



# New Academic Program Workflow Form

## General

**Proposed Name: Creative Intelligence Innovati**

Transaction Nbr: 00000000000169

Plan Type: Major

Academic Career: Undergraduate

Degree Offered: BCII

Do you want to offer a minor? N

Anticipated 1st Admission Term: Sum 2023

## Details

Department(s):

### HNRS

| DEPTMNT ID | DEPARTMENT NAME | HOST |
|------------|-----------------|------|
| 2514       | Honors College  | Y    |

Campus(es):

### MAIN

| LOCATION | DESCRIPTION |
|----------|-------------|
| TUCSON   | Tucson      |

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

**Plan admission types:**

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

Non Degree Certificate (UCRT only): N

Other (For Community Campus specifics): N

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

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

**Print Option:**

Diploma: Y Bachelor of Creative Intelligence and Innovation

Transcript: Y Bachelor of Creative Intelligence and Innovation

**Conditions for Admission/Declaration for this Major:**

Complete interview with the department.

Be a current or accepted Honors College student.

**Requirements for Accreditation:**

NA

## **Program Comparisons**

### **University Appropriateness**

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

We are partnering with the University of Technology Sydney to transfer their hugely successful program to UArizona, thereby strengthening many of University's Strategic Plan Pillars. This partnership will intrinsically broaden UArizona's global reach, and meet the goals of Arizona Global pillar as we pioneer new approaches to collaborate on transnational educational opportunities. The focus of this program is to directly prepare students to address many of the Grand Challenges pillar discussed in the Strategic Plan. We promote the broadening of student understanding of creative problem solving by learning about the epistemologies and approaches from different disciplines through the expertise of the greater UArizona community to further showcase our Institutional Excellence pillar. Since BCII is inherently transdisciplinary and interdisciplinary and one of the first of its kind, we expect this program to be a huge recruitment and retention opportunity for students within the Honors College to explore the resources and excellence throughout the university and contribute to the overall Wildcat Journey pillar. We are driven to create a diverse, inclusive, equitable, and just learning environment and incorporate these principles in our program design, curriculum, and internship and independent study opportunities. We have developed this program to highlight the value of work by intentionally including courses and foci on diverse pedagogy and practices, like intersectionality as it

relates to Black feminism and Indigenous communities in Arizona in line with goals of the Institutional Excellence and Arizona Advantage pillars.

### Arizona University System

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

### Peer Comparison

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

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

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

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

## Faculty & Resources

### Faculty

Current Faculty:

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

Additional Faculty:

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

Current Student & Faculty FTE

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

Projected Student & Faculty FTE

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

## Library

Acquisitions Needed:

NA

## Physical Facilities & Equipment

Existing Physical Facilities:

Existing physical facilities and equipment are adequate for this program.

Additional Facilities Required & Anticipated:

NA

**Other Support**

Other Support Currently Available:

NA

Other Support Needed over the Next Three Years:

NA

**Comments During Approval Process**

12/22/2022 3:36 PM

BALIANI

| Comments  |
|-----------|
| Approved. |

1/26/2023 9:52 AM

MELANIECMADDEN

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

1/26/2023 9:52 AM

MELANIECMADDEN

| Comments  |
|-----------|
| Approved. |

1/26/2023 2:41 PM

JPOLLARD

| Comments  |
|-----------|
| Approved. |

1/26/2023 2:46 PM

MELANIECMADDEN

| Comments  |
|-----------|
| Approved. |



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

I. MAJOR REQUIREMENTS–

UNDERGRADUATE

|  |  |
|--|--|
| <b>Total units required to complete the degree</b>   | 120  |
| <b>Upper-division units required to complete the degree</b>  | 42   |
| <b>Foundation courses</b>  |  |
| <a href="#">Second language</a>  | 2nd Semester Proficiency   |
| <a href="#">Math</a>   | G- Strand  |
| <a href="#">General education requirements</a>   | <p>Entry Course (1 unit)</p> <p>Exploring Perspectives (4 courses, 12 units) (one course from each domain required)</p> <ul style="list-style-type: none"> <li>-Artist</li> <li>-Humanist</li> <li>-Natural Scientist</li> <li>-Social Scientist</li> </ul> <p>Building Connections (3 courses, 9 units)</p> <p>Exit Course (1 unit)</p> |
| <b>Pre-major? (Yes/No).</b>  | No   |
| <b>List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)</b> | <ul style="list-style-type: none"> <li>- Complete interview with the department</li> <li>- Be a current or accepted Honors College student</li> </ul>  |
| <b>Major requirements</b>  |  |
| <b>Minimum # of units required in the major (units counting towards major units and major GPA)</b>   | 33   |
| <b>Minimum # of upper-division units required in the major (upper division units counting towards major GPA)</b>   | 12   |
| <b><a href="#">Minimum # of residency units to be completed in the major</a></b>   | 18   |



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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



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

II. CURRENT COURSES–

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





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

III. NEW COURSES NEEDED –

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

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



## ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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### IV. FACULTY INFORMATION-

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



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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

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



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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

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

|  |
|--|
| <b>Learning Outcome #1:</b> Understand interdisciplinary and transdisciplinary approaches to investigating and analyzing complex systems.  |
| <b>Concepts:</b> Select, apply and evaluate various techniques and technologies for investigating, interpreting, and visualizing complex system.   |
| <b>Competencies:</b> Students will demonstrate knowledge of complex systems and different epistemologies.  |
| <b>Assessment Methods:</b> This outcome will be assessed in homework, exams, papers or other student projects.   |
| <b>Measures:</b> Instructor grading of homework, exams, papers or other student projects (including capstone or Honors thesis).  |
| <b>Learning Outcome #2:</b> Translate concepts to develop actionable solutions to real-world challenges, while demonstrating an understanding of cultural values and complex regional, national, and global challenges.                                  |
| <b>Concepts:</b> Communicate, explore, network and negotiate in ways that are inclusive of and mine for ideas from diverse disciplines   |
| <b>Competencies:</b> Students will generate insights from the creative translation of models and patterns across different systems   |
| <b>Assessment Methods:</b> This outcome will be assessed in homework, exams, papers or thesis projects.  |
| <b>Measures:</b> Instructor grading of homework, exams, and papers or Honors thesis review.  |
| <b>Learning Outcome #3:</b> Identify significant issues, challenges or opportunities and assess potential to act creatively on them by working within different contexts.  |
| <b>Concepts:</b> Work within different community, organizational or cultural contexts to design and develop ideas, strategies and practices for betterment   |
| <b>Competencies:</b> Students will demonstrate knowledge of ethical decision-making by considering values of particular groups, communities, organizations or cultures in innovation and leadership  |
| <b>Assessment Methods:</b> This outcome will be assessed in homework, exams, papers or thesis projects.  |
| <b>Measures:</b> Instructor grading of homework, exams, and papers or Honors thesis review.  |
| <b>Learning Outcome #4:</b> Analyze and evaluate the value of different patterns, frameworks and methods for exploring and addressing complex challenges   |
| <b>Concepts:</b> Explore the relevance of patterns, frameworks, approaches and methods from different disciplines, professional practices or fields of inquiry for gaining insights into particular problems, proposals, practices, contexts and systems |
| <b>Competencies:</b> Students will demonstrate knowledge in examining and generating ways to create valuable solutions and approaches, while evaluating potential outcomes   |



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|  |
|--|
| <b>Assessment Methods:</b> This outcome will be assessed in classroom interaction, homework or thesis projects.  |
| <b>Measures:</b> Instructor grading of homework, exams, and papers or Honors thesis review.  |
| <b>Learning Outcome #5:</b> Imagine and design initiatives within new or existing (infra)structures by using their gained skills to explore and articulate the transformation required to create and implement innovation. |
| <b>Concepts:</b> Apply a range of appropriate media, tools, techniques and methods creatively and critically in multi-disciplinary teams to discover, investigate, design, produce and communicate ideas or artifacts      |
| <b>Competencies:</b> Students will identify and implement required capabilities for realizing an idea and create a venture team to achieve the aspirations of a particular innovation.                                     |
| <b>Assessment Methods:</b> This outcome will be assessed in classroom interaction, homework or thesis projects.  |
| <b>Measures:</b> Instructor grading of homework, exams, and papers or Honors thesis review.  |

| Courses  | Learning Outcomes   |   |   |  |  |
|----------|---|---|---|--|--|
|          | Understand interdisciplinary and transdisciplinary approaches to investigating and analyzing complex systems. | Translate observed patterns and learned concepts to develop actionable solutions to real-world challenges, while demonstrating an understanding of cultural values and complex regional, national, and global challenges. | Identify significant issues, challenges or opportunities and assess potential to act creatively on them by working within different contexts. | Analyze and evaluate the value of different patterns, frameworks and methods for exploring and addressing complex challenges | Imagine and design initiatives within new or existing (infra)structures by using their gained skills to explore and articulate the transformation required to create and implement innovation. |
| HNRS 270 | I/P   | I/P   | I/P   | I/P  |  |
| HNRS 271 | I/P   | I/P   | I/P   | I/P  | I  |
| HNRS 370 |   | P/A   | P/A   | P/A  |  |



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|                                |     |     |     |     |     |
|--------------------------------|-----|-----|-----|-----|-----|
| HNRS 371                       | A   | P/A | P/A | P/A | P   |
| HNRS 470                       |     | P/A | P/A |     | P/A |
| HNRS 471                       | P/A | P/A | P/A | P/A | P/A |
| HNRS 472                       | P/A | P/A | P/A | P/A | P/A |
| HNRS 473                       | P/A | P/A | P/A | P/A | P/A |
| HNRS 498H OR 498B              | A   | A   | A   | A   | A   |
| Practicums (e.g., internships) | P/A | P/A | P/A | P/A | P/A |

I - Introduced, P - Practiced, A - Assessed

Assessment Plan Activities/Measures

| Learning Objectives | Measure Title                  | Course Assignments   |
|---------------------|--------------------------------|--|
| 1 - 5               | Direct/Indirect                | Direct   |
|                     | Measure Level                  | Knowledge, Comprehension, Application, Synthesis, Analysis, Evaluation   |
|                     | Details/Description            | Assignments and projects that assess learning outcomes and facilitate student learning through the use of case studies, reflection, etc.   |
|                     | Acceptable Target              | 70% assignment completion  |
|                     | Ideal Target                   | 100% assignment completion   |
|                     | Implementation Plan (timeline) | Each course will work to satisfy a minimum of three learning objectives  |
|                     | Key/Responsible Personnel      | Respective Course Instructors  |
|                     | 1 - 5                          | Measure Title  |
| Direct/Indirect     |                                | Indirect   |
| Measure Level       |                                | Analysis, Synthesis, Evaluation  |
| Details/Description |                                | Surveys to assess student understanding, confidence level, and perception of complex systems and problem-solving, including stakeholder needs and values, historical and contemporary contexts, application of interdisciplinary and transdisciplinary approaches, risks and benefits, and intended and unintended impact. |



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

|                                  |                                |   |
|----------------------------------|--------------------------------|---|
|                                  | Acceptable Target              | 80% response  |
|                                  | Ideal Target                   | 100% response   |
|                                  | Implementation Plan (timeline) | At acceptance into the program, program mid-point (HNRS 393H) and at the end of HNRS 498H or 498B   |
|                                  | Key/Responsible Personnel      | Caitlyn Hall; Kailey Glibert  |
| <b>Learning Objectives 1 - 5</b> | <b>Measure Title</b>           | <b>Practicum Reflection and Cumulative Analysis</b>   |
|                                  | Direct/Indirect                | Indirect (Reflections), Direct (Analysis)   |
|                                  | Measure Level                  | Analysis, Synthesis, Evaluation   |
|                                  | Details/Description            | <i>Practicum Reflection:</i> Students will reflect on their experience from their applied projects courses (i.e., HNRS 479 and HNRS 393H).<br><br><i>Cumulative Analysis:</i> At the end of their capstone or thesis, they will analyze their reflections during practicals and articulate their change in perspectives and knowledge, and determine when pivots in thinking or project trajectory changed and why. |
|                                  | Acceptable Target              | 100% completion   |
|                                  | Ideal Target                   | 100% completion   |
|                                  | Implementation Plan (timeline) | HNRS 479, HNRS 393H, HNRS 498H or HNRS 498B   |
|                                  | Key/Responsible Personnel      | Caitlyn Hall; Kailey Glibert  |
| <b>Learning Objectives 1 - 5</b> | <b>Measure Title</b>           | <b>Cumulative Capstone/Thesis</b>   |
|                                  | Direct/Indirect                | Direct  |
|                                  | Measure Level                  | Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation  |
|                                  | Details/Description            | Signature assignment in which students will propose a solution that addresses an issue within their discipline. They will articulate details of the solution, their justification for their proposed solution, and outline how it could be implemented. Students will outline expected stakeholders, including who will benefit and who may be harmed, and explicitly address ethics and equity.                    |
|                                  | Acceptable Target              | 80% completion  |
|                                  | Ideal Target                   | 100% completion   |
|                                  | Implementation Plan (timeline) | HNRS 498H or 498B   |
|                                  | Key/Responsible Personnel      | Caitlyn Hall  |



## ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

*To be used once the preliminary proposal has been approved.*

### **VII. PROGRAM ASSESSMENT PLAN-**

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

#### **Core Courses (HNRS 270, 271, 370, 371, 470, 471, 472, 473):**

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

#### **Practicum (HNRS 393H or HNRS 399H, HNRS 479):**

Students will be required to take an internship at a mid-point throughout their study (HNRS 393H) or conduct student-driven independent research through an independent study (HNRS 399H). This will be an opportunity for students to see their growth and begin to take ownership of their journey through the program. Their specific activities will be unique to their chosen path and co-created project with their respective course supervisor, but they will be required to submit a reflection assignment at the beginning and end of their experience to evaluate growth.

#### **HNRS 498H or 498B:**

A required cumulative-experience class will focus on translating concepts learned during the BCII program to actionable solutions with an emphasis on understanding complex systems, developing solutions, and predicting intended and unintended impacts. Students will have the option to earn Honors in BCII by taking six (6) units of HNRS 498H (thesis). If students elect to not earn Honors in BCII, they will be required to take three (3) units of HNRS 498B (BCII capstone). Students will review each of their major assignments (i.e., projects) that they completed and use reflection to articulate their passions and interests such that they can establish their research plans for their cumulative experience. Students will then reflect on how their knowledge and perspectives have changed. In the course's signature assignment, students will propose a solution that addresses an issue within their major discipline or field of interest. They will articulate their justification for their proposed solution and outline how it could be implemented. Students will outline expected stakeholders, including who will benefit and who may be harmed, and explicitly address issues of equity and ethics. Learning outcomes will be assessed through the completion of the projects and assignments by the course instructor.





ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

| Learning Outcomes  | Sources(s) of Evidence   | Assessment Measures  | Data Collection Points   |
|--|--|--|--|
| <p>Understand interdisciplinary and transdisciplinary approaches to investigating and analyzing complex systems.</p>   | <p>Core Courses: Course-embedded assessments; individual and group projects; reflection assignments</p> <p>Practicums: reflections, write-ups, and progress assessments</p> <p>Entrance Survey</p> <p>HNRS 498H or HNRS 498B: Exit survey; cumulative project experience</p> | <p>Core Courses: Reflection, research, projects, and assignments that scaffold to support applied courses and practicals.</p> <p>Surveys: Measure change in student confidence, knowledge, experience, and perceptions</p> | <ul style="list-style-type: none"> <li>● Entrance survey: Upon their acceptance into the program</li> <li>● Exit survey: Upon completion of HNRS 498H or HNRS 498B</li> <li>● During core courses, practicums, capstone/thesis projects</li> </ul> |
| <p>Translate concepts to develop actionable solutions to real-world challenges, while demonstrating an understanding of cultural values and complex regional, national, and global challenges.</p> | <p>Core Courses: Course-embedded assessments; individual and group projects; reflection assignments</p> <p>Practicums: reflections, write-ups, and progress assessments</p> <p>Entrance Survey</p>   | <p>Core Courses: Reflection, research, projects, and assignments that scaffold to support applied courses and practicals.</p> <p>Surveys: Measure change in student confidence, knowledge, experience, and perceptions</p> | <ul style="list-style-type: none"> <li>● Entrance survey: Upon their acceptance into the program</li> <li>● Exit survey: Upon completion of HNRS 498H or HNRS 498B</li> <li>● During core courses, practicums, capstone/thesis projects</li> </ul> |



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To be used once the preliminary proposal has been approved.

|   |  |  |  |
|---|--|--|--|
|   | HNRS 498H or HNRS 498B:<br>Exit survey; cumulative project experience  |  |  |
| Identify significant issues, challenges or opportunities and assess potential to act creatively on them by working within different contexts. | <p>Core Courses: Course-embedded assessments; individual and group projects; reflection assignments</p> <p>Practicums: reflections, write-ups, and progress assessments</p> <p>Entrance Survey</p> <p>HNRS 498H or HNRS 498B:<br/>Exit survey; cumulative project experience</p> | <p>Core Courses: Reflection, research, projects, and assignments that scaffold to support applied courses and practicals.</p> <p>Surveys: Measure change in student confidence, knowledge, experience, and perceptions</p> | <ul style="list-style-type: none"> <li>● Entrance survey: Upon their acceptance into the program</li> <li>● Exit survey: Upon completion of HNRS 498H or HNRS 498B</li> <li>● During core courses, practicums, capstone/thesis projects</li> </ul> |
| Analyze and evaluate the value of different patterns, frameworks and methods for exploring and addressing complex challenges                  | <p>Core Courses: Course-embedded assessments; individual and group projects; reflection assignments</p> <p>Practicums: reflections, write-ups, and progress assessments</p> <p>Entrance Survey</p>   | <p>Core Courses: Reflection, research, projects, and assignments that scaffold to support applied courses and practicals.</p> <p>Surveys: Measure change in student confidence, knowledge, experience, and perceptions</p> | <ul style="list-style-type: none"> <li>● Entrance survey: Upon their acceptance into the program</li> <li>● Exit survey: Upon completion of HNRS 498H or HNRS 498B</li> <li>● During core courses, practicums, capstone/thesis projects</li> </ul> |



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To be used once the preliminary proposal has been approved.

|  |  |  |  |
|--|--|--|--|
|  | HNRS 498H or HNRS 498B:<br>Exit survey; cumulative project experience  |  |  |
| Imagine and design initiatives within new or existing (infra)structures by using their gained skills to explore and articulate the transformation required to create and implement innovation. | <p>Core Courses: Course-embedded assessments; individual and group projects; reflection assignments</p> <p>Practicums: reflections, write-ups, and progress assessments</p> <p>Entrance Survey</p> <p>HNRS 498H or HNRS 498B:<br/>Exit survey; cumulative project experience</p> | <p>Core Courses: Reflection, research, projects, and assignments that scaffold to support applied courses and practicals.</p> <p>Surveys: Measure change in student confidence, knowledge, experience, and perceptions</p> | <ul style="list-style-type: none"> <li>● Entrance survey: Upon their acceptance into the program</li> <li>● Exit survey: Upon completion of HNRS 498H or HNRS 498B</li> <li>● During core courses, practicums, capstone/thesis projects</li> </ul> |

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

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

Data/evidence used to determine projected enrollment numbers:

|        |        |        |        |        |
|--------|--------|--------|--------|--------|
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------|--------|--------|--------|--------|



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|    |    |    |     |     |
|----|----|----|-----|-----|
| 25 | 50 | 75 | 100 | 100 |
|----|----|----|-----|-----|

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

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

| Enrolment Number by Year     | 2014 | 2015 | 2016 | 2017 | 2018 |
|------------------------------|------|------|------|------|------|
| <b>Total BCII Enrollment</b> | 129  | 282  | 457  | 665  | 755  |

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

| Enrolment Number by Year    | 2018 | 2019 | 2020 | 2021 | 2022 |
|-----------------------------|------|------|------|------|------|
| <b>Total HHV Enrollment</b> | 10   | 24   | 43   | 67   | 85   |

IX. ANTICIPATED DEGREES AWARDED-

| PROJECTED DEGREES AWARDED ANNUALLY |                      |                      |                      |                      |                      |          |          |
|------------------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------|----------|
|                                    | 1 <sup>st</sup> Year | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year | 4 <sup>th</sup> Year | 5 <sup>th</sup> Year | 6th Year | 7th Year |
|                                    |                      |                      |                      |                      |                      |          |          |



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|                   |   |   |   |    |    |    |    |
|-------------------|---|---|---|----|----|----|----|
| Number of Degrees | 0 | 0 | 5 | 20 | 40 | 60 | 80 |
|-------------------|---|---|---|----|----|----|----|

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

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

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

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

**1) Marketing**

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

**2) Student Recruitment Activities**

We will reach out to students who have been accepted by the Honors College and have shown interest in applying during recruitment. We will also reach out to Honors-affiliated faculty and departments and Honors communication channels to promote student enrollment in BCII. The specific curriculum will encourage students to bond and develop long-lasting peer relationships; students will be able to attract students to join the program and form a community to promote retention in the program.

The BCII program will be incorporated into our current digital marketing campaign to the prospective Franke Honors College applicant pool of approximately 80,000 students/yr. Throughout the application cycle, the Franke Honors recruitment team will promote the program at in-person and virtual events for prospective students (approx 250/yr reaching over 5000 students). First-year students admitted to Franke Honors



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(approximately 1800/yr) will receive a personalized invitation to apply. Information about the program will also be sent to high school counselors who work with students during the college application process.

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



## ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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### Appendix C. ABOR Form

#### Request to Establish New Academic Program in Arizona

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

**University:** University of Arizona

|  |
|--|
| <b>Name of Proposed Academic Program:</b><br>Bachelor of Creative Intelligence and Innovation  |
| <b>Academic Department:</b><br>W. A. Franke Honors College   |
| <b>Geographic Site:</b><br>Main Campus, Tucson   |
| <b>Instructional Modality:</b><br>In-person, hybrid  |
| <b>Total Credit Hours:</b><br>120  |
| <b>Proposed Inception Term:</b><br>Summer 2023   |
| <b>Brief Program Description:</b><br>The Bachelor of Creative Intelligence and Innovation (BCII) is a major degree that can only be earned in combination with another major. In collaboration with the University of Technology Sydney, BCII prepares students to face society's present and future challenges through experiential learning, engaged critical thinking, and transdisciplinary study. Undergraduate students will gain critical skills during their program experience that will position them for success, whether they plan to enter the workforce or pursue a postgraduate degree. |



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Students can pair the BCII degree with any other major from the University of Arizona and explore transdisciplinary perspectives alongside diverse faculty from multiple disciplines. The curriculum consists of several transdisciplinary core courses, an internship, and a capstone project that aligns nicely with the existing Honors Thesis requirement for Franke Honors students. Courses are taught in a way that empowers students to innovate and experience rather than observe and absorb, as they favor hackathons, think tanks, and creative labs over lectures and tutorials.

We are partnering with the University of Technology Sydney to transfer their hugely successful program to UArizona, thereby strengthening many of the University’s Strategic Plan Pillars. This partnership will intrinsically broaden UArizona’s global reach, and meet the goals of Arizona Global as we pioneer new approaches to collaborate on transnational educational opportunities. The focus of this program is to directly prepare students to address many of the Grand Challenges discussed in the Strategic Plan. We promote the broadening of student understanding of creative problem solving by learning about the epistemologies and approaches from different disciplines through the expertise of the greater UArizona community to further showcase our Institutional Excellence. Since BCII is inherently transdisciplinary and interdisciplinary and one of the first of its kind, we expect this program will be a huge recruitment and retention opportunity for students within the Honors College to explore the resources and excellence throughout the university and contribute to the overall Wildcat Journey. We are driven to create a diverse, inclusive, equitable, and just learning environment and incorporate these principles in our program design, curriculum, and internship and independent study opportunities. We have developed this program to highlight the value of work by intentionally including courses and foci on diverse pedagogy and practices, like intersectionality as it relates to Black feminism and Indigenous communities in Arizona in line with goals of the Institutional Excellence and Arizona Advantage pillars.

**Learning Outcomes and Assessment Plan:**

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

**Learning Outcome #1:** Understand interdisciplinary and transdisciplinary approaches to investigating and analyzing complex systems.

**Concepts:** Select, apply and evaluate various techniques and technologies for investigating, interpreting, and visualizing complex system.

**Competencies:** Students will demonstrate knowledge of complex systems and different epistemologies.

**Assessment Methods:** This outcome will be assessed in homework, exams, papers or other student projects.

**Measures:** Instructor grading of homework, exams, papers or other student projects (including capstone or Honors thesis).

**Learning Outcome #2:** Translate concepts to develop actionable solutions to real-world challenges, while demonstrating an understanding of cultural values and complex regional, national, and global challenges.

**Concepts:** Communicate, explore, network and negotiate in ways that are inclusive of and mine for ideas from diverse disciplines

**Competencies:** Students will generate insights from the creative translation of models and patterns across different systems

**Assessment Methods:** This outcome will be assessed in homework, exams, papers or thesis projects.





ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

To be used once the preliminary proposal has been approved.

|  |  |   |  |  |   |
|--|--|---|--|--|---|
| <b>Measures:</b> Instructor grading of homework, exams, and papers or Honors thesis review.  |  |   |  |  |   |
| <b>Learning Outcome #3:</b> Identify significant issues, challenges or opportunities and assess potential to act creatively on them by working within different contexts.  |  |   |  |  |   |
| <b>Concepts:</b> Work within different community, organizational or cultural contexts to design and develop ideas, strategies and practices for betterment   |  |   |  |  |   |
| <b>Competencies:</b> Students will demonstrate knowledge of ethical decision-making by considering values of particular groups, communities, organizations or cultures in innovation and leadership  |  |   |  |  |   |
| <b>Assessment Methods:</b> This outcome will be assessed in homework, exams, papers or thesis projects.  |  |   |  |  |   |
| <b>Measures:</b> Instructor grading of homework, exams, and papers or Honors thesis review.  |  |   |  |  |   |
| <b>Learning Outcome #4:</b> Analyze and evaluate the value of different patterns, frameworks and methods for exploring and addressing complex challenges   |  |   |  |  |   |
| <b>Concepts:</b> Explore the relevance of patterns, frameworks, approaches and methods from different disciplines, professional practices or fields of inquiry for gaining insights into particular problems, proposals, practices, contexts and systems |  |   |  |  |   |
| <b>Competencies:</b> Students will demonstrate knowledge in examining and generating ways to create valuable solutions and approaches, while evaluating potential outcomes   |  |   |  |  |   |
| <b>Assessment Methods:</b> This outcome will be assessed in classroom interaction, homework or thesis projects.  |  |   |  |  |   |
| <b>Measures:</b> Instructor grading of homework, exams, and papers or Honors thesis review.  |  |   |  |  |   |
| <b>Learning Outcome #5:</b> Imagine and design initiatives within new or existing (infra)structures by using their gained skills to explore and articulate the transformation required to create and implement innovation.                               |  |   |  |  |   |
| <b>Concepts:</b> Apply a range of appropriate media, tools, techniques and methods creatively and critically in multi-disciplinary teams to discover, investigate, design, produce and communicate ideas or artifacts                                    |  |   |  |  |   |
| <b>Competencies:</b> Students will identify and implement required capabilities for realizing an idea and create a venture team to achieve the aspirations of a particular innovation.   |  |   |  |  |   |
| <b>Assessment Methods:</b> This outcome will be assessed in classroom interaction, homework or thesis projects.  |  |   |  |  |   |
| <b>Measures:</b> Instructor grading of homework, exams, and papers or Honors thesis review.  |  |   |  |  |   |
|  |  |   |  |  |   |
| <b>Courses</b>   | <b>Learning Outcomes</b>                           |   |  |  |   |
|  | Understand interdisciplinary and transdisciplinary | Translate observed patterns and learned concepts to develop | Identify significant issues, challenges or opportunities and | Analyze and evaluate the value of different patterns, frameworks | Imagine and design initiatives within new or existing |



ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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|                                  |  |   |  |   |  |
|----------------------------------|--|---|--|---|--|
|                                  | approaches to investigating and analyzing complex systems. | actionable solutions to real-world challenges, while demonstrating an understanding of cultural values and complex regional, national, and global challenges. | assess potential to act creatively on them by working within different contexts. | and methods for exploring and addressing complex challenges | (infra)structures by using their gained skills to explore and articulate the transformation required to create and implement innovation. |
| HNRS 270                         | I/P  | I/P   | I/P  | I/P   |  |
| HNRS 271                         | I/P  | I/P   | I/P  | I/P   | I  |
| HNRS 370                         |  | P/A   | P/A  | P/A   |  |
| HNRS 371                         | A  | P/A   | P/A  | P/A   | P  |
| HNRS 470                         |  | P/A   | P/A  |   | P/A  |
| HNRS 471                         | P/A  | P/A   | P/A  | P/A   | P/A  |
| HNRS 472                         | P/A  | P/A   | P/A  | P/A   | P/A  |
| HNRS 473                         | P/A  | P/A   | P/A  | P/A   | P/A  |
| HNRS 498H OR 498B                | A  | A   | A  | A   | A  |
| Practicums (HNRS 393H, HNRS 479) | P/A  | P/A   | P/A  | P/A   | P/A  |

I - Introduced, P - Practiced, A - Assessed

Projected Enrollment for the First Three Years:

|                      |                      |                      |
|----------------------|----------------------|----------------------|
| 1 <sup>st</sup> Year | 2 <sup>nd</sup> Year | 3 <sup>rd</sup> Year |
| 25                   | 50                   | 75                   |



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**Evidence of Market Demand:**

The U.S. Department of Labor indicated that general multi- and interdisciplinary studies degrees showed a projected increase in jobs of up to 26%. The career sectors with the top predicted growth were broad and included software development, law, and post-secondary education. Due to the range of potential careers and that this would be a concurrent degree (i.e., a second major), this degree can support the professional development of a large community within the University of Arizona Franke Honors College.

In addition to the U.S. Department of Energy call for transdisciplinary approaches, the Organisation for Economic Cooperation and Development (OECD) Directorate for Science, Technology and Innovation released a report in 2020 stating that complex global challenges require application-driven transdisciplinary research and collaborations. These are issues that the current and next generations of students care about; the top 7 social issues for Gen Z, according to a poll by the Annie E. Casey Foundation, are: health care, mental health, higher education, economic security, civic engagement, race equity, and the environment. The University of Arizona does not have a program that explicitly aims to prepare students to address these issues through hands-on transdisciplinary and experiential learning. This program can fill this programmatic gap within the university and prepare multi-disciplinary students for future careers that will address these global challenges, as they grow in complexity.

**Similar Programs Offered at Arizona Public Universities:**

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

1. [BA in Future Innovation in Society at Arizona State University](#)
2. [BS in Future Innovation in Society at Arizona State University](#)

**FOR CURRICULAR AFFAIRS USE ONLY**

**Objection(s) Raised by Another Arizona Public University?**      YES    NO

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

**If Yes, Response to Objections:**



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*To be used once the preliminary proposal has been approved.*

Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

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

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

Teaching: Compensation for faculty to teach courses, including course buy-outs for Honors-affiliated instructors (\$5,000 per course).

Program Director: Compensation for a current Honors College faculty member (Caitlyn Hall) for summer supplemental compensation to direct the program and to move from 0.75 FTE with Honors to 1.0 FTE.

Advising: To support this new program, the Honors College will be restructuring the current advising team by moving Kailey Glibert to a promoted position, in which she will oversee the BCII program (i.e., needs will be met through reassignment).

**Plan to Request Program Fee/Differentiated Tuition?      NO**

**Estimated Amount:**

**Program Fee Justification:**

Note: The fee setting process requires additional steps and forms that need to be completed. Please work with your [University Fees](#) office to complete a fee request.

**Specialized Accreditation?      NO**

**Accreditor:**

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

## NEW ACADEMIC PROGRAM – MAJOR

### Preliminary Proposal Form

#### I. Program Details

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

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

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

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

The Bachelor of Creative Intelligence and Innovation (BCII) is a concurrent major degree that can only be earned in combination with another major. In collaboration with the University of Technology Sydney, BCII prepares students to face society's present and future challenges through experiential learning, engaged critical thinking, and transdisciplinary study. Undergraduate students will gain critical skills during their program experience that will position them for success, whether they plan to enter the workforce or pursue a postgraduate degree.

Students can pair the BCII degree with any other major from the University of Arizona and explore transdisciplinary perspectives alongside diverse faculty from multiple disciplines. The curriculum consists of several transdisciplinary core courses, an internship, and a capstone project that aligns nicely with the existing Honors Thesis requirement for Franke Honors students. Courses are taught in a way that empowers students to innovate and experience rather than observe and absorb, as they favour hackathons, think tanks, and creative labs over lectures and tutorials.

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

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

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

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

We are partnering with the University of Technology Sydney to transfer their hugely successful program to UArizona, thereby strengthening many of University's Strategic Plan Pillars. This partnership will intrinsically broaden UArizona's global reach, and meet the goals of **Arizona Global pillar** as we pioneer new approaches to collaborate on transnational educational opportunities. The focus of this program is to directly prepare students to address many of the **Grand Challenges pillar** discussed in the Strategic Plan. We promote the broadening of student understanding of creative problem solving by learning about the epistemologies and approaches from different disciplines through the expertise of the greater UArizona community to further showcase our **Institutional Excellence pillar**. Since BCII is inherently transdisciplinary and interdisciplinary and one of the first of its kind, we expect this program to be a huge recruitment and retention opportunity for students within the Honors College to explore the resources and excellence throughout the university and contribute to the overall **Wildcat Journey pillar**. We are driven to create a diverse, inclusive, equitable, and just learning environment and incorporate these principles in our program design, curriculum, and internship and independent study opportunities. We have developed this program to highlight the value of work by intentionally including courses and foci on diverse pedagogy and practices, like intersectionality as it relates to Black feminism and Indigenous communities in Arizona in line with goals of the **Institutional Excellence** and **Arizona Advantage pillars**.

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

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

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

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

| Enrolment Number<br>by Year | 2014 | 2015 | 2016 | 2017 | 2018 |
|-----------------------------|------|------|------|------|------|
| Total BCII Enrollment       | 129  | 282  | 457  | 665  | 755  |

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

| Enrolment Number<br>by Year | 2018 | 2019 | 2020 | 2021 | 2022 |
|-----------------------------|------|------|------|------|------|
| Total HHV Enrollment        | 10   | 24   | 43   | 67   | 85   |

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

The [U.S. Department of Labor](#) indicated that general multi- and inter-disciplinary studies degrees showed a projected increase in jobs of up to 26%. The career sectors with the top predicted growth were broad and included software development, law, and post-secondary education. Due to the range of potential careers and that this would be a concurrent degree (i.e., a second major), this degree can support the professional development of a large community within the University of Arizona Honors College.

In addition to the [U.S. Department of Energy](#) call for transdisciplinary approaches, the [Organisation for Economic Cooperation and Development \(OECD\) Directorate for Science, Technology and Innovation](#) released a [report](#) in 2020 stating that complex global



challenges require application-driven transdisciplinary research and collaborations. These are issues that the current and next generations of students care about; the top 7 social issues for Gen Z, according to a [poll by the Annie E. Casey Foundation](#), are: health care, mental health, higher education, economic security, civic engagement, race equity, and the environment. The University of Arizona does not have a program that explicitly aims to prepare students to address these issues through hands-on transdisciplinary and experiential learning. This program can fill this programmatic gap within the university and prepare multi-disciplinary students for future careers that will address these global challenges, as they grow in complexity.

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

1. [BA in Future Innovation in Society at Arizona State University](#)
2. [BS in Future Innovation in Society at Arizona State University](#)

#### **VIII. Resources**

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

- Teaching: Compensation for faculty to teach courses, including course buy-outs for Honors-affiliated instructors (\$7,000 per course).
- Program Director: Compensation for a current Honors College faculty member (Caitlyn Hall) for summer supplemental compensation to direct the program and to move from 0.75 FTE to 1.0 FTE.
- Advising: To support this new program, the Honors College will be restructuring the current advising team by moving Kailey Glibert to a promoted position, in which she will oversee the BCII program.

**b. Estimate total expected cost:**

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

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

**c. Estimate total expected revenue of the program:**

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

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

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

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



i. **Signature:**

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

iii. **Date: 20 December 2022**

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

i. **Signature:** \_\_\_\_\_



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

iii. **Date: 20 December 2022**

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

i. **Signature:** \_\_\_\_\_



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

iii. **Date: 20 December 2022**





**BUDGET PROJECTION FORM**

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

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



**New Academic Program  
PEER COMPARISON**

| Program name, degree, and institution | Proposed UA Program   | Peer 1: University of Technology Sydney (UTS), B of Creative Intelligence and Innovation   | Peer 2: Arizona State University (ASU), BS/BA in Innovation in Society <a href="#">1,2</a>   | Peer 3: Rensselaer Polytechnic Institute (RPI) <a href="#">1,2,3</a>  |
|---------------------------------------|---|--|--|---|
| Current number of students enrolled   |   | 1250   | 125  | 50  |
| Program Description                   | <p>The Bachelor of Creative Intelligence and Innovation (BCII) is a concurrent major degree that can only be earned in combination with another major. In collaboration with the University of Technology Sydney, BCII prepares students to face society's present and future challenges through experiential learning, engaged critical thinking, and transdisciplinary study. Undergraduate students will gain critical skills during their program experience that will position them for success, whether they plan to enter the workforce or pursue a postgraduate degree.</p> | <p>The Bachelor of Creative Intelligence and Innovation (BCII) is a unique combined degree that encompasses high-level critical and creative thinking, invention, complexity, innovation, future scenario building and entrepreneurship; leading-edge capabilities that are highly valued in the globalised world.</p> <p>Students can pair the Bachelor of Creative Intelligence and Innovation with 25 core degrees, from all faculties over UTS, and explore a future-facing, world-first, transdisciplinary degree that takes multiple</p> | <p><b>BS:</b> The Bachelor of Science in innovation in society is designed to help students cultivate the critical thinking skills needed to develop creative strategies that steer innovations toward the needs and values of society. Students are trained to synthesize research and theory from the social sciences, humanities, natural sciences, and engineering so they can develop proposals for how to build better futures.</p> <p><b>BA:</b> The BA in innovation in society is designed to help students cultivate the critical thinking skills needed to develop creative</p> | <p>The B.S. in Design, Innovation, and Society (DIS) is a unique liberal arts-focused and studio-based design program:</p> <p>Design studios are complemented by a sequence of humanities and social sciences courses, which explore the social, environmental, political, legal, and cultural dimensions of design and technology in modern life. Through the integration of social and humanistic inquiry into a creative and technical studio-based curriculum, students learn how to use design to address real-world problems.</p> |

|                       |  |  |  |  |
|-----------------------|--|--|--|--|
|                       | <p>Students can pair the BCII degree with any other major from the University of Arizona and explore transdisciplinary perspectives alongside diverse faculty from multiple disciplines. The curriculum consists of several transdisciplinary core courses, an internship, and a capstone project that aligns nicely with the existing Honors Thesis requirement for Franke Honors students. Courses are taught in a way that empowers students to innovate and experience rather than observe and absorb, as they favor hackathons, think tanks, and creative labs over lectures and tutorials.</p> | <p>perspectives from diverse fields.</p> <p>The BCII integrates a range of industry experiences, real-world projects and self-initiated proposals – equipping students to address the complex challenges and untapped opportunities of our times.</p> <p>By focusing in teams on high-level conceptual thinking and problem-solving practices, students learn to work across and between disciplines, discovering rare skills and mind-sets.</p> <p>During the process students becoming lifelong innovators, entrepreneurs, creative practitioners and change-makers.</p> | <p>strategies that steer innovations toward the needs and values of society. Students are trained to synthesize research and theory from the social sciences, humanities, natural sciences, and engineering so they can develop proposals for how to build better futures.</p> | <p>By examining the intersections among science, technology, design, and society, students develop a unique, well-rounded skill set in design work and critical thinking. DIS design experiences range over a breadth of problems from larger, systemic problems to smaller, focused problems. DIS provides all of the elements necessary to put students' creativity to work as leaders of design and innovation to address big social and environmental challenges with creative approaches.</p> |
| <p>Target Careers</p> |  | <p>Communications<br/>Business<br/>Architecture<br/>Product Design<br/>Engineering<br/>Forensic Science<br/>Information Technology<br/>Law</p>   | <p>Public service<br/>Policy<br/>Business<br/>Academia<br/>Science<br/>Engineering<br/>Law<br/>Social Work</p>   | <p>Academia<br/>Entrepreneurship<br/>Non-profits<br/>Design<br/>Social sciences<br/>Engineering<br/>Governmental<br/>Consulting</p>  |

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

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



*Additional questions:*

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

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

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

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

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

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

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

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

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



THE UNIVERSITY OF ARIZONA  
W.A. Franke  
Honors College

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21 December 2022

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

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

Sincerely,

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

