

This template is to be used only by programs that have received specific written approval from the Provost's office to proceed with internal proposal development and review. The proposal template should be completed in full and submitted to the University Provost's Office [[mailto: curriculumplanning@asu.edu](mailto:curriculumplanning@asu.edu)]. It must undergo all internal university review and approval steps including those at the unit, college, and university levels. A program **may not** be implemented until the Provost's Office notifies the academic unit that the program may be offered.

MASTER'S DEGREE PROGRAM

College/School:	Mary Lou Fulton Teachers College
<i>Note: Program ownership is coded at the College/School level first and may not be a center, department or division apart from it.</i>	
Department/Division/School:	Division of Educational Leadership and Innovation (CEDGRAD)
Proposing faculty group (if applicable):	Jeanne Wilcox, Scott Marley, Yi Zheng, Audrey Beardsley

Name of proposed degree program:	Master of Science (MS) in Education Sciences
Proposed title of major:	Education Sciences
Master's degree type:	MS - Master of Science
If Degree Type is "Other", provide degree type and proposed abbreviation:	
Is a program fee required?	No, a program fee is not required.
<i>Note: for more information about program fee requests, visit https://provost.asu.edu/curriculum-development/changemaker/form-instructions#fees</i>	
Is the unit willing and able to implement the program if the fee is denied?	N/A

Requested effective term and year: Fall 2021
 (The first semester and year for which students may begin applying to the program)

Delivery method and campus or location options: *select all locations that apply*

<input type="checkbox"/> Downtown Phoenix	<input type="checkbox"/> Polytechnic	<input checked="" type="checkbox"/> Tempe	<input type="checkbox"/> Thunderbird	<input type="checkbox"/> West	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Both on-campus and <input type="checkbox"/> ASU Online* - (check applicable campus(es) from options listed above)					
<input type="checkbox"/> ASU Online only (all courses online and managed by ASU Online)					

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 complete the ASU Online Offering form in [Curriculum ChangeMaker](#) to begin this request. Prior to completing the online Curriculum ChangeMaker form, please contact EdPlus at asuonline@asu.edu who can provide you with additional information regarding the online request process.

Do Not Fill in this information: Office Use Only	CIP Code:
Plan Code:	

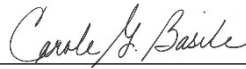
PROPOSAL CONTACT	
Name:	Alana Lackore
Title:	Assistant Director, Curriculum and Operations
Phone number:	602-543-2823
Email:	alana.lackore@asu.edu

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 offer this degree program. I recommend implementation of the proposed degree program.
<i>Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.</i>

College/School/Division Dean name:

Carole Basile

Signature:



Date:

01/28/2020

Please note: Proposals for new degrees also require the review and recommendation of approval from the University Graduate Council, Curriculum and Academic Programs Committee (CAPC), the Academic Senate (2 readings), and the Office of the Provost before they can be put into operation.

The final approval notification will come from the Office of the Provost.

1. PURPOSE AND NATURE OF PROGRAM

A. Provide a brief program description:

The purpose of the MS in Education Sciences program is to provide students with necessary theoretical knowledge and practical skills to conduct and consume quantitative research in education or related fields focused on education or education policy research. Knowledge and skills domains are contextualized within PreK-16 education issues and setting and include scientifically valid research designs, measurement, data management, data mining, quantitative data analysis at intermediate to advanced levels, and practical research. There is interdisciplinary depth in data science faculty throughout the university, and students will have the opportunity to work with faculty in other units as they fulfil their research and/or applied project requirements. This program does not lead to initial teacher certification.

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

(Please provide additional concentration information in the curricular structure section – number 7.)

2. PROGRAM NEED

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

This program was created in response to a growing need in the job market for individuals with practical quantitative research, analysis, and data management skills (e.g., data mining, extracting subsets of data from large databases, data visualization) focused on PreK-16 and adult education. Individuals who complete this program will be eligible for employment as researchers, data analysts/scientists, or administrators in a wide variety of education or education research organizations. Employment options include, but are not limited to public or private social science research centers or agencies, school districts, state or federal government agencies, university research centers or institutional research departments, foundations, educational testing companies, and any industries that focus on employee education and outcomes.

Review of data from the US Department of Labor, Bureau of Labor Statistics (BLS) confirms a strong employment need for education data analysts with strong quantitative skills, as well as data managers, management analysts, and research analysts. The projected growth for these types of positions is 27% through 2026, which is characterized by the BLS as “much greater than average.” Review of employment opportunities across various websites in June 2019 indicated that in Arizona alone, there were 633 positions available for data analysts and data managers, with 397 of these being entry level positions, and over half of the positions requiring analysts with an education background. Nationally, in June 2019 there were 36,525 positions available for education data analysts, data managers, or quantitative data analysts. More than half of the open positions required a master’s degree and involved conducting analyses, extracting data from larger datasets, interpreting data to identify problems and solutions, managing data collection, or managing databases. Entities searching for individuals with the knowledge and skills targeted in this proposed program include education organizations, research and policy firms, private industry (especially for human resources, education and training), universities, state and federal agencies, and foundations.

The intended audiences for this degree program are those who are interested in a research and problem-oriented

focus on quantitative inquiry. Prospective students will have diverse educational backgrounds, with substantive interests in education research and evaluation.

3. IMPACT ON OTHER PROGRAMS

Attach any letters of collaboration or support from impacted programs (see checklist sheet). Please submit as a separate document.

(See Appendix III)

4. PROJECTED ENROLLMENT

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

Note: The Arizona Board of Regents (ABOR) requires that nine master's degrees be awarded every three years. Thus, the projected enrollment numbers must account for this ABOR requirement.

5-YEAR PROJECTED ANNUAL ENROLLMENT					
Please utilize the following tabular format	1 st Year	2 nd Year (Yr. 1 continuing + new entering)	3 rd Year (Yr. 1 & 2 continuing + new entering)	4 th Year (Yrs. 1, 2, 3 continuing + new entering)	5 th Year (Yrs. 1, 2, 3, 4 continuing + new entering)
Number of Students Majoring (Headcount)	15	35	45	55	60

5. 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

6. STUDENT LEARNING OUTCOMES AND ASSESMENT

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.

(See Appendix II)

7. CURRICULAR STRUCTURE

A. Curriculum Listing

Required Core Courses for the Degree			
Prefix and Number	Course Title	New Course?	Credit Hours
EDU 501	Education Sciences I: Quantitative Research and Design Inquiry	Yes	6
EDU 502	Education Sciences II: Intermediate Quantitative Inquiry and Measurement	Yes	6
EDU 503	Education Sciences III: Advanced Quantitative Analysis and Modeling	Yes	6

<i>Section sub-total:</i>	18
Culminating Experience(s) <i>E.g. – Capstone course, portfolio, written comprehensive exam, applied project, thesis (must be 6 credit hours with oral defense)</i>	Credit Hours
EDU 593: Applied Project	6
<i>Section sub-total:</i>	6
Other Requirements <i>E.g. – internships, clinical requirements, field studies, foreign language exam as applicable. Other courses may be substituted with approval of the academic unit</i>	Credit Hours
EDU 592 Research	3
EDU 598 Special Topics (various topics; may be repeated).	6
<i>Section sub-total:</i>	9
Total required credit hours	33

1. List all required core courses and total credit hours for the core (required courses other than internships, thesis, capstone course, etc.).
2. Omnibus numbered courses cannot be used as core courses.
3. Permanent numbers must be requested by submitting a course proposal to Curriculum ChangeMaker for approval.

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

8. COURSES

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

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

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

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

EDU 501: Education Sciences I: Quantitative Research Design and Inquiry, 6 credit hours: This is the first course in the M.S. in Education Sciences sequence with beginning level topics in research design, measurement, and statistics in practice. This class covers fundamental concepts in education research design, measurement, statistics, and data management.

EDU 502: Education Sciences II: Intermediate Quantitative Inquiry and Measurement, 6 credit hours: This is the second course in the M.S. in Education Sciences sequence with intermediate level topics in quantitative research design, measurement, and statistics in practice. This class covers intermediate topics essential to the design and implementation of quantitative education research and the analysis of data. Course topics expand upon research skills introduced in ESC 501.

EDU 503: Education Sciences II: Advanced Quantitative Analysis and Modeling, 6 credit hours: This is the third course in the M.S. in Education Sciences sequence with advanced level topics in research design, measurement, and statistics in practice. This class covers advanced topics in quantitative education research essential to success in real-world projects and effective communication of results. Course topics integrate, expand upon and apply research skills introduced in blocks one and two to design, measurement and analysis. The course emphasizes application of design, measurement and analysis topics to consume and produce educational research.

9. FACULTY, STAFF, AND RESOURCE REQUIREMENTS

A. Faculty

- i. **Current Faculty** – Complete the table below for all current faculty members who will teach in the program. If listing faculty from an academic unit outside of the one proposing the degree, please provide a support statement from that unit.

Name	Rank	Highest Degree	Area of Specialization/Expertise	Estimated Level of Involvement
Jeanne Wilcox	Professor	PhD	Communication Sciences and Disorders / Research Methods	high
Audrey Beardsley	Professor	PhD	Educational Leadership and Policy Studies / Research Methods	high
Scott Marley	Associate Professor	PhD	Educational Psychology	high
Yi Zheng	Assistant Professor	PhD	Educational Measurement	high
Geoffrey Borman	Professor	PhD	Quantitative methods & analysis, measurement (new faculty member starting in Fall, 2020)	high

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

Foundation Professor Geoffrey Borman, already hired for fall 2020.

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

Mary Lou Fulton Teachers College has centralized services for graduate admissions (including face-to-face recruiting) and graduate advising, and the Division of Educational Leadership and Innovation schedules, staffs and supports all courses in its hosted programs. Graduate admissions is supported by marketing staff (including a team of three graduate recruiters), the Office of Student Services (a small team of graduate admissions reviewers and supervisors), and the team of graduate advisors, which includes a director, several supervisors, and a growing team of advising. Scheduling and staffing is supported by two staff at the division level and a scheduling team of three at the college level.

Jeanne Wilcox is anticipated as the faculty program coordinator.

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

None.

**APPENDIX I
OPERATIONAL INFORMATION FOR GRADUATE PROGRAMS**

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

1. **Proposed title of major:** Education Sciences

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

N/A

3. **Provide a brief program description** *(Catalog type (i.e. will appear in Degree Search) – no more than 150 words. Do not include any admission or curriculum information)*

The MS in education sciences prepares professionals working in the field of education research to use quantitative analysis and research design to address contemporary problems in a variety of educational settings. Graduates of the program will be able to design and conduct research to answer important questions in education and to analyze data that are collected in a variety of circumstances.

This program is directed at individuals currently working in or interested in public or private social science research centers or agencies, school districts, state or federal agencies, university research centers, foundations, educational testing companies, and any industries that focus on employee education and outcomes.

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

5. **Campus(es) where program will be offered:**

ASU Online curriculum consists of courses that have no face-to-face content. iCourses are online courses for students in on-campus programs. iCourses may be included in a program, but may not comprise the entirety of a program. On-campus programs must have some face-to-face content.

Note: Office of the Provost approval is needed for ASU Online delivery option.

ASU Online only (all courses online and managed by ASU Online)

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

Downtown Phoenix Polytechnic Tempe West Other:

Both on-campus and ASU Online* - (check applicable campus(es) from options listed above)

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 complete the ASU Online Offering form in [Curriculum ChangeMaker](#) to begin this request. Prior to completing the online Curriculum ChangeMaker form, please contact EdPlus at asuonline@asu.edu who can provide you with additional information regarding the online request process.

6. **Admission Requirements:**

Applicants must fulfill the requirements of both the Graduate College and the Mary Lou Fulton Teachers College.

Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree in any field from a regionally accredited institution.

Applicants must have a minimum cumulative GPA of 3.00 (scale is 4.00 = "A") in the last 60 hours of their first bachelor's degree program, or applicants must have a minimum cumulative GPA of 3.00 (scale is 4.00 = "A") in an applicable master's degree program.

Applicants must submit:

1. graduate admission application and application fee

2. official transcripts
3. written statement
4. professional resume
5. three letters of recommendation
6. proof of English proficiency

Additional Application Information

An applicant whose native language is not English must provide proof of English proficiency regardless of current residency.

The letters of recommendation should be from individuals who can speak to the applicant's potential for success in a graduate program.

GRE scores are not required for admission.

Applicants must provide a written statement of approximately 500 words that describes their personal interest in the field of education, the goals they wish to achieve while in the program, and their short- and long-term career aspirations. The admission committee pays particular attention to the quality of writing, the ideas expressed, and the relative match between the applicant and program goals.

7. Application Review Terms (if applicable session):

Indicate the first term and year in which applications will be opened for admission. Applications will be accepted on a rolling basis after that time.

Note: It is the academic unit's responsibility to display program deadline dates on their website.

Terms	Years	University Late Fee Deadline
<input checked="" type="checkbox"/> Fall (regular) <input type="checkbox"/> Session B	(year): 2021 (year):	July 1st October 1st
<input type="checkbox"/> Spring (regular) <input type="checkbox"/> Session B	(year): (year):	December 1st February 8th
<input type="checkbox"/> Summer (regular) <input type="checkbox"/> Summer B	(year): (year):	May 14th May 14th

Note: Session B is only available for approved online programs.

Program admission deadlines website address: <https://education.asu.edu/>

8. Curricular Requirements:

Curricular Structure Breakdown for the Academic Catalog:

(To be completed by the Graduate College)

33 credit hours including the required applied project course (EDU 593)

Required Core (18 credit hours)

- EDU 501 Education Sciences I: Quantitative Research and Design Inquiry (6)
- EDU 502 Education Sciences II: Intermediate Quantitative Inquiry and Measurement (6)
- EDU 503 Education Sciences III: Advanced Quantitative Analysis and Modeling (6)

Other Requirements (9 credit hours)

EDU 592 Research (3)
EDU 598 Special Topics (6)

Culminating Experience (6 credit hours)

EDU 593 Applied Project (6)

Additional Curriculum Information

Coursework listed as other requirements may be substituted with approval of the academic unit.

9. Comprehensive Exams:

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

N/A

10. Allow 400-level courses: Yes No

Note: No more than 6 credit hours of 400-level coursework may be included on a graduate student plan of study.

11. Committee:

Required number of thesis committee members (must be at least 3 including chair or co-chairs): Not applicable (no thesis option)

Required number of non-thesis option committee members (must be a minimum of one): 1

12. Keywords: List all keywords that could be used to search for this program. Keywords should be specific to the proposed program – limit 10 keywords.

education data analyst, education research, education research analyst, quantitative, data analysis, research, data

13. Area(s) of Interest

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

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

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

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

14. Contact and Support Information:

Office Location - Building Code & Room: <i>(Search ASU map)</i>	FAB 200
Campus Telephone Number: <i>(may not be an individual's number)</i>	480-965-5555
Program Email Address: <i>(may not be an individual's email)</i>	graduateeducation@asu.edu
Program Website Address: <i>(if one is not yet created, use unit website until one can be established)</i>	https://education.asu.edu/
Program Director (Name):	Jeanne Wilcox
Program Director (ASURITE):	mjwilcox
Program Support Staff (Name):	Melissa Rudd Megan Gamarra
Program Support Staff (ASURITE):	merudd malaubac
Admissions Contact (Name):	Stacey Till Adil Elshaigi
Admissions Contact (ASURITE):	stilland aelshaig

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

NAME	ASURITE	ADMSN	POS
M Jeanne Wilcox	mjwilcox	Yes	Yes
Melissa Rudd	merudd	Yes	Yes
Stacey Till	stilland	Yes	Yes
Adil Elshaigi	aelshaig	Yes	No

APPENDIX II

Assessment Plan

University Office of Evaluation and Educational Effectiveness (U)

MS in Education Sciences (MS1579570617)

Status: Plan Application
 College: TE_GR
 Department: CEDGRAD

Request Feedback

UOEEO Review: UOEEO Provisional Approval

ABOR Submission: ABOR Submission off

Plan is: **Approved**
 Submission date: July 15, 2020 8:51 AM
 Submitted by: Edith Gummer (egummer)
 Approved date: July 15, 2020 8:51 AM
 Delegate: Edith Gummer (egummer)
 Last modified date: July 15, 2020 8:51 AM
 Last modified by: Edith Gummer (egummer)

Printer friendly (/aportal/plan-view/TE_GR/CEDGRAD/MS1579570617)

MS in Education Sciences (MS1579570617)

Department: CEDGRAD

College: TE_GR - Mary Lou Fulton Teachers College

Last modified date: July 15, 2020 8:51 AM
 Last modified by: Edith Gummer (egummer)



1

Students will be able to identify and describe an education problem and develop a plan to gather data that can inform solutions to the problem.

Concepts: Introductory topics in research design, measurement, and statistics in practice.

Competencies: Ability to identify and use existing literature and data to illuminate the problem; ability to develop approaches to further examine the problem

Measure 1 1

Element of portfolio that includes strategies for understanding the problem using existing data including the statement of the problem and identification and synthesis of the literature to justify the problem as demonstrated in an assignment from specific course TBD.

Performance Criterion 1 1

80% of students will demonstrate mastery of this element based on the use of the program-developed rubric for the portfolio.

Program faculty will design elements of a portfolio that will be developed across the program courses demonstrating emerging sets of knowledge, skills and dispositions of the program participants. Faculty will examine the artifacts of a range of student performances on the portfolio to determine the extent to which intended outcomes have been accomplished and to continually refine the instructional experiences of students across the program.

Measure 1 2

Element of portfolio that discusses the plan for collection of data that will inform the problem and support potential decision-making as demonstrated in an assignment from specific course TBD.

Performance Criterion 1 2

80% of students will demonstrate mastery of this element based on the use of the program-developed rubric for the portfolio.

Program faculty will design elements of a portfolio that will be developed across the program courses demonstrating emerging sets of knowledge, skills and dispositions of the program participants. Faculty will examine the artifacts of a range of student performances on the portfolio to determine the extent to which intended outcomes have been accomplished and to continually refine the instructional experiences of students across the program.

2

Students are able to analyze education measurement tools in terms of validity in association with appropriate analytic methodologies.

Concepts: Fundamental principles of psychometrics. Quantitative analytic methodology.

Competencies: Demonstrates understanding of the process of establishing validity; ability to select valid instruments for data collection.

Measure 2 1

Element of portfolio that specifies the psychometric properties and adequacy of instruments that could be used for data collection as demonstrated in an assignment from specific course TBD.

Performance Criterion 2 1

80% of students will demonstrate mastery of this element based on the use of the program-developed rubric for the portfolio.

Program faculty will design elements of a portfolio that will be developed across the program courses demonstrating emerging sets of knowledge, skills and dispositions of the program participants. Faculty will examine the artifacts of a range of student performances on the portfolio to determine the extent to which intended outcomes have been accomplished and to continually refine the instructional experiences of students across the program.

Measure 2 2

Element of portfolio specifying and justifying the appropriate analytic methodology to be used on data for the problem under investigation as demonstrated in an assignment from specific course TBD.

Performance Criterion 2 2

80% of students will demonstrate mastery of this element based on the use of the program-developed rubric for the portfolio.

Program faculty will design elements of a portfolio that will be developed across the program courses demonstrating emerging sets of knowledge, skills and dispositions of the program participants. Faculty will examine the artifacts of a range of student performances on the portfolio to determine the extent to which intended outcomes have been accomplished and to continually refine the instructional experiences of students across the program.

3

Students are able to develop and implement solution-focused methods and analytic techniques to address contemporary problems/issues in education.

Concepts: Problem definition; research design planning, data management; data interpretation and analysis.

Competencies: Demonstrates understanding of identified issue/problem; identifies relevant extant data; ability to integrate sources of information and formulate appropriate data plans and analyses

Measure 3 1

Element of portfolio requiring strategic problem definition and research design assignment as demonstrated in an assignment from specific course TBD.

Performance Criterion 3 1

80% of students will demonstrate mastery of this element based on the use of the program-developed rubric for the portfolio.

Program faculty will design elements of a portfolio that will be developed across the program courses demonstrating emerging sets of knowledge, skills and dispositions of the program participants. Faculty will examine the artifacts of a range of student performances on the portfolio to determine the extent to which intended outcomes have been accomplished and to continually refine the instructional experiences of students across the program.

Measure 3 2

Element of portfolio requiring identification of relevant data and data management plan in an assignment from specific course TBD.

Performance Criterion 3 2

80% of students will demonstrate mastery of this element based on the use of the program-developed rubric for the portfolio.

Program faculty will design elements of a portfolio that will be developed across the program courses demonstrating emerging sets of knowledge, skills and dispositions of the program participants. Faculty will examine the artifacts of a range of student performances on the portfolio to determine the extent to which intended outcomes have been accomplished and to continually refine the instructional experiences of students across the program.

Measure 3 3

Element of portfolio requiring construction of appropriate data plans and analyses in an assignment from specific course TBD.

Performance Criterion 3 3

80% of students will demonstrate mastery of this element based on the use of the program-developed rubric for the portfolio.

Program faculty will design elements of a portfolio that will be developed across the program courses demonstrating emerging sets of knowledge, skills and dispositions of the program participants. Faculty will examine the artifacts of a range of student performances on the portfolio to determine the extent to which intended outcomes have been accomplished and to continually refine the instructional experiences of students across the program.

APPENDIX III

Statements of Collaboration and Impact

Mary Lou Fulton Teachers College – Official Submission

From: [Yolanda Baca](#)
To: [Curriculum Planning](#)
Subject: Proposal Materials for M.S., Education Sciences
Date: Wednesday, January 29, 2020 2:32:54 PM
Attachments: [MS Ed Sciences Proposal to Establish a New Master Degree\[2\].pdf](#),
[ESC New Prefix Form.pdf](#)

Hello,

Please see the attached proposal to establish an M.S. in Education Sciences within the Division of Educational Leadership and Innovation in the Mary Lou Fulton Teachers College. Also attached is the New Prefix Form.

Let me know if you have any questions.

Thank you,
Yolanda

From: Alana Lackore <Alana.Lackore@asu.edu>
Sent: Tuesday, January 28, 2020 4:32 PM
To: Yolanda Baca <Yolanda.Baca@asu.edu>
Cc: Sherman Dorn <Sherman.Dorn@asu.edu>
Subject: Proposal Materials for M.S., Education Sciences

Hi Yolanda,

Good afternoon. Please see attached for the Proposal to Establish a New Master's Degree as well as the New Prefix Request Form for the M.S. in Education Sciences. Please let me know if you have any questions prior to routing to the Curriculum Planning team.

Best,
Alana

Alana Lackore
Assistant Director, Curriculum and Operations, *Educational Leadership and Innovation*
Arizona State University
Mary Lou Fulton Teachers College
O: 602-543-2823 | alana.lackore@asu.edu

The College of Liberal Arts and Sciences

From: **Patrick Kenney** pkenney@asu.edu
Subject: Re: Statement of Collaboration and Impact
Date: May 4, 2020 at 8:17 AM
To: Carole Basile (Dean) Carole.Basile@asu.edu, Christopher Callahan Christopher.Callahan@asu.edu
Cc: Alana Lackore Alana.Lackore@asu.edu, Nicole Barr Nicole.Barr@asu.edu

PK

Carole, The College is fine with this degree. Best of luck with it.

Pat

Get [Outlook for iOS](#)

From: Carole Basile (Dean) <Carole.Basile@asu.edu>
Sent: Wednesday, April 29, 2020 8:41 AM
To: Patrick Kenney; Christopher Callahan
Cc: Alana Lackore
Subject: Statement of Collaboration and Impact

Just a friendly reminder again! We would really like to get this through this semester.

Thanks,

Carole

The Mary Lou Fulton Teachers College is requesting a Statement of Collaboration and Impact for the new proposed masters degree, **MS in Education Sciences**. As the attached description makes clear, this degree is focused on students intending to become research associates and program evaluators in the field of education. This is intended as a campus-immersion program.


Please include a statement describing the opportunities for cross-university collaboration and optimization presented by this new program. How will the new program provide opportunities or areas for growth within the university? In what areas do you anticipate that there may be duplication of efforts or negative impact on your college? Also include a statement of support (or not) for the proposal.

If you have any questions, you can reach out to Sherman Dorn, Director of the Division of Educational Leadership and Innovation, sherman.dorn@asu.edu

Thanks,

Carole

New College of Interdisciplinary Arts and Sciences

From: **Carole Basile (Dean)** Carole.Basile@asu.edu 
Subject: Fwd: Impact and Collaboration request, MS in Education Sciences
Date: April 9, 2020 at 10:49 AM
To: Sherman Dorn Sherman.Dorn@asu.edu, Alana Lackore Alana.Lackore@asu.edu



Getting there! cb

Carole G. Basile
Dean
Arizona State University
Mary Lou Fulton Teachers College
[P.O. Box 871811, Tempe, AZ 85281-1811](mailto:Carole.Basile@asu.edu)
O: [480.965.3463](tel:480.965.3463) | M: [480.310.6887](tel:480.310.6887)

Begin forwarded message:

From: "Todd Sandrin (DEAN)" <Todd.Sandrin@asu.edu>
Date: April 9, 2020 at 10:44:50 AM MST
To: "Carole Basile (Dean)" <Carole.Basile@asu.edu>
Subject: RE: Impact and Collaboration request, MS in Education Sciences

Thanks, Carole! New College anticipates no negative impacts and looks forward to your work to advance this innovative new graduate degree program.

Best,
Todd

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](#)



Ira A. Fulton Schools of Engineering

From: Carole Basile (Dean) <Carole.Basile@asu.edu>
Subject: Re: Impact and Collaboration request, MS in Education Sciences
Date: April 10, 2020 at 5:30 PM
To: Kyle Squires <squires@asu.edu>
Cc: Sherman Dorn <Sherman.Dorn@asu.edu>, Alana Lackore <Alana.Lackore@asu.edu>

CB

Thanks Kyle!

Get [Outlook for IOS](#)

From: Kyle Squires <squires@asu.edu>
Sent: Friday, April 10, 2020 5:49:44 PM
To: Carole Basile (Dean) <Carole.Basile@asu.edu>
Subject: RE: Impact and Collaboration request, MS in Education Sciences

Hi Carole,
Thanks for the reminder. We have no objections to the new proposed masters degree, and hope that it might catalyze new connections and collaborations in areas such as data analytics. Good luck!
-- Kyle

From: Carole Basile (Dean) <Carole.Basile@asu.edu>
Sent: Thursday, April 9, 2020 9:48 AM
To: Todd Sandrin (DEAN) <Todd.Sandrin@asu.edu>; Sanj ev Khagram (Dean) <Sanj ev.Khagram@thunderbird.asu.edu>; David Guston <David.Guston@asu.edu>; Patrick Kenney <pkenney@asu.edu>; Christopher Callahan <Christopher.Callahan@asu.edu>; Christopher Boone <Christopher.G.Boone@asu.edu>; Kyle Squires <squires@asu.edu>
Cc: Sherman Dorn <Sherman.Dorn@asu.edu>; Alana Lackore <Alana.Lackore@asu.edu>
Subject: Impact and Collaboration request, MS in Education Sciences

Just a friendly reminder! Thanks. cb

Hi All!

The Mary Lou Fulton Teachers College is requesting a Statement of Collaboration and Impact for the new proposed masters degree, **MS in Education Sciences**. As the attached description makes clear, this degree is focused on students intending to become research associates and program evaluators in the field of education. This is intended as a campus-immersion program.

Please include a statement describing the opportunities for cross-university collaboration and optimization presented by this new program. How will the new program provide opportunities or areas for growth within the university? In what areas do you anticipate that there may be duplication of efforts or negative impact on your college? Also include a statement of support (or not) for the proposal.



From: **Carole Basile (Dean)** Carole.Basile@asu.edu
Subject: FW: Impact and Collaboration request, MS in Education Sciences
Date: April 9, 2020 at 9:42 AM
To: Alana Lackore Alana.Lackore@asu.edu, Sherman Dorn Sherman.Dorn@asu.edu

Here's Watts response. cb

Carole G. Basile
Dean and Professor
Mary Lou Fulton Teachers College
Arizona State University
carole.basile@asu.edu
(480) 965-4064

From: William Terrill <wcterrill@gmail.com>
Date: Tuesday, March 31, 2020 at 3:50 PM
To: Carole Basile <Carole.Basile@asu.edu>, Sherman Dorn <Sherman.Dorn@asu.edu>, Jonathan Koppell <koppell@asu.edu>, William Terrill <William.Terrill@asu.edu>
Subject: Impact and Collaboration request, MS in Education Sciences

Good Afternoon Carole and Sherman,

The Watts College of Public Service and Community Solutions is supportive of your proposed Master's Degree in Education Sciences.

If there is anything else I can assist with please do not hesitate to let me know.

Best regards,

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*

From: Carole Basile <Carole.Basile@asu.edu>
Date: Monday, March 30, 2020 at 5:44 PM
To: "Amy Hillman (DEAN)" <AMY.HILLMAN@asu.edu>
Cc: Sherman Dorn <Sherman.Dorn@asu.edu>
Subject: Re: Impact and Collaboration request, MS in Education Sciences

Thanks!

Carole G. Basile
Dean
Arizona State University
Mary Lou Fulton Teachers College
[P.O. Box 871811, Tempe, AZ 85281-1811](mailto:Carole.Basile@asu.edu)
O: [480.965.3463](tel:480.965.3463) | M: [480.310.6887](tel:480.310.6887)

On Mar 30, 2020, at 5:43 PM, Amy Hillman (DEAN)
<AMY.HILLMAN@asu.edu> wrote:

Hello Carole,

The W. P. Carey School has no objections to your proposed MS in Education Sciences. We offer a large number of data analytics courses, but not within the education K-12 context.

Amy

Amy J. Hillman, PhD
Dean and
Charles J. Robel Dean's Chair
W. P. Carey School of Business
Arizona State University
amy.hillman@asu.edu
480.965.3402

Thunderbird School of Global Management

From: **Carole Basile (Dean)** Carole.Basile@asu.edu
Subject: Re: Impact and Collaboration request, MS in Education Sciences
Date: April 9, 2020 at 12:54 PM
To: Sanjeev Khagram (Dean) Sanjeev.Khagram@thunderbird.asu.edu
Cc: Sherman Dorn Sherman.Dorn@asu.edu, Alana Lackore Alana.Lackore@asu.edu

CB

Thanks Sanjeev. Hope you're doing well.

Sherman, see Sanjeev's note below! Let's see what makes sense. cb

Carole G. Basile
Dean and Professor
Mary Lou Fulton Teachers College
Arizona State University
carole.basile@asu.edu
(480) 965-4064

From: "Sanjeev Khagram (Dean)" <Sanjeev.Khagram@thunderbird.asu.edu>
Date: Thursday, April 9, 2020 at 12:08 PM
To: Carole Basile <Carole.Basile@asu.edu>
Subject: Re: Impact and Collaboration request, MS in Education Sciences

Thunderbird fully supports dear Carole,

Could we set up a 4+1 and/or global education concentration with/in our Master in Global Management Degree – see attached.

With Gratitude, Sanjeev

Dr. Sanjeev Khagram

Dean & Director General |
Foundation Professor of Global Leadership |
Thunderbird School of Global Management
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#FollowSanjeev



Thunderbird is a unit of the ASU Knowledge Enterprise

ASU is #1
in the U.S. for
Innovation



From: Carole Basile <Carole.Basile@asu.edu>
Date: Monday, March 30, 2020 at 7:02 PM
To: "Deborah Helitzer (Dean)" <Deborah.Helitzer@asu.edu>
Cc: Sherman Dorn <Sherman.Dorn@asu.edu>, Mary Bauer <Mary.E.Bauer@asu.edu>
Subject: Re: Impact and Collaboration request, MS in Education Sciences

Thanks!

Carole G. Basile
Dean
Arizona State University
Mary Lou Fulton Teachers College
[P.O. Box 871811, Tempe, AZ 85281-1811](mailto:Carole.Basile@asu.edu)
O: [480.965.3463](tel:480.965.3463) | M: [480.310.6887](tel:480.310.6887)

On Mar 30, 2020, at 6:40 PM, Deborah Helitzer (Dean) <Deborah.Helitzer@asu.edu> wrote:

Dear Carole -

The MS in Education Sciences is a welcome addition to the panoply of degrees offered by the university. Although the core course, in some ways, seem to mirror what we seek to teach students in all research methods and statistics courses, the degree focuses on the field of education research which may utilize statistical methods different from those we regularly utilize in health care or other fields of study. As there are no electives in the 33 credit hours that comprise the degree, there is not much ability to cross-utilize courses with CHS. Students in CHS take their research methods and bio-statistics courses within the college, so there should be no negative impact on us.

Sincerely,

Deborah Helitzer, ScD
Dean and Professor

College of Integrative Sciences and Arts

From: "Duane Roen (Dean)" <Duane.Roen@asu.edu>
Date: Friday, April 3, 2020 at 8:30 AM
To: Carole Basile <Carole.Basile@asu.edu>
Cc: Sherman Dorn <Sherman.Dorn@asu.edu>, Mary Bauer <Mary.E.Bauer@asu.edu>, Kelli Haren <Kelli.Haren@asu.edu>, Asao Inoue <asaoin@asu.edu>
Subject: RE: Impact and Collaboration request, MS in Education Sciences

Hi, Carol, Sherman, and Mary.

CISA is delighted to support your proposal for an MS in Education Sciences.

To my knowledge, this will have no impact on any programs in CISA, so I am not consulting any of the faculty heads.

Please let me know how we can offer other forms of support when you launch the program.

Sorry for the delay in responding. Another topic has been occupying some of my time.

Best,
Duane

Duane Roen
Vice Provost, Polytechnic campus
Dean, College of Integrative Sciences and Arts
Arizona State University
Mail Code: 2780
7271 E Sonoran Arroyo Mall
Mesa, AZ 85212-6415
P: 480-727-1415

From: Carole Basile (Dean)
Sent: Monday, March 30, 2020 1:24 PM
To: Todd Sandrin (DEAN) <Todd.Sandrin@asu.edu>; Duane Roen (Dean) <Duane.Roen@asu.edu>; Kyle Squires <squires@asu.edu>; Sanjееv Khagram (Dean) <Sanjееv.Khagram@thunderbird.asu.edu>; Amy Hillman (DEAN) <AMY.HILLMAN@asu.edu>; David Guston <David.Guston@asu.edu>; Patrick Kenney <pkenney@asu.edu>; Jonathan Koppell <koppell@asu.edu>; Deborah Helitzer (Dean) <Deborah.Helitzer@asu.edu>; Judith Karshmer (DEAN) <Judith.Karshmer@asu.edu>; Christopher Boone <Christopher.G.Boone@asu.edu>; Christopher Callahan <Christopher.Callahan@asu.edu>
Cc: Sherman Dorn <Sherman.Dorn@asu.edu>; Mary Bauer <Mary.E.Bauer@asu.edu>
Subject: Impact and Collaboration request, MS in Education Sciences

Hi All!

The Mary Lou Fulton Teachers College is requesting a Statement of Collaboration and Impact for the new proposed masters degree, **MS in Education Sciences**. As the attached description makes clear, this degree is focused on students intending to become research associates and program evaluators in the field of education. This is intended as a campus-immersion program.

Please include a statement describing the opportunities for cross-university collaboration and optimization presented by this new program. How will the new program provide opportunities or areas for growth within the university? In what areas do you anticipate that there may be duplication of efforts or negative impact on your college? Also include a statement of support (or not) for the proposal.

If you have any questions, you can reach out to Sherman Dorn, Director of the Division of Educational Leadership and Innovation, sherman.dorn@asu.edu

Thanks,

Carole

School for the Future of Innovation in Society

From: **Carole Basile (Dean)** Carole.Basile@asu.edu
Subject: Re: Impact and Collaboration request, MS in Education Sciences
Date: April 9, 2020 at 10:08 AM
To: David Guston David.Guston@asu.edu
Cc: Alana Lackore Alana.Lackore@asu.edu, Sherman Dorn Sherman.Dorn@asu.edu

CB

Thanks Dave! cb

Carole G. Basile
Dean and Professor
Mary Lou Fulton Teachers College
Arizona State University
carole.basile@asu.edu
(480) 965-4064

From: David Guston <David.Guston@asu.edu>
Date: Thursday, April 9, 2020 at 10:01 AM
To: Carole Basile <Carole.Basile@asu.edu>
Subject: Re: Impact and Collaboration request, MS in Education Sciences

Carole

I am happy to express my support for this new Master's degree program. I don't see much opportunity for interaction between it and Master's programs in SFIS, but perhaps for the occasional student here who is interested in informal education and may want to take classes related to evaluation in that context.

Good luck with the proposal.

Best

Dave

David H. Guston
Foundation Professor
Director, School for the Future of Innovation in Society
Arizona State University

From: Carole Basile <Carole.Basile@asu.edu>
Date: Thursday, April 9, 2020 at 8:47 AM
To: Katherine Kenny <Katherine.Kenny@asu.edu>
Cc: Sherman Dorn <Sherman.Dorn@asu.edu>
Subject: Re: Impact and Collaboration request, MS in Education Sciences

Thanks so much!

Carole G. Basile
Dean and Professor
Mary Lou Fulton Teachers College
Arizona State University
carole.basile@asu.edu
(480) 965-4064

From: Katherine Kenny <Katherine.Kenny@asu.edu>
Date: Thursday, April 9, 2020 at 8:42 AM
To: Carole Basile <Carole.Basile@asu.edu>
Subject: FW: Impact and Collaboration request, MS in Education Sciences

Dear Carol – thank you for asking me to review the attached MS Education Sciences. I have reviewed with our graduate faculty and do not find any conflict with our current MS Nursing Education degree. On behalf of Edson College of Nursing and Health Innovation, we support this proposal. Best to you and 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. 3rd Street | Phoenix, AZ 85004
(P) 602-496-1719
(F) 602-496-0545
Katherine.kenny@asu.edu
<https://nursingandhealth.asu.edu/>

School of Sustainability

From: **Carole Basile (Dean)** Carole.Basile@asu.edu
Subject: **Re: Impact and Collaboration request, MS in Education Sciences**
Date: April 9, 2020 at 10:06 AM
To: Christopher Boone Christopher.G.Boone@asu.edu
Cc: Alana Lackore Alana.Lackore@asu.edu, Sherman Dom Sherman.Dom@asu.edu

CB

Thanks so much! cb

Carole G. Basile
Dean and Professor
Mary Lou Fulton Teachers College
Arizona State University
carole.basile@asu.edu
(480) 965-4064

From: Chris Boone <Christopher.G.Boone@asu.edu>
Date: Thursday, April 9, 2020 at 10:00 AM
To: Carole Basile <Carole.Basile@asu.edu>
Subject: RE: Impact and Collaboration request, MS in Education Sciences

Dear Carole,

The School of Sustainability is happy to the support the proposed new MS in Educational Sciences. I anticipate new opportunities for collaboration, especially with our faculty engaged in sustainability education research.

Chris

Christopher Boone
Dean and Professor

The logo for the ASU School of Sustainability, featuring the ASU sun and mountain icon followed by the text "School of Sustainability".

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.

Walter Cronkite School of Journalism and Mass Communication

From: **Carole Basile (Dean)** Carole.Basile@asu.edu
Subject: Fwd: Statement of Collaboration and Impact
Date: May 2, 2020 at 2:08 PM
To: Alana Lackore Alana.Lackore@asu.edu, Sherman Dorn Sherman.Dorn@asu.edu



One more!

Carole G. Basile
Dean
Arizona State University
Mary Lou Fulton Teachers College
[P.O. Box 871811, Tempe, AZ 85281-1811](mailto:Carole.Basile@asu.edu)
O: [480.965.3463](tel:480.965.3463) | M: [480.310.6887](tel:480.310.6887)

Begin forwarded message:

From: Christopher Callahan <Christopher.Callahan@asu.edu>
Date: May 2, 2020 at 12:58:35 PM MST
To: "Carole Basile (Dean)" <Carole.Basile@asu.edu>
Subject: FW: Statement of Collaboration and Impact

Hi Carole,

On behalf of the Cronkite School, I am happy to support this proposal. We don't anticipate any negative impact of this new program. It sounds like it will be in high demand.

Students wanting to explore public perception or community impact of educational programs may be interested in our courses in Digital Audience Strategy. These courses include performance analysis of social and digital engagement data. Please also let us know if any of your students would be interested in partnering with us on assessing areas of innovation or experimentation within the Cronkite curriculum.

Best,
Chris

Christopher Callahan
Dean and Professor, Walter Cronkite School of Journalism and Mass Communication
Vice Provost, Arizona State University
CEO, Arizona PBS
555 N. Central Ave.
Phoenix, Ariz. 85004
602.496.5012
ccallahan@asu.edu
<http://cronkite.asu.edu>
<http://facebook.com/CronkiteSchool>
http://twitter.com/Cronkite_ASU

(NEW GRADUATE INITIATIVES)

PROPOSAL PROCEDURES CHECKLIST

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

- Obtain the required approval from the Office of the Provost to move the initiative forward for internal ASU governance reviews/approvals. Please see the academic strategic plan website at: <https://provost.asu.edu/curriculum-development>.**
- Submit any new courses that will be required for the new curricular program to the Curriculum ChangeMaker online course approval system for review and approval.**
 - Additional information can be found at the Provost's Office Curriculum Development website: [Courses link](#)
 - For questions regarding proposing new courses, send an email to: courses@asu.edu
- Prepare the applicable proposal template and operational appendix for the proposed initiative.**
- Obtain letters or memos of support or collaboration (if applicable).**
 - when resources (faculty or courses) from another academic unit will be utilized
 - when other academic units or degree programs may be impacted by the proposed request
 - if the program will have an online delivery option support will be required from the Provost's office and ASU Online. *(Please complete the ASU Online Offering form in [Curriculum ChangeMaker](#) to begin this request.)*
- Obtain the internal reviews/approvals of the academic unit.**
 - internal faculty governance review committee(s)
 - academic unit head (e.g. Department Chair or School Director)
 - academic unit Dean or their designee (will submit approved proposal to the curriculumplanning@asu.edu email account for further ASU internal governance reviews (as applicable, University Graduate Council, CAPC and Senate)

Additional Recommendations

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

- Establish satisfactory academic progress policies, processes and guidelines** – Check within the proposing academic unit and/or college to see if there are existing academic progress policies and processes in place. If none have been established, please go to http://graduate.asu.edu/faculty_staff/policies and scroll down to the **academic progress review and remediation processes** (for faculty and staff) section to locate the reference tool and samples for establishing these procedures.
- Establish a Graduate Student Handbook for the new degree program** – Students need to know the specific requirements and milestones they must meet throughout their degree program. A Graduate Student Handbook, provided to students when they are admitted to the degree program and published on the website for the new degree, gives students this information. To be included in the handbook are the unit/college satisfactory academic progress policies, current degree program requirements (outlined in the approved proposal) and a link to the Graduate Policies and Procedures website: http://graduate.asu.edu/faculty_staff/policies.