

## Executive Summary

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**Item: Addendum to Arizona State University's 2015-2016 Academic Strategic Plans**



**Action Item**



**Discussion Item**



**Information Item**

**Issue:** The Committee is asked to review and approve the addendum for the approved 2015-2016 Academic Strategic Plan

### Background

At the November 2014 ABOR meeting, the board approved Arizona State University's academic plan for 2015-2016. As provided in the board policy, Academic Strategic Plans may be modified during the year with the approval of the Academic Affairs Committee.

### Statutory/Policy Requirements

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

### Discussion

ASU proposes the establishment of a Bachelor of Science in Human Systems Engineering in response to industry and student demand in a unique market.

ASU also proposes the disestablishment of "high demand" programs that have not had any student enrollment, are duplicative due to reorganizations, or have been modified into a different program.

### RECOMMENDATION

It is recommended that the Academic Affairs Committee approve addendum to the 2015-2016 Academic Strategic Plans for Arizona State University, as presented.

**Arizona State University**

**ACADEMIC PROGRAMS**

**Table 1 - Proposed New Programs**

<b>Name of Proposed Degree (degree type and major)</b>	<b>College/School (location)</b>	<b>Program Fee Required? (Yes or No)</b>	<b>Additional State Funds Required? (Yes or No)</b>	<b>Brief Description/Justification (max 100 words).</b>	<b>Projected 3<sup>rd</sup> Year Enrollment &amp; Implementation Date</b>
Bachelor of Science in Human Systems Engineering	Ira A. Fulton Schools of Engineering/ Polytechnic School (Polytechnic)	Yes	No	The BS in Human Systems Engineering provides students who design and build technology and systems for humans with the theoretical background and methodological skills to build systems that place humans at the center. Students will be well-grounded in psychological science and capable of understanding the implications of this science for engineering endeavors. Human Systems Engineering skills are increasingly valued by industry, yet are not typically covered in traditional psychology or engineering programs. The existing differential tuition for students in the Ira A. Fulton Schools of Engineering will apply. <i>Delivery Method: On-Campus and ASU Online</i>	150  Fall 2015

**Table 2 - High Demand Programs Proposed for Elimination**

<b>Program</b>	<b>College/School (location)</b>	<b>Justification/Brief Description (max 100 words)</b>	<b>Impact on Current Students (max 100 words)</b>
<b>Undergraduate Degree Programs</b>			
B.S. in Health Systems Management TSHSYMBS 51.0701	College of Health Solutions (Downtown Phoenix)	The BS in Health Systems Management was established through the College of Technology and Innovation at the Polytechnic campus. The degrees in health-related fields are now consolidated in the College of Health Solutions. The BS in Health Systems Management is being disestablished because students will be served better through the BS in Science of Health Care Delivery and BS in Public Health, both offered by the College of Health Solutions.	The 2 current students will be advised into a new major or allowed to continue until they graduate by fall 2018
B.S. in Engineering Interdisciplinary Studies ESEISBS 14.9999	Ira A. Fulton Schools of Engineering (Tempe)	Established in the 1970s, this program has not seen any enrollment since 2007 and is dormant.	No students are currently enrolled in the program.
B.S. in Product Development and Manufacturing Technology TSMETBS 15.0613	Ira A. Fulton Schools of Engineering/Polytechnic School (Polytechnic Campus)	Low program enrollment does not support the continuation of degree.	The 5 current students will be given the opportunity to complete their degree through spring 2017.
<b>Graduate Degree Programs</b>			
Doctor of Nursing Practice in Adult Nurse Practitioner NUANPADDNP 51.3818	College of Nursing and Health Innovation (Downtown Phoenix)	National certification requirements changed to require Adult-Gerontology Nurse Practitioner instead of Adult Nurse Practitioner focus. A new program has already been established to address industry demand. This program is now dormant.	No students are currently enrolled in the program.
Doctor of Nursing Practice in Adult Psychiatric Mental Health Nurse Practitioner	College of Nursing and Health Innovation (Downtown Phoenix)	National certification requirements changed to require Child/Family Psychiatric Mental Health Nurse Practitioner. A new program has already been established to address industry demand. This program	No students are currently enrolled in the program.

NUANPPMDNP 51.3818		is now dormant.	
Doctor of Nursing Science in Nursing NUNURDNS 51.1601	College of Nursing and Health Innovation (Downtown Phoenix)	This program has been transitioned to the PhD in Nursing and Health Innovation.	No students are currently enrolled in the program.
Master of Education in Teaching and Learning EDDCIMED 13.1202	Mary Lou Fulton Teachers College/ Educational Leadership & Innovation Division (Tempe)	The following three concentrations have been created in the Curriculum and Instruction MEd: Autism Spectrum Disorders, Applied Behavior Analysis, or Gifted Education. The creation of these three new concentrations has aligned the coursework that was the MEd in Teaching and Learning, thus making the program now duplicative.	This program is currently closed for admissions. We will allow the students (192 enrolled) that are currently in this program to finish under this degree or they have the option of switching to one of the other programs that has the appropriate concentration name (Autism Spectrum Disorders, Applied Behavior Analysis, or Gifted Education) in Curriculum and Instruction MEd
Doctor of Philosophy in Educational Technology EDTECHPHD 13.0501	Mary Lou Fulton Teachers College/ Educational Leadership & Innovation Division (Tempe)	Our PhD in Learning, Literacies, and Technologies embeds technology which makes this program now duplicative.	This program is currently closed for admission. We will allow the 22 currently enrolled students to complete the program and thus will have no impact on them. After all students have graduated, which will be no later than fall 2023, we will finalize the paperwork.