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Schedule of Meetings

9:00 a.m. – 10:30 a.m. Finance, Capital and Resources Committee Meeting
(9:05 – 9:35 a.m. - Executive Session)
(Members: Taylor Robson, King, Shoopman, Ridenour, DuVal, Mata and Rusk, ex-officio Penley)

10:45 a.m. – 12:00 p.m. Academic Affairs and Educational Attainment Committee Meeting
(Members: Manson, DuVal, Taylor Robson, Shoopman, Rusk and Superintendent Hoffman, ex-officio Penley)

12:00 p.m. – 1:00 p.m. Break for Lunch

1:00 p.m. – 5:00 p.m. Special Board Meeting
(1:20 – 4:45 p.m. – Executive Session)
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ACADEMIC AFFAIRS AND EDUCATIONAL ATTAINMENT COMMITTEE MEETING
ARIZONA BOARD OF REGENTS

THIS IS A VIRTUAL MEETING

Thursday, January 28, 2021
10:45 a.m. – 12:00 p.m.

Members of the public may attend the public portion of the virtual meeting by viewing the livestream of the meeting.

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Committee Members:

Regent Lyndel Manson, Chair
Regent Ron Shoopman
Superintendent Kathy Hoffman

Regent Fred DuVal, Vice Chair
Regent Karrin Taylor Robson
Regent Anthony Rusk
Regent Larry Penley, (ex-officio)

10:45 a.m. CALL TO ORDER, GREETINGS, AND ANNOUNCEMENTS FROM THE COMMITTEE CHAIR

10:46 a.m. 1. Approval of Minutes

The board office asks the committee to review and approve the minutes from the November 5, 2020 Academic Affairs and Educational Attainment Committee Meeting.
10:50 a.m. 2. Discussion of the Arizona State University's Institutional University Metrics

The committee will engage in a discussion with Arizona State University regarding proposed institutional university metrics.

11:20 a.m. 3. Arizona Public Universities Strategic Financial Aid Discussion

The board office asks the committee to engage in a discussion with each university’s administration regarding their current financial aid strategies, risks, activities and practices.

11:50 a.m. 4. Request for New Academic Programs for the University of Arizona

The University of Arizona asks the committee to review and recommend for board approval the new program requests effective in the 2021-2022 catalog year.

12:00 p.m. ADJOURN

PLEASE NOTE: This agenda may be amended at any time prior to 24 hours before the committee meeting. Estimated starting times for the agenda items are indicated; however, discussions may commence, or action may be taken, before or after the suggested times. Any item on the agenda may be considered at any time out of order at the discretion of the committee chair. The committee may discuss, consider, or take action regarding any item on the agenda. During the meeting, the committee may convene in executive session pursuant to A.R.S. § 38-431.03(A)(3) for legal advice regarding any item on the agenda.
A meeting of the Arizona Board of Regents Academic Affairs and Educational Attainment Committee was held virtually on November 5, 2020.

Committee Members Present via video: Regent Manson, Chair, Regent DuVal, Vice chair Regent Taylor Robson, Regent Shoopman, Regent Rusk (at 9:05), Regent Penley, Superintendent Hoffman.

Other Regents Present via video: Regent Ridenour, Regent King, Regent Mata, Regent Dave.

From Arizona State University via video: Christine Wilkinson, Provost Searle, Fred Corey, Kent Hopkins, Rich Stanley, Maria Anguiano, Christian Osmena, Jesus Antonio Diaz, Sheila Ainlay, Arthur Blakemore, Pamela Garrett, Maria Coca, Libby Wentz, Ying Sun

From Northern Arizona University via video: Christy Farley, Provost Stearns, Erin Grisham

From the University of Arizona via video: President Robbins, Jon Dudas, Provost Folks, Barry Brummund, Greg Heilman, and Jessica Summers.

From the Board Office via video: Executive Director, John Arnold, Nancy Tribbensee, Chad Sampson, Jennifer Pollock, Samantha Blevins, Tom Merriam, Suzanne Templin, Lia Foy, Ryan Tucker.

Closed Captioner via video: Nicole Flaherty, Dave Wallenhaup.

Chair Manson called the meeting to order at 9:03 a.m.

APPROVAL OF MINUTES (Item 1)

Upon motion by Regent Manson, and second by Regent Penley, the committee approved the minutes of the September 10, 2020 Academic Affairs and Educational Attainment Committee Meeting.

Regents Manson, DuVal, Penley, Taylor Robson, Shoopman, and Rusk and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.

UPDATE ON DEPARTMENT OF EDUCATION (Item 2)

Kathy Hoffman, Superintendent of Public Instruction provided the committee with an update pertaining to hybrid learning for most of K-12 schools due to COVID-19, and programs that provide professional development for teachers who are in a digital teaching environment.

This was a discussion item; no action required.
Proposed Revision to ABOR Policy 2-210 “General Education” (First Reading) (Item 3)

Chad Sampson presented to the committee. The board office worked with the universities on an ongoing basis to adopt and a new general education policy. In these discussions, there have been clarifications to the policy language. Chad specifically reviewed with the committee proposed revisions that:

- Clarify that the knowledge, skills, and intellectual habits specified in the General Education policy are not simply a menu of curriculum options, but are requirements of all students
- Provide more specific elaboration of the content that should be covered under “American Institutions” and civic knowledge requirements
- Permit a broader variety of General Education assessment instruments beyond rubrics alone.

Chair Penley commented that it is now stated in the general education policy that every student will graduate with knowledge that not only will enable them capacity to perform effectively in their careers, but they will also graduate with a greater understanding of the values and responsibility of citizenship, and civil discourse.

Regent Taylor Robson also placed emphasis on civics, civil discourse, and United States history. She pointed out that the ability to collaborate is a quality that employers seek from graduates.

The provosts shared that they agree with the board’s thoughts on the policy and requested to be able to enlist their faculty to shape and design the curriculum.

Regent Shoopman asked for clarification on whether regents’ guidelines are prescriptive or set out as goals.

Regent Manson explained that there were many discussions with the universities during which she did not learn of aversions to the policy. The intent is to set out the goals, and let the universities achieve them how they see fit.

Superintendent Hoffman expanded on the need for greater understanding of diversity and inclusion around history of tribal nations, African-American history and the United States' relationship with Mexico.

Regent Penley appreciated the comments and stated that when these discussions began, his vision was that each of the universities develop their general education in a way that was an expression of their institution. He summarized that this is not a policy revision, but a clarification of general education, and that there is nothing new in policy, except for one thing, which is a requirement that all students graduate with a knowledge of American institutions and the responsibility of citizenship.
Regent Taylor Robson commented that faculty should retain a significant amount of discretion in how they achieve the goals that the board is setting forth; but she wanted to know if the faculty council has been involved at this point.

Chad said the faculty council has been briefed. Jessica Summers said faculty agreed and the policy seemed flexible and open to different kinds of interpretation.

Upon motion by Regent Manson, and second by Regent Taylor Robson, the committee approved forwarding to the board on first reading the Proposed Revision to ABOR Policy 2-210 “General Education” Regents Manson, DuVal, Penley, Taylor Robson, Shoopman, Rusk and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.

Discussion of Arizona State University’s Enterprise-wide Metric Targets and Strategic Forecast Measures (Item 4)

Rich Stanley from Arizona State University presented to the committee.

Mr. Stanley stated that the ASU’s proposed goals and forecasts are consistent with the Regents’ Promise to Arizona. These include areas that are a continuation of previous metrics, as well as new metrics, as stated in the Regents’ Promise.

Regent Manson wanted to clarify for the board, between the metric targets which are used as goals, and strategic forecast measures which are ways for the board to get an impression of the direction of the university, on a deeper level.

Regent Shoopman had a comment about clarifying language surrounding the metric for “goals not to exceed” vs. “goals to achieve”. Further he asked about the goal for the four-year graduation rate, that was not going to be tracked in the metrics.

Mr. Stanley stated that comparison to other universities provides context with goals; but the national reports track six-year graduation rates. Chad added that universities do look at four-year graduation rates, in order to keep student debt down; but for the metric, the committee defaulted to the industry standard of six-years.

Regent Shoopman supported an internal goal for a four-year graduation rate. Chad suggested that ABOR compiles internal reports that these numbers could possibly be reported.

Chad Sampson stated that discussions will continue with ASU and the regents’ working group to be completed and approved before Chair Penley leaves his position as board chair.

This was a discussion item; no action required.
Discussion of the University of Arizona’s Institutional University Metrics (Item 5)

Barry Brummund presented to the committee. He stated that the University of Arizona is working to align goals with the Regents’ Promise, as well as their own strategic plan.

In response to the presentation, Regent DuVal asked to engage with the universities at an appropriate time regarding specific metrics, as they relate to relevant state issues.

Regent Rusk asked about the goal of recruitment of diverse students, versus attainment of these students. Provost Folks agrees with Regent Rusk and concurs that these metrics require further discussions to make sure the traditionally underrepresented students’ needs are met.

Regents were complimentary of the unique and specific metrics outlines in the presentation. There were some comments pertaining to US News and World Report in terms of recruiting high potential students to keep up rankings, which could risk exclusion of a number of students.

Regent Manson raised a question noting that demographics of high school graduates do not match the demographics of college going students. Provost Folks requested time to look at data and possibly discuss with Superintendent Hoffman prior to a follow up discussion.

In following up with Regent Rusk’s earlier comments, Regent Penley noted that a balance must occur between UArizona’s rankings of US News and World Report and the enrollment of a diversified class. President Robbins affirmed that serving the students of Arizona, and including a metric for attainment as part of the metric for recruitment of diverse students.

Chad reviewed next steps in the finalizing of institutional metrics by June 2021.

This was a discussion item; no action required.

Fall Enrollment Report (Item 6)

Chad Sampson presented the Fall Enrollment Report to the committee.

Regent Ridenour asked about online growth, specifically from ASU. Provost Searle anticipates a continuation of rapid growth for online enrollment. ASU strives to make it as accessible as possible. There is a large array of undergraduate programs available but the growth in graduate programs continues to increase, as well.

Regent DuVal asked if one of the provosts would discuss the decline of international enrollment, and what if anything can the enterprise do to accelerate a rebound.

Provost Folks mentioned many factors including political rhetoric and visa accessibility that makes it uncertain for international students. There is still a strong interest for international students who are enrolling for online programs and are attending, as well as international
offerings at micro campuses and through global direct programs. President Robbins added that he felt that all three universities will be well positioned to facilitate pent up international demand when it is safe again for travel after the pandemic.

Regent King asked about gender differentiation enrollment where male enrollments are growing at a slower pace than female enrollments. Provost Folks noted that some work force fields, which are predominantly occupied by female workers, are likely now to require credentialing or some sort of post-secondary training, such as nursing, for example. Chad added that this is a national trend that is a focus in higher education over the past couple of years.

Upon motion by Regent Manson, and second by Regent Penley, the committee approved forwarding to the board for approval The Fall Enrollment Report. Regents Manson, DuVal, Penley, Taylor Robson, Shoopman, Rusk and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.

**Proposed Revision to ABOR Policy 2-223 “Academic Locations, Programs and Organizational Units” (First Reading) [Formerly “Academic Strategic Plan”] (Item 7)**

Chad Sampson presented to the committee.

This is a complete rewrite of the policy that establishes a regulatory framework for how the universities bring any program forward, what consultation is required, and how fast that consultation must occur.

To highlight some of the changes, it will require the board to approve any new academic locations. It also requires, consultation and potential approval for any program and degree location change.

Provost Searle mentioned that the new policy could delay processes in some situations.

Regent Penley stated that the board does not strive to be overly bureaucratic but it does have a need to have coordination, collaboration, and cooperation amongst the three universities. He encouraged some of the Provost Searle’s concerns be addressed.

Chad provided clarification in certain areas of the policy that refuted the claim that the new policy could seriously delay bringing new academic programs to market.

Jon Dudas stated that based on UArizona’s experience, the policy will hasten aspects processes in some circumstances.

Upon motion by Regent Manson, and second by Penley, the committee approved forwarding to the board on first reading the Proposed Revision to ABOR Policy 2-223 “Academic Locations, Programs and Organizational Units”. Regents Manson, DuVal, Penley, Taylor Robson, Shoopman, Rusk and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.
Request for New Academic Programs for Arizona State University (Item 8)

Provost Searle presented to the committee for the following request for new academic programs:

- Master of Science in Marketing and Customer Experience Management
- Master of Fine Arts in Art Education
- Doctor of Philosophy in Population Health
- Master of Science in Strength and Conditioning
- Master of Project Management
- Master of Human Resources and Employment Law
- Master of Science in Addiction Psychology
- Master of Science in Crime Analysis
- Master of Science in Futures and Design
- Bachelor of Arts in Education in Early Childhood Education
- Bachelor of Arts in Education in Physical Education
- Bachelor of Arts in Culture, Technology and Environment
- Bachelor of Arts in Race, Culture and Democracy

Regent Manson commented on the specificity of a degree and whether students are actually served by having a degree in such a finite specific arena, as opposed to a more broadly defined degree. She was referring to the Bachelor of Arts in Culture, Technology and Environment.

Provost Searle answered that the humanities faculty wanted to embed technology more richly into the humanities degree. This is an interdisciplinary opportunity for students to study both the humanistic kinds of issues, as well as the technology issues and bring them. He mentioned that they do disestablish degrees that students aren’t current enrolling.

Regent Taylor Robson asked if the committee could see a list of disestablished degrees. Provost Searle explained that Director Arnold approves disestablished degrees that are not high demand degrees such as STEM. Director Arnold will provide a report to the regents for programs that have been disestablished over the past two years.

Upon motion by Regent Manson, and second by Regent Shoopman, the committee approved forwarding to the board for approval the Request for New Academic Programs for Arizona State University. Regents Manson, DuVal, Penley, Taylor Robson, Shoopman, Rusk and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.

Request for New Academic Programs for Northern Arizona University (Item 9)

Provost Stearns presented to the committee for the following request for a new academic program:

- Master of Science in Geographic Information Science with Remote Sensing
Upon motion by Regent Manson, and second by Regent Shoopman, the committee approved forwarding to the board for approval the Request for New Academic Programs for Northern Arizona University. Regents Manson, DuVal, Penley, Taylor Robson, Shoopman, Rusk and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.

Request for Credit Exceptions for Northern Arizona University (Item 10)

Provost Stearns presented Northern Arizona University’s request for a credit exception for:

- Health Sciences: Fitness Wellness, Bachelor of Science

Upon motion by Regent Manson, and second by Regent Rusk, the committee approved forwarding to the board for approval the Request for Credit Exceptions for Northern Arizona University. Regents Manson, DuVal, Penley, Taylor Robson, Shoopman, Rusk and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.

Request for New Academic Programs for the University of Arizona (Item 11)

Provost Folks presented to the committee for the following request for new academic programs:

- Bachelor of Applied Science in Early Childhood, College of Applied Science of Technology
- Bachelor of Science in Applied Biotechnology, College of Ag & Life Sciences: School of Plant Science, Department of Nutritional Sciences, School of Animal & Comparative Biomedical Sciences
- Bachelor of Arts in Human Rights Practice, College of Social & Behavioral Science
- Bachelor of Arts in Fashion Industry Science and Technology, College of Ag & Life Science: School of Family & Consumer Sciences

Regent Manson asked why the Bachelor of Applied Science in Early Childhood, College of Applied Science of Technology does not include certification. Greg Heilman answered that this degree is geared toward a student that wanted to work in an early childhood setting, that doesn't require a certification but does require a bachelor’s degree.

Upon motion by Regent Manson, and second by Regent Shoopman, the committee approved forwarding to the board for approval the Request for New Academic Programs for the University of Arizona. Regents Manson, DuVal, Penley, Taylor Robson, Shoopman, Rusk and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.

AJOURNMENT

The meeting adjourned at 12:06 p.m.

Submitted by:

Debbie Sale, Committee Secretary
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Promise to Arizona

In June, the board adopted a Promise to Arizona in connection with its metrics update. The board promised to increase post-secondary attainment for Arizona students, to seek solutions to societal challenges and to do both while increasing quality and reducing cost. The new metric framework is intended to provide accountability towards fulfilling this promise.

Background and Discussion

Over the past year, the board engaged with the universities to update and revise the current metric framework. The new metric framework replaces the current metrics with:

- enterprise-wide university metrics
- strategic forecasts; and
- institutional university metrics.

The institutional university metrics are intended to reflect the distinct missions of each of Arizona’s three public universities. Each university’s institutional metrics are organized around three broad goals. Each goal will be underpinned by a set of metrics and measures that capture different dimensions of performance against the overall goal. It is anticipated that each university’s institutional metrics will be brought forward separately.

This winter the board office worked with Arizona State University to propose a set of institutional university metrics that support the institution’s mission and implement the board's vision for the university's future. The proposed metrics consider the university’s stated mission, charter, design aspirations, recognized strengths and weakness and the needs of Arizona.

Statutory/Policy Requirements

A.R.S. 15-1626(B) “General Administrative Powers and Duties of the Board”

Contact Information:
Chad Sampson, ABOR   chad.sampson@azregents.edu   602-229-2512
<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>Potential Metric</th>
<th>Specific Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Establish the Ira A. Fulton School of Engineering as</td>
<td>1.1 Bachelor’s engineering degrees</td>
<td>Number of bachelor’s degrees awarded by the Fulton school in a given year</td>
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<tr>
<td></td>
<td>among the top engineering schools in the United States</td>
<td>awarded</td>
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<td></td>
<td></td>
<td>1.2 Quality metrics TBD</td>
<td>Deliberating various external rankings</td>
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<td></td>
<td></td>
<td>1.3 Quality metrics TBD</td>
<td>Deliberating various citation and/or bibliometric measures</td>
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<tr>
<td></td>
<td></td>
<td>1.4 Research expenditures</td>
<td>Total expenses attributable to Fulton school researchers as reported in annual NSF HERD survey</td>
</tr>
<tr>
<td>2</td>
<td>Further develop ASU as an engine of social mobility by:</td>
<td>2.1 Pell-Grant student success</td>
<td>The gap between the 6-year graduation rate of Pell grant recipient students and the six-year graduation rate of non-Pell students (with the ultimate target being zero).</td>
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<tr>
<td></td>
<td>• ensuring that graduate demographics reflect Arizona’s</td>
<td>2.2 Demographic diversity of</td>
<td>The degree to which the racial/ethnic profile of ASU’s incoming class matches the racial/ethnic profile of Arizona public High School graduates</td>
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<tr>
<td></td>
<td>socioeconomic diversity;</td>
<td>incoming resident students</td>
<td></td>
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<td></td>
<td>• ensuring that ASU meets the needs of all learners through</td>
<td>2.3 Number of learners engaged</td>
<td>The number of learners engaged by ASU in a given academic year - further discussion required with ASU as to how to define ‘learner’.</td>
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<td></td>
<td>personalized, accessible, and adaptable pathways</td>
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<tr>
<td>3</td>
<td>Establish ASU as a leading global center for interdisciplinary</td>
<td>3.1 Interdisciplinary/Transdisciplinary Research Expenditures</td>
<td>NSF-HERD Interdisciplinary/Transdisciplinary Expenditures Ranking</td>
</tr>
<tr>
<td></td>
<td>research, discovery, and development</td>
<td>3.2 Research Impact of Signature</td>
<td>Externally sponsored research expenditures generated by Bodesign Institute, Global Futures Laboratory, and Mayo Clinic Partnership</td>
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<td></td>
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<td>initiatives</td>
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<td></td>
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<td>3.3 Technology transfer</td>
<td>Technology Transfer measure TBD</td>
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EXECUTIVE SUMMARY

Item Name: Arizona Public Universities Strategic Financial Aid Discussion

☐ Action Item

Requested Action: The board office asks the committee to engage in a discussion with each university’s administration regarding their current financial aid strategies, risks, activities, and practices.

Background and Discussion

In November 2020, the board received the most recent Financial Aid Report, which provides financial aid trends and analysis for Arizona’s public universities. The report and anticipated board office presentation to the committee will provide background for the committee to engage in a financial aid discussion with each university regarding its current financial aid strategies, risks, activities and practices.

The full report was provided separately to the board as part of the November Board Meeting materials, and is posted on the ABOR website.

Statutory/Policy Requirements


Contact Information:
Chad Sampson, ABOR  chad.sampson@azregents.edu  602-229-2512
Item Name: Request for New Academic Program for the University of Arizona

☑ Action Item

Requested Action: The University of Arizona asks the committee to review and recommend for board approval the new program request effective in the 2021-2022 academic year.

Background/History of Previous Board Action
As provided in the board policy, new program requests may be submitted throughout the year with the approval of the Academic Affairs and Educational Attainment Committee.

Discussion
The University of Arizona seeks to add one new program for implementation in the 2021-2022 academic year. This request is for the following new academic programs:

- Master of Arts in Philosophy, Politics, and Economics

All academic degree programs go through multiple review and approval processes to ensure their currency, quality, and relevance. Each year, the Provost initiates the academic planning process. The academic deans, in consultation with the directors of the academic units, submit information on all proposed new degrees, concentrations, minors, and certificates for the ensuing year, as well as changes to existing degree titles, program disestablishments, and creation of new organizations, organizational changes and disestablishments. Once reviewed and approved by the Provost, these initiatives begin the review process, including, as applicable, the curriculum committees in the academic unit, college, Graduate College, and University Senate. At each level, a substantive review of the proposed program is completed to ensure quality and to avoid redundancy with other programs. At any step in the approval process, programs can be tabled and/or returned to the academic unit for further clarification and/or revision.

Statutory/Policy Requirements
ABOR Policy 2-223.A, “The Academic Strategic Plan”

Contact Information:
Liesl Folks, UA Provost liesl@arizona.edu 520-621-3325
Chad Sampson, ABOR chad.sampson@azregents.edu 602-229-2512
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# New Academic Program Request

**University of Arizona**

<table>
<thead>
<tr>
<th>Name of Proposed Academic Program: Master of Arts in Philosophy, Politics, and Economics</th>
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<tbody>
<tr>
<td>Academic Department: Department of Political Economy and Moral Science</td>
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<tr>
<td>Geographic Site: Tucson</td>
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<tr>
<td>Instructional Modality: in person Tucson/Global flipped</td>
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<tr>
<td>Total Credit Hours: 30</td>
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<td>Proposed Inception Term: Fall 2021</td>
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**Brief Program Description:**
This proposal involves two MA pathways
(a) An Accelerated Master’s program building upon the highly successful undergraduate major in Philosophy, Politics, Economics & Law (to be offered on global microcampuses).
(b) A one-year intensive residential degree in PPE for students with BAs in, for example, Philosophy, Political Science and Economics.

The degree is focused on courses linking normative analysis to economic and political sciences. Students are given a firm grounding in empirical methods and analyses of markets and government, and normative (ethical) tools for evaluating their performance. The PPE MA is based on the Department of Political Economy and Moral Science educational philosophy that both academic environment and the workplace in the twenty-first century requires interdisciplinary participants as key actors in team-based work, but that interdisciplinary instruction is demanding. Unlike programs that simply draw on a wide variety of disciplinary courses and leave the students to draw interdisciplinary insights, the Department of Political Economy and Moral Science stresses interdisciplinary connections and methods in all its courses. The educational mission is to train individuals who are able to use the tools and concepts of the economics, philosophy and politics to participate in broader teams. Central to our vision is that in the twenty-first century those trained in disciplines will of course still be tremendously valued, but they will not work on their own, but function in collaborate teams, in which interdisciplinary skills will have a premium.

It is critical to stress that the PPE MA in no way duplicates economics or political science degree. PPE is an emerging discipline which (1) considers the normative (ethical) analysis of markets and governments and (2) employs the tools of economics to explore social dilemmas and problems of moral coordination posed by diverse societies. The 50 undergraduate programs in the US (and over 350 world-wide) indicate that it is a widespread response to the felt need to integrate philosophical and empirical analyses in understanding contemporary society and its problems.

**Learning Outcomes and Assessment Plan:**
> **Learning Outcomes, Intensive MA Pathway and Accelerated MA Degrees:**
> Students will be able to critically evaluate current research in the intersection of philosophy, politics and economics.
> Students will be able to identify and investigate substantive issues in social life requiring descriptive analysis using the methods of social philosophy, political science and economics.
> Students will be able to identify and investigate substantive normative issues requiring normative
Students will be able to research at a professional level specific problems of moral and political life using methods and arguments that integrate philosophy, political science and economics.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Source(s) of Evidence</th>
<th>Assessment Measure(s)</th>
<th>Data Collection Points</th>
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<tbody>
<tr>
<td>(1) Students will be able to critically evaluate research in the 555 with an intersection of philosophy, politics and economics.</td>
<td>Course-embedded assessments in PEMS 555 and PEMS 580, (2) term papers for admission.</td>
<td>(1) Blind referring of a random sample of five papers and writing sample for admission.</td>
<td>End of each PEMS to PEMS 580 current</td>
</tr>
<tr>
<td>(2) Students will be able to identify and investigate substantive issues in social life requiring descriptive analysis using the methods of social philosophy, political science and economics.</td>
<td>Course-embedded assessments in PEMS 501 and PEMS 530</td>
<td>Blind referring of course-embedded assessments on a 12 point scale from scale: A+ to E.</td>
<td>At close of PEMS 501 and PEMS 530</td>
</tr>
<tr>
<td>(3) Students will be able to identify and investigate substantive normative issues requiring normative analysis using the methods of social philosophy, political science and economics.</td>
<td>Final research paper from PEMS 570 (Directed Research)</td>
<td>(1) Blind referring of a random sample of five term papers on a 12 point scale from scale: A+ to E., (2) Comparison of writing samples for admission with term selected papers</td>
<td>At application and close of PEMS 540</td>
</tr>
<tr>
<td>(4) Students will be able to research at a professional level specific problems of moral and political life using methods and arguments that integrate philosophy, political science and economics.</td>
<td>Final research paper from PEMS 570 (Directed Research)</td>
<td>Blind referring of all graduating papers by two readers on scale: 1) Publishable 2) Publishable with minor revisions 3) Publishable with major revisions 4) Not Publishable</td>
<td>At close of PEMS 570.</td>
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### Assessment Measure:

**Degree of Improvements**

- Rotating two cycle of overall student learning.
- In the first year of the cycle evaluation of outcomes regarding:
  - Interdisciplinary research competency
  - Ability to identify and investigate substantive issues in social life requiring PPE methods

### Source(s) of Evidence

- **First year:**
  - Course-embedded assessments PEMS 555 and PEMS 570
  - Comparison of writing sample for admission with a submitted course-embedded assessment elective during last semester of MA work.

### Data Collection

- **Point(s):**
  - End of each PEMS 555 and PEMS 580
  - At start of degree, at close of last semester of MA work.
In the second year of the cycle, evaluation of student outcomes in terms of:
- ability to engage in normative analysis of social life
- ability to research PPE at a professional level.

**Second year:**
- Final essay in PEMS 540
- Compared to “Philosophy Paper” required as part of application to program.
- Student research paper from PEMS 570
- At application and close of PEMS 540
- At close of last semester of MA work.

<table>
<thead>
<tr>
<th>Job Placement</th>
<th>Student/Alumni Survey/Linkedin PPE Group</th>
<th>One year after graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD &amp; Law School Placement</td>
<td>Student/Alumni Survey/Linkedin PPE Group</td>
<td>At graduation; part of alumni survey; continuing on LinkedIn</td>
</tr>
<tr>
<td>Academic Program Review</td>
<td>Reviewers’ responses</td>
<td>Year 5 and every 7 years afterwards</td>
</tr>
</tbody>
</table>

**Projected Enrollment for the First Three Years:**

<table>
<thead>
<tr>
<th></th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMP</td>
<td>6</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Intensive MA*</td>
<td>--</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Global**</td>
<td>--</td>
<td>--</td>
<td>9</td>
</tr>
</tbody>
</table>

*Starts one year later
**Depending upon UA Global Contracts

Evidence used to determine projected enrollment:

**Evidence of Market Demand:**
Extensive markets analysis was conducted that indicated increasing demand for students trained in the skills characteristic of the PPE program.

Highlights:

**State-wide**
- Given the university’s employment classification categories:
- There were 715 job postings in the last 12 months.
- The number of jobs is expected to grow over the next 10 years.
- The average salary in Arizona for graduates of your program is $59,842

**Nationally**
- Given the university’s employment classification categories:
- There were 56,273 job postings in the last 12 months.
- The number of jobs is expected to grow over the next 10 years.
- The average salary in the nation for graduates of your program is $70,989

The Strada Foundation report on educational training notes, “they never catch up to STEM graduates in earnings, but liberal arts majors do perform well in the labor market, achieving substantially better outcomes than workers with less education. Among workers with liberal arts BAs, 82 percent are working (70
percent full-time), and the average full-time worker earns $55,000 annually, $20,000 more than high school graduates, but $5,000 less than the average college graduate. Two out of five liberal arts graduates, however, go on to earn graduate degrees, which further boosts their earnings to $76,000 annually, on average.  

Tucson’s recent employment growth rate has been one of the lowest in the southwest. It is critical to the mission of the University to prepare Tucson and the Arizona for future developments in employment prospects, and in particular to encourage “high tech” employment in Tucson and the state. Such employment is expected to be far more robust in the face of automation. Educational decision makers have tended to premise their priorities in this regard to the so-called “STEM” disciplines. While there is no doubt that these are critical to technological change, recent studies have indicated that liberal arts students are in far more demand in tech industries than is generally thought. A recent report by the Strada concludes that

“…most of the current literature on the future of work underscores this growing need for human skills such as flexibility, mental agility, ethics, resilience, systems thinking, communication, and critical thinking. Northeastern University President Joseph Aoun has devoted an entire book to the concept of “humanics”: “a new model of learning that enables learners to understand the highly technological world around them and that simultaneously allows them to transcend it by nurturing the mental and intellectual qualities that are unique to humans—namely their capacity for creativity and mental flexibility.”

“Humanomics” is, interestingly, the title of the Chapman University’s humanities and economics program (a PPE-related program): it is that spirit which motivates the proposed Arizona Master in PPE. To enable University of Arizona liberal arts majors to compete in the future employment requires an integration of technical skills (computer-based modeling, experimental economics) with humanistic skills. Integrating humanistic, ethical and technological skills is a critical part of development of a knowledge-based economy in Southern Arizona and the State. Too often humanities students fail to understand formal analysis and modelling, while modelers can miss the human implications of their work. As the Strada report concludes, their

“…findings illustrate areas for improvement when it comes to cultivating learners’ abilities to integrate human and technical skills. Liberal arts programs, in particular, cannot ignore signals in the labor market. These provide the key to clarifying exactly how human skills transfer and develop into granular skills that are in demand.”

This is the core mission of the Department of Political Economy and Moral Science. Graduates in the MA program will have the skills to be team leaders integrating technical (“STEM” and technical economists/ finance experts) members with humanistic and stakeholder concerns. Fortune 500 tech companies such as Salesforce have launched committees specifically designed to bring humanistic and technical employees together.

**Nation**

The demand for PPE Bachelor programs will continue their remarkable growth (now over 50 in the United Sates, 350 world-wide). Yet there is an amazing dearth of postgraduate courses in the United States to provide formal training in this integrationist discipline. One of the core missions of the PPE MA is to provide a generation of philosophers, economists and political scientists who are able not only to integrate the fields in their own work, but to teach those who will become PPE teachers themselves. One of the main career paths for all our MA students will be to enter PhD programs in especially Philosophy, since at this point by far most PPE BA majors are housed in
Philosophy Departments. Should the growth of PPE majors continue at its present rate, in the future a PhD program in PPE may well be highly desirable. But, after study, PEMS has decided that at this time as Master’s, some of whose graduates will enter into Philosophy (and, to a lesser extent, Political Science) PhD programs, is the most effective way to train the next generation of PPE instructors.

Similar Programs Offered at Arizona Public Universities:
None

New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):
The Department of Political Economy and Moral Science was founded with the plan to create such a degree program. The resources are now at the University to deliver this program with no further expense.

| Program Fee/Differentiated Tuition Required? Estimated Amount: $600/term |
|---------------------------------|----------------|----------|
| YES X NO △                     |

Program Fee Justification:
Courses will include costs of running experiments; lectures by eminent PPE specialist throughout the curriculum.

Specialized Accreditation?
YES △ NO X

Accreditor: NA
# BUDGET PROJECTION FORM

Name of Proposed Program or Unit: Master of Arts - PPE

<table>
<thead>
<tr>
<th>Budget Contact Person: Gayle Siegel</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st Year</td>
</tr>
<tr>
<td></td>
<td>2021-2022</td>
</tr>
</tbody>
</table>

**METRICS**

<table>
<thead>
<tr>
<th>Metric</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net increase in annual college enrollment UG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net increase in college SCH UG</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net increase in annual college enrollment Grad</td>
<td>9</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Net increase in college SCH Grad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of enrollments being charged a Program Fee</td>
<td>9</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>New Sponsored Activity (MTDC)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Faculty FTE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FUNDING SOURCES**

**Continuing Sources**

<table>
<thead>
<tr>
<th>Source</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG RCM Revenue (net of cost allocation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grad RCM Revenue (net of cost allocation)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Fee RCM Revenue (net of cost allocation) fee is $600 per term</td>
<td>7,903</td>
<td>12,294</td>
<td>14,928</td>
</tr>
<tr>
<td>F and A Revenues (net of cost allocations)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UA Online Revenues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance Learning Revenues - funds from Global program in Peru</td>
<td>25,000</td>
<td>20,000</td>
<td>20,000</td>
</tr>
<tr>
<td>Reallocation from existing College funds (attach description)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Items (attach description)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Continuing</strong></td>
<td>$32,903</td>
<td>$32,294</td>
<td>$34,928</td>
</tr>
</tbody>
</table>

**One-time Sources**

<table>
<thead>
<tr>
<th>Source</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>College fund balances</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional Strategic Investment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gift Funding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Items (attach description)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total One-time</strong></td>
<td>$</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL SOURCES</strong></td>
<td>$32,903</td>
<td>$32,294</td>
<td>$34,928</td>
</tr>
</tbody>
</table>

**EXPENDITURE ITEMS**

**Continuing Expenditures**

<table>
<thead>
<tr>
<th>Item</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Personnel * PPE 550 &amp; 580 require experiments &amp; speakers</td>
<td>16,500</td>
<td>16,500</td>
<td>16,500</td>
</tr>
<tr>
<td>Employee Related Expense</td>
<td>5,181</td>
<td>5,181</td>
<td>5,181</td>
</tr>
<tr>
<td>Graduate Assistantships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Graduate Aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operations (materials, supplies, phones, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Space Cost - Social Science 126 grad offices</td>
<td>7,720</td>
<td>7,720</td>
<td>7,720</td>
</tr>
<tr>
<td>Other Items (attach description)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Continuing</strong></td>
<td>$29,401</td>
<td>$29,401</td>
<td>$29,401</td>
</tr>
</tbody>
</table>

**One-time Expenditures**

<table>
<thead>
<tr>
<th>Item</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction or Renovation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start-up Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Items (attach description)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total One-time</strong></td>
<td>$2,500</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td>$31,901</td>
<td>$29,401</td>
<td>$29,401</td>
</tr>
</tbody>
</table>

**Net Projected Fiscal Effect**

<table>
<thead>
<tr>
<th>Item</th>
<th>2021-2022</th>
<th>2022-2023</th>
<th>2023-2024</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$1,002</td>
<td>$2,893</td>
<td>$5,527</td>
</tr>
</tbody>
</table>
Graduate Major Peer Comparison Chart—select two peers for completing the comparison chart from (in order of priority) ABOR-approved institutions, AAU members, and/or other relevant institutions recognized in the field. The comparison chart will be used to identify typically required coursework, themes, and experiences for majors within the discipline. The comparison programs are not required to have the same degree type and/or major name as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents.

<table>
<thead>
<tr>
<th>Program name, emphasis (sub-plan) name (if applicable), degree, and institution</th>
<th>Proposed UA Program: MA in PPE</th>
<th>University of California/Irvine MA in PPE</th>
<th>University of Pennsylvania MA Decision-making and Behavioral Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current # of enrolled students</td>
<td>7</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Major Description. Includes the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (sub-plans; if any), etc.</td>
<td>In both private and public enterprises, understanding the interrelation between economic knowledge and ethical appraisal has become urgent. As has become increasingly apparent, economic decisions have ideological and moral consequences, and are seldom simply technical. In corporate and policy-making teams an increasingly important role is occupied by those who grasp the nexus between these fields. The Arizona MAs in PPE provide cutting-edge instruction by some of the world’s leading scholars in Philosophy, Politics and Economics to equip future leaders who, as team members, can bridge these fields, and future scholars who explore the complexities of this nexus.</td>
<td>“PPE aims at providing students with a broad yet thorough education in the three constitutive fields: Philosophy, Political Science and Economics. The program’s objective is to train students to critically evaluate individual and collective decision-making and public policy. Philosophy equips students with tools to reason rigorously and facilitates ethical reflection. Economics provides tools for evaluating individual and collective decision-making. And Political Science provides an understanding of the real contexts in which ethical and economic principles must be applied. Thus the three disciplines inherent in PPE are mutually supportive and a background in each is necessary for an individual to gain a robust understanding of social phenomena.”</td>
<td>“Penn’s Master of Behavioral and Decision Sciences (MBDS) is informed by contemporary theories and research methods of behavioral economics, decision sciences, network analysis and public policy. Our program equips students with theoretical and practical tools to address a variety of real-life problems, putting you ahead of the curve in a growing field of study. “Housed in the School of Arts and Sciences, the MBDS program is rooted in the social sciences—the skills we teach help you make a positive, sustainable impact in your area of interest”</td>
</tr>
<tr>
<td>Target careers</td>
<td>● PhD work in Philosophy &amp; Political Science ● Law School</td>
<td>“PPE may be of considerable interest to students interested in obtaining additional education focused on ethics, logic,</td>
<td>“Our interdisciplinary degree prepares you to understand how individuals and groups make decisions,</td>
</tr>
</tbody>
</table>

| | | | |
Consulting  
NGOs and Development  
Business
decision-making, and public policy. This is also excellent preparation for students considering law school.”

<table>
<thead>
<tr>
<th>Total units required to complete the degree</th>
<th>10 courses (3 units each)</th>
<th>9 courses (4 units each)</th>
<th>All students are expected to take five core classes, three elective courses and one dedicated capstone research project to earn the nine c.u. required for the Master of Behavioral and Decision Sciences.</th>
</tr>
</thead>
</table>
| Pre-admission expectations (i.e. academic training to be completed prior to admission) | For Intensive MA: Bachelor’s in Philosophy, Political Science or related discipline.  
For AMP: Completion of the first year core courses in the PPEL major. They are:  
PPEL 301: Fundamentals of Economics (Microeconomics)  
PPEL 310: PPEL 310 (3 units) Economic Analyses in Philosophy and Politics. (Game Theory)  
PPEL 320 (3 units) Classics in Political Economy  
PPEL 326 (3 units) Law Legal Theory | Undergraduate requirements:  
Completion of a B.A. in one of the associated departments (Philosophy, Political Science, Economics, or International Studies)  
=Six additional courses total – including at least two upper division courses – in the two areas that are not the student’s major. The areas are Philosophy/Logic and Philosophy of Science, Economics, and Political Science/International Studies  
**Philosophy** major would need to take three courses in Economics (including one upper div) and three courses in Political Science/IS (including one upper div)  
**Economics** major would need to take three courses in Philosophy/LPS (including one upper div) and three courses in Political Science/IS (including one upper div)  
**Pol.Sci. or GIS** major would need to take three courses in Philosophy/LPS (including one upper div) | The program has two prerequisite courses: (1) introductory statistics and (2) microeconomics or game theory. For students who lack sufficient background in one or all areas, the prerequisite courses are offered through the College of Liberal and Professional Studies during the summer prior to the start of the program in the fall term. |
one upper div) and three courses in Economics (including one upper div)

* In addition, we strongly suggest students take some courses that will prepare them to deal with technical material, such as math and logic

<table>
<thead>
<tr>
<th>Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PEMS 508 (3) Economics of the Family†</td>
<td>LPS 244/LPS 205A: Proseminar in PPE</td>
<td>BDS 501 Behavioral Science: Theory and Application of Experimental Methods</td>
</tr>
<tr>
<td>PEMS 506 (3) Game Theory and the Social Contract†</td>
<td>Econ 243A/ Econ 210A Proseminar in PPE II (4)</td>
<td>BDS 502 Social Norms &amp; Informal Institutions</td>
</tr>
<tr>
<td>PEMS 520 (3) Coordination and Conflict of Interests in Social Life (new)</td>
<td>Six graduate courses (4 each) approved by the director of the PPE program, two of each area</td>
<td>BDS 521 Judgments &amp; Decisions</td>
</tr>
<tr>
<td>PEMS 530 (3) Data Science for PPE (new)</td>
<td>A final, oral defense in which the student and at least two PPE faculty members, including the PPE director, will discuss their work.</td>
<td>*Quantitative Core—choose ONE from the following:</td>
</tr>
<tr>
<td>PEMS 540 (3) Justice, Philosophical and Formal (new)</td>
<td>In preparation, the student will either submit</td>
<td></td>
</tr>
<tr>
<td>PEMS 550 (3) Research Seminar Moral and Social Norms (new)</td>
<td>an MA thesis to be completed over the course of the graduate year under faculty supervision</td>
<td>BDS 522 Statistical Reasoning for Behavioral Science</td>
</tr>
<tr>
<td>PEMS 555 (3) Choice, Evolution and Institutions (new)</td>
<td>or, a final, term length paper/project</td>
<td>BDS 516 Data Science &amp; Quantitative Modeling</td>
</tr>
<tr>
<td>PEMS 570 (3) Directed Research (new)</td>
<td>The final capstone research project for the Master of Behavioral and Decision Sciences is an independent study experience. Throughout the process, you connect with faculty members in your area of concentration to determine appropriate final projects or ways to participate in applying research, such as completing an internship or conducting fieldwork</td>
<td></td>
</tr>
<tr>
<td>PEMS 580 (3) Graduate Seminar in Current Research (new)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

† To be co-convened: currently existing only in 400-level; 500 level to be created.

<table>
<thead>
<tr>
<th>Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.</th>
<th>YES</th>
<th>NO</th>
<th>YES</th>
</tr>
</thead>
</table>

YES
<table>
<thead>
<tr>
<th>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</th>
<th>YES: Final Directed Research Project working with a faculty member as an independent study experience. Throughout the process, students work with faculty members in your area of concentration to determine appropriate final projects or ways to participate in applying research, such as completing an internship or conducting fieldwork.</th>
<th>NO</th>
<th>YES: The final capstone research project for the Master of Behavioral and Decision Sciences is an independent study experience. Throughout the process, you connect with faculty members in your area of concentration to determine appropriate final projects or ways to participate in applying research, such as completing an internship or conducting fieldwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master thesis or dissertation required (Yes/No). If yes, provide description.</td>
<td>NO</td>
<td>Optional</td>
<td>NO</td>
</tr>
<tr>
<td>Additional requirements (provide description)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: comparison of additional relevant programs may be requested.*