EXECUTIVE SUMMARY

Item Name: Request for New Academic Programs for The University of Arizona (UA)

- Action Item
- Committee Recommendation to Full Board
- First Read of Proposed Policy Change
- Information or Discussion Item

Issue: The University of Arizona asks the board to review and approve the new program requests and the disestablishment of two colleges effective in the 2018-2019 catalog year.

Enterprise Strategic Plan
- Empower Student Success and Learning
- Advance Educational Attainment within Arizona
- Create New Knowledge
- Impact Arizona
- Compliance
- Real property purchase/sale/lease
- Other:

Statutory/Policy Requirements

ABOR Policy 2-223—“Academic Strategic Plans”

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 and Student Affairs Committee.

Discussion

The current ABOR Policy 2-223 allows universities to propose new academic programs, disestablish academic program in high demand, and disestablish academic units.

Committee Review and Recommendation

The Academic and Student Affairs Committee reviewed this item at its January 25, 2018 meeting and recommended forwarding the item to the full board for approval with the

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Shelley McGrath, ABOR 602-229-2529 shelley.mcgrath@azregents.edu
exception of the Bachelor of Arts in Applied Humanities, for which the committee requested revisions and further discussion at the February board meeting.

Regents expressed the following concerns:

1. The market need is a restatement of competencies/skills that every UA graduate should have and sounds like competencies/skills one might get in the Gen Ed curriculum.

2. There needs to be additional and higher level learning outcomes unique to this degree.

3. How is this degree different from students enrolling in a traditional humanities degree and minoring in a secondary area?

4. How will students benefit from this degree?

5. This degree is experimental. How is risk to students mitigated by doing such a degree?

The concerns and questions have been addressed in the revised “New Program Request” template and are marked in red text.

**Requested Action**

The University of Arizona asks the board to review and approve the new program requests and the disestablishment of two colleges effective in the 2018-2019 catalog year.
<table>
<thead>
<tr>
<th>Name of Proposed Degree (degree type and major), College/School, Location, Anticipated Catalog Year</th>
<th>Program Fee Required?</th>
<th>Program Description</th>
<th>Justification and Identified Market Need</th>
<th>Learning Outcomes and Assessment Plan</th>
<th>Projected 3rd Year Enrollment</th>
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</table>
| Bachelor of Science in Statistics and Data Science and Bachelor of Arts in Statistics and Data Science, Department of Mathematics in the School of Mathematical Sciences, College of Science | No | Description: By merging modern data science approaches with a solid mathematical background and practical training, the Undergraduate Degree in Statistics and Data Science provides a curriculum that allows students to make significant contributions at the forefront of knowledge across the vast array of activities in government, education, and industry that rely on statistical thinking and involve issues of collection, model derivation and analysis, interpretation, explanation, and presentation of data. The major course work will be identical for the BA and BS with the exception of the second language requirements, and natural and laboratory science courses, and application course requirements. Justification: In a 2011 report, McKinsey Global Institute stated a “significant constraint on realizing value from Big Data will be a shortage of talent, particularly of people with deep expertise in statistics and machine learning,” and predicted a potential shortage in the U.S. of 140,000 to 190,000 workers with deep analytical skills by the year 2018. This | Learning Outcomes

**Concepts:**
1. Be able to define mathematical and statistical terms precisely;
2. Recognize when arguments, especially formal statistical procedures and data visualization, are valid, and identify logical flaws;

**Competences:**
3. Produce effective analyses from data using a variety of computational, mathematical, and statistical approaches;
4. Critically evaluate and extend statistical models drawn from current scientific literature;
5. Apply methods and concepts from coursework to analyze data based scientific problems;
6. Effectively communicate results.

**Measures**

Direct measures will include assessment of samples of student work from core courses throughout the academic program. Indirect measures will include student surveys and interviews at the end of the course. | 112 in the BS 38 in the BA |
"deep understanding" calls for a statistics undergraduate program supported by a rigorous background in mathematics, notably calculus and linear algebra, and in computation.

Market Analysis: According to the Bureau of Labor Statistics employment for statisticians is projected to grow 27% between 2012 and 2022.

<table>
<thead>
<tr>
<th>Assessment Methods/Instruments</th>
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<tbody>
<tr>
<td>1. The program is using curriculum maps to indicate when a specific learning outcome is introduced, practiced, and assessed in the core courses.</td>
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<tr>
<td>2. Taskstream software is used to facilitate the mapping. Specific assignments throughout the program will be used for the program assessment.</td>
</tr>
<tr>
<td>3. Embedded course assessments using rubrics will be used at three points during the program. Rubrics will be coded with the following scores: does not meet, meets, exceeds expectations. Also, rubrics will be used during the following times in the program:</td>
</tr>
<tr>
<td>- At the end of the core required introduction to statistical science class, faculty will complete a rubric for each student based on student work through that semester.</td>
</tr>
<tr>
<td>- At the end of the final course in the theoretical foundations of statistics and data science, faculty will complete a rubric for each student based on student work through that semester.</td>
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<tr>
<td>- At the end of the capstone, faculty will complete a rubric for each student based on student work in modeling projects. Faculty will evaluate each student’s final presentation against the expected outcome.</td>
</tr>
<tr>
<td>4. Student challenges in particular courses will point to changes that need to be made in the curriculum to improve learning.</td>
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</table>

academic program. Surveys will include student self-assessment of performance during the program.
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<tr>
<th>Bachelor of Science in Education in Rehabilitation Studies and Services in the Department of Disability and Psychoeducational Studies, College of Education</th>
<th>No</th>
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<tbody>
<tr>
<td>Anticipated first semester of admission is Fall 2018</td>
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</table>

**Description:** The Rehabilitation Studies and Services program offers students a comprehensive yet practical foundation of principles, strategies, and experiences to facilitate employability in the broad field of Rehabilitation. The program focuses on disability-environment relations, case management and health/wellness/career guidance.

This sub-specialization currently exists under the current BSE in Special Education and Rehabilitation. This request provides greater focus through the development of a separate degree program.

**Justification:** Rehabilitation has evolved from its origin as a federally legislated profession narrowly focused on the employment needs of individuals with disabilities to a vibrant profession encompassing new functions in settings with individuals from a wide variety of circumstances (disability, impairment, homelessness, incarceration, aging). Rehabilitation professionals facilitate the consumer's exercise of the control and power over self and their environment needed to achieve personal, social, career, and independent living goals.

**Market Need:** Employment of rehabilitation professionals is expected to grow by 28% from 2010 to 2020 (U.S. Dept. of Labor, 2014). Possible careers include work in behavioral health programs; drug and alcohol programs;

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### Learning Outcomes

**Concepts:**
1. Summarize and analyze the core concepts and central ideas of rehabilitation services and disability studies;

**Competencies:**
2. Illustrate, describe, and explain rehabilitation procedures along with changes nationally, and support and professional organizations;
3. Demonstrate effective listening, speaking, and writing skills to assist clients in problem-solving, decision-making, and goal-setting.

### Measures

- **Direct Measures** will include assessment of samples of student work from core courses.
- **Indirect Measures** will include pre and post student surveys to provide indirect measures of student preparation for and self-assessment of the curriculum. Employment surveys also will be used for assessment of student preparation for work in the discipline.

### Assessment Methods/Instruments

1. The program is using curriculum maps of learning outcomes in core courses to indicate when a specific learning outcome is introduced, practiced, and assessed in the core courses.
2. Taskstream software is used to facilitate the mapping. Specific assignments throughout the program will be used for the program assessment.
| Bachelor of Science in Education in Deaf Studies in the Department of Disability and Psychoeducational Studies, College of Education | No | Description: The BSED focuses on understanding deaf community culture and communication. Students will become fluent in American Sign Language and take coursework in general deaf studies or educational interpretation. The program has a heavy emphasis on community engagement, service learning, and reciprocity within the deaf community.

This sub-specialization exists under the current BSE in Special Education and Rehabilitation. This request provides greater focus through the development of a separate degree program.

Justification: The number of Deaf children in schools is increasing and 90-95% of Deaf children are in public schools, not in residential schools. Each of those children need an educational interpreter with them in all classes, as well as personnel such as counselors and others who are knowledgeable in the language and culture.


1. Demonstrate knowledge of and proficiency with the use American Sign language and written English to communicate effectively with diverse audiences.

Competencies:
2. Summarize, synthesize, and critically analyze ideas.
3. Describe complex social identities within the Deaf community.
4. Apply knowledge, modes of inquiry and technological competence.
5. Explain reasoning for ethical judgements.

Measures
Direct Measures will include assessment of samples of student work from core courses throughout the academic program.
Indirect Measures will be collected from students prior to entrance to the program using established Commitment Survey, Tech Survey and Universal Design
the United States Department of Labor Bureau of Labor Statistics Occupational Outlook Handbook states that the job outlook for interpreters and translators will increase by 46% between the years 2012 and 2022. This is much faster than the average outlook for all occupations. The Handbook also states that the educational services industry employs about 25% of all interpreters. The National Consortium of Interpreter Education Centers (NCIEC) website reports that 21% of current working interpreters will retire in the next 10 years.

Observation Instruments. Students enrolled in the Education Interpreting sub-specialization must also complete the Practicum Mentor Survey, Practicum Consumer Survey, and Intern Self Survey. After graduation, data is collected via a Graduate Survey and an Employer Survey. Data will be collected identifying program characteristics, quality, and effectiveness.

**Assessment Methods/ Instruments**
1. The program is using curriculum maps of learning outcomes in core courses to indicate when a specific learning outcome is introduced, practiced, and assessed in the core courses.
2. Taskstream software is used to facilitate the mapping. Specific assignments throughout the program will be used for the program assessment.
3. Embedded course assessments using rubrics will also be used for course projects and fieldwork during the program.
4. Rubrics will be coded with the following scores: does not meet, meets, exceeds expectations.
5. Student challenges in particular courses will point to changes that need to be made in the curriculum to improve learning. Assess program outcomes related to changes that are made.
6. In addition, formal program evaluation and external evaluation will be conducted each year. This evaluation will guide program modifications. Information will be gathered from a variety of areas including student evaluation of coursework and field experiences, mentor interpreters,
<table>
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<tr>
<th>Bachelor of Science in Nutrition and Food Systems in Department of Nutritional Sciences in the College of Agriculture and Life Sciences (CALS)</th>
<th>Yes</th>
<th>Description: The major curriculum is designed to teach students about the food system from production to consumption, including the drivers of the food system, environmental and human health outcomes, and entrepreneurship. This program uses a cross-disciplinary approach, with university and community partnerships to create enriching experiential learning opportunities. Justification: CALS provides a pivotal role in teaching about food systems.</th>
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**Learning Outcomes**

**Concepts:**
1. Identify major issues, lines of inquiry, and theoretical approaches that are foundational to food systems;
2. Identify and examine relationships between food security, nutrition, and overall health;

**Competencies:**
3. Develop cultural competence while valuing diversity in community settings,
to residents in every county of the state by increasing nutrition and health literacy, food access and improvements to agriculture and the environment through cooperative extension programming.

Market Need:
• The National Restaurant Association placed Arizona in the lead among all states for 2015 restaurant sales ($11.5 billion) and restaurant jobs (273,700).
• Of the total number of restaurants and bars in the city, 63% are locally owned, non-chain businesses, significantly higher than the national rate of local ownership of 41%.
• The Community Gardens of Tucson organization lists 24 community gardens and at least 57 schools with active gardens.
• There are at least 14 farms and ranches near Metro Tucson that offer their produce, fruits, meat and dairy to our community’s restaurants, cafeterias and bars.
• Metro Tucson supports between 12-21 farmer’s markets. At least 5 have SNAP benefits acceptance through EBT cards.
• In Metro Tucson, 28 businesses involving area farmers and food artisans commercially market 55 to 60 prepared heritage foods and beverages that include local ingredients.
• Pima County Public Library System has the largest free seed interlibrary loan program in the world.

Potential Jobs: agri-food production management; food processing and distribution management; greenhouse work collaboratively with community partners, and apply communication skills to various populations;
4. Apply scientific evidence, best practices, and professional judgement when evaluating questions related to food systems and culture, health, the environment, and food security; and
5. Explore the relationship between drivers of the food system, the food supply chain as they affect food consumption, food waste, the environment and human health.

Measures
Direct measures will make use of rubrics and assess through:
1. Pre- and post-testing in core courses
2. Course-embedded assessments of specific assignments, including peer evaluation for group work
3. Internship/Engagement supervisors’ assessments
4. Capstone final project, plus assessment of engagement activities that may include independent study and research projects
Indirect measures through:
5. Exit surveys
6. Student evaluations of courses and instructors
7. Alumni Data

Assessment Methods/ Instruments
1. The program is using curriculum maps of learning outcomes in core courses to indicate when a specific learning outcome is introduced, practiced, and assessed in the core courses.
2. Taskstream software is used to facilitate
<table>
<thead>
<tr>
<th>Bachelor of Arts in Food Studies, College of Social and Behavioral Sciences</th>
<th>Description: The BA provides an understanding of the role of culture, governance, sustainable practices, history, and environment in people’s relationships with and consumption of food. Students will explore pressing problems such as food insecurity, food deserts, food and environmental sustainability, food sovereignty, and cultural and entrepreneurial activity around food creativity. Students will conduct applied research rooted in sound ethnographic practices, evaluate diverse factors affecting food growth and consumption, and analyze legal cases, feature stories, and policy reports.</th>
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<tr>
<td>Offered on Main Campus</td>
<td>Justification: SBS, home to the Center for Regional Food Studies and the Southwest Center, and in partnership with Southwestern Folklore Alliance, has many faculty and students involved in food-related issues and solutions, working with the mapping. Specific assignments throughout the program will be used for the program assessment. 3. Embedded course assessments using rubrics will also be used for course projects and fieldwork during the program. 4. Rubrics will be coded with the following scores: does not meet, meets, exceeds expectations. 5. Student challenges in particular courses will point to changes that need to be made in the curriculum to improve learning. 6. Assess program outcomes related to changes that are made.</td>
</tr>
<tr>
<td>Anticipated first semester of admission is Fall 2018</td>
<td>Learning Outcomes</td>
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<tr>
<td></td>
<td>Concepts:</td>
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<tr>
<td></td>
<td>1. Identify major issues, lines of inquiry, and theoretical approaches foundational to food studies;</td>
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<td>2. Identify the historical, ecological, and environmental factors that have given rise to food as part of spiritual, social, and health systems;</td>
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<td>3. Examine issues of food on a practical/applied level through engagement with food-related organizations;</td>
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<td>Competencies:</td>
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<td>4. Analyze political, social, and cultural forces that influence food systems;</td>
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<td>5. Locate, evaluate, and synthesize primary and secondary food data/information, and identify and contextualize the relevant issues;</td>
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|  | 6. Evaluate conflicting arguments from multiple perspectives to draw reasoned
such entities as the Community Food Bank of Southern Arizona; Edible Baja Arizona; International Traditional Knowledge Institute; Native Seeds/SEARCH; the Mayor’s Commissions on Poverty and on Food Security, Heritage, and Economy; the Pima County Food Alliance; Tucson City of Gastronomy; and TUSD among others.

Market Need:
• As of 2015, Pima County had a food insecurity rate of 15.5%, with 153,000 food-insecure people. At a $2.85 cost per meal to assist them, Pima County organizations would need an additional $77,182,000/year to meet their needs.
• Metro Tucson has 32 locations offering food relief and at least 20 non-profits and grassroots alliances that address food justice, hunger and insecurity. One in eight residents of Metro Tucson currently live in neighborhoods with limited access to fresh, nutritious, affordable foods.
• The National Restaurant Association placed Arizona in the lead among all states for 2015 restaurant sales ($11.5 billion) and restaurant jobs (273,700).
• Of the total number of restaurants and bars in the city, 63% are locally owned, non-chain businesses, significantly higher than the national rate of local ownership of 41%.

Potential jobs: food journalist; food marketing & communications; food policy specialist; food consultancy; and food community education.

and complex conclusions and to communicate clear solutions to important questions related to food and culture, health, identity, globalization, and security;
7. Design and conduct qualitative and quantitative research;
8. Engage in transdisciplinary dialogues about food science, policy, and culture with a range of publics; and
9. Communicate clearly and effectively in both oral and written discourse.

Measures
Direct measures will make use of rubrics and assess through:
• Pre- and post-testing in core courses
• Course-embedded assessments of specific assignments, including peer evaluation for group work
• Internship/Engagement supervisors' assessments
• Capstone final project, plus assessment of engagement activities that may include independent study and research projects

Indirect measures through:
• Exit surveys
• Student evaluations of courses and instructors
• Alumni Data

Assessment Methods/ Instruments
1. The program is using curriculum maps of learning outcomes in core courses to indicate when a specific learning outcome is introduced, practiced, and assessed in the core courses.
2. Taskstream software is used to facilitate the mapping. Specific assignments
Bachelor of Arts in Applied Humanities, Department of Public and Applied Humanities, College of Humanities
Offered on Main Campus.
Anticipated first semester of admission is Fall 21

| Description: The BA in Applied Humanities provides students interested in fields such as business, fashion, and public health with a transdisciplinary education combining professional skills in these areas with the cognitive, international, creative, interpersonal, and intercultural skills provided by humanistic perspectives that offer a vital edge in these rapidly changing professions. Students will also study and practice the variety of organizational and leadership skills that are most often used in humanities- oriented administrative contexts. With a traditional major/minor combination (or even major/major combination), the degrees are separate. There is no structured conversation between them, as it were—the student simply chooses two disciplines to pursue, and takes classes in each to fulfill the degrees. With the BA in | Learning Outcomes Concepts:
1. Identify global and transdisciplinary problems that may arise in professional work and negotiations.
2. Identify cultural contexts in professional, industrial, and historical situations.

Competencies:
3. Critically analyze organizations and initiatives, attending to discursive, historical, industrial, and cultural contexts.
4. Recognize and respond effectively to personal, organizational, and cultural biases, including biases based on race, class, sexual orientation, gender identity, etc.
5. Demonstrate the following employer-valued attributes, regardless of industry:
   • intercultural competence;
   • ability to work collaboratively in a team;
   • analytical skills;
   • communication skills (written and oral);
   • entrepreneurial skills; |
Applied Humanities, the disciplines are put into direct and structured interaction with one another, not unlike a degree such as Biochemistry, in which the fields of chemistry, biology, math, and the physical sciences are synthesized to create new research and professional opportunities. With a BA in Applied Humanities, students not only gain expertise in the humanities and another field, but are taught how to blend these areas together to see them and the world in new ways.

Students will benefit from this degree in two ways. First, as we note above, the degree offers a disciplinarily integrated experience for students, not just a coadjuvant one. As with any integrated experience, students will benefit from the structured dialogue and synergy among the focal areas. Second, the degree is essentially two degrees in one; that is, it is akin to a double major in the footprint of a single major. As such, it will not only facilitate timely degree completion for single major students, but enable students interested in multiple majors to pursue that interest more expediently and cost effectively. There are many students at the University of Arizona—and in the College of Humanities especially—who are keen to explore multiple lines of inquiry and skill acquisition for professional and personal reasons. The integrated nature of the BA in Applied Humanities will help mitigate the disincentives of time and cost of such work, and in the process uphold the UA, ABOR, and State of Arizona's

- flexibility/adaptability;
- leadership and organizational ability;
- creative problem solving;
- strategic planning skills; and
- professionalism.

Many of the learning outcomes outlined in the full proposal did not make it into the abbreviated ASAC proposal, including:

- Demonstrate an understanding of how the applied humanities work in different public and private spheres, and how the fundamental practices of applied humanities thinking can be translated into research-informed and public-facing projects for the measurable betterment of society;
- Demonstrate an ability to collaborate effectively with different groups and individuals on multidisciplinary projects and in intercultural contexts, achieving optimal ends in a constructive, expedient, and humane fashion;
- Recognize the complex relationship between human behavior, social organization, and the need to practice meaningful work to improve the human condition both now and in the future;
- Gain familiarity with the fundamental practices of humanities-oriented problem solving, as well as strategies for harnessing those practices to engage real world challenges and opportunities;
- Demonstrate an ability to reflect critically on the meaning of identity and culture in a global and practical context.
commitment to affordable higher education for Arizona's people.

This program has been termed "experimental". Arguably, all degrees are experimental, as they do not guarantee results according to the vital metric of employability. (If they did, there would be no unemployed or even underemployed college graduates.) Nevertheless, the point is well taken—new degrees do not have an established pedigree at which to point, and are thus under additional obligation to demonstrate their relevance. In this instance, student risk is mitigated by (a) the parties involved, (b) the fact that the degree requires an internship, and (c) the fact that graduating students will possess a demonstrated skill set that, as noted above, is very much in demand.

On point (a), the Colleges of Humanities, Management, Public Health, Agriculture/Life Sciences, and Architecture/Planning/Landscape Architecture all have excellent national and international reputations, as well as long histories of producing qualified and highly employable graduates. That these colleges are not just cooperating but collaborating on a degree means that they are bringing these reputations—and the experience upon which these reputations are based—to bear in a direct and meaningful way. It is hard to imagine anything less than resounding success when five such historically excellent enterprises come together. On point (b), the Applied Humanities BA’s required internship further mitigates student risk by

Measures
Direct Measures will include assessment of samples of student work from core courses.
Indirect Measures will include post program, student surveys, alumni surveys, internship supervisor surveys, and employer surveys to provide indirect measures of student preparation in the humanities preparation and professional preparation for employment.

Assessment Methods/ Instruments
1. The program is using curriculum maps of learning outcomes in core courses to indicate when a specific learning outcome is introduced, practiced, and assessed in the core courses.
2. Taskstream software is used to facilitate the mapping. Specific assignments throughout the program will be used for the program assessment.
3. Embedded course assessments using rubrics will also be used for course projects, presentations, and written assignments during the program.
4. Rubrics will be coded with the following scores: does not met, meets, exceeds expectations.
5. Student challenges in particular courses will point to changes that need to be made in the curriculum to improve learning.
6. Assess program outcomes related to changes that are made.
7. The entire assessment scheme will be measured in a 3-year cycle, and will be periodically reviewed with Office of Instruction and Assessment for critical
providing an experience that overwhelming evidence shows is key to future employability. On point (c), students who graduate with this degree will be able to document for potential employers not only that they learned about such topics as intercultural translation, transdisciplinary project development, and community management, but also that they learned how to deploy these skills in a range of contexts and with a variety of diverse stakeholders. No other degree at the UA offers such in-depth training for this type of work.

Justification: A recent study by Google of success in their workforce determined that the top skills needed by Google’s top employees were: “being a good coach, communicating and listening well, possessing insights into others (values and points of view), having empathy toward and being supportive of one’s colleagues, being a good critical thinker and problem solver, and being able to make connections across complex ideas” (Washington Post, 12/20/17). “STEM expertise was dead last.”

The proposed Humanities degree partners with the Eller College of Management, the College of Agriculture and Life Sciences, College of Architecture, Planning and Landscape Architecture, and the Mel and Enid Zukerman College of Public Health to provide a technical background together with the “soft” skills often associated with the humanities, but identified by Google input/improvement.
as being most important in their employees. This BA will provide students with a degree that meets the demand for the study of business administration, fashion, and public health from a broader disciplinary perspective than a traditional degree in these fields.

According to World Economic Forum Future of Jobs Report, technological trends such as the Fourth Industrial Revolution will create many new cross-functional roles for which employees will need technical, social, and analytical skills.

Market Need: According to the 2017 NACE Job Outlook Full Report, the competency of “critical thinking/problem solving” has been rated the highest need by employers for the third time since employers have been asked to provide needs ratings. “Professionalism/work ethic” is rated second highest. “Oral/written communications” and “teamwork and collaboration” are rated equally as essential this year. This BA focuses on the development of these competencies.

Potential jobs: State and federal government cultural attaché; private industry careers involving international client relations; international health careers involving organizational and/or project management; and international fashion promotion and client management.

Expanding on market need: This issue stems from the fact that the full proposal
was abridged for ASAC review. The full proposal begins by reviewing the considerable research indicating a need for new educational approaches to train an emerging and globally aware workforce. This research shows an overwhelming and constant demand—among employers of all industries—for new, interdisciplinary university degrees that provide future employees with the technical and cognitive skills vital to changing global markets (e.g., this recent article in *Harvard Business Review*).

Since 2016, the UA administration has hired and collaborated with numerous firms and employers to find out what employers and students need and want. At the initiative of UA Vice President for Academic Initiatives-Student Success Vincent Del Casino, Assistant Vice Provost for Student Engagement Abra McAndrew, and Dean of Admissions Kasey Urquidez, data were collected during academic year 2016-2017 via agencies such as the World Economic Forum and the National Association of Colleges and Employers (NACE). Del Casino and McAndrew presented an overview of their findings at the UA Deans’ Council in January 2017; and Urquidez invited Advisory Board Company-EAB to host the workshop “Embedding Enrollment Priorities into Academic Decision-Making” on the UA campus in May 2017. The research presented in these and other fora showed that the cognitive skills emphasized in the humanities are in demand in all industries. UA Administration presented its findings via four documents—the 33 page 2017
NACE Job Outlook Full Report; the 157 page World Economic Forum Future of Jobs Report; the 67-slide EAB PowerPoint presentation "Hardwiring Enrollment Priorities Into Academic Decision-Making"; and Jeffrey J. Selingo’s 2016 book *There is Life After College*—all of which highlighted the need for a program that partners technical, *hands-on training with the soft skills cultivated by the humanities.*

Locally, market need is evidenced by strong student demand for such a program at UA. According to the College of Humanities’ (COH) advisors and Heads/Directors, students interested in the humanities—especially those not planning to attend graduate school—repeatedly ask (often pushed by parents) if COH offers coursework on humanities-oriented administrative, professional, and quantitative skills that will make them more competitive on the job market.

Moreover, according to Del Casino, UA Career Services advisors are often asked to help UA students of all majors to articulate in their résumés, cover letters, and job interviews, the particular professional skills they have acquired during their studies. This assistance is most welcome by COH faculty and students, yet it also reveals an unmet demand at the UA, namely, a humanities degree that is essentially professional in nature. The BA in Applied Humanities is specifically designed to meet this need by preparing students of the humanities to apply their knowledge in professional
contexts such as non-profit management, multi-lingual grant writing, cultural attachés, community organizers, and so on.

Finally, the Colleges of Management, Agriculture/Life Sciences, Public Health, and Architecture/Planning/Landscape Architecture have expressed to COH a need for a degree program that offers opportunities their students a hybrid learning platform, one that combines some of the less technical aspects of their fields with a more sophisticated humanities skill set (e.g., cultural and linguistic translation and interpretation) that they could not ordinarily obtain in their prescribed major plans. The BA in Applied Humanities provides students with a degree that meets this demand, and does so in a more advanced form than current UA degrees allow.

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<tr>
<th>Masters in Healthcare Management (MHM), Department of Management and Organizations, Eller College of Management</th>
<th>No</th>
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<tbody>
<tr>
<td>Anticipated first semester of admission is Fall 2018</td>
<td>Description: The MHM will be a business degree that provides students with a solid foundation in core business concepts along with specialized healthcare management curriculum that contextualize business within contemporary healthcare challenges. The program provides a solid foundation in healthcare management with three core healthcare management foundation courses. Upon this foundation students can select a concentration in healthcare leadership, healthcare innovation, or healthcare informatics. These three areas of concentration are based on the needs identified through extensive interviews with healthcare leaders.</td>
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<tr>
<td>Learning Outcomes Concepts:</td>
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<tr>
<td>1. Explain the principles of management;</td>
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<td>2. Explain the breadth and scope of challenges facing the healthcare industry, with particular emphasis on the US healthcare system;</td>
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<td>Competencies:</td>
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<td>3. Integrate business principles of accounting, finance, economics, and marketing into problems based on the healthcare context;</td>
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<tr>
<td>4. Define healthcare leadership and organization challenges associated industry structure, policy dynamics, and outcome-based health delivery models;</td>
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<tr>
<td>5. Apply healthcare concentration insight</td>
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| 30 |
Justification: The business of healthcare delivery is becoming increasingly complex with providers facing pressures to cut costs, increase patient outcomes, and coordinate across a continuum of care. While health policy was the traditional background of healthcare leaders, increasingly leaders are finding the need for formal business training. The top healthcare management master’s degrees are offered through public health colleges with a heavy emphasis on health policy, and traditional MBA programs provide excellent business training, but a relatively small sampling of courses related to healthcare. We are proposing a new degree to fill this gap and address the needs of the rapidly evolving healthcare industry.

Market Need: Healthcare is one of the fastest growing economic sectors in both Arizona and the United States. According to the Bureau of Labor Statistics (BLS), healthcare jobs are “expected to have the fastest employment growth and to add the most jobs between 2014 and 2024.” With this industry growth, healthcare is expected to add close to 3 million jobs by 2024, which means there will be at least 300,000 managerial and leadership position added to supervise the new hires in healthcare. In fact the BLS projects a 17% growth in job for medical and health service managers from 2014-2024, much faster than the average for all occupations. Job listings on Indeed.com suggest that there are currently more than 1,500 fulltime jobs available in Arizona in the area of healthcare administration.

to deliver an implementable solution to a contemporary healthcare challenge.

Measures
Direct measures will include assessment of student work from core courses. Indirect measures of student learning include surveys of students upon graduation regarding their beliefs of how successful they were in meeting the learning outcomes and the likely contribution of these outcomes to career success. The survey questions will be based on rubrics that incorporate each learning outcomes.

Assessment Methods/ Instruments
1. The program is using curriculum maps of learning outcomes in core courses to indicate when a specific learning outcome is introduced, practiced, and assessed in the core courses.
2. Taskstream software is used to facilitate the mapping. Specific assignments throughout the program will be used for the program assessment.
3. Embedded course assessments using rubrics will also be used for course projects, presentations, and written assignments during the program.
4. Rubrics will be coded with the following scores: does not met, meets, exceeds expectations.
5. Student challenges in particular courses will point to changes that need to be made in the curriculum to improve learning.
6. Assess program outcomes related to changes that are made.
7. For program outcomes, we will assess
| Master of Science in Business Analytics, Department of Management, Eller College of Management | Yes | Description: The MS in Business Analytics combines a technical and managerial curriculum to provide students with the expertise required to apply analytics to business problems and make decisions in data-centric environments. The degree offers a program in which students can immediately apply the knowledge and skills they learn in the classroom in a broad range of jobs in high-paying commercial and non-profit sectors.  
Justification: The UA is well-equipped to offer this degree, drawing on the interdisciplinary breadth within the Eller College’s with its highly ranked programs in Management and Information Systems, MBA, finance, economics, accounting, and marketing. This degree will prepare graduates to meet the growing market need for jobs in Data Science and Data Analysis.  
Market Need: The demand for qualified business professionals with analytical skills so exceeds the supply that organizations report trouble finding qualified individuals to hire. Indeed.com reports that there are 5,728 unfilled jobs in Data Business, 9,421 in Data Science, and 6,196 in Data Analysis. Graduates |
| Learning Outcomes Concepts: |
| 1. Knowledge of a broad set of analytical tools to address business decisions; these tools include statistics, regression analysis, data visualization, data mining, experimental design, data curation and storage; |
| Competencies: |
| 2. Be able to use a broad set of analytical tools to address business decisions; these tools include statistics, regression analysis, data visualization, data mining, experimental design, data curation and storage; |
| 3. Determine appropriate tools to address a business decision such as customer segmentation, customer targeting, scarce resource allocation, financial results analysis, sentiment determination; |
| 4. Interpret and analyze results to support business decision-making in finance, marketing, accounting, or economics; and |
| 5. Self-Assessment of expertise gained from the program to communicate learning outcomes to employers. |
with the MS in Business Analytics would be prepared to step into these jobs. The consulting firm McKinsey & Co. projects that 2018 will see a “50-60% gap between supply and demand of deep analytic talent.” The shortage is felt across a broad spectrum of industries, including aerospace, insurance, pharmaceuticals, and finance.

**Measures**

Direct Measures include assessment of student work from core courses. Indirect measures include post-graduation surveys to be administered to students and employers after three years to determine the utility of skills and experiences acquired in program and to recalibrate as indicated to meet the needs of students and recruiters.

**Assessment Methods/ Instruments**

1. The program is using curriculum maps of learning outcomes in core courses to indicate when a specific learning outcome is introduced, practiced, and assessed in the core courses.
2. Taskstream software is used to facilitate the mapping. Specific assignments throughout the program will be used for the program assessment.
3. Embedded course assessments using rubrics will also be used for course projects, presentations, and written assignments during the program.
4. Rubrics will be coded with the following scores: does not meet, meets, exceeds expectations. Learning outcomes 1-4 will be assessed in courses with assignments, projects, etc., measured by rubrics customized to measure specific outcomes. Learning outcome 5 will be assessed based on student-specific placement data and recruitment metrics.
5. Student challenges in particular courses will point to changes that need to be made in the curriculum to improve learning.
4. Assess program outcomes related to
<table>
<thead>
<tr>
<th>Master of Medical Studies (MMS), College of Medicine Phoenix</th>
<th></th>
<th>changes that are made.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offered on the Phoenix Biomedical Campus</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Anticipated first semester of admission is Fall 2018</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Description:** The MMS Program curriculum provides fundamental biomedical sciences, evidence-based medicine, research design, hands-on clinical exposure in healthcare settings, and leadership development to students interested in careers in the medicine, biomedical research, epidemiology, biostatistics, public health, biotechnology or research administration.

**Justification:** The MMS is designed for Arizona residents whose objective is a career in medicine and other medical fields and who wish to enter a field of medicine. The program will provide a means to pursue an education related to medicine for students who may have been under-resourced for reasons such as socioeconomic status, educational opportunities, geography, and/or being a first-generation college attendee.

**Market Need:** According to a new study entitled "The Complexities of Physician Supply and Demand: Projections from 2015 to 2030" from the Association of American Medical Colleges (AAMC), the United States will face a shortage of between 40,800 and 104,900 physicians by 2030. The numbers of new primary care physicians and other medical specialists are not keeping pace with the demands of our growing and aging population.

**Learning Outcomes**

**Concepts:**
1. Translate knowledge of histology, anatomy, mechanisms of disease, biochemistry, cell biology, physiology, pathology, immunology, microbiology, and epidemiology to clinical application;
2. Identify the physician’s and other health professionals’ roles and responsibilities in providing evidence-based preventive services to individuals and populations;

**Competencies:**
3. Demonstrate an awareness of and practice ongoing reflection with legal, ethical and/or social issues related to the standards of medical practice;
4. Obtain an accurate history and perform both complete and focused physical examinations, and orally present patient data and clinical information in an organized and accurate manner; and
5. Analyze evidence-based articles in basic or clinical sciences and develop a prospectus on a topic to be used as a formal clinical research project. This includes identifying and collaborating with a mentor.

**Measures**

**Direct Measures** will include assessment of student work within core courses. **Indirect Measures** will include student evaluations of coursework and instructors in the program and a post-graduation survey on their perceived success in meeting specific learning outcomes.

**Assessment Methods/Instruments**
1. The program is using curriculum maps of learning outcomes in core courses to indicate when a specific learning outcome is introduced, practiced, and assessed in the core courses.
2. Taskstream software is used to facilitate the mapping. Specific assignments throughout the program will be used for the program assessment.
3. Embedded course assessments using rubrics will also be used for course projects, presentations, and written assignments during the program. Rubrics will also be used for comprehensive exams.
4. Rubrics will be coded with the following scores: does not meet, meets, exceeds expectations. Learning outcomes 1-4 will be assessed in courses with assignments, projects, etc., measured by rubrics customized to measure specific outcomes. Learning outcome 5 will be assessed based on student-specific placement data and recruitment metrics.
5. Student challenges in particular courses will point to changes that need to be made in the curriculum to improve learning.
4. Assess program outcomes related to changes that are made.
5. Each year, formal program evaluation will be conducted for program improvement and modification. Contributing information will be gathered from student course and instructor evaluations, overall assessment activity outcomes, and focus groups/questionnaires sampling students, alumni, and faculty.
| **Ph.D. in Applied Ethnomusicology and Intercultural Arts Research (AEIAR), Graduate Interdisciplinary Programs, Graduate College** | **No** | **Description:** The Ph.D. equips scholars with the interdisciplinary training, skills, and research experience necessary to address contemporary concerns from an intercultural understanding of the arts in society, education, human health and well-being in global contexts. The program will emphasize the identification of ethnomusicology’s ethnographic, intercultural, people-centered findings and perspectives with the aim of advancing research beyond the realm of music and particularly towards addressing current contemporary problems and concerns, in the domains of human rights, healthy human and natural environments, and the deepening of understanding of the human mind and body.

**Justification:** This program will be in the Graduate College Interdisciplinary Programs (GIDPs) and will be anchored by 14 interdisciplinary core faculty from science, public health, cognition, social and behavioral sciences, humanities, and education, along multiple arts disciplines. The faculty and many of the courses in a GIDP come from departments across campus, and as such, the cost to offer a GIDP is minimal.

**Market Need:** Ninety percent of ethnomusicologists are employed by universities and colleges, according to the American Council of University Research Libraries (ACRL). The ACRL report indicates a high demand for ethnomusicologists with advanced degrees.

| **Learning Outcomes** | **Concepts:**
1. Identify relationships of musical practice with social, biological and environmental dynamics;
2. Generate new understandings of human diversity and universals through musical and related arts;
3. Document practice in various modalities and media: audio, visual, historical (oral history), and digital;

**Competencies:**
4. Integrate knowledge from analytical modalities, research design, and techniques for a qualitative and quantitative study to address a specific problem; and
5. Assess techniques of cultural promotion, preservation, and curation.

**Measures**
Direct measures will include assessment of student work in core courses, from the comprehensive exam, from the dissertation, and from the oral defense of the dissertation. Rubrics will be designed for these assessments. Indirect measures will include exit interviews with students to gather information about the value of the program and help collect information to improve achievement of learning outcomes. Also, each year, data from
Society for Ethnomusicology’s 2014 survey of members. The Society’s job board posted 18 announcements of job openings in September, with 10% of those in public sector positions. Graduates from this program would be suitable for jobs in: educational settings; governmental agencies; publishing; recording companies; media providers; museums; music therapy; hospitals and health agencies; cultural heritage preservation; archives; folk-life centers; film and stage production; arts management and program coordination; and intellectual property.

It is of note that UA received an NIH grant for a partnership between neurobiology and music on audio therapy.

<table>
<thead>
<tr>
<th>Assessment Methods/ Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The program is using curriculum maps of learning outcomes in core courses to indicate when a specific learning outcome is introduced, practiced, and assessed in the core courses.</td>
</tr>
<tr>
<td>2. Taskstream software is used to facilitate the mapping. Specific assignments throughout the program will be used for the program assessment.</td>
</tr>
<tr>
<td>3. Embedded course assessments using rubrics will also be used for course projects, presentations, and written assignments during the program.</td>
</tr>
<tr>
<td>4. Rubrics will be coded with the following scores: does not met, meets, exceeds expectations.</td>
</tr>
<tr>
<td>5. The AIER Ph.D. program requires a student to complete written and oral comprehensive exams based upon coursework aligned with learning outcomes and the student’s plan of study. Rubrics will be developed to assess student writing and critical thinking and oral communication for the comprehensive exams. In addition, writing and critical thinking assessment will be performed using rubrics developed for the dissertation and for oral communication for the defense. Students will also assessed on their proposal for research. Individual progress in meeting the program</td>
</tr>
</tbody>
</table>
learning outcomes will be also be evaluated by the Executive Committee of the GIDP through annual student evaluations.
6. Student challenges in particular courses or on the comprehensive exam or in the dissertation and oral presentation will point to changes that need to be made in the curriculum to improve learning.
7. Assess program outcomes related to changes that are made.

<table>
<thead>
<tr>
<th>Masters of Science in Natural Science for Teachers</th>
<th>No fee</th>
<th>Justification for closing the program:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offered by the College of Science</td>
<td></td>
<td>The enrollment in the program has decreased over the years with only four students currently enrolled. Two of these students are expected to graduate this summer. Two students have been in contact with the program sporadically, and we are not certain they will continue in the degree. Three other students have recently withdrawn from the program. This program was designed for teachers who are active in middle or high school classrooms. The market value of the degree for practicing teaching has decreased. With decreased enrollments, the college cannot continue to pay instructors who are focused on teacher preparation. Students can enroll in the MA in Teacher</td>
</tr>
<tr>
<td>Last admit term will be 2017</td>
<td></td>
<td>Impact on current students:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The program will not be disestablished until all students have completed the degree, decided not to complete the degree, or within 6 years, whichever comes first. All students currently enrolled in the program will be contacted with the information about future closure of the program and with the intent to learn the students’ plans relative to completing the program.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 students enrolled</td>
</tr>
</tbody>
</table>

Table II – Disestablishment of a High Demand Program
| and Teacher Education that has a subspecialty in science teaching and is offered through the College of Education. |
## Proposed Elimination of Academic Units

<table>
<thead>
<tr>
<th>Unit</th>
<th>Requested Action</th>
<th>Justification/Brief Description of Proposed Action</th>
<th>Impact on Current Students</th>
<th>Expected Fiscal Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Letters, Arts and Science</td>
<td>Eliminate the College</td>
<td>The College of Letters, Arts, and Science was established as merger of the Colleges of Humanities, Fine Arts, Social and Behavioral Sciences, and Science (CLAS) in 2009. This umbrella college was designed to contain the four separate colleges, but also to maintain branding and donor bases that were already deeply established, the individual colleges would remain intact. The intent was to facilitate the establishment of new programs and research collaborations through the umbrella college. CLAS was also designed to house the CLAS Advising unit that provided advising to new freshmen who have not yet selected a major, for students transitioning out of one college to select a new major, and for two interdisciplinary degrees: the BA in Global Studies and the BGS degree in General Studies. The associate deans within CLAS provided support for these two interdisciplinary programs and worked together to support the CLAS advisors. However, supporting the CLAS advisors does not need the infrastructure represented by the Colleges of Letters, Arts, and Science with an Executive Dean. Furthermore, interdisciplinary research projects and new academic programs have been formed without the infrastructure of CLAS. Following discussion with the deans and associate deans and the directors of CLAS Advising, Global Studies, and General Studies, we have decided to disestablish the umbrella college of CLAS.</td>
<td>There will be no negative impact on the students currently advised by the CLAS advisors. The current programs will function as interdisciplinary degrees as they have been doing since 2009. A positive change that is anticipated is that the undecided students will be clustered into meta-majors with specific advisors assigned to each meta-major. This will provide deeper connections between the student and the advisor and allow more focused major exploration programing for undecided students. Once students have selected a major, they will be advised by the advisors in that program.</td>
<td>The Associate Dean in Humanities has overseen the CLAS Advising unit since 2009. A new administrator will be hired to oversee the CLAS Advising unit (name change TBD) when it is moved to the Provost Office. Otherwise, all the current financial support will be transferred to the Provost Office to administer the unit.</td>
</tr>
<tr>
<td>Outreach College</td>
<td>Eliminate the College</td>
<td>The functions of the Outreach College have transitioned to the UA Online and the Distance Campus administered under Academic Initiatives and Student Success in the Office of the Senior Vice President for Student Affairs and Enrollment Management and reporting to the Provost. All academic programs remain in the academic colleges. Only external administration has been done by the Outreach College. The Outreach College is no longer active.</td>
<td>No impact to the students with this elimination. All students are housed within their academic programs and colleges, as before. Academic Initiatives only supports the development of online programs and administers the distance campus.</td>
<td>No impact. All programs have already transitioned out of the Outreach College.</td>
</tr>
</tbody>
</table>
University of Arizona  
2018-2019  
Request to Establish a New Academic Program Requiring a Program Fee

<table>
<thead>
<tr>
<th>Program Name / Degree:</th>
<th>Master of Business Analytics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requested by</td>
<td>Paulo Goes – Dean Eller College of Management</td>
</tr>
<tr>
<td>Initial Student Enrollment (Sem/Yr)</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Level</td>
<td>Graduate XXXXX Undergraduate</td>
</tr>
<tr>
<td>CIP Code</td>
<td>52.1399</td>
</tr>
</tbody>
</table>

**Program Description**  
The Master’s of Science in Business Analytics program will operate at the intersection of business, quantitative methods and information technology with a clear focus on business applications. The program will focus on the application of current analytical methods to business problems utilizing business world data wherever possible. Many competing programs are simply rebadged statistics programs. We see this program as different from many others in that it is clearly a “business” analytics program with real world applications with business partner provided data in most if not all courses. We will address the foundational skills and tools needed to do business analytics and apply those to real situations.

**Justification for Program (State /regional need; relationship to institutional and system strategic plans)**  
Below is the vision for the Eller College developed by Dean Paulo Goes as communicated in his annual college report dated 5/2/2017.  
**Vision**  
- We will become a top 10 public business school. Influential and a widely recognized leader in business education, frontier knowledge discovery and impact on business practice.  
- We will create the future of business education and will shape the future of business.  
- We will build on our outstanding foundation of business and economics and will embrace forward-leaning big interdisciplinary themes that leverage our core competencies in entrepreneurship, innovation, analytics and digital transformation.  
- We will foster and create advanced interdisciplinary immersive environments of experiential learning, where business innovation meets the creative thinking of the Eller students and faculty, and business education intertwine with professional development.  
- In the world of the networked economy, we will develop and grow stronger than ever business and community connections, in a close-knit triad of knowledge creation and discovery, education and external partnerships.  
- The Eller College will be positioned to address the challenges of the external business world, the demands of the consumers in the various markets for business education.
### Projected Student Demand

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>50</td>
<td>75</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

### Description of and Rationale for Program Fee

The program fee will be the same as for all the specialty Master’s programs at the Eller College of Management; it is important to maintain consistent pricing across these programs. They are critical contributors to Arizona’s and the nation’s economic development, and the University of Arizona is at the forefront of delivery in this area. This program fee funding is used to continuously improve and successfully compete in this education space, enhancing the programs through increased services, including admissions and career advising; investments in facilities and technology; and investments in faculty recruitment and retention.
University of Arizona  
2018-2019  
Request to Establish a New Academic Program Requiring a Program Fee

<table>
<thead>
<tr>
<th>Program Name / Degree:</th>
<th>BS in Nutrition and Food Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requested by</td>
<td>Department of Nutrition, College of Agriculture and Life Sci.</td>
</tr>
<tr>
<td>Initial Student Enrollment (Sem/Yr)</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>Level</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>CIP Code</td>
<td>30.0000</td>
</tr>
</tbody>
</table>

**Program Description**
The major curriculum is designed to teach students about the food system from production to consumption, including the drivers of the food system, environmental and human health outcomes, and entrepreneurship. This program uses a cross-disciplinary approach, with university and community partnerships to create enriching experiential learning opportunities.

Potential Jobs: agri-food production management; food processing and distribution management; greenhouse manager; food technology specialist; food marketing and sales; food marketing research; Peace Corps work; organic certification specialist; nutrition policy specialist; non-profit organization work; and state and federal government work.

**Justification for Program**
(CALS provides a pivotal role to residents in every county of the state by increasing nutrition and health literacy, food access and improvements to agriculture and the environment through cooperative extension programming. Within the Metro Tucson area, local food industries are well represented with 14 locally-owned farms and ranches that produce food for Tucson restaurants and community food co-ops, 28 businesses produce and market 55-60 heritage foods and beverages that are sold in regional food stores, bars, and restaurants, 61% of the Metro Tucson restaurants and bars are locally owned compared with the national level of 41%, and there is a culture of selling and eating locally grown, produced, and marketed foods and beverages.

**Projected Student Demand**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>40</td>
<td>60</td>
<td>80</td>
<td>100</td>
</tr>
</tbody>
</table>
| Description of and Rationale for Program Fee | The requested fee will be identical to the fee currently charged to all undergraduate students in the Department of Nutritional Sciences. The fee adds to the student experience by funding additional advising staff. Advising staff would facilitate experiential learning opportunities in an attempt to reach the 100% engagement goal outlined in the Never Settle strategic plan through the development of various educational materials and programs for students in the Nutritional Sciences (NSC) major. Additionally, to prepare the most competitive employable graduates, the undergraduate program aims to increase offerings of specialized instruction in more diverse areas of nutrition. Along with this specialized instructional space, equipment, computer technology (hardware and software), and trained technical staff are required.

There is a high demand for Nutritional Sciences graduates in the food, supplement and pharmaceutical industries, community nutrition programs, government and public policy, research, academia, and the medical field. Many of these positions are specialized and require specialized education, credentials, and undergraduate preparation to be eligible at the entry level, which necessitates additional advising and training at the undergraduate level. |