AGENDA


2. Board of Regents Policy: Tuition and Fees - Review - K. Hanson/J. Tonneson (pp. 7-13)

3. The Research University Library in the 21st Century - K. Hanson/W. Lougee (p. 14)

4. University of Minnesota Morris Curriculum Overview - J. Johnson (pp. 15-20)

5. University of Minnesota Rochester Curriculum Overview - S. Lehmkuhle/C. Neuhauser (pp. 21-26)

6. Consent Report - Review/Action - K. Hanson (pp. 27-35)
Agenda Item: Board of Regents Policy: Submitting and Accepting Sponsored Projects

Presenters: Vice President Timothy Mulcahy
Associate Vice President Pamela Webb

Purpose:

Board of Regents Policy: Submitting and Accepting Sponsored Projects is presented for action as a part of the Board’s comprehensive policy review process.

Outline of Key Points/Policy Issues:

- In an effort to better align delegation of authority sections within the policy, the wording in Section III Subd. 2 has been changed to more directly state current delegations which say that only the President or delegate may accept awards and agree to terms proposed by a research sponsor. The revised language is similar to the language in that same section under Subd. 1.

- Under Section VII. Reporting, the subsection entitled “(c) Adhoc” has been removed. This practice is fulfilled through the quarterly and annual reporting mechanisms already in place.

Background Information:

This policy was adopted February 9, 2007. Current policy revisions have been reviewed and accepted by the appropriate University faculty governance and administrative groups.

President's Recommendation for Action:

The President recommends approval of these policy revisions.
SUBMITTING AND ACCEPTING SPONSORED PROJECTS

SECTION I. SCOPE.

This policy identifies the circumstances under which University of Minnesota (University) faculty, staff, and students shall be eligible to submit proposals for sponsored projects and the conditions under which the University will accept such awards.

SECTION II. DEFINITIONS.

Subd. 1. Principal Investigator. Principal investigator shall mean the individual or individuals primarily responsible for and in charge of a sponsored project.

Subd. 2. Eligible Academic Professional and Administrative Employees. Eligible Academic Professional and Administrative Employees (P&A employees) shall mean employees whose primary position at the University is classified within the 93XX, 96XX, or 97XX series.

Subd. 3. Regular Faculty. Regular faculty shall mean a faculty member with a tenure or probationary appointment.

Subd. 4. Sponsored Project. Sponsored project shall mean a project funded with grants, contracts, and/or cooperative agreements, including, but not limited to, training, public service, research, and cooperative projects.

Subd. 5. Term Faculty. Term faculty shall mean a faculty member with an appointment for a specified length of time.

SECTION III. DELEGATION OF AUTHORITY.

Subd. 1. Sponsored Project Proposals. The president or delegate has the responsibility to approve sponsored project proposals, exercising appropriate judgment regarding the applicant’s ability to provide the necessary scientific/technical leadership and administrative/financial management of the project. Only the president or delegate may exercise this authority; individuals eligible to serve as principal investigators may not directly submit proposals to prospective sponsors.
Subd. 2. Sponsored Project Acceptance. The president or delegate has the responsibility to accept sponsored projects on behalf of the Regents of the University of Minnesota. Only the president or delegate may exercise this authority; other individuals may not accept awards or agree to terms proposed by a sponsor.

SECTION IV. SPONSORED PROJECT PROPOSAL REQUIREMENTS.

Subd. 1. Approval Requirements. Proposals may be approved for submission only if:

(a) the applicant is eligible to serve as a principal investigator as specified in subd. 2 below;

(b) the president or delegate has approved the applicant as principal investigator on the proposal;

(c) adequate space is available to house the project; and

(d) resources judged to be sufficient to conduct and complete the project are available.

Subd. 2. Principal Investigator Eligibility Requirements. The following criteria specify the minimum standards for approval as a principal investigator. These minimum standards must be incorporated into department or collegiate policies and procedures, but units may develop additional or more restrictive standards regarding this matter.

(a) Automatically Eligible Individuals – The following individuals shall be automatically eligible to serve as principal investigators:

(i) regular faculty; and

(ii) emeriti faculty.

(b) Other Eligible Individuals – The following individuals may be eligible to serve as principal investigators if they adhere to policies established by the unit in which they are an employee or student and if they meet funding source criteria, which must be compatible with the University’s standards:

(i) term and non-regular faculty and other academic employees, such as P&A employees;

(ii) individuals with graduate student/professional training status; and

(iii) employees with non-academic titles, in unusual circumstances.
(c) Training Requirements – Principal investigators must complete all training required by the sponsor and the University.

SECTION V. PRINCIPAL INVESTIGATOR STATUS.

Subd. 1. Relationship to the University. An individual’s University appointment document shall govern the relationship of a principal investigator to the University. Principal investigator status does not imply a University commitment to any subsequent appointment beyond the term of appointment then in effect, nor does it alter the standing of individuals with graduate student/professional training status or commit the University to their future employment.

Subd. 2. Voluntary Termination of Principal Investigator Relationship with University. Should the principal investigator, of whatever title, leave the University prior to completion of the project, the future of that project shall be governed by the terms of that grant/contract agreement, the wishes of the sponsor, or negotiations among the sponsor, the University, and the principal investigator, as appropriate to specific circumstances.

Subd. 3. Rescission. An individual’s status as a principal investigator may be rescinded for just cause during the term of the grant/contract agreement, but the individual may appeal the decision in accordance with applicable University policies and procedures.

SECTION VI. SPONSORED PROJECT ACCEPTANCE.

Subd. 1. Acceptance. To be accepted, sponsored projects must adhere to applicable Board of Regents (Board) policies and administrative policies and procedures.

Subd. 2. Ownership. Grants and contracts for sponsored research and training projects are awarded to the University rather than to individual investigators.

SECTION VII. REPORTING.

The following information shall be reported to the Board:

(a) Quarterly – Report on grants and contracts received during the quarter.
(b) Annually – Report on the status of the University’s research, including sponsored project activity.
(e) Ad hoc—Report on significant individual grants and contracts on an ad hoc, but timely basis. Significant grants are those that represent more than 2 percent of the prior year’s externally funded research expenditures or that would have a substantial impact on the academic plan or budget of the University.
Agenda Item: Board of Regents Policy: Tuition and Fees

☑ review ☐ review/action ☐ action ☐ discussion

Presenters: Senior Vice President/Provost Karen Hanson
Budget Director Julie Tonneson

Purpose:

☒ policy ☐ background/context ☐ oversight ☐ strategic positioning

The President is recommending changes in and additions to language related to course fees, which is defined in the Board policy on tuition and fees which establishes the basic principles for assessing, collecting, and managing tuition and fees at the University of Minnesota. The fees section of the current Board policy on tuition and fees defines three types of fees: administrative fees, course fees and academic fees.

Outline of Key Points/Policy Issues:

Each year, the President’s annual operating budget to the Board of Regents includes a summary of student fees for approval. In recent years, questions have been raised as to the nature and level of those fees, so the Budget Office has been conducting a thorough review and analysis of all fees charged to students. The study focuses on defining and categorizing existing fees, summarizing the metrics around those fees (numbers, types, dollar levels, revenues generated, thresholds etc.), reviewing the approval processes for the fees and raising policy and procedural questions associated with existing fees and future fee proposals. The study does not include a review of student services fees which is a separate policy of the Board of Regents.

The administration is recommending changes in the policy related to the purpose and charging of course fees. The proposed changes clarify what the purpose of such fees is, adds language specific to fees in lieu of tuition, and adds language to the delegation of authority related to the fee process outside of the annual operating budget.
Background Information:

There are two Regents Policies that address student fees: the Student Services Fee policy and the policy on Tuition and Fees. In addition, the annual operating budget presented to the Board of Regents each spring contains a listing of specific fees presented for approval.

The Finance and Operations Committee requested that the administration undertake a review of fees during the establishment of its annual work plan in 2009. The administration made two overview presentations to the Finance and Operations Committee regarding the fee review: one in December 2009 and another in February 2011. In May and June of 2011, the Educational Planning and Policy Committee reviewed and approved the recommended changes to the policy on Tuition and Fees related to Academic Fees.

President's Recommendation for Action:

The President recommends approval of the proposed policy change.
TUITION AND FEES

This policy establishes the basic principles for assessing, collecting, and managing tuition and fees at the University of Minnesota (University).

SECTION I. GUIDING PRINCIPLES.

The University is a publicly-supported institution whose programs benefit individual students, the state, and the nation. The following principles shall guide the assessment, collection, and management of tuition and fees at the University:

Subd. 1. Shared Responsibility. The University's tuition and fee assessments shall reflect the shared responsibility, benefits, and needs of the individual student, the University, and the state.

Subd. 2. Access, Retention, and Timely Progress. The tuition rate structure shall provide appropriate incentives for access, retention, and timely progress toward the degree.

Subd. 3. Determinants of Tuition Rates and Related Fees. Tuition rates and related fees shall take into account the competitive environment of individual programs, personal benefits to individual students, and social needs as well as the level of state appropriations for the University's instructional programs. Graduate tuition rates, graduate assistant wage rates, and tuition waiver and remission policies shall enable recruitment of the best students to ensure that the quality of graduate programs is maintained and that the institution benefits from the contributions of graduate students to instructional and research programs.

Subd. 4. Assessment and Collection of Tuition and Fees. All tuition and fees assessed by the University shall be collected and managed under approved University business procedures.

SECTION II. TUITION GUIDELINES.

Subd. 1. Tuition Assessment. All students receiving credit-based instruction shall be assessed tuition or a comprehensive fee in lieu of tuition.

Subd. 2. Residency. The Board shall establish the University's residency policy, consistent with state and federal law. The president or delegate shall approve interpretive conventions of resident tuition status, subject to Board review. Students
shall be provided an opportunity to present arguments for possible classification as a resident for University purposes.

Subd. 3. **Tuition Reciprocity Agreements.** Subject to Board approval, the University may participate in tuition reciprocity agreements with other states and Canadian provinces. These agreements shall specify the extent to which tuition is waived. Consistent with state law, the president shall recommend to the Board for action any additions or modifications to reciprocity agreements. The Board affirms that participation in reciprocity agreements involving the remission of nonresident tuition is based on adequate funding through the Governor's Office and the Minnesota State Legislature.

Subd. 4. **Consortium and Exchange Agreements.** The president may approve consortium and exchange agreements with other institutions and other academic programs for the conduct of student exchanges and visiting student/scholar programs.

Subd. 5. **Tuition Rates.** The president shall recommend to the Board for action the following tuition rates:

(a) Undergraduate Students — For each campus, the resident tuition rates shall be the same for all undergraduate students and the nonresident tuition rates shall be the same for all undergraduate students. A college specific tuition surcharge may be established as a supplement to the relevant undergraduate tuition rate.

(b) Graduate Students — Tuition rates for graduate students may vary by program, but shall be established on a cost-related basis within market rates.

(c) Professional Students — Tuition rates for professional students may vary by program, but shall be established on a cost-related basis within market rates. The president or delegate shall determine the appropriate market comparisons for the professional schools of medicine, dentistry, veterinary medicine, pharmacy, and law.

(d) Departmental Master's Degree Students — Tuition rates for departmental master's students may vary by program, but shall be established at a level above the undergraduate rate.
(e) Non-degree Students — The president shall recommend tuition rates for non-degree students on each campus, recognizing that differences between degree-seeking and non-degree-seeking students may justify differences in tuition rates.

(f) Nonresidents — Nonresident, non-reciprocity tuition rates for undergraduate, graduate, professional, and departmental master's degree students shall be set at rates higher than for resident students.

(g) Part-time Students — Tuition rates and fees shall recognize the difference in cost between full-time and part-time students.

(h) Fees in lieu of tuition shall be set so that the total fee is equal to or greater than the tuition rate applicable to the credits earned. The total fee in lieu of tuition may include multiple components.

Subd. 6. Exceptions. The president may recommend for Board action that nonresident, non-reciprocity students be charged resident student tuition rates on a campus, in certain colleges or programs, or for distance education courses delivered by correspondence or electronically to students defined as off-campus by administrative policy.

Subd. 7. Tuition Waivers and Remissions. Tuition may be waived or remitted selectively in order to accommodate state law, to provide financial discounts to students the University is seeking to attract, to offer University employees a benefit, to promote cooperation with other educational institutions, to support the international exchange of students, and to serve humanitarian purposes. As a general rule, a tuition waiver or remission program shall be offered only if the University intends to provide such a benefit to all qualifying students, regardless of financial circumstance. The president shall recommend for Board action the terms and conditions of any new tuition waiver or tuition remission programs, and the University shall state publicly the exceptions it will approve.

SECTION III. FEES.

Fees within this section shall be assessed only in specifically justified situations consistent with the definitions and parameters identified, and shall be set based on consideration of actual cost and the impact to students.
The president may recommend for Board action assessment of the following fees:

**Subd. 1. Administrative Fees.** Administrative fees affect large classes of students directly benefiting from the services for which the fees are assessed.

**Subd. 2. Course Fees.** Course fees may be assessed when academic units:
Course fees may be assessed to recover costs of goods and services provided beyond the normal expectations of instructional delivery when those goods and services:

(a) are essential to the educational outcomes of the course;
(b) are unique to the type of course;
(c) are used during the term of enrollment;
(d) represent direct costs or assignable indirect costs calculated on a per-student basis

Course fee rates shall be set to recover but not exceed actual costs.

**Subd. 3. Distance Delivery Fees.** Fees in excess of tuition may be assessed for delivery of instruction that does not require the physical presence of the student on campus. Fees for distance delivery of courses may be set to reflect market considerations.

(a) purchase materials that will be used in developing products that students will retain or consume;
(b) purchase from non-University vendors services or products that are subsequently provided to students as a requirement of a course;
(c) provide individual lessons to students; or
(d) deliver distance education courses by correspondence or electronically.

Course fees shall be assessed only in specifically justified situations and shall not be substituted for general budget support.
Subd. 3.4 Academic Fees.

(a) **Campus/Collegiate Fees.** Campus/collegiate fees are campus- and college-wide fees that may be assessed to all students enrolled on a campus or in a college for goods and services that directly benefit students but that are not part of actual classroom instruction. Allowable goods and services include advising, career services, computer labs, special equipment, orientation activities, and other goods or activities intended to enhance the student experience outside of actual classroom instruction. Each campus shall assess no more than one campus-wide fee and each college shall assess no more than one college-wide fee.

(b) **Durable Goods Fees.** Durable goods fees may be charged by a campus or a college to their enrolled students (or any cohort or subset of their enrolled students) for educational materials and equipment that will be owned by, potentially owned by, or assigned to a specific student for their use during the entire term. Durable goods fees may not be charged for services, or for use of any equipment owned and retained by the University, with the exception of computer or other specialized equipment assigned for a full term to a specific student.

**SECTION IV. DELEGATION OF AUTHORITY.**

Subd. 1. **Recommendations.** The president shall recommend for Board action tuition rates for all levels of students and estimate tuition revenue in the *Annual Operating Budget*, which also shall include information regarding tuition practices, any proposed tuition refund schedules, and administrative, academic, or course fees.

Subd. 2. **Implementation.** The president or delegate shall implement tuition policy and assess tuition. The President or delegate shall have the authority to implement changes to administrative, academic, distance delivery, or course fees outside of the *Annual Operating Budget* to correct errors or to establish fees essential for the delivery of new courses, provided the fees in question meet the standards set forth in Section III.

**Supersedes:** Tuition Policy dated February 12, 1993; Tuition Policy dated November 10, 1993; and Tuition Waiver for American Indian Students at the Morris Campus dated February 10, 1961.
Educational Planning and Policy Committee

May 10, 2012

Agenda Item: The Research University Library in the 21st Century

☐ review  ☐ review/action  ☐ action  ☒ discussion

Presenters: Senior Vice President/Provost Karen Hanson
Wendy Pradt Lougee, University Librarian

Purpose:

☐ policy  ☒ background/context  ☐ oversight  ☐ strategic positioning

To report on Twin Cities campus libraries.

Outline of Key Points/Policy Issues:

The university library mission is at heart of the campus mission, that is, creating, sharing, and preserving knowledge. The context in which the 21st century library fulfills this mission requires attention to emergent campus needs as well as significant forces within the broader environment. As these forces converge, the classic roles of research libraries - developing collections, providing access to content, and mediating individual needs for information - are undergoing transformative change.

Emerging strategies for research and learning have prompted the Libraries to provide support for acquiring and managing new types of content, with a decided trend toward digital resources. New technologies have enabled significant change in methods of discovery and using information that further required the development of infrastructure for long term access to both distributed content and local collections. The publishing industry is undergoing phenomenal change with new genre, new delivery platforms, and critical shifts in business models. The contemporary environment requires research library investment in new programmatic support and infrastructure to meet the needs of current and future students and faculty.

Two significant strategies are noteworthy. First, research libraries are integrating content, services, and expertise within the processes of research, teaching, and learning. Second, the changing landscape of technology and publishing has fueled critical collaborations among libraries to build common infrastructure for information access, delivery, and preservation. These two strategic trends are reflected in Libraries planning for increased campus engagement and planning for collective programs with other institutions. As a result the roles of research libraries are evolving from a local purveyor of content to a critical role in global knowledge management.
Educational Planning and Policy Committee May 10, 2012

**Agenda Item:** University of Minnesota, Morris Curriculum Overview

☐ review  ☐ review/action  ☐ action  ☒ discussion

**Presenters:** Chancellor Jacqueline Johnson

**Purpose:**

☐ policy  ☒ background/context  ☐ oversight  ☒ strategic positioning

Each University of Minnesota campus has a distinctive history, vision, and strategy for contributing to the University's excellence in ways that best serve its students, region and state, consistent with its unique mission.

The University of Minnesota, Morris (UMM) provides an undergraduate liberal arts education to students from around the region, nation, and world. UMM is a nationally ranked public liberal arts college, the only school within the U of M and State of Minnesota so designated by the Council of Public Arts Colleges. This presentation provides a curriculum overview and campus update for the University of Minnesota, Morris.

**Outline of Key Points/Policy Issues:**

The Morris campus is nationally recognized for its distinctive excellence, affordable value, and “greenest schools” ranking. UMM's distinctive and innovative curriculum includes intellectual communities; senior capstone experiences; integration of curricular and co-curricular experiences; undergraduate research; and residential college life.

**Background Information:**

Updates from each of the University’s four chancellors are provided annually to Educational Planning and Policy Committee.
University of Minnesota, Morris at a glance:

The University of Minnesota, Morris is a nationally ranked public liberal arts college, the only school within the university system and the State of Minnesota so designated by the Council of Public Arts Colleges. http://www.coplac.org/

The Morris campus is nationally recognized for its affordable value:

- ranked as one of Kiplingers Personal Finances 2012 best values--a distinction given to 100 schools nationally. Morris was chosen based on the ability to deliver a quality education at an affordable price;
- ranked #90 in Forbes’ 650 best colleges in the US and in Forbes’ "top 100 best buys" in the US.

And also noted for its distinctive excellence:

- ranked in tier one of Liberal Arts Colleges by US News and World Reports and one of US News' top 10 public liberal arts colleges;
- included as one of Sierra Clubs "cool schools" for our work in sustainability;
- ranked by the Washington Monthly as one of the best liberal arts colleges in the country and in the top ten public liberal arts colleges, based in part on the contributions made by students, faculty and staff to "the public good;"
- ranked in the top 200 schools that provide the best support for American Indian students by Winds of Change.

And, most recently, included in Princeton Review's “greenest schools” rankings.

Morris is a residential college—nearly all first-year students and approximately half of all students live in residence halls on campus.

99% of tenured/tenure track faculty have “terminal” degrees (PhD’s, doctorates, MFA’s).

- Morris faculty members are productive scholars and talented undergraduate teachers—one in five UMM faculty have been named Horace T. Morse award winters, the highest percentage in the University system.
- Morris faculty serve as academic advisors and mentors for their students.
- Reliance on part time and adjunct faculty is minimal: thus, Morris students have the advantage of interaction with highly educated, deeply dedicated instructors in their undergraduate experience.
• The student faculty ratio at Morris is 15:1.

Although Morris is a public institution, the characteristics listed in the paragraph above make the campus much more like the many private liberal arts colleges in this state and the Midwest. However, unlike most of the private colleges around us, access is a signature feature of this institution.

• 13% of Morris students are American Indian (compared to 1% on the Twin Cities campus and 2% on the Duluth campus).
• We are the most diverse campus in the University of Minnesota system (20% of Morris students are students of color) and one of the most diverse campuses in the state.
• 93% of Morris students receive financial aid.
• Approximately one-third are Pell eligible.
• Approximately one-third are first generation students.
• Tuition at UMM is one-quarter the cost of the most expensive private schools in the state and one-third the cost of most of the rest of the privates.
• UMM’s six-year graduation rate (60.3% for the most recent cohort) is second highest among all the public universities in the state, ranking just a few points behind the U of MN Twin cities average and well above the other U of M and MnSCU campuses (this is particularly significant given the nature of UMM students—high need; first generation).
• When compared with 25 Minnesota private undergraduate liberal arts college campuses, Morris’ six-year graduation rate is also higher than 10 of the 25 Minnesota private colleges and comparable to four others; see Minnesota Office of Higher Education: http://www.ohe.state.mn.us/pdf/Enrollment/INSIGHT/InsightJan10.htm
• UMM students graduate with the lowest debt in the University of Minnesota system.

Distinctive and Innovative Curriculum:

1. Regardless of major program, all UMM students pursue a classic liberal arts curriculum in a residential setting with a cross-cutting focus on sustainability and the importance of place. The Morris educational experience requires study in breadth (general education) and study in depth (major and minor programs) and incorporates in-class and co-curricular experiences. The curriculum is guided by a set of learning outcomes: http://www.morris.umn.edu/committees/Curriculum/Learning_Outcomes_Approved.pdf
2. Intellectual Communities: All first-year first-time students are required to complete a course in a category titled “Intellectual Communities.” These classes are seminar-like (15-20 students total), on varied discipline-specific topics and are intended to introduce students not only to the concept of “intellectual community” but also to the academic and intellectual requirements—expectations for reading; writing; speaking; and critical and analytical thinking—that are aligned with Morris student learning outcomes.
3. Capstone: 89% of Morris students complete a senior capstone experience: senior thesis; research; or field-based study.
4. STELLAR Program: UMM’s Summer Transition for English Language and Liberal Arts Readiness (STELLAR) summer program is designed to provide incoming University of Minnesota, Morris
international students with a holistic approach to living and attending college in an English-speaking country. Students earn college credit, improve English language speaking skills, and are introduced to U.S. culture and Morris campus life before the beginning of fall semester.

Students in UMM’s first STELLAR cohort earned grade points one full point above those of their international student counterparts who did not complete the program (3.4 compared to 2.4 on a 4.0 scale). For more information see: [http://www.morris.umn.edu/stellar/](http://www.morris.umn.edu/stellar/)

5. An Anishinaabeg Farm and Garden Study Experience—Restoring our Traditional Foods: This program, which will be offered for the first time in summer 2012, draws on the resources of UMM faculty members in biology and political science, as well as “community faculty members,” including representatives from the White Earth Land Recovery Project and the USDA North Central Soil Conservation Research Laboratory. The program offers a comprehensive overview of traditional Ojibwe (Anishinaabeg) knowledge and practices and combines scientific, political and cultural studies with hands-on learning.

Curriculum plus co-curriculum experiences produce positive educational outcomes

Undergraduate research:

- **More than half** of UMM students participate in faculty mentored undergraduate research or artistic production. (Source: [2011 University of Minnesota Student Experience Survey](http://www.morris.umn.edu/stellar/))
- **63%** of 2011 Morris biology graduates participate in undergraduate research—on campus and at universities and laboratories throughout the country; 53% of these internships are paid. (Source: UMM Biology program review)
- Between 60 and 75 Morris students from all disciplines participate in the campus Undergraduate Research Symposium each spring.

The table below demonstrates a positive correlation between undergraduate research and four- and six-year graduation rates:

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<tr>
<th>Graduation Rates for UMM Students Participating in Undergraduate Research</th>
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<tr>
<td>Cohort Year</td>
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<td></td>
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<tr>
<td>Fall 2005</td>
</tr>
<tr>
<td>Participating in Undergraduate Research</td>
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<td>NHS Cohort</td>
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<td>Fall 2006</td>
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<tr>
<td>Participating in Undergraduate Research</td>
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<tr>
<td>NHS Cohort</td>
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<tr>
<td>Fall 2007</td>
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<tr>
<td>Participating in Undergraduate Research</td>
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<td>NHS Cohort</td>
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Study Abroad:

37% of UMM students participate in study abroad. (Source: 2010 NSSE) The table below demonstrates a positive correlation between study abroad and four- and six-year graduation rates.

<table>
<thead>
<tr>
<th>Graduation Rates for UMM Students Participating in Study Abroad</th>
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<tbody>
<tr>
<td><strong>Cohort Year</strong></td>
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<tr>
<td>Fall 2003</td>
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<td>Fall 2004</td>
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<td>Fall 2005</td>
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<td>Fall 2006</td>
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The table below, from the National Survey of Student Engagement, places these data points and several others in the comparative context of other COPLAC, Baccalaureate and “all NSSE” respondents.

<table>
<thead>
<tr>
<th>* Engagement Areas</th>
<th>UMM Seniors</th>
<th>UMM to COPLAC</th>
<th>UMM to Bac LA</th>
<th>UMM to NSSE All</th>
</tr>
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<tbody>
<tr>
<td>Culminating senior experience (capstone course,</td>
<td>89%</td>
<td>+ 19%</td>
<td>+ 8%</td>
<td>+ 23%</td>
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<td>senior project or thesis, etc.)</td>
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<td>Participated in co-curricular activities during</td>
<td>76%</td>
<td>+ 21%</td>
<td>+ 10%</td>
<td>+ 23%</td>
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<td>senior year</td>
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<tr>
<td>Tutored/taught other students</td>
<td>65%</td>
<td>+ 10%</td>
<td>+ 5%</td>
<td>+10%</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>37%</td>
<td>+ 13%</td>
<td>+ 1%</td>
<td>+14%</td>
</tr>
</tbody>
</table>

Source: National Survey of Student Engagement.

**Post-Graduation outcomes:**

The combination of excellent academics, faculty dedicated to undergraduate instruction, and a rich co-curricular life produces positive post-baccalaureate outcomes. Some examples from STEM fields follow.
• 70% of medical school applicants with a 3.5 GPA or higher are accepted to medical school (the national average is 45%). (Source: UMM Biology and Chemistry program reviews)

• 50% of chemistry graduates go directly to postgraduate work in chemistry or health science related fields. (Source: UMM Chemistry department program review)

• UMM ranked seventh in the U.S. as the undergraduate institution of origin per 100 undergraduates for Chemistry PhDs from 1997 to 2006. (Source: NSF Survey of Earned Doctorates/Doctorate Records (SED) file as reported on http://www.thecollegesolution.com/the-colleges-where-phds-get-their-start)

• 84% of Computer Science alumni had a paid internship in a computing field while at UMM and 40% had been accepted to a “highly competitive” graduate program upon graduation. (Source: UMM Computer Science program review)

• Since 2004, 50% of UMM geology graduates have gone directly to graduate school. (Source: UMM Geology program review)

Summary:

The University of Minnesota, Morris provides a unique and distinctive undergraduate experience in a residential community that emphasizes access, excellence, and the integration of curricular and co-curricular experiences. This education produces positive educational outcomes, as evidenced by a variety of outcomes.
Each University of Minnesota campus has a distinctive history, vision, and strategy for contributing to the University's excellence in ways that best serve its students, region and state, consistent with its unique mission.

The University of Minnesota, Rochester offers undergraduate and graduate degree programs, advances health sciences and biotechnology research, serves the special needs of people in southeastern Minnesota, and provides education to students from around the region, nation and world.

Outline of Key Points/Policy Issues:

The University of Minnesota, Rochester (UMR) is a niche-based campus focused on the health sciences. UMR leverages internal and external resources and partnerships for educational and interdisciplinary collaborations, community-based internships, and research experiences with industry, community, and organizations. UMR’s programmatic structures support diverse career paths in areas where job growth is expected to continue to grow over the long-term.

Background Information:

Updates from each of the University’s four chancellors are provided annually to the Educational Planning and Policy Committee.
1. Academic Programs at UMR

UMR is a niche-based campus focused on the health sciences with three academic programs. The programmatic structures support diverse career paths in areas where job growth is expected to continue to grow over the long term.

- The Bachelor of Science in the Health Sciences (BSHS) deploys a common curriculum designed by a team of faculty with varied disciplinary expertise. The fact that UMR has no departments facilitates cross-disciplinary team activities as well as reduces administrative overhead costs. The BSHS is community-integrated, intended to generate a high four-year graduation rate, and leverages the collaborative efforts by faculty and staff in ways that support an affordable high touch, high tech learning experience. The BSHS began admitting students in Fall 2009.

- The Bachelor of Science in Health Professions (BSHP) is a national model for collaboration between a health care institution and a university/college. The program is unique in the U.S. in that it offers different health care certificate programs under one program AND awards a baccalaureate degree. Four certificate programs at Mayo Clinic (Echocardiography, Radiography, Respiratory Care, and Sonography) are offered under a single baccalaureate degree. The program admits juniors to the four tracks who must meet requirements that are common to all tracks. The BSHP began admitting students in Fall 2011.

- The Biomedical Informatics and Computational Biology (BICB) graduate program is a model of collaboration across diverse organizations: University of Minnesota, Twin Cities, University of Minnesota Rochester, Hormel Institute, Mayo Clinic, and IBM. It is designed to meet statewide needs in a rapidly growing discipline. Its collaborative structure leverages expertise statewide in important industries and makes it extremely cost effective for the participating organizations. The program creates new interdisciplinary research opportunities for students and faculty within the University of Minnesota and researchers across the participating partner institutions. The graduate program is designed to meet the needs of students who are full-time employees and need to develop expertise in the informatics area to advance their careers. The flexibility enables students with clinical, industry, or academic backgrounds to study in MS or PhD programs and participate in world class research at a wide range of organizations. Furthermore, being mindful of their diverse backgrounds and career objectives of the graduate students, the program embeds entrepreneurship into the curriculum. The BICB program began admitting students in Fall 2008.
UMR is entering the next phase of its development. Over the past five years, UMR was in a startup phase, where malleable administrative processes were developed anticipating new enrollments and academic innovations. It is now moving into a growth phase, where the organization is more stable, sustainable growth can be better planned, the innovative curriculum is stabilizing, and the attendant administrative and academic support is better understood, all being shaped by an overall instructional cost target.

Current Enrollment and Staffing:

<table>
<thead>
<tr>
<th></th>
<th>All Campus</th>
<th>Graduate</th>
<th>Undergraduate</th>
<th>BSHS</th>
<th>BSHP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>586</td>
<td>100.00%</td>
<td>180 100.00%</td>
<td>406 100.00%</td>
<td>238 100.00%</td>
</tr>
<tr>
<td>Female</td>
<td>382</td>
<td>65.19%</td>
<td>93 51.67%</td>
<td>289 71.18%</td>
<td>168 70.59%</td>
</tr>
<tr>
<td>Male</td>
<td>200</td>
<td>34.13%</td>
<td>84 46.67%</td>
<td>116 28.57%</td>
<td>70 29.41%</td>
</tr>
<tr>
<td>Did Not Id</td>
<td>4</td>
<td>0.68%</td>
<td>3 1.67%</td>
<td>1 0.25%</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>Total</td>
<td>586</td>
<td>100.00%</td>
<td>180 100.00%</td>
<td>406 100.00%</td>
<td>238 100.00%</td>
</tr>
<tr>
<td>American</td>
<td>5</td>
<td>0.85%</td>
<td>1 0.56%</td>
<td>4 0.99%</td>
<td>2 0.84%</td>
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<tr>
<td>Asian</td>
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<td>9.22%</td>
<td>24 13.33%</td>
<td>30 7.39%</td>
<td>16 6.72%</td>
</tr>
<tr>
<td>Black</td>
<td>37</td>
<td>6.31%</td>
<td>6 3.33%</td>
<td>31 7.64%</td>
<td>17 7.14%</td>
</tr>
<tr>
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<td>5 2.78%</td>
<td>9 2.22%</td>
<td>8 3.36%</td>
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<tr>
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<td>112 62.22%</td>
<td>318 78.33%</td>
<td>191 80.25%</td>
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<tr>
<td>Unspecified</td>
<td>46</td>
<td>7.85%</td>
<td>32 17.78%</td>
<td>14 3.45%</td>
<td>4 1.68%</td>
</tr>
</tbody>
</table>

Growing Enrollment in the BSHS

UMR planned for a new class for the BSHS program for fall 2011 between 125-150 students. 138 students matriculated fall 2011. Seven additional students enrolled in spring 2012.

As of April 9, 2012, the admission and recruitment office has generated over 4700 prospects (high school students who have contacted or communicated with us in some fashion) for admission for fall 2012. Of those prospects, 407 have applied, 248 have been admitted, and 118 students have confirmed. Accordingly, UMR is on track to bring in a freshmen class in fall 2012 of 150 students, which
is our enrollment goal for the 2012-13 academic year. For comparison purposes, at the same date last year, 55 students had confirmed.

In the next five years, UMR is conservatively projecting steady growth in the BSHS (see figure below). UMR expects to admit 25 additional freshmen each year, with retention rates of 80/70/60%. In FY20, the enrollment in the BSHS would stabilize at 775 students, assuming a freshman class of 250.

![BSHS Enrollment Chart]

**Growing Enrollment in the BSHP**

The Bachelor of Science in Health Professions is a competitive-entry, junior year transfer program. Students complete lower-division coursework at the University of Minnesota, Rochester (UMR), other UMN campuses, Minnesota State Colleges and University (MnSCU) institutions or other regionally accredited universities and colleges. There are currently 12 students enrolled in BSHP (nine in Respiratory Care, and three in Echocardiography). As of April 9, 2012, there are 84 applications. The total number of admitted students for Fall 2012 is 26.

**Growing Enrollment in BICB**

The current enrollment for the 2011-12 academic year in the BICB PhD/MS degree program has grown to 50 students: (9 PhD and 18 MS students located in Rochester) and (10 PhD and 13 MS students located in the Twin Cities). Over the next 3 years, UMR expects to continue to admit about ten graduate students per year with about 30-40% PhD students. Due to students graduating, the growth in total enrollment will slow down over the next three years and subsequently stabilize. A key constituency of prospective students is employees in Minnesota’s industries that require sophisticated analytical skills with massive data sets. We will therefore continue to grow collaborative relationships with industry to support student projects in the program by creating closer ties with researchers in those industries, potentially leading to adjunct appointments and theses based on industry projects.
2. Building Partnerships—Leveraging Resources

Internal

UMR has leveraged central resources that are funded through the cost pool to avoid duplication, increase quality of services, and provide access to a much larger pool of experts when non-standard questions arise. In addition, UMR relies on central services to provide professional development to faculty and staff. Below are illustrative examples of interactions that have benefitted UMR over the past few years.

The Office of Information Technology (OIT) has worked closely with our faculty and academic staff on developing a technology-integrated curriculum. In addition, OIT provides IT infrastructure to UMR without which a technology-rich curriculum would not be possible.

The Office of Human Resources (OHR) has worked with our faculty to build collaborative teams and with staff to build communication skills and leadership skills (Office of Organizational Effectiveness), and has led workshops on teaching with faculty and academic staff (Center for Teaching and Learning).

Academic Support Resources (ASR) has worked closely with UMR to provide services, such as One Stop support, ASR-IT homegrown Pillar and third party Software as a Service (SaaS) technology applications, and Financial Aid.

The Library not only supports students, faculty, and staff’s need for access to books, journals, and databases, it also provides workshops to UMR’s faculty and staff on topics such as copyright and intellectual property. Access UMTC librarians broadens the expertise pool for getting more technical questions answered.

The Learning Abroad Center allows our students to tap into a rich source of experiences. This has resulted in more than 40% of our students including a “Study Away” component in their 4-year program.

University Services has supported the creation of our physical environment, in particular learning labs and labs, and the development of safety procedures.

Additional professional development has been provided by the Office for Equity and Diversity to help our faculty and staff to increase their ability to teach in a culturally diverse environment, and the Office of General Counsel to give our faculty and academic staff a better understanding of the legal aspects of intellectual property issues and copyright.

External

BSHP: The B.S. in Health Professions is an educational collaboration between UMR and the Mayo School of Health Sciences. The curriculum has a broad focus and includes rigorous science foundations, liberal education, and prerequisite courses selected to meet the need for deeper academic preparation in health professions. Students complete their lower division at UMR, other University of Minnesota
campuses, Minnesota State Colleges and University (MnSCU) institutions, or other regionally accredited universities and colleges. UMR has established transfer guides and advising sheets tailored to MnSCU and holds transfer advising days on MnSCU campuses. UMR is also finalizing an articulation agreement with Rochester Community and Technical College.

**BSHS:** Community-integrated experiences are a key component of the B.S. in Health Sciences. Over the four years, students take a series of developmentally sequenced seminars where community-based experiences are integrated, including panels by professionals working in a broad range of health science fields, community visits, and mock interviews conducted by professionals working in the Rochester community. Many of the BSHS students gain their first community experiences through work-study and volunteer work at local nonprofit organizations. For instance, UMR has twenty-four students enrolled in the Students in Service AmeriCorps Program, contributing more than 5400 hours of service within the SE region of Minnesota over the past year. A structured, service-learning component in their junior year, which is currently linked to Spanish, introduces students to multicultural environments in the community. All BSHS students are required to complete a capstone experience, which may include community-based internship or research experiences.

**BICB:** The Biomedical Informatics and Computational Biology graduate program is built on a foundation of interdisciplinary education, research, and collaborations that involve industry and the community. The program is designed to facilitate participation of full-time employees who wish to increase their skills in this rapidly growing field. Our program has attracted students who work at Mayo Clinic, IBM, National Marrow Donor Program, and other MN industries and organizations. We continue to grow our outreach to industry and the community with the aim of facilitating innovations that support both new breakthroughs and economic growth for the area and the state. The program has developed an innovative strategy of research collaborations that leverages external expertise: students, particularly in the M.S. program, can develop a research project at a partnering organization that is supervised by a University of Minnesota faculty member and a researcher from the partnering organization. This is particularly attractive for full-time employees who work at an organization where such research opportunities present.
Agenda Item: Consent Report

Presenters: Senior Vice President/Provost Karen Hanson

Purpose:

To seek Board approval of new academic programs and program additions, program deletions and discontinuations, and/or program changes, as outlined below.

Outline of Key Points/Policy Issues:

I. Request for Approval of New Academic Programs
   - College of Biological Sciences (Twin Cities Campus) - Create minor in Neuroscience;
   - Medical School - Create Advanced Cardiovascular Imaging Fellowship; and
   - Crookston Campus - Create B.S. degree in Elementary Education.

II. Request for Approval of Changed Academic Programs
   - College of Science and Engineering (Twin Cities Campus) - Create coursework only (Plan C) option with the M.S. degree in Physics;
   - College of Science and Engineering (Twin Cities Campus) - Create coursework only (Plan C) option with the M.S.M.E degree;
   - College of Continuing Education (Twin Cities Campus) - Create Facility Management and General Construction tracks within the B.A.Sc. degree in Construction Management;
   - College of Liberal Arts (Twin Cities Campus) - Change name of the B.A. degree and minor Chicano Studies to Chicano-Latino Studies
- College of Continuing Education (Twin Cities Campus) - Change name of the B.A.Sc. degree and minor in Manufacturing Technology to Manufacturing Operations Management;

- College of Liberal Arts (Duluth Campus) - Change name of the minor in Environmental Studies to Environment and Sustainability;

- School of Public Health (Twin Cities Campus) - Delivery Master of Healthcare Administration degree in Saudi Arabia;

- College of Education and Human Development (Twin Cities Campus) - Discontinue the Family, Youth, and Community subplan within the Ph.D. and M.A. degrees in Education, Curriculum and Instruction; and

- College of Education and Human Development (Twin Cities Campus) - Discontinue the Family and Consumer Science subplan within the M.Ed. degree in Family Education.

III. Request for Approval of Discontinued Academic Programs

- School of Dentistry (Twin Cities Campus) - Discontinue Minor in Dentistry;

- School of Public Health (Twin Cities Campus) - Discontinue the certificate in Leading Integrated Health Systems;

- Carlson School of Management (Twin Cities Campus) - Discontinue the minor in Business Taxation;

- College of Continuing Education (Twin Cities Campus) - Discontinue the certificate in Ophthalmology Technology;

- College of Continuing Education (Twin Cities Campus) - Discontinue the certificate in Orthoptics Study;

- College of Continuing Education (Twin Cities Campus) - Discontinue the certificate in Organizational and Professional Communication;

- College of Education and Human Development (Twin Cities Campus) - Discontinue minor in Social Work;

- College of Education and Human Development (Twin Cities Campus) - Discontinue minor in Work and Human Resource Education;

- College of Education and Human Development (Twin Cities Campus) - Discontinue minor in Educational Policy and Administration;

- College of Education and Human Development (Twin Cities Campus) - Discontinue the certificate in School Technology Leadership;

- College of Education and Human Development (Twin Cities Campus) - Discontinue the certificate in Technology Enhanced Learning: Adult Learning;

- College of Education and Human Development (Twin Cities Campus) - Discontinue the M.Ed. degree in Music Education; and

- College of Education and Human Development (Twin Cities Campus) - Discontinue the M.Ed. degree in Music Therapy.
Background Information:

This report appears as a regular item on the Educational Planning and Policy Committee agenda. Academic program proposal review and approval is governed by University of Minnesota Policy 2.2.4: Review of Proposals for New, Changed, and Discontinued Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

President's Recommendation for Action:

The President recommends approval of the academic program proposals detailed in the Consent Report.
Consent Report

I. Request for Approval of New Academic Programs

- **College of Biological Sciences (Twin Cities Campus)—Create minor in Neuroscience**
  
  The College of Biological Sciences on the Twin Cities campus requests approval to create an undergraduate minor in Neuroscience, effective fall semester 2012. The proposed minor will provide students with an understanding of how the nervous system functions in both health and disease. The College of Biological Sciences and the Department of Neuroscience within the Medical School will collaborate to deliver the program. The program will leverage existing courses and resources.

- **Medical School—Create Advanced Cardiovascular Imaging Fellowship**
  
  The Medical School requests approval to create an Advanced Cardiovascular Imaging Fellowship, effective summer 2012. The 12-month clinical fellowship will comprise clinical exposure, didactic sessions, teaching and clinical and basic-science research.

- **Crookston Campus—Create B.S. degree in Elementary Education**
  
  The Crookston campus requests approval to create a Bachelor of Science (B.S.) degree in Elementary Education, effective fall semester 2012. The proposed program will prepare students to be effective teachers of children from kindergarten through grade six. Students will be trained to design, implement, and evaluate developmentally appropriate learning experiences for young children. The program will expand the current early childhood emphasis but does not require new resources.

II. Request for Approval of Changed Academic Programs

- **College of Science and Engineering (Twin Cities Campus)—Create coursework only (Plan C) option with the M.S. degree in Physics**
  
  The College of Science and Engineering on the Twin Cities campus requests approval to create a coursework only (Plan C) option within the Master of Science (M.S.) degree in Physics, effective fall semester 2012. The coursework only option will provide students with an alternative completion option and support timely completion. The Plan C option will require no additional resources.
College of Science and Engineering (Twin Cities Campus)—Create coursework only (Plan C) option with the M.S.M.E degree

The College of Science and Engineering on the Twin Cities campus requests approval to create a coursework only (Plan C) option within the Master of Science in Mechanical Engineering (M.S.M.E.) degree, effective fall semester 2012. The coursework only option will provide students with an alternative completion option and support timely completion. The Plan C option will require no additional resources.

College of Continuing Education (Twin Cities Campus)—Create Facility Management and General Construction tracks within the B.A.Sc. degree in Construction Management

The College of Continuing Education on the Twin Cities campus requests approval to create Facility Management and General Construction tracks within the Bachelor of Applied Science (B.A.Sc.) degree in Construction Management, effective fall semester 2012. The proposed General Construction track will provide students with core competencies critical to construction management and allows them to specialize in commercial, highway heavy and civil works, or residential emphasizes. The proposed Facility Management track will provide students with exposure to the building life cycle including design, construction, post-construction occupancy, maintenance and re-commissioning, and demolition.

College of Liberal Arts (Twin Cities Campus)—Change name of the B.A. degree and minor in Chicano Studies to Chicano-Latino Studies

The College of Liberal Arts on the Twin Cities campus requests approval to change the name of the Bachelor of Arts (B.A.) degree and minor in Chicano Studies to Chicano-Latino Studies, effective fall semester 2012. The proposed name change better reflects the program’s focus on the social, historical, and cultural experiences of the Mexican and Latino populations in the United States.

College of Continuing Education (Twin Cities Campus)—Change name of the B.A.Sc. degree and minor in Manufacturing Technology to Manufacturing Operations Management

The College of Continuing Education on the Twin Cities campus requests approval to change the name of the Bachelor of Applied Science (B.A.Sc.) degree and minor in Manufacturing Technology to Manufacturing Operations Management, effective fall semester 2012. The proposed name change better reflects the professional approach to business and managing factory operations, including planning and forecasting production, managing the supply chain, global manufacturing, quality systems, and performance reporting.
College of Liberal Arts (Duluth Campus)—Change name of the minor in Environmental Studies to Environment and Sustainability

The College of Liberal Arts on the Duluth campus requests approval to change the name of the minor in Environmental Studies to Environment and Sustainability, effective fall semester 2012. The proposed name change better reflects the program content, which has evolved from an environmental-issues focus to that of sustainable development. The change parallels that made to the B.A. degree (approved, February 2012).

School of Public Health (Twin Cities Campus)—Delivery Master of Healthcare Administration degree in Saudi Arabia

The School of Public Health on the Twin Cities campus requests approval to delivery portions of the existing Master of Healthcare Administration (M.H.A.) degree in Saudi Arabia, effective spring semester 2012. The School currently offers an executive program through a mix of face-to-face (4 credits) and on-line (38 credits) delivered courses. The school seeks to deliver four face-to-face credits in Saudi Arabia in place of the Twin Cities campus. The M.H.A. degree is designed for employed healthcare professionals, executives, and physicians interested in developing competencies related to healthcare finance, leadership, and problem solving.

College of Education and Human Development (Twin Cities Campus)—Discontinue the Family, Youth, and Community subplan within the Ph.D. and M.A. degrees in Education, Curriculum and Instruction

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the Family, Youth, and Community subplan within the Doctor of Philosophy (Ph.D.) and Master of Arts (M.A.) degrees in Education, Curriculum and Instruction, effective fall 2012. The proposed discontinuation results from impending faculty retirements and the restructuring of the Family Education and Youth Development Leadership programs.

College of Education and Human Development (Twin Cities Campus)—Discontinue the Family and Consumer Science subplan within the M.Ed. degree in Family Education

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the Family and Consumer Science subplan within the Master of Education (M.Ed.) degree in Family Education, effective fall 2012. The proposed discontinuation results from impending faculty retirements and the restructuring of the Family Education and Youth Development Leadership programs.
III. Request for Approval of Discontinued Academic Programs

- **School of Dentistry (Twin Cities Campus)—Discontinue Minor in Dentistry**
  The School of Dentistry on the Twin Cities campus requests approval to discontinue the graduate minor in Dentistry, effective spring semester 2012. Proposed discontinuation is the result of administrative review. No students have ever enrolled in the minor.

- **School of Public Health (Twin Cities Campus)—Discontinue the certificate in Leading Integrated Health Systems**
  The School of Public Health on the Twin Cities campus requests approval to discontinue the certificate in Leading Integrated Health Systems, effective spring semester 2012. Proposed discontinuation is the result of administrative review. No students have enrolled in recent years.

- **Carlson School of Management (Twin Cities Campus)—Discontinue the minor in Business Taxation**
  The Carlson School of Management on the Twin Cities campus requests approval to discontinue the graduate minor in Business Taxation, effective spring semester 2012. Proposed discontinuation is the result of administrative review. No students remain in the program.

- **College of Continuing Education (Twin Cities Campus)—Discontinue the certificate in Ophthalmology Technology**
  The College of Continuing Education on the Twin Cities campus requests approval to discontinue the post baccalaureate certificate in Ophthalmology Technology, effective spring semester 2012. Proposed discontinuation is the result of administrative review. No students remain in the program.

- **College of Continuing Education (Twin Cities Campus)—Discontinue the certificate in Orthoptics Study**
  The College of Continuing Education on the Twin Cities campus requests approval to discontinue the undergraduate certificate in Orthoptics Study, effective fall semester 2012. Proposed discontinuation is the result of administrative review. No students remain in the program.

- **College of Continuing Education (Twin Cities Campus)—Discontinue the certificate in Organizational and Professional Communication**
  The College of Continuing Education on the Twin Cities campus requests approval to discontinue the post baccalaureate certificate in Organizational and Professional Communication, effective spring semester 2012. Proposed discontinuation is the result of administrative review. No students remain in the program.
- College of Education and Human Development (Twin Cities Campus)—Discontinue minor in Social Work

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the graduate minor in Social Work, effective spring semester 2012. Proposed discontinuation is the result of administrative review. No students remain in the program.

- College of Education and Human Development (Twin Cities Campus)—Discontinue minor in Work and Human Resource Education

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the graduate minor in Work and Human Resource Education, effective spring semester 2012. Proposed discontinuation is the result of administrative review. No students remain in the program.

- College of Education and Human Development (Twin Cities Campus)—Discontinue minor in Educational Policy and Administration

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the graduate minor in Educational Policy and Administration, effective summer 2013. Proposed discontinuation is the result of a lack of student interest.

- College of Education and Human Development (Twin Cities Campus)—Discontinue the certificate in School Technology Leadership

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the post baccalaureate certificate in School Technology Leadership, effective spring semester 2012. Proposed discontinuation is the result of administrative review. No students remain in the program.

- College of Education and Human Development (Twin Cities Campus)—Discontinue the certificate in Technology Enhanced Learning: Adult Learning

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the post baccalaureate certificate in Technology Enhanced Learning: Adult Learning, effective spring semester 2012. Proposed discontinuation is the result of administrative review. No students remain in the program.

- College of Education and Human Development (Twin Cities Campus)—Discontinue the M.Ed. degree in Music Education

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the Master of Education (M.Ed.) degree in Music Education, effective spring semester 2012. Proposed discontinuation is the result of administrative review. No students remain in the program.
• College of Education and Human Development (Twin Cities Campus)—Discontinue the M.Ed. degree in Music Therapy

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the Master of Education (M.Ed.) degree in Music Therapy, effective spring semester 2012. Proposed discontinuation is the result of administrative review. No students remain in the program.