THE UNIVERSITY OF ARIZONA®

New Academic Program Workflow Form

General

Proposed Name: Personal Brand & Money Mgmt

Transaction Nbr: 00000000000249

Plan Type: Minor

Academic Career: Undergraduate

Degree Offered:

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2026

Details

Department(s):

AGSC

DEPTMNT ID	DEPARTMENT NAME	HOST
1236	Norton School of Human Ecology	Y

Campus(es):

MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

ONLN

LOCATION	DESCRIPTION
ONLN	Online

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

Plan admission types:

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

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

Plan Taxonomy: 52.9999, Business, Management, Marketing, and Related Support Services, Other.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: N

Transcript: N

Conditions for Admission/Declaration for this Major:

None

Requirements for Accreditation:

N/A

Program Comparisons

University Appropriateness

The proposed undergraduate minor in Personal Brand and Money Management responds to a growing demand among students, employers, and the broader workforce for skills that combine financial literacy with strategic personal branding. Students today must navigate not only their own financial futures but also an evolving digital landscape where brand identity, social media presence, and entrepreneurial thinking are essential for career success.

At the University of Arizona, enrollment in PFFP 150B2 (Personal Finance Foundations) has consistently been among the highest-demand courses in the Norton School, serving 1000-1500 students each year. Similarly, Retailing and Consumer Science (RCSC) and Fashion Industry Science & Technology (FITS) courses on branding, consumer behavior, and social media regularly reach capacity, reflecting students¿ desire to build marketable skills in these areas.

According to the National Association of Colleges and Employers (NACE) Job Outlook 2024 survey, the top skills employers seek include problem-solving, communication, leadership, and the ability to work with technology; all of which are integrated into this minor's curriculum.

While some universities offer either personal finance minors (e.g., ASU¿s Personal Finance minor) or branding/retailing minors, very few combine these two high-demand areas. This unique integration positions the University of

Arizona as a leader in preparing students for the realities of today's economy.

Programs in financial literacy (such as personal finance minors) and influencer/branding studies have seen significant growth. For example, the Association for Financial Counseling & Planning Education reports a 60% increase in student interest in personal financial planning courses over the last five years. Simultaneously, LinkedIn's 2024 "Most In-Demand Skills" report lists digital marketing, social media strategy, and communication among the fastest-growing skill sets.

The minor supports student athletes navigating NCAA Name, Image, and Likeness (NIL) opportunities, providing student athletes with structured knowledge to manage personal brands and finances responsibly. Beyond athletics, the program addresses a broad student market of future entrepreneurs, influencers, media specialists, retail professionals, and students seeking personal empowerment through financial and digital literacy.

The experiential learning opportunities embedded in the minor; through labs, studios, and internships; further align with employer expectations for hands-on, applied learning experiences. This minor builds directly on existing course strengths in high-demand areas (finance, retailing, consumer science, and fashion studies), leveraging faculty expertise and student interest.

The Personal Brand and Money Management minor positions the University of Arizona as one of the first institutions in the region to formally integrate personal finance and branding into a coherent program, giving students both practical life skills and a competitive professional edge.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT

Peer Comparison

Comparison chart attached

Resources

Library

Acquisitions Needed:

Physical Facilities & Equipment

Existing Physical Facilities:

All the courses in this minor are pre-existing courses that are already offered regularly within academic disciplines in the Norton School of

Human Ecology. No new resources will be needed to develop courses or to hire faculty. We may need to increase course enrollment capacity in some sections to increase access as students enroll in the minor.

Teaching assistance will be provided based on course enrollment. CALES provides teaching assistance funds based on the number of student credit hours generated by a unit. In Norton, these funds are allocated to classes with enrollments of 45 students or greater. Undergraduate teaching assistants (UGTA) are hired at a ratio of 45 students enrolled in the class to one 10-hr per week UGTA. Classes with 90 students, for instance, will receive 20 hours of undergraduate teaching assistance per week. To guarantee sufficient resources, we also will disestablish the Digital Retailing Minor and the Digital Retailing Certificate; neither of these plans have performed as expected.

Additional Facilities Required & Anticipated:

None.

Other Support

Other Support Currently Available:

The courses required for this minor are already part of our current course rotations that factor in faculty workload. No adjustments and additional hires will be necessary in the near term. If the minor grows we will seek appropriate faculty hiring to match demand.

Other Support Needed over the Next Three Years:

If the minor grows we will seek appropriate faculty hiring to match demand.

Comments During Approval Process

9/12/2025 9:52 AM

DARINK

Comments
Approved.

9/16/2025 4:46 PM

MELANIECMADDEN

Comments
suggesting changes to peer comparison chart and for a completed budget document (the one attached is blank)

9/17/2025 5:43 PM

MELANIECMADDEN

Comments
uploaded revised comparison chart

10/2/2025 10:59 AM

MELANIECMADDEN

Comments
uploaded revised budget document

10/2/2025 11:00 AM

MELANIECMADDEN

Comments
Approved.

10/2/2025 1:40 PM

DHERRING

Comments
Approved.

THE UNIVERSITY OF ARIZONA

New Academic Program – Minor (Undergraduate or Graduate)
CURRICULAR INFORMATION

I. **MINOR DESCRIPTION:** Work with your college marketing lead to provide a marketing/promotional description for the proposed program. The description will be displayed on the advisement report(s), Degree Search, catalog, and should match departmental and college websites, handouts, promotional materials, etc. No more than 100-200 words.

The Personal Brand and Money Management minor prepares you to thrive in today's fast-changing digital and financial landscape. You'll learn how consumer behavior, cultural trends, and social media shape perception, while also building financial literacy skills that support long-term well-being. Courses cover topics like personal finance, retail brand strategy, digital influence, and leadership, giving you the tools to manage both your personal brand and your money with confidence.

Through hands-on projects and experiential learning, you'll practice applying classroom concepts to real-world scenarios. From analyzing personal finance decisions to developing branding strategies that align with audience perceptions, this minor blends financial knowledge with communication and digital influence.

Whether your goal is to strengthen your money management skills, refine your personal brand, or explore how consumer trends shape society, this program provides marketable expertise that supports success across industries.

II. **JUSTIFICATION/NEED FOR THE MINOR:** Describe the purpose and need for the proposed minor, providing market analysis data or other tangible evidence of the need/interest in the program. This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Curricular Affairs can provide a job posting/demand report by skills obtained/outcomes of the proposed minor, upon request.

The proposed undergraduate minor in *Personal Brand and Money Management* responds to a growing demand among students, employers, and the broader workforce for skills that combine financial literacy with strategic personal branding. Students today must navigate not only their own financial futures but also an evolving digital landscape where brand identity, social media presence, and entrepreneurial thinking are essential for career success.

At the University of Arizona, enrollment in PFFP 150B2 (Personal Finance Foundations) has consistently been among the highest-demand courses in the Norton School, serving 1000-1500 students each year. Similarly, Retailing and Consumer Science (RCSC) and Fashion Industry Science & Technology (FITS) courses on branding, consumer behavior, and social media regularly reach capacity, reflecting students' desire to build marketable skills in these areas.

According to the National Association of Colleges and Employers (NACE) Job Outlook 2024 survey, the top skills employers seek include problem-solving, communication, leadership, and the ability to work with technology—all of which are integrated into this minor's curriculum.

While some universities offer either personal finance minors (e.g., ASU's Personal Finance minor) or branding/retailing minors, very few combine these two high-demand areas. This unique integration positions the University of Arizona as a leader in preparing students for the realities of today's economy.

Programs in financial literacy (such as personal finance minors) and influencer/branding studies have seen significant growth. For example, the Association for Financial Counseling & Planning Education reports a 60% increase in student interest in personal financial planning courses over the last five years. Simultaneously, LinkedIn's 2024 "Most In-Demand Skills" report lists digital marketing, social media strategy, and communication among the fastest-growing skill sets.

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The experiential learning opportunities embedded in the minor—through labs, studios, and internships—further align with employer expectations for hands-on, applied learning experiences. This minor builds directly on existing course strengths in high-demand areas (finance, retailing, consumer science, and fashion studies), leveraging faculty expertise and student interest.

The *Personal Brand and Money Management* minor positions the University of Arizona as one of the first institutions in the region to formally integrate personal finance and branding into a coherent program, giving students both practical life skills and a competitive professional edge.

III. VIABILITY: To support the proposed program, does the college envision sharing resources used by other programs, redeploying internal resources (consolidating existing minors, disestablishing other minors), etc.?

a. Summarize new resources required to offer the minor (may include additional faculty, staff, equipment, facilities, etc.):

   All the courses in this minor are pre-existing courses that are already offered regularly within academic disciplines in the Norton School of Human Ecology. No new resources will be needed to develop courses or to hire faculty. We may need to increase course enrollment capacity in some sections to increase access as students enroll in the minor.

   Teaching assistance will be provided based on course enrollment. CALES provides teaching assistance funds based on the number of student credit hours generated by a unit. In Norton, these funds are allocated to classes with enrollments of 45 students or greater. Undergraduate teaching assistants (UGTA) are hired at a ratio of 45 students enrolled in the class to one 10-hr per week UGTA. Classes with 90 students, for instance, will receive 20 hours of undergraduate teaching assistance per week. To guarantee sufficient resources, we also will disestablish the Digital Retailing Minor and the Digital Retailing Certificate; neither of these plans have performed as expected.

IV. **PROJECTED ENROLLMENT:** You will need to provide evidence to support the projection (i.e., student/alum surveys, enrollment in existing courses, peer programs, etc.).

Year 1	Year 2	Year 3
20	40	60

V. **MINOR REQUIREMENTS**: Complete the table below. All University of Arizona undergraduate minors require at least 18 units; graduate minors require at least 9 units. Note: information in this section must be consistent throughout the proposal documents and will be used to build the Academic Advisement Report (ADVIP) and Catalog Descriptions. Delete the EXAMPLE column before submitting/uploading**.**

Undergraduate Minor: (if this table does not apply, please delete).

Minimum total units required	18
Minimum upper-division units required	9
Total transfer units that may apply to minor	9
List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)	
Minor requirements. List all required minor requirements including core and electives. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide course use form from home department for courses not owned by your department.	Core: Complete 2 courses (6 units): -PFFP 150B2: Personal Finance Foundations (3 units) -RCSC 240: Consumer Behavior (3 units) Complete 1 of the following (3 units): -RCSC 320: Retail Brand Strategy -RCSC 361: Social Media, Influencers and Consumers (3 units) -FITS 400: Digital Revolution and Cultural Trends: The Influencer Phenomenon Electives: Complete 9 units from the following: -FITS 333: Fashion Promotion (3 units) -FITS 335: Fashion Forecasting (3 units) -RCSC 315 Retail Communications Strategy (3 units) -RCSC 325: Retail Innovation and Entrepreneurship (3 units) -RCSC 384: Leadership, Management, and Ethics (3 units) -RCSC 434: Omni-Channel Retailing (3 units) -PFFP 302: Personal Finance Management: Money Skills for Financial Success (3 units) -RCSC 399 Independent Study (3 units) -RCSC 393 Internship (3 units) or FITS 493 Internship (3 units)

Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Not required but students can take internships or independent study courses
Additional requirements (provide description)	No
Any double-dipping restrictions (Yes/No)? If yes, provide description.	No

VI. NEW COURSES NEEDED: If new courses are required for the proposed program, UA Course Add forms must be submitted before/simultaneously with this proposal. List all course additions in progress in the table below. Add rows as needed.

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Course Fee? (Y/N) More info here.	Course Form transaction number	Anticipated first term offered	Use in the program (required/ elective)

Note: *if UA Online is a desired option, please contact them at azonline-info@arizona.edu to inquire about their review process. Listing it here does not guarantee it will be an approved program for the ONLN campus.*

VII. LEARNING OUTCOMES AND CURRICULUM MAP - Complete these tables as a summary of the learning outcomes from your assessment plan and an overview of where learning outcomes are addressed in the program. Use the examples below as models and refer to the explanations beneath each table. Additional resources are available from the University Center for Assessment, Teaching and Technology.

Learning Outcomes

Learning Outcome #1: Students will apply personal financial knowledge to evaluate financial decisions, develop budgets, and create a plan to maximize long-term financial well-being.
Concepts: Methodologies used to analyze personal financial choice, personal preferences, time value of money, credit and loan decisions, investment and risk, taxes, and insurance and risk management.
Competencies: Apply strategic financial planning knowledge to create a plan for achievement of financial goals and objectives. Perform cost and benefit analysis to aid financial decision making. Apply sound investment and debt management practices. Analyze cause and effect relationships between various saving and retirement strategies.
Assessment Methods: Written financial plan in PFFP 150B2 (direct) and student exit survey (indirect)
Measures: Instructor grading of written financial plan (direct) and review of responses on the student exit survey (indirect)
Learning Outcome #2: Students will apply foundational consumer behavior theories to improve their own consumption choices.

Concepts: Motivation, memory, judgement, decision-making strategies; cultural, social, individual forces that impact consumption behavior, consumption impacts on a sustainable environment

Competencies: Analyze individual consumption behavior, assess decision strategies, recognize elements that can manipulate choices and apply corrective actions, make choices consistent with individual values

Assessment Methods: Consumer diary and self-reflection and consumer research project in RCSC 240 (direct) and student exit survey (indirect).

Measures: Instructor grading of completed diary and self-reflection and individual component of the consumer research project (direct) and review of responses on the student exit survey (indirect)

Learning Outcome #3: Students will use brand management and/or influencer theories to analyze their personal brand and develop an optimal personal branding strategy.

Concepts: Segmenting and targeting; positioning a brand in competitive market space; brand influence; sources of brand equity; developing branding elements and communicating them consistently across customer contact points

Competencies: Conduct a personal brand inventory; identify mission, goals, values and a personal value proposition; build strategy to align personal value with public perception

Assessment Methods: Final Project completed in one of 3 core course options: RCSC 320 (Personal Branding Project), FITS 400 (Influencer Project), or RCSC 361 (Social Media Management Portfolio) (direct) and student exit survey (indirect)

Measures: Instructor assessment of the final project and associated brand contact points (e.g. resume, LinkedIn, social media, etc.) (direct) and review of responses on the student exit survey (indirect).

*Explanation: **Concepts** are the topics that students will learn in the program. **Competencies** are the skills they will learn. A **learning outcome** is their ability to apply the skills to the topics, or to use the skills and the topics together, in an observable way.*
*The **assessment method** is where students will demonstrate the learning outcome, and a **measure** is how data will be pulled from the assessment method. Include both a direct and indirect assessment method and measurement for each learning outcome.*
Competencies and the learning outcomes need to reflect higher level learning: consider using verbs from the Application, Analysis, Synthesis, and Evaluation columns from this list when writing learning outcomes:
https://arizona.app.box.com/s/orx6coex8607hlmenrgl7dznhzjicpit. We recommend 2-3 Learning Outcomes for a minor.

Curriculum Map

	PFFP 150B2	PFFP 302	RCSC 240	RCSC 315	RCSC 320	RCSC 325	RCSC 361	RCSC 384	RCSC 434	FITS 333	FITS 335	FITS 400
LO #1: Students will apply personal financial knowledge to evaluate financial decisions, develop budgets, and create a plan to maximize long-term financial well-being.	I	M			R	R	R		R		R	R
LO #2: Students will apply foundational consumer behavior theories to improve their own consumption choices.	I	R	I	R	M		M		R	R	R	M

LO #3: Students will use brand management and/or influencer theories to analyze their personal brand and develop an optimal personal brand strategy.			I	R	M	R	M	R		I		M

Explanation: The curriculum map lists the required courses for the program and indicates where each LO will be introduced (I), reinforced (R), and mastered (M). This is important to show that you are including adequate teaching of the skills and concepts to support the LOs. Each row (LO) should have at least one I, R, and M in it. Usually (but not always) there is more than one R. Usually (but not always) there is only one I and one M. Generally, Is come first, followed by Rs, and Ms are last. Each column (class) should have at least one letter in it, but not every box needs to be filled in.

VIII. CONTACTS AND ADMINISTRATION

UNDERGRADUATE (delete if n/a)

a. List the name and contact information for the primary point of contact for the certificate:

Laura Scaramella, Director, Norton School of Human Ecology, scaramella@arizona.edu

b. List the name and contact information for the person or persons who will serve in the role of Director of Undergraduate Studies (DUS) for the certificate (this is not always the same as the DUS for affiliated programs or head of the managing academic unit.):

Darin Knapp, Associate Director, Norton School of Human Ecology darink@arizona.edu

IX. REQUIRED SIGNATURES

Program Director/Main Proposer (print name and title): Laura Scaramella, Director, Norton School of Human Ecology

Program Director/Main Proposer signature: Laura Scaramella
Date: 9/12/25

Department Head (print name and title): Laura Scaramella, Director, Norton School of Human Ecology

Department Head's signature: Laura Scaramella
Date: 9/12/25

Associate/Assistant Dean (print name):

Associate/Assistant Dean’s signature:
Date:

Dean (print name):

Dean’s signature:
Date:

ARIZONA BOARD OF REGENTS
ASU ◆ NAU ◆ UA

Request to Establish New Academic Minor Program

Please complete all fields. Boxes may be expanded to accommodate longer responses. Clarifying field descriptions can be found below. Note: This form is not required for a new minor program that has the same name as an existing major program and the courses constituting the minor are drawn from approved courses for that major.

University:

Name of Proposed Academic Minor Program: Personal Brand and Money Management
Academic Department: Norton School of Human Ecology The name of the academic department or unit that will primarily administer the academic program. If the proposed program will be jointly administered across more than one department, please list the(se) additional department(s).
Geographic Site: Main Campus, Arizona Online The physical site(s) (campus, branch campus, international, etc.) or modality where the academic program will be primarily delivered or administered.
Instructional Modality: Includes both in-person and online options The primary modality of the academic program (i.e., in person, online, hybrid).
Total Credit Hours: 18 The number of credit hours required to complete the academic program
Proposed Inception Term: Fall 2026 The term and year in which the program will be first delivered (i.e., Spring 2025; Fall 2026).
Brief Program Description: A short outline of the content and skills that the proposed minor program will deliver. A brief description of how the program fits into the institutional mission of the university. If relevant, please provide succinct information about existing related or complementary academic programming (e.g., majors that will likely take this minor). **Content and Skills** The *Minor in Personal Brand and Money Management* combines financial literacy with strategic personal branding. Students gain applied skills in budgeting, investing, digital marketing, and communication, supported by experiential learning through labs, studios, and internships. **Fit with University Mission** This program reflects the University of Arizona's mission to prepare students for success in a rapidly changing world. By integrating life skills with market-ready expertise, it empowers

students—including student athletes navigating NIL opportunities—to thrive both personally and professionally.

Related Programs
The minor builds on high-demand courses in Personal Finance Foundations (PFFP 150B2), Retailing and Consumer Science (RCSC), and Fashion Industry Science & Technology (FITS). It complements existing strengths in finance, branding, and digital media while positioning the University as a leader in uniting these disciplines.

Learning Outcomes and Assessment Plan:

Define the core concepts and competencies that the program will convey and stipulate how these key learning outcomes will be measured and assessed.

Learning Outcome #1: Financial Decision-Making and Planning
Core Concepts:
- Personal financial choice analysis methodologies
- Time value of money and personal preferences
- Credit, loan, investment, and risk management
- Tax planning and insurance strategies

Key Competencies:
- Create strategic financial plans aligned with personal goals and objectives
- Perform comprehensive cost-benefit analysis for financial decisions
- Apply sound investment and debt management practices
- Analyze relationships between saving and retirement strategies

Assessment Methods:
- **Direct:** Written comprehensive financial plan in PFFP 150B2, evaluated through instructor grading rubrics
- **Indirect:** Student exit survey responses measuring self-reported financial confidence and knowledge application

Learning Outcome #2: Consumer Behavior Analysis and Application
Core Concepts:
- Motivation, memory, and decision-making strategies in consumption
- Cultural, social, and individual forces impacting consumer behavior
- Environmental sustainability considerations in consumption choices

Key Competencies:
- Analyze personal consumption patterns and decision-making processes
- Assess and recognize manipulative marketing elements
- Apply corrective strategies to align consumption with personal values
- Make informed choices based on behavioral insights

Assessment Methods:
- **Direct:** Consumer diary with self-reflection and individual consumer research project in RCSC 240, graded by instructors
- **Indirect:** Student exit survey feedback on behavioral change implementation

Learning Outcome #3: Personal Brand Strategy Development
Core Concepts:
- Market segmentation and targeting principles
- Competitive positioning and brand equity sources
- Brand influence theories and communication consistency

- Digital presence and influencer phenomenon analysis

Key Competencies:

- Conduct comprehensive personal brand inventory assessments
- Identify personal mission, goals, values, and unique value propositions
- Build strategic alignment between personal values and public perception
- Develop cohesive brand communication across multiple platforms

Assessment Methods:

- **Direct:** Capstone projects completed in core course options (RCSC 320 Personal Branding Project, FITS 400 Influencer Project, or RCSC 361 Social Media Management Portfolio), assessed through comprehensive rubrics
- **Indirect:** Student exit survey evaluation of brand development confidence

Projected Enrollment for the First Three Years:
Please provide anticipated enrollment numbers for each of the first three years of the proposed minor program

Year 1: 20 students
Year 2: 40 students
Year 3: 60 students

Evidence of Market Demand:

The proposed undergraduate minor in Personal Brand and Money Management responds to a growing demand among students, employers, and the broader workforce for skills that combine financial literacy with strategic personal branding. Students today must navigate not only their own financial futures but also an evolving digital landscape where brand identity, social media presence, and entrepreneurial thinking are essential for career success.

At the University of Arizona, enrollment in PFFP 150B2 (Personal Finance Foundations) has consistently been among the highest-demand courses in the Norton School, serving 1000-1500 students each year. Similarly, Retailing and Consumer Science (RCSC) and Fashion Industry Science & Technology (FITS) courses on branding, consumer behavior, and social media regularly reach capacity, reflecting students' desire to build marketable skills in these areas.

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The minor supports student athletes navigating NCAA Name, Image, and Likeness (NIL) opportunities, providing student athletes with structured knowledge to manage personal brands and finances responsibly. Beyond athletics, the program addresses a broad student market of future entrepreneurs, influencers, media specialists, retail professionals, and students seeking personal empowerment through financial and digital literacy.

Please describe how this minor will improve marketability for graduates who compete the program. Provide estimates of the future state-wide and national demand for graduates in relevant majors with this minor. Please specify the source (e.g., Lightcast; Jobs EQ; US Department of Labor) of workforce demand data and detail the assumptions that underpin these projections. If job market data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.

Similar Programs Offered at Arizona Public Universities:

Personal Finance Minor, Arizona State University

List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.

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

All the courses in this minor are pre-existing courses that are already offered regularly within academic disciplines in the Norton School of Human Ecology. No new resources will be needed to develop courses or to hire faculty. We may need to increase course enrollment capacity in some sections to increase access as students enroll in the minor.

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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 or staff positions; 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.

Plan to Request Program/College Fee? YES **NO**

Estimated Amount:

Fee Justification:

If planning to levy a program/college fee, please justify the estimated amount. Note: The fee setting process requires additional steps, and forms need to be completed. Please work with your university and the ABOR Finance team to complete a fee request.
Specialized Accreditation? YES **NO** **Accreditor:** The name of the agency or entity from which accreditation will be sought

Executive Director Signature: ________________

Date: ________________

THE UNIVERSITY OF ARIZONA

New Academic Program
PEER COMPARISON

Program name, degree, and institution	Personal Brand and Money Management Minor University of Arizona	Personal branding in Sport and Entertainment Minor Seattle University	Personal Brand Entrepreneurship Minor University of Connecticut
Program Description	The Personal Brand and Money Management minor prepares you to thrive in today's fast-changing digital and financial landscape. You'll learn how consumer behavior, cultural trends, and social media shape perception, while also building financial literacy skills that support long-term well-being. Courses cover topics like personal finance, retail brand strategy, digital influence, and leadership, giving you the tools to manage both your personal brand and your money with confidence. Through hands-on projects and experiential learning, you'll practice applying classroom concepts to real-world scenarios. From analyzing personal finance decisions to developing branding strategies that	What is a personal brand? The art of crafting an image for an individual, based on their unique skills, experiences, and values, builds precious brand equity in an increasingly crowded and fragmented market. In the hyper-competitive world of sports, the onset of Name, Image and Likeness (NIL) has opened up new opportunities for collegiate athletes to profit from their personal brands. Leveraging a personal brand to maximize earnings requires not just smart curation and maintenance, but a strategy. Open to all Seattle University undergraduate students, the Personal Branding in Sport and Entertainment minor provides a 360 degree view of the subject. Students must complete 30 approved credits comprising one course in marketing principles, three required courses in Sport and Entertainment, and two approved electives. The approved electives include a choice of three courses in Data Visualization and two courses in Innovation.	With introductory content intended for first-year and second-year students of any major, this minor offers students an introduction to the entrepreneurial, personal finance, legal, and marketing aspects of a person-as-brand business, including name-image-likeness and media-content based industries. This minor was launched in 2024.

	align with audience perceptions, this minor blends financial knowledge with communication and digital influence. Whether your goal is to strengthen your money management skills, refine your personal brand, or explore how consumer trends shape society, this program provides marketable expertise that supports success across industries.	This minor is designed to equip students with the necessary tools to develop, manage, and promote individual brands within sports and entertainment. This degree acknowledges the significant role that personal branding plays in the modern media landscape, where athletes, entertainers, and other public figures become powerful influencers both on and off their respective platforms. This minor was launched in 2024.	
Target Careers from Market Data Report	NIL, social media influencers, entrepreneurs	NIL, social media influencers, entrepreneurs	NIL, social media influencers, entrepreneurs
Minimum # of units required	18 credits	30 credits (6 courses)	12 credits (4 courses)
Special requirements to gain admission to program? (i.e. pre-requisites, GPA, application, etc.)	2.0 GPA	2.0 GPA	2.0 GPA
Internship, practicum, or applied/experiential requirements? If yes, describe.	Optional	No	no
Additional requirements			

Additional questions:

1. **How does the proposed program align with peer programs?**
   The proposed Personal Brand and Money Management minor shares core elements with similar programs at peer institutions, including curriculum focused on personal finance literacy and digital brand development through social media platforms. While this specialized combination remains relatively rare in higher education (with fewer than 10 comparable programs

identified), the existing programs demonstrate strong commonalities in their emphasis on practical financial management skills and contemporary digital marketing strategies.

Most peer programs share similar target audiences, particularly students seeking to monetize their personal brand or develop entrepreneurial ventures. The faculty expertise typically draws from business, marketing, and communications disciplines, reflecting the interdisciplinary nature of personal branding in the digital economy. Notably, the universities currently offering these minors have implemented them within the past two years, indicating this is an emerging and rapidly growing area of academic focus, particularly at institutions with prominent athletic programs where Name, Image, and Likeness (NIL) opportunities create immediate relevance for students.

2. **How does the proposed program stand out or differ from peer programs?**
   The University of Arizona's Personal Brand and Money Management minor differentiates itself through several distinctive features that leverage our institutional strengths and resources. Most significantly, the program integrates the Digital Maker Spaces available campus-wide, providing students with professional-grade facilities and technical support for content creation and brand development.
   A unique component of our program is the structured use of independent study credits that connect students with University Center for Assessment, Teaching and Technology (UCATT) advisors and specialized support teams. This mentoring approach ensures students receive personalized guidance in developing their brand strategy, content creation workflows, and digital presence. Unlike peer programs that focus primarily on theoretical frameworks, our minor emphasizes hands-on application and real-world implementation, with students expected to launch and refine their personal brands during their academic tenure.

   Additionally, our program's integration with existing university resources creates a comprehensive support ecosystem that extends beyond the classroom, offering students ongoing technical assistance, professional development opportunities, and access to cutting-edge digital tools that many peer institutions cannot provide.

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?**
   This program design strategically addresses the unique needs and opportunities present at the University of Arizona, particularly for our student-athlete population who can immediately benefit from NIL monetization strategies. The hands-on,

mentored approach to personal brand development provides student-athletes with practical skills and tangible deliverables that directly support their ability to secure endorsement opportunities and build sustainable income streams.

Beyond athletics, the program's emphasis on practical application and professional skill development positions all students competitively in the modern job market, where personal branding and digital literacy are increasingly valued by employers. The integration with Digital Maker Spaces and UCATT resources ensures students graduate with a professional portfolio of branded content, marketing materials, and demonstrated competency in digital platforms.

The program's structure also aligns with the University of Arizona's commitment to innovation and entrepreneurship, supporting students who wish to launch their own ventures while providing practical financial management skills essential for business success. By combining immediate practical application with long-term career development, this minor serves as both a complement to traditional academic programs and a bridge to post-graduation professional success, making it uniquely suited to our diverse and ambitious student body.

THE UNIVERSITY OF ARIZONA

BUDGET PROJECTION FORM

Name of Proposed Program or Unit: Personal Brand and Money Management Minor

	Projected		
Budget Contact Person: Laura Scaramella	**1st Year** 2026 - 2027	**2nd Year** 2027 - 2028	**3rd Year** 2028 - 2029
METRICS			
Net increase in annual college enrollment UG	20	45	70
Net increase in college SCH UG	120	270	420
Net increase in annual college enrollment Grad			
Net increase in college SCH Grad			
Number of enrollments being charged a Program Fee			
New Sponsored Activity (MTDC)			
Number of Faculty FTE			
FUNDING SOURCES			
Continuing Sources			
UG Revenue			
Grad Revenue			
Program Fee Revenue (net of revenue sharing)			
F and A Revenues			
Reallocation from existing College funds (attach description)			
Other Items (attach description)			
Total Continuing	$ -	$ -	$ -
One-time Sources			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
Total One-time	$ -	$ -	$ -
TOTAL SOURCES	$ -	$ -	$ -
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty			
Other Personnel (advisors, program directors, etc.)			
Employee Related Expense			
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost			
Other Items (attach description)			
Total Continuing	$ -	$ -	$ -
One-time Expenditures			
Construction or Renovation			
Start-up Equipment			
Replace Equipment			
Library Resources			
Other Items (attach description)			
Total One-time	$ -	$ -	$ -
TOTAL EXPENDITURES	$ -	$ -	$ -
Net Projected Fiscal Effect	$ -	$ -	$ -

CALEB SIMMONS, PHD
Vice Provost,
Arizona Online
The Refinery
1600 E. Idea Lane
Tucson, AZ 85713
Ofc 520-621-3772

August 27th 2025

Subject: Arizona Online Support for the Minor in Level Up: Personal Branding & Money Mastery

I am writing to express support for the launch of **Level Up: Personal Branding & Money Mastery Minor** within Arizona Online. This initiative aligns with the evolving landscape of higher education and the changing needs of both students and the workforce.

Based on historical market trends, the Level Up: Personal Branding & Money Mastery minor will be a valuable addition to the institution's portfolio and will attract motivated students who are eager to enhance their knowledge and skills in this field. The online format will provide greater flexibility for post-traditional learners, empowering them to achieve their educational and career goals on their own terms.

Arizona Online will provide support for the planning and implementation of this minor.

Sincerely

Caleb Simmons, Ph.D.,
Vice Provost, Arizona Online

CUES Distinguished Fellow
Professor, Religious Studies

ARIZONA WILDCATS

September 8, 2025

Personal Brand and Money Management Minor

Dear Courses and Curriculum Committee,

This letter expresses strong support for the Personal Brand and Money Management minor proposed by the Norton School of Human Ecology in the College of Agriculture, Life and Environmental Sciences.

Higher education and college athletics are experiencing a period of unprecedented change. The introduction of Name, Image and Likeness (NIL) and revenue share opportunities have created new responsibilities for institutions and new expectations for students. Arizona Athletics remains committed to ensuring that student-athletes are not only competitive in their sports but also well prepared for the professional and personal challenges that await them after graduation. The proposed minor aligns with that mission and with the University's broader commitment to student success.

The Personal Brand and Money Management minor will provide students across the University with practical skills in personal finance, responsible social media engagement, personal branding, and entrepreneurship—skills that are increasingly essential in today's marketplace. For student-athletes in particular, the curriculum offers tools to navigate the realities of NIL and to manage personal and professional opportunities with integrity and responsibility.

The Norton School of Human Ecology also brings significant strength in applied learning. Through access to the Financial Planning Lab, the Lundgren Consumer Science Lab, the Digital Maker Space, and the Fashion Production Studio, students will gain hands-on experience that deepens classroom learning and prepares them for long-term success.

By offering courses through multiple modalities, including Arizona Online, the program ensures that students—including those with demanding athletic and travel schedules—can participate fully and remain on track for timely graduation.

This initiative positions the University of Arizona as a national leader in responding to the evolving needs of students and the intersection of sport, education, and community impact. It reflects the innovation and responsiveness that define the institution and strengthens the connection between academic and athletic achievement.

Arizona Athletics supports approval of the Personal Brand and Money Management minor as an important step in preparing all Arizona students to lead and succeed in an increasingly complex world. It represents an important step in preparing all Arizona students to lead and succeed in an increasingly complex world.

McKale Memorial Center, 1 National Championship Dr #233, P.O. Box 210096, Tucson, AZ 85721-0096
520.621.4622 | Fax: 520.621.9690 | ArizonaWildcats.com

ARIZONA WILDCATS

Sincerely,

Desireé Reed-Francois
Vice President & Director of Athletics
University of Arizona

BEAR DOWN

McKale Memorial Center, 1 National Championship Dr #233, P.O. Box 210096, Tucson, AZ 85721-0096
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