

EXECUTIVE SUMMARY

Item: 2014-2015 Academic Strategic Plans for Arizona State University

Action Item Discussion Item Information Item

Issue: The Committee is asked to review and approve the 2014-2015 Academic Strategic Plans for Arizona State University.

Background

ABOR Policy 2-223.A requires each university to annually submit an Academic Strategic Plan to the Academic Affairs Committee for approval. The Plan is intended to provide information on the key academic initiatives planned by the institution and describe how they support both the University's strategic plan and the system-wide strategic plan of the Arizona Board of Regents.

Statutory/Policy Requirements

ABOR Policy 2-223.A, "The Academic Strategic Plan"

Strategic Implications

The Academic Strategic Plan serves as a primary mechanism by which the Board provides oversight and direction for the academic initiatives and academic mission of each university.

Discussion

The Academic Strategic Plan includes the following requests and information:

- Overview of initiatives to improve learning and educational attainment.
- New academic programs and high demand programs to be eliminated or merged.
- New colleges, schools or departments to be established and colleges, school, or department to be reorganized, merged or disestablished.
- Those academic programs that will be funded with additional state funds or programs fees do require additional approval by the Academic Affairs Committee before they may be implemented or enroll new students. Approval of the program by the AAC does not constitute approval of program fees; that occurs during the Board's regular fee setting process.
- Academic Strategic Plans may be modified during the year with the approval of the AAC.

Contact Information:

Betty Phillips, Provost, ASU
Stephanie Jacobson, ABOR

(480) 965-1244
(602) 229-2529

betty.phillips@asu.edu
stephanie.jacobson@azregents.edu

Outline of the Academic Strategic Plan

Each Academic Strategic Plan includes the following:

Part I – Narrative Overview

- A. Initiatives to Improve Learning and Educational Attainment
- B. Academic Programs and Organization Unit Changes Overview

Part II - Academic Programs

- A. New Programs
- B. High Demand Programs to be eliminated or merged.

Part III - Organizational Units

- A. New colleges, schools or departments to be established.
- B. Colleges, school department to be reorganized, merged or disestablished.

RECOMMENDATION

It is recommended that the Academic Affairs Committee approve the 2014-2015 Academic Strategic Plans for Arizona State University, as presented.

**ARIZONA STATE UNIVERSITY
ACADEMIC STRATEGIC PLAN 2014-15**

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PART I

ARIZONA STATE UNIVERSITY ACADEMIC STRATEGIC PLAN 2014-15

NARRATIVE OVERVIEW

A. Overview of Initiatives to Improve Learning and Educational Attainment

Adaptive Learning

Supported by a \$350,000 grant from the Gates Foundation, six general education courses in biology, chemistry, physics, psychology and two in economics will begin moving out of the large lecture halls to renovated space in Hayden Library. The space is designed specifically for personalized learning using a digitalized adaptive learning format combined with interactive learning. As in the redesigned math classes, students are expected to better learn basic content and be able to apply the content in problem-solving sessions, thus improving critical thinking skills. When fully deployed, more than 17,000 students will participate in this new learning format annually.

ASU continues to refine the adaptive learning models first developed for use in freshmen mathematics. In math, ASU transitioned in the fall to adaptive practice and assessment materials as an intermediate step to fully adaptive practice and assessment materials scheduled to begin August 2014. The objective is for content knowledge and analysis to be provided by the adaptive engine, and the active classroom will focus on application and assimilation of key concepts and problems. In this new type of learning ecosystem the role of the faculty changes, as their in-class interactions move from lecturing to creation of materials and leading application discussions with student groups formed according to students' progress in a course.

Education Technology Studio

In spring 2014, ASU will open a centralized facility focused on raising the quality of in-person, and hybrid/blended courses by offering training in new technologies and teaching pedagogies for all ASU faculty and instructors. To be located on the 2nd floor of the Computing Commons building near the center of the Tempe campus, the Education Technology Studio blends leading instructional designers, media professionals, training specialists, learning scientists, and software developers to assist with the design, delivery, assessment outcomes of Quality Matters guided courses. In partnership with faculty and instructors, the studio will facilitate the development of quality courses that achieve positive, sustainable and scalable student learning outcomes that maximize student success. The studio will also serve as a communications hub for pedagogical knowledge and evidence-based best practices in teaching and learning with technology.

University Academic Success Programs

The University College Affiliate Program is patterned after the successful Summer Bridge program, and the focus is primarily on activities during the fall semester so that students can enjoy support while they are taking their first-semester courses. Students participate in a two-week session called Early Start immediately before Fall Welcome. During these two weeks, they refresh their math and writing skills so they are better prepared at the start of the fall semester. During Early Start, students also get a sample of other courses that they will take in the fall. They hone their academic skills, learn about campus resources, and develop a network of peers who can support them throughout the year. During the entire fall semester, the students complete UNI 120: Academic Success, a course that helps them develop a wide range of academic skills and work habits. Students also participate in Success Teams during the full academic year. Through the First-Year Success VIP² Peer Coaching Program, highly-qualified upper-division and graduate students team up with freshmen to offer free academic support, information, skill development, and advocacy.

American Indian Student Support Services (AISSS) has designed a sequence of programs to serve students from the point of admission to the time of graduation. In a new collaboration with University Academic Success Programs and with funding from the ASU Parents Association, AISSS encourages more American Indian students to participate in the Early Start program, which helps them acclimate to ASU before the fall semester begins. Also, AISSS has encouraged students to make greater use of the tutoring and writing center services offered by University Academic Success Programs. AISSS also draws on cultural knowledge to provide forms of academic support that meet the needs of American Indian students. This year AISSS has partnered with other units at ASU to secure a provost's diversity grant, which will fund a renowned scholar from the University of Oklahoma, who will facilitate discussions about the institution's strategies for promoting success of American Indian students. AISSS is also working with Diane Humetewa, Special Advisor to the President on American Indian Affairs, to secure tribal and business support for programs that promote academic success.

The Pathways for Achieving Student Success (PASS) program was started in January 2013 to give first-year students on academic probation a boost as they began the spring semester. The half-day schedule included workshops focusing on topics such as personalizing approaches for academic success, managing finances and budgeting, and goal setting. During the workshops students discussed the challenges that led to their academic probation, as well as strategies for overcoming those challenges. After the workshops, motivational speakers reinforced the message that students can be successful in the academic, professional, and personal arenas of life by taking responsibility for their own actions, setting high but realistic goals, exercising self-discipline, and working diligently.

The academic colleges have adopted a case management approach to permit early interventions with first-year students who may be experiencing problems with adjustment. Each case management team is composed of representatives from academic advising, success coaching, residential life, counseling services, and financial aid to compare notes on students who may be experiencing problems and work as a group to assist the student in a timely manner.

eAdvisor and 8-Semester Tracking

In August 2013, the 8-semester tracking component of eAdvisor was implemented for all 300 undergraduate degree programs. Through 8-semester tracking, incoming students are provided with a personalized major map that outlines the critical courses needed in terms 1 through 4 and the courses necessary to be taken in terms 5 through 8 in order to graduate in 4 years. This provides students with a clean, easy-to-read and understandable way to track their progress, and it provides advisors with the mechanism to monitor student enrollments and intervene when students go off track.

The Service Excellence Initiatives

The objective of ASU's Service Excellence Initiatives is to advance the way in which student service is delivered across ASU in a manner that drives student success, improves efficiency and reduces the need for last-minute service. There are multiple projects that fall under Service Excellence Initiatives, such as training and supporting service-focused thinking and action among ASU's staff and faculty, expansion of online systems, alignment of student and family communication, creation of a service center, and implementation of an enterprise-wide relationship management system. The relationship management system will support many of these initiatives as it will follow the life cycle of the student from recruitment, through admission, academics, and graduation to alumni status. This will support the integration of services across all of ASU and provide a foundation for a student-centric message center, enhanced options for service inquiries through the student portal, and a more robust service model overall.

B. Overview of Academic Programs and Organizational Changes

ASU proposes new programs that are aligned with the university's core functions of providing access, ensuring student success, and in engaging in education and research for the economic and social benefit of the local and global community. Overall, ASU proposes to add 9 new undergraduate degrees, 22 master's degrees, and 3 doctoral degrees. These include new programs with a focus on connections with business and industry (both locally and globally), transforming the future of health care delivery and health promotion, public and community services and programs, and building interdisciplinary inquiry and sustainability into programs across the university.

All new academic programs are reviewed by the curriculum committees in the departments and schools as well as the university academic senate. The review committees pay particular attention to several factors including quality of the faculty and staff to launch and sustain viable programs, potential areas of overlap or duplication, and the contribution to the education of undergraduate and graduate students. Those requesting new academic degrees have discussions and plan efforts with others within the institution who have related programs. When possible the institution creates collaborative degrees and programs that reflect university-wide efforts.

Undergraduate Programs

New baccalaureate programs are proposed to meet student needs in areas of business, health services and community resources and development. Undergraduate degrees are proposed in areas such as Business Data Analytics, Health Care Coordination, Community Health, Healthcare Compliance and Regulation, Medical Studies, Science of Healthcare Delivery, and Community Sports Management. Each of these programs helps prepare students for contemporary careers in private, public and non-profit settings, and each incorporates the foundations of a solid university education with forward-thinking interdisciplinary inquiry into specialized topics within each major.

ASU is requesting an exception to the 64 credit hour limit on transfer for the BA in Organizational Leadership to allow up to 75 credits in transfer. The degree can be completed with 75 credits of lower-division course work without altering current degree requirements. This degree program is appealing to community college students because it prepares students for leadership positions in a wide range of organizations.

To coordinate efforts with community colleges in the state, all degree proposals are reviewed carefully by the curriculum committee at the college level, and that committee is composed of ASU faculty and a faculty representative of the Maricopa County Community College District. The community college representative is a full voting member of the committee and is able to communicate with colleagues throughout the district to plan for transfer pathways. In addition, all undergraduate degree programs are reviewed annually for the Maricopa to ASU Pathways Program (MAPP) and Transfer Admissions Guarantee (TAG) program which constitutes a built-in mechanism for informing community colleges about the development of new programs. The community colleges can then begin to develop lower-division courses they wish to offer, which can be discussed further at the Articulation Task Force meetings.

The Maricopa to ASU Pathways Program and Transfer Admissions Guarantee are designed for students who want to start at an Arizona and complete a bachelor's degree at ASU. Through these programs, students follow a prescribed sequence of course work at a community college that meets the lower-division course requirements for an ASU major and satisfies the requirements for the

associate degree. The degrees proposed on the current academic plan are particularly well-suited for transfer pathways. Students throughout the state will be served especially well by the proposed baccalaureate programs in Community Sports Management, Health Care Coordination, Medical Studies, and Science of Health Care Delivery.

Master's Programs

ASU proposes the establishment of 22 master's programs. Several of the proposed master's degree programs are directly designed to meet the needs of our professional constituents in business and industry. These include degrees in the areas of Biomedical Diagnostics, Biomimicry, Design Strategy, Global Logistics, Finance, and Spatial Analytics. Masters programs in the College of Health Solutions include master's programs in Biomedical Diagnostics in partnership with Dublin City University, and a MS in Clinical Exercise Physiology that will help train professionals serving Arizona's aging population. The College of Public Programs is offering new master's degrees to prepare professionals critical for our public service sector. For example, the MS in Homeland Security and Emergency Management will train students to understand and manage responses to security issues related to emergencies and disasters. An important component of the Enterprise model is an increase in the number of master's degrees; these degrees are specifically designed to prepare an educated workforce to meet in-demand jobs now and in the future.

Doctoral Programs

ASU proposes the establishment of three PhD programs; the PhD in Geographic Information Science, PhD in Informatics, and the PhD in Linguistics and Applied Linguistics.

High Demand Programs

No high demand programs are being eliminated or merged.

Academic Organizational Changes

No new colleges, schools or departments are being established. ASU proposes the disestablishment of the Department of Engineering Technology in the College of Technology and Innovation to streamline the administrative structure. The programs and faculty associated with the Department of Engineering Technology will be merged into the Department of Engineering within the College of Technology and Innovation.

**ARIZONA STATE UNIVERSITY
 SUMMARY OF ACADEMIC PROGRAM REQUESTS**

PROPOSED NEW PROGRAMS	Degree	Projected Enrollment	College/School	Location
<i>Undergraduate Programs</i>				
Business Data Analytics	BS	300	W. P. Carey School of Business	Tempe
Community Health	BS	240	College of Health Solutions	Downtown Phoenix
Community Sports Management	BS	100	College of Public Programs	Downtown Phoenix
Health Care Coordination	BS	150	College of Health Solutions	Downtown Phoenix
Healthcare Compliance and Regulations	BS	90	College of Nursing and Health Innovation	Downtown Phoenix
Healthcare Innovation	BS	150	College of Nursing and Health Innovation	Downtown Phoenix
Integrative Health	BS	150	College of Nursing and Health Innovation	Downtown Phoenix
Medical Studies	BS	800	College of Health Solutions	Downtown Phoenix
Science of Health Care Delivery	BS	150	College of Health Solutions	Downtown Phoenix
Data Analytics	Minor	100	Ira A. Fulton Schools of Engineering	Tempe
<i>Graduate Programs</i>				
American Studies	MA	40	College of Liberal Arts and Sciences	Tempe
Behavioral Health	MBH	150	College of Health Solutions	Downtown Phoenix
Biomedical Diagnostics	MS	300	College of Liberal Arts and Sciences	Tempe/Ireland
Biomedical Diagnostics	PSM	40	College of Liberal Arts and Sciences	Tempe/Ireland
Biomimicry	MS	40	College of Liberal Arts and Sciences; School of Sustainability	Tempe
Biomimicry	PSM	40	College of Liberal Arts and Sciences	Tempe
Clinical Exercise Physiology	MS	75	College of Health Solutions	Downtown Phoenix
Design Strategy	MAS	40	Herberger Institute for Design and the Arts	Tempe
Emergency Management and Homeland Security	MA	40	College of Public Programs	Downtown Phoenix
Finance	MS	45	W. P. Carey School of Business	Tempe
Geographic Information Science	PhD	20	College of Liberal Arts and Sciences	Tempe
Global Logistics	MS	50	W. P. Carey School of Business	Tempe
Global Studies	MA	40	College of Liberal Arts and Sciences	Tempe
Healthcare Administration	EMHA	90	College of Health Solutions	China
Informatics	PhD	20	Ira A. Fulton Schools of Engineering	Tempe
Linguistics and Applied Linguistics	MA	40	College of Liberal Arts and Sciences	Tempe
Linguistics and Applied Linguistics	PhD	30	College of Liberal Arts and Sciences	Tempe

Parks and Recreation Administration	MA	50	College of Public Programs	Downtown Phoenix
Public Administration	EMPA	40	College of Public Programs	Downtown Phoenix
Public Policy Analytics	MS	40	College of Public Programs	Downtown Phoenix
Public Safety Leadership and Administration	MPSLA	60	College of Public Programs	Downtown Phoenix
Social Technologies	MA	50	New College of Interdisciplinary Arts and Sciences	West
Spatial Analytics	MS	40	College of Liberal Arts and Sciences	Tempe
Women and Gender Studies	MA	80	College of Liberal Arts and Sciences	Tempe
Youth Services Leadership	MA	40	College of Public Programs	Downtown Phoenix

PART II

Arizona State University

ACADEMIC PROGRAMS

Proposed New Programs

Name of Proposed Program	College/School (location)	Additional State Funds (Yes or No)	New Program Fee or Differential Tuition Required? (Yes or No)	Brief Description and Justification; <i>Delivery Method</i>	Projected 3 rd Year Enrollment & Implementation Date
<i>Undergraduate Programs</i>					
BS in Business Data Analytics	W. P. Carey School of Business (Tempe)	No	No	The Business Data Analytics program consists of six 3-credit-hour core courses to be taught by Information Systems faculty plus program specific electives in marketing, supply chain management and computer information systems. The program addresses a predicted 50-60% gap by 2018 in the supply of talent capable of performing deep analytics to address business problems and opportunities. The program will leverage the data, analytics and systems expertise of faculty in data modeling, data warehousing and analytics, business intelligence, data visualization and enterprise data management. Analytic vendor support (e.g., IBM, SAS, Cloudera, Teradata) is anticipated to offset program costs. <i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i>	300 Fall 2014
BS in Community Health	College of Nursing and Health Innovation (Downtown Phoenix)	No	No	The proposed Community Health program focuses on health promotion and disease prevention strategies across disease and illness areas. The curriculum addresses the role of community health workers and provides skills-based training in communication, interpersonal skills, informal counseling, service coordination, capacity building, advocacy, organization, research, and chronic disease prevention. Graduates will provide health education, health promotion, care coordination, health care navigation, and advocacy services for patients, families and communities. Demand for these services will increase with the Affordable Care Act and as the focus for health care moves from an in-patient, illness care model to a community-based, out-patient, wellness model of care delivery. <i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i>	240 Fall 2015

BS in Community Sports Management	College of Public Programs (Downtown Phoenix)	No	No	<p>The Community Sports Management major will focus on the many roles recreational and amateur sports play within a community as a mechanism to contribute to quality of life both domestically and abroad. Emphasis will be on the role of sports in human development across the lifespan, and the role of sports organizations, sports tourism, and multi-sport events in community development. Both a managerial and programmatic emphasis will be targeted. Some specific areas of opportunity include work with youth sports, adaptive sports, sports events, sports tourism, and sports clubs.</p> <p><i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i></p>	<p>100</p> <p>Fall 2014</p>
BS in Health Care Coordination	College of Nursing and Health Innovation (Downtown Phoenix)	No	No	<p>This program will prepare students with the knowledge, skills and attributes to assist patients and families in navigating the health care system, and accessing necessary healthcare and resources. Students will have a thorough understanding of health care systems, community/public health, community resources, health education, and patient advocacy. Graduates may find positions as care coordinators, health care navigators, health advocates or health educators. Care coordination is a critical aspect of health and healthcare services. When care is poorly coordinated—with inaccurate transmission of information, inadequate communication, and inappropriate follow-up care—patients who see multiple physicians and care providers can face medication errors, hospital readmissions, and avoidable emergency department visits.</p> <p><i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i></p>	<p>150</p> <p>Fall 2015</p>
BS in Healthcare Compliance and Regulations	College of Nursing and Health Innovation (Downtown Phoenix)	No	No	<p>The healthcare industry is one of the most highly regulated industries in the US. As a provision of the Patient Protection and Affordable Care Act, additional transparency and regulatory reporting will be required of all covered healthcare entities. The need for compliance/ integrity/regulatory and risk management professionals will increase as regulations are implemented and enforced. This degree will prepare students for a career in healthcare compliance in hospitals, medical centers, physician offices, and other healthcare agencies.</p> <p><i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i></p>	<p>90</p> <p>Fall 2015</p>

BS in Healthcare Innovation	College of Nursing and Health Innovation (Downtown Phoenix)	No	No	This interdisciplinary program will prepare graduates to manage the implementation of healthcare innovation. The program provides students with a broad background in principles of innovation, complexity science, change theory, collaboration, and evidence-based decision making to prepare graduates to manage implementation of innovation in the healthcare arena. <i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i>	150 Fall 2015
BS in Integrative Health	College of Nursing and Health Innovation (Downtown Phoenix)	No	No	This program prepares students with a foundation in integrative health, including stress management, complimentary therapies, and behavioral healthcare. Graduates will be prepared to provide needed services in primary care settings, behavioral health settings, or home health models. The nation's healthcare delivery framework is changing and many people with chronic physical or mental conditions are at risk for being lost in the system. The solution lies in integrated care, the systematic coordination of general and behavioral healthcare. Integrating mental health, substance abuse, and primary care services produces the best outcomes and proves the most effective approach to caring for people with multiple healthcare needs. <i>Delivery Method: Both, On-Campus and ASU Online</i>	150 Fall 2015
BS in Medical Studies	College of Health Solutions (Downtown Phoenix)	No	No	The BS in Medical Studies is an interdisciplinary program exploring the various facets of medical studies to include sciences, social sciences, humanities, statistics and other disciplines as they relate to health, health care, and complementary fields. Students will be academically prepared and provided a well-rounded foundation needed for many career paths: medicine, dentistry, medical administration, health care policy, health care industry (e.g., product development, insurance providers), health advocacy, medical academics, allied health, patient support services, health information, or business development within a health/medical setting. The coursework will be interdisciplinary to adapt to the changes in the MCAT and medical education in general, while allowing students to explore various facets of what constitutes medical studies. <i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i>	800 Fall 2014
BS in Science of Health Care	College of Health Solutions	No	No	Hospitals, payers, and patients require guidance on successfully navigating the complexities of the US health care system. As the	150

Delivery	(Downtown Phoenix)			US population ages, health care costs continue to grow, and health outcomes lag behind other nations, there will be continued need for professionals with expertise in health care delivery systems. This program will educate and train individuals who will be qualified to work in entry level health care administrative positions and/or further their education at the graduate level. <i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i>	Fall 2014
Minor in Data Analytics	Ira A. Fulton Schools of Engineering (Tempe)	No	No	We live in an increasingly connected world and are moving towards an internet of things with ubiquitous computing. Decisions across all of the physical and social sciences and business are increasingly driven by data. This minor will provide students with the necessary skills for acquiring, managing, and using data to make decisions within their major area. This data analytical skill will be needed to apply the advances in computing and communications technologies to their chosen major area. <i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i>	100 Fall 2015
Graduate Programs					
MA in American Studies	College of Liberal Arts and Sciences (Tempe)	No	No	An existing BA in American Studies at ASU, wide participation of ASU faculty in the American Studies Association, and our commitment to expanding access to graduate degrees that will propel our students into successful careers makes this a good time and place to invest in an American Studies MA program. Given the transdisciplinarity of our faculty, the program could contribute to multiple career outcomes for students, including: education (K-university careers); business in an international context; careers in entertainment; public humanities journalism (including in the digital world); communications; public engagement and community relations; museum studies; and national park service. <i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i>	40 Fall 2015

Graduate Programs (cont.)					
Master of Behavioral Health (MBH)	College of Health Solutions (Downtown Phoenix)	No	Yes	<p>The MBH will focus on business entrepreneurship skills, such as writing a business plan, marketing and return on investment specific to health care. Students will learn about evidence-based behavioral interventions for primary care that are efficient and contribute to cost savings by reducing unnecessary medical care services and costs. Areas of study will also include health care systems, policy, economics and finance, emerging opportunities in health care reform, and medical literacy, to understand common medical conditions seen in primary care and consult effectively with the medical team.</p> <p><i>Delivery Method: Both, On-Campus and ASU Online</i></p>	150 Fall 2015
MS in Biomedical Diagnostics	<p>College of Health Solutions (Downtown Phoenix)</p> <p>In collaboration with Dublin City University (Ireland)</p>	No	Yes	<p>In partnership with Ventana Medical Systems, Inc., Dublin City University and ASU will establish the world's first International School of Biomedical Diagnostics in 2014 and plan to offer the proposed MS and PSM in Biomedical Diagnostics to meet the growing demands from industry for graduates with this specialized training. These programs will employ online and face-to-face learning formats and will integrate the two universities through a global classroom model while working closely with industry partners. Together, we will educate and train the next generation of diagnostics professionals and provide them with the knowledge, skills, and exposure necessary to be successful in this quickly evolving arena.</p> <p>The MS program is a multi/cross disciplinary program that will incorporate hands on learning with immersion experiential learning opportunities. Diagnostics permeate all facets of health care from pharmaceutical development, patient treatment, and medical technology development to health care finance and policy. The program will focus on four core areas, including the technology of diagnostics, the science of diagnostics, the business of diagnostics and the application of diagnostics.</p> <p><i>Delivery Method: Both, On-Campus and ASU Online</i></p>	300 Fall 2014

Professional Science Master's in Biomedical Diagnostics (PSM)	College of Liberal Arts and Sciences (Tempe) In collaboration with Dublin City University (Ireland)	No	Yes	The PSM program will employ coursework at ASU applied in modular format (1 cr hr for 4 week modules consisting of defined portions of existing courses). In addition, there will be an Online component using existing technologies (ASU Online and Vidyo) developed so that students from Ireland and ASU can establish working relationships as a cohort. The audience will be working professionals seeking advanced training in medical diagnostics using the most up-to-date technologies. <i>Delivery Method: Both, On-Campus and ASU Online</i>	40 Fall 2014
MS in Biomimicry	College of Liberal Arts and Sciences (Tempe) and School of Sustainability (Tempe)	No	Yes	This program will involve collaboration between ASU and Biomimicry 3.8, the global leader for the promotion, practice, and education of biomimicry. The MS in Biomimicry will be a campus-based graduate degree (a blend of specific content from existing efforts in biomimicry, existing ASU coursework and new coursework). The outcome will be to develop in students the foundations in biomimicry so that they can develop a career trajectory in the practice of biomimicry. The target audience will be individuals who are able to relocate to Tempe and focus full-time on their graduate work. The result will be a thesis supervised by professionals in the fields of biomimicry (ASU Adjuncts) and ASU faculty. The distinction between this degree and the proposed PSM in Biomimicry is that the latter focuses on professionals returning to the university. <i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i>	40 Fall 2015
Professional Science Master's in Biomimicry (PSM)	College of Liberal Arts and Sciences (Tempe)	No	Yes	This program will involve collaboration between ASU and Biomimicry 3.8.. The PSM in Biomimicry will be a hybrid, cohort-based degree for individuals who seek a career in facilitating biomimicry across disciplines. The target audience is working professionals who will return to the university for training to make biomimicry their career. The coursework will include six location-based workshops to learn site-based ecologies and for site visits to research labs/manufacturing facilities. The outcome will be to build biomimicry portfolios based on four practicums that emphasize both team and individual efforts. <i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i>	40 Fall 2015

MS in Clinical Exercise Physiology	College of Health Solutions (Downtown Phoenix)	No	Yes	<p>Between 2010-2020, the US is projected to experience a 35% increase in adults 65 years and older. The majority of the older population currently lives in the southwest and mountain states (Arizona, Nevada, Utah, New Mexico, Idaho, and Texas) with each experiencing a 22% increase in adults ages 65 and older from 2000-2009. Older adults have a disproportionate prevalence of chronic diseases, including cardiopulmonary heart disease, orthopedic and metabolic conditions, and many have multiple co-morbid conditions. The burden of chronic disease will grow proportionately causing a large need for clinical exercise professionals qualified to provide exercise rehabilitation for older adults with chronic diseases.</p> <p><i>Delivery Method: Both, On-Campus and ASU Online</i></p>	75 Fall 2014
Master of Advanced Study in Design Strategy (MAS)	Herberger Institute for Design and the Arts (Tempe)	No	Yes	<p>Over the past decade, there has been a growing recognition of the value of design thinking in innovation and business circles. This program capitalizes on this fact and ensures that graduates will become strategic thinkers and leaders equipped with a unique set of skills in design thinking, innovation process, business strategy, technology management and sustainability issues. Graduates from this program will be armed with the knowledge and skills to recognize, analyze, visualize and implement solutions for complex global challenges and will gain valuable experience participating in cross-functional teams on meaningful and challenging projects.</p> <p><i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i></p>	40 Fall 2015
MA in Emergency Management and Homeland Security	College of Public Programs (Downtown Phoenix)	No	Yes	<p>Emergency management and issues related to homeland security are increasingly important areas requiring professionals with a broad range of skills and expertise. The MA in Emergency Management and Homeland Security will provide students with an understanding of the political and social implications of disasters, terrorism, and national security. It will also address practical skills such as operations continuity management, oversight of emergency operations centers, and techniques/best practices for developing prevention programs against cyber terrorism and promoting security and protection of critical assets.</p> <p><i>Delivery Method: Both, On-Campus and ASU Online</i></p>	40 Fall 2015

MS in Finance	W. P. Carey School of Business (Tempe)	No	Yes	<p>The Finance Department proposes a MS in Finance (MSF) program that is nine-months in duration. Students targeted for the initial MSF program will be: 1) Recent undergraduates of degree programs where quantitative skills are emphasized, and 2) Career advancers with sufficient quantitative background and the ability to commit to full-time graduate study primarily delivered during the day. Work experience will not be a requirement to enroll in the MSF program, as opposed to the MBA program. Demand for finance specialists is expected to remain strong and graduates will have placement opportunities both in the financial and the real estate sectors, within and outside of Arizona. <i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i></p>	<p>45 Fall 2014</p>
PhD in Geographic Information Science	College of Liberal Arts and Sciences (Tempe)	No	Yes	<p>The PhD in Geographic Information Science will emphasize geocomputation, geographic databases, exploratory spatial data analysis, spatial optimization, modeling, and geovisualization as part of training to be an independent scholar and researcher that is capable of contributing to an interdisciplinary team. Students will master computational techniques, be proficient in software design and implementation, and be capable of supporting substantively driven research questions. The degree will emphasize geographic problem solving within a computer environment as well as the development of advanced spatial methods. The program addresses an educational gap for teaching advanced computational and analytical skills demanded by research scientists, software companies, government agencies, and the full range of academic institutions. <i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i></p>	<p>20 Fall 2015</p>
MS in Global Logistics	W. P. Carey School of Business (Tempe)	No	Yes	<p>The MS in Global Logistics will be offered as an accelerated, full-time, day program to baccalaureate graduates from Arizona, the United States, and other countries with an interest in foreign trade, global sourcing, global supply chain management, and overseas economic development. Students will likely have an undergraduate degree in business, international studies, or international development and plan a career where global commerce and international freight flows are a critical component. <i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i></p>	<p>50 Fall 2014</p>

MA in Global Studies	College of Liberal Arts and Sciences (Tempe)	No	No	<p>The MA in Global Studies emphasizes the impacts of global decision-making under conditions of increasing economic, environmental, political, and security uncertainty. At the same time that international trade is becoming more important to the US and many other economies, global uncertainty is growing. The prime skill of graduates will be the ability to diagnose the characteristics of the global/local decision-making environment within which they are operating, putting forth viable options for intervention, and improving the quality of decision-making. The program will prepare students for careers as policy analysts, managers, researchers and leaders in global institutions including business and other international organizations.</p> <p><i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i></p>	<p>40 Fall 2015</p>
Executive Masters for Healthcare Administration (EMHA)	College of Health Solutions (China)	No	No	<p>The program will prepare a new generation of health care leadership in China and internationally to develop, implement and evaluate health care programs designed to meet the triple aim of improved patient experience of care, improved health outcomes for at-risk populations, and decreased cost of care by achieving efficiencies in health care administration and reducing the overuse of medical services. The degree is a hybrid online and residential degree with classroom attendance once per month at Jinan University in Guangzhou. The curriculum is based on emerging best practices based on U.S. and international health care reform tailored to the population of China and Southeast Asia.</p> <p><i>Delivery Method: Both, On-Campus and ASU Online</i></p>	<p>90 Fall 2015</p>
PhD in Informatics	Ira A. Fulton Schools of Engineering (Tempe)	No	No	<p>The PhD in Informatics is a research-intensive degree that revolves around the idea that Informatics involves the design, development, and application of computational tools that model, aid, or automate mental activities. The program will incorporate material from computer science, cognitive psychology, information science, geographical science, education, and other fields. The Informatics PhD program will produce a new kind of specialist who has not only a deep understanding of computing and information processing, but who also has mastered the domain context for specific problem-solving situations.</p> <p><i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i></p>	<p>20 Fall 2015</p>

MA in Linguistics and Applied Linguistics	College of Liberal Arts and Sciences (Tempe)	No	No	<p>The degree addresses the study of human language and the application of that study to the human condition and provides training in linguistics and applied linguistics. Second language acquisition and teaching, language change and variation, World Englishes, phonology, syntax, semantics and discourse analysis are among areas of coverage. The Department of English currently houses a MA in English with a global linguistics concentration. This program has maintained steady enrollments since its establishment, but as argued in the 2012-2013 Academic Program Review, a concentration does not have the visibility of a named degree in the field.</p> <p>Delivery Method: On Campus (Ground Courses and/or iCourses)</p>	<p>40</p> <p>Fall 2015</p>
PhD in Linguistics and Applied Linguistics	College of Liberal Arts and Sciences (Tempe)	No	No	<p>The degree addresses the study of human language and the application of that study to the human condition and provides foundational training in linguistics and applied linguistics. Second language acquisition and teaching, TESOL, language change, World Englishes, phonology, syntax, semantics and discourse analysis are among areas of coverage. The English Department proposes to integrate two existing programs -- PhD in English (Rhetoric/ Composition/Linguistics concentration) and PhD in Applied Linguistics (APL) into a single named PhD in Linguistics and Applied Linguistics to eliminate the overlap between the two degrees and confusion for students. Included in the 2012-13 Academic Program Review report, the external evaluators supported the plan as did the final chair's report.</p> <p>Delivery Method: On Campus (Ground Courses and/or iCourses)</p>	<p>30</p> <p>Fall 2015</p>
MA in Parks and Recreation Administration	College of Public Programs (Downtown Phoenix)	No	No	<p>Administrators of parks and recreation departments are facing increasing challenges as government at all levels reduces funding for facilities and programs. The MA will offer an alternative to traditional master's degrees in Parks and Recreation by including courses from both the Parks and Recreation and the Public Administration programs, having a professional focus, and being offered online. This mix will prepare students to work in the current political environment which leaders of public parks and recreation agencies are facing.</p> <p>Delivery Method: Both, On-Campus and ASU Online</p>	<p>50</p> <p>Fall 2015</p>

Executive Masters for Public Administration (EMPA)	College of Public Programs (Downtown Phoenix)	No	No	The proposed program will be developed and executed in collaboration with the Washington, DC-based McCain Institute for International Leadership. The EMPA will emphasize leadership and decision-making and target public officials and executives who wish to understand how the latest developments in behavioral social science can make them more effective leaders. The program would have a global emphasis and use the case method along with the ASU Decision Theaters to create a challenging learning environment for degree participants. <i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i>	40 Fall 2015
MS in Public Policy Analytics	College of Public Programs (Downtown Phoenix)	No	Yes	There is increasing demand for people who are able to access and utilize open data sources, manage large public databases, conduct appropriate analysis on large data sets, and use big data in practice. Students in the MS program will learn the basics of how to manage and analyze big data, and use these skills in the work place, with particular emphasis on public policy analysis. <i>Delivery Method: Both, On-Campus and ASU Online</i>	40 Fall 2015
Master of Public Safety Leadership and Administration (MPSLA)	College of Public Programs (Downtown Phoenix)	No	No	This one-year program will provide fundamentals in leadership and administration for professionals in the public safety sector (including fire, police, corrections, etc.). The curriculum covers core issues in administration including human resources, budgeting and management as well as some specified instruction in areas of focus including administration of criminal justice and emergency services. The degree can be seen as a hybrid that provides more general level instruction in public administration than the Master of Public Administration and less focus on substantive issues in policing and criminology than the MS in Criminology and Criminal Justice. <i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i>	60 Fall 2015

MA in Social Technologies	New College of Interdisciplinary Arts and Sciences (West)	No	No	<p>The School of Social and Behavioral Sciences proposes a master's program that would provide grounding in critical, cultural, and design approaches to social technologies, and which would prepare students for careers in social media, community management, and cognate fields, as well as for doctoral work that incorporates social technologies. Students would leave the program with a thorough grounding in social theory and applied research methods relating to understanding the social uses of interactive environments, networked technologies, and mobile computing.</p> <p><i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i></p>	<p>50</p> <p>Fall 2015</p>
MS in Spatial Analytics	College of Liberal Arts and Sciences (Tempe)	No	Yes	<p>The spatial analytics program will emphasize geocomputation, geographic databases, exploratory spatial data analysis, spatial optimization, modeling, and geovisualization. Students will learn computational techniques with skill development in software design and implementation. The degree will emphasize geographic problem solving within a computer environment, and address an educational gap by serving as a program that teaches advanced computational and analytical skills demanded by research scientists, software companies, and government agencies.</p> <p><i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i></p>	<p>40</p> <p>Fall 2015</p>
MA in Women and Gender Studies	College of Liberal Arts and Sciences (Tempe)	No	No	<p>The MA degree blends an academic foundation with practical skills for citizen engagement, advocacy work, and community leadership. Core courses in critical concepts of gender, engendering methodology, transnational feminism, women's international health and human rights, and gender and sustainability will be combined with training in how to apply feminist leadership skills within social justice and social change agencies. Graduates will be prepared for careers in public service, the non-profit sector, civic leadership, international governance, and policy-making positions in health and human services or public programs.</p> <p><i>Delivery Method: Both, On-Campus and ASU Online</i></p>	<p>80</p> <p>Fall 2015</p>

MA in Youth Services Leadership	College of Public Programs (Downtown Phoenix)	No	No	<p>The MA in Youth Services Leadership will prepare students with the skills needed to work in leadership positions with youth services agencies and organizations. A broad range of courses from across the College of Public Programs and the university will be available for students. This program will be attractive to professionals currently in the work place who would like to enhance their careers by moving into leadership positions in youth services organizations and agencies.</p> <p><i>Delivery Method: On Campus (Ground Courses and/or iCourses)</i></p>	<p>40</p> <p>Fall 2015</p>
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Proposed Changes to Existing Academic Programs

Current Program	College/School (location)	Action Requested	Justification/Brief Description	Impact on Current Students
BA in Organizational Leadership	School of Letters and Sciences (Downtown Phoenix)	Request an exception to the 64 community college transfer credit limit to allow 75 community college credits toward this 120 credit baccalaureate program. Effective: fall 2014	The BA program currently requires a minimum of 45 upper-division credits and a minimum of 30 credits from ASU. The degree can be completed with 75 credits of lower-division course work without altering current degree requirements. This degree program is appealing to community college students because it prepares students for leadership positions in a wide range of organizations. Students develop skills and knowledge in written and oral communication, ethics, assessment, human resources, teamwork, and technology. Students also learn how leaders can apply their skills and knowledge to help organizations function effectively.	There will be no impact on current students in the BA in Organizational Leadership degree. The 75/45 credit option will apply only to students who transfer from a community college with which ASU has a partnership program.

PART III

ACADEMIC ORGANIZATIONAL UNITS

Proposed Changes to Existing Academic Units (e.g., disestablishment, move or merge)

Current Unit; Location	Proposed Change (disestablish, rename, move or merge); Effective term/year	Justification/Brief Description of the proposed action	Impact on Current Students	Expected fiscal impact
Department of Engineering Technology; College of Technology and Innovation	Disestablish unit Effective: Fall 2014	Programs and faculty within the Department of Engineering Technology will be merged into the Department of Engineering	None, merely an administrative streamlining	Lower cost due to administrative efficiency