

The completed and signed proposal should be submitted by the dean's office to [curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu). Before academic units can advertise undergraduate certificates or include them in their offerings as described in the university catalogs, they must be recommended for approval by CAPC, University Senate (two readings), and be approved by the Office of the University Provost.

**Definition and minimum requirements:**

An undergraduate certificate is a programmatic or linked series of courses from a single field or one that crosses disciplinary boundaries and may be freestanding or affiliated with a degree program. The certificate provides a structured and focused set of courses that can be used to enhance a student's baccalaureate experience or professional development.

Listed below are the minimum requirements for approval. Individual undergraduate certificates may have additional requirements.

- Requires a minimum of 15 credit hours of which at least 12 credit hours must be upper division
- Requires a minimum grade of "C" or better for all upper-division courses
- Consists of courses that must directly relate in whole or large part to the purpose of the certificate. Example: Geographic area certificates must include only courses specific to the title of the certificate, other than a non-English language
- Is cross disciplinary; or,
  - Certified by a professional or accredited organization/governmental agency; or,
  - Clearly leads to advanced specialization in a field; or,
  - Is granted to a program that does not currently have a major

**College/School:** New College of Interdisciplinary Arts and Sciences  
**Department/Division/School:** Dean's Office (CASDN)  
**Proposed certificate name:** Transformation and Change  
**Requested effective date:** Fall 2020  
**Initial delivery method:** Campus immersion only (ground and iCourses)

Once students elect a campus or digital option, they will not be able to move between the modalities. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Approval begins by submitting the *Request for Digital Immersion Consideration* form in Curriculum ChangeMaker. An EdPlus letter of support must be included with this proposal to demonstrate preliminary approval for digital immersion. Contact EdPlus at [edplusprogrammanagement@asu.edu](mailto:edplusprogrammanagement@asu.edu) for additional information.

**Campus/Locations:** Indicate all locations where this program will be offered.

☐ Downtown Phoenix    ☐ Polytechnic    ☐ Tempe    ☒ West    ☐ Other:

**PROPOSAL CONTACT**

**Name:** Patricia Friedrich    **Title:** Associate Dean  
**Phone number:** 602 543-6046    **Email:** [patricia.friedrich@asu.edu](mailto:patricia.friedrich@asu.edu)

**DEAN APPROVAL(S)**

This proposal has been approved by all necessary unit and college/school levels of review and the college/school(s) has the resources to support the requested changes. I recommend implementation of the proposed organizational change.

An electronic signature, an email from the dean or dean's designee or a PDF of the signed signature page is acceptable.  
The second signature is only required if multiple colleges are involved.

**College/School/Division Dean name:** Vice Provost/Dean Todd Sandrin

**Signature:** \_\_\_\_\_ **Date:** 12/9/2020

**College/School/Division Dean name:**

**Signature:** \_\_\_\_\_ **Date:**    /    /20

## SECTION A - Overview

### 1. Provide a brief description of the new certificate.

This certificate is associated with the thematic General Studies pilot to provide students with a broad but integrated intellectual experience that gives tangible meaning to the concept of transformation. Given that the thematic program consists of 18 credits, upon completion of the program and together with graduation, students will be awarded a certificate in their area of general-studies concentration (in this case, Transformations). This additional credentialing signals to future and potential employers that students have not done their general studies randomly, but rather have worked to understand the dynamics of a phenomenon (in this case transformation) through the lenses of several (inter)disciplinary orientations.

### 2. This proposed certificate: (check one)

- ☒ is cross disciplinary; or
- ☐ is certified by a professional or accredited organization/governmental agency; or,
- ☐ clearly leads to advanced specialization in a field; or,
- ☐ is granted to a program that does not currently have a major

### 3. Why should this be a certificate rather than a concentration or a minor?

Certificate programs are interdisciplinary and include courses from a wide range of programs from across the university. Minors are generally, but not always, field specific. The certificate in Transformation and Change signals the completion of a more diverse educational experience see Q. 5 below.

### 4. Affiliation

If the certificate program is affiliated with a degree program, include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at ASU.

The certificate is not affiliated with a specific degree program. On the question as to what the certificate will provide the student that is not already available at ASU, see Q. 5 below.

### 5. Demand

Explain the need for the new certificate (e.g., market demand, interdisciplinary considerations).

The primary objective of the General Studies thematic pilot is that upon graduation a student's general studies sequence will have provided a degree of depth and breadth to their overall educational experience that would not otherwise be available within the confines of a single degree and/or pre-professional program at ASU.

### 6. Projected enrollment

What are enrollment projections for the first three years?

3-YEAR PROJECTED ANNUAL ENROLLMENT			
	1 <sup>st</sup> YEAR	2 <sup>nd</sup> YEAR <i>Yr 1 continuing + new entering</i>	3 <sup>rd</sup> YEAR <i>Yr 1 &amp; 2 continuing + new entering</i>
Number of Students (Headcount)	400	700	1000

## SECTION B – Collaborative Support and Impact

### 7. Faculty governance

Attach a supporting letter from the chair of the academic unit verifying that the proposed certificate has received faculty

approval through appropriate governance procedures in the unit and that the unit has the resources to support the certificate as presented in the proposal, without impacting core program resources.

**8. Collaboration and impact**

- i. Identify related ASU programs and outline how the new certificate will complement these existing ASU programs.

General Studies program at the West Campus. The certificate works as a credentialing mechanism at the completion of all of the thematic General Studies courses

- 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.

**9. Letter(s) of support for courses**

Provide a supporting letter from each college/school dean from which individual courses are taken.

Attached

**SECTION C - Academic Curriculum and Requirements****1. 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. *Assessment plans, including concepts, competencies, learning outcomes and performance measures are required for all certificates.* Visit the assessment portal at <https://uoeee.asu.edu/assessment-portal> or contact [uoeee@asu.edu](mailto:uoeee@asu.edu) with any questions.

**2. Enrollment criteria**

Describe the procedures and any qualifications for enrollment in the proposed certificate. Please note if they are identical to the admission criteria for the existing major and degree program under which this certificate will be established.

None

Students in the pilot will be administratively added to the certificate, but can opt out of the certificate at their discretion.

**3. Program Map**

Attach a copy of the "proposed" map for this certificate program.

See the [Build a Major Map Training Guide](#) for instructions on how to create a "proposed certificate map" in [BAMM](#).

**4. Curricular structure**

Attach a PDF copy of the program requirements from BAMM to the proposal submission. The PDF should outline all core/required courses and program specific electives.

To retrieve the PDF in BAMM:

1. Select the "Preview in Degree Search" button page.
2. Select PDF icon in the upper-right corner of the page.
3. Save as PDF.

# 2021 - 2022 CERTIFICATE Map

## Transformation and Change (Proposed)

### Program Requirements

The certificate in transformation and change requires 18 credit hours (at least 12 must be upper-division). A minimum of six of the 18 credit hours must be taken through courses offered by the New College of Interdisciplinary Arts and Sciences. A grade of "C" (2.00 on a 4.00 scale) or higher is required for each course used to fulfill a certificate requirement.

#### Frameworks -- 3 credit hours

[NEW 102: Global Transformations](#) (1)

[NEW 202: Social Transformations](#) (1)

[NEW 302: Personal Transformations](#) (1)

#### Inquiry (choose one course) -- 3 credit hours

[BIO 113: Dinosaurs \(SG\)](#) (4)

[BIO 181: General Biology I \(SQ\)](#) (4)

[COM 225: Public Speaking \(L\)](#) (3)

[ENG 413: History of English Language \(HU\)](#) (3)

[HST 439: Athenian Democracy \(H\)](#) (3)

[PHI 439: Philosophy of Love and Sex](#) (3)

[POS 160: Global Politics \(SB & G\)](#) (3)

[POS 314: The American Presidency \(SB\)](#) (3)

[null null: null](#) (3)

[WST 333: Critical Perspectives on Sexuality \(SB & C\)](#) (3)

CRJ 100 may be used if approved by academic advisor.

#### Collaboration (choose one course) -- 3 credit hours

[AMS 276 / WST 276: U.S. Women's Movements \(H & C\)](#) (3)

[ASB 339 / POS 339 / SBS 339 / SOC 339: Grassroots Social Movements \(SB\)](#) (3)

[COM 230: Small Group Communication \(SB\)](#) (3)

[COM 263: Elements of Intercultural Communication \(SB & C & G\)](#) (3)

[IAP 222: Games and Ethics](#) (3)

[IAP 301: Energetic Systems of Art: Collaboration in the Arts \(HU\)](#) (3)

[IAP 394: Print and the Protest](#) (3)

[JHR 100: Introduction to Social Justice and Human Rights \(SB & G\)](#) (3)

[JHR 305: Theory and Practice of Social Justice and Human Rights \(SB & G\)](#) (3)

[REL 390 / WST 390: Women, Gender and Religion \(HU & G\)](#) (3)

TEL 203 or PAF 311 may be used if approved by academic advisor.

**Innovation (choose one course) -- 3 credit hours**

AMS 412: Studies in American Politics & Law (H) (3)

BIO 100: The Living World (SQ) (4)

null null: null (3)

DST 101: Introduction to Disability Studies (3)

ENG 342: 20th-Century British and Irish Literature (HU) (3)

ENG 365: History of Film (HU) (3)

FOR 105: Physical Evidence and the Crime Scene (SQ) (4)

HCI 311: Health Innovation: Foundational Concepts (3)

LAS 340 / WST 341: Latin American Women Writers (3)

LAS 449 / FOR 449 / SPA 449: Latin American Cinema: The Dead and the Disappeared (G & H) (3)

PHI 103: Principles of Sound Reasoning (L or HU) (3)

TEL 111 or EDT 180 or SWU 250 may be used if approved by academic advisor.

**Engagement (choose one course) -- 3 credit hours**

AMS 428 / ETH 428 / LAS 428: Peoples and Cultures of the American West, to 1848 (SB & H) (3)

ENG 431: Whitman and Dickinson (L or HU) (3)

null null: null (3)

HST 350: Later Middle Ages ((HU or SB) & H) (3)

HST 375 / LAS 375: Colonial Latin America (SB & H) (3)

POS 313: The Congress (SB) (3)

POS 336: Voters in America (SB) (3)

null null: null (3)

POS 437 / SOC 437: Women, Power, and Politics (G) (3)

POS 470: Law and the Political Order (SB) (3)

TDM 205 or TEL 208 or HSC 210 or HRC 230 may be used if approved by academic advisor.

**Signature Experience (choose one course) -- 3 credit hours**

AMS 334: Class in America (SB) (3)

AMS 353 / ENG 353 / ETH 353: African American Literature: Beginnings through the Harlem Renaissance ((L or HU) & C) (3)

ENG 333: American Ethnic Literature (3)

ENG 379: Travel Writing (L) (3)

ENG 425: Studies in Romanticism (HU) (3)

HST 441 / JHR 441 / LAS 441: Latin America and the World Economy (L & G & H) (3)

IAS 406 / PHI 406 / FOR 406: Moral Dilemmas (L or HU) (3)

IAS 409 / PHI 409: Eco-Community Ethics (HU) (3)

IAS 410: Evolution of Ideas (L or HU) (3)

MAT 411: History and Philosophy of Mathematics (HU & H) (3)

SOC 352: Social Change (SB & G & H) (3)

**5. Minimum residency requirement**

How many hours of the certificate must be ASU credit?

18

**6. New courses**

List new courses in alphanumeric order and provide a brief course description for each one.

Prior to submitting this proposal, all new courses must be at the *University Review level* in Curriculum ChangeMaker.

N/A

**SECTION D - Administration and Resources**
**7. Administration**

How will the proposed certificate be administered (including admissions, student advisement, retention, etc.)?

The School of Humanities, Arts, and Cultural Studies undergraduate advising team will handle advising for the new certificate, and the admission process will be handled through ASU's Admission Services office. Retention will be a joint effort of advisors, faculty, administrators in New College, and various support offices throughout the university.

**8. Resources**

What are the resource implications for the proposed certificate, including any projected budget needs? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this certificate, please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this certificate.

We do not anticipate any resource implications for this proposed certificate.

**9. Primary faculty**

List the primary faculty participants regarding this proposed certificate. For interdisciplinary certificates, please include the relevant names of faculty members from across the University. The areas of specialization should refer to

FACULTY NAME	TITLE	AREA(S) OF SPECIALIZATION
Stephen Toth	Associate Professor	History
Greg Wise	Professor	Communications
Shari Collins	Associate Professor	Philosophy
Duku Anokye	Associate Professor	Rhetoric and Composition
Sree Kanthaswamy	Professor	Forensic Science
Heather Smith-Cannoy	Associate Professor	Social Justice and Human Rights

**SECTION E - Additional Materials**

10. Complete and attach the Appendix document.

11. Provide one or more model programs of study (if appropriate).

12. Attach other information that will be useful to the review committees and the Office of the Provost.

**APPENDIX****Operational Information for Undergraduate Certificates**

This information is used to populate the Degree Search/catalog website.

Please consider the student audience in creating your text.

**1. Certificate Name:** Transformation and Change**2. Marketing Text** *Optional, 50 words maximum*

Develop 21st century skills related to collaboration, innovation and critical inquiry through in-depth study of both historical and current contexts so you can contribute productively to conversation and action surrounding the unprecedented and accelerated pace of transformation and change in today's society.

**3. Program Description** *150 words maximum*

Present factual basic and specialized information about the program to help students decide if the program is the right fit. This section is not the place for hyperbole, information about enrollment or admission, campus, course requirements, or potential careers.

The certificate program in transformation and change provides students with a broad but integrated intellectual experience that gives tangible meaning to the concept of transformation. By focusing coursework on a thematic approach, students work to understand the dynamics of transformation through the lenses of several disciplinary and interdisciplinary orientations, giving an elevated degree of depth and breadth to their overall educational experience.

Students conclude their program through participation in a signature experience course, formally bringing their interrelated courses together. The certificate recognizes students' participation in, and completion of, an innovative approach to General Studies coursework highlighting transformation and change as an area of expertise.

**4. Contact and Support Information**

Building code and room number: ([Search ASU map](#))

FABN100

Program office telephone number: (*i.e.* 480/965-2100)

602/543-3000

Program Email Address:

HArCSadvising@asu.edu

Program Website Address:

[https:// newcollege@asu.edu/transformation-change-certificate](https://newcollege@asu.edu/transformation-change-certificate)

**5. Program Requirements**

These requirements will be drawn from the "proposed certificate map" that must be submitted with this proposal. Instructions to create a "proposed certificate map" in [BAMM](#) can be found in the Build a Major Map Training Guide.

**6. Enrollment Requirements**

If applicable, list any special enrollment requirements applicable to this certificate in addition to the standard text.

*Enrollment requirements for all undergraduate certificates include the following text.*

A student pursuing an undergraduate certificate must be enrolled as a degree-seeking student at ASU. Undergraduate certificates are not awarded prior to the award of an undergraduate degree. A student already holding an undergraduate degree may pursue an undergraduate certificate as a nondegree-seeking graduate student.

N/A

**7. Keywords**

List all keywords used to search for this program (limit 7). Keywords should be specific to the proposed program.

*All parts of the certificate name are automatically included as keywords.*

interdisciplinary, inquiry, collaboration, innovation, engagement, change, transformation

**8. Delivery/Campus Information Options:** Campus immersion (ground and/or iCourses)**9. Campus/Locations:** Indicate all campus immersion locations where this program will be offered

☐ Downtown Phoenix   ☐ Polytechnic   ☐ Tempe   ☒ West   ☐ Other:

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## Definition and minimum requirements:

An undergraduate certificate is a programmatic or linked series of courses from a single field or one that crosses disciplinary boundaries and may be freestanding or affiliated with a degree program. The certificate provides a structured and focused set of courses that can be used to enhance a student's baccalaureate experience or professional development.

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- Requires a minimum of 15 credit hours of which at least 12 credit hours must be upper division
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**College/School:** New College of Interdisciplinary Arts and Sciences  
**Department/Division/School:** Dean's Office (CASDN)  
**Proposed certificate name:** Transformation and Change  
**Requested effective date:** Fall 2021  
**Initial delivery method:** Campus immersion only (ground and iCourses)

Once students elect a campus or digital option, they will not be able to move between the modalities. Approval from the Office of the University Provost and Philip Regier (Executive Vice Provost and Dean) is required to offer programs through ASU Online. Approval begins by submitting the *Request for Digital Immersion Consideration* form in [Curriculum ChangeMaker](#). An EdPlus letter of support must be included with this proposal to demonstrate preliminary approval for digital immersion. Contact EdPlus at [edplusprogrammanagement@asu.edu](mailto:edplusprogrammanagement@asu.edu) for additional information.

**Campus/Locations:** Indicate all locations where this program will be offered.

☐ Downtown Phoenix ☐ Polytechnic ☐ Tempe ☒ West ☐ Other: \_\_\_\_\_

## PROPOSAL CONTACT

**Name:** Patricia Friedrich **Title:** Associate Dean  
**Phone number:** 602 543-6046 **Email:** [patricia.friedrich@asu.edu](mailto:patricia.friedrich@asu.edu)

## DEAN APPROVAL(S)

This proposal has been approved by all necessary unit and college/school levels of review and the college/school(s) has the resources to support the requested changes. I recommend implementation of the proposed organizational change.

An electronic signature, an email from the dean or dean's designee or a PDF of the signed signature page is acceptable.

The second signature is only required if multiple colleges are involved.

**College/School/Division Dean name:** Vice Provost/Dean Todd Sandrin

**Signature:**  **Date:** 12/9/2020

**College/School/Division Dean name:**

**Signature:** **Date:** / /20



## SECTION A - Overview

### 1. Provide a brief description of the new certificate.

Given that the thematic program consists of 18 credits, upon completion of the program and together with graduation, students will be awarded a certificate in their area of general-studies concentration (in this case, Transformations). This additional credentialing signals to future and potential employers that students have not done their general studies randomly, but rather have worked to understand the dynamics of a phenomenon (in this case transformation) through the lenses of several (inter)disciplinary orientations.

### 2. This proposed certificate: (check one)

- ☒ is cross disciplinary; or
- ☐ is certified by a professional or accredited organization/governmental agency; or,
- ☐ clearly leads to advanced specialization in a field; or,
- ☐ is granted to a program that does not currently have a major

### 3. Why should this be a certificate rather than a concentration or a minor?

Certificate programs are interdisciplinary and include courses from a wide range of programs from across the university. Minors are generally, but not always, field specific. The certificate in Transformation and Change signals the completion of a more diverse educational experience see Q. 5 below.

### 4. Affiliation

If the certificate program is affiliated with a degree program, include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at ASU.

The certificate is not affiliated with a specific degree program. On the question as to what the certificate will provide the student that is not already available at ASU, see Q. 5 below.

### 5. Demand

Explain the need for the new certificate (e.g., market demand, interdisciplinary considerations).

The primary objective of the General Studies thematic pilot is that upon graduation a student's general studies sequence will have provided a degree of depth and breadth to their overall educational experience that would not otherwise be available within the confines of a single degree and/or pre-professional program at ASU.

### 6. Projected enrollment

What are enrollment projections for the first three years?

3-YEAR PROJECTED ANNUAL ENROLLMENT			
	1 <sup>st</sup> YEAR	2 <sup>nd</sup> YEAR <i>Yr 1 continuing + new entering</i>	3 <sup>rd</sup> YEAR <i>Yr 1 &amp; 2 continuing + new entering</i>
Number of Students (Headcount)	400	700	1000

## SECTION B – Collaborative Support and Impact

### 7. Faculty governance

Attach a supporting letter from the chair of the academic unit verifying that the proposed certificate has received faculty approval through appropriate governance procedures in the unit and that the unit has the resources to support the certificate as presented in the proposal, without impacting core program resources.

**8. Collaboration and impact**

- i. Identify related ASU programs and outline how the new certificate will complement these existing ASU programs.

General Studies program at the West Campus. The certificate works as a credentialing mechanism at the completion of all of the thematic General Studies courses

- 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.

**9. Letter(s) of support for courses**

Provide a supporting letter from each college/school dean from which individual courses are taken.

**SECTION C - Academic Curriculum and Requirements****1. Assessment Plan**

Attach a PDF copy of the assessment plan printed from the University Office of Evaluation and Educational Effectiveness assessment portal demonstrating UOE's approval of your assessment plan for this program. *Assessment plans, including concepts, competencies, learning outcomes and performance measures are required for all certificates.* Visit the assessment portal at <https://uoee.asu.edu/assessment-portal> or contact [uoee@asu.edu](mailto:uoee@asu.edu) with any questions.

**2. Enrollment criteria**

Describe the procedures and any qualifications for enrollment in the proposed certificate. Please note if they are identical to the admission criteria for the existing major and degree program under which this certificate will be established.

None

**3. Program Map**

Attach a copy of the "proposed" map for this certificate program.

See the [Build a Major Map Training Guide](#) for instructions on how to create a "proposed certificate map" in [BAMM](#).

**4. Curricular structure**

Attach a PDF copy of the program requirements from BAMM to the proposal submission. The PDF should outline all core/required courses and program specific electives.

To retrieve the PDF in BAMM:

1. Select the "Preview in Degree Search" button page.
2. Select PDF icon in the upper-right corner of the page.
3. Save as PDF.

**5. Minimum residency requirement**

How many hours of the certificate must be ASU credit?

18

**6. New courses**

List new courses in alphanumeric order and provide a brief course description for each one.

Prior to submitting this proposal, all new courses must be at the *University Review* level in [Curriculum ChangeMaker](#).

N/A

**SECTION D - Administration and Resources****7. Administration**

How will the proposed certificate be administered (including admissions, student advisement, retention, etc.)?

When students enroll in the General Studies program, advisors will explain the nature of the certificate and the advantages of taking it as a part of those requirements. Retention efforts will be undertaken throughout the General Studies program and during the three on-credit offerings

**8. Resources**

What are the resource implications for the proposed certificate, including any projected budget needs? Will new books, library holdings, equipment, laboratory space and/or personnel be required now or in the future? If multiple units/programs will collaborate in offering this certificate, please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this certificate.

We do not anticipate any resource implications for this proposed certificate.

**9. Primary faculty**

List the primary faculty participants regarding this proposed certificate. For interdisciplinary certificates, please include the relevant names of faculty members from across the University. The areas of specialization should refer to

FACULTY NAME	TITLE	AREA(S) OF SPECIALIZATION
Stephen Toth	Associate Professor	History
Greg Wise	Professor	Communications
Shari Collins	Associate Professor	Philosophy
Duku Anokye	Associate Professor	Rhetoric and Composition
Sree Kanthaswamy	Professor	Forensic Science
Heather Smith-Cannoy	Associate Professor	Social Justice and Human Rights

**SECTION E - Additional Materials**

10. Complete and attach the Appendix document.
11. Provide one or more model programs of study (if appropriate).
12. Attach other information that will be useful to the review committees and the Office of the Provost.

**APPENDIX****Operational Information for Undergraduate Certificates**

This information is used to populate the [Degree Search/catalog website](#).  
Please consider the student audience in creating your text.

**1. Certificate Name:** Transformation and Change**2. Marketing Text** *Optional, 50 words maximum*

The marketing text should make an emotional connection with prospective students to draw them in so they continue reading. Do not repeat content found in the program description.

The new general studies pathway is an innovative, thematic approach to 18 credits of general studies. Under the theme “Transformations,” students select interrelated classes. Upon graduation, besides a bachelor’s degree, students earn a Certificate in Transformation and Change, making general studies an area of expertise and focus.

**3. Program Description** *150 words maximum*

Present factual basic and specialized information about the program to help students decide if the program is the right fit. This section is not the place for hyperbole, information about enrollment or admission, campus, course requirements, or potential careers.

The traditional approach to General Studies provides few connections among courses. Consequently, students view these requirements as an assortment of courses with little coherence. Students in this thematic general studies pilot will benefit from a broad but integrated intellectual experience that will give tangible meaning to the concept of transformation.

**4. Contact and Support Information**

Building code and room number: ( <a href="#">Search ASU map</a> )	FABN100
Program office telephone number: ( <i>i.e.</i> 480/965-2100)	602/543-300
Program Email Address:	HArCSadvising@asu.edu
Program Website Address:	<a href="https://newcollege@asu.edu/general-studies-certificate">https:// newcollege@asu.edu/general-studies-certificate</a>

**5. Program Requirements**

These requirements will be drawn from the “proposed certificate map” that must be submitted with this proposal. Instructions to create a “proposed certificate map” in [BAMM](#) can be found in the [Build a Major Map Training Guide](#).

**6. Enrollment Requirements**

If applicable, list any special enrollment requirements applicable to this certificate in addition to the standard text.  
*Enrollment requirements for all undergraduate certificates include the following text.*

A student pursuing an undergraduate certificate must be enrolled as a degree-seeking student at ASU. Undergraduate certificates are not awarded prior to the award of an undergraduate degree. A student already holding an undergraduate degree may pursue an undergraduate certificate as a nondegree-seeking graduate student.

N/A

**7. Keywords**

List all keywords used to search for this program (limit 7). Keywords should be specific to the proposed program.  
*All parts of the certificate name are automatically included as keywords.*

interdisciplinary, inquiry, collaboration, innovation, engagement, change, transformation

**8. Delivery/Campus Information Options:** Campus immersion (ground and/or iCourses)**9. Campus/Locations:** Indicate all campus immersion locations where this program will be offered

☐ Downtown Phoenix   ☐ Polytechnic   ☐ Tempe   ☒ West   ☐ Other: \_\_\_\_\_



# Cert in General Studies (Transformations)

Cert1585830907  
Approved

AS-New College of  
Interdisciplinary Arts and Sciences

## Mission

The goal of the new General Studies (GS) program and the certificate in Transformation and Change is not to educate students to be mathematicians, writers, scientists, or historians. Nor is it simply to provide perspective and appreciation for knowledge and skills from across disciplines. It is to train students, regardless of major, to think like mathematicians, think like writers, think like scientists, and think like historians. Understanding these challenges requires thoughtful inquiry and the ability to recognize and interpret evidence to drive informed solutions. It requires the ability to work effectively and efficiently with people from across disciplines, across cultures, and across political boundaries. It requires the ability to think creatively, pushing beyond traditional, narrow constraints. And it requires the ability to employ inquiry, creativity and collaboration so as to meaningfully engage with existing societal institutions in order to affect change.

## Goals

The primary goal of the General Studies thematic pilot is that upon graduation a student's general studies sequence will have provided a degree of depth and breadth to their overall educational experience that would not otherwise be available within the confines of a single degree and/or pre-professional program. This will result in students thinking critically, selecting and using information to investigate a point of view or conclusion, clearly communicate complex concepts, engage in civil discourse, problem solve and understand social issues.

## Outcome 1

Students will demonstrate competency in critical thinking which includes authenticating and evaluating information in order to arrive at a well-reasoned conclusion.

## Concepts

An understanding of ambiguity: that information that may be interpreted in more than one way. An understanding of assumptions: the ideas, conditions, or beliefs (often implicit or unstated) that are taken for granted. An understanding of context: the historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events. An understanding of metaphor: information that is (intended to be) interpreted in a non-literal way.

## Competencies

1. Explanation of issues 2. Selecting and using information to investigate a point of view or conclusion 3. Student's position (perspective, thesis/hypothesis)

**Assessment Process:** Faculty teaching the courses will score the assessment rubric on a chosen sample size that represents 20% or more of the population of students. Results will be collected and then analyzed by a subcommittee of faculty. The subcommittee will review student artifacts on an annual basis and make recommendations on how to improve course content and delivery.

## Measure 1

## Cert in General Studies (Transformations)

Cert1585830907

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AS-New College of  
Interdisciplinary Arts and Sciences

A culminating written assignments for each of the three one-credit introductory courses ( Global Transformations, Disciplinary Transformations, Connections ) will be assessed using a Faculty modified AAC&U VALUE rubric for critical thinking.

### Performance Criterion 1

75% of students will achieve "Minimal Expectation" or a 2 on the 4-point modified Rubric (critical thinking) by completion of the first, one-credit course. 75% of students will achieve 'Expectation' on 4-point modified Rubric (critical thinking) by completion of the third, one-credit course.

### Measure 2

The culminating written assignment for the Signature Experience will be assessed using the modified AAC&U VALUE rubric for critical thinking.

### Performance Criterion 2

75% of students will achieve 'Expectation - 3' on 4-point AAC&U VALUE Rubric (critical thinking) by completion of the Signature Experience.

### Measure 3

Graduating Senior Report Card (Exit Survey) - Item on 'Thinking critically and analytically'

### Performance Criterion 3

60 % of graduating students will rate that their ASU experience has contributed to their knowledge, skills, and personal development in thinking critically and analytically 'very much/quite a bit.'

## Outcome 2

Students will demonstrate an ability to clearly communicate complex concepts.

### Concepts

An understanding of the importance of context of and purpose for writing which includes considerations of audience, purpose, and the circumstances surrounding the writing task(s). An understanding of genre and disciplinary conventions: formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields An understanding of what constitutes skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the task at hand. An understanding of proper syntax and mechanics that effectively communicates meaning to readers with clarity and fluency.

### Competencies

Students will demonstrate oral communication that has organizational pattern that is clear and consistently observable and is skillful and makes the content of the presentation cohesive. Students will present their work applying effective delivery techniques. In written work their central message will be clearly stated and compelling.

**Assessment Process:** Faculty teaching the courses will score the assessment rubric on a chosen sample size that represents 20% or more of the population of students. Results will be collected and then analyzed by a subcommittee of faculty. The subcommittee will review student artifacts on an annual basis and make recommendations on how to improve course content and delivery.



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## Measure 1

Culminating written assignments in each of the three one-credit introductory courses will be assessed using the modified AAC&U VALUE rubrics for written communication.

### Performance Criterion 1

75% of students will achieve 'Minimal Expectation - 2' on the modified 4-point AAC&U VALUE Rubric (Written Communication) by completion of the first one-credit course. 75% of students will achieve 'Expectation - 3' on the modified 4-point AAC&U VALUE Rubric (Written Communication) by completion of the third, one-credit course.

## Measure 2

The culminating written assignment for the Signature Experience will be assessed using the modified AAC&U VALUE rubric for written communication

### Performance Criterion 2

75% of students will achieve 'Expectation - 3' on the 4-point modified AAC&U VALUE Rubric (written communication) by completion of the Signature Experience.

## Measure 3

Graduating Senior Report Card (Exit Survey) - Item on "writing clearly and effectively"

### Performance Criterion 3

60% of graduating students will rate that their ASU experience has contributed to their knowledge, skills, and personal development in writing clearly and effectively 'very much/quite a bit.'

## Measure 4

Narrated group power point project in NEW 194 scored with a modified AAC and U rubric for oral communication

### Performance Criterion 4

75% of students will achieve 'Minimal Expectation - 2' on the modified 4-point AAC&U VALUE Rubric (Oral Communication) by completion of the first one-credit course. 75% of students will achieve 'Expectation - 3' on the 4-point modified AAC&U VALUE Oral Communication by completion of the Signature Experience.

## Outcome 3

Students will demonstrate the ability to engage in civil discourse in collaboration with others on a common project related to the theme.

## Concepts

An understanding of contextual factors such as: constraints (such as limits on cost), resources, attitudes (such as biases) which affect how the problem can be best solved in the real world or simulated setting. An understanding of feasibility: in consideration of time-frame, functionality, available resources, necessary buy-in, and limits of the assignment or task. An understanding of

## Competencies

Students will foster a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task

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strategy as a plan of action or an approach designed to arrive at a solution. An understanding of support: the rationale, evidence, etc. for solution or selection of a solution.

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and the team's ability to accomplish it. •  
Provides assistance and/or

**Assessment Process:** Faculty teaching the courses will score the assessment rubric on a chosen sample size that represents 20% or more of the population of students. Results will be collected and then analyzed by a subcommittee of faculty. The subcommittee will review student artifacts on an annual basis and make recommendations on how to improve course content and delivery.

## Measure 1

Culminating assignment in each of the three one-credit introductory courses will be assessed using a faculty modified AAC&U VALUE rubric for teamwork.

## Performance Criterion 1

75% of students will achieve 'Minimal Expectation - 2' on the 4-point faculty modified AAC&U VALUE Rubric (Teamwork) by completion of the first one-credit course. 75% of students will achieve 'Expectation 3' on the 4-point AAC&U VALUE Rubric (Teamwork) by completion of the third, one-credit course.

## Measure 2

Graduating Senior Report Card (Exit Survey) - Item on 'Acquiring an ability to work in teams'

## Performance Criterion 2

60% of graduating students will rate that their ASU experience has contributed to Acquiring an ability to work on teams.

# Outcome 4

Students will demonstrate an ability to apply creative solutions to address real-world problems.

## Concepts

An understanding of contextual factors such as: constraints (such as limits on cost), resources, attitudes (such as biases) which affect how the problem can be best solved in the real world or simulated setting. An understanding of feasibility: in consideration of time-frame, functionality, available resources, necessary buy-in, and limits of the assignment or task. An understanding of strategy as a plan of action or an approach designed to arrive at a solution. An understanding of support: the rationale, evidence, etc. for solution or selection of a solution.

## Competencies

Define a problem and implement a solution. Identify multiple approaches for solving the problem that apply within a specific context. Proposes one or more solutions/hypotheses  
3. Implements the solution in a manner that addresses thoroughly and multiple contextual factors of the problem.

**Assessment Process:** Faculty teaching the courses will score the assessment rubric on a chosen sample size that represents 20% or more of the population of students. Results will be collected and

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then analyzed by a subcommittee of faculty. The subcommittee will review student artifacts on an annual basis and make recommendations on how to improve course content and delivery.

## Measure 1

Culminating written assignments in each of the three one-credit introductory courses will be assessed using the modified AAC&U VALUE rubrics for problem solving. The culminating written assignment for the Signature Experience will be assessed using the modified AAC&U VALUE rubric for problem solving.

## Performance Criterion 1

75% of students will achieve 'Minimal Expectation 2' on the 4-point AAC&U VALUE Rubric (Problem solving) by completion of the first one-credit course. 75% of students will achieve "Expectation - level 3" on the 4-point AAC&U VALUE Rubric (Problem solving) by completion of the third, one-credit course and the Signature Experience.

## Measure 2

Graduating Senior Report Card (Exit Survey) - Item on 'Incorporating multiple perspectives when solving problems.'

## Performance Criterion 2

60% of graduating students will rate that their ASU experience has contributed to their knowledge, skills, and personal development in problem solving 'very much/quite a bit.'

## Outcome 5

Students will demonstrate an enhanced understanding of social institutions (including American institutions) through engagement with diverse peoples and the understanding of historical contexts

## Concepts

An understanding of civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes. An appreciation for the public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests. An understanding of politics as a Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another. An understanding of Government as the

## Competencies

Demonstrates evidence of adjustment in own attitudes and beliefs because of working with and learning about diverse communities and cultures. Promotes others' engagement with diversity. Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.

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formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts. An understanding of civic/community contexts: organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

**Assessment Process:** Faculty teaching the courses will score the assessment rubric on a chosen sample size that represents 20% or more of the population of students. Results will be collected and then analyzed by a subcommittee of faculty. The subcommittee will review student artifacts on an annual basis and make recommendations on how to improve course content and delivery.

## Measure 1

Culminating assignments (group poster/presentation) in each of the three one-credit introductory courses will be assessed using the modified AAC&U VALUE rubrics for civic engagement. (Modify rubric to include more components about American institutions, historical contexts, etc.)

## Performance Criterion 1

75% of students will achieve 'Minimal Expectation - 2' on the 4-point AAC&U VALUE Rubric (Civic engagement) by completion of the first one-credit course. 75% of students will achieve 'Expectation - 3' on the 4-point modified AAC&U VALUE Rubric (Civic engagement) by completion of the third, one-credit course.

## Measure 2

Graduating Senior Report Card (Exit Survey) - Items on 'Engaging with the community to address global and local issues' and 'Demonstrating social responsibility.'

## Performance Criterion 2

60% of graduating students will rate that their ASU experience has contributed to their knowledge, skills, and personal development in 'engaging with the community to address global and local issues' and 'demonstrating social responsibility.'

# General Education Knowledge Areas

**Composition, Communication Measure  
& Rhetoric**

O2M3;O1M1;O2M1;O1M2

Last Action:  
December 16, 2020 3:03 PM

Last User:  
Lisa Bortman (lbortman)

## Cert in General Studies (Transformations)

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### **Mathematics/ quantitative reasoning**

Narrative

Students will fulfill this requirement through the required courses in their major and some electives

### **Literature, Fine Arts & Humanities**

Narrative

Students will fulfill this requirement through the required courses in their major and some electives

### **Social/ behavioral sciences**

Narrative

Students will fulfill this requirement through the required courses in their major and some electives

### **Natural sciences**

Narrative

Students will fulfill this requirement through the required courses in their major and some electives

### **American Institutions, Economics & History**

Measure

O1M1;O1M3;O3M2;O5M1

### **Ethics and Ethical Reasoning**

Measure

O1M1;O2M1;O5M1

### **Civil Discourse/ Civic Knowledge**

Measure

O5M1

### **Global Awareness, Diversity & Inclusion**

Measure

O4M2;O5M2;O3M2;O1M1

HCR 210 may be used if approved by academic advisor.

Depending on a student's undergraduate program of study, prerequisite courses may be needed in order to complete the requirements of this certificate.

## Stacey Kimbell

---

**From:** Patricia Friedrich  
**Sent:** Tuesday, December 15, 2020 9:56 AM  
**To:** Stacey Kimbell  
**Subject:** FW: Certificate in Transformation and Change

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

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**From:** "Todd Sandrin (DEAN)" <Todd.Sandrin@asu.edu>  
**Date:** Monday, December 14, 2020 at 8:47 PM  
**To:** Patricia Friedrich <Patricia.Friedrich@asu.edu>  
**Subject:** Fw: Certificate in Transformation and Change

. . .and a second!

Todd

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**Todd R. Sandrin, Ph.D.**  
Dean, [New College of Interdisciplinary Arts and Sciences](#)  
Vice Provost, [West campus](#)  
Professor, [School of Mathematical and Natural Sciences](#)  
Senior Sustainability Scientist - [Julie Ann Wrigley Global Institute of Sustainability](#)



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**From:** Carole Basile (Dean) <Carole.Basile@asu.edu>  
**Sent:** Monday, December 14, 2020 7:32 PM  
**To:** Todd Sandrin (DEAN) <Todd.Sandrin@asu.edu>  
**Subject:** Re: Certificate in Transformation and Change

MLFTC is in full support of offering the certificate in Transformation and Change.  
We wish you the best as the program moves forward.

**Carole G. Basile**

**Dean**

**Arizona State University**

**Mary Lou Fulton Teachers College**

[P.O. Box 871811, Tempe, AZ 85281-1811](#)

**O: [480.965.3463](#) | M: [480.310.6887](#)**

On Dec 14, 2020, at 5:57 PM, Todd Sandrin (DEAN) <Todd.Sandrin@asu.edu> wrote:

Dear fellow West campus Deans,

I hope this email finds each of you celebrating the accomplishments of your graduates this week!

In the spirit of collaboration in our Thematic General Studies Program, we are applying to establish a Certificate in Transformation and Change to be awarded to all students, including your students, who complete the 18 thematic credits of General Studies (which is all of our West Campus FTTFYS).

At this stage of the establishment of the Certificate, which will be very helpful to our military students and which will serve as an extra incentive for students to take the pilot, it would be very helpful to have your **statement of support by this Friday, 12/18**, if possible. Your associate deans and advising leadership have been working together closely with ours, and they are in full knowledge and participation of this plan.

Of course, don't hesitate to reach out to me with questions or to converse further.

With gratitude,  
Todd

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**Todd R. Sandrin, Ph.D.**

Dean, [New College of Interdisciplinary Arts and Sciences](#)

Vice Provost, [West campus](#)

Professor, [School of Mathematical and Natural Sciences](#)

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

<Outlook-wwwqzb0a.png>

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<Proposal to Establish UG Certificate Transformation and Change 2020-12-09.docx>



## Stacey Kimbell

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**From:** Patricia Friedrich  
**Sent:** Monday, December 14, 2020 6:46 PM  
**To:** Stacey Kimbell  
**Subject:** FW: Certificate in Transformation and Change

FYI and to add to the proposal.

Thank you, 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:** "Todd Sandrin (DEAN)" <Todd.Sandrin@asu.edu>  
**Date:** Monday, December 14, 2020 at 6:31 PM  
**To:** Patricia Friedrich <Patricia.Friedrich@asu.edu>  
**Subject:** Fwd: Certificate in Transformation and Change

here's our first! Only five more to go!

Thanks again, Patty!

Todd

---

**From:** Deborah Helitzer (Dean) <Deborah.Helitzer@asu.edu>  
**Sent:** Monday, December 14, 2020 6:12:02 PM  
**To:** Todd Sandrin (DEAN) <Todd.Sandrin@asu.edu>  
**Subject:** Re: Certificate in Transformation and Change

Hi Todd – The College of Health Solutions is pleased to lend its enthusiastic support to your proposal to establish a Certificate in Transformation and Change.

Thank you for your creativity and innovation.

Warm regards and stay safe,

Deborah

**Deborah L. Helitzer, Sc.D.**

Dean and Professor  
College of Health Solutions  
Arizona State University  
550 North 3<sup>rd</sup> Street  
Phoenix AZ 85004  
602.496.2511  
[deborah.helitzer@asu.edu](mailto:deborah.helitzer@asu.edu)  
Web: [chs.asu.edu](http://chs.asu.edu)

For appointments and information, please contact Daniel Eckstrom ([Daniel.Eckstrom@asu.edu](mailto:Daniel.Eckstrom@asu.edu))



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**From:** Todd Sandrin <[Todd.Sandrin@asu.edu](mailto:Todd.Sandrin@asu.edu)>

**Date:** Monday, December 14, 2020 at 5:57 PM

**To:** Amy Hillman <[AMY.HILLMAN@asu.edu](mailto:AMY.HILLMAN@asu.edu)>, "Sanjeev Khagram (Dean)" <[Sanjeev.Khagram@thunderbird.asu.edu](mailto:Sanjeev.Khagram@thunderbird.asu.edu)>, "Judith Karshmer (Dean)" <[Judith.Karshmer@asu.edu](mailto:Judith.Karshmer@asu.edu)>, "Deborah Helitzer (Dean)" <[Deborah.Helitzer@asu.edu](mailto:Deborah.Helitzer@asu.edu)>, Carole Basile <[Carole.Basile@asu.edu](mailto:Carole.Basile@asu.edu)>, Jonathan Koppell <[koppell@asu.edu](mailto:koppell@asu.edu)>

**Subject:** Certificate in Transformation and Change

Dear fellow West campus Deans,

I hope this email finds each of you celebrating the accomplishments of your graduates this week!

In the spirit of collaboration in our Thematic General Studies Program, we are applying to establish a Certificate in Transformation and Change to be awarded to all students, including your students, who complete the 18 thematic credits of General Studies (which is all of our West Campus FTFTFYS).

At this stage of the establishment of the Certificate, which will be very helpful to our military students and which will serve as an extra incentive for students to take the pilot, it would be very helpful to have your **statement of support by this Friday, 12/18**, if possible. Your associate deans and advising leadership have been working together closely with ours, and they are in full knowledge and participation of this plan.

Of course, don't hesitate to reach out to me with questions or to converse further.

With gratitude,  
Todd

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**Todd R. Sandrin, Ph.D.**

Dean, [New College of Interdisciplinary Arts and Sciences](#)  
Vice Provost, [West campus](#)  
Professor, [School of Mathematical and Natural Sciences](#)  
Senior Sustainability Scientist - [Julie Ann Wrigley Global Institute of Sustainability](#)

## Stacey Kimbell

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**From:** Patricia Friedrich  
**Sent:** Tuesday, December 15, 2020 9:55 AM  
**To:** Stacey Kimbell  
**Subject:** FW: Certificate in Transformation and Change

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

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**From:** "Todd Sandrin (DEAN)" <Todd.Sandrin@asu.edu>  
**Date:** Tuesday, December 15, 2020 at 7:33 AM  
**To:** Patricia Friedrich <Patricia.Friedrich@asu.edu>  
**Subject:** Fwd: Certificate in Transformation and Change

Our third letter of support!

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**From:** Amy Hillman (DEAN) <AMY.HILLMAN@asu.edu>  
**Sent:** Tuesday, December 15, 2020, 6:08 AM  
**To:** Todd Sandrin (DEAN); Michele Pfund  
**Subject:** Re: Certificate in Transformation and Change

Dear Todd,

The W. P. Carey School of Business supports your new certificate in Transformation and Change.

Amy

Amy Hillman, PhD  
Dean and Professor  
W. P. Carey School of Business  
[Amy.Hillman@asu.edu](mailto:Amy.Hillman@asu.edu)  
Direct Office: 480.965.3402  
Cell: 480.225.1150

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**From:** Todd Sandrin (DEAN) <Todd.Sandrin@asu.edu>

**Date:** Monday, December 14, 2020 at 5:57 PM

**To:** Amy Hillman (DEAN) <AMY.HILLMAN@asu.edu>, Sanjeev Khagram (Dean) <Sanjeev.Khagram@thunderbird.asu.edu>, Judith Karshmer (Dean) <Judith.Karshmer@asu.edu>, Deborah Helitzer (Dean) <Deborah.Helitzer@asu.edu>, Carole Basile (Dean) <Carole.Basile@asu.edu>, Jonathan Koppell <koppell@asu.edu>

**Subject:** Certificate in Transformation and Change

Dear fellow West campus Deans,

I hope this email finds each of you celebrating the accomplishments of your graduates this week!

In the spirit of collaboration in our Thematic General Studies Program, we are applying to establish a Certificate in Transformation and Change to be awarded to all students, including your students, who complete the 18 thematic credits of General Studies (which is all of our West Campus FTTFYS).

At this stage of the establishment of the Certificate, which will be very helpful to our military students and which will serve as an extra incentive for students to take the pilot, it would be very helpful to have your **statement of support by this Friday, 12/18**, if possible. Your associate deans and advising leadership have been working together closely with ours, and they are in full knowledge and participation of this plan.

Of course, don't hesitate to reach out to me with questions or to converse further.

With gratitude,  
Todd

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**Todd R. Sandrin, Ph.D.**

Dean, New College of Interdisciplinary Arts and Sciences

Vice Provost, West campus

Professor, School of Mathematical and Natural Sciences

Senior Sustainability Scientist - Julie Ann Wrigley Global Institute of Sustainability



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## Stacey Kimbell

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**From:** Patricia Friedrich  
**Sent:** Friday, December 18, 2020 12:54 PM  
**To:** Stacey Kimbell  
**Subject:** Fwd: Certificate in Transformation and Change

Patricia Friedrich, PhD

---

**From:** Katherine Kenny <Katherine.Kenny@asu.edu>  
**Sent:** Friday, December 18, 2020 5:39:10 AM  
**To:** Todd Sandrin (DEAN) <Todd.Sandrin@asu.edu>  
**Cc:** Patricia Friedrich <Patricia.Friedrich@asu.edu>; Judith Karshmer (Dean) <Judith.Karshmer@asu.edu>  
**Subject:** FW: Certificate in Transformation and Change

Dear Todd – thank you for our discussion about the thematic general education pilot and specifically the Certificate in Transformation and Change proposal. We are pleased that our course HCI 311 has been included and that students will be able to include additional Edson courses if they wish. On behalf of Edson College of Nursing and Health Innovation, I support your request to develop this certificate. Best to you as you move through the University approval process.

Kathy

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



550 N. 3<sup>rd</sup> Street | Phoenix, AZ 85004  
(P) 602-496-1719  
(F) 602-496-0545  
[Katherine.kenny@asu.edu](mailto:Katherine.kenny@asu.edu)  
<https://nursingandhealth.asu.edu/>

---

**From:** "Todd Sandrin (DEAN)" <[Todd.Sandrin@asu.edu](mailto:Todd.Sandrin@asu.edu)>  
**Date:** Thursday, December 17, 2020 at 3:49 PM  
**To:** "Judith Karshmer (Dean)" <[Judith.Karshmer@asu.edu](mailto:Judith.Karshmer@asu.edu)>  
**Subject:** Re: Certificate in Transformation and Change

Thanks again, Judy, to you and your team for meeting with Patty and me earlier this week.

Do you or your team need anything more from Patty or me for you to be able to provide the letter of support for the Certificate in Transformations? I believe Patty sent the updated course list earlier this week.

Thanks,  
Todd

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**Todd R. Sandrin, Ph.D.**  
Dean, [New College of Interdisciplinary Arts and Sciences](#)  
Vice Provost, [West campus](#)

**From:** Judith Karshmer (Dean) <[Judith.Karshmer@asu.edu](mailto:Judith.Karshmer@asu.edu)>

**Sent:** Monday, December 14, 2020 8:04 PM

**To:** Todd Sandrin (DEAN) <[Todd.Sandrin@asu.edu](mailto:Todd.Sandrin@asu.edu)>

**Cc:** Rita Westenberger <[Rita.Westenberger@asu.edu](mailto:Rita.Westenberger@asu.edu)>

**Subject:** Re: Certificate in Transformation and Change

Hi Todd,

Thanks for your email.

Folks from Edson were on the phone call today about the pilot. It sounds like it is moving forward and some challenges have been identified. While we are still waiting for an updated version of the required and alternate courses included, as it is written, none of the Edson College courses are included, leaving our students at a disadvantage (requiring more than 120 hours to graduate).

This along with concerns about courses from professional schools like Edson & how we contribute to “gen ed” make me think I’d like to have a conversation about next steps and how to make this work for the majors on the West campus.

I’m including my EA, Rita and asking her to connect with your folks to find us a time to chat.

Looking forward to speaking with you.

Best  
Judy

Judith F. Karshmer, PhD, PMHCNS-BC, FAAN  
Dean & Professor  
Edson College of Nursing & Health Innovation  
Arizona State University

—

Sent from my iPhone

On Dec 14, 2020, at 5:57 PM, Todd Sandrin (DEAN) <[Todd.Sandrin@asu.edu](mailto:Todd.Sandrin@asu.edu)> wrote:

Dear fellow West campus Deans,

I hope this email finds each of you celebrating the accomplishments of your graduates this week!

In the spirit of collaboration in our Thematic General Studies Program, we are applying to establish a Certificate in Transformation and Change to be awarded to all students, including your students, who complete the 18 thematic credits of General Studies (which is all of our West Campus FTTFYS).

At this stage of the establishment of the Certificate, which will be very helpful to our military students and which will serve as an extra incentive for students to take the pilot, it would be very helpful to have your **statement of support by this Friday, 12/18**, if possible. Your associate deans and advising leadership have been working together closely with ours, and they are in full knowledge and participation of this plan.

Of course, don't hesitate to reach out to me with questions or to converse further.

With gratitude,  
Todd

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**Todd R. Sandrin, Ph.D.**

Dean, New College of Interdisciplinary Arts and Sciences

Vice Provost, West campus

Professor, School of Mathematical and Natural Sciences

Senior Sustainability Scientist - Julie Ann Wrigley Global Institute of Sustainability

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## Stacey Kimbell

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**From:** Patricia Friedrich  
**Sent:** Tuesday, December 15, 2020 4:48 PM  
**To:** William Terrill  
**Cc:** Stacey Kimbell  
**Subject:** Re: Support Statement

Thank you very much. Hope all is well. 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  
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**From:** William Terrill <wcterrill@gmail.com>  
**Date:** Tuesday, December 15, 2020 at 4:47 PM  
**To:** Patricia Friedrich <Patricia.Friedrich@asu.edu>, William Terrill <wcterrill@gmail.com>  
**Subject:** Support Statement

Hi Patty,

Following up on yesterdays' meeting, Watts College is supportive of the general studies certificate.

Best regards,

Bill

William Terrill, PhD

Arizona State University

Associate Dean, Watts College of Public Service and Community Solutions

Professor, School of Criminology & Criminal Justice

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