ARIZONA BOARD OF REGENTS
ASU ◆ NAU ◆ UA

Request to Establish New Academic Program in Arizona

University: University of Arizona

Name of Proposed Academic Program: Bachelor of Creative Intelligence and Innovation
Academic Department: W. A. Franke Honors College
Geographic Site: Main Campus, Tucson, AZ
Instructional Modality: In Person, Hybrid
Total Credit Hours: 120
Proposed Inception Term: Summer 2023
Brief Program Description: The Bachelor of Creative Intelligence and Innovation (BCII) is a major degree that can only be earned in combination with another major. In collaboration with the University of Technology Sydney, BCII prepares students to face society's present and future challenges through experiential learning, engaged critical thinking, and transdisciplinary study. Undergraduate students will gain critical skills during their program experience that will position them for success, whether they plan to enter the workforce or pursue a postgraduate degree. Students can pair the BCII degree with any other major from the University of Arizona and explore transdisciplinary perspectives alongside diverse faculty from multiple disciplines. The curriculum consists of several transdisciplinary core courses, an internship, and a capstone project that aligns nicely with the existing Honors Thesis requirement for Franke Honors students. Courses are taught in a way that empowers students to innovate and experience rather than observe and absorb, as they favor hackathons, think tanks, and creative labs over lectures and tutorials. We are partnering with the University of Technology Sydney to transfer their hugely successful program to UArizona, thereby strengthening many of the University's Strategic Plan Pillars. This partnership will intrinsically broaden UArizona's global reach and meet the goals of Arizona Global as we pioneer new approaches to collaborate on transnational educational opportunities. The focus of this program is to directly prepare students to address many of the Grand Challenges discussed in the Strategic Plan. We promote the broadening of student understanding of creative problem solving by learning about the epistemologies and approaches from different disciplines through the expertise of the greater UArizona community to further showcase our Institutional Excellence. Since BCII is inherently transdisciplinary and interdisciplinary and one of the first of its kind, we expect this program will be a huge recruitment and retention opportunity for students within the Honors College to explore the resources and excellence throughout the university and contribute to the overall Wildcat Journey. We are driven to create a diverse, inclusive, equitable, and just learning environment and incorporate these principles in our program design, curriculum, and internship and independent study opportunities. We have developed this program to highlight the value of work by intentionally including courses and foci on diverse pedagogy and practices, like intersectionality as it relates to Black feminism and Indigenous communities in Arizona in line with goals of the Institutional Excellence and Arizona Advantage pillars.
Learning Outcomes and Assessment Plan:

Learning Outcome #1: Describe interdisciplinary and transdisciplinary approaches to investigating and analyzing complex systems.
Concepts: Select, apply and evaluate various techniques and technologies for investigating, interpreting, and visualizing complex system.
Competencies: Students will discern common qualities of complex systems and model their behaviour through different epistemologies to generate insights from the creative translation of models and patterns across different systems.
Assessment Methods: This outcome will be assessed in homework, exams, papers or other student projects.
Measures: Instructor grading of homework, exams, papers or other student projects (including capstone or Honors thesis).
Learning Outcome #2: Translate concepts to develop actionable solutions to real-world challenges, while demonstrating an understanding of cultural values and complex regional, national, and global challenges.
Concepts: Communicate, explore, network and negotiate in ways that are inclusive of and mine for ideas from diverse disciplines
Competencies: Students will research and generate insights from the creative translation of models and patterns across different systems
Assessment Methods: This outcome will be assessed in experiential learning projects and presentations.
Measures: Instructor grading of homework, exams, and papers or Honors thesis review.
Learning Outcome #3: Identify significant issues, challenges or opportunities and assess potential to act creatively on them by working within different contexts that recognize the values of particular groups, communities, organizations or cultures.
Concepts: Work within different community, organizational or cultural contexts to design and develop ideas, strategies and practices for betterment
Competencies: Students will demonstrate knowledge of ethical decision-making by incorporating values of particular groups, communities, organizations or cultures in innovation and leadership
Assessment Methods: This outcome will be assessed in community partnered projects.
Measures: Instructor grading of homework, exams, and papers or Honors thesis review.
Learning Outcome #4: Analyze and evaluate the value of different patterns, frameworks and methods for exploring and addressing complex challenges.
Concepts: Explore the relevance of patterns, frameworks, approaches and methods from different disciplines, professional practices or fields of inquiry for gaining insights into particular problems, proposals, practices, contexts and systems
Competencies: Students will develop the tools required to analyze problem situations or contexts from multiple disciplinary or personal perspectives and integrate findings in creative and useful ways, including testing the value of different patterns, frameworks and methods for exploring and addressing complex challenges.
Assessment Methods: This outcome will be assessed in classroom interaction, homework or thesis projects.
Measures: Instructor grading of homework, exams, and papers or Honors thesis review.
Learning Outcome #5: Imagine and design initiatives within new or existing (infra)structures by using their gained skills to explore and articulate the transformation required to create and implement innovation.
Concepts: Apply a range of appropriate media, tools, techniques and methods creatively and critically in multi-disciplinary teams to discover, investigate, design, produce and communicate ideas or artifacts
Competencies: Students will explore and articulate the transformation required to create and implement innovation to create a venture team to achieve the aspirations of a particular

innovation. Students will communicate confidently and with diplomacy to influence essential stakeholders or decision-makers and to achieve impact.
Assessment Methods: This outcome will be assessed in classroom interaction, homework or thesis projects.
Measures: Instructor grading of homework, exams, and papers or Honors thesis review.

Courses	Learning Outcomes				
	Describe interdisciplinary and transdisciplinary approaches to investigating and analyzing complex systems.	Translate observed patterns and learned concepts to develop actionable solutions to real-world challenges, while demonstrating an understanding of cultural values and complex regional, national, and global challenges.	Identify significant issues, challenges or opportunities and assess potential to act creatively on them by working within different contexts.	Analyze and evaluate the value of different patterns, frameworks and methods for exploring and addressing complex challenges	Imagine and design initiatives within new or existing (infra)structures by using their gained skills to explore and articulate the transformation required to create and implement innovation.
HNRS 270	**I/P**	**I/P**	**I/P**	**I/P**	
HNRS 271	**I/P**	**I/P**	**I/P**	**I/P**	**I**
HNRS 370		**P/A**	**P/A**	**P/A**	
HNRS 371	**A**	**P/A**	**P/A**	**P/A**	**P**
HNRS 470		**P/A**	**P/A**		**P/A**
HNRS 471	**P/A**	**P/A**	**P/A**	**P/A**	**P/A**
HNRS 472	**P/A**	**P/A**	**P/A**	**P/A**	**P/A**
HNRS 473	**P/A**	**P/A**	**P/A**	**P/A**	**P/A**
HNRS 498H OR 498B	**A**	**A**	**A**	**A**	**A**
Practicums (e.g.,	**P/A**	**P/A**	**P/A**	**P/A**	**P/A**

internships)					

Projected Enrollment for the First Three Years:

1st Year	2nd Year	3rd Year
25	50	75

Evidence of Market Demand:

The U.S. Department of Labor indicated that general multi- and interdisciplinary studies degrees showed a projected increase in jobs of up to 26%. The career sectors with the top predicted growth were broad and included software development, law, and post-secondary education. Due to the range of potential careers and that this would be a concurrent degree (i.e., a second major), this degree can support the professional development of a large community within the University of Arizona Franke Honors College.

In addition to the U.S. Department of Energy call for transdisciplinary approaches, the Organization for Economic Cooperation and Development (OECD) Directorate for Science, Technology and Innovation released a report in 2020 stating that complex global challenges require application driven transdisciplinary research and collaborations. These are issues that the current and next generations of students care about; the top 7 social issues for Gen Z, according to a poll by the Annie E. Casey Foundation, are: health care, mental health, higher education, economic security, civic engagement, race equity, and the environment. The University of Arizona does not have a program that explicitly aims to prepare students to address these issues through hands-on transdisciplinary and experiential learning. This program can fill this programmatic gap within the university and prepare multi-disciplinary students for future careers that will address these global challenges, as they grow in complexity.

Similar Programs Offered at Arizona Public Universities:

1. BA in Future Innovation in Society at Arizona State University
2. BS in Future Innovation in Society at Arizona State University

Objection(s) Raised by Another Arizona Public University? YES NO

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

If Yes, Response to Objections:

Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):

Teaching: Compensation for faculty to teach courses, including course buy-outs for Honors-affiliated instructors ($5,000 per course). Program Director: Compensation for a current Honors College faculty member (Caitlyn Hall) for summer supplemental compensation to direct the program and to move from 0.75 FTE with Honors to 1.0 FTE.

Advising: To support this new program, the Honors College will be restructuring the current advising team by moving Kailey Gilbert to a promoted position, in which she will oversee the BCII program (i.e., needs will be met through reassignment).
Plan to Request Program Fee/Differentiated Tuition? YES NO **Estimated Amount:** N/A **Program Fee Justification:** N/A
Specialized Accreditation? YES NO **Accreditor:** N/A