PART I

ARIZONA STATE UNIVERSITY
ACADEMIC STRATEGIC PLAN 2013-14

NARRATIVE OVERVIEW

A. Overview of Initiatives to Improve Learning and Educational Attainment

- Adaptive Learning: ASU has developed adaptive learning methods used to improve mathematics learning in the classroom. Briefly this method arranges a course by concepts and requires that the student master each concept and moves through the class in a self-paced individualized manner. This method has been highly successful in enhancing student learning and will be extended to other large gateway courses, often known as "killer" courses, including biology, chemistry, economics and psychology. Collectively over 17,000 students enroll in these courses in their first year at ASU so it is essential to facilitate their success. To design these types of courses faculty need to explicitly identify concepts to be learned, and then our partner Knewton, assists in structuring the adaptive learning format. Changing these courses should improve student performance and retention, the first step to increasing degrees.

- Learning Services: Expansion of learning services continues to grow at a rapid rate – a more than six fold increase in five years. Student visits to Student Success Services for learning support was 20,586 in 2007-08. Visits reached 101,297 in 2010-11 and grew to 132,661 in 2011-12. 23% of all visits are for math courses. Expansion continues in on-line tutoring as well, one of the fastest growing services. Students used on-line tutoring 8,018 times in 2011-12 compared to 1,342 in 2010-11. Much of the growth in on-line tutoring is in science courses.

- Bridge (Sun Devil Success Program): In Fall 2011, ASU implemented a new Fall Bridge program (now called the Sun Devil Success program, SDS) patterned after the successful Summer Bridge program operated for many years. Students in the Fall program did as well as Summer so for 2012 the program was modified. A full summer program was no longer offered but SDS students came to a two week session of the SDS program immediately before Fall Welcome. They received much of the traditional Bridge programming but also did an intensive math "bootcamp" working on their math courses before they start officially in the Fall semester. A substantial number of students did so well they placed into the next highest math course after just two weeks of intensive work in the math lab, a significant achievement. During the entire Fall semester, the SDS students will continue with the traditional Bridge programming and have the added benefit of the peer mentoring and SDS coaching throughout their first term. This continual mentorship during the Fall is an added benefit of moving the program into Fall.

- eAdvisor: The eAdvisor system is being extended from a two year to a four year system, extending through graduation requirements. Critical tracking requirements will be followed for four years. The system has already improved the four year graduation rate significantly and the extension to four years will improve the performance still further.

- Retention Dashboard: A new tool was added last spring for advisors and other administrators responsible for retention – the Retention Dashboard. The Retention Dashboard is continuously integrated with other data sources, including eAdvisor and the Connections Survey, so that up-to-the minute information is available to advisors and administrators on every student. Among the many retention indicators displayed are:
    - Information is made available about students' financial situation with respect to loans, balances due and so forth. Financial aid officers are expected to monitor the indicator for financial stress and respond to the student.
    - Academic Status Reports are recorded when a student is performing poorly in a class during two points-in-time in the semester. Academic advisors are expected to monitor this information.
    - Below average usage of MyASU is recorded. ASU has learned that students who do not engage coursework and other things regularly on MyASU are often not sufficiently engaged to succeed. Again, academic advisors and mentors are expected to monitor this information.
    - A risk indicator is included when students go off track on critical courses. This information is fed from eAdvisor, which also indicates the same problem. Adding it to the Retention Dashboard puts all of the information in the same place for easy review of all performance indicators by advisors and administrators. Academic advisors are expected to monitor this information.

- Integrating Dorm Life with Academic Colleges: Full implementation of the residential college model at ASU was achieved this fall with every freshman living on campus being assigned to a residential college associated with their field of study. Overall, ASU increased first time full time freshmen living in residence by 6% (500 students). The residential college model is a partnership between the academic colleges and residence life based on shared vision, goals and ownership for the success of every first year student. Efforts to increase freshmen persistence include the:
    - Development of unique, college-specific strategic plans that will shape the experiences and opportunities in each residential college.
    - Development and implementation of the "Sparks Notes" initiative which will track Community Advisors' interactions with every resident over the course of the academic year.
    - Implementation and follow-up on the Connections Survey administered in mid-September.
    - Creation of Sun Spots which offer convenient drop-in advising, career development, tutoring, and skill development workshops for students in proximity to their residence hall. By the following year, the Sun Spots will be affiliated within every residential college.

ASU will continue to seek new approaches and develop new tools to improve freshmen persistence leading to higher graduation rates. The aspirational goals set by ASU are challenging, requiring constant improvement in all aspects of the retention challenge.

B. <u>Academic Programs</u>:

Undergraduate Programs

New baccalaureate programs are designed to meet student needs in areas of business, the arts, health solutions and social sciences. Undergraduate degrees are proposed in areas such as Business Entrepreneurship, Actuarial Science, Health Education, Home Health Navigation, Clinical Research Operations, Performance and Movement, Environmental Design, Arabic Studies, Japanese Language and Culture, Geographic Information Science, and Energy and Sustainability. 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. The current academic plan also includes a consolidation of degree programs in Social and Cultural Studies and an online degree program in Mass Communication and Media Studies.

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, each fall, all undergraduate degree programs are reviewed 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 programs in Business Entrepreneurship, Environmental Design, Manufacturing Engineering, Health Education, Home Health Navigation, Clinical Research Operations, Performance and Movement, and Social and Cultural Studies.

Two high-demand undergraduate programs are targeted for disestablishment: 1) the BS in Manufacturing Engineering Technology and, 2) the BS in Electronics Engineering Technology. These BS degrees are too specialized and do not attract great student interest. In order to produce more degrees, which is what is needed in these fields in high demand by employers, we are consolidating degrees. The content of these two degrees will be consolidated under the existing Bachelor of Science in Engineering as part of the larger academic program reorganization in the College of Technology and Innovation. This will foster program clarity for students and optimize resource utilization. Thus we expect more degrees to be produced by this re-organization, meeting the demand for graduates more effectively.

Master's Programs

ASU proposed the establishment of 12 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, for example, the MS in Technical Communication, the MS in Business Analytics, the MS in Supply Chain Management and Engineering, the Executive Master of Sustainability Leadership, and the MA in Digital Culture. In addition, the College of Technology and Innovation is reorganizing its graduate portfolio such that successful concentrations previously linked to its MS in Technology will become free-standing new degrees designed for a robust market. Thus, we propose the MS in Manufacturing Engineering, the MS in Information Technology, the MS in Software Engineering, and the MS in Environmental Resource Management. An important component of the Enterprise model is an increase in the number of master's degrees; these degrees are specifically designed to increase the academic opportunities available to constituents of business and industry and should help ASU meet the enterprise metrics.

There is only one graduate degree that we are submitting for disestablishment that falls within the "high demand" spectrum. This is the MS in Regulatory Science and Health Safety. This degree has not garnered the student enrollments anticipated yet provides an important competency for students so the College of Nursing and Health Innovation intends to convert this degree to a concentration.

New Doctoral Program

ASU proposes the establishment of one PhD program in Agribusiness and Resource Management. This program is currently housed as a concentration under the PhD in Business Administration under the W. P. Carey School of Business. The program faculty resides on the Polytechnic campus as part of the Morrison School of Agribusiness and Resource Management. This degree, if approved, would become a free-standing PhD housed in the Morrison School of Agribusiness and Resource Management. This arrangement has the approval of the W. P. Carey School.

C. <u>Organizational Changes</u>

ASU proposes four organizational changes. Specifically, ASU proposes the establishment of the Department of Statistics and Applied Quantitative Methods to be housed in the School of Mathematical and Statistical Sciences in the College of Liberal Arts and Sciences. ASU also proposes to transfer the Department of Speech and Hearing Science from the College of Liberal Arts and Sciences to the College of Health Solutions. Although the program location will remain the same, its location within the College of Health Solutions makes greater academic sense. The Herberger Institute for Design and the Arts proposes merging the School of Dance and the School of Theatre and Film into one school entitled The School of Theatre, Film and Dance. This merger will create fiscal efficiencies as well as academic synergy. Finally, ASU proposes moving the faculty and programs from the Department of Applied Science and Mathematics which is currently housed in the College of Technology and Innovation to the School of Letters and Sciences. This move will consolidate the arts and sciences on the Polytechnic campus. In none of these cases will there be an impact on existing students.

PART II

Arizona State University
ACADEMIC PROGRAMS

Table 1 - Proposed New Programs

Name of Proposed Degree (degree type and major)	College/School (location)	Program Fee Required?	Additional State Funds Required?	Brief Description/Justification	Projected 3rd Year Enrollment & Implementation Date
Graduate Programs					
PhD in Agribusiness and Resource Management	Morrison School of Agribusiness and Resource Management, College of Technology and Innovation (Polytechnic)	No	No	The Agribusiness PhD is currently a concentration under the PhD in Business Administration housed in the W. P. Carey School of Business. However, the Morrison School and its PhD track are now housed in the College of Technology and Innovation. The requested new stand-alone degree will achieve consistency between the name and home of the program.	Fall 2013 start date; 3rd yr enrollment projection: 20
MS in Applied Behavioral Analysis	College of Liberal Arts and Sciences (Tempe)	No	No	The incidence of autism and developmental disabilities continues to rise, and the need for evidence-based professional services such as Applied Behavior Analysis (ABA) is critical. This is especially true in Arizona, where for every 401 children with autism, there is only one licensed Behavioral Analyst. To meet this ever-growing need for licensed professionals, Department of Psychology proposes to establish a professional/science master's program in Behavioral Analysis that will provide the necessary scientific curriculum and practitioner training required for ABA board licensing (225 classroom hours and 1000 supervised practicum fieldwork hours). This program would be delivered predominantly through face to face instruction.	Fall 2014 start date; 3rd yr enrollment projection: 50
MS in Business Analytics	W. P. Carey School of Business (Tempe)	Yes	No	The MS in Business Analytics will be a face to face one-year master's program for students with an undergraduate degree in a quantitative, business and/or STEM area. The objective is twofold: (1) to provide students with the deep analytical skills necessary for improving business decision making, for deriving value from big data, and for using data-driven tools and techniques to innovate, improve, and optimize strategic execution, and (2) to further enhance the economic self-sufficiency of the W. P. Carey School and ASU.	Fall 2013 start date; 3rd yr enrollment projection: 65

Name of Proposed Degree (degree type and major)	College/School (location)	Program Fee Required?	Additional State Funds Required?	Brief Description/Justification	Projected 3rd Year Enrollment & Implementation Date
Graduate Programs (*Continued****)***					
MA in Digital Culture	Herberger Institute for Design and the Arts (Tempe)	No	No	The MA in Digital Culture will provide additional digital media proficiencies to students with an undergraduate degree in the Arts or Design. The degree will focus on areas such as computational media design methods and incorporating digital media into creative practice. Students will select from a core set of coursework in the School of Arts, Media and Engineering and additional courses in partner units. Graduates will be prepared for placement in the media arts/design areas related to growing technology and creative fields, where there is increasing demand for workers with these skills. This degree will be delivered through face- to-face coursework.	Fall 2013 start date; 3rd yr enrollment projection: 50
MA in Domestic Violence Services	Graduate College with participation from: Sandra Day O'Connor College of Law; College of Public Programs; College of Liberal Arts and Sciences; College of Nursing and Health Innovation (Downtown Phoenix)	No	No	The master's program provides an interdisciplinary approach to domestic violence that integrates perspectives and courses from the Sandra Day O'Connor College of Law, the College of Public Programs' Schools of Criminology and Criminal Justice and Social Work, the College of Liberal Arts and Sciences' School of Social and Family Dynamics and Department of Psychology, and the College of Nursing and Health Innovation. Students will be required to have an internship in the Diane Halle Center for Family Justice or other relevant internship site that combines professional experience with cutting edge interdisciplinary theory and practice from the contributing academic units. The graduates will be employable in any agency dealing with family violence and will contribute to leadership in the field by having a background in the relevant disciplines.	Fall 2013 start date; 3rd yr enrollment projection: 50
MS in Environmental Resource Management	Morrison School of Agribusiness and Resource Management, College of Technology and Innovation (Polytechnic)	No	No	This program will be an enhanced version of and replace the existing Environmental Technology Management concentration under the MS in Technology degree. Creating a stand-alone MS degree will enable increased enrollment and align with the new home of the faculty/concentration within the Morrison School of Agribusiness and Resource Management.	Fall 2014 start date; 3rd yr enrollment projection: 150

Name of Proposed Degree (degree type and major)	College/School (location)	Program Fee Required?	Additional State Funds Required?	Brief Description/Justification	Projected 3rd Year Enrollment & Implementation Date
Graduate Programs (*Continued****)***					
MS in Information Technology	College of Technology and Innovation (CTI) (Polytechnic)	No	No	This degree builds upon the new BS in Information Technology within the CTI. It will be a flexible program providing students with structured problem solving, management, and design skills as they relate to various forms of information. Focus areas in web and security/administration will be offered. It will attract both working professionals as well as BS in Information Technology graduates.	Fall 2014 start date; 3rd yr enrollment projection: 50
MS in Manufacturing Engineering	College of Technology and Innovation (Polytechnic)	No	No	As a concentration under the MS in Technology degree, this existing Manufacturing Engineering program faces recruiting challenges. Advanced manufacturing is a focal area for global industry and US funding agencies. Creating a stand-alone MS in Manufacturing Engineering degree will enable increased enrollment.	Fall 2014 start date; 3rd yr enrollment projection: 150
MS in Obesity Health Management	School in the Science of Health Care Delivery, College of Health Solutions (Downtown Phoenix)	No	No	Two thirds of people in America are either overweight or have obesity. Worldwide 1 ½ billion people have obesity. The health consequences of obesity cause great sufferance and account for 60% of healthcare dollars. The societal cost is greater still with effect of stigmatization and societal intolerance to overweight. Scientific investigation has as informed us as to causality but not to resolution. Solutions are varied; extending from incentivized health improvement, health care management, technology utilization, understanding societal pressures, through weight management programs and bariatric surgery. This MS in Obesity Health Management is the only one in the world focused on a transdisciplinary understanding of obesity.	Fall 2013 start date; 3rd yr enrollment projection: 75
MS in Software Engineering	College of Technology and Innovation (Polytechnic)	No	No	This new degree will support growth in graduate student enrollment, building on the existing BS in Software Engineering. The new program matches faculty expertise via recent hiring of faculty with extensive software engineering expertise. It will be a unique offering within the Arizona University system and will provide a new pathway for students. The proposed degree also will enable us to market the program internationally.	Fall 2013 start date; 3rd yr enrollment projection: 50

Name of Proposed Degree (degree type and major)	College/School (location)	Program Fee Required?	Additional State Funds Required?	Brief Description/Justification	Projected 3rd Year Enrollment & Implementation Date
Graduate Programs (*Continued****)***					
Executive Master of Sustainability Leadership	School of Sustainability (Tempe)	Yes	No	An accelerated one-year master's will attract active professionals seeking to drive high-impact results for their organizations and the planet. The executive master's will deliver a unique, globally-expansive curriculum that integrates sustainability knowledge and visionary applications to deliver the best in action-oriented sustainability leadership.	Fall 2014 start date; 3rd yr enrollment projection: 40
MS in Supply Chain Management and Engineering	W. P. Carey School of Business (on-line)	Yes	No	The MS in Supply Chain Management and Engineering (MS-SCME) will be a two year on-line program for working professionals in supply chain management, industrial engineering or a related field. Most students will have an undergraduate degree in a technical field, such as business, engineering, or science. The objective is twofold: (1) to provide students with knowledge of the fundamental foundations across the full spectrum of supply chain management functions, and (2) the ability to use state-of-the-art engineering tools to analyze, control, and optimize modern supply chains. The program will combine faculty expertise and coursework from the W. P. Carey School of Business and the Ira A. Fulton Schools of Engineering.	Fall 2013 start date; 3rd yr enrollment projection: 55
MS in Technical Communication	School of Letters and Sciences (Polytechnic)	Yes	No	The program will teach students how to design, produce, and manage print and digital texts, using traditional and developing technologies. It will provide a comprehensive understanding of professional, cultural, and ethical issues in the field, and will ensure students develop the requisite analytical abilities, technology expertise, and hands-on skills. Graduates will be accomplished writers, editors, designers, and researchers, able to respond effectively to a range of audiences, issues, and situations. Offered face to face at the Polytechnic campus, hybrid and online, the program will prepare students for positions in the private, public, and non-profit sectors and will offer professionals the opportunity to advance their careers.	Fall 2014 start date; 3rd yr enrollment projection: 125

Name of Proposed Degree (degree type and major)	College/School (location)	Program Fee Required?	Additional State Funds Required?	Brief Description/Justification	Projected 3rd Year Enrollment & Implementation Date
Undergraduate Programs					
BS in Actuarial Science	College of Liberal Arts and Sciences (Tempe)	No	No	The purpose of the proposed BS in Actuarial Science is to prepare students for a career in the actuarial profession. The degree plan will include five classes covering the curriculum for all the Society of Actuaries (SOA) preliminary exams. In addition, the degree will include all Validation by Educational Experience courses (Economics, Finance and Statistics) required by the SOA. Only fourteen US schools are designated as SOA Centers of Actuarial Excellence and none are located in western states. Further, there are no undergraduate actuarial degree plans currently offered anywhere in the state of Arizona. The delivery mode will be face to face.	Fall 2014 start date; 3rd yr enrollment projection: 120
BA in Arabic Studies	College of Liberal Arts and Sciences (Tempe)	No	No	Arabic is the fastest growing language in the U.S. higher education. Arabic has grown substantially at ASU in the past eight years. A certificate and a minor in Arabic Studies were established in 2006 and 2010, respectively. Enrollment numbers reached more than 700 last year. SILC proposes the creation of a Major in Arabic Studies to continue this success and to fulfill student demand. A major in Arabic Studies will ensure that ASU be competitive for federal funding. Arabic Studies will have critical linkages with Religious Studies, African and African American Studies, History and other programs, which will reinforce students' knowledge of related content areas. The delivery mode will be both in face to face and online.	Fall 2014 start date; 3rd yr enrollment projection: 40
BS in Business Entrepreneurship	W. P. Carey School of Business (Tempe)	No	No	The proposal for a BS in Business Entrepreneurship is simply a change in status from our popular entrepreneurship concentration within management to its own degree within the management department. There will be no content changes to required courses with this move. The program prepares students to identify, evaluate and develop entrepreneurial opportunities, whether in existing companies or through new business ventures. Students earning the face to face degree may follow multiple self-directed paths such as starting a new venture, working for a new venture or a small business, or working as an innovative leader within an existing organization. We already have 300+ enrolled in the concentration, so enrollment is expected to grow with better visibility.	Fall 2013 start date; 3rd yr enrollment projection: 500

Name of Proposed Degree (degree type and major)	College/School (location)	Program Fee Required?	Additional State Funds Required?	Brief Description/Justification	Projected 3rd Year Enrollment & Implementation Date
Undergraduate Programs (Continued**)**					
BS in Clinical Research Operations	College of Nursing and Health Innovation (online)	Yes	No	The U.S. Bureau of Labor Statistics predicts clinical research scientist employment will increase by 36% between 2010 and 2020. While clinical research professionals include medical scientists, biological technicians and clinical laboratory workers (among others), the reality throughout all health care disciplines is that clinical research requires additional training and education beyond the training required within a typical health care professional discipline. The focus of the proposed program will be preparation of nursing and allied health professionals to expand their skills (in a pathway) to research and evidence-based practice. The program will meet the educational needs of the clinical research specialization, and the baccalaureate degree requirement for advancement in health care professions. The degree will be offered online.	Fall 2014 start date; 3rd yr enrollment projection: 90
BS in Energy and Sustainability	School of Sustainability (Tempe)	No	No	The proposed degree will unite a multidisciplinary network of students with recognized scholars to address critical aspects of global energy challenges. The students will seek innovative solutions that integrate technical, scientific, social and policy aspects of energy problems. The curriculum will address energy-related challenges related to wind, solar energy, mining processes, microorganisms and food sources, and human behavior and energy consumption.	Fall 2014 start date; 3rd yr enrollment projection: 120
BS in Envronmental Design	Herberger Institute for Design and the Arts (Tempe)	No	No	The BS in Evironmental Design (BSED) program offers an integrated curriculum in environmental design in a non-studio format. The program, designed to create a deep awareness and knowledge of issues that impact the design of built environments, will emphasize general knowledge in the areas of architecture, interior design, industrial design, landscape architecture or visual communication, depending on the primary area of focus selected by the student. The proposed program is intended to fulfill the need for a broad-based non-studio program that is closely aligned with design disciplines, and will replace the existing BA in Design Studies program. Graduates of the BSED program are envisioned to work in environmental design related positions in the industry or continue onto graduate studies in professional or other degree programs.	Fall 2014 start date; 3rd yr enrollment projection: 300

Name of Proposed Degree (degree type and major)	College/School (location)	Program Fee Required?	Additional State Funds Required?	Brief Description/Justification	Projected 3rd Year Enrollment & Implementation Date
Undergraduate Programs (Continued**)**					
BS in Geographic Information Science	College of Liberal Arts and Sciences (Tempe)	Yes	No	The bachelor's program in Geographic Information Science 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. In addition to providing training for our undergraduate emphasis in GIS, the new degree will stress geographic problem solving within a computer environment. The new degree addresses an educational gap by serving as a program that teaches advanced computational and analytical skills demanded by research scientists, software companies, and government agencies. Delivery will be face to face.	Fall 2014 start date; 3rd yr enrollment projection: 75
BS in Health Education	College of Health Solutions (Downtown Phoenix)	No	No	This degree will prepare students for health promotion careers and national Certified Health Education Specialist (CHES) certification. Content will reflect objectives identified by National Commission for Health Education Credentialing: coursework in health behavior change, methods of health education, community health, epidemiology, program planning, implementation, and evaluation, and adminstration of HP programs. Demand for health education specialists is expected to increase 37% by 2020 with salary expectations of $45,830/yr. This degree will also allow for a more effective delivery and marketing of degree choices within the Exercise and Wellness program as additional differentiated degrees are launched and outdated concentrations discontinued.	Fall 2014 start date; 3rd yr enrollment projection: 300

Name of Proposed Degree (degree type and major)	College/School (location)	Program Fee Required?	Additional State Funds Required?	Brief Description/Justification	Projected 3rd Year Enrollment & Implementation Date
Undergraduate Programs (Continued**)**					
BS in Home Health Navigation	College of Health Solutions (Downtown Phoenix)	Yes	No	A Home Health Navigator would have the ability to assess the general health status of home-dwelling individuals and to quantify their disease risk based on lifestyle and environmental factors. The Home Health Navigator would have the knowledge to educate their clients on the various healthcare/insurance options available to them as well as provide referrals to appropriate advanced practice health/health care professionals (MD, DO, RN, NP, RD, etc.) Finally, Home Health Navigators would be able to facilitate the transition of individuals from an acute care or rehabilitation facility back into their home environment through an assessment of their living environment, support system, and health care.	Fall 2014 start date; 3rd yr enrollment projection: 85
BA in Japanese Language and Culture	College of Liberal Arts and Sciences (Tempe)	No	No	Concentrations in Japanese and Chinese currently exist under the BA in Asian Languages. These concentrations will become stand-alone degree programs. The proposed BA in Japanese Language and Culture will enhance and replace the existing Japanese concentration under the BA in Asian Languages. The BA in Asian Languages (Chinese) will be renamed the BA in Chinese Language and Culture. The new program names more accurately reflect the content of the educational experiences and the stand-alone degree status will enhance the marketability of the programs.	Fall 2014 start date; 3rd yr enrollment projection: 100
BA in Mass Communication and Media Studies	Walter Cronkite School of Journalism and Mass Communication (ASUOnline)	No	No	The ASUOnline BA in Mass Communication and Media Studies degree gives students a deep and nuanced understanding of the growing importance, power, influence and changing nature of media in the world. The program will explore global mass communication issues from all dimensions: societal, cultural, historical, political, economic, technological and legal. A sophisticated understanding of mass communication is a critical asset for careers in business, government, community and the non-profit sectors.	Fall 2013 start date; 3rd yr enrollment projection: 335

Name of Proposed Degree (degree type and major)	College/School (location)	Program Fee Required?	Additional State Funds Required?	Brief Description/Justification	Projected 3rd Year Enrollment & Implementation Date
Undergraduate Programs (Continued**)**					
BS in Manufacturing Engineering	College of Technology and Innovation (CTI) (Polytechnic)	No	No	Manufacturing engineering is core to the health of the US economy and multi-faceted industries in need of qualified graduates. ASU/CTI are uniquely positioned to leverage existing resources and facilities from an existing manufacturing engineering technology program to build an immediately staffed and resourced manufacturing engineering degree program. This new degree will help the college grow its offerings to students interested in a project-focused engineering program.	Fall 2013 start date; 3rd yr enrollment projection:75
BA in Performance and Movement	Herberger Institute for Design and the Arts (Tempe)	No	No	This degree program will provide students with a wide diversity of movement arts training, as well as a solid foundation in creative practice. It would also provide a place for those students interested in dance, but not in the more selective and intensive BFA in Dance degree. Delivery: face to face and some iCourses.	Fall 2014 start date; 3rd yr enrollment projection:100
BA in Social and Cultural Studies	New College of Interdisciplinary Arts and Sciences (West)	No	No	New College currently has BA programs in American Studies, Ethnicity, Race and First Nations Studies, and Women and Gender Studies. These programs will be reorganized into a single degree with concentrations in these areas. These programs can support one another's growth synergistically by combining efforts and coursework. Future students could still pursue all three curricular areas, but centralizing the structure will broaden the available array of courses and faculty.	Fall 2014 start date; 3rd yr enrollment projection: 75

Table 2 - High Demand Programs Proposed for Elimination

Program	College/School (location)	Justification/Brief Description (max 100 words)	Impact on Current Students (max 100 words)
BS in Electronics Engineering Technology (15.0303)	College of Technology and Innovation (Polytechnic)	The Electronics Engineering technology program will be integrated into the existing Bachelor of Science in Engineering (BSE) degree enabling the college to optimize its resources and focus on growing quality engineering degree programs with multiple disciplinary pathways.	There are currently 135 students in this program. Current students will be able to complete their Electronics Engineering Technology major map or transfer to the BSE and pursue similar content areas.
BS in Mechanical Engineering Technology (15.0805)	College of Technology and Innovation (Polytechnic)	The Mechanical Engineering Technology degree program and its concentrations will be integrated into the existing Bachelor of Science in Engineering (BSE) degree enabling the college to optimize its resources and focus on growing quality engineering degree programs with multiple disciplinary pathways.	There are currently 362 students in this program. Current students will be able to complete their Mechanical Engineering Technology major map or transfer to the BSE and pursue similar content areas.
MS in Regulatory Science and Health Safety (RSHS) (51.9999)	College of Nursing and Health Innovation (Downtown Phoenix)	Due to low enrollment, the MS in RSHS will be disestablished and replaced by a concentration in Regulatory Science under the existing MS in Clinical Research Management. This restructuring will allow for more efficient utilization of resources and for students to take the Regulatory Science specialty if desired.	10 of the 12 currently enrolled students will graduate in May 2013. The remaining 2 students will graduate by May 2014. The disestablishment will be effective for fall 2014.

Arizona State University
ACADEMIC ORGANIZATIONAL UNITS

Table 1 - Proposed New Academic Units

Proposed Unit	**Level (College, School, or Department)**	**Location (College, School, etc. where it will be located)**	**Brief Description (max 50 words)**	**Justification/need (max 100 words)**	**New Resources, if any, and Source*** ***Savings/Efficiencies Gained***
Department of Statistics and Applied Quantitative Methods	Department	It will be in the School of Mathematical and Statistical Sciences (SMSS) in the College of Liberal Arts and Sciences (Tempe)	This department will house the statistics faculty currently in SMSS and will be a platform for building out new capacity in Statistics for the University.	Statistics faculty are very different from those in Applied and Theoretical Mathematics. We need to restructure SMSS to reflect those differences in order to do a much needed expansion of statistics education, service, and educational programs at ASU.	No new resources are needed.

Table 2 - Proposed Mergers or Elimination Units (e.g., disestablishment, move or merge): (organized by new colleges, new schools, followed by new departments)

Unit	Requested Action (disestablish, move or merge)	Justification/Brief Description of the proposed action (max 100 words)	Impact on Current Students (max 50 words)	Expected fiscal impact
School of Theatre and Film and School of Dance In the Herberger Institute for Design and the Arts (Tempe)	The proposal is to merge the two schools into the School of Theatre, Film and Dance within the Herberger Institute for Design and the Arts	We are proposing a merger of the two schools into one school. Faculty in both schools are in agreement on this merger and feel it will serve to better align our degree offerings in the Herberger Institute.	We believe that this merger will positively impact our student body by encouraging more cross-disciplinary work between dancers and actors, performance designers and filmmakers. All degree programs will continue to be offered and an additional offering at the undergraduate level is being proposed.	None
Department of Applied Science and Mathematics In the College of Technology and Innovation (Polytechnic)	Disestablish the Department and move faculty and programs from the College of Technology and Innovation to the School of Letters and Sciences, effective January 1, 2013.	The proposal is to disestablish the Department of Applied Science and Mathematics and move the science and mathematics faculty, programs and courses under the School of Letters and Sciences administrative structure. This includes the MS, BS and minor in Applied Biological Sciences and courses in chemistry, biochemistry, biology, physics, mathematics and statistics. This move will streamline and consolidate the arts and sciences on the Polytechnic campus.	There will be no impact on current students as courses and programs will continue to be offered at the Polytechnic campus.	Internal reallocation
Department of Speech and Hearing Science In the College of Liberal Arts and Sciences (Tempe)	The proposal is to tansfer the department from the College of Liberal Arts and Sciences to the College of Health Solutions, effective fall 2014.	The College of Health Solutions was created to coordinate all activities and initiatives at ASU related to improving health outcomes for our communities. The programs and activities of the Department of Speech and Hearing Science are in complete alignment with that mission. This new home is expected to advance intellectual and programmatic connections for the faculty and students in the Department of Speech and Hearing Science. The transfer will include the following programs: • American Sign Language Program • BS in Speech and Hearing Science • Certificate for Speech-Language Pathology Assistants • Master of Communication Disorders • Doctor of Audiology • PhD in Speech and Hearing Science	No impact on current students is antidipated as we are not changing the faculty or the requirements for the degree programs.	Internal reallocation of funds. The unit will remain in the existing facilities.