THE UNIVERSITY OF ARIZONA.

New Academic Program Workflow Form

General

Proposed Name: Research for Social Change

Transaction Nbr: 00000000000067

Plan Type: Major

Academic Career: Graduate

Degree Offered: Master of Arts

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2021

Details

Department(s):

SBSC

DEPTMNT ID	DEPARTMENT NAME	HOST
0443	Social & Behavioral Sci Admin	Y

Campus(es):

ONLN

LOCATION	DESCRIPTION
ONLN	Online

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

Plan admission types:

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

Non Degree Certificate (UCRT only): Y

Other (For Community Campus specifics): Y

    For Community Campus specifics

Plan Taxonomy: 45.0102, Research Methodology and Quantitative Methods.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

Print Option:

Diploma: Y   Research for Social Change

Transcript: Y   Research for Social Change

Conditions for Admission/Declaration for this Major:

The criteria are those of Graduate Admissions and Arizona Online MA or MS degrees. No prior coursework is required. Students will apply online as with all Arizona Online courses. Applications will be reviewed selected for admission by a committee of the SIROW MA program faculty.

Requirements for Accreditation:

N/A

Program Comparisons

University Appropriateness

The MA in Research for Social Change (RSC) provides online graduate-level education for students and community partners across sectors who seek to advance and study solutions related to the ¿grand challenges¿ of our time through interdisciplinary, community-focused and evidence-based approaches to problem solving and solution monitoring and evaluation within social systems. UArizona has a particular market position to make a difference as a Hispanic Serving Institution in a state with a large population of Latinx, immigration issues faced by myriad vulnerable populations, and 22 federally registered Native American Nations within the Arizona border. Further, other indicators suggest the need for community-engaged action research to address structural issues. Arizona ranks poorly among states for public health per-capita funding. The $9.00 per capita annual state investment in public health yields poor health indicators such as diabetes, opioid overdose, viral hepatitis, maternal mortality, and suicide.   Further, due to recent events caused by the COVID-19 pandemic, the market for excellent online degree programs has grown exponentially.

Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Program Evaluation and Data An	MS	39	Arizona State University ONLN	Y
2	Program Evaluation	MA	19	Michigan State university	Y

Peer Comparison

Please see comparison attached

Faculty & Resources

Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
00997319	Keith Bentele	0443	Assoc. Prof	Doctor of Philosophy	30.00
08804484	Sally Stevens	0443	Professor	Doctor of Philosophy	5.00
09306095	Rosi Andrade	0443	Assoc. Prof	Doctor of Philosophy	10.00
09905883	Josephine Korchmaros	0443	Professor	Doctor of Philosophy	20.00
13803953	Claudia Powell	0443	Professor	Master of Education	5.00
22063580	Jill Williams	0443	Assoc. Prof	Doctor of Philosophy	10.00
22085244	Beth Meyerson	0443	Professor	Doctor of Philosophy	40.00

Additional Faculty:

Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
0443	0	0	1.20

Projected Student & Faculty FTE

	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
DEPT	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
0443	0	0	0	11	20	35	1.20	1.20	1.20

Library

Acquisitions Needed:

None

Physical Facilities & Equipment

Existing Physical Facilities:

This is an online degree. Therefore, no classrooms or labs are needed.

Computers are needed to enable the faculty and instructors to teach the courses. Existing faculty and instructor are already equipped with the necessary computing equipment.

Additional Facilities Required & Anticipated:

None

Other Support

Other Support Currently Available:

Other Support Needed over the Next Three Years:

Comments During Approval Process

NEW ACADEMIC PROGRAM-GRADUATE MAJOR
ADDITIONAL INFORMATION FORM

I.   **MAJOR DESCRIPTION** -provide a marketing/promotional description for the proposed program. Include the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (sub-plans; if any), etc. The description should match departmental and college websites, Graduate Catalog and Program Descriptions page, handouts, promotional materials, etc.

MA in Research for Social Change (RSC) (Online only)
The MA in Research for Social Change (RSC) provides online graduate-level education for students and community partners across sectors who seek to advance and study solutions related to the "grand challenges" of our time through interdisciplinary, community-focused and evidence-based approaches to problem solving and solution monitoring and evaluation.

The fully online program is a community-focused problem solving and evaluation research degree equipping students with knowledge and skills to design and implement community-focused and research-based solutions to problems situated in social systems, and to evaluate the impact and effectiveness of those solutions. The MA-RSC is designed for currently employed professionals and students; with 7.5 week cycles leading to a completed degree within 12 months. Students will immerse in the process of identifying, understanding, and researching key problems of our time with focus on creating viable, sustainable solutions and examining evidence of impact. The MA-RSC is designed to provide students with transferrable skills applicable across industry sectors, populations, and challenges or problems. Students will gain cross-cultural competencies, community engagement skills and applied research experience while establishing competency in evidence-based problem identification, solution development, monitoring and evaluation and translation of results for program and policy evolution.

> **Innovative Feature of the MA-RSC**
>
> **"Porous" Classroom**- Multilateral and applied learning opportunities will be a core feature of the MA-RSC. This will be accomplished through established partnerships with community, governmental, and corporate partners across; embracing multi-disciplinary approaches and thinking about selected social justice issues.

Faculty with expertise in community-focused, translational research and from the Southwest Institute for Research on Women (SIROW) will provide online instruction and guidance. External experts from communities around the world will enhance course learning by sharing experiences and discussing focal issues of importance. SIROW faculty have deep relationships with community organizations around the world, and will facilitate the development of applied learning relationships for MA-RSC students. These faculty work in several areas such as: economic disenfranchisement, immigration, indigenous population health, LGBTQ civil liberties, harm reduction, homelessness, sexual health and HIV,

gender equity, employment and education equity, and criminal and juvenile justice. SIROW is a regional resource and research institute renown for collaborative and translational research focused on leveraging health and social equity through evidence.

Curricular Hallmarks

Hallmark 1: Identify, classify and understand approaches to selected key challenges or problems of our time (such as homelessness, addiction, and food insecurity) with tools of informed problem solving, monitoring and evaluation, and research translation.

Hallmark 2: Understand and utilize theory and data-based tools and approaches to address challenges in applied, immersive, social settings.

Hallmark 3: Develop competency in culturally-appropriate, community-based participatory approaches to problem solving, monitoring and evaluation, and translation for program and policy change.

Hallmark 4: Achieve competency in the development and assessment of interdisciplinary, interprofessional, and community-based partnerships for change.

Cross-Cutting Themes

Structural Focus: The challenges of our time are structural in nature. This requires preparing students to understand the structures that produce adverse individual, social and environmental outcomes and inequities.

Community Engagement: Communities are authorities and possess capacities that can be strengthened and supported to address the challenges of our time. Students will become proficient in applied, community-based, research translation and solution identification to further strengthen the Academic-Community partnership.

Ethics: Ethics of conducting human research and evaluation, and of working with diverse populations to create change.

Social Justice: Students will be prepared to understand and address inequities produced by problems or challenges in order to advance social justice.

II.   **NEED FOR THE MAJOR/JUSTIFICATION**-describe how the major fulfills the needs of the city, state, region, and nation. Provide market analysis data or other tangible evidence of the need for and interest in the proposed major (and emphases, if applicable). This might include results from surveys of current students, alumni, and/or employers or reference to student enrollments in similar programs in the state or region. Include an assessment of the employment opportunities for graduates of the program for the next three years. Curricular Affairs can provide a job posting/demand report by skills

obtained/outcomes/CIP code of the proposed major. Please contact the [Office of Curricular Affairs](#) to request the report for your proposal.

There is high market demand for accountability and effectiveness evidence in several fields including health care, community health, human service organizations, government, and business. Need also exists for community-focused and culturally appropriate translational research in a variety of settings. This is particularly important when universities seek to address "Grand Challenges" or "Wicked Problems," which are usually structural in nature and often articulated in histories between communities and universities.[1] UArizona has a particular market position to make a difference as a Hispanic-Serving Institution in a state with a large population of Latinx, immigration issues faced by myriad vulnerable populations, and 22 federally registered Native American Nations within the Arizona border. Further, other indicators suggest the need for community-engaged action research to address structural issues. Arizona ranks poorly among states for public health per-capita funding. The $9.00 per capita annual state investment in public health yields poor health indicators such as diabetes, opioid overdose, viral hepatitis, maternal mortality, and suicide.[2] Further, due to recent events caused by the COVID-19 pandemic, the market for excellent online degree programs has grown exponentially.

The MA-RSC degree has application across business sectors, professions, challenges and populations. Students will develop highly transferrable skills that meet career goals relevant to new generations of students who want certifications or degrees directly applicable to real-world situations and linked to career and business success. The MA-RSC degree will supplement training in any sector, making students stronger candidates for any job involving initiating change within a social system. For example, this degree can help engineers develop plans to encourage implementation of new safety procedures or even to develop the new safety procedures—with consideration of how the workers work and move through the factory. This degree would be valuable to those seeking careers in community engagement, development or advocacy. Professionals with credentials and experience in research translation for program and policy change are indispensable across sectors.

There is a current gap in the job market for professionals that can understand organizational or coalition environments, and solve project implementation challenges with a research-informed approach. Graduates with the MA-RSC would be competitive for jobs such as business development managers, clinical directors, community healthcare providers, program coordinators, data analysts and managers, program evaluators, research coordinators, policy communications specialists, policy analysts, coalition coordinators or directors of community engagement.

In May 2020, SIROW surveyed University of Arizona graduate and undergraduate students in programs likely aligned with a proposed MA in Research for Social Change (at the time of data collection the working program title

was Informed Problem-solving, Monitoring, and Evaluation). The results of this brief, 5-item survey are reported here.

Key findings
•   Undergraduate students, particularly in the College of Social and Behavioral Sciences, were both interested and perceived high value in the proposed SIROW MA. •   Several programs appear to be good markets for recruitment. They include: American Indian Studies, Communications, Journalism, Latin American Studies, Law (undergraduate), Library Sciences and Sociology. •   Cost is the biggest barrier to considering this program, even among those reporting likelihood (slight to extreme) of considering the SIROW MA.
Recommendations •   SIROW should proceed with the MA proposal because it is likely that planned program census will be achieved in the first few years. •   SIROW should consider advancing the certificate program at the same time as the MA program. This may alleviate some cost concerns and time concerns, while helping students see the value in the program (and potentially complete the MA). •   SIROW can market in key student programs with information tailored around value, time and cost (with real world examples of value from partner organizations for job identification).

The sample of 114 students included 63 undergraduates (55.3%) and 51 graduate students (44.7%). A majority (81.0%) of undergraduates were at junior and senior levels, and 11.4% of the sample were part of an honors program. The sample was 54.4% White, 20.2% Hispanic, 11.4% foreign national, 3.5% Native American, 2.6% African American; 4.4% reported 2 or more races, and 2.6% were noted as "other/unknown." The majority of the sample (79.8%) was female, with lack of clarity about binary or nonbinary identification, as data were university-provided (not user-provided).

The majority (83.3%) of respondents were students within the college of Social and Behavioral Sciences, 11.4% were students in the Eller College of Management (economics mostly) and 5.3% were students within the graduate college. Finally, 36.8% of the entire sample reported double majors. Table 1 displays the academic plans of the sample.

Table 1. Academic Plans for Graduate and Undergraduate Respondents (N=114)

Academic Plan	Graduate	Undergraduate	N (% Total)
Sociology	8	12	20 (17.5%)
Communication	9	8	17 (14.9%)
Law	0	15	15 (13.1%)
Economics	7	6	13 (11.4%)
Library Science and Information	13	0	13 (11.4%)
Journalism	3	7	10 (8.8%)
Information Sciences (Arts, Tech and eSociety)	8	0	8 (7.0%)
Latin American Studies	5	2	7 (6.1%)
American Indian Studies	6	0	6 (5.2%)
Gender and Women's Studies	0	5	5 (4.3%)

Students were presented with a brief description of the proposed SIROW MA degree. They were then asked about the likelihood of considering the degree for themselves, barriers to such consideration, and opinions about the value of the degree for job seeking in program evaluation and scale up, or for job seeking in fields of social and public health issues and health inequities. Graduate students were equally likely as not to consider the SIROW MA, whereas 66.7% of undergraduate students were likely to consider it (slightly to extremely). Graduate students represented 68.0% of those who were 'extremely unlikely' to consider the SIROW MA. Students in the College of Social and Behavioral Sciences represented the vast majority (86.6%) who indicated likelihood (from slightly to extremely) of considering the SIROW MA. See Table 2.

Table 2. Likelihood of considering the SIROW MA degree, (N=114)

	N(%)	Combined likelihood	Academic Plans	
Extremely likely	16 (14.0%)		Am Indian Studies 4 of 6	Journ 6 of 10
Moderately likely	28 (24.6%)	67 (58.8%)	Comm 11 of 17	Latam 4 of 7
Slightly likely	23 (20.2%)		Econ 5 of 13	Law 12 of 15
			GWS 2 of 5	LibInfoSci 8 of 13
			Info Sci 4 of 8	Soc 11 of 20
Neither likely nor unlikely	11 (9.6%)			
Slightly unlikely	3 (2.6%)			
Moderately unlikely	8 (7.0%)			

Extremely unlikely	25 (21.9%)	

Barriers to considering the SIROW MA are shown in Table 3. Those students selecting "other" offered text explanations including "already in a degree" or "am maxed out with loans", to "online only." A few students noted the lack of clarity about the market value as indicated by responses such as "what jobs can you get?"

Table 3. Barriers preventing SIROW MA consideration, (N=114)

Barrier	N(%)	
Cost (financial)	63 (55.3%)	49 of 63 indicated likelihood of considering
Not interested	33 (28.9%)	
Other	32 (28.1%)	
Requires too much time	11 (9.6%)	7 of 11 indicated likelihood of considering
No barriers	9 (7.9%)	8 of 9 indicated likelihood of considering
Can get the degree elsewhere	4 (3.5%)	

Students were also asked about the value of the degree from a skills standpoint (program or policy evaluation, scale up, coalition engagement; and from a focal perspective on social and public health issues, health disparities and social inequities. Table 4 reports these opinions.

Table 4. Value of the SIROW MA as proposed, (N=111*)**

	Skills*	Focus**
Extremely Valuable	51 (44.7%)	60 (52.6%)
Somewhat Valuable	48 (42.1%)	37 (32.5%)
Slightly Valuable	5 (4.4%)	8 (7.0%)
Not Valuable	7 (6.1%)	6 (5.3%)

*Skills (program or policy evaluation, scale up, coalition engagement
**Focal (social and public health issues, health disparities and social inequities)
***3 people did not respond to this question

Students who felt that the SIROW MA would be extremely valuable for skills and extremely valuable for focus expressed likelihood (slight to extreme) to consider the SIROW MA ($p \leq .001$ respectively). Academic career did not

seem to vary for this rating for skills; however, undergraduate students indicated that the SIROW MA would be extremely valuable for focus ($p \leq .05$). Further, a higher percentage of students in the College of Social and Behavioral Sciences (graduate and undergraduate) rated the SIROW MA as being extremely valuable for focus as compared with their peer programs ($p \leq .05$).

Among the key competitors for an online UArizona program, the following do not offer a comparable degree: Grand Canyon University, Northern Arizona University, or Southern New Hampshire University. ASU does have a comparable degree; and this is found in the peer comparison document. ASU's program is a 33 credit program, online, and primarily focused on the application of data to improve organizational performance. What it does not provide is the critical element of community-based and community-focused research and evaluation; as well as the translation of findings to policy and program contexts to advance systems and social change. It is being positioned as a 'data science' degree; whereas the MA-RSC is a community-focused, community need/problem and evaluation research degree. The primary jobs for which the ASU program prepares students is as a data analyst or a data manager. Our proposed program prepared people for a wide array of jobs across sectors (business, non-profit, government). This certainly includes data analysts and managers, but also program evaluators, research coordinators, policy communications specialists, policy analysts, coalition coordinator or director of community engagement.

A number of universities offer program evaluation or research methods courses that have a unit focused on community-based participatory and action research (CBP-AR), while others offer one or two community engagement or community-based research courses.[3,4] The University of Texas Southwestern Medical School now offers a community-based research track to help medical students improve individualized patient care through community-based approaches.[5] This is similar to University of Missouri's Nursing in participatory health research.[6] The University of Wisconsin-Madison offers a PhD specialization in Civil Society and Community Research.[7] A few universities offer program evaluation or assessment-related graduate certificates. This includes Claremont Graduate University, Florida State University, George Mason University, Tufts University, University of Cincinnati, University of Maryland, University of Pittsburgh, University of South Florida, and University of Wisconsin-Stout.

Evidence of interest in the skills of community-focused research is found in federal agency funding announcements seeking community-based or focused research projects and research-informed service projects addressing social and public health issues such as NIH (NIMHD), AHRQ, SAMHSA, CDC; and among foundations such as Russel Sage, Robert Wood Johnson, and Carnegie Foundation.

Undergraduate degrees at UArizona that can feed into the MA-RSC

There are 269 undergraduate majors that would be likely pipelines to the SIROW MA from 11 interest areas. Each program will produce graduates with degrees in fields that would benefit from evaluation research and community-based approaches. Examples are listed in the table.

Education and Human Development	Agriculture and Life Sciences	Communications, Journalism and Public Relations
• Deaf Studies • Early Childhood Education • Elementary Education • Literacy, Learning and Leadership (any emphasis) • Rehabilitation Studies and Services	• Family Studies and Human Development • Food Safety • Food Studies • Nutrition and Food Systems • Nutritional Sciences (any emphasis) • Sustainable Built Environments (any emphasis)	• BA Communication
Psychology and Human Behavior • BA Psychology	Law, Policy & Social Justice	Environment and Sustainability • Environmental Engineering • Environmental Science (any emphasis)
Public Health – BA (any emphasis)	Interdisciplinary Studies	Health, Nutrition and Fitness
Social and Behavioral Sciences • Anthropology • Political Science (any emphasis) • Sociology • Global Studies (all emphases) • Government and Public Service • Applied Humanities: Public Health • BA Science: Care, Health and Society • Criminal Justice Studies • Environmental Studies	Humanities, Culture and Language • African Studies • American Indian Studies • Global and Intercultural Studies • General Studies (any)	Architecture, Planning and Development Business, Economics and Entrepreneurship • BA Science in Business Administration • Entrepreneurship

• Gender and Women's Studies (any emphasis)		

III. **MAJOR REQUIREMENTS**– complete the table below by listing the major requirements, including required number of units, required core, electives, and any special requirements, including emphases (sub-plans), thesis, internships, etc. Note: information in this section must be consistent throughout the proposal documents (comparison charts, sample plan of study, curricular/assessment map, etc.).

Total units required to complete the degree	30
Pre-admissions expectations (i.e. academic training to be completed prior to admission)	Consistent with UArizona online MA or MS degrees, including the 3.0 GPA requirement for Graduate Admissions. No specific coursework is required.
Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	Students will first complete five foundation courses (15 credits). The remaining five courses (15 credits) will consist of the other 3 required courses (including the capstone) and 2 electives. ***All courses listed are new courses*** **Foundation Courses:** -RSC 500 (3) – Seminar on Identifying and Characterizing Challenges or Problems -RSC 501(3) – Informed Solution Identification -RSC 520 (3)– Planning, Implementation Science and Scale Up -RSC 521(3) – Monitoring and Evaluation -RSC 602 (3)– Research Dissemination and Translation to Facilitate Change **Other Required Courses** -RSC 551 (3) – Community-based Participatory and Action Research -RSC 552(3) – Culturally Responsive Engagement with Diverse Populations -RSC 699 (3) – Capstone (Completed last) **Elective Courses (pick 2)** -RSC 550 (3) – Applied Research Methods and Analysis -RSC 650 (3) – Building and Negotiating Partnerships and Coalitions -RSC 651 (3) – Development of Coalitions to Facilitate Change -RSC 652 (3) – Project Management *Electives offered by partner colleges and schools at University of Arizona* (see letters of support) EDP541 (3) Statistical Methods in Education EDP560 (3) Introduction to Education Research EDP582 (3) Educational Evaluation
Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.	Yes. Students complete 9 units of courses related to research methods, data analysis and methodology.

	- RSC 521(3) – Monitoring and Evaluation: This course will focus on the methods and tools of monitoring and evaluation used to address identified challenges or problems. **- RSC 551(3) – Community-based Participatory and Action Research.** This course will introduce students to the history and practice of community-based participatory and action research (CBP-AR). Students will critique research approaches to selected challenges using the lens of CBP-AR, and will recommend solutions to better align research with communities. **-RSC 699 (3)– Capstone** For the capstone, students will engage in experiential learning related to research methodology and data analysis and interpretation. Students will select a challenge or problem area of focus to collectively conduct one of several things: research-informed problem solving, research-informed solution scale up, program monitoring and evaluation, or needs assessment. This should be accomplished with a coalition or partner organization. **Students will also have the opportunity to earn 3 additional credits related to research methods, data analysis and methodology.- RSC 550 (3)– Applied Research Methods and Analysis**. This course will expose students to the suite of approaches and tools used to plan and conduct applied research in community settings. Quantitative, qualitative, and mixed method approaches will be discussed. Students will critique approaches with consideration of the challenge or problem being addressed, practical contextual limitations, stakeholder goals, and the goals and objectives of attempted solutions.
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Yes. **-RSC 699 (3)– Capstone** For the capstone, students will select a challenge or problem area of focus to collectively plan one of several things: a process for informed problem solving, solution scale up, monitoring and evaluation plan, or needs assessment. This should be accomplished with a coalition or partner organization.
Master thesis or dissertation required (Yes/No). If yes, provide description.	No
Additional requirements (provide description)	None
Minor options (as relevant)	No required minor options.

IV. **CURRENT COURSES**– using the table below, list all existing courses included in the proposed major. You can find information to complete the table using the UA course catalog or UAnalytics (Catalog and Schedule Dashboard> "Printable Course Descriptions by Department" On Demand Report; right side of screen). If the courses listed belong to a department that is not a signed party to this implementation request, upload the department head's permission to include the courses in the proposed program and information regarding accessibility to and frequency of offerings for the course(s). Upload letters of

support/emails from department heads to the "Letter(s) of Support" field on the UAccess workflow form. Add rows to the table, as needed.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F,W, Sp, Su)	Dept signed party to proposal? (Yes/No)
No existing courses. All courses are new.							

V.   **NEW COURSES NEEDED** – using the table below, list any new courses that must be created for the proposed program. If the specific course number is undetermined, please provide level (ie CHEM 6**). Add rows as needed. Is a new prefix needed? If so, provide the subject description so Curricular Affairs can generate proposed prefix options.

Course prefix and number (include cross-listings)	Units	Title	Course Description	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses
RSC 500	3	Seminar on Identifying and Characterizing Challenges or Problems	This course provides an overview of key challenges of our time; delving deeply into selected issues to identify and understand applied research approaches to these issues. Students will consider theoretical frameworks used to understanding and characterizing challenges and problems with particular emphasis on contextual factors that create or surround the problem. They will also evaluate evidence translation to garner practice and policy attention. Students will apply course	None	Online	D	Fall 2022	F	Yes	Meyerson Korchmaros Bentele Stevens Andrade Williams Granillo Powell**

			learning to a selected challenge importance to them.						
RSC 501	3	Informed Solution Identification	This course will focus on models of decision science and solution identification in applied settings. Students will examine how these models have been applied to prominent challenges, or problems, of the time. Students will also learn about models of behavior and system change, and considerations of solution feasibility and contextual parameters as they pertain to viability of potential solutions. They will learn how to apply these models to challenges they are interested in, such as creating sustainable agriculture, reducing homelessness, and increasing healthy behaviors.	None	Online	D	Fall 2022	F	Yes	Bentele Granillo Korchmaros Murphy Powell**
RSC 520	3	Planning, Implementation Science and Scale Up	This course will focus on frameworks and methods of planning, implementation science and project scale up. Students will apply these frameworks and approaches to critique and improve policy or program intervention.	None	Online	D	Fall 2022	F	Yes	Meyerson Korchmaros Bentele Stevens Granillo Powell**
RSC 521	3	Monitoring and Evaluation	This course will focus on the methods and tools of monitoring and evaluation used to address identified challenges or problems. This course will survey different goals of monitoring and evaluation including, for example, practice or program improvement and impact assessment. In conjunction, this course will survey corresponding types of monitoring and evaluation, such as process and outcome	None	Online	D	Fall 2022	F	Yes	Korchmaros Meyerson Bentele Brinley** Powell**

			evaluation. Students will design a program or policy evaluation and monitoring plan for an instructor-selected community organization.							
RSC 602	3	Research Dissemination and Translation to Facilitate Change	This course will focus on models and methods of disseminating research findings to inform movement to address a challenge or problem. Students will learn about audience, audience- and goal-specific messaging framing, data analytics, and findings presentation. Stakeholder audiences such as funders, consumers, community-based organizations, government officials, and community members will be considered. Students will develop and apply skills to disseminate research through program and policy briefs using multimedia platforms.	RSC 500. It is also strongly recommended that this course be completed last among foundation courses.	Online	D	Fall 2022	S	Yes	Stevens Powell** Meyerson Korchmaros Andrade Granillo
RSC 551	3	Community-based Participatory and Action Research	This course will introduce students to the history and practice of community-based participatory and action research (CBP-AR). Students will critique research approaches to selected challenges using the lens of CBP-AR, and will recommend solutions to better align research with communities.	None	Online	D	Fall 2022	S	Yes	Meyerson Korchmaros Stevens Andrade Granillo Powell** Brinley** Waters**
RSC 552	3	Culturally Responsive Engagement with Diverse Populations	This course will focus on theories and practice of culturally responsive engagement with focus on instructor-selected diverse populations who have historically faced group-based social inequities (historically	None	Online	D	Fall 2022	S	Yes	Andrade Granillo Korchmaros Davis** Powell** Brinley** Waters**

			referred to as "vulnerable") such as Indigenous populations, women in prison, people who misuse drugs, transgender populations, refugee, and immigrant populations. Students will discuss approaches and issues related to engaging diverse populations in research, program evaluation, coalitions, and translation of evaluation findings.							
RSC 550	3	Applied Research Methods and Analysis	This elective course will expose students to the suite of approaches and tools used to plan and conduct applied research in community settings. Quantitative, qualitative, and mixed method approaches will be discussed. Students will critique approaches with consideration of the challenge or problem being addressed, practical contextual limitations, stakeholder goals, and the goals and objectives of attempted solutions	RSC 521	Online	D	Fall 2022	S	Yes	Meyerson Bentele Korchmaros Stevens Powell**
RSC 650	3	Building and Negotiating Partnerships and Coalitions	In this elective course, students will identify and understand models and modalities of partnerships and coalitions in selected challenge or problem areas. This course will present general approaches and considerations of partnership development and maintenance, as well as considerations specific to certain partners, such as funders, healthcare providers, community-based organizations, government entities, and law enforcement. Emphasis will be on the role of	None	Online	D	Fall 2022	S	Yes	Meyerson Korchmaros Stevens Granillo Williams Andrade Powell** Davis** Waters**

			evaluators and their institutions in these relationships.						
RSC 651	3	Development of Coalitions to Facilitate Change	In this elective course, students will understand and apply models to understand coalition lifecycle, interventions to strengthen coalitions, and will consider the role of evaluators in these coalitions. Evaluation methods will be in focus as students select a local coalition partner to inform course learning through a lifecycle assessment. Students will learn how to communicate findings with coalitions and partners in order to enhance coalition engagement to facilitate change.	None	Online	D	Fall 2022	S	Yes	Meyerson Granillo Powell** Brinley**
RSC 652	3	Project Management	This elective course will prepare students to manage projects at various stages of implementation in applied settings. Types of projects considered include, for example, implementation of a business plan or a behavioral intervention or coordination of service provision across agencies. Organizational development and change, financial controls, project management tools and strategies, and community partnerships will be in focus for this course as well as models for ongoing project and project management improvement.	RSC 501 RSC 520	Online	D	Fall 2022	Su	Yes	Powell** Meyerson Korchmaros Stevens Andrade Williams Murphy Waters** Brinley** Davis**
RSC 699	3	Capstone	For the capstone, students will engage in experiential learning related to research-informed approaches to social change. Students will select a challenge or problem area of focus to	None	Online	D	Fall 2022	Su	Yes	Meyerson Korchmaros Bentele Williams Stevens Powell**

			collectively conduct one of several things: research-informed problem solving, research-informed solution scale up, program monitoring and evaluation, or needs assessment. This should be accomplished with a coalition or partner organization.							

**Faculty with community expertise who will co-teach with a PhD faculty member

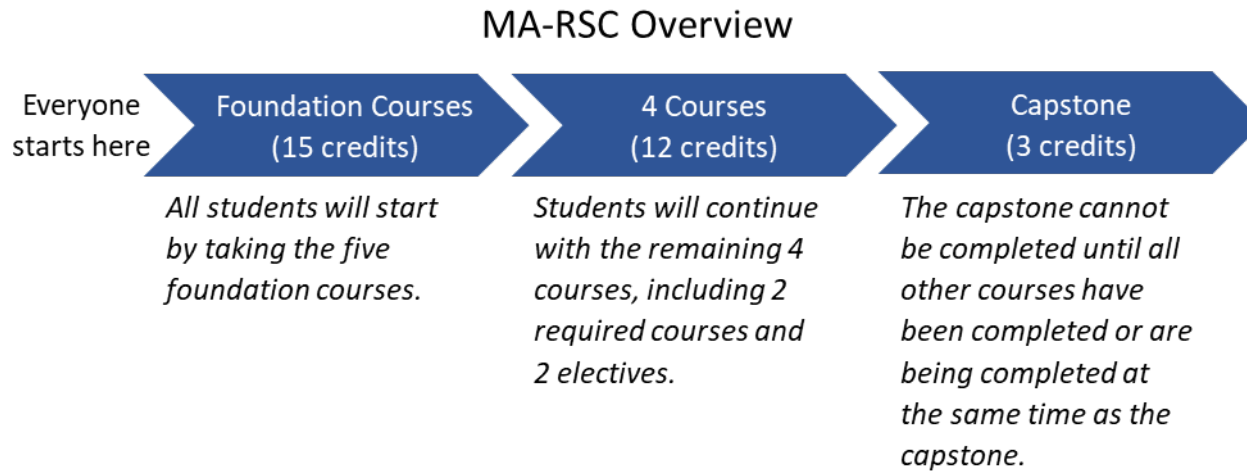*In development (D); submitted for approval (S); approved (A)

Subject description for new prefix (if requested). Include your requested prefix, if any: RSC

VI. **FACULTY INFORMATION**- complete the table below. If UA Vitae link is not provided/available, attach a short CV (2-3 pages) to the end of the proposal or upload to the workflow form (in the "Letter(s) of Support" field). UA Vitae profiles can be found in the UA directory/phonebook. Add rows as needed. **NOTE: full proposals are distributed campus-wide, posted on committee agendas and should be considered "publicly visible". Contact the Office of Curricular Affairs if you have concerns about CV information being "publicly visible".**

Faculty Member	Involvement	UA Vitae link or "CV attached"
Josephine Korchmaros, PhD	Instructor, faculty advisor	https://profiles.arizona.edu/person/jkorch
Beth Meyerson, PhD	Instructor, faculty advisor, liaison to AZ Online	https://profiles.arizona.edu/person/bmeyerson
Rosi Andrade, PhD	Instructor, faculty advisor	https://profiles.arizona.edu/person/rosia
Keith Bentele, PhD	Instructor, faculty advisor	https://profiles.arizona.edu/person/keithb
Sally Stevens, PhD	Co-instructor, faculty advisor	https://profiles.arizona.edu/person/sstevens
Jill Williams, PhD	Instructor, faculty advisor	https://profiles.arizona.edu/person/jillmwilliams
Claudia Powell, M.Ed	Co-instructor	https://profiles.arizona.edu/person/claudiap

VII.   SAMPLE PLAN OF STUDY- provide a sample plan of study.

See also attached excel spreadsheet entitled "SIROW MA course schedule"

MA-RSC Overview

Everyone starts here	Foundation Courses (15 credits)	4 Courses (12 credits)	Capstone (3 credits)
	All students will start by taking the five foundation courses.	*Students will continue with the remaining 4 courses, including 2 required courses and 2 electives.*	*The capstone cannot be completed until all other courses have been completed or are being completed at the same time as the capstone.*

VIII.   STUDENT LEARNING OUTCOMES AND CURRICULUM MAP—describe what students should know, understand, and/or be able to do at the conclusion of this major. Work with <u>Office of Instruction and Assessment</u> to create a curricular map using Taskstream. Include your curricular map in this section (refer to Appendix C for sample Curriculum Map generated using Taskstream).

Emphasis	Learning Outcome	Introduced	Practiced	Assessed
Outcome 1: Problem Approaches Identify, classify and understand approaches to selected key challenges or problems of our time with tools of informed problem solving, monitoring and evaluation, and research translation.	Students will learn theoretical frameworks used to understanding and characterizing challenges and problems with particular emphasis on contextual factors that create or surround the challenge or problem. They will also consider evidence translation for encouraging attention to the challenge or problem. Students will identify challenges or problems of importance to them for applied learning.	RSC 500	RSC 501	RSC 699
Outcome 2: Theory and Tools Understand and utilize theory and data-based tools and approaches to address challenges in applied, immersive, social settings.	Students will learn methods and tools of monitoring and evaluation used to address identified challenges or problems, and will design a program or policy evaluation and monitoring plan for an instructor-selected community organization.	RSC 521	RSC 521 RSC 550	RSC 699
Outcome 3: Community Approaches Develop competency in culturally-appropriate, community-based participatory approaches to problem solving, monitoring and evaluation, and translation for program and policy change.	Students will learn models and methods of disseminating research findings to inform movement to address a challenge or problem. Students will learn about audience, audience- and goal-specific messaging framing, data analytics, and findings presentation.	RSC 602	RSC 651	RSC 699
Outcome 4: Partnerships Achieve competency in the development and assessment of interdisciplinary, interprofessional, and community-based partnerships for change.	Students will learn the research orientation of community-based participatory and action research (CBP-AR), and they will practice aspects of this in selected projects.	RSC 551 RSC 552	RSC 550	RSC 699

EMPHASIS LEARNING OUTCOMES – at minimum, provide two unique learning outcomes for each proposed emphasis. Which courses will Introduce, Practice, and/or Assess the learning outcomes? Use the table below to provide the information. Add rows as needed. **Delete this section and table if the proposed major does not include emphases**.

Curriculum Map:

University of Arizona AMS » College of Social and Behavioral Sciences » SBS Degrees
MA Research for Social Change

MA RSC Curriculum Map
Courses and Activities Mapped to MA Community-focused Program Evaluation Outcome Set

Courses and Learning Activities	Outcome 1: Problem Approaches — Identify, classify and understand approaches to selected key challenges or problems of our time with tools of informed problem solving, monitoring and evaluation, and research translation.	Outcome 2: Theory and Tools — Understand and utilize theory and data-based tools and approaches to address challenges in applied, immersive, social settings.	Outcome 3: Community Approaches — Develop competency in culturally-appropriate, community-based participatory approaches to problem solving, monitoring and evaluation, and translation for program and policy change.	Outcome 4: Partnerships — Achieve competency in the development and assessment of interdisciplinary, inter-professional, and community-based partnerships for change.
RSC 652 Project Management		A		
RSC 651 Development of Coalitions to Facilitate Change				A
RSC 550 Applied Research Methods and Analysis		A		
RSC 650 Building and Negotiating Partnerships and Coalitions				A
RSC 602 Research Dissemination and Translation to Facilitate Change			A	
RSC 520 Planning, Implementation Science and Scale Up			A	
RSC 501 Informed Solution Identification	A	A		
RSC 500 Seminar on identifying and characterizing challenges or problems	A	A		
RSC 551 Community-based Participatory and Action Research		A		
RSC 552 Culturally Responsive Engagement with Diverse Populations		A	A	
RSC 699 Capstone	A	A	A	A

Legend :   **I**   Introduced   **P**   Practiced   **A**   Assessed   **I/P**   Introd

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IX.   **ASSESSMENT PLAN LEARNING**- using

FOR STUDENT the table below,

provide a schedule for program assessment of intended student learning outcomes 1) while students are in the program and 2) after completion of the degree. Add rows as needed. Delete <mark>EXAMPLE</mark> row.

Learning Outcomes	Sources(s) of Evidence	Assessment Measures	Data Collection Points
Identify, classify and understand approaches to selected key challenges or problems of our time with tools of informed problem solving, monitoring and evaluation, and research translation.	• Baseline student assessment • Course-embedded assessments • Alumni survey • Potential focus groups with alumni and students	Exams, papers, and other forms of student work Summative critical self-reflections Student self-assessments	Baseline at program initiation and prior to each course. End of each course During degree program (focus groups) Alumni Survey
Understand and utilize theory and data-based tools and approaches to address challenges in applied, immersive, social settings.			
Develop competency in culturally-appropriate, community-based participatory approaches to problem solving, monitoring and evaluation, and translation for program and policy change.			
Achieve competency in the development and assessment of interdisciplinary, interprofessional, and community-based partnerships for change.			

X.   **PROGRAM ASSESSMENT PLAN**- using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the degree. Add rows as needed. Delete <mark>EXAMPLE</mark> rows.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
During Student Program		
Student knowledge and learning across objectives	Course based final projects	Year 3 and every 3 years afterwards.
	Course-Based Applied Projects:	Year 3 and every 3 years afterwards
	Student survey	Baseline (prior to entry of each course), student self-assessment. at program completion, 2 and 5 years after program completion. Alumni surveys will also include measures of satisfaction with the program, perceived degree to which the degree helped student career goal achievement, and suggestions for program improvement.
Academic Program Review	Reviewers' responses	Year 3 and every 3 years afterwards using data gathered from abovelisted evaluations.
After Degree Completion		
Job Placement Statistics	Alumni Survey	At graduation and as part of alumni survey
Satisfaction with the program, perceived degree to which the degree helped student career goal achievement, and suggestions for program improvement.	Alumni Survey	2 and 5 years after degree completion

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

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Number of Students	11	20	35	45	50

Data/evidence used to determine projected enrollment numbers:

Estimated based on prior experiences of online programs, and from data gathered in the survey of the student enrollment market, as well as perceived value and desirability of the degree by community partners and academicians internal and external to UArizona. We also anticipate the demand for online degrees to increase based on our national experience with COVID-19.
ASU's peer program (see peer comparison) began in fall 2019 and currently have 32 students enrolled for summer and 39 enrolled for fall 2020. Enrollment estimates from our AAU peer (MSU) reported a current enrollment of 19 students and a graduation rate of 80%. The MSU program began in 2015.

XII. **ANTICIPATED DEGREES AWARDED**- complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use National Center for Education Statistics College Navigator to find program completion information of peer institutions offering a same or similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1st Year	2nd Year	3rd Year	4th Year	5th Year
Number of Degrees	11	20	35	45	50

Data/evidence used to determine number of anticipated degrees awarded annually: Estimate based on the assumption that students will complete the degree in 1 year. Graduate estimates from our AAU and ABOR peers (see peer comparison) was requested May 2020. Our AAU peer (MSU) reported a graduation rate of 80%. The MSU program began in 2015. ASU's program began in fall 2019, so to date, there are no graduates.

XIII. **PROGRAM DEVELOPMENT TIMELINE**- describe plans and timelines for 1)marketing the program and 2)student recruitment activities.

Assumption: First enrollment begins Fall 2022

Fall 2021 – Program marketing and student recruitment
- Marketing announcement the degree with focus on marketability will be published online and sent through current student email listservs in programs with students with likely interest. Call for interest "Learn more" with data capture to allow targeted marketing and call for enrollment (below)
- Within two weeks: online video of SIROW faculty and partners discussing the importance of the MA RSC and the marketability of these skills and the degree.
- Enrollment notice for Fall 2022 will posted per registrar regulations. A timed announcement will be made.
- Meetings held with key deans of colleges and schools assessing dual MA degree interest.

Ongoing after the degree launch and enrollment
- Periodic Youtube/UA channel highlighting the work of students in the program and their degree experiences. Audience: future students. Videos will be pushed out through the UA system and to others in ABOR system.

XIV. **DIVERSITY AND INCLUSION**-describe how you will recruit diverse students and faculty to this program. In addition, describe retention efforts in place or being developed in order to retain students.

SIROW is an excellent home for the MA RSC degree because the core work of this organization is with diverse communities across the United States. This positions the program as a point of recruitment with interested partners and organizations, and for recruitment of students who are interested in working with the communities.

The following hallmark of the MA RSC will also likely be of great interest to the diversity of students and potential faculty:
- **"Porous" Classroom** – multilateral and applied learning opportunities will be a core feature of the MA-RSC. This will be accomplished through established partnerships with community, governmental and corporate partners across the multiplicity of disciplinary approaches and thinking about selected social justice issues in courses. The myriad partners of SIROW and SIROW faculty will engage with students to explore the range of issues involved with community-focused assessment of social issues, development of viable solutions, monitoring, and evaluation.

Retention efforts will be driven by the assessment committee, the core faculty, and the program coordinator as they work with students on an individual basis and based on student assessment and support during their degree experiences. We will make all efforts to link students with support they need to be successful in the program (academic, financial, other), and will work closely with the UA office of Inclusion and Multicultural Engagement (IME).

XV. **ABOR REQUIREMENT: New Academic Program Request. This section is required by ABOR. Most of the information can be copied/pasted from completed sections above. Instructions/clarification for completing the table below, from ABOR, can be viewed/downloaded here.**

University: University of Arizona

Name of Proposed Academic Program: MA Research for Social Change (MA RSC)
Academic Department: Southwest Institute for Research on Women (SIROW)
Geographic Site: Online
Instructional Modality: Online
Total Credit Hours: 30
Proposed Inception Term: Fall 2022
Brief Program Description: The MA in Research for Social Change (RSC) provides online graduate-level education for students and community partners across sectors who seek to advance and study solutions related to the "grand challenges" of our time through interdisciplinary, community-engaged and evidence-based approaches to problem solving and solution monitoring and evaluation. The MA-RSC is an informed problem solving and evaluation research degree, where students will gain knowledge and skills to design and implement community and research-based solutions to problems situated in social systems and to evaluate the impact and effectiveness of those solutions. The MA-RSC will immerse students in the process of identifying, understanding, and researching key problems of our time with a focus on creating viable, sustainable solutions and examining evidence of impact.
Learning Outcomes and Assessment Plan:

Outcome 1: Identify, classify and understand approaches to selected key challenges or problems of our time with tools of informed problem solving, monitoring and evaluation, and research translation.

Outcome 2: Understand and utilize theory and data-based tools and approaches to address challenges in applied, immersive, social settings.

Outcome 3: Develop competency in culturally-appropriate, community-based participatory approaches to problem solving, monitoring and evaluation, and translation for program and policy change.

Outcome 4: Achieve competency in the development and assessment of interdisciplinary, interprofessional, and community-based partnerships for change.

Coursework Evaluation (Direct Measures)

Class-Based Final Projects:

The Assessment Committee (below) will review data from the first full year of MA implementation to allow for sufficient enrollment and evidence. In subsequent years, we will compare final projects across cycles for the same course or courses by learning objective.

Course-Based Applied Projects:

After the conclusion of 3 cycles, we will draw a random sample of applied student projects to qualitatively evaluate the degree to which they demonstrate successful achievement of the related learning objective. This does not include capstone projects. A separate sampling of capstone projects will be taken to qualitatively assess the degree to which students demonstrate success across several learning objectives.

Student and Alumni Surveys (Indirect Measures)

A self-assessment measuring student knowledge and learning across the objectives will occur at 4 points: at baseline (prior to entry to the first course), at program completion, 2 and 5 years after program completion. Alumni surveys will also include measures of satisfaction with the program, perceived degree to which the degree helped student career goal achievement, and suggestions for program improvement.

Process of Assessment

Describe how faculty and staff are involved in the development, implementation, and use of student learning outcomes, including when/how faculty meet to review findings and discuss potential changes. Please also indicate whether your unit has a standing Assessment Committee that is responsible for overseeing learning outcomes assessment.

Our unit will establish a standing Assessment Committee to oversee learning outcomes assessment. Faculty engagement will also occur as follows:

- Coursework evaluation – each instructor will share with the Assessment Committee the student outcomes and rubrics for coursework evaluations (direct measures shown in the table above) for each course offered at the conclusion of the course cycle. They will have developed rubrics during the course development process; which is a collaborative process with faculty.
- The Assessment Committee will meet twice annually with all instructors as a group to review aggregate course outcomes in order to discuss needed improvements to courses or to support student success.
- The Assessment Committee will also review (as available) outcomes from indirect assessments (see above).

Projected Enrollment for the First Three Years: 66

Evidence of Market Demand: See Peer Comparison Chart and NEED FOR THE MAJOR/JUSTIFICATION section.

Similar Programs Offered at Arizona Public Universities: MS in Program Evaluation and Data Analytics, Arizona State University

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

Program Fee/Differentiated Tuition Required?   YES ☐   NO X   Estimated Amount:

Program Fee Justification:

Specialized Accreditation?   YES ☐   NO X

Accreditor:

Appendix A. Master's and/or Minor Requirements. Complete Table 1 if requesting a corresponding master-level program. Complete Table 2 if requesting a corresponding minor.

Degree type	Master of Informed Problem Solving Monitoring and Evaluation (MA RSC)
Available for direct admission (Yes/No)? If yes, provide pre-admission expectations.	Yes, Consistent with UArizona online MA or MS degrees, including the 3.0 GPA requirement for Graduate Admissions. No specific coursework is required.
Total units required to complete degree	30
Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	Students will first complete five foundation courses (15 credits). The remaining five courses (15 credits) will consist of the other 3 required courses (including the capstone) and 2 electives. ***All courses listed are new courses*** **Foundation Courses:** -RSC 500 (3) – Seminar on Identifying and Characterizing Challenges or Problems -RSC 501(3) – Informed Solution Identification -RSC 520 (3)– Planning, Implementation Science and Scale Up -RSC 521(3) – Monitoring and Evaluation -RSC 602 (3)– Research Dissemination and Translation to Facilitate Change **Other Required Courses** -RSC 551 (3)– Community-based Participatory and Action Research -RSC 552(3) – Culturally Responsive Engagement with Diverse Populations -RSC 699 (3)– Capstone (Taken last) **Elective Courses (pick 2)** -RSC 550(3) – Applied Research Methods and Analysis -RSC 650(3)- Building and Negotiating Partnerships and Coalitions -RSC 651 (3)– Development of Coalitions to Facilitate Change -RSC 652 (3)– Project Management *Electives offered by partner colleges and schools at University of Arizona* (see letters of support) EDP541 (3) Statistical Methods in Education EDP560 (3) Introduction to Education Research EDP582 (3) Educational Evaluation
Research methods, data analysis, and methodology requirements. (Yes/No). If yes, provide description.	Yes. Students complete 9 units of courses related to research methods, data analysis and methodology. **- RSC 521(3) – Monitoring and Evaluation:** This course will focus on the methods and tools of monitoring and evaluation used to address identified challenges or problems.

	- **RSC 551(3) – Community-based Participatory and Action Research.** This course will introduce students to the history and practice of community-based participatory and action research (CBP-AR). Students will critique research approaches to selected challenges using the lens of CBP-AR, and will recommend solutions to better align research with communities. **-RSC 699 (3)– Capstone** For the capstone, students will engage in experiential learning related to research methodology and data analysis and interpretation. Students will select a challenge or problem area of focus to collectively conduct one of several things: research-informed problem solving, research-informed solution scale up, program monitoring and evaluation, or needs assessment. This should be accomplished with a coalition or partner organization. **Students will also have the opportunity to earn 3 additional credits related to research methods, data analysis and methodology.- RSC 550 (3**)– **Applied Research Methods and Analysis**. This course will expose students to the suite of approaches and tools used to plan and conduct applied research in community settings. Quantitative, qualitative, and mixed method approaches will be discussed. Students will critique approaches with consideration of the challenge or problem being addressed, practical contextual limitations, stakeholder goals, and the goals and objectives of attempted solutions.
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Yes. **-RSC 699 (3)– Capstone** For the capstone, students will select a challenge or problem area of focus to collectively plan one of several things: a process for informed problem solving, solution scale up, monitoring and evaluation plan, or needs assessment. This should be accomplished with a coalition or partner organization.
Master thesis required (Yes/No). If yes, provide description.	No
Additional requirements (provide description)	No
Minor options (as relevant)	No required minor options.

* Emphases are officially recognized sub-specializations within the discipline. Proposed official emphases having similar curriculum with other plans (within department, college, or university) may require completion of an additional comparison chart. Complete the table found in Appendix B to indicate if emphases should be printed on student transcripts and diplomas.

Table 2: Corresponding Minor. -N/A for the MA RSC

Appendix B. Emphasis Print Information-if applicable, complete the table below to indicate if proposed emphases should be printed on transcript and diploma. Add rows as needed. Note: emphases are displayed on transcript and diplomas as " _____ Emphasis". Delete <mark>EXAMPLE</mark> row before submitting.

Appendix C. Sample Curriculum Map for BA in Statistics and Data Science. Created using taskstream. Contact OIA for assistance in creating your curriculum map.

MA Research for Social Change

MA RSC Curriculum Map
Courses and Activities Mapped to MA Community-focused Program Evaluation Outcome Set

Courses and Learning Activities	Outcome			
	Outcome 1: Problem Approaches — Identify, classify and understand approaches to selected key challenges or problems of our time with tools of informed problem solving, monitoring and evaluation, and research translation.	Outcome 2: Theory and Tools — Understand and utilize theory and data-based tools and approaches to address challenges in applied, immersive, social settings.	Outcome 3: Community Approaches — Develop competency in culturally-appropriate, community-based participatory approaches to problem solving, monitoring and evaluation, and translation for program and policy change.	Outcome 4: Partnerships — Achieve competency in the development and assessment of interdisciplinary, inter-professional, and community-based partnerships for change.
RSC 652 Project Management		A		
RSC 651 Development of Coalitions to Facilitate Change				A
RSC 550 Applied Research Methods and Analysis		A		
RSC 650 Building and Negotiating Partnerships and Coalitions				A
RSC 602 Research Dissemination and Translation to Facilitate Change			A	
RSC 520 Planning, Implementation Science and Scale Up			A	
RSC 501 Informed Solution Identification	A	A		
RSC 500 Seminar on identifying and characterizing challenges or problems	A	A		
RSC 551 Community-based Participatory and Action Research		A		
RSC 552 Culturally Responsive Engagement with Diverse Populations		A	A	
RSC 699 Capstone	A	A	A	A

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Appendix D. Assessment Plan for Student Learning

Coursework Evaluation (Direct Measures)
Class-Based Final Projects:
The Assessment Committee (below) will review data from the first full year of MA implementation to allow for sufficient enrollment and evidence. In subsequent years, we will compare final projects across cycles for the same course or courses by learning objective.

Course-Based Applied Projects:
After the conclusion of 3 cycles, we will draw a random sample of applied student projects to qualitatively evaluate the degree to which they demonstrate successful achievement of the related learning objective. This does not include capstone projects. A separate sampling of capstone projects will be taken to qualitatively assess the degree to which students demonstrate success across several learning objectives.

Student and Alumni Surveys (Indirect Measures)
A self-assessment measuring student knowledge and learning across the objectives will occur at 4 points: at baseline (prior to entry to the first course), at program completion, 2 and 5 years after program completion. Alumni surveys will also include measures of satisfaction with the program, perceived degree to which the degree helped student career goal achievement, and suggestions for program improvement.

Process of Assessment
Describe how faculty and staff are involved in the development, implementation, and use of student learning outcomes, including when/how faculty meet to review findings and discuss potential changes. Please also indicate whether your unit has a standing Assessment Committee that is responsible for overseeing learning outcomes assessment.

Our unit will establish a standing Assessment Committee to oversee learning outcomes assessment. Faculty engagement will also occur as follows:
- Coursework evaluation – each instructor will share with the Assessment Committee the student outcomes and rubrics for coursework evaluations (direct measures shown in the table above) for each course offered at the conclusion of the course cycle. They will have developed rubrics during the course development process; which is a collaborative process with faculty.
- The Assessment Committee will meet twice annually with all instructors as a group to review aggregate course outcomes in order to discuss needed improvements to courses or to support student success.
- The Assessment Committee will also review (as available) outcomes from indirect assessments (see above).

References

[1] National Congress of American Indians Policy Research Center and MSU Center for Native Health Partnerships. (2012). 'Walk softly and listen carefully': Building research relationships with tribal communities. Washington, DC, and Bozeman, MT: Authors.

[2] Arizona Department of Health Services. 2019 Arizona State Health Assessment. [online]: https://www.azdhs.gov/documents/operations/managing-excellence/2019-state-health-assessment.pdf accessed February 18, 2020.

[3] Note that Education graduate programs have long valued action research, though it is construed differently, meaning teacher or practitioner research in education. See Lee YA, Wang Y. Searching for new directions: Developing MA action research project as a tool for teaching. *US-China Ed Rev* 2012; A(8):697-709. Direct link: https://files.eric.ed.gov/fulltext/ED536455.pdf

[4] For example, National University offers an Action Research course as part of an MA in Education https://www.nu.edu/ourprograms/schoolofeducation/educationaladministration/courses/eda637/; University of Michigan offers a Community Based Participatory Research course at the doctoral level https://sph.umich.edu/academics/courses/course.php?courseID=HBEHED733;

[5] Gimpel N, Kindratt T, Dawson A, Pagels P. Community action research track: Community-based participatory research and service-learning experiences for medical students. *Perspect Med Educ* 2018; 7(2):139-143.

[6] https://nursing.missouri.edu/academic-programs/certificate-participatory-health-research/curriculum/

[7] https://sohe.wisc.edu/graduate-students/research-and-creative-scholarship/civil-society-community-research/

University of Arizona AMS » College of Social and Behavioral Sciences » SBS Degrees
MA Research for Social Change

MA RSC Curriculum Map
Courses and Activities Mapped to MA Community-focused Program Evaluation Outcome Set

	Outcome			
	Outcome 1: Problem Approaches Identify, classify and understand approaches to selected key challenges or problems of our time with tools of informed problem solving, monitoring and evaluation, and research translation.	Outcome 2: Theory and Tools Understand and utilize theory and data-based tools and approaches to address challenges in applied, immersive, social settings.	Outcome 3: Community Approaches Develop competency in culturally-appropriate, community-based participatory approaches to problem solving, monitoring and evaluation, and translation for program and policy change.	Outcome 4: Partnerships Achieve competency in the development and assessment of interdisciplinary, inter-professional, and community-based partnerships for change.
Courses and Learning Activities				
RSC 652 Project Management		A		
RSC 651 Development of Coalitions to Facilitate Change				A
RSC 550 Applied Research Methods and Analysis		A		
RSC 650 Building and Negotiating Partnerships and Coalitions				A
RSC 602 Research Dissemination and Translation to Facilitate Change			A	
RSC 520 Planning, Implementation Science and Scale Up			A	
RSC 501 Informed Solution Identification	A	A		
RSC 500 Seminar on identifying and characterizing challenges or problems	A	A		
RSC 551 Community-based Participatory and Action Research		A		
RSC 552 Culturally Responsive Engagement with Diverse Populations		A	A	
RSC 699 Capstone	A	A	A	A

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University of Arizona AMS » College of Social and Behavioral Sciences » SBS Degrees
MA Research for Social Change

MA RSC Curriculum Map
Courses and Activities Mapped to MA Community-focused Program Evaluation Outcome Set

	Outcome			
	Outcome 1: Problem Approaches Identify, classify and understand approaches to selected key challenges or problems of our time with tools of informed problem solving, monitoring and evaluation, and research translation.	Outcome 2: Theory and Tools Understand and utilize theory and data-based tools and approaches to address challenges in applied, immersive, social settings.	Outcome 3: Community Approaches Develop competency in culturally-appropriate, community-based participatory approaches to problem solving, monitoring and evaluation, and translation for program and policy change.	Outcome 4: Partnerships Achieve competency in the development and assessment of interdisciplinary, inter-professional, and community-based partnerships for change.
Courses and Learning Activities				
RSC 652 Project Management		A		
RSC 651 Development of Coalitions to Facilitate Change				A
RSC 550 Applied Research Methods and Analysis		A		
RSC 650 Building and Negotiating Partnerships and Coalitions				A
RSC 602 Research Dissemination and Translation to Facilitate Change			A	
RSC 520 Planning, Implementation Science and Scale Up			A	
RSC 501 Informed Solution Identification	A	A		
RSC 500 Seminar on identifying and characterizing challenges or problems	A	A		
RSC 551 Community-based Participatory and Action Research		A		
RSC 552 Culturally Responsive Engagement with Diverse Populations		A	A	
RSC 699 Capstone	A	A	A	A

Legend :	**I**	Introduced	**P**	Practiced	**A**	Assessed	**I/P**	Introd

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Graduate Major Peer Comparison Chart-select two peers for completing the comparison chart from (in order of priority) ABOR-approved institutions, AAU members, and/or other relevant institutions recognized in the field. The comparison chart will be used to identify typically required coursework, themes, and experiences for majors within the discipline. The comparison programs are not required to have the same degree type and/or major name as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents.

Program name, emphasis (sub-plan) name (if applicable), degree, and institution	Proposed UA Program: MA in Research for Social Change (RSC)	Peer 1: (ABOR) MS in Program Evaluation and Data Analytics, Arizona State University	Peer 2: (AAU) MA or Graduate Certificate in Program Evaluation, Michigan State University
Current # of enrolled students	■■■■■■■■■■■	32 summer, 39 fall (new program fall 2019)	19 students currently. (Began program in 2015)
Major Description. Includes the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (sub-plans; if any), etc.	The MA in Research for Social Change (RSC) provides online graduate-level education for students and community partners across sectors who seek to advance and study solutions related to the "grand challenges" of our time through interdisciplinary, community-focused and evidence-based approaches to problem solving and solution monitoring and evaluation. The MA-RSC is a community-focused evaluation research degree, where students will gain knowledge and skills to design and implement community and research-based solutions to problems situated in social systems and to evaluate the impact and effectiveness of those solutions. The MA-RSC will immerse students in the process of identifying, understanding, and researching key problems of our time with a focus on creating viable, sustainable solutions and examining evidence of impact. Students will also conduct a community-embedded capstone to integrate and demonstrate competency. The MA-RSC is designed to provide students with transferrable skills applicable across industry sectors, populations, and challenges or problems. This degree would be valuable to those seeking careers	https://asuonline.asu.edu/online-degree-programs/graduate/program-evaluation-and-data-analytics-ms/ This tools-based degree prepares students for a career that spans the public, nonprofit and private sectors using data-driven and evidence-based approaches to social impact. Students will develop expertise in performance and evaluation frameworks for social programs, and foundations in the field of data science. The Master of Science in Program Evaluation and Data Analytics is a professional degree that emphasizes skills needed to leverage data to improve organizational performance in the public and nonprofit sectors. We have combined curriculum from the field of program evaluation, which provides tools to assess policy or program impact, with data science courses, which empower students to utilize a diverse array of data analysis tools in new and exciting ways. Coursework will introduce students to impact analysis, data visualization, dashboards, and automation of reporting.	http://progeval.msu.edu/ To earn a master's degree in program evaluation, students complete eight core content courses (24 credits) that cover: leading models and standards of professional evaluation practice; quantitative, qualitative, and mixed-method design and analysis for the evaluation context; effective interpersonal and communication skills; leading-edge dissemination and reporting strategies; evaluation contracting and project management. Students also complete a practicum sequence (13 credits) that provides them with the opportunity to further develop their evaluation skills by immersion in a real-world setting in which evaluations are currently being conducted. Settings include government agencies, human service organizations, educational settings, healthcare organizations, and for-

	in community engagement, development or advocacy. Professionals with credentials and experience in research translation for program and policy change are indispensable across sectors.	Unlike other data scientist degrees, this program is built using public sector and nonprofit examples.	profit and non-profit evaluation firms.
Target careers	The MA-RSC has application across business sectors, professions, challenges and populations. Students with this credential can secure positions such as: Business Development Manager, Clinical Director, Program Developer and Coordinator, Director of Evaluation, Research Director, Operational Analyst, Market Researcher, Management Analyst, Quality Analyst, and Consultant in many areas, including healthcare, government, foundations, human service organizations, private sector organizations. The MA-RSC degree is likely to supplement training in any sector making the student a stronger candidate for any job that involves trying to initiate change within a social system. For example, this degree can help engineers develop plans to encourage implementation of new safety procedures or even to develop the new safety procedures—with consideration of how the workers work and move through the factory.	Data analyst or manager for state or federal government agencies, research group analyst, consulting firm analyst, large nonprofit agency analyst, international development agency analyst	Program evaluators systematically investigate the quality of programs. Evaluator positions in healthcare, government, foundations, human service organizations, private sector organizations.
Total units required to complete the degree	30	33	37
Pre-admission expectations (i.e. academic training to be completed prior to admission)	Consistent with UA online MA or MS degrees. No specific coursework is required.	BA or BS degree with a 3.00 cumulative GPA in the last 60 credits or a 3.0 cumulative GPA in an accredited MA or MS program Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree in criminology or criminal justice, public administration or public service, sociology or social work, public safety or fire	Yes. BA or BS from an accredited university or college.

		service management, parks and recreation management, applied sciences, environmental sciences or geography, public health, economics, urban planning, management, political science, nonprofit studies, law, journalism, humanities, STEM or another closely related field from a regionally accredited institution.	
Major requirements. List all major 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 email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	Students will first complete five foundation courses (15 credits). Students can then take in any order the next 4 courses (2 required and 2 electives for 12 credits), followed by a 3-credit required capstone. ***All courses listed are new courses*** **Foundation Courses:** -RSC 500 (3) – Seminar on Identifying and Characterizing Challenges or Problems -RSC 501(3) – Informed Solution Identification -RSC 520 (3)– Planning, Implementation Science and Scale Up -RSC 521(3) – Monitoring and Evaluation -RSC 602 (3)– Research Dissemination and Translation to Facilitate Change **Other Required Courses** -RSC 551 (3)– Community-based Participatory and Action Research -RSC 552(3) – Culturally Responsive Engagement with Diverse Populations -RSC 699 (3)– Capstone (Taken last) **Elective Courses (pick 2)** -RSC 550(3) – Applied Research Methods and Analysis -RSC 650(3)- Building and Negotiating Partnerships and Coalitions -RSC 651 (3)– Development of Coalitions to Facilitate Change -RSC 652 (3)– Project Management	33 credit hours including the required applied project course (CPP 593) -SWG 623 (3) Program Evaluation -CPP 523 (3) Foundations of Program Evaluation 1: Multiple Regression -CPP524(3) Foundations of Program Evaluation II: Research Design -CPP525 (3)Foundations of Program Evaluation III: Advanced Regression Tools -CPP 526 (3) Foundations of Data Science 1: Introduction to Data Programming -CPP 527 (3)Foundations of Data Science II: Data Wrangling -CPP 528 (3) Foundations of Data Science III: Project Management -CPP 529 (3) Data Analytics Practicum -Electives (6 credits, courses not listed) -Culminating Experience (3) -CPP 593 (3) Applied Project	To earn a master's degree in program evaluation, students complete all eight core content courses: -PSY 880 (3) Foundations of Evaluation Practice -PSY 881 (3) Evaluation Design - PSY 882 (3) Evaluation Data Collection Methods -PSY 888 (3) Evaluation Management - PSY 883 (3) Statistics for Evaluators - PSY 884 (3) Qualitative and Mixed Method Evaluation - PSY 885 (3) Communicating and Reporting - PSY 886 (3) Evaluation Practicum Preparation - PSY 887 (3) Statistics for Evaluators II - PSY 889 and 889 (13 credits): Evaluation Practicum

	Electives offered by partner colleges and schools at University of Arizona (see letters of support) EDP541 (3) Statistical Methods in Education EDP560 (3) Introduction to Education Research EDP582 (3) Educational Evaluation		
Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.	Yes - RSC 521(3) – Monitoring and Evaluation: This course will focus on the methods and tools of monitoring and evaluation used to address identified challenges or problems. - RSC 551(3) – Community-based Participatory and Action Research - RSC 550 (3)– Applied Research Methods and Analysis	Yes. -CPP 523 (3) Foundations of Program Evaluation 1: Multiple Regression -CPP524(3) Foundations of Program Evaluation II: Research Design -CPP525 (3)Foundations of Program Evaluation III: Advanced Regression Tools	Yes. -PSY 881 (3) Evaluation Design -PSY 882 (3) Evaluation Data Collection Methods -PSY 883 (3) Statistics for Evaluators -PSY 884 (3) Qualitative and Mixed Method Evaluation -PSY 887 (3) Statistics for Evaluators II
Internship, practicum, applied course requirements (Yes/No). If yes, provide description.	Yes. -RSC 699 (3)– Capstone For the capstone, students will select a challenge or problem area of focus to collectively plan one of several things: a process for informed problem solving, solution scale up, monitoring and evaluation plan, or needs assessment. This should be accomplished with a coalition or partner organization.	Yes. -CPP 593 (3) Applied Project -CPP 529 (3) Data Analytics Practicum *Descriptions are not available*	Yes. - PSY 886 (3) Evaluation Practicum Preparation -PSY 889 and 889 (13 credits): Program Evaluation Practicum is a two-semester supervised practical application course in which students work alongside evaluation practitioners in a professional evaluation setting to gain first-hand understanding of how to apply the theory, methods, and skills learned in prior classes. This course provides students with the opportunity to further develop their evaluation skills by immersion in a real-world setting in which evaluations are currently being conducted. Settings might include government agencies, human service organizations, educational settings, healthcare organizations, and for-profit and non-profit

4

			evaluation firms. Placements may be with internal or external evaluation entities.
Master thesis or dissertation required (Yes/No). If yes, provide description.	No	No	No
Additional requirements (provide description)	Innovative Feature: **"Porous" Classroom** – multilateral and applied learning opportunities will be a core feature of the MA-RSC. This will be accomplished through established partnerships with community, governmental and corporate partners across the multiplicity of disciplinary approaches and thinking about selected social justice issues in courses.		None

*Note: comparison of additional relevant programs may be requested.

THE UNIVERSITY OF ARIZONA.

BUDGET PROJECTION FORM

Name of Proposed Program or Unit: SIROW MA in Research for Social Change (RSC)

	Projected		
Budget Contact Person: Terry Mullin (Secondary contact: Jo Korchmaros)	**1st Year** 2022 - 2023	**2nd Year** 2023 - 2024	**3rd Year** 2024 - 2025
METRICS			
Net increase in annual college enrollment UG	N/A	N/A	N/A
Net increase in college SCH UG	N/A	N/A	N/A
Net increase in annual college enrollment Grad	11	20	35
Net increase in college SCH Grad	330	600	1,050
Number of enrollments being charged a Program Fee	-	-	-
New Sponsored Activity (MTDC)	N/A	N/A	N/A
Number of Faculty FTE	-	-	-
FUNDING SOURCES			
Continuing Sources			
UG RCM Revenue (net of cost allocation)	-	-	-
Grad RCM Revenue (net of cost allocation)	-	-	-
Program Fee RCM Revenue (net of cost allocation)	-	-	-
F and A Revenues (net of cost allocations)	-	-	-
UA Online Revenues	113,850	207,000	362,250
Distance Learning Revenues	-	-	-
Reallocation from existing College funds (attach description)	-	-	-
Other Items (attach description)	-	-	-
Total Continuing	$ 113,850	$ 207,000	$ 362,250
One-time Sources			
College fund balances	-	-	-
Institutional Strategic Investment	-	-	-
Gift Funding	-	-	-
Other Items (attach description)	-	-	-
Total One-time	$ -	$ -	$ -
TOTAL SOURCES	$ 113,850	$ 207,000	$ 362,250
EXPENDITURE ITEMS			
Continuing Expenditures			
Faculty	84,000	102,000	102,000
Other Personnel	-	-	-
Employee Related Expense	26,040	31,620	31,620
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)			
Additional Space Cost	-	-	-
Other Items (attach description)	-	-	-
Total Continuing	$ 110,040	$ 133,620	$ 133,620
One-time Expenditures			
Construction or Renovation	-	-	-
Start-up Equipment	-	-	-
Replace Equipment	-	-	-
Library Resources	-	-	-
Other Items (attach description)			
Total One-time	$ -	$ -	$ -
TOTAL EXPENDITURES	$ 110,040	$ 133,620	$ 133,620
Net Projected Fiscal Effect	$ 3,810	$ 73,380	$ 228,630

	YEAR 1					YEAR 2					YEAR 3				
	Fall 1 Session 1.1	Fall 1 Session 1.2	Spring 1 Session 1.1	Spring 1 Session 1.2	Summer 1 Session 1.1	Fall 2 Session 2.1	Fall 2 Session 2.2	Spring 2 Session 2.1	Spring 2 Session 2.2	Summer 2 Session 2.1	Fall 3 Session 3.1	Fall 3 Session 3.2	Spring 3 Session 3.1	Spring 3 Session 3.2	Summer 3 Session 3.1
Enrollment Fall 1	FC: RSC 500 – Seminar on Identifying and Characterizing Challenges or Problems FC: RSC 501 – Informed Solution Identification	FC: RSC 520 – Planning, Implementation Science and Scale Up: FC: RSC 521 – Monitoring and Evaluation	FC: RSC 602 – Research Dissemination and Translation to Facilitate Change (Prerequisite: RSC 500) R: RSC 552 – Culturally Responsive Engagement with Diverse Populations: E: RSC 550 – Applied Research Methods and Analysis (Prerequisite: RSC 521) FC: RSC 501 – Informed Solution Identification	R: RSC 551 – Community-based Participatory and Action Research: E: RSC 650- Building and Negotiating Partnerships and Coalitions (Prerequisite: RSC 500 & RSC 501) E: RSC 651 – Development of Coalitions to Facilitate Change FC: RSC 521 – Monitoring and Evaluation	R: RSC 699 – Capstone E: RSC 652 – Project Management (Prerequisite: RSC 501 and 520) FC: RSC 602 – Research Dissemination and Translation to Facilitate Change (Prerequisite: RSC 500)										
Enrollment Fall 2						FC: RSC 500 – Seminar on Identifying and Characterizing Challenges or Problems FC: RSC 501 – Informed Solution Identification	FC: RSC 520 – Planning, Implementation Science and Scale Up: FC: RSC 521 – Monitoring and Evaluation	FC: RSC 602 – Research Dissemination and Translation to Facilitate Change (Prerequisite: RSC 500) R: RSC 552 – Culturally Responsive Engagement with Diverse Populations: R: RSC 699 – Capstone	R: RSC 551 – Community-based Participatory and Action Research: E: RSC 651 – Development of Coalitions to Facilitate Change	E: RSC 550 – Applied Research Methods and Analysis (Prerequisite: RSC 521)	E: RSC 650- Building and Negotiating Partnerships and Coalitions (Prerequisite: RSC 500 & RSC 501) E: RSC 652 – Project Management (Prerequisite: RSC 501 and 520)				
Enrollment Fall 3											FC: RSC 500 – Seminar on Identifying and Characterizing Challenges or Problems FC: RSC 501 – Informed Solution Identification	FC: RSC 520 – Planning, Implementation Science and Scale Up: FC: RSC 521 – Monitoring and Evaluation	FC: RSC 602 – Research Dissemination and Translation to Facilitate Change (Prerequisite: RSC 500) R: RSC 552 – Culturally Responsive Engagement with Diverse Populations:	R: RSC 551 – Community-based Participatory and Action Research: E: RSC 651 – Development of Coalitions to Facilitate Change R: RSC 699 – Capstone	E: RSC 550 – Applied Research Methods and Analysis (Prerequisite: RSC 521)
Enrollment Spring 2								FC: RSC 500 – Seminar on Identifying and Characterizing Challenges or Problems FC: RSC 501 – Informed Solution Identification	FC: RSC 520 – Planning, Implementation Science and Scale Up: FC: RSC 521 – Monitoring and Evaluation	FC: RSC 602 – Research Dissemination and Translation to Facilitate Change (Prerequisite: RSC 500) R: RSC 552 – Culturally Responsive Engagement with Diverse Populations: R: RSC 699 – Capstone	R: RSC 551 – Community-based Participatory and Action Research:	E: RSC 550 – Applied Research Methods and Analysis (Prerequisite: RSC 521)	E: RSC 650- Building and Negotiating Partnerships and Coalitions (Prerequisite: RSC 500 & RSC 501) E: RSC 652 – Project Management (Prerequisite: RSC 501 and 520)		
Enrollment Spring 3													FC: RSC 500 – Seminar on Identifying and Characterizing Challenges or Problems FC: RSC 501 – Informed Solution Identification	FC: RSC 520 – Planning, Implementation Science and Scale Up: FC: RSC 521 – Monitoring and Evaluation	FC: RSC 602 – Research Dissemination and Translation to Facilitate Change (Prerequisite: RSC 500) R: RSC 552 – Culturally Responsive Engagement with Diverse Populations:
Enrollment Summer 3															FC: RSC 500 – Seminar on Identifying and Characterizing Challenges or Problems FC: RSC 501 – Informed Solution Identification

From: Lopez, Francesca A - (falopez)
Sent: Wednesday, May 27, 2020 2:07 PM
To: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>
Cc: Salazar, Ricky M - (ricar22) <ricar22@arizona.edu>; Korchmaros, Josephine D - (jkorch) <jkorch@arizona.edu>
Subject: RE: HELP: Classes and support for MA in Program Evaluation

Hi Amy,

After talking with faculty, it seems that the following courses might be good electives:

EDP541 Statistical Methods in Education
EDP560 Introduction to Educational Research
EDP582 Educational Evaluation

I am in full support of the degree application. This is precisely the kind of program our UA students need.

Letters of Support from Community Partners & Potential Employers

MEMORANDUM

November 5, 2020

Josephine Korchmaros, PhD
Director
Southwest Institute for Research on Women (SIROW)
University of Arizona

RE: Support for the Proposed MA Degree in Research for Social Change (RSC)

Dear Dr. Korchmaros:

Thank you for sharing the information about the proposed Master's degree in Research for Social Change (RSC).

As you know, Pima County is committed to the economic and physical health and well-being of all of our community. Relevant research frequently informs our examination of issues and challenges occurring within our community, the development of viable solutions, and the evaluation of the impact of those solutions in community settings.

The Pima County Health and Behavioral Health departments have a history of working with a range of SIROW faculty including Sally Stevens, Claudia Powell, Rosie Andrade and yourself. These productive collaborations have helped us deliver better and more effective services by providing insightful evaluation and outcomes data.

I look forward to future collaborations that help us to jointly create a healthy Pima County. We are happy to support your application.

Sincerely,

Francisco García, MD, MPH
Deputy County Administrator & Chief Medical Officer
Health and Community Services

Ready to Protect, Proud to Serve

tel: 520-791-4441
fax: 520-791-5491
www.ci.tucson.az.us/police/
270 S. Stone Avenue
Tucson, Arizona 85701-1917

Josephine Korchmaros, PhD
Director
Southwest Institute for Research on Women (SIROW)
University of Arizona

RE: Support for the Proposed MA Degree in Research for Social Change (RSC)

Dear Dr. Korchmaros,

Thank you for sharing the information about the proposed Master's degree in Research for Social Change (RSC).

As you know, our organization focuses on serving the public in partnership with the community to protect life and property, prevent crime, and resolve problems. The Tucson Police Department (TPD) believes deeply in evidence-based decision-making and policy development to inform our approach in addressing the issues and challenges occurring within our community, develop viable solutions, and evaluate the impact of those solutions in community settings.

The MA-RSC will be useful because graduates will enter the job market with essential skills to advance all our causes. Our employees may take advantage of this online degree to further their skills in problem resolution founded on evidence derived from evaluation to the benefit of the agency and community.

We have a long-standing, positive relationship with the University of Arizona and many staff and faculty members. We are confident that any student working within this educational environment will significantly benefit from the professional, nationally recognized team.

We offer our partnership and support to you as you proceed with your degree application. Please let us know how we can assist you with this critical effort.

Sincerely,

Kevin Hall
Assistant Chief

Josephine Korchmaros, PhD
Director
Southwest Institute for Research on Women (SIROW)
University of Arizona

November 10, 2020

RE: Support for the Proposed MA Degree in Research for Social Change (RSC)

Dear Dr. Korchmaros,

Thank you for sharing the information about the proposed Master's degree in Research for Social Change (RSC).

As you know, Caring Health Center's mission is to provide health care for the ill, to comfort the sick, and to bring the highest level of health care to all. As a federally qualified community health center with an integrated community responsive research program, we frequently use research to inform our examination of issues and challenges occurring within our community, the development of viable solutions, and the evaluation of the impact of those solutions in community health settings.

We believe the MA-RSC will be useful because graduates will enter the job market with important skills to advance all our causes, and because our employees may take advantage of this online degree to further their skills.

We have also worked with you and your faculty team at SIROW for many years on NIH- and SAMHSA-funded research projects and believe that any student working with you and your colleagues will greatly benefit from your collective expertise and engagement.

Through our research collaborations, we have experienced first-hand SIROW's intentional approach to community-engaged research for social change. The success of our long-standing interprofessional collaborations is related to the unique alignment of a community-centered approach to equity.

We strongly support the MA-RSC as a much needed addition to academic training opportunity and believe it will add value across numerous fields of study and industry. We offer our enthusiastic partnership to you as you proceed with your degree application. Please let us know how we can support this important effort.

Sincerely,

Cristina Huebner Torres, PhD, MA
Vice President, Research & Population Health

Josephine Korchmaros, PhD
Director
Southwest Institute for Research on Women (SIROW)
University of Arizona

RE: Support for the Proposed MA Degree in Research for Social Change (RSC)

Dear Dr. Korchmaros,

Thank you for sharing the information about the proposed Master's degree in Research for Social Change (RSC).

As you know, El Rio Health's mission is to improve the health of our community through comprehensive, accessible, affordable, quality, and compassionate care. Since El Rio began in 1970, we have grown to be one of the largest, non -profit community health centers in the United States. We focus on positive health outcomes, treating the whole person and prevention, and today over 113,000 people access El Rio for their integrated care needs including medical, dental, behavioral health, and substance use.

We frequently use research to inform our examination of issues and challenges occurring within our community, the development of viable solutions, and the evaluation of the impact of those solutions in community settings.   We believe the MA-RSC will be useful because graduates will enter the job market with important skills to advance all our causes, and because our employees may take advantage of this online degree to further their skills.

The Grants Department and our Behavioral Health staff have worked with Claudia Powell, Associate Director and Research Professor, George Lopez, Jr., Research Specialist on our Health, Home, Hope (H3) SAMHSA-funded project over the last 2 years, and believe that any student working with these colleagues will greatly benefit from their expertise and engagement.

We offer our partnership to you as you proceed with your degree application. Please let us know how we can support this important effort.

Sincerely,

Tara Radke, MPH

Tara Radke, MPH
Director of Grant Development and Management
El Rio Health

Letter(s) of Support from University of Arizona Academic Units

From:	Lopez, Francesca A - (falopez)
To:	Kimme Hea, Amy C - (kimmehea)
Cc:	Salazar, Ricky M - (ricar22); Korchmaros, Josephine D - (jkorch)
Subject:	RE: HELP: Classes and support for MA in Program Evaluation
Date:	Wednesday, May 27, 2020 2:07:17 PM

Hi Amy,

After talking with faculty, it seems that the following courses might be good electives:

EDP541 Statistical Methods in Education
EDP560 Introduction to Educational Research
EDP582 Educational Evaluation

I am in full support of the degree application. This is precisely the kind of program our UA students need.

From: Kimme Hea, Amy C - (kimmehea) <kimmehea@arizona.edu>
Sent: Friday, May 22, 2020 2:14 PM
To: Lopez, Francesca A - (falopez) <falopez@arizona.edu>
Cc: Salazar, Ricky M - (ricar22) <ricar22@arizona.edu>; Korchmaros, Josephine D - (jkorch) <jkorch@arizona.edu>
Subject: HELP: Classes and support for MA in Program Evaluation
Importance: High

Dear Francesca,

I am writing to you about an exciting MA online program developed by the Southwest Institute for Research on Women (SIROW) within SBS. The MA is focused on informed problem solving, monitoring and evaluation to address major issues of our time related to social inequities using community engaged research.

My hope is that you will review the brief overview of the degree and indicate:
1. Whether you have any online courses that can serve as an elective in this degree (and which one(s))
2. Whether you will send me a letter of support for our degree application – this can be in an email too.

I appreciate all of your help and insights. I also hope you might be able to get back to Ricky, cced here, by June 2nd, if possible? I will be away until then, and he can help to field questions or concerns. I also have included Dr. Korchmaros on this email as she and her faculty have been working on this proposal and can address questions about the aims of the Masters, should you or your colleagues have content questions.

Hope you are staying safe!

All best,

Amy

Letters of Support from External Academic Institutions

Women's and Gender Studies
500 W. University Ave.
El Paso, TX 79968

November 4, 2020

Josephine Korchmaros, PhD

Director

Southwest Institute for Research on Women (SIROW)

University of Arizona

RE: Support for the Proposed MA Degree in Research for Social Change (RSC)

Dear Dr. Korchmaros,

Thank you for sharing the information about the proposed Master's degree in Research for Social Change (RSC). As you know, our academic program focuses on Women's and Gender Studies to address issues of gender equity, inclusion, and social impact in our border region. The fields of study and career pathways for which we prepare our students rely on applied methods using research to inform examination of issues and challenges occurring within a social context, development of viable solutions, and the evaluation of the implementation and impact of those solutions in community-engaged settings.

We believe the MA-RSC will be useful to current students in our university and program because it will prepare students enter the job market with important skills to advance all our causes and because our employees may take advantage of this online degree to further their skills. We currently do not have a program like this at our university.

We have also worked with Stephanie Murphy from SIROW in exchanging resources across our institutions at our annual meeting of Women's and Gender Studies directors and throughout the rest of the year, and believe that any student working with Stephanie and other colleagues will greatly benefit from their expertise and engagement.

During these challenging times, we are having more students seek opportunities to earn degrees that are relevant to diverse employment opportunities and providing a graduate degree with research skills that are applicable in the non profit, government, and private sector will allow us to offer academic programs with a high value for social impact and social mobility. At the

University Texas at El Paso, we serve a majority Mexican-American origin population and are a known for offering opportunities to our region as a predominantly Hispanic Serving Institution. We look forward to learning more about your proposed degree to see how we can also provide a similar degree at our institution. We look forward to our continued partnership and support. Now, more than ever we need to rise up to the challenge to generate opportunities, innovate curriculum, and provide degrees that have the potential to open doors for our graduate students to be contributing members of our community that bridge the academy with the needs in our region.

We offer our partnership to you as you proceed with your degree application. Please let us know how we can support this important effort.

Sincerely,

Guillermina Gina Núñez-Mchiri

Dr. Guillermina G. Núñez-Mchiri
Associate Professor of Anthropology
Director of Women's and Gender Studies
President of the UTEP Faculty Senate
University of Texas, El Paso
ggnunez@utep.edu. (915) 747-6132

**Department of
Gender, Race, and Identity**
College of Liberal Arts

(775) 682-6480
gri@unr.edu
unr.edu/gender-race-identity

Josephine Korchmaros, PhD
Director
Southwest Institute for Research on Women (SIROW)
University of Arizona

RE: Support for the Proposed MA Degree in Research for Social Change (RSC)

Dear Dr. Korchmaros,

As an institutional partner of SIROW, the Department of Gender Race & Identity at the University of Nevada, Reno is excited to learn of the proposed the proposed Master's degree in Research for Social Change (RSC). Like SIROW, GRI focuses on interdisciplinary analyses of intersectional identities, particularly as they impact and shape public policy, social services, education, and communication. We are already imagining innovative research partnerships between our institutions using graduate students with expertise in applied social science methods to study and assess regional issues and interventions.

The expertise in applied methods that the proposed MA offers students focused on the intersectional fields that inform social change is unique in the region and, arguably, in the nation. The MA-RSC curriculum reflects the utility of social science methods to understanding complex social issues and to the evaluation of implemented policies, laws, and programs that provide support to our most vulnerable populations.

The applied focus of the degree will produce researchers who are able to generate trustworthy metrics with which to examine issues and challenges of pressing social issues, to develop viable solutions, and to evaluate and measure evaluation the implementation and impact of those solutions in community based engagements. As measurement and assessment are essential parts of any grant application and award, there is a need for those trained in these techniques and there are ample employment opportunities in public and private sectors for successful degree candidates with skills in critical data creation and analysis. Indeed, this program should strengthen SIROW's already strong record of pursuing grants and enable the program to pursue and staff yet larger and more lucrative funding opportunities.

The online nature of the program extends the reach of an advanced degree to those who are already working at the university or in the community, as well as those who are limited in their ability to attend a traditional degree program. As the recent mass shift to the online environment due to pandemic has taught us, online degree programs can be rigorous and challenging while also enabling us to reach a more diverse graduate student population. Thus, in its academic focus and designed implementation, the MA-RSC aligns perfectly with the vision of University of Arizona where "we're all working together to create solutions to big problems, so that life in our communities, in Arizona and our planet can thrive."

Department of Gender, Race, and Identity
University of Nevada, Reno
1664 N. Virginia St.
Mailstop: 0046
Reno, Nevada 89557

We continue to be inspired by the strategic planning and implementation of programs at SIROW. It is easy to envision how the proposed degree program will draw from the strengths of faculty currently working at SIROW and those with affiliations from across the university. The intersecting expertises of you, Dr. Korchmaros, and of Dr. Sally Stevens, Dr. Jill Williams, Dr. Keith Bentele, Dr. Stephanie Murphy, Dr. Beth Meyerson, Claudia Powell, and others supplies ample evidence of the breadth and depth of knowledge and experience necessary to the support of a competitive program. We will be recommending students from our institution to apply to the program, hoping that they will use what they learn from you in our communities.

Sincerely,

Deborah Boehm, PhD
Chair of the Department of Gender, Race and Identity
Professor of Anthropology and GRI

Jen Hill, PhD
Associate Professor of English
Former Director of the Gender, Race and Identity Program

Josephine Korchmaros, PhD
Director
Southwest Institute for Research on Women (SIROW)
University of Arizona

RE: Support for the Proposed MA Degree in Research for Social Change (RSC)

Dear Dr. Korchmaros,

Thank you for sharing the information about the proposed Master's degree in Research for Social Change (RSC).

As you know, our academic program focuses on the Jesuit Catholic principles of justice, activism in solidarity with the marginalized, and unity of heart and mind (balance of empathy and reason). The fields of study and career pathways for which we prepare our students rely on applied methods using research to inform examination of issues and challenges occurring within a social context, development of viable solutions, and the evaluation of the implementation and impact of those solutions in community-engaged settings.

We believe the MA-RSC will be useful to current students in our university and program because it will prepare students enter the job market with important skills to advance all our causes and because our employees may take advantage of this online degree to further their skills. We have also worked with Drs. Sally Steven, Claudia Powell, and Stephanie Murphy, and believe that any student working with these colleagues will greatly benefit from their expertise and engagement.

We are a small liberal arts college and do not have a program like this at our university. As Director, I am often suggesting graduate programs at other universities to our graduates. I look forward to adding your program to our list of possibilities.

We offer our partnership to you as you proceed with your degree application. Please let us know how we can support this important effort.

Sincerely,

Erin Winterrowd

Dr. Erin Winterrowd
Director, Women's and Gender Studies Program
Associate Professor Psychology and Neuroscience
Regis University, Denver, CO

November 9, 2020

Josephine Korchmaros, PhD
Director
Southwest Institute for Research on Women (SIROW)
University of Arizona

RE: Support for the Proposed MA Degree in Research for Social Change (RSC)

Dear Dr. Korchmaros,

Thank you for sharing the information about the proposed Master's degree in Research for Social Change (RSC).

The SUU Women and Gender Studies Program greatly values and supports this new academic initiative. As you may know, the WGS minor at SUU focuses on interdisciplinary studies that foster diverse perspectives on gender, race, class, sexuality, nationality, citizenship, ability, and religion. Our program emphasizes critical thinking, analysis, social justice, and community outreach through coursework, special programming, service projects, and internships in regional, national, and global contexts. As such, the fields of study and career paths that our students pursue rely heavily on applied methods using research to inform examination of issues and challenges occurring within a social context, development of viable solutions, and the evaluation of the implementation and impact of those solutions in community-engaged settings.

We believe the MA-RSC will be useful to current students in our university and program because it will prepare students enter the job market with important skills to advance all our causes and because our employees may take advantage of this online degree to further their skills. We currently do not have a program like this at our university and are frequently looking for Masters level programs that we can recommend to our students.

This program will be valuable for interdisciplinary and collaborative initiatives in the near future. The proposed Master's degree in Research will be beneficial to our institutions and students. We offer our partnership to you as you proceed with your degree application. Please let us know how we can support this important effort.

Sincerely,

Drs. Shobha Hamal Gurung and Laura June Davis
Co-Coordinators for the SUU Women and Gender Studies Program

METROPOLITAN STATE UNIVERSITY℠
OF DENVER

November 5, 2020

Josephine Korchmaros, PhD
Director
Southwest Institute for Research on Women (SIROW)
University of Arizona

RE: Support for the Proposed MA Degree in Research for Social Change (RSC)

Dear Dr. Korchmaros,

Thank you for sharing the information about the proposed Master's degree in Research for Social Change (RSC).

As you know, our Gender, Women, and Sexualities Studies academic program focuses on identifying and critically examining systems of power utilizing intersectional and transnational frameworks that allow for self-reflection and active engagement in social change. The fields of study and career pathways for which we prepare our students rely on applied methods using research to inform examination of issues and challenges occurring within a social context, development of viable solutions, and the evaluation of the implementation and impact of those solutions in community-engaged settings.

Because we begin coaching students to participate in community-engaged research as undergraduates in our program, we see the MA-RSC program as an excellent opportunity for our graduating students to further their skills, particularly as they relate to research evaluation and subsequent recommendations for program and policy change. We believe that the MA-RSC program, because of its interdisciplinary focus, allows for a breadth of outreach, which we could help promote to our minors who also enter our program with various majors but ultimately want to create social change.

We offer our partnership to you as you proceed with your degree application. Please let us know how we can support this important effort.

Sincerely,

Katherine Martinez, Ph.D.
Director/Chair of the Gender Institute for Teaching and Advocacy
Gender, Women, and Sexualities Studies
Metropolitan State University of Denver

COLORADO COLLEGE

6 November 2020

Dr. Josephine Korchmaros
University of Arizona
Tucson, AZ 85721

RE: Support for the Proposed MA Degree in Research for Social Change (RSC)

DEAR DR. KORCHMAROS:

Thank you for sharing the information about the proposed Master's degree in Research for Social Change (RSC).

As you know, our academic program focuses on feminist and gender studies. The fields of study and career pathways for which we prepare our students rely on applied methods using research to inform examination of issues and challenges occurring within a social context, development of viable solutions, and the evaluation of the implementation and impact of those solutions in community-engaged settings.

We believe the MA-RSC will be useful to current students in our college and program, because it will prepare students enter the job market with important skills to advance all our causes and because our employees may take advantage of this online degree to further their skills. We currently do not have a program like this at our college.

We have also worked with you, Dr. Stephanie Murphy, Claudia Powell, and Dr. Sally Stevens, and believe any student working with these colleagues will greatly benefit from their expertise and engagement.

We offer our partnership to you as you proceed with your degree application. Please let us know how we can support this important effort.

Sincerely,

HEIDI R. LEWIS, Ph.D.
Director & Associate Professor