: Impact Statement
Date: Friday, February 21, 2020 5:44:55 PM
Attachments: [image001.png](#)

Please see attached impact statement from New College for the proposed degree in Community Development.

Thanks!

From: William Terrill <wcterrill@gmail.com>
Sent: Friday, February 21, 2020 5:40 PM
To: Christopher Hiryak <chris.hiryak@asu.edu>; Christine Buzinde <Christine.Buzinde@asu.edu>; Mark Roseland <Mark.Roseland@asu.edu>
Subject: Fwd: Impact Statement

Here's the support statement from New College.

William Terrill, PhD
Arizona State University
Interim Associate Dean, Watts College of Public Service and Community Solutions
Professor, School of Criminology & Criminal Justice
Co-Editor, *Policing: A Journal of Policy & Practice*

----- Forwarded message -----

From: **Patricia Friedrich** <Patricia.Friedrich@asu.edu>
Date: Mon, Feb 10, 2020 at 11:23 PM
Subject: Re: Impact Statement
To: William Terrill <wcterrill@gmail.com>

Hi William, both Schools were supportive of the program and neither saw the potential for negative impact. Thank you. Patty

Patricia Friedrich, PhD

From: William Terrill <wcterrill@gmail.com>
Sent: Monday, February 10, 2020 11:23:50 AM
To: Patricia Friedrich <Patricia.Friedrich@asu.edu>
Subject: Re: Impact Statement

Thank you!

William Terrill, PhD

Arizona State University

Interim Associate Dean, Watts College of Public Service and Community Solutions

Professor, School of Criminology & Criminal Justice

Co-Editor, *Policing: A Journal of Policy & Practice*

On Mon, Feb 10, 2020 at 11:23 AM Patricia Friedrich <Patricia.Friedrich@asu.edu> wrote:

Just sent a reminder to the schools. Hope to have the answer back to you by the end of the day. More soon, Patty

Patricia Friedrich, PhD

She, Her, Hers

Associate Dean of Academic Programs and Faculty Affairs,

New College of Interdisciplinary Arts and Sciences

Professor of Sociolinguistics,

School of Social and Behavioral Sciences



Arizona State University

P. O. Box 37100

4701 W. Thunderbird Rd. Mail Code 3051

Phoenix, AZ, USA 85069-7100

voice 602 543-6046

From: William Terrill <wcterrill@gmail.com>
Date: Monday, February 10, 2020 at 11:20 AM
To: Patricia Friedrich <Patricia.Friedrich@asu.edu>
Subject: Re: Impact Statement

Hi Patty, just wanted to circle back and see if you might have an update?

Thanks, Bill

William Terrill, PhD

Arizona State University

Interim Associate Dean, Watts College of Public Service and Community Solutions

Professor, School of Criminology & Criminal Justice

Co-Editor, *Policing: A Journal of Policy & Practice*

On Thu, Jan 30, 2020 at 12:30 PM Patricia Friedrich <Patricia.Friedrich@asu.edu> wrote:

Thank you. I'm consulting the schools and will write back momentarily. Thanks. Patty

Patricia Friedrich, PhD

From: William Terrill <wcterrill@gmail.com>
Sent: Thursday, January 30, 2020 12:22:05 PM
To: Patricia Friedrich <Patricia.Friedrich@asu.edu>; William Terrill <William.Terrill@asu.edu>
Subject: Impact Statement

Good Afternoon,

I am writing to request an Impact Statement regarding a proposal from our

School of Community Resources and Development for a new Master of Professional Studies in Community Development Practice.

Thank you.

Sincerely,
Bill

William Terrill, PhD
Arizona State University
Interim Associate Dean, Watts College of Public Service and Community Solutions
Professor, School of Criminology & Criminal Justice
North American Editor, *Policing: A Journal of Policy & Practice*