Arizona State University
Academic Strategic Plan Archive
2015–2016

This document provides an archival record of the Arizona State University academic strategic plan submitted during the 2015–2016 academic year. The Arizona Board of Regents Academic Strategic Plans Policy (2-223) states that this institution is required to submit an annual strategic plan for approval, which includes new academic programs, certain program eliminations and organizational unit changes. Other changes are reviewed as part of ASU's internal academic plan.

Note: Inclusion in this document does not indicate that the program or change has been approved by the university. This document only notates programs and changes which were approved for planning during the 2015–2016 academic plan process.

About this Document

To navigate this version of the Academic Strategic Plan Archive 2015–2016, refer to the table of contents and the bookmarks provided. The table of contents provides a hyperlinked listing of resources in the order in which they appear in this document. Keyword searches may be employed as an additional means of locating resources within this document.

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EXECUTIVE SUMMARY

Item: **2015-2016 Academic Strategic Plans for Arizona State University**

☒   **Action Item**   ☐**Discussion Item**   ☐**Information Item**

Issue: The committee is asked to review and recommend for board approval the 2015-2016 Academic Strategic Plan 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.

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- Academic Strategic Plans may be modified during the year with the approval of the AAC.

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 and Student Affairs Committee recommend for board approval the 2015-2016 Academic Strategic Plan for Arizona State University, as presented.

ARIZONA STATE UNIVERSITY
ACADEMIC STRATEGIC PLAN 2014-15

CONTENTS

PART I

ARIZONA STATE UNIVERSITY
ACADEMIC STRATEGIC PLAN 2015-2016

NARRATIVE OVERIVEW

A. Overview of Initiatives to Improve Learning and Educational Attainment
Improving the Pipeline of Arizona Students

College readiness is central to academic success at ASU, and several initiatives are underway to improve the preparedness of high school students throughout the state. Access ASU prepares Arizona students for a university education through its outreach programs and the school district and community partnerships. At ASU, we collaborate strategically with school administrators and educators to increase the number of students eligible for success. Building data frameworks to monitor students' progress towards university eligibility is one of the critical components, and college readiness is increased by engaging with schools, families and students. In 2013-2014, over 40,000 students and their families were served through Access ASU programs, including Collegiate Scholars, Barrett Summer Scholars, American Dream Academy, Future Sun Devil Families, and the Hispanic Mother-Daughter Program.

eAdvisor High School: Dream it. Do it. is an online tool to prepare high school students for a successful transition and completion of a post-secondary degree. This tool connects students' skills, career interests, and degree interests to academic programs in order to guide them through their high school course-taking path. The students are able to track their progress in 9th through 12th grades to ensure they are taking the right courses for their area of study. eAdvisor High School provides information on interests, skills and degrees to the broader population and also allows students to create individual education and career plans.

Faculty and staff at ASU are working with community partners on programs such as Degree Phoenix and Thriving Together to implement innovative, industrious solutions to the challenges of college readiness. To increase the percentage of high school students who qualify for admission to the state's public universities and enroll in college after graduating high school, the faculty and staff at ASU are working with community partners and colleagues in K-12 systems to improve the education pipeline. These initiatives are essential to producing the educated workforce needed to promote economic vitality across the state.

Innovations in Instruction

ASU has created an adaptive/active learning environment in gateway classes in order to have students have a more tactile learning experience with curriculum in foundational courses. At present, nine courses have been identified for this type of learning environment, including math, science, and social behavioral courses. For courses where the adaptive/active learning experience has already been implemented, we have seen significant success. Pass rates in math courses are now around 80% compared to around 65% previously, and students who use this adaptive/active learning are 1.8 times more likely to complete a course than non-users. Students who used the adaptive/active learning format in Physics 121 had significant improvements as well; 69% of the students had a grade of "C" or above in the course as compared to only 7% without the technology.

ASU received a First In the World Grant. The grant's mission is to initiate the development of innovative improvements to educational outcomes, creating ways to make college affordable, and expanding documentation of effective practices. To meet the spirit of the grant, we will be creating project-based learning throughout a degree program. We also plan to measure and master learning objectives through application of projects that are central to the degree.

A new learning platform is also intended to be used as a way to help create new innovations in instruction. Echo 360 is an active learning platform that allows for lectures to be captured, instructional content management, student engagement with both instructor and other students, and analytics and dashboards for real-time learning data. This new platform will allow for more interactivity between faculty and students and will help all types of learners be able to be successful.

ASU has implemented LEAD for academically high risk students. This program has first-year curriculum integrated around skill building courses in communication, critical reading/writing, applied logic, and multi-media communication. This program involves teamwork, debates, and projects that integrate skill sets learned from conventional course content. A pilot of this program has been implemented in Fall 2014 with positive early results thus far.

Supporting International Studies and Global Education

Global education and the support of international students are critical elements of the goal to establish ASU as a global center for interdisciplinary research, discovery and development. Currently, 132 different countries are represented from international student enrollment for fall 2014, which is an increase from 100 countries represented in fall 2012. To accommodate and encourage this level of diversity, ASU has implemented new academic initiatives to help improve and foster the learning and educational attainment for these students. The transition

and assimilation of new international students into the ASU culture is a foundation for success. Thus, ASU has increased transitional services for international students to include guaranteed on-campus housing, welcome and shuttle service at the airport, academic programs on spoken English and everyday communication, advising on procedures for a smooth transition, and a new student orientation to help connect incoming students with current students. Additional academic and professional support services have also been increased as resources for international student success, such as additional tutoring and career workshops that are specific to international students. With the increase in diversity, the ASU campus climate will also be impacted. Additional student organizations have been created in order to welcome, foster, and engage the international students. Advisors are also able to receive diversity training to help bridge cultural gaps.

Domestic students also benefit from this range of diversity through cross cultural competencies, intercultural communication, and curricular initiatives that encourage diversity and a global mind frame. Further, ASU is reorganizing the Study Abroad programs to embed the global experiences in the curriculum, connect international experiences with career readiness, increase faculty participation in the design and oversight of global education, and ensure the safety of all ASU students traveling abroad. ASU is part of a national movement, Generation Study Abroad, a 5-year initiative to double the number of students studying abroad by 2020. In fall 2011-2012, ASU sent 1,669 students abroad, and in 2013-2014, that number increased by 9% percent to 1,826. The goal is to see over 2,000 ASU students study abroad each year by 2018-2019.

The Service Excellence Initiatives

The Student-Centric Initiatives empower ASU to deliver an exceptional, student-centered, service experience. In April 2014, My ASU Guest Access was introduced to students and their parents. The parents are an integral part of the support team for students, and we embraced their involvement and allowed students to grant access to their personal information in the student portal, My ASU. Students are able to grant access to view some or all of their information, including grades, academic holds, and finances.

ASU has made progress in providing a higher level of service for student services through improved technology for both internal and external constituents. With the implementation of Salesforce as a method for providing student services, departments are able to increase visibility, efficiency, and quality of service to students and allow for collaboration from around the university in support of student success and service. Additionally, ASU has provided a central service center for all students within the student portal, My ASU. This allows for one phone number that anyone can call to receive support at ASU without having to know the organizational structure of the large university. The goal is to provide

better access for all students to receive service they need and enable us to track and route service requests appropriately as well as measure the quality of the service being provided.

In November 2014, ASU launched the Sun Devil Service Standard and Principles, which are a core set of expectations for service excellence at ASU. This official definition enables service departments to identify what the standards look like in action, apply the standards to the processes and services they provide, and improve their interactions with students. Along with the standard and principles, service training resources have been developed through collaboration with HR and made available through http://service.asu.edu.

B. Overview of Academic Programs and Organizational Changes

Arizona State University proposes new programs that are aligned with the university's core functions of providing access, ensuring student success, and engaging in education and research for the economic and social benefit of the local and global community. Overall, ASU proposes to add 4 new undergraduate degrees, 7 new master's degrees, 4 doctoral degrees, and 1 Artist diploma. These new programs include foci on sustainability through engineering and leadership, community solutions, and career specific degrees.

All new academic programs are reviewed by the curriculum committees in the academic units, colleges, and the university academic senate. The review committees pay close attention to several factors that include the quality of the faculty and staff to launch and sustain viable programs, potential areas of overlap and duplication, and the contribution to the education of undergraduate and graduate students. Requests for new academic degrees entertain discussions and plan efforts with other related programs within the institution. The institution creates and encourages collaborative degrees and programs that reflect university-wide efforts.

Undergraduate Programs

New baccalaureate programs are proposed to meet student needs in the areas of community resources and development, communication, and science. Undergraduate degrees are proposed in Applied Physics, Community Advocacy and Social Policy, Community Solutions, and Sports Journalism. Each of these programs helps prepare students for contemporary and successful 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.

In efforts to coordinate with community colleges in the state, all degree proposals undergo a careful review by the curriculum committee at the college level, and that committee is comprised of ASU faculty and a faculty representative of the Maricopa County Community College District. The community college representative is able to communicate with colleagues throughout the district to plan for transfer pathways. Additionally, 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 new program developments.

The Maricopa to ASU Pathways Program and Transfer Admissions Guarantee are designed for students who wish to start at an Arizona community college and then complete their 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.

Master's Programs

ASU proposes the establishment of 7 master's programs. Several of the proposed master's degree programs are directly designed to meet the needs of our professional constituents in industry. These include degrees in the areas of English Education, GeoDesign, Sports Journalism, and Sustainability. The College of Liberal Arts and Sciences is proposing to offer a MA in English Education, a Master of Advanced Studies in GeoDesign, and both a MA and PhD in Public History. The Walter Cronkite School of Journalism and Mass Communication is proposing a master's in sports journalism in response to industry and student demand. Likewise, the College of Liberal Arts and Sciences is proposing to offer a Master of Arts in English Education as a way to meet projected industry demand for high school English teachers both in Arizona and the United States. Representing one of the core values of ASU, the School of Sustainability is offering an online Masters in Sustainability Leadership and the Ira A. Fulton School so Engineering is proposing to offer a Sustainable Engineering Masters of Science Engineering.

Doctoral Programs

ASU proposes the establishment of four PhD programs; the PhD in Engineering Education Systems and Design, the PhD in Public History, the PhD in Sustainable Energy, and the PhD in Systems Engineering.

Artist Diploma

ASU proposes to establish an Artist Diploma in the Herberger Institute for Design and the Art's School of Music. This post-masters diploma is catered towards a selected few of highly gifted performers who wish to grow in their artistry and who show outstanding promise for a professional career in music.

High Demand Programs

No high demand programs are being eliminated or merged.

Academic Organizational Changes

ASU is proposing one new school, the School for Future of Innovation in Society. The school will offer graduate degree programs in areas related to global technology development, science and society, and ethics in the context of science and technology. The current ASU degrees moving to the school are the PhD in Human and Social Dimensions of Science and Technology; MS in Global Technology and Development; Professional Science Masters in Science and Technology Policy, and the MA in Applied Ethics and the Professions with two concentrations, one in Science, Technology & Ethics, and the second in Biomedical and Health Ethics. Also moving to the new school is the graduate certificate in Responsible Innovation in Science, Engineering and Society.

Arizona State University
Proposed New Program Summary

PROPOSED NEW PROGRAMS	Degree	College/School	Location of Offering
Undergraduate Programs			
Applied Physics	BS	School of Letters and Sciences	Polytechnic
Community Advocacy and Social Policy	BA	College of Public Programs	Downtown Phoenix
Community Solutions	BS	College of Public Programs	Downtown Phoenix
Sports Journalism	BA	Walter Cronkite School of Journalism and Mass Communication	Downtown Phoenix
Graduate Programs			
Artist Diploma	Artist Diploma	Herberger Institute for Design and the Arts	Tempe
Engineering Education Systems and Design	PhD	Ira A. Fulton Schools of Engineering	Tempe
English Education	MA	College of Liberal Arts and Sciences	Tempe
GeoDesign	MAS	College of Liberal Arts and Sciences	Tempe
Integrated Behavioral Care Delivery	MS	College of Health Solutions	Downtown Phoenix
Public History	PhD	College of Liberal Arts and Sciences	Tempe
Public History	MA	College of Liberal Arts and Sciences	Tempe
Sports Journalism	MA	Walter Cronkite School of Journalism and Mass Communication	Downtown Phoenix
Sustainability Leadership	MSL	School of Sustainability	ASU Online
Sustainable Energy	PhD	School of Sustainability	Tempe
Sustainable Engineering	MSE	Ira A. Fulton Schools of Engineering	Tempe
Systems Engineering	PhD	Ira A. Fulton Schools of Engineering	Tempe

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? (Yes or No)	Additional State Funds Required? (Yes or No)	Brief Description/Justification (max 100 words).	Projected 3rd Year Enrollment & Implementation Date
Bachelor of Arts in Community Advocacy and Social Policy	College of Public Programs (Downtown Phoenix)	Yes	No	This major focuses on advocacy strategies by exploring, analyzing, and comparing social service systems and policies in-depth from an empowerment perspective. Emphasis will be on examining the needs of individuals, families, and communities historically excluded from full participation in society. Policy analysis, social change, prevention, and social well-being will be critical themes in developing an advocacy knowledge base. There are two core areas: (1) Diversity and oppressed populations, and (2) Social issues and interventions. Graduates will be able to identify major challenges and disparities impacting oppressed populations, and implement advocacy strategies to support change in the macro context. *Delivery Method: On-Campus and ASU Online*	100 Fall 2015
Bachelor of Science in Community Solutions	College of Public Programs (Downtown Phoenix)	No	No	The BS in Community Solutions will be a college-wide program academically housed in the School of Community Resources and Development. It will be offered at the DPC and eventually will be one of our programs at the Tucson location. This	80 Fall 2015

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				program is consistent with the new direction of the college with a focus on solutions to community challenges. It will provide an overarching perspective with respect to solving issues that are prevalent in communities today. Each of the four schools in the college will contribute to the program as well as provide several focus areas such as community development, social services, and public policy. The program will feature high levels of community engagement by students and faculty. *Delivery Method: On Campus (Ground Courses and/or iCourses)*	
Bachelor of Science in Applied Physics	School of Letters and Sciences (Polytechnic)	No	No	The accelerating advances at the frontier between physics and engineering and technology create a need for interdisciplinary training and research that is not readily accommodated by traditional, single-focus programs. By bringing fundamental physics together with its immediate applications, the proposed Bachelor of Science in Applied Physics will attract freshmen whose interests span new physical technologies in industry and engineering. The growing presence of Intel and other high-tech companies in the East Valley presents us with a unique opportunity to enhance interactions with industry. Three thrust research areas will support this program: nano-optics, computational materials science, and solid-state physics. *Delivery Method: On Campus (Ground Courses and/or iCourses)*	50 Fall 2015

Bachelor of Arts in Sports Journalism	Walter Cronkite School of Journalism and Mass Communication (Downtown Phoenix)	Yes	No	In the last several years student interest in sports and sports journalism has increased significantly and has been matched by industry need. Although almost all of the Cronkite School's competitors have sports journalism programs, specializations and/or centers, none offer a degree in sports journalism. We believe sports journalism is an important strategic area that can become a major national recruitment vehicle. We anticipate this program will lead to measurable enrollment growth for both the Cronkite School and ASU. *Delivery Method: On Campus (Ground Courses and/or iCourses)*	97 Fall 2015
Master of Science in Integrated Behavioral Care Delivery	College of Health Solutions (Downtown Phoenix)	Yes	No	This degree is designed to meet the growing market demand for professionals with the ability to design, implement, evaluate and sustain integrated care programs in both national and local health care systems. A combination of business entrepreneurship, management, evidence-based interventions and quality and performance improvement will prepare graduates to face the challenges of developing sustainable integrated care programs in the developing health care market. *Delivery Method: On-Campus and ASU Online*	190 Fall 2015
Doctor of Philosophy in Public History	College of Liberal Arts and Sciences (Tempe)	No	No	Public History is the study of the past for a public audience, drawing on ideas in management, preservation and digital technology to interpret historical records and artifacts that enhance our work in museums, historical societies, government agencies, archives, national parks and in the private sector. The proposed program will: 1) Serve students more effectively with a degree that is differentiated from a history PhD to reflect the diversity of sites in which public historians practice; 2) Allow deeper, more	20 Fall 2015

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				meaningful transdisciplinary collaborations; 3) Draw more students due to program flexibility and depth; 4) Allow for richer engagement with the community. *Delivery Method: On Campus (Ground Courses and/or iCourses)*	
Master of Advanced Study in GeoDesign	College of Liberal Arts and Sciences (Tempe)	Yes	No	The Master of Advanced Study in GeoDesign will emphasize intersectional skills of geospatial sciences and planning. GeoDesign allows exploration and evaluation of alternative complex human-environmental systems using spatially and temporally explicit theories, methods, and data. Students will learn project conceptualization, geospatial data collection and analysis, design specification, stakeholder engagement and collaboration, and policy evaluation to inform decision-making. The program will have four concentrations: Geo-Intelligence, Asian City Planning, Native American Community Planning, and Regional Environmental Analysis. The new degree and concentrations address an educational gap that combines training in geospatial tools with their applications to a specialized thematic concentration. *Delivery Method: On-Campus and ASU Online*	50 Fall 2015
Master of Arts in English Education	College of Liberal Arts and Sciences (Tempe)	Yes	No	The English education program has a national reputation in the field, and not only retains a high profile with national professional organizations, but also continues to work extensively with local school districts and teachers to improve English language arts education in Arizona. The Master of Arts in English Education will provide a more comprehensive degree option for students who want to build careers in the language arts. *Delivery Method: On Campus (Ground Courses and/or iCourses)*	15 Fall 2015

Master of Arts in Public History	College of Liberal Arts and Sciences (Tempe)	No	No	Public History is the study of the past for a public audience, drawing on ideas in management, preservation and digital technology to interpret historical records and artifacts that enhance our work in museums, historical societies, government agencies, archives, national parks and in the private sector. An MA degree in Public History will facilitate specializations in digital preservation and archiving, advancing students into professional employment. Additionally, the degree will also allow for deeper, more meaningful transdisciplinary collaboration with museum studies, digital humanities, art history, American studies, archeology, design, and architecture to enrich present students and serve students in other units. *Delivery Method: On Campus (Ground Courses and/or iCourses)*	50 Fall 2015
Artist Diploma at the Graduate level	Herberger Institute for Design and the Arts (Tempe)	Yes	No	The Artist Diploma program in the School of Music will be designed to offer a small number of especially gifted performers the opportunity to deepen and challenge their artistry, broaden their musical perspective, and explore areas of musical, personal, and professional growth, free from the typical responsibilities of academic and professional life. This two-year, post-masters program will distinguish itself through a combination of mentorship, intensive study, and performance opportunities. This program will be designed to be highly selective, allowing admission for only a very small cohort of young artists, in order to insure that they receive the individualized attention necessary to hone their skills. *Delivery Method: On Campus (Ground Courses)*	10 Fall 2015
Doctor of Philosophy in Engineering Education Systems and Design	Ira A. Fulton Schools of Engineering	No	No	Engineering Education Systems and Design (EESD) is a transdisciplinary PhD program aimed at advancing understanding of education eco-	30

	(Tempe)			systems. The goal of EESD is to enable long-lasting improvement of the learning process and infrastructure in engineering education at all levels by emphasizing complex systems thinking, design thinking, and learning sciences and policy approaches. A typical student will enter the program with a master's degree in an engineering or related discipline and industry experience; will complete five 3-credit core courses; and select from areas of specialization: education systems and design; modeling and systems thinking; science and technology policy; and learning analytics. *Delivery Method: On Campus (Ground Courses and/or iCourses)*	Fall 2015
Doctor of Philosophy in Systems Engineering	Ira A. Fulton Schools of Engineering (Tempe)	No	No	This transdisciplinary program is aimed at understanding complex engineering systems. This program prepares students to identify, model, analyze, interpret, optimize, and manage the multidimensional interactions of modern societal and technological challenges. A core set of courses will provide foundations for systems thinking, systems identification, systems modeling, systems design and analysis, and perspective taking using diverse disciplinary methodology. Students may specialize in: products (e.g., aerospace, automotive, software, micro-grids), processes (e.g., thermal and chemical processes, manufacturing, operations research), and networks and infrastructures (e.g., electric power, water, roads, teams/logistics). Graduates will have expertise to advance systems integration of key industry and government sectors. *Delivery Method: On Campus (Ground Courses and/or iCourses)*	30 Fall 2015

Master of Science in Engineering in Sustainable Engineering	Ira A. Fulton Schools of Engineering (Tempe)	No	No	The online Masters of Science in Engineering (MSE) in Sustainable Engineering is a multi-disciplinary graduate program. The program is ideal for professionals and graduate level students with engineering and physical science backgrounds who wish to design a flexible, online, individualized plan of study leading to the MSE. Courses cover such sustainable engineering topic areas as energy systems and alternative energy production, water, transportation, earth systems engineering, industrial ecology, life cycle assessment, environmental technologies, green construction practices, and sustainable technology systems *Delivery Method: ASU Online*	15 Fall 2015
PhD in Sustainable Energy	School of Sustainability (Tempe)	No	No	ASU was awarded the five-year Solar Utilization Network (SUN) Interdisciplinary Graduate Education and Research Traineeship (IGERT) grant by the National Science Foundation in 2012. The award has two goals: 1) train doctoral students to see beyond the boundaries of traditional methodologies and disciplinary viewpoints, and who can integrate scientific excellence with societal and policy insights; 2) develop an innovative energy core curriculum for a new interdisciplinary Sustainable Energy PhD program. The required core curriculum engages the students to view renewable energy both from an interdisciplinary perspective and at different scales, from the lab to commercial application. *Delivery Method: On Campus (Ground Courses and/or iCourses)*	30 Fall 2015
Master's of Sustainability Leadership	School of Sustainability (Tempe)	No	No	The program will be the first entirely online graduate degree in sustainability at ASU and will have a strong applied focus to cater to working professionals. Since launching the Executive	75 Fall 2015

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				Master's for Sustainability Leadership, the School of Sustainability has received a large number of inquiries for an online master's program that does not require face-to-face immersive sessions and has a lower price point than the current Executive Master's degree.. ASU has a nationally and internationally recognizable brand in sustainability and this program will allow us broader reach into global markets. *Delivery Method: ASU Online*	
Master of Arts in Sports Journalism	Walter Cronkite School of Journalism and Mass Communication (Downtown Phoenix)	Yes	No	In the last several years student interest in sports and sports journalism has increased significantly and has been matched by industry need. Although almost all of the Cronkite School's competitors have sports journalism programs, specializations and/or centers, none offer a degree in sports journalism. We believe sports journalism is an important strategic area that can become a major national recruitment vehicle. We anticipate this program will lead to measurable enrollment growth for both the Cronkite School and ASU. *Delivery Method: On Campus (Ground Courses and/or iCourses)*	30 Fall 2015

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)*

PART III

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/ Effective Date (max 50 words)	Justification/need (max 100 words)	New Resources, if any, and Source* *Savings/Efficiencies Gained*
School for the Future of Innovation in Society	College	School for the Future of Innovation in Society	The School for the Future of Innovation in Society will offer four graduate degrees and one graduate certificate in the areas of global technology and development, science and technology, and ethics in the context of science and technology. Effective Date: Fall 2015	The creation of this school will consolidate existing graduate programs (PhD, three Master's, certificate) for students with career goals in research, teaching, public service, communication, and management, in the United States and abroad. Close connections between the School and research centers across ASU will create important synergies between research and teaching.	None

Table 2 - Proposed Mergers or Elimination Units

Unit	Requested Action	Justification/Brief Description of the proposed action (max 100 words)	Impact on Current Students (max 50 words)	Expected fiscal impact

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