

Program Contacts: Please provide the name and email address for each individual requested below

| | |
|----------------------|-------------------------------|
| Primary contact name | Primary contact email address |
| Laura Scaramella | scaramella@arizona.edu |

| | |
|---|---------------|
| Person who will serve in 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 managing academic unit) | Email address |
| - | - |

If known, list the members of the certificate oversight committee for this certificate. Note: undergraduate certificate oversight committees shall consist of a minimum of 3 members, 2 of which are faculty and at least one of the 2 is participating faculty in the certificate program. The oversight committee is responsible for 1) qualifications of participating faculty, 2) coordination of admissions recommendations with the Office of Admissions, and 3) curricular changes.

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| | |
|----------------------------|---------------|
| Name of Admissions contact | Email address |
| - | - |

| | |
|--------------------------------------|---------------|
| Name of Graduate Program Coordinator | Email address |
| - | - |

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|--------------------------------------|---------------|
| Name of Director of Graduate Studies | Email address |
| - | - |

| | |
|---|---------------|
| Name of Graduate College Degree Counselor | Email address |
| - | - |

Plan Administration

Offering College
College of Agriculture, Life & Environmental Sciences

| Offering multiple list each one) | Department(s) (If offering departments, | Department Ownership | Percent | Is the Academic Owner the same as the Budget Owner? |
|----------------------------------|---|-----------------------|---------|---|
| Human Ecology, Sch of | | Human Ecology, Sch of | 100% | Yes |

Budget Office Owner & Percent Ownership - CUSTOM

College 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.

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.

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.

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 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.

| Year 1 | Year 2 | Year 3 |
|--------|--------|--------|
| 20 | 40 | 60 |

What concrete evidence/data was used to arrive at the numbers?

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.

Print On Transcript

Yes

Transcript Description

Minor in Personal Brand and Money Management

Transcript Indent (New)

-

Print On Diploma

No

Diploma Indent (NEW)

-

CIP Code (required)

Refer to The National Center for Education Statistics to determine appropriate 6-digit CIP code

52.9999

NSC Classification

Unspecified-Undergraduate

Program Length Type

Years

Program Length in Years

-

If Program Length is not 2, 4, or 6 years, please explain:

-

SULA Special Program

-

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., Lightcast; 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 O*NET) by skills/keywords/CIP code of the proposed program; contact curricular_affairs@list.arizona.edu 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.

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. 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.

Similar Programs Offered at Arizona Public Universities

Are there similar programs at the University of Arizona?

No

Are there similar programs at Arizona State University?

No

Are there similar programs at Northern Arizona University?

No

Peer Comparison

Select three peers (if possible/applicable) for completing the comparison chart from ABOR-approved institutions, AAU members, and/or other relevant institutions recognized in the field.

Use Peer Comparison Chart from the Curricular Affairs website.

The comparison programs are not required to have the same degree type and/or title as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents. Minors and Certificates may opt to include only 2 peer comparisons.

[Peer_comparison_final_MM CA Approved.docx](#)

Budget Projection

Complete and upload the budget projection form found [here](#).

Contact your department / college finance manager for more information.

[Personal Brand Minor Budget_projection.xlsx](#)

Campus

Campus

| | | | | | | | |
|---|--------------------------------|----------------------------|--|--|------------------------------|-----------------------------|----------------------------|
| Campus University of Arizona - Main | Sub Plan Required No | | | | | | |
| Locations | | | | | | | |
| <table><tr><td>Location Tucson</td><td></td><td></td></tr><tr><td>First Admit Term -</td><td>Last Admit Term -</td><td>Teach Out Term -</td></tr></table> | | Location Tucson | | | First Admit Term - | Last Admit Term - | Teach Out Term - |
| Location Tucson | | | | | | | |
| First Admit Term - | Last Admit Term - | Teach Out Term - | | | | | |

| | | | | | | | |
|---|--------------------------------|----------------------------|--|--|------------------------------|-----------------------------|----------------------------|
| Campus Arizona Online | Sub Plan Required No | | | | | | |
| Locations | | | | | | | |
| <table><tr><td>Location Online</td><td></td><td></td></tr><tr><td>First Admit Term -</td><td>Last Admit Term -</td><td>Teach Out Term -</td></tr></table> | | Location Online | | | First Admit Term - | Last Admit Term - | Teach Out Term - |
| Location Online | | | | | | | |
| First Admit Term - | Last Admit Term - | Teach Out Term - | | | | | |

Learning Outcomes (Required three minimum)

| | |
|--|--|
| Name | |
| Financial Decision-Making and Planning Core Concepts | Tags - |
| Concepts | |
| Personal financial choice analysis methodologies | Assessment 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 |
| <ul style="list-style-type: none"> • Time value of money and personal preferences • Credit, loan, investment, and risk management • Tax planning and insurance strategies | Competencies Create strategic financial plans aligned with personal goals and objectives <ul style="list-style-type: none"> • Perform comprehensive cost-benefit analysis for financial decisions • Apply sound investment and debt management practices • Analyze relationships between saving and retirement strategies |
| Measures | |
| Instructor grading of written financial plan (direct) and review of responses on the student exit survey (indirect) | |

| | |
|--|---|
| Name | |
| Consumer Behavior Analysis and Application | Tags - |
| Concepts | |
| Motivation, memory, judgement, decision-making strategies; cultural, social, individual forces that impact consumption behavior, consumption impacts on a sustainable environment | Assessment 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) | Competencies Analyze individual consumption behavior, assess decision strategies, recognize elements that can manipulate choices and apply corrective actions, make choices consistent with individual values |

| | |
|---|--|
| Name Personal Brand Strategy Development | Tags - |
| 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 | Assessment 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). | Competencies Conduct a personal brand inventory; identify mission, goals, values and a personal value proposition; build strategy to align personal value with public perception |

Program Requirements

| | |
|---|--|
| Total units required to complete degree | Upper-division units required to complete degree |
| - | - |

Foundation courses: Second language

-

General education requirements: 32 units

Pre-admission expectations (i.e. academic training to be completed prior to admission)

-

| | |
|---|-----------------------|
| Graduate non-degree status units permitted? | If yes, list how many |
| No | - |

List any special requirements to declare or gain access to this major (completion of specific coursework, minimum GPA, interview, application, etc.)

-

| | | |
|---|--|--|
| Major units required (includes core and required electives; excludes supporting coursework) | Upper-division units required in the major | Residency units to be completed in the major |
| - | - | - |

| | | |
|------------------------------------|--|---|
| Minimum total units required 18 | Minimum upper-division units required 9 | Total transfer units that may apply to minor 9 |
|------------------------------------|--|---|

| | | |
|-----------------------------------|-----------------------------------|---|
| Minimum total units required - | Minimum upper division units - | Total transfer units that may apply to the certificate - |
|-----------------------------------|-----------------------------------|---|

List any special requirements to declare/admission to this minor (completion of specific coursework, minimum GPA, interview, application, etc.)

None

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 course use form from home department for courses not owned by your department

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. 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.

Major requirements

List all major requirements including core and electives/selectives. If applicable, list the emphasis requirements for each proposed emphasis*. Thesis and non thesis options should be listed as separate emphases. 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.

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)

-LAW 442 Entertainment Law (3 units)

Certificate requirements

List all certificate requirements including core and electives. Courses listed must include **course prefix, number, units, and title. Mark new coursework (New)**. Include any limits/restrictions needed. Provide course use form from home department for courses not owned by your department.

-

Research methods, data analysis, and methodology requirements? If yes, provide description

No

-

Internship, practicum, applied course requirements If yes, provide description

No

-

Senior thesis or senior project required If yes, provide description

No

-

Master thesis or dissertation required? If yes, provide description

No

-

Is substitution of required or elective courses permitted at advisor's discretion? If yes, provide description

No

-

May units earned for the certificate be applied to affiliated graduate programs? If yes, list how many

Note: There is no University maximum on the number of units from a certificate program that may also apply toward a UA degree program, subject to time limitations for degree programs.

-

Minor: Optional or Required?

-

Can students earning a second degree or major use the second degree/major to satisfy the required minor for this major?

No

Minor requirements

-

Minimum total units required for minor

-

Any restrictions on multiple use of courses?

No

If yes, provide description

Must follow the multiple use of units policy.

Additional requirements (provide description and/or attach file)
Not required but students can take internships or independent study courses

Admissions (Applicable to Undergraduate Majors and Certificates only)

Add to undergraduate admissions application?
No

Add to Next Steps Center for orientation major changes?
No

| Admit Type | Admissions Criteria | If selective criteria, please elaborate |
|------------|---------------------|---|
| - | - | - |

Emphases/Subplans (Applicable to Majors only)

No Specializations

Subplan Campus & Locations (Applicable to Majors only)

Subplan Campuses

-

Dependencies

Instructional Modality

Select all that apply
In Person, Fully Online

New Administrative Use

Short Title
PBMMMINU

Online campus

Yes

| | | |
|--------|--------------------------------|---------------------------|
| Status | Display Plan in Public Catalog | Catalog Short Description |
| Active | No | - |

| | |
|----------------------|----------------|
| Catalog Display Name | Field Of Study |
| - | - |

| | | |
|------------|-------------------|------------------|
| HEGIS Code | Plan Type (Admin) | First Term Valid |
| - | - | - |

Learning Outcomes UA - CUSTOM

Catalog Image

Catalog Display Notifications

Allow Integration Sync To SIS

Yes

Additional Information

If necessary, provide any additional information that has not already been captured in the proposal (i.e., preliminary proposal (majors only), ABOR request form, etc.) It could also include the course use/collaboration form, addendum explaining/supporting the budget projection, other helpful information you did not already include in the proposal but that CA and faculty governance committees should be aware of. Please upload your ABOR request form here.

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

Letter_of_Support_-_Personal_Branding__Money_minor

Personal_Brand_and_Money_Management_Minor_LOS

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:

| |
|---|
| <p>Name of Proposed Academic Minor Program: Personal Brand and Money Management</p> |
| <p>Academic Department: Norton School of Human Ecology</p> <p>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).</p> |
| <p>Geographic Site: Main Campus, Arizona Online</p> <p>The physical site(s) (campus, branch campus, international, etc.) or modality where the academic program will be primarily delivered or administered.</p> |
| <p>Instructional Modality: Includes both in-person and online options</p> <p>The primary modality of the academic program (i.e., in person, online, hybrid).</p> |
| <p>Total Credit Hours: 18</p> <p>The number of credit hours required to complete the academic program</p> |
| <p>Proposed Inception Term: Fall 2026</p> <p>The term and year in which the program will be first delivered (i.e., Spring 2025; Fall 2026).</p> |
| <p>Brief Program Description:</p> <p>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).</p> <p>Content and Skills</p> <p>The <i>Minor in Personal Brand and Money Management</i> 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.</p> <p>Fit with University Mission</p> <p>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</p> |

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.

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.

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.

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.

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: _____



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 | <p>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.</p> <p>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</p> | <p>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.</p> <p>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.</p> <p>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.</p> | <p>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.</p> <p>This minor was launched in 2024.</p> |

| | | | |
|--|---|--|--|
| | <p>align with audience perceptions, this minor blends financial knowledge with communication and digital influence.</p> <p>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.</p> | <p>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.</p> <p>This minor was launched in 2024.</p> | |
| 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.



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 | \$ - | \$ - | \$ - |

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





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.



ARIZONA WILDCATS®

Sincerely,

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

BEAR DOWN®



Course Use/Collaboration/Concern Form

Please use this form to notify other colleges that your proposed new program intends to use course(s) under their ownership; has identified potential avenues for interdisciplinary collaboration; and/or wants to hear their concerns about the creation of this program.

Note: Requesting college should provide this request to leadership in unit who owns courses. Responding unit should respond within 10 business days from receipt. Lack of response after the 10 business days is presumed approval.

FOR REQUESTING COLLEGE:

- I. **Initiating College:** College of Agriculture, Life, and Environmental Sciences (CALES)
- II. **Representative(s) making the request:** Darin Knapp, Associate Director, Norton School of Human Ecology
- III. **Planned proposed program:** Personal Branding & Money Management Minor
- IV. **Planned program start date:** Fall 2026
- V. **Courses planned to be included, belonging to college / departments:**

The Personal Branding & Money Management Minor requires the following elective options in addition to the 9 units of core requirements

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)
- LAW 442: Entertainment Law

The LAW 442 course has been discussed as an important elective option for students who are in this minor. Content included in the course related to working with agents, understanding copyright/trademark, etc. will be applicable to students in the minor.

FOR REVIEWING COLLEGE:



Course Use/Collaboration/Concern Form

1. LAW 442 Yes ☒ No ☐ Conditionally ☐: Under what conditions?
2. Course #2 Yes ☐ No ☐ Conditionally ☐: Under what conditions?
3. Course #3 Yes ☐ No ☐ Conditionally ☐: Under what conditions?
4. Course #4 Yes ☐ No ☐ Conditionally ☐: Under what conditions?
5. Course #5 Yes ☐ No ☐ Conditionally ☐: Under what conditions?

VI. Parameters of Use (add rows as necessary):

Undergraduate/Graduate

| Course # | Units | Description of use (i.e., gen ed, major core, emphasis, elective/selective) |
|----------|-------|---|
| LAW 442 | 3 | Fulfills elective option (1 of 10 elective course options) for students in the Personal Branding & Money Management Minor |

VII. Expected Yearly Enrollment (add rows as necessary):

| Course # | Units | Exp Enrollment for Yr 1 | Exp Enrollment for Yr 2 | Exp Enrollment for Yr 3 |
|----------|-------|-------------------------|-------------------------|-------------------------|
| LAW 442 | 3 | 5 | 5-10 | 5-10 |

VIII. Opportunities for Interdisciplinary Collaboration (leave blank if none):

The College of Law is working on a Sports Law course that might also work well with the Minor in the future.

IX. Concerns about Proposed Program (leave blank if none):

X. Representative(s) reviewing request: Keith Swisher, College of Law

Signature: _____ Date: __12-9-2025_____