

**EXECUTIVE SUMMARY**

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**ACTION ITEM:**       **Academic Program and Organizational Unit Change Requests and Summary Report on Program and Organizational Changes Approved by the Executive Director**

**ISSUE:**    The Board is asked to authorize the following requests:

- **Arizona State University:** To plan two programs, History and Culture (BA) and Literature, Writing and Film (BA) at the Polytechnic campus; to establish three centers: American Indian Policy and Leadership Development Center, the Center for Law, Leadership, and Management, and the Center for Social Dynamics and Complexity at the Tempe campus.
- **University of Arizona:** To implement three programs: Africana Studies (BA) and Microbiology (MS and PhD), using the expedited one-step process; reorganize the Department of Microbiology & Immunology into the Department of Immunology, and to establish the William H. Rehnquist Center on the Constitutional Structures of Government and Judicial Independence (The Rehnquist Center).

**BACKGROUND:**

**A. Authorization to Plan, Implement or Disestablish Degree Programs**

The Board is asked to review programs for planning, implementation, and elimination. 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 one-step. The usual steps in policy include:

- (1) The Board authorizes a university to begin planning a program (2-203 B)
  - The quality and cost of the proposed program and the university's readiness and ability to support the program 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 Planning Inventory (**Attachment A**).
- (2) The Board authorizes a university to implement a new program (2-203 C)
  - 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.

- If the program to be implemented will duplicate one or more existing programs offered by another public university in Arizona, a review of the justification under which the duplicated program was approved for planning must show that the rationale continues to be pertinent.

## **B. Authorization To Make Organizational Changes**

The Board is asked to review requests for organizational changes. According to Board policy 2-301, the following academic organizational changes require specific approval by the Board prior to implementation:

- Establishment or disestablishment of any college, school, division, or similar academic unit of a university;
- Establishment of any academic department.
- Establishment of any center, institute, laboratory, bureau, or other unit for teaching, research, or public service purposes.

Proposals for organizational change at the universities 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 for organizational change are reviewed by faculty and administrators at the other universities and reviewed by the Chief Academic Officers.

## **C. Presentation Of The Requests**

- Requests for academic program and organizational changes are presented separately for each institution.
- Summaries of the requests describing the programs listed below are attached to this executive summary along with the description of the resulting changes in the Academic Planning Inventory (**Attachment A**). The full text of the proposals will be distributed to the Board upon request.

## **DISCUSSION:**

### **Summary of Requests**

#### **Arizona State University**

Arizona State University requests authorization:

To plan new academic programs at the **Polytechnic campus**:

- B.A. with a major in History and Culture
- B.A. with a major in Literature, Writing, and Film

To establish three centers at the **Tempe campus**:

- American Indian Policy and Leadership Development Center
- The Center for Law, Leadership, and Management
- The Center for Social Dynamics and Complexity

*Executive summaries: Attachments C through G*

**University of Arizona**

University of Arizona requests authorization:

To implement three programs:

- B.A. with a major in Africana Studies
- M.S. with a major in Microbiology, using the one-step expedited process
- Ph.D. with a major in Microbiology, using the one-step expedited process

To reorganize: the Department of Microbiology and Immunology into the Department of Immunology in the College of Medicine, and change the name of the MS & PhD in Microbiology & Immunology to the MS & PhD in Immunology.

To establish one center: The William H. Rehnquist Center on the Constitutional Structures of Government and Judicial Independence (The Rehnquist Center).

*Executive summary: Attachments H through J*

**RECOMMENDATIONS:**

**It is recommended that the Board authorize the following ASU requests:**

- Planning approval for a B.A. with a major in History and Culture and a B.A. with a major in Literature, Writing, and Film, at the Polytechnic campus
- Establishment of the American Indian Policy and Leadership Development Center, the Center for Law, Leadership, and Management, and the Center for Social Dynamics and Complexity, at the Tempe campus.

**It is recommended that the Board authorize the following UA requests:**

- Implementation approval for the BA with a major in Africana Studies, an MS with a major in Microbiology and a PhD with a major in Microbiology (expedited).
- Establishment of the William H. Rehnquist Center on the Constitutional Structures of Government and Judicial Independence (The Rehnquist Center).
- Reorganize the Department of Microbiology and Immunology into the Department of Immunology in the College of Medicine, and rename the MS and PhD in Microbiology and Immunology to the MS and PhD in Immunology.

**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 22 programs as follows:

<b>SUMMARY OF PROGRAMS AUTHORIZED FOR PLANNING</b>				
<b>University (all campuses)</b>	<b>Bachelor's (B)</b>	<b>Master's (M)</b>	<b>Doctoral (D)</b>	<b>Total</b>
<b>ASU</b>	<b>9</b>	<b>5</b>	<b>2</b>	<b>16</b>
<b>NAU</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>
<b>UA</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>
<b>Total</b>	<b>12</b>	<b>7</b>	<b>3</b>	<b>22</b>

<b>ARIZONA STATE UNIVERSITY</b>	<b>Approval Date</b>	<b>Expiration Date</b>
<u>ASU – Tempe</u>		
ARTS & SCIENCES		
Gender Studies (D)	06/05	06/08
Sustainability (D)	11/05	11/08
Sustainability Studies (M)	11/05	11/08
Sustainability Studies (B)	11/05	11/08
Sustainability Science (M)	11/05	11/08
Sustainability Science (B)	11/05	11/08
ENGINEERING		
Software Engineering (B) <i>(Tempe and Poly Campuses)</i>	11/05	11/08
PUBLIC PROGRAMS		
Asian Pacific American Studies (B)	03/04	03/07
Tourism Development and Management (B)	06/04	06/07
LAW		
Tribal Policy, Law and Government (M)	06/04	06/07
<u>ASU-Downtown</u>		
PUBLIC PROGRAMS		
Nonprofit Leadership and Management (B)	08/05	08/08
Urban Studies (B)	08/05	08/08
Nonprofit Studies (M)	08/05	08/08
Master of Public Policy (M)	08/05	08/08
<u>ASU – Polytechnic</u>		
<b>History and Culture (B)</b>	<b>02/06</b>	<b>02/09</b>
<b>Literature, Writing, and Film (B)</b>	<b>02/06</b>	<b>02/09</b>

<b>NORTHERN ARIZONA UNIVERSITY</b>	<b>Approval Date</b>	<b>Expiration Date</b>
ARTS AND SCIENCES Environmental Studies (B)	04/05	04/08
HEALTH PROFESSIONS Speech-Language Sciences and Technology (B)	06/05	06/08
SOCIAL & BEHAVIORAL SCIENCES Applied Geographic Information Science (M)	04/04	04/07
<b>UNIVERSITY OF ARIZONA</b>	<b>Approval Date</b>	<b>Expiration Date</b>
<b>UA – MAIN</b>		
AGRICULTURE AND LIFE SCIENCES Crop Production (B)	06/04	06/07
<b>**#</b> Microbiology (M)	02/06	02/06
<b>**#</b> Microbiology (D)	02/06	02/06
BUSINESS & PUBLIC ADMINISTRATION Public & Non-profit Management (M)	01/04	01/07
LIBERAL ARTS # Africana Studies (B)	11/02	11/05
SOCIAL & BEHAVIORAL 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 expedited one-step implementation

**ATTACHMENT B**

**Transfer of an Academic Program  
(ABOR Policy 2-204.C.2.)**

University	Program	From	To
University of Arizona	Statistics (MS/PhD)	College of Science	Graduate Interdisciplinary Programs

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

University	From	To
Arizona State University (West Campus)	Department of Accountancy and Information Systems Management	Department of Accountancy
University of Arizona	McGuire Entrepreneurship program of the Karl Eller Center	McGuire Center for Entrepreneurship at the Eller College of Management

ATTACHMENT C

<b>Program Name / Degree:</b>	<b>B.A. in History and Culture</b>
<b>Type of Request</b>	<b>Authorization to Plan New Degree Program: Unique</b>
<b>Requested by</b>	<b>ASU, Polytechnic, East College</b>
<b>Implementation Date</b>	<b>Fall 2006</b>
<b>CIP Code</b>	<b>54.0101</b>
<b>Purpose of Program</b>	<p>This program will bring a new humanities subject-area major to the Polytechnic campus and will be a unique program for ASU. The program will include six specific tracks: (1) History and Philosophy of Science and Technology, (2) History for Secondary Teachers, (3) History and Culture of the American Southwest, (4) Archival Preservation and Digital Media, (5) Environmental History and Culture, and (6) History and Public Policy. A track may also be taken as a minor field for students from other programs or completed as a BIS concentration or as a certificate. The program will use new, interdisciplinary courses as well as some existing disciplinary-based courses. History and Culture is distinct from the History degree in Tempe and West and other programs in the state in a number of ways. First, the History and Philosophy of Science and Technology track is unique to ASU, as is the track on Archival Preservation and Digital Media. Secondly, none of the other campuses offer a concentration area exclusively focused on the History and Culture of the American Southwest, History and Public Policy, or Environmental History and Culture. Third, while the Tempe and West campuses do offer secondary certification in history, the demand for such a degree track in the East valley is strong. Because of the distinct character of ASU's Polytechnic campus, the program in History and Culture will differ from others in the state by focusing on applied aspects of the field of history as well as exploring the connection of science and technology to the humanities. Graduates of this program will be uniquely situated to understand and apply history to a wide variety of current challenges in the Southwestern United States and the world. This program will provide a broad range of interdisciplinary courses that will serve both majors in the program and also many other academic units and their programs. Specific tracks will offer courses that other science or technology students may choose as General Studies courses or may be required to take by their respective programs. Likewise, majors in History and Culture will take courses offered in other academic units as part of their elective choices in the major. This arrangement makes use of the expertise in other departments and introduces students to a wider variety of fields than traditional history programs. Some of these courses include those in Applied Biology, Digital Publishing and Photography, Spanish Language, Applied Ethics and the Philosophy of Science.</p>

## ATTACHMENT C

<b>Learning Outcomes and Plans for Assessment</b>	Upon completion of the degree program in History and Culture, students following each of the tracks will demonstrate the following learning outcomes: (1) A thorough knowledge and understanding of the past relating to their specific track; (2) well-developed analytical skills and the ability to find, assess, and evaluate historical evidence; (3) the ability to clearly express historical knowledge and understanding in both oral and written form; (4) application of historical knowledge to specific current problems or needs in the local area, region, or world. The program will use the following kinds of assessments: completion of senior exit testing in subject area; successful outcome of secondary education state testing; development and completion of an e-portfolio including written work such as research papers, analytical essays, and critical book reviews; completion and evaluation of a research or archival project; an oral presentation as part of the senior capstone course; completion of a significant research paper to be included in the e-portfolio; application of historical knowledge to specific current problems or needs in the local area, region, or world; research or preservation project designed to address needs of a local or regional business or organization; successful completion of student teaching in local schools.				
<b>Projected Student Demand</b>	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	70	90	110
<b>Job Prospects</b>	Some of our students will enter graduate programs. Also, there will be a strong and growing demand for graduates who focus on teaching history. There is also a growing number of jobs in history/public policy and history/environment.				
<b>Sources of Funding</b>	The cost of this program is anticipated in the five-year academic development plan for the Polytechnic campus. It will be funded through the state appropriation and tuition revenue				

ATTACHMENT D

<b>Program Name / Degree:</b>	<b>B.A. in Literature, Writing, and Film</b>
<b>Type of Request</b>	<b>Authorization to Plan New Degree Program: Unique</b>
<b>Requested by</b>	<b>ASU, Polytechnic, East College</b>
<b>Implementation Date</b>	<b>Fall 2006</b>
<b>CIP Code</b>	<b>23.0101</b>
<b>Purpose of Program</b>	<p>The new program would prepare students in the areas of writing and literary study traditionally taught in English programs, but would also integrate elements of film study, media, and technology appropriate to the mission and practical focus of ASU Polytechnic. The program will use new, interdisciplinary courses as well as some existing disciplinary-based courses. Each of the degree's six tracks will allow students to integrate practical and theoretical study, as well as providing a solid academic base in the liberal arts: (1) English for Secondary Teachers; (2) Imaginative Writing, Literature, and Digital Publishing; (3) Literature and Film; (4) Pre-Law; (5) Writing and Recording Family History; and (6) Writing for Special Purposes. The degree will allow students to explore diversity, creativity, community, and work as well as promoting critical thinking and a sophisticated level of information literacy. The establishment of this program will provide crucial support to Secondary Education English students, prepare students for entry to Law School, and firmly establish an interdisciplinary culture of learning and scholarship in writing and textual study at Arizona State University at the Polytechnic campus.</p> <p>Literature, Writing, and Film will allow students to develop their skills in professional, academic and imaginative writing (poetry, fiction, drama), as well as their interpretation of literary and non-literary texts and critical thinking. The program will stress cultural and information literacy. It will encourage the study of texts in their cultural context, and stresses the role of media and technology in the reading process. The philosophy of the program in Literature, Writing, and Film is that students should be offered an experience that integrates formal course work, independent and varied research, internships, and service opportunities. The program goal is preparing independent and effective scholars and professionals who can transition seamlessly into careers in writing and teaching, and who are well prepared for graduate or further professional study.</p>

## ATTACHMENT D

<b>Learning Outcomes and Plans for Assessment</b>	Upon completion of the degree program in Literature, Writing, and Film, students following each of the tracks will demonstrate the following learning outcomes: (1) A thorough knowledge and understanding of the content and writing skills relating to their specific track, (2) well developed analytical skills and the ability to find, assess, and evaluate evidence, (3) the ability to clearly express knowledge and understanding in both oral and written form, and (4) application of effective writing to specific current problems or needs in the local area, region, or world. To assess this learning, we will use the following kinds of assessments, which will vary from student to student: Completion of senior exit testing in subject area; successful outcome of secondary education state testing; development and completion of an electronic portfolio including written work such as research papers, analytical essays, and critical book reviews; completion and evaluation of a research or creative writing project; an oral presentation as part of the senior capstone course; completion of a significant research paper to be included in the e-portfolio; a research project designed to address needs of a local or regional business or organization; successful completion of student teaching in local schools.				
<b>Projected Student Demand</b>	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	70	90	110
<b>Job Prospects</b>	The job prospects look very strong for secondary English teachers in Arizona for the foreseeable future. Also, the degree will be appealing to students who plan to continue in graduate and professional programs.				
<b>Sources of Funding</b>	The cost of this program is anticipated in the five-year academic development plan for the Polytechnic campus. It will be funded through the state appropriation and tuition revenue				

ATTACHMENT E

<b>Center/Institute Name</b>	<b>American Indian Policy and Leadership Development Center</b>
<b>Type of Request</b>	<b>New Center or Institute</b>
<b>Requested by</b>	<b>Arizona State University</b>
<b>Description of Proposed Change/New Unit</b>	The American Indian Policy and Leadership Development Center is a new university-wide initiative administered by the College of Liberal Arts and Sciences at ASU, Tempe. The American Indian Studies Program, the Indian Legal Program in the College of Law, and the Center for Indian Education in the College of Education lead this inter-disciplinary initiative, which will bring together faculty from across the university, including faculty from the College of Liberal Arts and Sciences, the College of Law, the College of Education, the College of Nursing and the College of Public Programs.
<b>Purpose and Activities of Unit</b>	The goal of the Center is to generate new ideas and provide policy options for the resolution of both long-standing and emerging problems in the administration of Indian Affairs at the tribal, state, and national levels. The Center will study current issues in Federal Indian Law and Policy through community-based research defined together with the Indian nations themselves and conducted in collaboration with tribal representatives. The objective will be to tailor workable solutions that reflect the unique circumstances in each Indian community. The Center will study specific programs and recommend government structures and policies to improve efficiency and effectiveness in the implementation of programs, the conduct of intergovernmental relations, and the provision of services to tribal communities.
<b>Resources</b> <b>A. Faculty and Staff</b>	<p>A. Dr. Eddie Brown, Professor and Director of the American Indian Studies program, and Dr. Kevin Gover, Professor or Law and Affiliate Professor of American Indian Studies, will serve jointly as the initial Directors of the Center. The directors will report to an Executive Committee consisting of the deans or designees of the College of Liberal Arts and Sciences, College of Law and College of Education, as well as a representative of the Provost's Office. The Executive Committee will have management and budgetary oversight of the Center and its activities, and will report on the Center's activities to the Provost and the President.</p> <p>A Faculty Advisory Committee comprised of faculty from the primary sponsoring programs will serve as policy advisors to the directors, as well as primary researchers of the Center. The Center also will establish a cadre of affiliated faculty consisting of faculty members from throughout the University who share a commitment to the Center's objectives.</p>



ATTACHMENT F

<b>Center/Institute Name</b>	<b>Center for Law Leadership and Management</b>
<b>Type of Request</b>	<b>Establish a New Center or Institute</b>
<b>Requested by</b>	<b>Arizona State University, College of Law</b>
<b>Purpose of Program</b>	<p>The mission of the Center for Law Leadership and Management is to provide training opportunities for legal and business professionals in Arizona and nationally, and to increase the profile of the law school in the business community. The fees generated from seminars and events are to be utilized for law scholarships and facility improvements.</p> <p>The Center will utilize experienced local attorneys, business professionals, and ASU faculty as trainers, and will provide seminar attendees with practical, hands-on advice.</p>
<b>Purpose and Activities of Center/Institute</b>	<p>The goal of the Center is to become the leading provider of law-related business training in Arizona. Activities of the Center will include:</p> <p style="text-align: center;"><u>Activities, Projects and Programs</u></p> <ul style="list-style-type: none"> <li>• Legal, business management and leadership training for local businesses, trade associations, and chambers of commerce.</li> <li>• Educational seminars for legal professionals, including law school alumni. Arizona has 13,500+ licensed attorneys.</li> <li>• Legal, business management and leadership training for non-profits. Arizona has 19,000+ registered operating nonprofit organizations.</li> <li>• Business services, including online seminars, online resource library, business mentor services, and networking opportunities, web advertising, arbitration services, and meeting rooms for business meetings and events.</li> </ul>
<b>Resources</b>	
<b>A. Faculty and Staff</b>	A. The Center will be staffed initially by a full time Director and Program Coordinator. The law school will provide additional administrative support as needed.
<b>B. Physical Facilities and Equipment</b>	B. The law school will provide office space for the Director and Program Coordinator until a dedicated ASU facility or classroom becomes available in downtown Phoenix. The Center will rent space as needed during the interim for seminars and events, and seek donated space.

ATTACHMENT F

<p><b>Resources (cont.)</b></p> <p><b>C. Library Resources, materials, Supplies</b></p> <p><b>D. Sources of Funding</b></p>	<p>C. Current library resources are adequate at this time. The Center will utilize resources available at the law school, ASU and affiliated professional organizations.</p> <p>D. Staff salaries are to be funded by the law school. The Center's operational costs are to be funded by seminar and event fees, corporate sponsorships, and material sales.</p>
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ATTACHMENT G

<b>Center/Institute Name</b>	<b>Center for Social Dynamics and Complexity</b>
<b>Type of Request</b>	<b>Establish a New Center or Institute</b>
<b>Requested by</b>	<b>Arizona State University</b>
<b>Description of Proposed Change/New Unit</b>	The Center for Social Dynamics and Complexity will be located in the College of Liberal Arts and Sciences at ASU, Tempe. Building on successful dispersed activities in the areas of life sciences, psychology, human and family development, anthropology and mathematics, the Center will expand to build collaborations across the university and among other national and international universities. By providing a central organizational focus, the Center will foster and enhance collaborative activities among faculty and units across the university and with organizations outside the university.
<b>Purpose and Activities of Unit</b>	<p>The Center's basic goals are to:</p> <ol style="list-style-type: none"> <li>1. Actively promote research synergies by fostering cross-disciplinary, intra- and inter-institutional collaboration;</li> <li>2. Generate intellectual products that lead the way in complexity science, including workshops, symposia and publications to build recognition for ASU as a world leader in this area; and</li> <li>3. Offer seminars and research opportunities to train new scientists (graduate and undergraduate) in complex systems research.</li> </ol> <p>Primary activities include:</p> <ul style="list-style-type: none"> <li>• Providing opportunities for cross-disciplinary graduate training, including national and international exchange programs, with the goal of cross-training among disciplines and skills.</li> <li>• Developing a weekly seminar series for faculty and graduate students to present ongoing research and develop interdisciplinary collaborations.</li> <li>• Teaching collaborative courses at undergraduate and graduate levels. Center faculty will team-teach cross-disciplinary graduate seminars on topics relevant to social complexity.</li> <li>• Providing annual workshops and conferences that attract international attendance. One-day workshops will be organized around on-campus visits of key people in the area of social dynamics and complexity. In addition to their scholarly value, the workshops will increase awareness of the center to key personnel. An annual conference, open to faculty, staff and students from other academic and research institutions, will focus on issues in complexity science and social dynamics.</li> <li>• Leading collaborative cross-disciplinary groups to pursue federal and other external funding for large scale cross-disciplinary projects.</li> <li>• Facilitating individual research programs on specific questions in social complexity. Center members individually or in small groups will develop independent research within their own areas of expertise that intersects with the center's thematic goals.</li> </ul>

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## ATTACHMENT G

<p><b>Resources</b></p> <p><b>A. Faculty and Staff</b></p> <p><b>B. Physical Facilities and Equipment</b></p> <p><b>C. Library Resources, materials, Supplies</b></p> <p><b>D. Other Information</b></p> <p><b>E. Sources of Funding</b></p>	<p>A. Jennifer Fewell, Associate Professor in the School of Life Sciences, and William Griffin, Professor in the Department of Family and Human Development, will be the Center's co-directors, each devoting 25% time to the Center. A Steering Committee consisting of the co-directors and faculty representatives from each of the participating academic units will provide faculty oversight. Faculty affiliates will have identified interests relevant to social complexity and a commitment to participation in the center. The Center has no current staff. The College of Liberal Arts and Sciences has committed to three years' start-up funding to support a program coordinator.</p> <p>B. The Center will be housed in the 4<sup>th</sup> floor of Interdisciplinary Science &amp; Technology Building (ISTB) 1. No new funding or additional equipment will be required.</p> <p>C. No additional library acquisitions or special materials or supplies will be required.</p> <p>D. Establishment of the Center has no accreditation implications.</p> <p>E. The Center will be funded through reallocation of funds within the Office of the Vice President for Research, the College of Liberal Arts and Sciences and the collaborating units: School of Life Sciences (SOLS), Family and Human Development, School of Human Evaluation &amp; Social Change (SHESC), Psychology and Mathematics/Statistics. No new state appropriations will be requested. The Center is expected to become self-supporting through research funding within 2-3 years.</p>
<p><b>Other Information</b></p>	<p>The Center will have an immediate and lasting impact on what is likely to be a dominant research area of the 21<sup>st</sup> century – complexity science. Research in this area can provide immediate scientific impact in fields ranging from biology and economics to the behavioral and social sciences and computer science. Future discoveries will require trans-disciplinary teams with the intellectual breadth to determine the algorithms of social dynamics across diverse contexts, ranging from genomes to entire organisms, and from individuals to cultures. With its uniquely diverse expertise and its institutional commitment to intellectual fusion, ASU has the opportunity to become a leader in this important area and to shape the scientific community's philosophical and methodological approaches to social complexity. In accordance with Regents' Policy 2-301G, the center will be reviewed no later than five years from the implementation date.</p>

ATTACHMENT H

<b>Program Name/Degree</b>	<b>B.A. in Africana Studies</b>
<b>Type of Request</b>	<b>Authorization to Implement New Academic Program: Unique</b>
<b>Requested by</b>	<b>University of Arizona, College of Humanities</b>
<b>CIP Code</b>	<b>05.0201</b>
<b>Purpose of Program</b>	<p>The proposed undergraduate program is designed with an interdisciplinary focus to facilitate student academic engagement on the breadth and depth of the totality of African-American, African continent, and Caribbean and Afro-Latino experiences. The Africana Studies Program views its mission at The University of Arizona as enhancing the general academic quality of the institution through a comprehensive program of learning and study about the African American and African world, that is the people of the African Diaspora in the Americas and of Africa and around the globe, and in so doing promoting an educational ethos of cultural and ethnic diversity. It is committed to preparing students to live in an increasingly complex and diverse world. Opportunities to engage in international study programs at university affiliated sites in Egypt, Kenya, Zimbabwe, and South Africa will also be strongly encouraged.</p>
<b>Learning Outcomes and Plan for Assessment</b>	<p>The curriculum is structured to embrace a 24-unit common core, coupled with 12 units from two different areas of concentration. The common core includes course work in African-American studies, African-American history, Ancient African Civilizations, Africana Studies, research methods courses, and a practicum/internship, thus grounding students in the historical, philosophical, and cultural foundations embedded in Africana Studies as well as providing academic and professional /experiential opportunities to delve more deeply into the theoretical and professional applications of the common core. Concentration areas include Africana society, history, politics, and economics; Africana philosophy, ideology, and identity; and African literature and culture. Opportunities to engage in international study programs at university affiliated sites in Egypt, Kenya, Zimbabwe, and South Africa will also be strongly encouraged, as these international experiences would enhance the foundational course work.</p> <p>Through the Africana Studies program at The University of Arizona, students thus would be expected to expand their understanding and deepen their knowledge of the historical, geographical, political, economic, social, and religio-cultural complexity of peoples of African descent, through a rigorous theoretical education on campus.</p> <p>Assessment of student competencies in the core will be done through classroom assignments, oral and written presentations embedded within course requirements, and final exams. The required research, capstone, and practicum courses allow further opportunities to assess student knowledge and application of academic theory and concepts into professional workplace environments.</p>

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ATTACHMENT H

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>
	75	97	135	176	227
Job Prospects	The Africana Studies Program will equip students with tangible skills necessary for graduate study in the Africana Studies discipline and in preparation for vocations in areas such as education, law, medicine and health, social work, counseling, human resources, business, international relations, public administration, and other social service related professions.				
Sources of Funding	The development of this degree program is supported through the College of Humanities faculty recruitment planning process, with consultation with the Office of the Provost. The faculty directly hired into the Africana Studies program will provide the core of the instructional support for this program, along with supplementary support from faculty who teach cross-listed courses with Africana Studies.				
Budget Summary Bottom Line	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>		
Increments	\$	\$ 39,761	\$ 50,000		
+ Previous Year	\$	\$736,964	\$776,725		
Total Yearly Budget	\$736,964	\$776,725	\$826,725		

ATTACHMENT I

**Attachment A.1.**

<b>Program Name/Degree</b>	<b>Department of Immunology (formerly Dept of Microbiology &amp; Immunology)</b>
<b>Type Of Request</b>	<b>Reorganize Academic Department</b>
<b>Academic Unit Name</b>	<b>Department of Microbiology and Immunology, College of Medicine, The University of Arizona</b>
<b>Requested by</b>	<b>The University of Arizona, College of Medicine</b>
<b>Description of Proposed Change/New Unit</b>	<p>The proposed change would refocus the Department of Microbiology and Immunology, separate the degree offerings at the MS and PhD levels from microbiology and immunology, to a more focused study in immunobiology. As a result the following changes are proposed:</p> <ul style="list-style-type: none"> <li>• Rename existing Department of Microbiology and Immunology in the College of Medicine to Department of Immunobiology.</li> <li>• Rename existing MS and PhD major in Microbiology and Immunology in the College of Medicine to MS and PhD in Immunobiology (The CIP code program will now more accurately reflect revised National Center for Educational Statistics taxonomies; CIP: 26.0507)</li> </ul>
<b>Purpose and Activities of Unit</b>	<p>The central role of the immune system in maintaining health or causing disease is becoming better understood and appreciated. The recognition of this central role has created a need to shift the focus of the Department of Microbiology and Immunology from the study of host response to infectious disease to the study of immunologically-based diseases. To achieve this goal, the Department of Microbiology and Immunology will be renamed the Department of Immunobiology, with research and training efforts focused in the areas of autoimmunity, cancer, respiratory diseases and immunopathogenesis. The Department of Immunobiology will be reconfigured from the existing Microbiology and Immunology Department and will draw its membership from existing faculty in the Department of Microbiology and Immunology, other departments and Centers in the College of Medicine, such as the Arthritis Center, the Cancer Center, and the Respiratory Diseases Center.</p> <p>The Department of Immunobiology will retain its primary teaching function of providing instruction in the areas of medical microbiology and immunology to 2<sup>nd</sup> year medical students and graduate students as well as provide a vigorous graduate program at the MS and PhD levels in immunobiology, where the focus would be on the immunobiology of disease as a major area of investigation with research emphasis and graduate training in the areas of autoimmunity, cancer, respiratory immunology and microbial pathogenesis. This will also reinforce the research interests of the faculty with other basic sciences and clinical departments in the College of Medicine, in a joint effort to establish a strong interdisciplinary program for graduate and medical student education to better address the health needs of the people of Arizona. No new resources are required for this organizational unit change and the academic program name changes.</p>

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ATTACHMENT I

**Attachment A.2.**

<b>Program Name/Degree</b>	<b>M.S. and Ph.D. major in Microbiology</b>
<b>Type of Request</b>	<b>To Implement New Academic Program, Expedited: Duplicative</b>
<b>Requested by</b>	<b>University of Arizona, College of Agriculture and Life Sciences, Department of Veterinary Science and Microbiology</b>
<b>CIP Code</b>	<b>26.0502</b>
<b>Purpose of Program</b>	<p>Since 1990, the management of the Microbiology and Immunology graduate program has resided in the College of Medicine's Department of Microbiology and Immunology. During this time, the MS and PhD degrees with a major in microbiology and immunology have been awarded, with concentration areas in immunology, microbial pathogenesis, virology, environmental microbiology, microbial genetics, and infectious diseases. The separation of the Microbiology and Immunology program into two distinct programs aligns the disciplinary emphases within these programs more appropriate to their respective colleges.</p> <p>The graduate program in Microbiology will be implemented in the Department of Veterinary Science and Microbiology in the College of Agriculture and Life Sciences. Microbiology is a broad foundation science that has relevance to society in significant areas such as human, animal, and plant health, basic and applied research, genetic and biochemical transformation, and natural processes. The graduate program in microbiology, housed in the College of Agriculture and Life Sciences, will continue with the high quality educational program through existing coursework, existing and future laboratory research projects, and dedicated faculty members in several departments.</p> <p>The graduate program in Microbiology will be administered through the Department of Veterinary Science and Microbiology, with participating faculty from the Department of Immunobiology, the Department of Plant Sciences, and the Department of Soil, Water and Environmental Sciences. The Department of Veterinary Science and Microbiology is already the academic home for the undergraduate BS/microbiology degree program. Areas of research will include microbial genetics, environmental microbiology, virology, microbial pathogenesis and infectious diseases, within the discipline of Microbiology.</p> <p>Arizona State University (Tempe) offers MS, MNS, and PhD programs in microbiology through the School of Life Sciences, with focal areas in bacterial genetics, immunology, molecular biology, physiology and metabolism, and virology.</p>
<b>Learning Outcomes and Plan for Assessment</b>	Students in the graduate program in Microbiology in the College of Agriculture and Life Sciences at The University of Arizona are expected to have competence of basic knowledge in the disciplines of microbiology: microbial pathogenesis and infectious disease, microbial

ATTACHMENT I

<p><b>Learning Outcomes and Plan for Assessment (cont.)</b></p>	<p>genetics, environmental microbiology, and virology. They are also expected to have knowledge that is at the forefront of the student's research field; proficiency in scientific inquiry including skills of critical thinking, the ability to formulate hypotheses and solve them, the ability to analyze and interpret data, effective oral and written communication skills, the ability to engage in self-initiated learning and discovery, the ability to engage in self-criticism and self-evaluation, and the ability to work as part of a team to achieve these goals. Outcomes are assessed through tools such as course grades, graduate committee meetings, student seminar presentations, comprehensive exams, graduate theses, dissertation defense examinations, publication of work derived from graduate theses, annual student progress reports, graduate student alumni surveys, and employment history.</p>																								
<p><b>Projected Student Demand</b></p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="5">Microbiology</th> </tr> <tr> <th colspan="5">5-year projected annual enrollment</th> </tr> <tr> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> <tr> <td>4</td> <td>6</td> <td>10</td> <td>10</td> <td>10</td> </tr> </table>					Microbiology					5-year projected annual enrollment					Year 1	Year 2	Year 3	Year 4	Year 5	4	6	10	10	10
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4	6	10	10	10																					
<p><b>Job Prospects</b></p>	<p>Graduates from the program will be much sought-after by industry, government, research foundations, and academic institutions. As biotechnology industries grow in the region, nationally, and internationally, demand for qualified persons to move into these industries will be intense and the needs for scientists trained in the disciplines of Microbiology will continue.</p>																								
<p><b>Sources of Funding</b></p>	<p>The development of the degree programs are supported through the College of Agriculture and Life Sciences, with no new additional resources anticipated beyond what is planned as a natural expansion of the individual departments, in consultation with the colleges' leadership and the Provost.</p>																								

ATTACHMENT J

<b>Center/Institute Name</b>	<b>The William H. Rehnquist Center on the Constitutional Structures of Government and Judicial Independence</b>
<b>Type of Request</b>	<b>Establish a New Center/Institute</b>
<b>Requested by</b>	<b>University of Arizona, James E. Rogers College of Law</b>
<b>Purpose of Program</b>	The William H. Rehnquist Center on the Constitutional Structures of Government and Judicial Independence at The University of Arizona James E. Rogers College of Law ("The Rehnquist Center") will be a scholarly research center managed under the auspices of the James E. Rogers College of Law. The concept of a center to advance scholarship on the constitutional structures of government, the separation of powers, federal-state relations and the judicial branch of government, honoring the work of William H. Rehnquist, evolved over the years that the late Chief Justice of the United States was involved with the College, serving as Distinguished Jurist-in-Residence for more than a decade, and becoming a strong friend to the College and its students. In June 2005, he gave formal permission to pursue the establishment of a Center in his name devoted to these purposes. Chief Justice Rehnquist's family members, subsequent to Chief Justice's passing, have reaffirmed their consent for this proposal to ABOR move forward.
<b>Purpose and Activities of Center/Institute</b>	Among the basic goals of The Rehnquist Center are (i) to contribute meaningfully to the improvement of both scholarly and public knowledge about the judicial branch of government, constitutional federalism, separation of powers and the evolving role of the judiciary, all issues which inform its effectiveness and strength as part of the American democratic process; (ii) to serve the public with a non-partisan body of scholarship, and improved capacity to deliver public education about American constitutional law; (iii) to further the late Chief Justice Rehnquist's commitment to the vitality and institutional health of the judicial branch of government through non-partisan study, discussion and education. Among the Center's activities will be: (a) assessing research in progress in the areas of constitutional federalism, the role of the judiciary, and the separation of powers; (b) providing training to international jurists and lawyers on the nature and scope of the American judicial system, in conjunction and collaboration with existing rule of law, civil society, or good governance programs; (c) building national and community networks and capabilities to increase constitutional literacy and improve public understanding of the structure and role of the judicial branch of government.

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## ATTACHMENT J

<p><b>Resources</b></p> <p><b>A. Faculty and Staff</b></p>   <p><b>B. Physical Facilities and Equipment</b></p>  <p><b>C. Library Resources, materials, Supplies</b></p>  <p><b>D. Sources of Funding</b></p>	<p>A. In the initial year (FY 06), a portion of the time of two current professional staff members will be devoted to the project to establish The Rehnquist Center. They will continue to work with new Center staff in FY 07 and FY 08 to ensure continuity in the development of third-party support. Faculty from the Rogers College of Law will serve as advisors to The Rehnquist Center, and as external funding develops for The Rehnquist Center, administrative support personnel will be brought on board.</p> <p>B. No additional physical facilities will be required for the initial year (FY 06). When fully functioning in FY 07 and 08, The Rehnquist Center will be housed in the Rogers College facilities, which will undergo expansion and renovation.</p> <p>C. No additional requirements are expected from UA library resources for the initial year. Future specialized materials would be purchased through external funds raised by The Rehnquist Center.</p> <p>D. Financial support for The Rehnquist Center is expected through federal resources, private fund-raising, and foundation/corporate donations. Having received initial commitments from donors that indicate that support will be forthcoming from a broad range of individuals, the James E. Rogers College of Law leadership is confident that sufficient funding will be secured to establish the Center.</p>
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