



NEW ACADEMIC PROGRAM – MAJOR
Preliminary Proposal Form

I. Program Details

a. Name and Degree Type of Proposed Academic Program: Educational Data Literacy, Master of Education

i. Emphases (if applicable):

b. Academic Unit(s)/College(s): Department of Educational Psychology, College of Education

c. Campus/Location(s): Main, AZ Online

Note: if the U of A Online is a desired option, please complete the form [here](#) to begin their review process. Listing it here does not guarantee it will be an approved program for the ONLN campus.

d. Desired [CIP Code](#): 13.0699 (Educational Assessment, Evaluation, Research Other)

e. First Admission Term (i.e., Fall 2025): Fall 2026

f. Primary Contact and Email: Jessica Summers, jsummers@arizona.edu

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

- Rationale: Arizona's A-F School Accountability System and federal ESSA requirements demand that educators understand multi-level data beyond traditional assessments, yet no Arizona university offers comprehensive data literacy training for practicing educators.
- Demand: With 60,000+ teachers statewide plus principals and data coaches needing evidence-based decision-making skills, there's critical unmet demand for specialized data literacy education.
- Uniqueness: This fully online MEd leverages U of A's partnership with the Helios Foundation to offer Arizona's first graduate degree focused exclusively on educator data literacy, delivered through flexible stackable certificates (Note: The Helios partnership provides access to Arizona educational data systems and a professional development pipeline at this time, and could provide further support and partnership over time).
- Impact: Graduates will create data-driven cultures in their schools by establishing data teams, training colleagues, integrating data tools, and making evidence-based instructional decisions.
- Strategic Fit: As Arizona's Land Grant Institution, U of A is uniquely positioned to address this workforce development need through proven educational expertise and data literacy frameworks.

III. Brief Program Description:

The Department of Educational Psychology will coordinate the development and offering of three stackable certificate programs through AZOnline for educators in the State of Arizona with an MEd in Data Literacy. The certificates and skills associated with this degree program are as follows:

1. Research Literacy: analyze, summarize, synthesize, prioritize, and interpret data; modify instruction and student progress with data; make data-based decisions
2. Evaluation Literacy: analyze, summarize, synthesize, prioritize, and interpret data; make, implement, and execute data-based decisions
3. Data-Based Decision Making: prioritize, interpret, and make data-based decisions; modify instruction and student progress with data

The MEd in Data Literacy puts educators in the driver's seat with the opportunity to analyze multi-level educational data in the state of Arizona. This 30-credit fully online program gives Arizona's K-12 teachers, principals, and school leaders the tools to understand and use empirical data for student progress and instructional decisions.

Students will develop competencies in research literacy, evaluation literacy, and data-based decision making to create cultures of data-driven instruction and leadership in their educational environments. Teachers and principals do not need a background in research or data analysis before enrolling in this program, making it accessible to all practicing educators seeking to enhance their data literacy skills. The program's flexible online format allows working educators to complete coursework while maintaining their professional responsibilities, with curriculum designed specifically for Arizona's educational context and data systems.

IV. Program Rationale:

There is an increasing emphasis on rigor for curriculum and instruction in P-12 settings, which requires educators and leaders to understand classroom, school, and district data beyond traditional assessment measures (Beck & Nunally, 2021). Teachers should receive training in the interpretation of data, modification of instruction with data, and using data to monitor student progress (consistent with Means et al.'s framework of how teachers' reason independently and in groups about data, 2011).

However, these specific skills are not currently offered as coherent curriculum in any pre-service teacher education program at UA, ASU, or NAU, and data literacy is limited to one course within the educational leadership MEd curriculum at U of A. This creates a significant gap between what Arizona educators need to succeed in today's accountability environment and what their professional preparation provides.

As a Land Grant Institution, the University of Arizona applies research to critical sectors of the state's economy and the practical improvement of key indicators like educational attainment. This program aligns with the University of Arizona's values of Adaptation to

the demand for data-based decision-making expertise from the ground up, and Inclusion of Arizona's K-12 students, teachers, and principals in understanding curriculum, pedagogy, and learning outcomes that are evaluated for empirical effectiveness.

V. **Viability:**

The Department of Educational Psychology will leverage existing faculty expertise by adapting five current courses (Introduction to Statistics in Education; Selected Applications of Statistical Methods; Educational Tests and Measurements; Educational Evaluation; Advanced Educational Evaluation) for MA, PhD, and new MEd students. These modifications will enhance courses with practical educational data literacy components without disrupting existing programs or core curricula.

The college has already demonstrated commitment by investing \$30,000 in developing the first three courses for an initial certification program, launching Fall 2026. Additionally, we will partner with faculty from Teaching, Learning, and Sociocultural Studies and Educational Policy Studies and Practice to create new courses in Data-Based Decision Making (I and II) and Culturally Responsive Data Use.

The 30-credit MEd features three stackable certificates aligned with core competencies: Research Literacy, Evaluation Literacy, and Data-Based Decision Making. This flexible design allows working educators to customize their learning pathway while ensuring comprehensive skill development.

a. Summarize new resources required to offer the program: *may include additional faculty, staff, equipment, facilities, etc.*

The program will primarily utilize existing faculty and course infrastructure, with five existing courses adapted for the MEd curriculum. A recent line transfer of a full professor of practice, Dr. Brandy Perkl, to the Department of Educational Psychology provides available FTE and direction to encompass a significant portion of this work at no additional cost to the program. Dr. Perkl's role will involve directing, advising, and teaching courses for the MEd program.

Course Development:

The three courses in Data-Based Decision Making (I and II) and Culturally Responsive Data Use will be developed through collaboration Teaching Learning and Sociocultural Studies, and Educational Policy Studies and Practice. Course development will be integrated into normal faculty responsibilities or added to their current teaching load at 10% of their current salary.

Teaching Load:

The incoming faculty line provides dedicated capacity for program instruction and direction, with additional courses integrated into regular faculty teaching rotations where possible. Faculty will be compensated for any courses taught above their regular load.

Technology and Support:

The program will leverage existing AZOnline infrastructure and support services, requiring no additional technology investments.

Total Additional Investment:

Approximately \$10,000 in development support per course. While some of the instruction capacity will be provided through Dr. Perkl's transferred faculty line, other courses will be delivered with a combination of load management or overages from other faculty. Based on faculty salaries, Table 1 projects cost if all faculty teach DLE courses as part of their regular load (minimum) versus all faculty teaching an overload (maximum). The exception is an internship experience that counts as an overload for an EDP associate research professor regardless of her other teaching responsibilities.

Instructional Cost Scenarios:

Minimum costs assume all DLE courses are taught within faculty's regular teaching loads. Maximum costs assume all courses are taught as overloads requiring additional compensation. Actual costs will likely fall between these scenarios based on scheduling flexibility and faculty availability.

Faculty Salaries		# of DLE classes taught	Instructional Costs Minimum	Instructional Costs Maximum	
\$	87,157.00	3	\$ 8,715.70	\$ 26,147.10	
\$	85,919.00	1	\$ -	\$ 8,591.90	
\$	87,000.00	1	\$ -	\$ 8,700.00	
\$	116,630.00	1	\$ -	\$ 11,663.00	
\$	110,343.00	1	\$ -	\$ 11,034.30	
\$	110,000.00	1	\$ -	\$ 11,000.00	
\$	96,265.00	1 or 2	\$ -	\$ -	
			\$ 8,715.70	\$ 77,136.30	Total Expenditure (per annum)

VI. **Projected Enrollment for the First Three Years:**

Year 1	Year 2	Year 3
10	15	20

Projection Methodology:

Arizona has 240+ school districts with approximately 2,000 principals and 60,000+ teachers. Conservative estimates from Lightcast reports suggest 0.02% annual uptake in Year 1, growing as program reputation builds, which means our estimate is well within a potential range of enrollment. Additionally, our partnership with the Helios Foundation can provide direct pipeline access to educational leaders already seeking data literacy training or working with data. These projections align with similar specialized MEd programs at peer institutions and account for the stackable certificate option, which may initially attract more students than full degree enrollment.

VII. **Evidence of Market Demand (Data supported by PDF attachment, LightCast reports, etc.):**

While the specific degree classification shows limited national completions, multiple indicators demonstrate strong and growing demand for data literacy skills among educators, positioning the U of A to capture significant market share in this emerging field.

Skills-Based Market Demand:

Current job market data reveals rapidly growing employer demand for data literacy competencies. Educational Assessment skills show +20.6% growth, Student Learning Outcomes +21.7% growth, and Data-Based Decision Making skills are increasingly sought by educational employers. The broader Postsecondary Teachers occupation demonstrates +11.1% growth (2020-2034) with 57,032 annual openings nationally, indicating strong demand for educators with advanced specialized skills.

Online Delivery Market Validation:

Distance-offered programs in related educational fields grew +181.8% from 2012-2023, while traditional face-to-face programs declined -42.6%, demonstrating strong market acceptance of online delivery for working educators. This trend validates the program's fully online design as aligned with educator preferences and market demands.

Regional Stakeholder Support:

The Professional Preparation Board of Southern Arizona, composed of school district superintendents and educational stakeholders, expressed enthusiasm for this program when surveyed about personnel training needs, indicating strong regional demand from the educational leadership community that would employ program graduates.

Market Gap as Competitive Advantage:

The emerging nature of formalized data literacy education, evidenced by limited national degree offerings (only 1 other program exists on the East coast), positions U of A to establish market leadership in this critical field. No comparable program currently exists in Arizona, creating first-mover advantage while meeting documented state workforce needs.

Program Design Addresses Market Reality:

The stackable certificate structure directly responds to market conditions by offering multiple entry points and flexible pathways. Working educators can earn individual 10-credit certificates for immediate professional development needs or stack certificates toward the full 30-credit MEd. This design acknowledges that while few educators may initially commit to a full degree in this emerging field, many need targeted data literacy skills, potentially generating enrollment numbers significantly larger than traditional degree-only models.

Interdisciplinary Nature Requires Standalone Program:

Unlike traditional educational leadership or curriculum programs, data literacy requires integrated coursework spanning statistics (Educational Psychology), evaluation methods, research literacy, and culturally responsive data practices that don't align within any single existing program emphasis, necessitating the interdisciplinary MEd structure to provide comprehensive competency development.

Why now?

The recent transfer of Dr. Perkl's faculty line creates an immediate capacity window to launch this program cost-effectively, while ongoing ESSA implementation requirements and post-pandemic emphasis on evidence-based educational recovery make Fall 2026 the optimal launch timing.

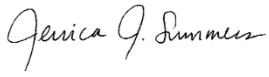
This comprehensive approach positions the U of A to serve both certificate-seeking professionals and degree-completion students while building the state's capacity for data-driven educational improvement.

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

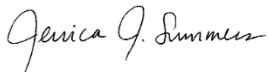
These specific skills associated with the proposed MEd in Educational Data Literacy are not currently offered as coherent curriculum in any pre-service teacher education program at U of A, ASU, or NAU. Data literacy is limited to one course within the educational leadership MEd curriculum at U of A.

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

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

- i. **Signature:** 
- ii. **Name and Title:** Jessica J. Summers, Professor and Department Head, Educational Psychology
- iii. **Date:** 9/18/2025

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

- i. **Signature:** 
- ii. **Name and Title:** Jessica J. Summers, Professor and Department Head, Educational Psychology
- iii. **Date:** 9/18/2025

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



- i. **Signature:** _____
- ii. **Name and Title:** Iliana Reyes/ Associate Dean Academic and Student Affairs
- iii. **Date:** 7/9/2025 (retained from original submission)

Program Name

Data Literacy in Education

Total Degree Units

30

Anticipated First Term Valid

Spring 2027

Career

Graduate

Plan Type

Major

Master's Admit Type

Admit Masters

Will this major offer emphases/subplans?

No

Executive Summary (required)

Please provide no more than 5 bullets/sentences that sum up the rationale, demand, and uniqueness of your proposed major.

Rationale: Arizona K-12 educators face increasing federal and state accountability requirements for data-driven decision making under ESSA, yet no Arizona university offers systematic graduate training in educational data literacy. The Professional Preparation Board of Southern Arizona, composed of district superintendents and educational leaders, served as our formal needs analysis, confirming documented demand from teachers, principals, and school personnel who currently lack this critical skillset despite being required to use it professionally.

Demand: Strong labor market growth exists for educational data competencies (Educational Assessment skills +20.6%, Student Learning Outcomes +21.7%), while online graduate education programs in related fields grew +181.8% as traditional programs declined -42.6%. Arizona educators require master's degrees for salary advancement, and this stackable certificate design (10 + 9 + 9 credits) provides flexible entry points for working professionals who need immediate credentials while maintaining full-time employment.

Uniqueness: The University of Arizona's partnership with the Helios Foundation's Decision Center for Educational Excellence provides students access to Arizona's comprehensive K-12 data systems (ideal for local students and also for international students seeking U.S. credentials). This resource is unavailable at competing institutions and enables educators to develop applied skills using real state data rather than simulated contexts, positioning UA as the only institution statewide offering this specialized training.

Plan Description (required)

Work with [Marketing](#) to develop a description for the proposed program. Include the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (if any), etc. Typically, 100-250 words.

The Department of Educational Psychology will coordinate the development and offering of a 30-credit MEd in Data Literacy in Education, delivered fully online through Arizona Online. This stackable program comprises three distinct certificates that progress from foundational data interpretation to organizational leadership:

Certificate 1: Research Literacy (10 credits) prepares educators to consume and interpret existing research and data. Teachers and instructional staff learn to read educational research, analyze student assessment data, and apply evidence-based findings to classroom instruction. This certificate focuses on understanding statistical methods, research design, and measurement principles to make informed instructional decisions at the classroom level.

Certificate 2: Evaluation Literacy (9 credits) prepares educators to evaluate program effectiveness and interventions. Instructional coaches, department chairs, and school leaders learn to design and conduct program evaluations, analyze implementation fidelity, assess comparative effectiveness, and communicate findings to stakeholders. This certificate focuses on evaluating educational programs and initiatives at the school and program level.

Certificate 3: Data-Based Decision Making (9 credits) prepares educational leaders to establish organizational systems and cultures of data use. Principals, district administrators, and data coaches learn to create building-wide data teams, establish common planning systems, integrate data tools, provide staff training, and lead data-driven organizational change at the district and multi-school level.

Full Master's Degree: Students who complete all three certificates earn the 30-credit MEd in Data Literacy in Education by also completing 2 independent study credits. These credits allow students to apply their skills to authentic challenges in their current K-12 work settings, supervised by faculty with relevant expertise."

The program leverages the University of Arizona's partnership with the Helios Foundation's Decision Center for Educational Excellence, providing students access to Arizona's comprehensive K-12 data systems. Teachers and principals do not need a background in research or data analysis before enrolling, making the program accessible to all practicing educators seeking master's degree credentials for salary advancement while enhancing their data literacy skills. The flexible online format allows working educators to complete coursework while maintaining their professional responsibilities, with certificates earned in any order based on professional role and immediate needs.

To support the proposed program, does the college envision sharing resources used by other programs, redeploying internal resources (consolidating existing certificates, disestablishing other certificates), etc.? No	Summarize new resources required to offer the certificate (may include additional faculty, staff, equipment, facilities, etc.): -	Degree Designation (Degree Offered in UAccess) MED - Master of Education
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Dual Degree

No

Terminal Degree No	Research Master's No	Professional Master's No
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Stackable Yes	Associated Plans for Stacking This stackable program comprises three distinct certificates that progress from foundational data interpretation to organizational leadership: Certificate 1: Research Literacy (10 credits) prepares educators to consume and interpret existing research and data. Teachers and instructional staff learn to read educational research, analyze student assessment data, and apply evidence-based findings to classroom instruction. This certificate focuses on understanding	Accelerated Master's Program No	Associated Plans for AMP -
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statistical methods,
research design, and
measurement
principles to make
informed instructional
decisions at the
classroom level.

Certificate 2:

**Evaluation Literacy (9
credits)** prepares
educators to evaluate
program effectiveness
and interventions.

Instructional coaches,
department chairs, and
school leaders learn to
design and conduct
program evaluations,
analyze
implementation
fidelity, assess
comparative
effectiveness, and
communicate findings
to stakeholders. This
certificate focuses on
evaluating educational
programs and
initiatives at the school
and program level.

**Certificate 3: Data-
Based Decision Making
(9 credits)** prepares
educational leaders to
establish
organizational systems
and cultures of data
use. Principals, district
administrators, and
data coaches learn to
create building-wide

data teams, establish common planning systems, integrate data tools, provide staff training, and lead data-driven organizational change at the district and multi-school level.

New Administrative Use

Short Title
DLEMED

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

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

Primary contact name	Primary contact email address
Jessica Summers	jsummers@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 Program Coordinator/Program Director
Keri Oligmueller

Email address

koligmueller@arizona.edu

Name of Director of Graduate Studies
Jessica Summers

Email address

jsummers@arizona.edu

Name of Graduate College Degree Counselor

Email address

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-

Plan Administration

Offering College

College of Education

Offering	Department(s) (If multiple offering departments, list each one)	Department Ownership	Percent	Is the Academic Owner the same as the Budget Owner?
Educational Psychology		Educational Psychology	100%	Yes

Budget Office Owner & Percent Ownership

-

Budget Office Owner & Percent Ownership - CUSTOM, not visible

-

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.

Educational Need and State Workforce Gap: Arizona K-12 educators operate under increasing federal and state accountability requirements that mandate data-driven decision making. The Every Student Succeeds Act (ESSA) requires educators to use empirical evidence to guide instructional practices, assess student learning, and evaluate program effectiveness. However, no Arizona university currently offers systematic graduate-level training in educational data literacy for practicing educators, creating a critical gap between professional requirements and available preparation.

Teachers need training in the interpretation of data, modification of instruction with data, and using data to monitor student progress (Means et al., 2011). Educational leaders must establish organizational systems for data use, create cultures of evidence-based practice, and guide staff in data-informed decision making (Beck & Nunally, 2021). Despite these documented needs, data literacy skills are not offered as coherent curriculum in any Arizona pre-service teacher education program, and existing graduate programs limit data training to single courses within educational leadership emphases.

Documented Stakeholder Demand: The Professional Preparation Board of Southern Arizona, composed of district superintendents and educational stakeholders, served as our formal needs analysis for this program. Board members representing TUSD, SUSD, Vail, Catalina Foothills, Flowing Wells, and Sahuarita districts expressed strong enthusiasm for systematic data literacy training that would prepare data coaches for building-level teams, support principals in establishing data-driven cultures, enable teachers to interpret student data for instructional modification, and develop leaders who understand components of data-driven decision making.

Year 1	Year 2	Year 3
10	15	20

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

Arizona has 240+ school districts with approximately 2,000 principals and 60,000+ teachers. Conservative estimates project 0.02% annual uptake in Year 1 (equivalent to 12 students from the teacher population alone), growing as program reputation builds through word-of-mouth and district partnerships.

Initial enrollment will be supported by multiple pipelines: current Educational Psychology graduate students who can earn certificates within existing degree requirements, educators connected through the Professional Preparation Board network, and teachers/principals from partner Southern Arizona districts (TUSD, SUSD, Vail, Catalina Foothills, Flowing Wells, Sahuarita). The Fall 2026 launch of the Evaluation Literacy certificate as a pilot program will provide early market validation and inform scaling strategies for the full MEd program.

The partnership with the Helios Foundation's Decision Center for Educational Excellence provides direct pipeline access to educational leaders already working with Arizona K-12 data systems and seeking systematic data literacy training. The stackable certificate structure creates multiple entry points, potentially generating higher initial certificate enrollments than full degree commitments while building toward MEd completion.

These projections align with similar specialized MEd programs at peer institutions and do not rely on out-of-state or international enrollment, though the fully online delivery and U.S. credential value position the program to attract these populations as additional growth opportunities.

Print On Transcript	Transcript Description	Transcript Indent (New)
Yes	Data Literacy in Education, Master of Education	-
Print On Diploma	Diploma Description	Diploma Indent (NEW)
Yes	Data Literacy in Education, Master of Education	-

CIP Code (required)

Refer to [The National Center for Education Statistics](#) to determine appropriate 6-digit CIP code

13.0699

NSC Classification

-

Program Length Type	Program Length in Years	If Program Length is not 2, 4, or 6 years, please explain:
Years	2	-

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.

Multiple indicators demonstrate strong and growing demand for data literacy skills among educators, positioning the University of Arizona to address a documented workforce gap in this emerging field.

Skills-Based Market Demand: Current labor market data reveals rapidly growing employer demand for data literacy competencies. Educational Assessment skills show +20.6% growth, Student Learning Outcomes +21.7% growth, and Data-Based Decision-Making skills are increasingly sought by educational employers. The broader Postsecondary Teachers occupation demonstrates +11.1% growth (2020-2034) with 57,032 annual openings nationally, indicating strong demand for educators with advanced specialized skills.

Federal and State Policy Requirements: The Every Student Succeeds Act (ESSA) and Arizona state accountability systems require educators to use data-driven decision making, yet no systematic preparation exists. Post-pandemic emphasis on evidence-based learning recovery and intervention effectiveness has intensified the need for educators with formal data literacy training. Arizona educators must demonstrate competency in analyzing student data, evaluating program effectiveness, and making evidence-based instructional decisions, creating immediate workforce demand for these skills.

Regional Stakeholder Validation: The Professional Preparation Board of Southern Arizona, composed of school district superintendents and educational stakeholders, served as our formal needs analysis and expressed strong enthusiasm for this program. Board members confirmed demand for data coaches, principals who can establish data-driven cultures, teachers who interpret assessment data, and leaders who understand data-based decision-making components. Partner districts (TUSD, SUSD, Vail, Catalina Foothills, Flowing Wells, Sahuarita) represent immediate recruitment pipelines.

Online Delivery Market Validation: Distance-offered programs in related educational fields grew +181.8% from 2012-2023, while traditional face-to-face programs declined -42.6%, demonstrating strong market acceptance of online delivery for working educators. This trend validates the program's

fully online design as aligned with educator preferences and Arizona's geographically dispersed teacher workforce.

Market Gap and Competitive Positioning: No comparable program currently exists in Arizona, and nationally only a handful of institutions offer specialized data literacy degrees for practicing educators. This limited competition positions the University of Arizona to establish market leadership while meeting documented state workforce needs. The program's unique partnership with the Helios Foundation's Decision Center for Educational Excellence provides competitive advantage unavailable at other institutions.

Program Design Addresses Market Reality: The stackable certificate structure directly responds to market conditions by offering multiple entry points and flexible pathways. Working educators can earn individual certificates (10 or 9 credits) for immediate professional development needs or stack certificates toward the full 30-credit MEd. This design acknowledges that many educators need targeted data literacy skills and may initially pursue certificates before committing to full degree completion, potentially generating enrollment numbers significantly larger than traditional degree-only models.

Educator Salary Advancement Needs: Arizona teachers require master's degrees for salary advancement, and this program provides a relevant alternative to traditional MEd options. Unlike generic educational leadership or curriculum programs, this degree addresses skills educators immediately need in their current roles while providing credentials for career progression.

International Student Potential: The program's fully online delivery and focus on transferable data literacy competencies position it well for international students seeking U.S. credentials. While the Helios Foundation partnership provides access to Arizona K-12 data systems as teaching resources, the core competencies are globally applicable (e.g. statistical analysis, program evaluation, research literacy, evidence-based decision making). Educators worldwide face similar challenges of analyzing student outcomes, evaluating program effectiveness, and making data-informed decisions, even as specific accountability systems differ by country.

International students benefit from exposure to U.S. evidence-based practice standards and experience working with comprehensive educational data systems, developing technical and leadership skills directly applicable to their home contexts. The stackable certificate structure allows international students to test program fit with one certificate before committing to the full MEd, managing both financial investment and cultural adaptation. Conservative enrollment projections do not rely on international enrollment, but program design naturally positions for this market as an additional growth opportunity.

Interdisciplinary Nature Requires Standalone Program: Data literacy requires integrated coursework spanning statistics (Educational Psychology), evaluation methods, research literacy, and culturally

responsive data practices that don't align within any single existing program emphasis. The interdisciplinary MEd structure provides comprehensive competency development unavailable through emphasis-based alternatives.

Strategic Timing: Ongoing ESSA implementation, post-pandemic emphasis on evidence-based educational recovery, and increased accountability for data-informed practices make this an optimal time to launch. A recent faculty line transfer provides program coordination capacity, enabling cost-effective response to documented workforce needs. The Fall 2026 pilot launch of the Evaluation Literacy certificate will validate market demand before full MEd rollout in Spring 2027.

This comprehensive approach positions the University of Arizona to serve certificate-seeking professionals and degree-completion students while building Arizona's capacity for data-driven educational improvement.

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.

[6 - Peer_comparison.docx](#)

Budget Projection

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

Contact your department / college finance manager for more information.

[5- MEd for Data Literacy Budget.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 -					

Program Learning Outcomes

Minimum of 3 for Major proposals, 2 for Minor proposals

-

Learning Outcomes (Required three minimum)

Learning Outcomes

A learning outcome is the students' ability to apply the skills to the topics, or to use the skills and the

topics together, in an observable way.

Name

Students will analyze and interpret school and program-level educational data using statistical methods to understand patterns and trends across classrooms, schools, and districts.

Tags

-

Concepts

Descriptive and inferential statistics, measurement validity and reliability, data visualization, assessment literacy

Assessment

Statistical analysis projects using data (e.g., Decision Center data), statistical interpretation projects (direct); student self-reflection surveys (indirect)

Measures

Instructor grading of statistical analysis assignments and interpretation projects; analysis of student self-reflection survey responses

Competencies

Selecting appropriate statistical methods for educational questions, interpreting large-scale assessment and outcome data, distinguishing correlation from causation, navigating school and program-level data systems

Name

Students will synthesize educational data from multiple sources using research design principles to evaluate data quality and validity.

Tags

-

Concepts

Research design fundamentals, working with school and program data, measurement validity and reliability

Assessment

Research design assignments, data synthesis projects analyzing multiple sources (direct); student self-reflection surveys (indirect)

Measures

Instructor grading of research design assignments and synthesis projects; analysis of student self-reflection survey responses

Competencies

: Recognizing and addressing bias in existing data systems, navigating school and program-level data, identifying patterns and trends across data sources

Name

Students will identify and analyze equity gaps across school and program data through disaggregation and critical examination of patterns.

Tags

-

Concepts

Disaggregation and equity analysis, data visualization, assessment literacy

Assessment

Equity-focused analyses of district/state data, equity gap analysis projects (direct); student self-reflection surveys (indirect)

Measures

Instructor grading of equity gap analyses and projects; analysis of student self-reflection survey responses

Competencies

Identifying patterns and trends across data sources while attending to equity gaps, navigating school and program level data, recognizing and addressing bias in existing data systems

Name

Students will design evaluation studies for district programs and multi-school initiatives using evidence-based evaluation frameworks and stakeholder engagement.

Tags

-

Concepts

Program evaluation models (formative, summative, developmental), logic models, needs assessment, evaluation planning and design, evaluation ethics, stakeholder engagement

Assessment

Evaluation plans for district programs and multi-school initiatives, needs assessment assignments (direct); student reflections on evaluation practice in their professional contexts (indirect)

Measures

Instructor grading of evaluation plans and needs assessment assignments; analysis of student reflection responses

Competencies

Developing evaluation questions for classroom/school interventions, designing evaluation studies appropriate for educational contexts, engaging practitioners in evaluation processes

Name

Students will implement evaluations by collecting and analyzing original data from educational settings using culturally responsive approaches.

Tags

-

Concepts

Data collection methods, culturally responsive evaluation approaches, evaluation ethics, stakeholder engagement

Assessment

Original data collection and analysis projects, data collection assignments from district or multi-school settings/data source (direct); student reflections on evaluation practice in their professional contexts (indirect)

Measures

Instructor grading of data collection and analysis assignments; analysis of student reflection responses

Competencies

Collecting and analyzing evaluation data from their own settings (or other data source (e.g., Data Center)), engaging practitioners in evaluation processes, designing evaluation studies appropriate for educational contexts

Name

Students will analyze evaluation data and communicate evidence-based recommendations to varied stakeholders that center equity and program improvement.

Tags

-

Concepts

Reporting evaluation findings, stakeholder engagement, culturally responsive evaluation approaches, program evaluation models (formative, summative, developmental)

Assessment

Comprehensive evaluation reports from district or multi-school settings/data source, stakeholder communication assignments (direct); student reflections on evaluation practice in their professional contexts (indirect)

Measures

Instructor grading of evaluation reports and stakeholder engagement assignments; analysis of student reflection responses

Competencies

Making evidence-based recommendations for program improvement, communicating evaluation findings to varied stakeholders in accessible ways, engaging practitioners in evaluation processes

Name

Students will select and analyze relevant data sources using data-driven decision making frameworks and emerging technologies (including AI tools) to identify priorities for educational improvement.

Tags

-

Concepts

Data-driven decision making frameworks, AI applications in educational data analysis, data ethics and privacy, culturally responsive data practices

Assessment

Projects demonstrating appropriate use of tools for educational data work (e.g., AI), data source selection and prioritization assignments (direct); student reflection on development as a data-informed educator (indirect)

Measures

Instructor grading of AI tool application projects and data source selection assignments; analysis of student reflection responses

Competencies

Selecting and prioritizing relevant data sources for decision making, leveraging AI tools appropriately and ethically for data analysis and visualization, facilitating productive data conversations that challenge deficit narratives and center student assets

Name

Students will translate data insights into culturally responsive, evidence-based decisions and actionable recommendations that improve equitable educational outcomes.

Tags

-

Concepts

Continuous improvement cycles, asset-based approaches to data use, culturally responsive data practices, data ethics and privacy

Assessment

Data-driven action plans for educational improvement, case studies of culturally responsive decision-making processes (direct); student reflection on development as a data-informed educator (indirect)

Measures

Instructor grading of data-driven action plans and culturally responsive decision-making case studies; analysis of student reflection responses

Competencies

Translating data insights into actionable instructional or policy recommendations, facilitating productive data conversations that challenge deficit narratives and center student assets, monitoring decision implementation and adjusting based on evidence

Name

Students will build collaborative data use capacity by leading data teams and facilitating organizational change processes that center equity and continuous improvement.

Tags

-

Concepts

Organizational change theory, data team leadership and facilitation, continuous improvement cycles, asset-based approaches to data use

Assessment

Data team facilitation exercises, data-driven action plans demonstrating team leadership (direct); student reflection on development as a data-informed educator (indirect)

Measures

Instructor grading of data team facilitation exercises and action plans; analysis of student reflection responses

Competencies

Building collaborative data use capacity among colleagues, facilitating productive data conversations that challenge deficit narratives and center student assets, monitoring decision implementation and adjusting based on evidence

Name

Students completing the full MEd will integrate research literacy, evaluation literacy, and data-based decision making competencies to lead comprehensive, equity-focused data initiatives that span multiple levels of educational systems.

Tags

-

Concepts

Systems thinking in educational contexts, multi-level data integration, comprehensive needs assessment, continuous improvement at scale, leading organizational change through data, building sustainable data cultures

Assessment

Degree completion portfolio demonstrating integration across all three certificate areas and application to authentic educational initiatives (direct); portfolio reflections showing growth across all competency areas, student self-assessment of integrated capabilities (indirect)

Measures

Instructor evaluation of degree completion portfolio using comprehensive rubric assessing students' ability to draw appropriately from research, evaluation, and decision-making skillsets and demonstrate data leadership; degree completion; analysis of student self-reflection responses

Competencies

Synthesizing insights from systems-level data (district/state) with classroom/school-level evidence, designing comprehensive data strategies that address needs across multiple organizational levels, leading collaborative data initiatives that engage diverse stakeholders, applying appropriate tools and methods from all three certificate areas to complex educational challenges, modeling and sustaining culturally responsive data and evaluation practices across educational settings

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)

- **Baccalaureate degree** from a regionally accredited institution
- **Minimum 3.0 GPA**
- **Official transcripts** from all prior institutions
- **Writing Sample**
- **Written statement of goals and interest** (500+ words) describing your professional background, interest in data literacy for educational practice, and how this program aligns with your career goals
- **One letter of recommendation** (professional or academic)
- **Current resume or CV**
- *International students: English proficiency scores and international transcript evaluations required.*

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	Minimum upper-division units required	Total transfer units that may apply to minor
-	-	-

-

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.)

-

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 college 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.

Complete 10 units of research literacy coursework (certificate 1):

- EDP 541 a & b (4) Introduction to Statistics in Education
- EDP 558a (3) Educational Tests and Measurement
- EDP 520 (3) Design and Application of Qualitative Research in Education

Complete 9 units of evaluation literacy coursework (certificate 2):

- EDP 582a (3) Educational Evaluation
- EDP 682 (3) Advanced Educational Evaluation (NEW)
- EDP 599 (3) Independent Study

Complete 9 units of data-based decision-making coursework (certificate 3):

- TLS 547 (3) Data Literacy
- TLS 647 (3) Advanced Data Literacy (NEW)
- HED 5XX (3) Culturally Responsive Data Use (NEW)

Complete 2 additional independent study hours (can be taken at any point in any preferred combination, or as standalone capstone experience):

- EDP 599 (2) Independent Study

No specific order is required for certificate completion, though the internal courses for each should be completed in the listed sequence.

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.

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?

Yes

If yes, provide description

Yes. Students complete 10 units of foundational research methods and statistical analysis (Certificate 1: Research Literacy), plus an additional 15 units integrating evaluation methodology and applied data analysis throughout Certificates 2 and 3.

Internship, practicum, applied course requirements

Yes

If yes, provide description

Yes. Students complete 5 units of applied independent study (EDP 599) designing and executing projects with real educational data from their professional contexts. This applied coursework is supervised by faculty and addresses authentic challenges in students' current K-12 work settings.

Senior thesis or senior project required

No

If yes, provide description

-

Master thesis or dissertation required?

No

If yes, provide description

-

Is substitution of required or elective courses permitted at advisor's discretion?

No

If yes, provide description

-

May units earned for the certificate be applied to affiliated graduate programs?

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.

If yes, list how many

-

Minor: Optional or Required? Optional	Can students earning a second degree or major use the second degree/major to satisfy the required minor for this major? No
Will this major offer a minor with the same name? No	
Minor requirements -	Minimum total units required for minor -
Any restrictions on multiple use of courses? No	If yes, provide description -
Additional requirements (provide description and/or attach file) None	

Admissions (Applicable to Undergraduate Majors and Certificates only)

Add to undergraduate admissions application? No	Add to Next Steps Center for orientation major changes? No
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Admit Type -	Admissions Criteria -	If selective criteria, please elaborate -
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Emphases/Subplans (Applicable to Majors only)

No Specializations

Subplan Campus & Locations (Applicable to Majors only)

Subplan Campuses

-

Dependencies

Instructional Modality

Select all that apply

Fully Online, In Person, Hybrid

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.

[3- Academic-Program-Additional-Information_2024-2025_RLupdate](#)

Proposal Log Details

Author, 2/19/26, 8:51 AM MST

Elizabeth Moraga approved this request.

ACP Review - Plan Code Assignment, 2/20/26, 10:05 AM MST

Cassidy Salazar approved this request.

UCATT Learning Outcome & Assessment Map Review, 2/20/26, 12:22 PM MST

David Herring approved this request.

Curricular Affairs: Initial Review, 5/3/26, 7:53 PM MST

Liz Sandoval approved this request.



**New Academic Program
PEER COMPARISON
(for Data Literacy in Education MEd degree submission)**

Select two peers (if possible/applicable) from 4-year [AAU members](#), and/or other relevant institutions recognized in the field. The comparison programs may have a different degree type and/or title as the proposed UA program. Details of the proposed UA program must be consistent throughout all proposal documents.

Program name, degree, and institution	Data Literacy in Education; Masters of Education ; COE, UA	Educational Psychology, Concentration in Educational Assessment, Evaluation, & Data Literacy; Master of Science; School of Education, George Mason University	Research and Evaluation Methods; Master of Arts; Lynch School of Education and Human Development, Boston College
Completions for last two years, <u>MAJORS only (can be found on market data report)**</u>		14	14
Program Description	The Department of Educational Psychology will coordinate the development and offering of a 30-credit MEd in Data Literacy in Education, delivered fully online through Arizona Online. This stackable program comprises three distinct certificates that progress from foundational data interpretation to organizational leadership:	A 30-credit master's program (fully online option available) that prepares graduates to design, implement, and evaluate educational programs appropriate for diverse populations. The program combines core educational psychology coursework (learning processes, developmental contexts, research methods, measurement) with specialized training in assessment, evaluation, and data literacy. Students complete concentration courses	A 30-credit master's program (10 courses) designed to develop data-driven decision-making skills through hands-on applied research and evaluation projects in K-12 education, higher education, social services, and public health settings. The curriculum emphasizes research and evaluation practice through multiple perspectives, including a strong social justice lens, with critical discussions around developing studies that honor

	1. Certificate 1: Research Literacy (10 credits) prepares educators to consume and interpret existing research and data. Teachers and instructional staff learn to read educational research, analyze student assessment data, and apply evidence-based findings to classroom instruction. This certificate focuses on understanding statistical methods, research design, and measurement principles to make informed instructional decisions at the classroom level. 2. Certificate 2: Evaluation Literacy (9 credits) prepares educators to evaluate program effectiveness and interventions. Instructional coaches, department chairs, and school leaders learn to design and conduct program evaluations, analyze implementation	covering introduction to data literacy, understanding data in decision-making, data analysis and interpretation, and application of data literacy in educational contexts. The program offers stackable graduate certificates in Data Literacy and Program Evaluation that can be completed independently or combined toward the master's degree. Graduates pursue careers as data analysts, evaluation specialists, curriculum specialists, consultants, and research associates in K-12 districts, higher education, and educational organizations.	marginalized populations' perspectives and experiences. Students work with expert Boston-area research and evaluation professionals in leadership positions at research firms and funding agencies. The program offers flexible completion options (1 year full-time, 2-3 years part-time) with wide elective selection for customization. No GRE required for admission. Graduates work as educational researchers, data analysts, evaluation associates, institutional research officers, and survey specialists in educational institutions, nonprofit organizations, and research centers.
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	fidelity, assess comparative effectiveness, and communicate findings to stakeholders. This certificate focuses on evaluating educational programs and initiatives at the school and program level. 3. Certificate 3: Data-Based Decision Making (9 credits) prepares educational leaders to establish organizational systems and cultures of data use. Principals, district administrators, and data coaches learn to create building-wide data teams, establish common planning systems, integrate data tools, provide staff training, and lead data-driven organizational change at the district and multi-school level. Full Master's Degree: Students who complete all three certificates earn the 30-credit MEd in Data Literacy in Education by also completing 2		
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	independent study credits. These credits allow students to apply their skills to authentic challenges in their current K-12 work settings, supervised by faculty with relevant expertise." The program leverages the University of Arizona's partnership with the Helios Foundation's Decision Center for Educational Excellence, providing students access to Arizona's comprehensive K-12 data systems. Teachers and principals do not need a background in research or data analysis before enrolling, making the program accessible to all practicing educators seeking master's degree credentials for salary advancement while enhancing their data literacy skills. The flexible online format allows working educators to complete coursework while maintaining their professional responsibilities, with certificates earned in any order based on professional role and immediate needs.		
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Target Careers from Market Data Report***	Instructional coordinators, education administrators (K-12), curriculum specialists, data analysts in educational settings, assessment coordinators, program evaluation specialists in K-12 or educational organizations, district-level data coordinators, teachers in data leadership roles, educational consultants.	Data analysts, evaluation specialists, curriculum specialists, consultants in testing and research settings, research assistants/associates on grant-funded teams, researchers in program development/evaluation/assessment, supervisors of assessment and planning, higher education academic assessment officers, independent consultants, community college instructors, project managers (assessment and training), evaluation and research specialists in school district accountability offices	Educational researchers, educators, data analysts, evaluation specialists, consultants, institutional researchers, evaluation associates, impact and learning managers, institutional research officers, survey specialists, research associates/analysts
Emphases? (Yes/No) List, if applicable. <u>For majors only.</u>	No, stackable certificate structure instead. -	No, stackable certificate structure instead. - Data Literacy (12 credits) - Program Evaluation (12 credits)	No formal emphases (customized via electives only).
Minimum # of units required	30	30	30
Special requirements to gain admission to program? (i.e. pre-requisites, GPA, application, etc.)	• Baccalaureate degree from a regionally accredited institution • Minimum 3.0 GPA • Official transcripts from all prior institutions • Writing Sample • Written statement of goals and interest (500+ words) describing your professional background, interest in data literacy for educational practice, and how this program aligns with your career goals	• Baccalaureate degree from regionally accredited institution • Minimum 3.00 GPA (students below 3.0 encouraged to apply if they address previous academic challenges and provide evidence for future success) • 750-1,000 word written statement of goals and interest in program • Current resume • Two letters of recommendation (professional or academic)	• Baccalaureate degree from accredited institution • Unofficial transcripts acceptable for application review (official required upon enrollment) • Personal statement addressing academic history, relevant experience, licenses held, social justice-related experience, language skills, and research experience/publications • Two letters of recommendation (at least one preferably academic)

	• One letter of recommendation (professional or academic) • Current resume or CV • <i>International students: English proficiency scores and international transcript evaluations required.</i>	• Official transcripts • <i>International students: English proficiency scores and international transcript evaluations required.</i>	• \$75 application fee (waived for select applicants) • <i>International students: Course-by-course credential evaluation from NACES-approved company required; English proficiency scores required</i>
UG - Level of Math required (if applicable)	-	-	-
UG - Level of Second Language required (if applicable)	-	-	-
Internship, practicum, or applied/experiential requirements? If yes, describe.	No, applied research and evaluation projects are integrated throughout.	Students must complete one of three capstone options: internship, scholarly project or thesis.	No separate standalone internship or practicum requirement identified, applied research and evaluation projects are integrated throughout.
GRAD - Master thesis or dissertation required? If yes, please describe.	No, but students will need to complete 5 units of independent study.	See above (this is an option but students may choose an internship, project, or thesis).	No separate requirement identified.
Additional requirements	None.	None specified in available materials.	None specified in available materials.

*** Completion data were obtained from Lightcast reports using education and research CIP codes under which these programs are typically housed. Lightcast does not identify which specific CIP code an institution assigns to individual degree programs or concentrations, and completion numbers reflect institution-level aggregates by CIP code rather than program-specific enrollment. These figures should be interpreted as approximations of peer program scale rather than exact counts.*

****Career information for peer programs sourced from institutional materials; George Mason University and Boston College programs not included in Lightcast data for CIP code 13.0699 (Educational Assessment, Evaluation, and Research, Other).*

Additional questions:

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

The University of Arizona's MEd in Data Literacy for Education shares four key design features with comparable programs at George Mason University and Boston College:

Program Structure: All three are 30-credit master's degrees delivered fully online to accommodate working professionals who cannot attend on-campus programs.

Target Audience: Each program serves practicing K-12 educators - teachers, principals, instructional coordinators, and district staff. This encompasses those who need practical training in using data for instructional improvement and school-level decision making, not academic researchers.

Curriculum Focus: All three programs combine foundational training in research methods and educational measurement with applied instruction in program evaluation and data-based decision making. George Mason explicitly includes 'data literacy' in its program title; Boston College emphasizes applied research and evaluation methods in educational settings.

Flexible Completion Options: Both UA and George Mason use stackable graduate certificates that allow educators to complete targeted training (9-12 credits) and apply those credits toward the full master's degree. This structure responds to workforce realities: educators often need specific skills immediately but may pursue the complete degree over time.

The programs' shared focus on accessible admission standards (no GRE requirement, no prerequisite research background) and practitioner-oriented training, rather than academic research preparation, reflects a consistent understanding of the professional development needs in today's data-driven K-12 education environment.

Note: *No AAU member institutions currently offer comparable master's-level programs in educational data literacy for K-12 practitioners, positioning the University of Arizona to establish leadership in this emerging field within the AAU and our region.*

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

The University of Arizona's MEd in Data Literacy for Education distinguishes itself through comprehensive partnership infrastructure and Arizona-specific workforce positioning that peer programs do not offer:

Partnership-Enabled Learning: UA's collaboration with the Helios Foundation/Decision Center for Educational Excellence provides students direct access to Arizona's K-12 educational data systems and professional development pipelines through existing school district relationships. Students will work with real Arizona data addressing actual state accountability requirements, not generic datasets. Neither peer institution offers comparable structured access to state education data systems.

Documented Regional Demand: The Professional Preparation Board of Southern Arizona, which is composed of district superintendents and educational stakeholders who employ program graduates, formally endorsed the program based on documented workforce needs. This represents direct employer validation of curriculum relevance. Multiple Southern Arizona districts (TUSD, SUSD, Vail, Catalina Foothills, Flowing Wells, Sahuarita) have established data access agreements positioning UA as the contract partner for educator training.

Arizona Market Exclusivity: No Arizona university currently offers comprehensive data literacy training for K-12 educators, despite state and federal accountability mandates requiring these skills. UA is poised to address an unmet in-state workforce need rather than competing in established out-of-state markets.

Three-Certificate Competency Framework: While George Mason offers two stackable certificates, our three-certificate structure (Research Literacy, Evaluation Literacy, Data-Based Decision Making) provides more granular skill development aligned with distinct practitioner roles and allows educators to sequence their learning based on immediate professional needs.

Cross-Departmental Curriculum Development: Our program draws faculty expertise from Educational Psychology, Teaching Learning & Sociocultural Studies, and Educational Policy Studies, ensuring breadth across curriculum design, instructional practice, and policy implementation. This mirrors the interconnected domains where data literacy actually operates in schools.

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?

These differences directly address Arizona educators' professional contexts and UA's land-grant mission to serve state workforce needs:

Immediate Job Relevance: Arizona educators work daily with state-specific accountability frameworks (A-F School Accountability System, ESSA requirements) and district-level data systems. UA's partnership with the Helios Foundation ensures students learn using the actual data systems and reporting structures they encounter in their schools, not generic national models. This means immediate application of coursework to current job responsibilities which is a critical factor for working professionals investing time and tuition in graduate education.

Employer-Validated Skills: The Professional Preparation Board endorsement and district partnerships confirm that curriculum directly addresses documented hiring and professional development needs in Arizona's education sector. Students earn credentials that regional employers have explicitly requested, increasing career mobility and salary potential within the state.

Accessibility and Affordability: As the only Arizona institution offering this training, UA provides in-state tuition rates for educators seeking the master's degree required for salary advancement and eliminates the need to pursue out-of-state programs while navigating cross-state licensure and employment landscapes. The stackable certificate structure allows educators to complete credentials incrementally while maintaining full-time employment, reducing financial and time barriers.

Mission Alignment: As Arizona's land-grant AAU institution, UA has both the research capacity and the public service mandate to address critical state workforce gaps. Data literacy represents a fundamental 21st-century competency for the state's largest employment sector (education), directly connecting to improved K-12 student outcomes, a public good with potential long-term economic and social impact for Arizona.

Strategic Positioning: Establishing the first AAU program in educational data literacy for practitioners positions UA as a national leader in an emerging field while simultaneously serving urgent state needs, exemplifying the intersection of research excellence and practical impact that defines land-grant universities.



BUDGET PROJECTION FORM

Name of Proposed Program or Unit: MEd in Data Literacy for Educators

Budget Contact Person: Jessica Summers

Projected

1st Year	2nd Year	3rd Year
2027__ - 2028__	2028__ - 2029__	2029__ - 2030__

METRICS

Net increase in annual college enrollment UG	-	-	-
Net increase in college SCH UG	-	-	-
Net increase in annual college enrollment Grad	5	15	25
Net increase in college SCH Grad	150	450	750
Number of enrollments being charged a Program Fee			
New Sponsored Activity (MTDC)			
Number of Faculty FTE	0.50	0.50	0.50

FUNDING SOURCES

Continuing Sources

UG Revenue				
Grad Revenue (SCH revenue + enrollment revenue) per student	0	1950	1,625	Using \$650 as tuition
Grad Revenue (SCH revenue + enrollment revenue) total	0	29,250	40,625	No revenue is generated in Year 1 since there is no
Program Fee Revenue (net of revenue sharing)				3 year enrollment/SCH average from prior years
F and A Revenues				
Reallocation from existing College funds (attach description)	42,900	42,900	42,900	.50 FTE for career track faculty instructor salary + ERE provided by College
Other Items (attach description)	116,145	116,145	116,145	.90 FTE for director/instructor salary + ERE provided by contract agreement
Total Continuing	\$ 159,045	\$ 188,295	\$ 201,295	

One-time Sources

College fund balances				
Institutional Strategic Investment				
Gift Funding				
Other Items (attach description)				AZ Online course development (decision pending)
Total One-time	\$ -	\$ -	\$ -	

TOTAL SOURCES \$ 159,045 \$ 188,295 \$ 201,295

EXPENDITURE ITEMS

Continuing Expenditures

Faculty	69,550	69,550	69,550	.50 FTE for instructor salary + ERE provided by Department
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	\$ 69,550	\$ 69,550	\$ 69,550	

One-time Expenditures

Construction or Renovation				
Start-up Equipment				
Replace Equipment				
Library Resources				
Other Items (attach description)				
Total One-time	\$ -	\$ -	\$ -	

TOTAL EXPENDITURES \$ 69,550 \$ 69,550 \$ 69,550

Net Projected Fiscal Effect \$ 89,495 \$ 118,745 \$ 131,745