

EXECUTIVE SUMMARY

ACTION ITEM: Academic Program and Organizational Change Requests

ISSUE: The Board is requested to authorize academic program planning for one new program and implementation for four new programs at Arizona State University; to implement one academic program at Northern Arizona University; and to implement two new academic programs at the University of Arizona.

The Board is also requested to authorize NAU to exceed the 64 credit community college transfer limit for one program.

BACKGROUND

A. Authorization to Plan and Implement Programs

The Board is asked to approve academic programs for planning and implementation.

Proposals are first reviewed and approved at departmental and college levels. They are subsequently reviewed and approved at the university level by faculty governance bodies as well as academic administration. Finally, the requests are reviewed by faculty and administrators at the other universities and by the Chief Academic Officers.

Board policy establishes a two-step process for the approval of new academic degree programs at the Board level. However, Board policy allows for an exception to the two-step process; to accommodate student or employer needs, the universities may request to combine the planning and implementation into a one-step, expedited process.

1. The Board authorizes a university to begin planning a program (2-203 B)

- The state's need for the program and how it meets the university's strategic goals are the primary criteria that will be considered.
- A university may request, after collective review by the Chief Academic Officers, authorization from the Board to implement any degree program on the Academic Program Planning Inventory. A current inventory listing the programs approved for planning may be found in **Attachment A**.

2. The Board authorizes a university to implement a new program (2-203 C)

- Request to implement a program must be presented to the Board within three years of the date on which it was approved by the Board for planning.

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- A university may admit students to a new program approved for implementation by the Board when substantially all of the funds, as identified in the projected budget approved by the Board, are: a) currently available from existing resources or firmly assured by legislative appropriations or other sources; and (b) committed by the president for the support of the program.

B. Request to Exceed 64-Credit Transfer Limit

Board policy limits to 64 the number of credits which transfer from a community college to apply to a university degree program. Universities may request an exception to the policy when the additional transfer credits are in the best interest of the program and its students.

As recommended by the Joint Conference Committee of the Universities and Community Colleges (JCC), extending the numbers of credits students complete at the community college also improves access and affordability. Since March 2005, the Board has approved several requests for programs to exceed the transfer credit limits.

C. Presentation of the Requests

- Requests for academic program and organizational changes are presented separately for each institution. The full text of the proposals will be distributed to the Board upon request.
- The resulting changes to the Academic Program Planning Inventory are listed on **Attachment A**.
- Changes approved by the Executive Director, as defined in Board policy 2-301.B.1, will be found in **Attachment B**.

DISCUSSION

Arizona State University

ASU requests to **plan**:

Program	College or School	Page
Master of Science in Youth Development	Human Services – West Campus	7

ASU requests to **Implement**

Bachelor of Arts in Global Health	Liberal Arts and Science-Tempe	11
PhD in Social Science and Health	Liberal Arts and Science-Tempe	13

PhD in Nursing and Healthcare Innovation, using the one-step expedited process	Nursing & Healthcare Innovation, Downtown	15
Doctor of Nursing Practice (DNP) degree	Nursing & Healthcare Innovation, Downtown	18

Northern Arizona University

NAU requests to **Implement**

Bachelor of Science in Interdisciplinary Studies (BSIS) degree, using the one-step expedited process	Social and Behavioral Sciences	22
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Exception to 64 Credit Transfer Limit

BAIS/BSIS with an Emphasis in Humanities and Public Management, for up to 90 credits from an Arizona community college	Social and Behavioral Sciences	25
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University of Arizona

The UA requests to **implement**

Professional Science Masters (PSM) in Economic Geology	Science	27
PhD in Women’s Studies	Social and Behavioral Sciences	30

RECOMMENDATION

That the Board authorize the academic program requests of Arizona State University, Northern Arizona University and the University of Arizona as presented in this executive summary.

**ATTACHMENT A
 ACADEMIC PROGRAM PLANNING INVENTORY**

The Board reviews and updates the list of programs approved for planning. If the Board approves the universities' requests for planning and implementation, the *Academic Program Planning Inventory* will contain 23 programs as follows:

SUMMARY OF PROGRAMS AUTHORIZED FOR PLANNING				
University (all campuses)	Bachelor's (B)	Master's (M)	Doctoral (D)	Total
ASU	8	7	4	19
NAU	0	1	0	1
UA	1	2	0	3
Total	9	10	4	23

ARIZONA STATE UNIVERSITY	Approval Date	Expiration Date
<u>ASU – Tempe</u>		
ARTS & SCIENCES		
Environmental Social Sciences (D)	03/07	03/09
BUSINESS		
Supply Chain (M)	06/05	06/08
ENGINEERING		
Software Engineering (B) <i>(Tempe and Poly Campuses)</i>	01/07	01/10
FINE ARTS		
Music (D)	11/05	11/08
LAW		
Tribal Policy, Law and Government (M)	04/06	04/09
HUMAN EVOLUTION AND SOCIAL CHANGE		
#Global Health (B)	11/06	11/09
#Social Science & Health (D)	11/06	11/09
<u>ASU-Downtown</u>		
PUBLIC PROGRAMS		
Asian Pacific American Studies (B)	08/05	08/08
Tourism, Leisure and Community Studies (D) <i>(jointly with Human Services at West Campus)</i>	08/06	08/09
NURSING AND HEALTHCARE INNOVATION		
#Nursing Practice (D)	08/06	08/09
**#Nursing and Healthcare Innovation(D)	04/07	04/07
<u>ASU – Polytechnic</u>		
EAST		
Public Policy and Government (B)	03/06	03/09

ASU – West		
INTERDISCIPLINARY ARTS AND SCIENCES		
Religious Studies and Applied Ethics (B)	08/06	08/09
Statistics (B)	01/07	01/10
Applied Mathematics (B)	01/07	01/10
HUMAN SERVICES		
Criminology and Criminal Justice (M)	11/06	11/09
Criminology and Criminal Justice (D)	11/06	11/09
Evaluation Research (M)	11/06	11/09
Youth Development Leadership (B)	11/06	11/09
Aging and Lifespan Development (B)	01/07	01/10
Aging and Lifespan Development (M)	01/07	01/10
Resource Planning for Aging (M)	01/07	01/10
Youth Development	04/07	04/10

NORTHERN ARIZONA UNIVERSITY	Approval Date	Expiration Date
HEALTH PROFESSIONS		
Speech-Language Sciences and Technology (B)	06/05	06/08
ENGINEERING & NATURAL SCIENCES		
Engineering (M)	09/06	09/09
SOCIAL AND BEHAVIORIAL SCIENCES		
**#Interdisciplinary Studies(B)	04/07	04/07

UNIVERSITY OF ARIZONA	Approval Date	Expiration Date
AGRICULTURE AND LIFE SCIENCES		
Crop Production (B)	06/04	06/07
BUSINESS & PUBLIC ADMINISTRATION		
Public & Non-profit Management (M)	01/04	01/07
FINE ARTS		
Dance (M)	11/06	11/09
SCIENCE		
#Economic Geology(M)	06/06	06/09
SOCIAL AND BEHAVIORIAL SCIENCES		
#Women’s Studies(D)	06/05	06/08

- **Bold print:** Degree program proposed for planning authorization.
- **“#”:** Degree Program proposed for implementation
- ****#** Degree Program proposed for expedite implementation

ATTACHMENT B
SUMMARY of PROGRAM CHANGES APPROVED by the EXECUTIVE DIRECTOR

**Academic Program Name Change
 (ABOR Policy 2-204.C.1)**

University	From	To
Northern Arizona University	MS in Criminal Justice	MS in Applied Criminology
	MEd in Counseling/Human Relations	MEd in Human Relations

**Organizational Unit Name Change
 (ABOR 2-301.B.1)**

University	From	To
Arizona State University - Tempe	Division of Graduate Studies	Graduate College
	Katherine K Herberger College of Fine Arts	Katherine K. Herberger College of the Arts
Arizona State University - Polytechnic	College of Science and Technology	College of Technology and Innovation
	East College	School of Applied Arts and Sciences
Northern Arizona University	Department of Criminal Justice	Department of Criminology and Criminal Justice

**Organizational Unit Transfer
 (ABOR 2-301.B.3)**

University	Title	From	To
Arizona State University - Polytechnic	Department of Biological Sciences	College of Science and Technology	School of Applied Arts and Sciences

Attachment C
EXECUTIVE SUMMARY

Type of Request	Authorization to Plan New Degree Program
Degree Title and Program Name	Master of Science: Major in Youth Development
Requested by	Arizona State University - West Campus, Department of Recreation and Tourism Management, College of Human Services
Level	Graduate Program <input checked="" type="checkbox"/> Undergraduate Program <input type="checkbox"/>
CIP Code	44.0702
Type of Program	Unique <input checked="" type="checkbox"/> Duplicate <input type="checkbox"/>
What is the purpose of this program?	<p>This proposed master's degree will provide students an opportunity to further enrich their knowledge and skills regarding youth development and the delivery of community services to youth under a more "positive" asset-based model (as opposed to the more commonly used and "negative" deficit based model). The MS in Youth Development is an interdisciplinary degree that involves each of the academic programs within the College of Human Services and a number of faculty/programs from other colleges at the West campus and across the University. Through this collaborative curriculum across the human services disciplines, students will learn key components of community collaboration, mobilization, and youth development.</p> <p>Designed to provide advanced educational background and training for those persons who work on behalf of youth or who pursue careers in the management and administration of youth agencies, the MS in Youth Development develops a skilled workforce for the growing needs in youth-service organizations, such as Boys and Girls clubs, non-profit organizations, faith-based groups, correctional professions, social service agencies, community recreation facilities, schools (public, private, charter), and extension agencies.</p> <p>Similar to other successful MS Youth Development programs emerging across the U.S., this program 1) focuses on the strengths and assets within the context of family and community that promote positive youth development; 2) identifies and examines the physical, emotional, environmental, and social issues related to being a young person in today's society; 3) prepares</p>

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<p>What is the purpose of this program? (cont.)</p>	<p>professionals for management level careers in schools, agencies, institutions, and community groups that serve youth; 4) trains these professionals to be well prepared with increased knowledge and enhanced skills in youth development; and 5) prepares youth leaders who will have an immediate impact on youth development in Arizona.</p> <p>The program will provide a unique understanding of positive youth development in communities at local, state, and national levels. The graduate curriculum emphasizes an ecological understanding of youth and the family and the various social institutions and community systems that surround them. Importantly, the proposed degree includes the social service domains of youth development, including communication, criminal justice, recreation, and social work that make up the major areas of the “community” that surround today’s youth.</p>
<p>What is the State’s need for this program?</p>	<p>The Governor’s Office for Children, Youth, and Families’ Division for Community and Youth Development highlights the extreme importance of statewide efforts to focus energies and funds in youth development. This office designed the Arizona Positive Youth Development Initiative on the premise that “positive youth development is an approach toward all youth that builds on their assets and their potential and helps counter the problems that may affect them.” This initiative helps lead to healthy, sustainable communities. The MS in Youth Development will educate professionals who can implement these initiatives aimed at youth in our state and in our counties.</p> <p>Maricopa County is the fourth largest metropolitan area in the country and one of the most rapidly growing areas of the country. As such, there is tremendous growth in social services, which creates substantial demand among governmental, non-profit, and commercial organizations in the region to better serve the large population of youth and to work with those organizations in expanding the delivery of youth services, programs, policies, and practices to the community.</p> <p>Programs such as the MS in Youth Development will help current youth professionals prepare leaders to develop and</p>

<p>What is the State’s need for this program? (cont.)</p>	<p>apply resources for successful implementation and management of youth-serving organizations; develop skills in problem-solving with “stakeholders” including funding sources, boards, other agencies, families, and professionals; and integrate and apply conceptual approaches to youth development. Nationally, such organizations as the National Youth Development Center (part of the National Coalition for Youth), National 4-H Program, and the National Youth Leadership Network have established major initiatives to share research findings and programs that stress the extreme importance of focusing on multiple approaches to youth development.</p> <p>Individuals enrolled in the MS program will most often be professionals already employed in youth-serving agencies (e.g., YMCA, YWCA, Boys and Girls clubs, Scouting), Jewish Community Centers, municipal recreation departments, city government (youth justice, drug abuse, education, suspension/expulsion programs), as street outreach workers, and/or in faith-based agencies. After completing the MS in youth Development degree they will be able to use a human services approach to youth development in their own agencies.</p>
<p>What is the projected student demand for this program?</p>	<p>Based on the popularity of the undergraduate youth-oriented courses (RTM 454 Human Services for At-Risk Youth, RTM 394 Kids at Hope, CRJ 340 Juvenile Justice), and the fact that “nationally there are approximately 17,000 youth-serving organizations, of which approximately 25 are national-level organizations (e.g., 4-H, YMCA, Boys and Girls clubs, Girl Scouting, Boy Scouting, Camp Fire Boys and Girls), we anticipate a moderate to strong demand for this degree. These 25 national organizations serve more than an estimated 30 million young people. The National Collaboration for Youth has estimated that as many as 300,000 full- and part-time staff work for private, nonprofit, and nationally affiliated youth organizations (Hahn & Raley, 1998, p. 391).</p> <p>Maricopa County and the state of Arizona are home to many of these agencies offering a large and varied market of individuals already working with youth.</p>

<p>How does this program meet the University's strategic goals?</p>	<p>The degree program enhances the mission of ASU by directly involving faculty in educating students to meet the growing needs of the metropolitan area, the state, and the nation. The degree will enhance partnerships between the university and the region, as well as strengthen relationships between service providers and the University, and provide a potential platform for further collaboration on grants and contracts. The MS in Youth Development responds to the challenges of advocating for youth in today's society and give them a voice in order to create healthier sustainable communities. This is a major component of social embeddedness.</p>
<p>DUPLICATIVE PROGRAMS Other Programs Offered in Arizona</p>	<p>While there are no duplicative programs with this major title and CIP code in Arizona, UA's College of Agriculture and Life Sciences has youth development programs and collaborative relationships with 4-H programs. ASU's proposal has a distinctive and non-duplicative focus on youth development from a human services perspective, with particular emphasis on the role of those who provide development services. Further, this is the only degree program in which "youth development" is the entire focus and not a concentration or subunit of the degree program.</p>
<p>What new resources are anticipated for this program?</p>	<p>The MS in Youth Development will require a senior faculty member (1.0 FTE) to lead the efforts of existing faculty located in various departments to develop this interdisciplinary program and then to serve as program coordinator. In addition, some additional library acquisitions are likely as the program develops.</p>

Attachment D
EXECUTIVE SUMMARY

Program Name/ Degree:	Bachelor of Arts: Major in Global Health
Type of Request	Authorization to Implement New Academic Program: Unique
Requested by	Arizona State University-Tempe Campus, School of Human Evolution and Social Change, College of Liberal Arts and Science
CIP Code	30.999
Purpose of Program	<p>The proposed major in <i>Global Health</i> is intended to provide those planning to enter health fields with the interdisciplinary orientation, team-skills, and social and cultural acuity that the Pew Health Professional Consortium <i>inter alia</i> has identified as critical but lacking in current health workforce training. However, our global health challenges are so profound that we cannot depend solely on those in the health fields to solve them. Thus a broader goal is to engage students planning to enter a wider range of career tracks, providing them with the ability to ask the right questions, and the lifelong motivation to construct responsible and sustainable solutions relevant to health in all areas of human endeavor.</p> <p>The proposed degree understands health as emerging in the contexts of ecology, history, culture, and biology. While strongly integrative across fields, the intellectual core of the degree is in the Social Sciences. "Global" is thus understood in the Anthropological sense: a very broad, comparative view of human experience that incorporates all cultures, places, and all of human history to understand why we get sick.</p> <p>Based on existing strengths at ASU represented by the 19 different involved units, the degree will emphasize several areas: 1) understanding and working more effectively and in mutually meaningful ways with diverse, vulnerable, and underserved populations (e.g., minorities, migrants, refugees, those in poverty) both locally and internationally; 2) health in the Americas, including Arizona, the borderlands, central, and South America, 3) indigenous health and health knowledge, 4) long-term and historical perspectives on contemporary health, 5) ethics and social justice, and 6) environmental and urban health issues, including those related to sustainability.</p>

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Learning Outcomes and Plan for Assessment	The program is structured by five goals: ability to recognize and apply multiple ways of knowing, ability to integrate across diverse approaches, skills for effective communication within and across diverse contexts, refining and practicing values, and creating global health solutions. These goals, and the associated specific learning outcomes, are met through the core curriculum of eight courses plus language, study abroad, and practicum requirements.				
Projected Student Demand	5-year projected annual enrollment				
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
	30	50	75	100	120
Job Prospects	Prospects are high because: (A) Health is a growing field of employment nationally and internationally; (B) While there are a few undergraduate minor and certificate programs in Global Health, this will be the first formal major offered in the US to our knowledge; (C) International experiences and training are increasingly understood by undergraduates to enhance employability, and many employers recognize that cross-cultural knowledge and skills are a fundamental necessity for working in almost any capacity in the increasingly global world; and (D) The degree is designed to work effectively as a double major, meaning it will increase employability of graduates entering a wide variety of fields.				
Sources of Funding	Existing School of Human Evolution and Social Change (SHESC) faculty and resources including support staff are adequate to initiate the program.				
Budget Summary Bottom Line	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>		
Increments	0	0	0		
+ Previous Year	0	0	0		
Total Yearly Budget	0	0	0		

Attachment E
EXECUTIVE SUMMARY

Program Name / Degree:	PhD: Major in Social Science and Health
Type of Request	Authorization to Implement New Academic Program: Unique
Requested by	Arizona State University - Tempe Campus, School of Human Evolution and Social Change, College of Liberal Arts and Science
CIP Code	45.9999
Purpose of Program	The proposed <i>PhD in Social Science and Health</i> is a research-intensive interdisciplinary degree that integrates a sophisticated understanding of the social and cultural aspects of health provided by Medical Anthropology with the complimentary skills and perspectives offered by allied fields in the social sciences. The design of the degree responds to rapidly growing global demand for social science researchers who can assume leadership in developing culturally astute means for effective, sustainable improvement of the health of communities and nations. The degree program capitalizes extensively on existing resources at ASU, drawing together nineteen diverse units from across ASU's campuses to create a new intellectual endeavor. The program intends to focus on cross-cutting areas of specialization that draw on strengths already in place at ASU: community-based research, health in the Americas, indigenous health, urban/environmental health, nutritional health, and long-term perspectives on contemporary health.
Learning Outcomes and Plan for Assessment	The student must demonstrate (1) comprehensive and thorough grounding in multiple social science and allied theories of health, (2) competency in a range of both quantitative and qualitative epistemologies and field methods relevant to the design and application of integrated social science health research, (3) ability to read and comprehend global health and social science literatures concerning areas not directly related to their own research, and (4) prove they can design, conduct, analyze, and interpret a major, significant independent research project using the tools of social science that makes novel and unique contributions to knowledge that meets the highest professional and ethical standards. These outcomes will be assessed by grades in the core curriculum, satisfactory

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Learning Outcomes and Plan for Assessment (cont.)	performance in oral and written doctoral exams, and submission of a dissertation of a peer-review publishable standard.				
Projected Student Demand	5-year projected annual enrollment				
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
	8	16	24	34	45
Job Prospects	The degree seeks to meet the rapidly growing demands for advanced social science training for who intend to pursue careers as leaders in health research, intervention, or policy, both nationally and internationally, and those already trained or working in health arenas who seek advanced training in research-based social science, with the goal to improve the impact (meaningfulness, sustainability) of their activities, especially when working in cross-cultural or multicultural settings and/or with special populations (immigrants, tribes, minorities, those in poverty). The proposed degree offers improved career prospects over traditional disciplinary training in medical anthropology and other disciplinary approaches to health in the social sciences because it promotes a broader set of skills also relevant to employment in non-academic settings, such as governmental agencies, NGOs, and the commercial sector. The emphasis on practice and societal transformation and the relevance of the skills for current health practitioners also widens the potential employability of graduates compared to traditional disciplinary programs.				
Sources of Funding	Existing School of Human Evolution and Social Change (SHESC) faculty and resources including support staff are adequate to initiate the program.				
Budget Summary Bottom Line	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>		
Increments	0	0	0		
+ Previous Year	0	0	0		
Total Yearly Budget	0	0	0		

Attachment F
EXECUTIVE SUMMARY

Program Name/ Degree	PhD: Major in Nursing and Healthcare Innovation
Type of Request	Authorization to Implement New Academic Program/ Expedited: Duplicative
Requested by	Arizona State University - Downtown, College of Nursing & Healthcare Innovation
CIP Code	51.1608
Purpose of Program	<p>The PhD program focuses on: 1) Generating relevant knowledge for nursing and healthcare innovation science, which provides the evidence base for clinical practice and the education of consumers and nurses. 2) Integrating practice and research to produce scholarly citizens who use their acquired skills to meet society's health needs.</p> <p>The request for planning and implementation of the PhD will replace the current Doctor of Nursing Science (DNS) degree, and has been initiated at this time for two reasons: 1) The PhD degree is consistent with both the national initiative toward clear delineation of academic/scientist and clinical practice doctorates; and 2) the direction of Arizona State University as a New American University. Nationally, the American Association of Colleges of Nursing (AACN) is strongly encouraging Colleges of Nursing to move to two doctoral programs: one emphasizing advanced clinical practice (DNP), and one emphasizing research and scholarship (PhD). Further, the move to the PhD at this time is consistent with changes in the focus of the College of Nursing & Healthcare Innovation, and ASU as an institution. Arizona State University President Michael Crow, along with CONHI Dean Bernadette Melnyk, is setting a new gold standard for graduate education, including a clear focus on research and scholarship consistent with the PhD. The vision is for ASU to be the New American University, one with an unparalleled combination of academic and research excellence.</p>
Learning Outcomes and Plan for Assessment	<p>Students will acquire skills in the generation and application of theory to health phenomena in nursing research and practice. They will be trained to design and implement research according to protocol and with adherence to ethical standards. They will learn to analyze political, social, economic, and professional issues influencing health outcomes across populations as well as contribute to the development, implementation, and evaluation of health</p>

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Learning Outcomes and Plan for Assessment (cont.)	policy. Achievement of program outcomes will be assessed via capstone courses, successful completion of oral and written comprehensive exams, faculty review of student portfolios, and completion of dissertation research.				
Projected Student Demand	5-year projected annual enrollment				
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
	5	10	15	20	25
Job Prospects	<p>With a PhD, graduates are prepared to assume leadership positions in academic, research and healthcare institutions, giving direction on issues that will optimize quality of life and health resources across populations and settings.</p> <p>There is a critical need for nursing school faculty. Recent data indicate that nursing school enrollment has increased from 3.7 percent increase in 2001 to a 13 percent increase in 2005 (American Nurses Association). The National League for Nursing reports that in 2005 more than 147,000 qualified applicants, an increase of 18 percent over the year before, were rejected from the nation's nursing schools because there was not enough qualified faculty to teach them. The National League for Nursing estimates the total current number of budgeted, unfilled, full time nursing faculty positions in the country at 1,390. This represents a 32 percent increase since 2000.</p>				
Duplicative Program Justification	<p>Growth and increasing population diversity causes an increasing demand for health services and health professionals. Rapid growth and diversity challenge the state's ability to provide health care services. The decreasing number of qualified professionals employed in an increasingly complex health care system further compromises these services. Educational institutions must provide leadership in nursing education as well as develop health policy and scholarship. The demand for nursing in Arizona will continue to increase; it is essential that we increase the number of doctoral prepared nurses to educate the next generation and conduct research to improve health care delivery and the work environment for nurses.</p> <p>While the University of Arizona College of Nursing program has been essential in preparing the next generation of nurse researchers and educators, additional resources are needed to meet the demand for such leaders. A PhD program at Arizona State University will provide the needed resources and faculty to address the shortage of both nursing faculty and practicing nurses.</p>				

Justification for Expedited Review	<p>The proposed PhD program will replace the existing research intensive doctoral level degree, the Doctor of Nursing Science (DNS). The proposal to disestablish the DNS is currently in process and anticipated for Board approval in June. The PhD will continue the progress made through the DNS to generate needed research knowledge and make a positive impact on health status indicators in the state. It will prepare leaders who are responsive to societal needs, who can institute best practices for teaching in a clinical discipline, and who are committed to conducting research relevant to the community which improves health and clinical service delivery.</p>		
Sources of Funding	<p>The current DNS program has received funding from HRSA for program activities, with a focus on sustainability of resources. Presently, all resources necessary for implementation of the PhD are in place, including courses, faculty, equipment, and library resources. Incremental costs for implementing the program will be minimal.</p>		
Budget Summary Bottom Line	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Increments	\$175,865	\$112,235	\$ 61,223
+ Previous Year	\$508,569	\$684,434	\$796,669
Total Yearly Budget	\$684,434	\$786,669	\$886,634

Attachment G
EXECUTIVE SUMMARY

Program Name / Degree:	Doctor of Nursing Practice (DNP) Degree
Type of Request	Authorization to Implement New Academic Program: Duplicative
Requested by	Arizona State University – Downtown, College of Nursing and Healthcare Innovation
CIP Code	51.1699
Purpose of Program	<p>The proposed DNP program fulfills a strong local, regional, and national need for doctoral prepared advanced practice nurses. The proposed program is designed to be in full compliance with professional standards for the practice doctorate as put forth by the American Association of Colleges of Nursing (AACN). The program was developed in direct response to the October 2004 endorsement of the AACN position statement which recognizes the DNP as the appropriate credential for all advanced nursing practice roles by 2015. AACN developed this position after an intensive study of the health care system and the findings and recommendations of many national groups. Based upon the growing complexity of health care compounded by an escalating demand for services, burgeoning growth in scientific knowledge, and the increasing sophistication in technology, the nursing profession's current practice of preparing advanced practice nurses in master's degree programs is no longer adequate. The development of this degree and the movement of all current Master's of Science in Nursing specialty concentrations to this degree was addressed in the College of Nursing and Healthcare Innovation 2005 Strategic Plan, approved by the College Faculty Assembly.</p> <p>When the AACN published the plan that entry into advanced practice nursing would be at the level of the clinical doctorate by 2015, it was clear that all current Universities having advanced practice nursing programs would need to offer or add this degree.</p>
Learning Outcomes and Plan for Assessment	<p>Upon completion of the DNP program, the graduate will be able to:</p> <ol style="list-style-type: none"> 1) Integrate, synthesize, design, and translate theory based nursing and interdisciplinary knowledge to develop and evolve advanced practice nursing. 2) Promote culturally sensitive, holistic approaches for provision of advanced practice nursing care and services in a global community. 3) Evaluate and apply the best evidence in nursing to translate research into practice.

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<p>Learning Outcomes and Plan for Assessment (cont.)</p>	<p>4) Use nursing knowledge and innovations in technology and practice for the purpose of transforming the way healthcare is delivered to maximize healthcare outcomes. 5) Demonstrate effective and economically conscientious advanced nursing practice. 6) Provide advanced practice nursing knowledge, advanced practice nursing knowledge, skills, and leadership locally, regionally, nationally, and internationally. 7) Implement the advanced practice nursing role according to national standards of advanced nursing practice. 8) Mentor other nurses and healthcare professionals in evidence-based practice.</p> <p>A variety of methods will be used to evaluate learning objectives of this new curriculum. These will include exams, scholarly papers, using a problem-based case studies and presentations over the internet for fellow students. The capstone Evidence-Based Mentor Project will be presented to other graduate students and faculty using a poster presentation format. Each student will submit a manuscript on their project to a peer reviewed journal in their clinical area for future publication and will present their project in a podium or poster presentation at a national or international conference in their specialty concentration.</p>														
<p>Projected Student Demand</p>	<p style="text-align: center;">5-year projected annual enrollment</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>Year 1</u></th> <th style="text-align: center;"><u>Year 2</u></th> <th style="text-align: center;"><u>Year 3</u></th> <th style="text-align: center;"><u>Year 4</u></th> <th style="text-align: center;"><u>Year 5</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">128</td> <td style="text-align: center;">148</td> <td style="text-align: center;">266</td> <td style="text-align: center;">354</td> <td style="text-align: center;">354</td> </tr> </tbody> </table>					<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	128	148	266	354	354
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128	148	266	354	354											
<p>Job Prospects</p>	<p>Due to the nursing shortage, jobs are projected to be available for all advanced practice nurses graduating during the years projected in the above table (2008-2012). The national rate of growth in graduations in master's degree programs is approximately 5% per year. This growth rate was used to calculate the number of new graduates from advanced practice nursing programs beginning in 2008, the first year that ASU will have DNP graduates, through 2012. To determine job openings each year, the total number of graduates for the year was increased by the projected percent of shortage for that year.</p> <p>The projected shortage was determined by using data from the Bureau of Health Professions. These data provide projections for the demand for nurses (based on the growth and</p>														

<p>Job Prospects (cont.)</p>	<p>composition of the population); the supply of nurses; and the proportion that the supply will fall short of the demand. The projected percent shortage for 2008 through 2012 range between 11 – 17%. The Pew Commission supports doubling the number of advanced practice nurses to meet the needs of underserved populations, particularly in rural areas.</p>																										
<p>Duplicative Program Justification</p>	<p>Even with the increase in enrollment of nursing students over the last few years, the increased age of practicing nurses and their retirement from the workforce, combined with the lack of qualified faculty to teach, will keep the existing nursing programs in the State of Arizona from making a significant impact on the need. This program is designed to increase the number of clinical faculty with qualifications to teach, since the limited number of qualified (certified, licensed, doctoral prepared) faculty available to teach in this program will prevent us from admitting the numbers of students we could be admitting to help ease the nursing shortage and the future demand.</p> <p style="text-align: center;">EXISTING PROGRAMS ARIZONA UNIVERSITY SYSTEM 5-Year Projected Enrollment</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>Program</u></th> <th style="text-align: center;"><u># Student</u></th> <th style="text-align: center;"><u>1st Yr.</u></th> <th style="text-align: center;"><u>2nd Yr.</u></th> <th style="text-align: center;"><u>3rd Yr.</u></th> <th style="text-align: center;"><u>4th Yr.</u></th> <th style="text-align: center;"><u>5th Yr.</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">University Of Arizona</td> <td style="text-align: center;">12</td> <td style="text-align: center;">12</td> <td style="text-align: center;">20</td> <td style="text-align: center;">20</td> <td style="text-align: center;">25</td> <td style="text-align: center;">25</td> </tr> </tbody> </table> <p style="text-align: center;">ASU NEW PROGRAM 5-Year Projected Enrollment*</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u># Student</u></th> <th style="text-align: center;"><u>1st Yr.</u></th> <th style="text-align: center;"><u>2nd Yr.</u></th> <th style="text-align: center;"><u>3rd Yr.</u></th> <th style="text-align: center;"><u>4th Yr.</u></th> <th style="text-align: center;"><u>5th Yr.</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Majors</td> <td style="text-align: center;">128</td> <td style="text-align: center;">148</td> <td style="text-align: center;">266</td> <td style="text-align: center;">354</td> <td style="text-align: center;">354</td> </tr> </tbody> </table> <p>* Numbers are based on full time enrollment for students entering with a Bachelors degree and Part-time enrollment after the first year for students entering with a Masters degree. These numbers are based on admission once a year to the degree at each entry.</p>	<u>Program</u>	<u># Student</u>	<u>1st Yr.</u>	<u>2nd Yr.</u>	<u>3rd Yr.</u>	<u>4th Yr.</u>	<u>5th Yr.</u>	University Of Arizona	12	12	20	20	25	25	<u># Student</u>	<u>1st Yr.</u>	<u>2nd Yr.</u>	<u>3rd Yr.</u>	<u>4th Yr.</u>	<u>5th Yr.</u>	Majors	128	148	266	354	354
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Duplicative Program Justification (cont.)	The existing program at the University of Arizona is offered as an online distance program. That program has a different focus and only offers options in Adult, Family, Psych-Mental Health and Acute Care. The proposed DNP offers 9 concentration areas and will be a fusion of traditional face to face and Web-enhanced courses using both synchronous and asynchronous formats providing access for students who live and work at a distance. The goal is to increase accessibility of the program by applicants who live in the rural areas of Arizona as they are the students most likely to continue to work in these underserved areas.
Sources of Funding	State general fund incremental funding for one new faculty (with ERE). We intend to request a program fee to cover the additional cost of online education, immersion, and additional technical support required to run this program. Additionally, we are submitting a HRSA grant for the DNP program.

Budget Summary Bottom Line	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Increments	\$ 671,290	\$ 161,850	\$ 768,500
+ Previous Year	\$1,073,351	\$1,744,641	\$1,906,491
Total Yearly Budget	\$1,744,641	\$1906,491	\$2,674,991

Attachment H
EXECUTIVE SUMMARY

Type of Request	Authorization to Plan New Degree Program
Degree Title and Program Name	Bachelor of Science in Interdisciplinary Studies (BSIS) Degree
Requested by	Northern Arizona University, College of Social and Behavioral Sciences
Level	Graduate Program <input type="checkbox"/> Undergraduate Program <input checked="" type="checkbox"/>
CIP Code	24.01.01
Type of Program	Unique Duplicate <input checked="" type="checkbox"/>
What is the purpose of this program?	<p>The proposed Bachelor of Science in Interdisciplinary Studies (BSIS) degree is a companion degree to the Bachelor of Arts in Interdisciplinary Studies degree (previously known as the Bachelor of Arts in Liberal Studies [BAiLS]) degree which was approved for a name change effective fall 2007. This document will refer to both the newly named BAIS and the BAiLS interchangeably.</p> <p>The BSIS is a multi-disciplinary degree, available to students from different academic areas. For administrative purposes the program is housed in the College of Social and Behavioral Sciences. An appointed committee of faculty from the academic colleges oversees the program.</p> <p>The purpose of the BSIS program is to provide students a broad liberal arts and science-based curriculum that allows the student to explore two or more disciplines at the baccalaureate level in anticipation of specializing in one discipline at the graduate level. The program prepares students for entry into a profession or occupation that requires a broad general education, and allows students to design an undergraduate curriculum to prepare for entry into Medical or Law school.</p> <p>The program also serves our distance students and older, returning students by enabling them to establish a cohesive undergraduate set of courses and meet graduation requirements in a reasonable period of time.</p>
What is the State's need for this program?	<p>The local, regional, and national need for this program is evidenced by enrollments in our BAiLS program over the past 15 years. By moving to both a BA and BS in Interdisciplinary Studies, we are strengthening the curriculum and giving students the option for a more science and quantitative-</p>

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<p>What is the State's need for this program? (cont.)</p>	<p>based degree. Approximately 17% of the off-campus undergraduate enrollment is in the BAiLS program. Serving these students is consistent with Northern Arizona University's mission to serve the citizens of Arizona regardless of physical location.</p> <p>The BAIS program represents a significant portion of the distance enrollment at NAU and serves a significant number of students. It also serves the following two distinct groups:</p> <ul style="list-style-type: none"> • Students who transfer a large number of hours from other institutions to NAU and find that their transfer hours fit the BAIS degree better than other degree paths. These students tend to be largely non-traditional, older students who have changed both majors and institutions of higher education several times. • Students who began their course of study at NAU in Flagstaff and then have had to move to another location. These students are unable to finish their original degree choice, but they are able to use the course work they have taken to complete a BAIS degree.
<p>What is the projected student demand for this program?</p>	<p>The current active enrollment in the BAIS program is approximately 500 students. The average active annual enrollment from 1997 to 2003 was 473 students. During the same time period an average of 220 students graduated annually.</p> <p>A report run September 6, 2005 and July 5, 2006 indicate 1,059 and 1,155 students respectively in the BAIS program. These numbers include students who have enrolled in at least one course at NAU during the past three semesters.</p>
<p>How does this program meet the University's strategic goals?</p>	<p>One of NAU's strategic goals is to serve statewide students located outside of the Flagstaff area. This program is an integral part of meeting that goal in that it offers a degree program to place-bound students who are not physically able to attend NAU in Flagstaff or Yuma.</p>

DUPLICATIVE PROGRAMS A. Other Programs Offered in Arizona	The University of Arizona offers a Bachelor of Arts in Interdisciplinary Studies and Arizona State University offers a Bachelor of Arts in Integrative Studies and a Bachelor of Interdisciplinary Studies. Neither institution offers a Bachelor of Science in Interdisciplinary Studies degree.
B. Rationale for planning/implementing a duplicative program.	The proposed BS in Interdisciplinary Studies degree would be duplicative only in name. The structure of NAU's BAIS degree and proposed BS in Interdisciplinary Studies degree is distinctive, featuring a foundation requirement of courses that develop communication skills, an in-depth, structured interdisciplinary emphasis designed by faculty (21-28 units), and a structured interdisciplinary focus requirement. The interdisciplinary programs at UA and ASU allow for more individualization. The BSIS is grounded in research methods, statistics, scientific discovery and/or logical reasoning, and provides a unique interdisciplinary experience to Arizona learners.
What new resources are anticipated for this program?	No new resources will be required to implement this program. Current resources for the BAiLS program will be used to advise and mentor students in the BA and BS in Interdisciplinary Studies.

Attachment I
EXECUTIVE SUMMARY

Program Name/Degree	Bachelor of Arts in Interdisciplinary Studies / Bachelor of Science in Interdisciplinary Studies
Type of Request	To Exceed the 64 Credit Transfer Limit For Arizona Community Colleges Transfer
Requested by	Northern Arizona University, College of Social and Behavioral Sciences
Implementation Date	Fall 2007
Summary of Request	<p>Northern Arizona University requests approval to accept up to 90 lower division credit hours of transfer work from community colleges for application toward the NAU Bachelor of Arts in Interdisciplinary Studies (BAIS); Bachelor of Science in Interdisciplinary Studies (BSIS) degree with an emphasis in either Humanities or Public Management.</p> <p>This request for exception to the 64 credit transfer limit will support students from the community colleges by encouraging completion of the associate degree and speed time to degree. Of the 120 credits required for these degrees, a minimum of 30 credits must be at the upper division level and must be earned from NAU.</p>
Rationale	<ul style="list-style-type: none"> • This degree increases access to the baccalaureate, supporting the December 2005 recommendations and approvals from the Joint Conference Committee, the university and community college presidents, the Arizona Board of Regents and Community College Trustees to increase transfer credits for select programs and to increase the number and scope of partnerships between universities and community colleges in Arizona. • Currently NAU accepts a maximum of 64 community college transfer credits into most degree programs. Many students, however, transfer additional credits from other universities, and those credits may also be at the lower-division level. • An increasing number of accredited institutions from out-of-state (five, to date) are partnering with Arizona community colleges to deliver degrees that incorporate up to 90 community college transfer credits. The BAIS/BSIS offers students that same opportunity at an Arizona public university.

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<p>Rationale (cont.)</p>	<ul style="list-style-type: none"> • This request will allow NAU to remove barriers to degree completion. Students will be able to complete their programs of study at the community college and transfer to the university without loss of credit. Upper division requirements can be met through NAU Distance Learning. • These degrees deliver substantive content and clear structure. Within the two degree options there are two distinct Emphasis Areas. The upper division requirements are highly structured and must be completed through NAU. • Both degrees require intensive writing and a capstone course. There are no free electives, but there are options for students to take courses within a specified list of required courses. The coherency of the program is provided by the emphasis area for the program that consists of twenty-one to twenty-eight credit hours in the discipline. • To avoid deficiencies students are strongly encouraged to complete both the Arizona General Education Curriculum (AGEC) and an associate degree through an Arizona community college. • The proposed increase in credit transfers will: <ul style="list-style-type: none"> - Provide greater access to the baccalaureate - Enhance course transferability - Compare favorably with competing programs offered by out of state institutions at a lower cost - Increase the number and scope of university-community college partnerships
<p>Number of Students Affected</p>	<p>This is an innovative program in line with AZUN objectives and is designed to be scalable to meet student demand.</p>
<p>Resources Required/Impact on Funding</p>	<p>None. This degree completion program has already been developed.</p>

Attachment J
EXECUTIVE SUMMARY

Program Name/ Degree	Professional Science Master's: Major in Economic Geology
Type of Request	Authorization to Implement New Academic Program: Unique
Requested by	University of Arizona, Department of Geosciences, College of Science
CIP Code	40.0699
Purpose of Program	<p>The purpose of this program is to provide training for geologists in the global mineral industry who want to return to school to further their careers. The Professional Science Master's (PSM) in economic geology aims to meet the needs primarily of economic geologists, although students interested in land management and public policy would also be well served. The main target group consists of young professionals who have obtained bachelor's degrees in geosciences and have a job in the minerals industry but wish to obtain further training that will allow them to compete globally with other professionals for career-track positions leading to management opportunities. The program will also address the request by industry that a Professional Master's degree be offered in economic geology that emphasizes cross-disciplinary training in business, engineering, and other fields. The program would be affiliated with the Professional Master's Degree Program of the College of Science at The University of Arizona. Successful implementation of the program would contribute to fulfilling the goals of the Sloan Foundation to implement new professional science master's programs nationally and across the State of Arizona. The goal of the Alfred P. Sloan Foundation program at the University of Arizona is to increase the number of underrepresented minority students receiving Ph.D.s in mathematics, natural science, and engineering fields.</p>
Learning Outcomes and Plan for Assessment	<p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Understand the various types of economic mineral deposits, their occurrence in geologic time and distribution on the Earth, and the principal genetic processes that lead to their formation. 2. Be able to identify indications of mineralization, be able to map those features in the field, and be able to interpret their potential economic significance. 3. Understand the business context of the minerals industry. 4. Understand the geologic contribution to the stages by which mineral occurrences become economic, through exploration, development, mining, and closure.

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<p>Learning Outcomes and Plan for Assessment (cont.)</p>	<p>5. Be able to communicate geologic facts, observations, and interpretations orally and in writing.</p> <p><u>Plan for Assessment:</u> Student assessments in each case will be done through problem sets, oral presentations, term papers, examinations, and laboratory exercises that are provided in classes offered through the courses in this program. Field trips and associated field exercises are important components of the teaching and assessment effort. The program culminates in a research project that includes a written report reviewed by a faculty advisor and a public presentation of the results as a poster presentation or oral presentation. We will also be able to evaluate student outcomes through our contacts with employers and members of the economic geology community after students have returned to the workforce.</p>				
<p>Projected Student Demand</p>	<p>5-year projected annual enrollment</p>				
	<p><u>Year 1</u></p>	<p><u>Year 2</u></p>	<p><u>Year 3</u></p>	<p><u>Year 4</u></p>	<p><u>Year 5</u></p>
	<p>3</p>	<p>4</p>	<p>5</p>	<p>7</p>	<p>8</p>
<p>Job Prospects</p>	<p>There is strong interest in this type of program based on our conversations with managers in the mineral industry and potential students. This program in economic geology is designed to meet the needs of the global minerals industry and the State of Arizona. The size of the global industry continues to grow with increase in population and demand for a higher standard of living, which requires mineral products. The industry has historically had an important role in the state, and it remains a significant part of the economy and a source of high-paying jobs. Even during the industry's long slump in the last decade, the direct value (excluding economic multipliers) of Arizona's annual mineral production was well over two billion dollars. The industry turned around several years ago and is now in a boom period: a new copper mine is being constructed near Safford; a major new copper deposit is in the early stages of development near Superior; and exploration activity in Arizona has returned to vigorous levels. Even as mineral production gradually shifts more to developing and underdeveloped countries, Arizona and the West remain a geology and mining center. The developing world depends on the United States for educational leadership, and the bulk of the minerals education resides in the West. This program strengthens The University of Arizona in its position as the only major research university with a large program in mineral resources.</p>				

Sources of Funding	A new endowed chair, the Lowell Chair in Economic Geology, provided the opportunity to add a faculty member in the Department of Geosciences, in part to initiate and direct this program. No other additional faculty are needed to implement this program. The operating funds of the Chair and revenues from courses taught as continuing education will support operations, recruitment, the web site, and other administrative costs. There are no impacts on the Geosciences departmental budget.		
Geosciences Department Budget			
Budget Summary Bottom Line	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Increments	\$ 35,035	\$ 46,189	\$ 57,737
+ Previous Year	\$9,105,932	\$9,140,967	\$9,187,156
Total Yearly Budget	\$9,140,967	\$9,187,156	\$9,244,893

Attachment K
EXECUTIVE SUMMARY

Program Name/ Degree	PhD: Major in Women's Studies
Type of Request	Authorization to Implement New Academic Program: Unique
Requested by	University of Arizona, Department of Women's Studies, College of Social and Behavioral Sciences
CIP Code	05.0207
Purpose of Program	The PhD program in the Department of Women's Studies will train scholars and teachers in the growing, dynamic interdisciplinary field of Women's Studies. The degree requires 36 units in the major, beyond those conferred in a master's degree, and nine units in a related minor field. Graduates will produce original knowledge in the field of women's studies; possess a firm foundation in diverse theories of gender, gender oppression, social theory, the relation of gender to race, ethnicity, sexuality, and transnational economics and political processes, and the relation of theories to social movement. The University's particular expertise in the areas of Chicana/Latina Studies, transnational feminism, and women's health create opportunities for cross-departmental and cross-college partnerships that enhance the inherent interdisciplinary dimensions of this field of study.
Learning Outcomes and Plan for Assessment	<p><u>Learning Outcomes:</u></p> <ul style="list-style-type: none"> a. Students will produce original knowledge in the interdisciplinary field of Women's Studies. b. With flexible training in both academic and applied methodologies in both the Southwest Institute for Research on Women (SIROW) and teaching sides of the department, students will be able to assess and select research methods taking feminist critiques of various methods into account. c. Students are expected to have a firm foundation in diverse theories of gender, gender oppression, social theory, the relation of gender to race, ethnicity, sexuality, and transnational economic and political processes, and the relation of these theories to social movements. d. Program participants will learn the skills to write grants and develop funding for projects. e. Students will be prepared for employment in academe, industry, government, NGOs, or the non-profit sector.

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<p>Learning Outcomes and Plan for Assessment (cont.)</p>	<p><u>Plan for Assessment</u>: Students will be assessed through a review of their academic credentials; grading of required papers and oral presentations in seminars; qualifying exam or master's thesis; comprehensive exams; dissertation; dissertation defense; annual written progress reports, produced by mentors in consultation with students; students' feedback regarding individual outcomes to the department through course evaluations; feedback from graduate student representatives to the Graduate Studies Committee.</p> <p>Program assessment through student outcomes will be done by tracking average time to degree; evaluating breadth and depth of curriculum in terms of faculty satisfaction with what students know and are able to do; evaluating students' and graduates' professional development (e.g., conference presentations, publications); placement of graduates; learning from employers whether students were appropriately prepared; conducting ongoing self-assessment, annual reports, and Academic Program Reviews; realigning the program as needs change through discussions in the Graduate Committee and faculty meetings.</p>														
<p>Projected Student Demand</p>	<p style="text-align: center;">5-year projected annual enrollment</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>Year 1</u></th> <th style="text-align: center;"><u>Year 2</u></th> <th style="text-align: center;"><u>Year 3</u></th> <th style="text-align: center;"><u>Year 4</u></th> <th style="text-align: center;"><u>Year 5</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">8</td> <td style="text-align: center;">12</td> <td style="text-align: center;">16</td> <td style="text-align: center;">20</td> </tr> </tbody> </table>					<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	4	8	12	16	20
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>											
4	8	12	16	20											
<p>Job Prospects</p>	<p>Arizona has an urgent need for the kind of knowledge, intellectuals, and leaders that doctoral-level education can provide. Arizona's problems—and its strengths—are multifaceted and complex, and require interdisciplinary research and problem-solving. Our current research projects on women and gender provide the context in which we can continue to train the next generation of leaders for Arizona and the nation as a whole. The University of Arizona's Women's Studies Department is committed to the premise that academic and applied research, theory and practice, are inseparable, and both our curriculum and our research reflect both the richness of Arizona's history and the problems it faces.</p>														
<p>Sources of Funding</p>	<p>The current Women's Studies faculty (core and affiliate) are adequate to support the Ph.D. program. Interest income from the Women's Plaza of Honor Endowment will be directed toward student support.</p>														

Attachment K

Budget Summary Bottom Line	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Increments	\$ 30,000	\$ 30,000	\$ 30,000
+ Previous Year	\$805,819	\$835,819	\$865,819
Total Yearly Budget	\$835,819	\$865,819	\$895,819