THE UNIVERSITY OF ARIZONA®

New Academic Program Workflow Form

General

Proposed Name: Creative Intelligence Innovati

Transaction Nbr: 00000000000169

Plan Type: Major

Academic Career: Undergraduate

Degree Offered: BCII

Do you want to offer a minor? N

Anticipated 1st Admission Term: Sum 2023

Details

Department(s):

HNRS

DEPTMNT ID	DEPARTMENT NAME	HOST
2514	Honors College	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

Admission application terms for this plan: Spring: Y Summer: Y Fall: Y

Plan admission types:

Freshman: Y Transfer: Y Readmit: Y Graduate: N

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 30.9999, Multi-/Interdisciplinary Studies, Other.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y Bachelor of Creative Intelligence and Innovation

Transcript: Y Bachelor of Creative Intelligence and Innovation

Conditions for Admission/Declaration for this Major:

Complete interview with the department.
Be a current or accepted Honors College student.

Requirements for Accreditation:

NA

Program Comparisons

University Appropriateness

We aim to expand our current programming to meet the goals of our strategic vision and mission, empower each student to reveal and pursue their passion with a deeper sense of wonder and purpose. We will offer BCII as a concurrent major, in which students will be able to take courses to earn a second major through the Honors College, earn Honors credit, and complement their primary major with hands-on transferable skills.

We are partnering with the University of Technology Sydney to transfer their hugely successful program to UArizona, thereby strengthening many of University's Strategic Plan Pillars. This partnership will intrinsically broaden UArizona's global reach, and meet the goals of Arizona Global pillar 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 pillar 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 pillar. Since BCII is inherently transdisciplinary and interdisciplinary and one of the first of its kind, we expect this program to 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 pillar. 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.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	BS/BA in Innovation in Society	BS	125	Arizona State University	Y

Peer Comparison

The themes between the programs at Arizona State University (ASU), Rensselaer Polytechnic Institute (RPI), UTS, and our proposed program are similar in that they challenge students to extend beyond traditional disciplinary boundaries. All programs pull pedagogy from the physical, natural, and social sciences, the humanities, and the arts to teach each's respective approaches, schools of thought, and epistemology. Developing and running these programs require multi-disciplinary faculty, which is evident in our peer programs and of those that have agreed to help support this program by teaching classes, acting as capstone and thesis advisors, etc.

This program stands out from its peers at ASU and RPI because it focuses on experiential learning through different experiential learning pedagogy (e.g., civic engagement, service learning, and community-driven research in the course curriculum). Neither program requires engagement outside the university and lecture-based course curriculum, whereas our proposed program puts external collaboration at the forefront to achieve the overall program and individual course learning objectives.

This program and the original BCII program at UTS are not standalone bachelor degrees. These are designed to go above and beyond to prepare students to tackle global challenges that require interdisciplinary and transdisciplinary thinking. Further, the UTS degree and our proposed program are a novel type of bachelor's degree: Bachelor of Creative Intelligence and Innovation. By developing this new bachelor's option, the degree is accessible to all majors.

UTS limits the departments and programs that they partner with to award this degree, and as such, their total reach is limited. Our proposed program can pair with any primary degree program. We are prepared to support students through their journey from visual arts to physiology.

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
00627076	Kristin Doran	0441	Assoc. Prof. Pract.	Doctor of Philosophy	10.00
00815657	Jennifer Mcstotts	HNRS	Assoc. Prof. Pract.	Master of Fine Arts	10.00
01013926	Erin Paradis	3004	Lecturer	Doctor of Education	10.00
04604374	Meg Brown	2101	Professor	Doctor of Philosophy	10.00
12202070	John Pollard	HNRS	Professor	Doctor of Philosophy	5.00
13003265	Adam Ussishkin	0431	Professor	Doctor of Philosophy	10.00
22056571	Bryan Carter	0435	Assoc. Prof	Doctor of Philosophy	10.00
22075695	Kathryn Alexander	HNRS	Assit. Prof. Pract.	Doctor of Philosophy	5.00
23062851	Caitlyn Hall	HNRS	Assit. Prof. Pract.	Doctor of Philosophy	30.00

Additional Faculty:

W.A. Franke Honors College faculty such as Victor Braitberg, Nadia Alvarez Mexia, Joost Van Haren, Claire McLane, Patrick Baliani, and Trevor Hedberg will assist as rotating instructor's.

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
2514	0	0	1.00

Projected Student & Faculty FTE

	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
DEPT	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
2514	25	50	75	0	0	0	1.00	1.50	2.00

Library

Acquisitions Needed:

NA

Physical Facilities & Equipment

Existing Physical Facilities:

Existing physical facilities and equipment are adequate for this program.

Additional Facilities Required & Anticipated:

NA

Other Support

Other Support Currently Available:

NA

Other Support Needed over the Next Three Years:

NA

Comments During Approval Process

12/22/2022 3:36 PM

BALIANI

Comments
Approved.

1/26/2023 9:52 AM

MELANIECMADDEN

Comments
Updated Peer Comparison and Additional Information documents with revisions based on CA feedback.

1/26/2023 9:52 AM

MELANIECMADDEN

Comments
Approved.

1/26/2023 2:41 PM

JPOLLARD

Comments
Approved.

1/26/2023 2:46 PM

MELANIECMADDEN

Comments
Approved.

THE UNIVERSITY OF ARIZONA

ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

I. MAJOR REQUIREMENTS–

UNDERGRADUATE

Total units required to complete the degree	120
Upper-division units required to complete the degree	42
Foundation courses	
Second language	2nd Semester Proficiency
Math	G- Strand
General education requirements	Entry Course (1 unit) Exploring Perspectives (4 courses, 12 units) (one course from each domain required) -Artist -Humanist -Natural Scientist -Social Scientist Building Connections (3 courses, 9 units) Exit Course (1 unit)
Pre-major? (Yes/No).	No
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	- Complete interview with the department - Be a current or accepted Honors College student
Major requirements	
Minimum # of units required in the major (units counting towards major units and major GPA)	33
Minimum # of upper-division units required in the major (upper division units counting towards major GPA)	12
Minimum # of residency units to be completed in the major	18

Required supporting coursework (courses that do not count towards major units and major GPA, but are required for the major). Courses listed must include prefix, number, units, and title. 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.	We are proposing this to be a concurrent degree a student could earn, as such they would need to declare a primary degree. The requirements would be dependent on each student's respective primary major degree program.
Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed count towards major units and major GPA. Courses listed must include 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.	HNRS 270: Problems to Possibilities (3 units) (New) HNRS 271: Creative Practice and Methods (3 units) (New) HNRS 370: Past, Present, Future of Innovation (3 units) (New) HNRS 371: Creativity and Complexity (3 units) (New) HNRS 470: Leading Innovation (3 units) (New) HNRS 471: Initiatives and Entrepreneurship (3 units) (New) HNRS 472: Transdisciplinary Practice (3 units) (New) HNRS 473: Envisioning Futures (3 units) (New) HNRS 393H: Internship (3 units) OR HNRS 399H: Honors Independent Study (3 units) Innovation Project (HNRS 479) (3 units) (New) HNRS 498B Capstone (3 units) (New) OR HNRS 498: Thesis (6 units)
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Yes, Internship (HNRS 393H) or Independent Study (HNRS 399H) and Innovation Project (HNRS 479). An opportunity for students to see their growth and begin to take ownership of their journey through the program. Their specific activities will be unique to their chosen path and co-created project with their respective course supervisor, but they will be required to submit a reflection assignment at the beginning and end of their experience to evaluate growth.
Senior thesis or senior project required (Yes/No). If yes, provide description.	Yes, either Honors thesis (HNRS 498, 6 units) or capstone (HNRS 498B, 3 units). A required cumulative-experience class will focus on

	translating concepts learned during the BCII program to actionable solutions with an emphasis on understanding complex systems, developing solutions, and predicting intended and unintended impacts. Students will review each of their major assignments (i.e., projects) that they completed and use reflection to articulate their passions and interests such that they can establish their research plans for their cumulative experience. Students will then reflect on how their knowledge and perspectives have changed. In the course's signature assignment, students will propose a solution that addresses an issue within their major discipline or field of interest. They will articulate their justification for their proposed solution and outline how it could be implemented. Students will outline expected stakeholders, including who will benefit and who may be harmed, and explicitly address issues of equity and ethics.
Additional requirements (provide description)	N/A
Minor (specify if optional or required)	Optional - but BCII is not a standalone major and requires students to complete a primary major
Any double-dipping restrictions (Yes/No)? If yes, provide description.	Yes, major core courses are not permitted to double-dip.

II. CURRENT COURSES–

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
HNRS 393H	3	Honors Internship	None	In-person, Hybrid	N/A	Yes
HNRS 399H	3	Honors Independent Study	None	In-person, Hybrid	N/A	Yes

HNRS 498H	6	Honors Thesis	None	In-person, Hybrid	N/A	Yes

III. NEW COURSES NEEDED –

Course prefix and number (include cross-listings)	**Units**	**Title**	**Pre-requisites**	**Modes of delivery (online, in-person, hybrid)**	**Status ***	**Anticipated first term offered**	**Typically Offered (F, W, Sp, Su)**	**Dept signed party to proposal? (Yes/No)**	**Faculty members available to teach the courses**
HNRS 270	3	Problems to Possibilities	None	In-person	S	Summer 2023	F, Sp	Yes	Adam Ussishkin; Kristin Doran
HNRS 271	3	Creative Practice and Methods	None	In-person	S	Spring 2023	F, Sp	Yes	Erin Paradis
HNRS 370	3	Past, Present, Future of Innovation	None	In-person	S	Fall 2023	F, Sp	Yes	Adam Ussishkin
HNRS 371	3	Creativity and Complexity	None	In-person	D	Spring 2024	F, Sp	Yes	Bryan Carter
HNRS 470	3	Leading Innovation	None	In-person	D	Fall 2024	F, Sp	Yes	Kristin Doran, Erin Paradis
HNRS 471	3	Initiatives and Entrepreneurship	None	In-person	D	Spring 2025	F, Sp	Yes	Caitlyn Hall
HNRS 472	3	Transdisciplinary Practice	None	Online	D	Fall 2025	F, Sp	Yes	John Pollard
HNRS 473	3	Envisioning Futures	None	In-person	D	Spring 2026	F, Sp	Yes	Jennie McStotts
HNRS 479	3	Innovation Project	None	Online	D	Fall 2023	F, Sp	Yes	Meg Lota Brown
HNRS 498B	3	Creative Intelligence & Innovation Capstone	None	Hybrid	D	Fall 2025	F, Sp	Yes	Caitlyn Hall

*In development (D); submitted for approval (S); approved (A)

IV. FACULTY INFORMATION-

Faculty Member	Involvement	UA Vitae link or Box folder link
Caitlyn Hall	Faculty program director, Internship and Practicals Mentor, Teach HNRS 471	https://profiles.arizona.edu/person/cahall
Adam Ussishkin	Teach HNRS 270, HNRS 370, Capstone/Thesis Mentor	https://profiles.arizona.edu/person/ussishki
Bryan Carter	Teach HNRS 371, Capstone/Thesis Mentor	https://profiles.arizona.edu/person/bryancarter
Kristin Doran	Teach HNRS 270, HNRS 470, Capstone/Thesis Mentor	https://profiles.arizona.edu/person/kdoran
Meg Lota Brown	Teach HNRS 479, Capstone/Thesis Mentor	https://profiles.arizona.edu/person/mlbrown
Erin Paradis	Teach HNRS 271, HNRS 470, Capstone/Thesis Mentor	https://profiles.arizona.edu/person/eparadis
Jennie McStotts	Teach HNRS 473, Department Head, Capstone/Thesis Mentor	https://profiles.arizona.edu/person/mcstotts
Kate Alexander	HNRS 371, Capstone/Thesis Mentor	https://profiles.arizona.edu/person/kalexander
Victor Braitberg	Rotating Instructor	https://profiles.arizona.edu/person/victorb
Nadia Alvarez Mexia	Rotating Instructor	https://profiles.arizona.edu/person/nalvarez
Joost van Haren	Rotating Instructor	https://profiles.arizona.edu/person/jvanhare
Claire McLane	Rotating Instructor	https://profiles.arizona.edu/person/clairemclane
Patrick Baliani	Rotating Instructor	https://profiles.arizona.edu/person/baliani
Trevor Hedberg	Rotating Instructor	https://profiles.arizona.edu/person/thedberg
John Pollard	Teach HNRS 472, Interim Dean	https://profiles.arizona.edu/person/jpollard

V. GRADUATION PLAN – provide a sample degree plan, based on your program that includes all requirements to graduate with this major and takes into consideration course offerings and sequencing. *Undergraduate programs: please complete Addendum D: 4-Year Plan for Degree Search. Use generic title/placeholder for requirements with more than one course option (e.g., Upper Division Major Elective, Minor Course, Second Language, GE Tier 1, GE Tier 2).* Add rows as needed.

Semester 1		**Semester 2**		**Semester 3**		**Semester 4**	
Course prefix and number	**Units**	**Course prefix and number**	**Units**	**Course prefix and number**	**Units**	**Course prefix and number**	**Units**
HNRS 270	3	HNRS 271	3	HNRS 370	3	HNRS 371	3
ENGL 101	3	ENGL 102	3	GE EP	3	GE EP	3
LING 123 OR Math 105 OR PHIL 110	3	GE EP	3	GE BC	3	GE BC	3
UNIV 101	1	GE BC	3	Primary Major Course Requirement	3	Second Language	4-5
GE EP	3	Primary Major Course Requirement	3	Primary Major Course Requirement	3	UNIV 301	1
Primary Major Course Requirement	3	Primary Major Course Requirement	3			Primary Major Course Requirement	3
Total	**16**	**Total**	**18**	**Total**	**15**	**Total**	**17-18**
Semester 5		**Semester 6**		**Semester 7**		**Semester 8**	
Course prefix and number	**Units**	**Course prefix and number**	**Units**	**Course prefix and number**	**Units**	**Course prefix and number**	**Units**
HNRS 470	3	HNRS 471	3	HNRS 472	3	HNRS 473	3
HNRS 393H	3	HNRS 479	3	HNRS 498H	3	HNRS 498H	3
Second Language	4-5	Primary Major Course Requirement	3	Primary Major Course Requirement	3	Primary Major Course Requirement	3
Primary Major Course Requirement	3	Primary Major Course Requirement	3	Primary Major Course Requirement	3	Primary Major Course Requirement	3
Primary Major Course Requirement	3	Primary Major Course Requirement	3	Primary Major Course Requirement	3	Primary Major Course Requirement	3
Total	**16-17**	**Total**	**15**	**Total**	**15**	**Total**	**15**

VI. **Curriculum Map and Assessment Map** - Complete this table as a summary of your learning outcomes and assessment plan, using these examples as a model. If you need assistance completing this table and/or the Curriculum Map, please contact the Office of Instruction and Assessment. Attach your Curriculum Map here.

Program: Bachelor of Creative Intelligence and Innovation (adapted from UTS's Bachelor of Creative Intelligence and Innovation Learning Outcomes)

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**				
	Understand 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., internships)	**P/A**	**P/A**	**P/A**	**P/A**	**P/A**

I - Introduced, P - Practiced, A - Assessed

Assessment Plan Activities/Measures

Learning Objectives 1 - 5	**Measure Title**	**Course Assignments**
	Direct/Indirect	Direct
	Measure Level	Knowledge, Comprehension, Application, Synthesis, Analysis, Evaluation
	Details/Description	Assignments and projects that assess learning outcomes and facilitate student learning through the use of case studies, reflection, etc.
	Acceptable Target	70% assignment completion
	Ideal Target	100% assignment completion
	Implementation Plan (timeline)	Each course will work to satisfy a minimum of three learning objectives
	Key/Responsible Personnel	Respective Course Instructors
Learning Objectives 1 - 5	**Measure Title**	**Introduction, Exit Surveys**
	Direct/Indirect	Indirect
	Measure Level	Analysis, Synthesis, Evaluation

	Details/Description	Surveys to assess student understanding, confidence level, and perception of complex systems and problem-solving, including stakeholder needs and values, historical and contemporary contexts, application of interdisciplinary and transdisciplinary approaches, risks and benefits, and intended and unintended impact.
	Acceptable Target	80% response
	Ideal Target	100% response
	Implementation Plan (timeline)	At acceptance into the program, program mid-point (HNRS 393H) and at the end of HNRS 498H or 498B
	Key/Responsible Personnel	Caitlyn Hall; Kailey Glibert
Learning Objectives 1 - 5	**Measure Title**	**Practicals Reflection and Cumulative Analysis**
	Direct/Indirect	Indirect (Reflections), Direct (Analysis)
	Measure Level	Analysis, Synthesis, Evaluation
	Details/Description	*Practicals Reflection:* Students will reflect on their experience from their practicals (i.e., HNRS 372 and HNRS 393H). *Cumulative Analysis:* At the end of their capstone or thesis, they will analyze their reflections during practicals and articulate their change in perspectives and knowledge, and determine when pivots in thinking or project trajectory changed and why.
	Acceptable Target	100% completion
	Ideal Target	100% completion
	Implementation Plan (timeline)	HNRS 372, HNRS 393H, HNRS 498H or HNRS 498B
	Key/Responsible Personnel	Caitlyn Hall; Kailey Glibert
Learning Objectives 1 - 5	**Measure Title**	**Cumulative Capstone/Thesis**
	Direct/Indirect	Direct
	Measure Level	Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation
	Details/Description	Signature assignment in which students will propose a solution that addresses an issue within their discipline. They will articulate details of the solution, their justification for their proposed solution, and outline how it could be implemented. Students will outline expected stakeholders, including who will benefit and who may be harmed, and explicitly address ethics and equity.
	Acceptable Target	80% completion

	Ideal Target	100% completion
	Implementation Plan (timeline)	HNRS 498H or 498B
	Key/Responsible Personnel	Caitlyn Hall

VII. PROGRAM ASSESSMENT PLAN-

Learning outcomes, course offerings, and program assignments will be reviewed yearly between Caitlyn Hall, John Pollard, Kailey Glibert, Jennie McStotts, Bryan Carter, Erin Paradis, Kristin Doran, Meg Lota Brown, and Adam Ussishkin.

We are also working with Adriana Cimetta and Rebecca Friesen of the Center for Educational Assessment, Research, & Evaluation (CEARE) to help design a program evaluation test protocol.

Core Courses (HNRS 270, 271, 370, 371, 470, 471, 472, 473):
Students will be introduced to topics related to the 5 different learning outcomes through experiential learning, case studies, and hands-on individual and group projects. During which, students will be encouraged to follow their own lines of curiosity and major disciplines during individual projects. Students will then conduct research answering basic prompts to guide them through these topics by establishing a platform to scaffold off of during their core courses. This activity sets a baseline for their knowledge on the topic and how resilience intersects with their chosen topic thread, while addressing the learning outcomes.

HNRS 393H:
Students will be required to take an internship at a mid-point throughout their study. This will be an opportunity for students to see their growth and begin to take ownership of their journey through the program. Their specific activities will be unique to their chosen path and co-created project with their respective course supervisor, but they will be required to submit a reflection assignment at the beginning and end of their experience to evaluate growth.

HNRS 498H or 498B:
A required cumulative-experience class will focus on translating concepts learned during the BCII program to actionable solutions with an emphasis on understanding complex systems, developing solutions, and predicting intended and unintended impacts. Students will have the option to earn Honors in BCII by taking six (6) units of HNRS 498H (thesis). If students elect to not earn Honors in BCII, they will be required to take three (3) units of HNRS 498B (BCII capstone). Students will review each of their major

assignments (i.e., projects) that they completed and use reflection to articulate their passions and interests such that they can establish their research plans for their cumulative experience. Students will then reflect on how their knowledge and perspectives have changed. In the course's signature assignment, students will propose a solution that addresses an issue within their major discipline or field of interest. They will articulate their justification for their proposed solution and outline how it could be implemented. Students will outline expected stakeholders, including who will benefit and who may be harmed, and explicitly address issues of equity and ethics. Learning outcomes will be assessed through the completion of the projects and assignments by the course instructor.

Learning Outcomes	**Sources(s) of Evidence**	**Assessment Measures**	**Data Collection Points**
Describe interdisciplinary and transdisciplinary approaches to investigating and analyzing complex systems.	Core Courses: Course-embedded assessments; individual and group projects; reflection assignments Practicums: reflections, write-ups, and progress assessments Entrance Survey HNRS 498H or HNRS 498B: Exit survey; cumulative project experience	Core Courses: Reflection, research, projects, and assignments that scaffold to support applied courses and practicals. Surveys: Measure change in student confidence, knowledge, experience, and perceptions	● Entrance survey: Upon their acceptance into the program ● Exit survey: Upon completion of HNRS 498H or HNRS 498B ● During core courses, practicums, capstone/thesis projects
Translate concepts to develop actionable solutions to real-world challenges, while demonstrating an understanding of cultural values	Core Courses: Course-embedded assessments; individual and group projects; reflection assignments	Core Courses: Reflection, research, projects, and assignments that scaffold to support applied courses and practicals.	● Entrance survey: Upon their acceptance into the program

and complex regional, national, and global challenges.	Practicums: reflections, write-ups, and progress assessments Entrance Survey HNRS 498H or HNRS 498B: Exit survey; cumulative project experience	Surveys: Measure change in student confidence, knowledge, experience, and perceptions	• Exit survey: Upon completion of HNRS 498H or HNRS 498B • During core courses, practicums, capstone/thesis projects
Identify significant issues, challenges or opportunities and assess potential to act creatively on them by working within different contexts.	Core Courses: Course-embedded assessments; individual and group projects; reflection assignments Practicums: reflections, write-ups, and progress assessments Entrance Survey HNRS 498H or HNRS 498B: Exit survey; cumulative project experience	Core Courses: Reflection, research, projects, and assignments that scaffold to support applied courses and practicals. Surveys: Measure change in student confidence, knowledge, experience, and perceptions	• Entrance survey: Upon their acceptance into the program • Exit survey: Upon completion of HNRS 498H or HNRS 498B • During core courses, practicums, capstone/thesis projects
Analyze and evaluate the value of different patterns, frameworks and methods for exploring and addressing complex challenges	Core Courses: Course-embedded assessments; individual and group projects; reflection assignments	Core Courses: Reflection, research, projects, and assignments that scaffold to support applied courses and practicals.	• Entrance survey: Upon their acceptance into the program • Exit survey: Upon completion of HNRS 498H or HNRS 498B

	Practicums: reflections, write-ups, and progress assessments Entrance Survey HNRS 498H or HNRS 498B: Exit survey; cumulative project experience	Surveys: Measure change in student confidence, knowledge, experience, and perceptions	• During core courses, practicums, capstone/thesis projects
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.	Core Courses: Course-embedded assessments; individual and group projects; reflection assignments Practicums: reflections, write-ups, and progress assessments Entrance Survey HNRS 498H or HNRS 498B: Exit survey; cumulative project experience	Core Courses: Reflection, research, projects, and assignments that scaffold to support applied courses and practicals. Surveys: Measure change in student confidence, knowledge, experience, and perceptions	• Entrance survey: Upon their acceptance into the program • Exit survey: Upon completion of HNRS 498H or HNRS 498B • During core courses, practicums, capstone/thesis projects

VIII. ANTICIPATED STUDENT ENROLLMENT-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Number of Students	25	50	75	100	100

Data/evidence used to determine projected enrollment numbers:

Year 1	Year 2	Year 3	Year 4	Year 5
25	50	75	100	100

We aim for our total enrollment to start at 25 and double each year. We have based this number on the student enrollment during the first five years of the original BCII program at UTS (shown in Table 1 below), considering our current enrollment in the Honors College and the current Honors College HHV minor (enrollment over the first five years is shown in Table 2).

Table 1. UTS BCII program enrollment over the first 5 years.

Enrolment Number by Year	**2014**	**2015**	**2016**	**2017**	**2018**
Total BCII Enrollment	129	282	457	665	755

Table 2. Approximate UArizona HHV minor program enrollment over the first 5 years.

Enrolment Number by Year	**2018**	**2019**	**2020**	**2021**	**2022**
Total HHV Enrollment	10	24	43	67	85

IX. ANTICIPATED DEGREES AWARDED-

PROJECTED DEGREES AWARDED ANNUALLY							
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year	7th Year
Number of Degrees	0	0	5	20	40	60	80

Data/evidence used to determine number of anticipated degrees awarded annually:

We aim to recruit incoming first-year students and current students early in their degree programs (rising sophomores). We assume that it would take current students 3 years to complete their degrees and the added BCII requirements, and graduation of students before the 4th year of the program would be limited.

For this estimation, we assumed an 80% retention rate for students to graduate with the BCII degree. The current retention rate for Honors students to who graduate with Honors is 65% (assuming a traditional journey through Honors in which they entered the Honors College as a freshman). However, the retention rate of students involved in Honors College programming increases significantly to 85%.

X. PROGRAM DEVELOPMENT TIMELINE- describe plans and timelines for 1) marketing the major and 2) student recruitment activities.

1) Marketing

During the first year, we will advertise through different Honors College communication channels (e.g., weekly newsletter, social media posts, during orientations/information sessions, Honors College website). We will create an interest form for accepted students to improve yield efforts and build a targeted list for BCII recruitment once the degree is official. We will also create materials for students who are already in majors that would align especially well with BCII programming. We will ask Honors College advisors to share this information with students they feel would be interested and a good fit for the program. We will outreach to all faculty and staff affiliated with the Honors College to share the program. We will advertise this program throughout spring and summer 2023, and update our marketing strategies based on feedback and what we find to be successful.

2) Student Recruitment Activities

We will reach out to students who have been accepted by the Honors College and have shown interest in applying during recruitment. We will also reach out to Honors-affiliated faculty and departments and Honors communication channels to promote student enrollment in BCII. The

specific curriculum will encourage students to bond and develop long-lasting peer relationships; students will be able to attract students to join the program and form a community to promote retention in the program.

The BCII program will be incorporated into our current digital marketing campaign to the prospective Franke Honors College applicant pool of approximately 80,000 students/yr. Throughout the application cycle, the Franke Honors recruitment team will promote the program at in-person and virtual events for prospective students (approx 250/yr reaching over 5000 students). First-year students admitted to Franke Honors (approximately 1800/yr) will receive a personalized invitation to apply. Information about the program will also be sent to high school counselors who work with students during the college application process.

XI. Program Fees and Differential Tuition (PFDT) Request – N/A

Appendix C. ABOR Form

Request to Establish New Academic Program in Arizona

Please complete all fields. Boxes may be expanded to accommodate longer responses. Clarifying field descriptions can be found below. Should you have any questions or concerns, please email Helen Baxendale, Director of Academic Affairs and Policy at helen.baxendale@azregents.edu

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
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:

Program: Bachelor of Creative Intelligence and Innovation (adapted from UTS's Bachelor of Creative Intelligence and Innovation Learning Outcomes)

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**

	Understand 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., internships)	**P/A**	**P/A**	**P/A**	**P/A**	**P/A**
I - Introduced, P - Practiced, A - Assessed					
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 Organisation 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:
List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.

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

FOR CURRICULAR AFFAIRS USE ONLY
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.):
Please provide an estimate of the personnel and infrastructure requirements of the proposed new program and the corresponding costs. Please specify if the proposed program requires new resources (e.g., new faculty lines; a new laboratory; new teaching assistantships or scholarships) or whether resource needs may be met through the reassignment or extension of existing ones. If resource extension or reassignment will impact extant programs and/or operations, please make this clear.

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 Glibert 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? NO

Estimated Amount:

Program Fee Justification:
Note: The fee setting process requires additional steps and forms that need to be completed. Please work with your University Fees office to complete a fee request.

Specialized Accreditation? NO

Accreditor:
The name of the agency or entity from which accreditation will be sought

NEW ACADEMIC PROGRAM – MAJOR

Preliminary Proposal Form

I. **Program Details**

a. **Name (and Degree Type) of Proposed Academic Program:**
Bachelor of Creative Intelligence and Innovation
i. **Emphases (if applicable): N/A**
b. **Academic Unit(s)/College(s): Honors College**
c. **Campus/Location(s): Main Campus**
d. **First Admission Term** (*i.e., Fall 2022)*: **Summer 2023**
e. **Primary Contact and Email: Caitlyn Hall, cahall@arizona.edu**

II. **Executive Summary** (please provide **no more** than 5 bullets/sentences that sum up the rationale, demand, and uniqueness of your proposed major)**:**

Society's current dynamism and complexity require transdisciplinarity to go beyond the boundaries of traditional disciplines to innovate and challenge the status quo. The Bachelor of Creative Intelligence and Innovation (BCII) is a complementary transdisciplinary degree to equip students to take a holistic approach to solve grand societal challenges, as they consider diverse and complex drivers, limitations, priorities, and stakeholders' values from the perspective of their primary major degree. BCII answers the growing demand for transdisciplinarity to drive the development of novel approaches to accelerate innovations, including calls from the Department of Energy. BCII is a unique degree that empowers students to bridge gaps between disciplines through the practical application of knowledge from internships, practicums, and student-driven inquiry.

III. **Brief Program Description:** *Work with campus marketing to develop a description for the proposed program. Include the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (if any), etc. Typically, 100-250 words.*

The Bachelor of Creative Intelligence and Innovation (BCII) is a concurrent 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 favour hackathons, think tanks, and creative labs over lectures and tutorials.

IV. **Program Rationale:** *In consultation with proposing unit's college-level administration, describe how the proposed academic program fits within the mix of programs currently offered by the college, and how it advances the overall mission of the college and university. To support the proposed program, does the college envision sharing resources used by other programs, redeploying internal resources, etc.?*

The Honors College has two interdisciplinary minors for Honors students: the established *Health and Human Values (HHV)* and the brand new *Future Earth Resilience (FER)*. Our program offers students customizable, interdisciplinary pathways that allow them to think and work on relevant societal challenges relevant to their primary degree area, while also completing portions of their general education and required Honors units. Students in these minors have found it to be one of the most rewarding aspects of their time at the University of Arizona. Below are excerpts of surveys from students enrolled in the *HHV* minor:

- *"Through my education and experience in the HHV minor, I have developed a passion for women's healthcare. The concepts learned through the HHV program can apply to all major disciplines, including law, engineering, business, technology, and more. Understanding how health and socioeconomic factors intertwine can lead to improvements across many social structures, not just hospitals. We can all stand to learn more about this subject and become more informed, empathetic, and compassionate people."*
- "*HHV allows me to understand and interact successfully in new situations because I can think critically about the social and cultural environments that produce disease and health outcomes. With this mindset, medicine becomes the intersection of biomedicine, culture, and society.*"
- "*The Health and Human Values minor has been one of the most important experiences of my undergraduate career.*"

We aim to expand our current programming to meet the goals of our strategic vision and mission, *empower each student to reveal and pursue their passion with a deeper sense of wonder and purpose*. We will offer BCII as a concurrent major, in which students will be able to take courses to earn a second major through the Honors College, earn Honors credit, and complement their primary major with hands-on transferable skills.

We are partnering with the University of Technology Sydney to transfer their hugely successful program to UArizona, thereby strengthening many of University's Strategic Plan Pillars. This partnership will intrinsically broaden UArizona's global reach, and meet the goals of **Arizona Global pillar** 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 pillar** 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 pillar**. Since BCII is inherently transdisciplinary and interdisciplinary and one of the first of its kind, we expect this program to 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 pillar**. 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**.

V. **Projected Enrollment for the First Three Years:** *Note that for the full proposal, you will need to provide evidence to support the projection (through student/alumni surveys, enrollment in existing courses, peer programs, etc.) At this stage, a rough estimate is sufficient.*

Year 1	Year 2	Year 3	Year 4	Year 5
25	50	75	100	100

We aim for our total enrollment to start at 25 and double each year. We have based this number on the student enrollment during the first five years of the original BCII program at UTS (shown in Table 1 below), considering our current enrollment in the Honors College and the current Honors College HHV minor (enrollment over the first five years is shown in Table 2).

Table 1. UTS BCII program enrollment over the first 5 years.

Enrolment Number by Year	2014	2015	2016	2017	2018
Total BCII Enrollment	129	282	457	665	755

Table 2. Approximate UArizona HHV minor program enrollment over the first 5 years.

Enrolment Number by Year	2018	2019	2020	2021	2022
Total HHV Enrollment	10	24	43	67	85

VI. **Evidence of Market Demand:** *Please provide an estimate of the future state-wide and national demand for graduates of the proposed academic program. Please specify the source (e.g., Burning Glass; Jobs EQ; US Department of Labor) of workforce demand data and detail the assumptions that underpin these projections. Curricular Affairs can provide a job posting/demand report (from Burning Glass) by skills obtained/CIP code of the proposed major; contact the Office of Curricular Affairs to request the report if needed for your proposal. If job market data is unavailable or not applicable, please explain why and elaborate another justification for the proposed program.*

The U.S. Department of Labor indicated that general multi- and inter-disciplinary 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 Honors College.

In addition to the U.S. Department of Energy call for transdisciplinary approaches, the Organisation 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 toaddress 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.

VII. **Similar Programs Offered at Arizona Public Universities:** *List existing programs at Arizona Public Universities, including affiliated programs at The University of Arizona, which deliver similar concepts and competencies to the proposed new program.*

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

VIII. **Resources**

a. **Summarize new resources required to offer the program:**

- Teaching: Compensation for faculty to teach courses, including course buy-outs for Honors-affiliated instructors ($7,000 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 to 1.0 FTE.
- Advising: To support this new program, the Honors College will be restructuring the current advising team by moving Kailey Glibert to a promoted position, in which she will oversee the BCII program.

b. **Estimate total expected cost:**

- Teaching: The primary expected costs are to compensate faculty for their instruction. In the first three years, we aim to offer 6 courses a year that are taught by outside faculty.
- Program Director: The chosen faculty member will be compensated $7,000 per year for their summer time spent coordinating the program as supplemental compensation.
- Advising: Kailey Glibert, current Associate Director of Academic Advising will be promoted to Director and as part of this will oversee the BCII degree implementation, enrollment management and

coordinate associated study abroad experiences that will be coupled with the program. This promotion will cost approximately an additional $10k/year.

c. Estimate total expected revenue of the program:

We propose that a student will have to take a minimum of 33 units within the Honors BCII program to earn this degree (students that elect to pursue the thesis option over capstone will take 36 units). To estimate the total revenue, we have conservatively estimated that students will take 2 3-unit courses per year; however, the actual average units over a student's undergraduate career exceeds 3 BCII units per semester.

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Students Enrolled	25	50	75	100	100
Student Credit Hours (SCH)	150	300	450	600	600
Revenue from SCH	$27,750	$55,500	$83,250	$111,000	$111,000

IX. **Required Signatures** *(the following should be included in the notification memo to campus after ABOR approval):*

a. **Program Director/Main Proposer:**

i. **Signature:** 

ii. **Name and Title: Caitlyn Hall, Assistant Professor of Practice**

iii. **Date: 20 December 2022**

b. **Managing Unit/Department Head:**

i. **Signature:** 

ii. **Name and Title: Jennie McStotts, Associate Professor of Practice**

iii. **Date: 20 December 2022**

c. **College Dean/Associate Dean:**

i. **Signature:** 

ii. **Name and Title: John Pollard, Interim Dean**

iii. **Date: 20 December 2022**

THE UNIVERSITY OF ARIZONA

BUDGET PROJECTION FORM

Name of Proposed Program or Unit: W. A. Franke Honors College

	Projected		
Primary Budget Contact Person: John Pollard (jpollard@arizona.edu)	**1st Year** 2023 - 2024	**2nd Year** 2024 - 2025	**3rd Year** 2025 - 2026
METRICS			
Net increase in annual college enrollment UG	25	50	75
Net increase in college SCH UG	150	300	450
Net increase in annual college enrollment Grad	N/A	N/A	N/A
Net increase in college SCH Grad	N/A	N/A	N/A
Number of enrollments being charged a Program Fee	N/A	300	450
New Sponsored Activity (MTDC)			
Number of Faculty FTE	0.50	0.50	0.50
FUNDING SOURCES			
Continuing Sources			
UG AIB Revenue	27,750	55,500	83,250
Grad AIB Revenue			
Program Fee Revenue (net of revenue sharing)			
F and A AIB Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	**$ 27,750**	**$ 55,500**	**$ 83,250**
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	**$ -**	**$ -**	**$ -**
TOTAL SOURCES	**$ 27,750**	**$ 55,500**	**$ 83,250**
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty	28,000	42,000	56,000
Other Personnel	10,000	10,500	11,025
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)	5,000	5,000	5,000
Additional Space Cost			
Other Items (attach description)			
Total Continuing	**$ 43,000**	**$ 57,500**	**$ 72,025**
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	**$ -**	**$ -**	**$ -**
TOTAL EXPENDITURES	**$ 43,000**	**$ 57,500**	**$ 72,025**
Net Projected Fiscal Effect	**$ (15,250)**	**$ (2,000)**	**$ 11,225**

THE UNIVERSITY OF ARIZONA

New Academic Program
PEER COMPARISON

Program name, degree, and institution	Proposed UA Program	Peer 1: University of Technology Sydney (UTS), B of Creative Intelligence and Innovation	Peer 2: Arizona State University (ASU), BS/BA in Innovation in Society 1,2	Peer 3: Rensselaer Polytechnic Institute (RPI)1,2,3
Current number of students enrolled		1250	125	50
Program Description	The Bachelor of Creative Intelligence and Innovation (BCII) is a concurrent 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.	The Bachelor of Creative Intelligence and Innovation (BCII) is a unique combined degree that encompasses high-level critical and creative thinking, invention, complexity, innovation, future scenario building and entrepreneurship; leading-edge capabilities that are highly valued in the globalised world. Students can pair the Bachelor of Creative Intelligence and Innovation with 25 core degrees, from all faculties over UTS, and explore a future-facing, world-first, transdisciplinary degree that takes multiple	**BS:** The Bachelor of Science in innovation in society is designed to help students cultivate the critical thinking skills needed to develop creative strategies that steer innovations toward the needs and values of society. Students are trained to synthesize research and theory from the social sciences, humanities, natural sciences, and engineering so they can develop proposals for how to build better futures. **BA:** The BA in innovation in society is designed to help students cultivate the critical thinking skills needed to develop creative	The B.S. in Design, Innovation, and Society (DIS) is a unique liberal arts-focused and studio-based design program: Design studios are complemented by a sequence of humanities and social sciences courses, which explore the social, environmental, political, legal, and cultural dimensions of design and technology in modern life. Through the integration of social and humanistic inquiry into a creative and technical studio-based curriculum, students learn how to use design to address real-world problems.

	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.	perspectives from diverse fields. The BCII integrates a range of industry experiences, real-world projects and self-initiated proposals – equipping students to address the complex challenges and untapped opportunities of our times. By focusing in teams on high-level conceptual thinking and problem-solving practices, students learn to work across and between disciplines, discovering rare skills and mind-sets. During the process students becoming lifelong innovators, entrepreneurs, creative practitioners and change-makers.	strategies that steer innovations toward the needs and values of society. Students are trained to synthesize research and theory from the social sciences, humanities, natural sciences, and engineering so they can develop proposals for how to build better futures.	By examining the intersections among science, technology, design, and society, students develop a unique, well-rounded skill set in design work and critical thinking. DIS design experiences range over a breadth of problems from larger, systemic problems to smaller, focused problems. DIS provides all of the elements necessary to put students' creativity to work as leaders of design and innovation to address big social and environmental challenges with creative approaches.
Target Careers		Communications Business Architecture Product Design Engineering Forensic Science Information Technology Law	Public service Policy Business Academia Science Engineering Law Social Work	Academia Entrepreneurship Non-profits Design Social sciences Engineering Governmental Consulting

		Management Media Nursing Science Government	Global Development	Environmental studies Management
Emphases? (Yes/No) List, if applicable	No	No	No	No
Minimum # of units required	120 (33 with capstone option – 36 with thesis option)	96 UTS Credit Points for the Concurrent (i.e., not standalone) degree (approx. 36 UArizona units when converted)	120 total (including general education) 56 minimum from program	80-program specific (120 total)
Level of Math required (if applicable)	G- strand	N/A	**BS (minimum):** LING 123 OR MATH 105 OR PHIL 110	Minimum: Calculus
Level of Second Language required (if applicable)	Second Semester Language Proficiency	N/A	**BS:** N/A **BA:** 4th semester proficiency	N/A
Pre-Major? (Yes/No) If yes, provide requirements.	No	No	No	No
Special requirements to declare/gain admission? (i.e. pre-requisites, GPA, application, etc.)	Application	Must be enrolled in a primary major (i.e., professional degree)	Common application	Program-specific application
Internship, practicum, or applied/experiential requirements? If yes, describe.	Yes; 3-unit internship (HNRS 393H) 3-unit practicum (HNRS 479, New) 3-unit capstone (HNRS 498B, New) OR 6-unit thesis (HNRS 498H)	12-UTS unit 4th-year internship, 12-UTS unit 4th-year capstone	Optional	None

Commented [MMC(1]: Is 372 also a practicum?

Additional questions:

1. *How does the proposed program align with peer programs? Briefly summarize the similarities between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.*

In partnership with the University of Technology Sydney (UTS), we are working to launch a partnership to import their Bachelor of Creative Intelligence and Innovation (BCII) curriculum and program to fit UArizona students' needs within Honors. In doing so, we will bring their base curriculum to UArizona. Both programs intend to serve a wide variety of students across each respective campus (UTS has partnerships with 25 different departments across the arts, sciences, and humanities).

The themes between the programs at Arizona State University (ASU), Rensselaer Polytechnic Institute (RPI), UTS, and our proposed program are similar in that they challenge students to extend beyond traditional disciplinary boundaries. All programs pull pedagogy from the physical, natural, and social sciences, the humanities, and the arts to teach each's respective approaches, schools of thought, and epistemology. Developing and running these programs require multi-disciplinary faculty, which is evident in our peer programs and of those that have agreed to help support this program by teaching classes, acting as capstone and thesis advisors, etc.

2. *How does the proposed program stand out or differ from peer programs? Briefly summarize the differences between the proposed program and peers, which could include curriculum, overall themes, faculty expertise, intended audience, etc.*

This program stands out from its peers at ASU and RPI because it focuses on experiential learning through different experiential learning pedagogy (e.g., civic engagement, service learning, and community-driven research in the course curriculum). Neither program requires engagement outside the university and lecture-based course curriculum, whereas our proposed program puts external collaboration at the forefront to achieve the overall program and individual course learning objectives.

This program and the original BCII program at UTS are not standalone bachelor degrees. These are designed to go above and beyond to prepare students to tackle global challenges that require interdisciplinary and transdisciplinary thinking. Further, the UTS degree and our proposed program are a novel type of bachelor's degree: Bachelor of Creative Intelligence and Innovation. By developing this new bachelor's option, the degree is accessible to all majors.

UTS limits the departments and programs that they partner with to award this degree, and as such, their total reach is limited. Our proposed program can pair with any primary degree program. We are prepared to support students through their journey from visual arts to physiology.

3. *How do these differences make this program more applicable to the target student population and/or a better fit for the University of Arizona?*

Student feedback of the existing Honors Minor (Health and Human Values) celebrated the minor and particularly noted its contribution to their University of Arizona journey. They cited its importance for career development and sparked or renewed their passion. This demonstrates the Honors College's excellence in providing excellent programmatic opportunities for students. To improve enrollment, retention, and graduation rates of students in the Honors College, we can leverage the interdisciplinary nature and established curricular and research infrastructure within the Honors College to support the BCII goals to be an interdisciplinary experience to teach meaningful lessons through experiential learning. The Honors College reaches across disciplines and the campus, not limited to one discipline-specific college. As such, we are uniquely positioned to support this pilot program and serve a diverse group of highly motivated students, the expected demographic for this concurrent major. We believe that UArizona is particularly poised to address student needs for more experiential learning to promote their future success in solving global challenges because of its interdisciplinary and innovative engagement as a land grant and Hispanic Serving Institution.

THE UNIVERSITY OF ARIZONA
W.A. Franke Honors College

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21 December 2022

RE: W. A. Franke Honors College Bachelor of Creative Intelligence and Innovation

This letter is in support of the formation of a new and exciting interdisciplinary degree program within the W.A. Franke Honors College titled Bachelor of Creative Intelligence and Innovation. This new major will be an amazing complement to our already existing minors called Health and Human Values and Future Earth Resilience. This program will be a great way for our amazing students to broaden the impact of their educational experiences at the University of Arizona. I fully support this program as well as the creation of the proposed course list, including those already submitted and in-development for completion of this program.

Sincerely,

John Pollard, PhD
Interim Dean
W.A. Franke Honors College

From: Hall, Caitlyn Anne - (cahall)
To: Pollard, John R - (jpollard); Madden, Melanie Christine - (melaniecmadden); Quintero, Marco A - (marcoquintero)
Cc: Lewis, Frederick Joseph - (flewis); Glibert, Kailey Yvette - (kaileyshill); Nelson, Holly - (hnelson); Stanescu, Claudia I - (stanescu)
Subject: RE: New Program Proposal: Bachelor of Creative Intelligence and Innovation
Date: Friday, March 24, 2023 3:46:34 PM
Attachments: image001.png
image002.png

Hi Melanie and all,

Thank you for the comments and points of reflection.

Here is our updated version of our learning outcomes and program evaluation plan: https://docs.google.com/document/d/1m0ePuO0S-L_GJKrLLJs4UUaA34lNZ9EB/edit

We believe that since this is still a program we can evaluate it as we would any academic program; for example, a minor or general education course would have students from multiple disciplines but the program still has its own learning outcomes and assessment metrics. Further, we are also working with Adriana Cimetta and Rebecca Friesen of the Center for Educational Assessment, Research, & Evaluation (CEARE) to help design a program evaluation test protocol and for external program evaluation.

We would be happy to field any suggestions or further questions.

Thank you,
Caitlyn

From: Pollard, John R - (jpollard) <jpollard@arizona.edu>
Sent: Thursday, March 23, 2023 2:00 PM
To: Madden, Melanie Christine - (melaniecmadden) <melaniecmadden@arizona.edu>; Hall, Caitlyn Anne - (cahall) <cahall@arizona.edu>; Quintero, Marco A - (marcoquintero) <marcoquintero@arizona.edu>
Cc: Lewis, Frederick Joseph - (flewis) <flewis@arizona.edu>; Glibert, Kailey Yvette - (kaileyshill) <kaileyshill@arizona.edu>; Nelson, Holly - (hnelson) <hnelson@arizona.edu>; Stanescu, Claudia I - (stanescu) <stanescu@arizona.edu>
Subject: Re: New Program Proposal: Bachelor of Creative Intelligence and Innovation

Hi Melanie,
Thanks for the comments. Here are my responses to the comments.

"what is in our students' best interests

The Bachelor's of Creative Intelligence and Innovation degree is a direct response to what is best for our students. It is a forward-looking meta-degree that adds a layer of complex problem solving, applied and contextualized systems analysis and subsequent change pathway ideation, and a future proofing of the degree that has been shown to lead to greater future employment (from UTS) success, and an enhancement of any degree program it is matched with. This is a critical thinking-based degree that contributes directly to the core learning outcomes of the institution and the Franke Honors College. So, to answer what is in our students' best interest- I would say that affording students creative and forward-looking opportunities to enhance critical thinking, complex problem solving, collaborative learning and shared innovative experiences and the promotion of an entrepreneurial mindset is definitely in our students' best interest. In fact, this program is about as student-centered as it gets.

- What is the unmet UA student need that this BCII proposal responds to?

There is no program that exists like this currently at UA that is transdisciplinary in nature and maps onto any other major degree program as an enhancement in the way that BCII does. Students can currently get more than one major, but the current system doesn't intentionally integrate the knowledge from those degrees. With BCII, the goal is to use the primary degree as a context for the critical thinking and complex problem framework it provides. In addition, the non-profit/corporate internship opportunities tied to the BCII and primary degree make it unique and inclusive of students from all the programs matched with BCII. For the Franke Honors College, providing innovative transdisciplinary programs is part of our identity and this contributes to our continued growth in inter and transdisciplinary learning opportunities for our students.

- How does an exclusionary degree align with our institutional value of Inclusion? (Program excludes non-Honors students as well as those in disciplines [e.g., Nursing, Engineering] with curricula too rigid to permit secondary degrees.)

The Franke Honors College is trending to be the most diverse college on campus in terms of demographics and by its nature, is already the most diverse in terms of the types of majors our student's study. We have students ranging from Fine Arts to Physics, Finance to Philosophy and everything in between and related. The BCII program is inherently rigorous and demanding at a level that makes it most appropriate for students who qualify to be in Franke Honors. But if a student who is not in Honors is interested and has the qualifications to be in Honors wants to be a part of BCII, we are very welcoming of their admission through our Current Wildcat program. The program is suited for our top achieving students in all disciplines and because of the transdisciplinary nature of the program, is best positioned within Franke Honors. And this program is an opt-in so if a nursing student wanted to participate, they absolutely could. It is important to note that there are many programs on campus that have qualifications for admission other than Honors, yet there is no program with qualifications for admission and participation that is diverse as Honors. We have 4000 students in the Franke Honors College and one of our strategic priorities continues to be inclusivity, access, and belongingness.

- How do you standardize learning outcomes and assessment plans for a para-disciplinary curriculum? Current Learning outcomes are insufficiently measurable (e.g., "Understand"); many of the concepts seem vague and difficult to measure in a standardized way.

To move forward with approval, the subcommittee requests:

Dr. Caitlyn Hall will be providing more details on this very soon and wil address the increased specificity and measurability of the program learning outcomes.

- Approval from the U-CAAC program review subcommittee affirming that this degree program is in the university's best interest

We are confident this will occur.

Thanks,
John

John Pollard, Ph.D.
Interim Dean
W.A. Franke Honors College

THE UNIVERSITY OF ARIZONA

Professor of Practice, Department of Chemistry and Biochemistry
Center for University Education Scholarship Distinguished Fellow
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The University of Arizona Purpose & Values:
Working together to expand human potential, explore new horizons and enrich life for all.
Integrity • Compassion • Exploration
Adaptation • Inclusion • Determination

From: Madden, Melanie Christine - (melaniecmadden) <melaniecmadden@arizona.edu>
Date: Thursday, March 23, 2023 at 12:48 PM
To: Hall, Caitlyn Anne - (cahall) <cahall@arizona.edu>, Quintero, Marco A - (marcoquintero) <marcoquintero@arizona.edu>, Pollard, John R - (jpollard) <jpollard@arizona.edu>
Cc: Lewis, Frederick Joseph - (flewis) <flewis@arizona.edu>, Glibert, Kailey Yvette - (kaileyshill) <kaileyshill@arizona.edu>, Nelson, Holly - (hnelson) <hnelson@arizona.edu>, Stanescu, Claudia I - (stanescu) <stanescu@arizona.edu>
Subject: RE: New Program Proposal: Bachelor of Creative Intelligence and Innovation

Dear Colleagues in the W.A. Franke Honors College,
There was no motion to approve the proposed BCII at the March 14 Academic Programs Subcommittee of Undergraduate Council meeting. Committee members, guided by the question of "what is in our students' best interests?" expressed the following concerns about the proposal:

- What is the unmet UA student need that this BCII proposal responds to?
- How does an exclusionary degree align with our institutional value of Inclusion? (Program excludes non-Honors students as well as those in disciplines [e.g., Nursing, Engineering] with curricula too rigid to permit secondary degrees.)
- How do you standardize learning outcomes and assessment plans for a para-disciplinary curriculum? Current Learning outcomes are insufficiently measurable (e.g., "Understand"); many of the concepts seem vague and difficult to measure in a standardized way.

To move forward with approval, the subcommittee requests:

- With UCATT support, edit the Learning Outcomes and Assessment Plan to increase specificity and measurability.
- Approval from the U-CAAC program review subcommittee affirming that this degree program is in the university's best interest

Best,

THE UNIVERSITY OF ARIZONA

Melanie C. Madden
Program Manager
Curricular Affairs
Academic Administration
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From: Hall, Caitlyn Anne - (cahall) <cahall@arizona.edu>
Sent: Wednesday, March 22, 2023 11:03 AM
To: Madden, Melanie Christine - (melaniecmadden) <melaniecmadden@arizona.edu>; Quintero, Marco A - (marcoquintero) <marcoquintero@arizona.edu>; Pollard, John R - (jpollard) <jpollard@arizona.edu>
Cc: Lewis, Frederick Joseph - (flewis) <flewis@arizona.edu>; Glibert, Kailey Yvette - (kaileyshill) <kaileyshill@arizona.edu>
Subject: RE: New Program Proposal: Bachelor of Creative Intelligence and Innovation

Hi Melanie,

I was wondering when we could expect UGC's comments. We want to make sure that we're prepared ahead of our concurrent hearings and review with UCAAC.

Thank you!

From: Hall, Caitlyn Anne - (cahall)
Sent: Monday, March 13, 2023 12:09 PM
To: Madden, Melanie Christine - (melaniecmadden) <melaniecmadden@arizona.edu>; Quintero, Marco A - (marcoquintero) <marcoquintero@arizona.edu>; Pollard, John R -