

EXECUTIVE SUMMARY

Item Name: Proposed New Academic Programs For Northern Arizona University (NAU)

- Action Item
- Committee Recommendation to Full Board
- First Read of Proposed Policy Change
- Information or Discussion Item

Issue: Northern Arizona University asks the board to approve the new program requests effective in the 2018-2019 catalog year.

Enterprise Strategic Plan

- Empower Student Success and Learning
- Advance Educational Attainment within Arizona
- Create New Knowledge
- Impact Arizona
- Compliance
- Real property purchase/sale/lease
- Other:

Statutory/Policy Requirements

ABOR Policy 2-223.A, Academic Strategic Plan

Background/History of Previous Board Action

As provided in the board policy, new program requests may be submitted during the year as part of the Academic Strategic Plan.

Discussion

Northern Arizona University seeks to request new academic programs for implementation in the 2018-2019 academic year. This request is for three new academic programs as described in the attached table. The academic programs requested are: Interdisciplinary Health, PhD; Early Childhood, BSED; Masters in Educational Foundations.

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Interdisciplinary Health, PhD

This request is for a new academic program, The Interdisciplinary Health, PhD to be implemented in the 2018-2019 catalog year.

Graduates will be uniquely qualified to lead interdisciplinary research that advances understanding of health equity, disability, and psychosocial health, which are central to important theoretical and practical issues related to population health and health care. Advanced competency in several types of scientific inquiry including community-based participatory research, qualitative and quantitative methods, and translational research will distinguish graduates competitively in four key career paths.

First, there are opportunities in academic research and instruction where mastery of multiple disciplines is highly valued and in demand. Health specialties instructors are the fastest-growing segment of the postsecondary teaching market, with employment expected to increase 36 percent by 2022, according to the U.S. Bureau of Labor Statistics. Academic positions for individuals with expertise in interdisciplinary health are in demand at universities, academic medical centers, and biomedical research facilities in departments of public health, medicine, health sciences, sociology, anthropology, and health psychology. Second, there are non-academic research opportunities with federal agencies such as the Environmental Protection Agency, National Institutes of Health, and the Centers for Disease Control and Prevention, as well as in private industry and philanthropic foundations such as the American Cancer Society, American Heart Association, and the Bill and Melinda Gates Foundation. Third, there are opportunities in health care, public health, and community support service sectors, including municipal, state and federal agencies, non-profit organizations, international organizations, or private sector jobs in consulting and practice.

Graduates will also be positioned for leadership positions in health care, community/support services, government, community-based organizations, and educational settings. For example, there are opportunities for administrative and research positions through the national network of University Centers for Excellence in Developmental Disabilities. Graduates from this program will be uniquely prepared for a wide range of roles in the network.

Workforce projections consistently demonstrate a need for an increase in the number of scientists and faculty members in clinical, biomedical and behavioral sciences. From 2006-2016, the bureau of labor projected increases of about 60% for clinical and biomedical researchers (National Research Council, 2011). In addition, by 2024, several of the fastest growing industry sectors include management, scientific and technical consulting services (329,300 new jobs) and junior colleges, colleges, universities, private and professional schools (220,000 new jobs) (Bureau of Labor Statistics, 2015). Also, 10 of the 15 fastest growing occupations for 2014-2024 are either in the applied health professions or in research analytics (Bureau of Labor Statistics, 2015).

Demographic characteristics underscore this need, as the average age of the scientist workforce has increased since 1995 in all fields (clinical, biomedical and behavioral), with the largest increase in the behavioral field (National Research Council, 2011). In Arizona, the largest numeric growth is projected to occur in Education and Health Services (Arizona Office of Economic Opportunity, 2016). Strong growth in Arizona is expected by 2025 in research analysts (23% increase), medical scientists (21% increase), environmental scientists and specialists, including health (14% increase) and postsecondary educators (19% increase) (The Alliance for Science & Technology Research in America, 2016).

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		on data			skills
<i>Data interpretation and application skills</i>	Skills to interpret results in larger context	Practice and exams			Interpretation: Discussion
<i>Grant-writing skills</i>			Identifying funding sources, successful completion of grant application		
<i>Written communication skills</i>	Course assignments	Class assignments	Class assignments		
<i>Translational skills</i>	Course assignments			Area emphases and application	
<i>Oral Communication Skills</i>	Class presentations	Class presentations	Class presentation		
<i>Ethics; Research and Conduct, Leadership and professional integrity skills</i>	Group work in class	Group work in class	Group work in class	Group work in class	Research integrity

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Specialized Professional Associations (National Association for the Education of Young Children and the Division of Early Childhood of the Council for Exceptional Children). Signature Assignments are proposed to assess candidate knowledge and skills. The Council for Accreditation of Educator Preparation (CAEP) requires no more than twelve signature assignments to address all Specialized Professional Associations (SPA) standards. The CAEP process requires systematic review of candidate performance data and adjustments in curriculum maps, signature assignments and rubrics to improve the assessment process and program quality.

Competencies (ref. NAEYC, 2010):

Students who graduate from this program will be able to:

- Promote child development and learning through developmentally appropriate means in relation to the learning needs of the individual child;
- Build family and community relationships;
- Observe, document and assess to support young children and families;
- Use developmentally effective approaches;
- Use content knowledge to build meaningful curriculum;
- Exhibit professional evidence-based skills; and
- Learn from field experiences.

Additionally, this plan addresses standards from the National Association for the Education of Young Children, Division of Early Childhood of the Council for Exceptional Children, and the Interstate standard for New Teacher Assessment and Support Consortium, and certification requirements from the Arizona Department of Education (Early Childhood and Early Childhood Special Education Certificates) through the following learning outcomes:

- **Typical and Atypical Child Development:** Candidates will apply and articulate substantive knowledge of theoretical frameworks of child development, characteristics and needs of children with and without disabilities birth to eight, influences on developmental patterns and outcomes and implications for practice.
- **Diverse Families and Community Resources:** Candidates will demonstrate an appreciation of the role of varying family structures and the resources including the language and culture within the community in promoting positive developmental and educational outcomes for all young children through meaningful family engagement and respect for diversity broadly defined.
- **Pedagogy:** Candidates will demonstrate professional skills that are evidence-based, promote inclusive practices, honor children's uniqueness, embody reflective practice and lifelong learning and meet professional standards established by the National Association for Education of Young Children (NAEYC) and the Council for Exceptional Children/Division of Early Childhood (CEC/DEC) and the Interstate standard for New Teacher Assessment and Support Consortium (InTASC).
- **Professionalism:** Candidates will apply and promote ethical standards and professional dispositions in educational practice and advocate for the needs of young children and families.

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Market need:

According to the Center on Education and the Workforce, the field of education is number one in job growth at the Master's degree level or higher and is ranked 5th in new jobs created. Education, Training, and Library Occupations will produce 3 million job openings over the next decade, including 1.3 million net new jobs and 1.7 million job openings from retirement. Opportunities for educational consultants who work in school systems and coordinate instruction are expected to grow between 7% and 13%, and for educational fundraisers 9%.

Learning Outcomes

Graduates of this program will demonstrate the following outcomes:

- ability to show a capacity to discern logical argument in educational discourse, distinguishing factual and value claims, and show a capacity to analyze and interrogate claims of educational efficacy in the professional and media discourse on education policy and practice.
- a clearer normative understanding of the complex political/cultural web of values, including the civil, constitutional rights in the developing national and global framework of public education.
- skill in applying interpretive, normative, critical perspectives to define, examine, and reflect on educational phenomenon through the use of the course assignments, papers, journals and oral presentations; and the ability to interpret complex data in the education literature, and to do so in a way that clarifies issues for the non-expert.
- ability to articulate an understanding of the multiple perspectives that characterize issues of race, ethnicity, class, gender, and sexuality as they define a range of experiences in the real world of the public schools and beyond through written and/or oral argument.

Assessment

Students will be assessed on the following:

- the ability to demonstrate understanding of the dimensions of educational phenomenon through critical reflection, and critically reasoned argumentation on pertinent research and relevant literature.
- students pursuing the thesis option will demonstrate knowledge of differing forms and purposes in Education research methods, and will work toward mastery of the method applicable to thesis development.
- students not pursuing a thesis option will demonstrate increased research literacy, which is the ability to read and interpret results from scholarly research in education foundations fields, and in general professional literature in education.
- All students will participate in a written and oral "mini-comprehensive examination" prior to graduation. The essay will be reviewed by foundations faculty using the learning outcomes as rubric. The paper will be scheduled for an oral defense prior to the student's completion and graduation.

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		<ul style="list-style-type: none">• academic research and instruction;• non-academic research opportunities with federal agencies;• health care, public health, and community support service sectors;• leadership positions in health care, community/support services, government, community-based organizations, and educational settings.	<p>prepare for publication original research that will apply interdisciplinary knowledge to a defined area in interdisciplinary health.</p> <p>Assessment: Graduates will demonstrate the following skills through the dissertation, comprehensive exam and coursework:</p> <ul style="list-style-type: none">• Professional skills and ethics involving leadership, management and data interpretation pertaining to one or more of the following categories: health equity, diversity and psychosocial health. Demonstrate professional integrity, continued professional development, and develop knowledge and skills for basic and/or applied health research.• Translational and communication skills on research questions, analyses, and results to various audiences within and beyond core disciplines. Assess the application of that knowledge to professional practice and demonstrate the interdisciplinary communication skills necessary to function effectively in today's academic and professional environment.
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		<p>organizations.</p> <ul style="list-style-type: none"> • assume leadership positions in educational or youth-oriented settings. • teach or work internationally in schools, or non-governmental. • focus on indigeneity, race, gender, and sexuality in the study of schooling. • pursue advanced graduate studies on learning and teaching. <p>The field of education is under radical transformations, and the Education Occupations rank 5th in new jobs created and in fastest growing professions. According to the Center on Education and the Workforce, the field of education is number one in job growth at the Master's degree or better. Education, Training, and Library Occupations will produce 3 million job openings over the next decade, including 1.3 million net new jobs and 1.7 million job openings from retirement. Opportunities for educational consultants who work in school systems and coordinate instruction are expected to grow between 7% and 13%, and for educational fundraisers 9%.</p>	<p>education literature, and to in a way that clarifies issue the non-expert.</p> <ul style="list-style-type: none"> • Ability to articulate an understanding of the multi-perspectives that characterize issue of race, ethnicity, class, gender, and sexuality as they define a range of experience the real world of the public and beyond through written and oral argument. <p>Assessment Students will be assessed on the following:</p> <ul style="list-style-type: none"> • The ability to demonstrate understanding of the dimensions of educational phenomena through critical reflection, and critically reasoned argument on pertinent research and literature. • Students pursuing the thesis option will demonstrate knowledge of differing forms and purposes of Education research methods will work toward mastery of a method applicable to thesis development. • Students not pursuing a thesis option will demonstrate increased research literacy, which is the ability to read and interpret from scholarly research in education foundations fields
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