Academic & Student Affairs

September 2016

September 8, 2016
3:00 p.m. - 5:00 p.m.

East Committee Room, McNamara Alumni Center
1. 2016-17 Committee Work Plan
   Docket Item Summary - Page 3
   2016-17 ASA Work Plan - Page 4

2. Annual Report on Undergraduate, Graduate & Professional Academic Program Changes
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   Report on Program Changes - Page 7
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3. Developing and Preparing Students Through a Liberal Education
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   Background on Liberal Education - Page 56
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5. Consent Report - Review/Action
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Academic & Student Affairs

AGENDA ITEM: 2016-17 Committee Work Plan

☐ Review  ☐ Review + Action  ☐ Action  x Discussion

☐ This is a report required by Board policy.

PRESENTERS: Regent Linda Cohen
Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

The purpose of this item is to review and discuss the 2016-17 committee work plan.

BACKGROUND INFORMATION

Board of Regents Policy: Board Operations and Agenda Guidelines defines the role of the Academic and Student Affairs Committee as follows:

The Academic and Student Affairs Committee advises on academic priorities and the teaching, research, and outreach missions of the University. This committee assesses academic programs for relevance to students and consistency with the University's mission and strategies and reviews internal and external evaluations of academic programs.

Specifically, this committee recommends:
• academic program additions, revisions, or discontinuations;
• tuition and fees policy;
• reciprocity agreements; and
• support for commercialization of technology to non-University entities.

This committee provides governance oversight to:
• academic program reviews and strategic plans of academic units;
• enrollment and demographic trends;
• student affairs;
• academic medicine;
• issues related to the University’s academic profile such as accreditation, reputation, and academic ranking;
• e-Learning;
• public engagement;
• international partnerships and education; and
• intercollegiate athletics
## Academic & Student Affairs Committee

### 2016-2017 Work Plan

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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<td><strong>2016</strong></td>
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<td>September 8-9</td>
<td>- <strong>2016-17 Committee Work Plan</strong>&lt;br&gt;The committee will discuss the work plan agenda items for the 2016-17 meetings.&lt;br&gt;- <strong>Annual Report on Undergraduate, Graduate &amp; Professional Academic Program Changes</strong>&lt;br&gt;The committee will hear an update on academic programs approved by the Board in 2015-16, including an explanation of faculty and administrative review and approval process with descriptions from leaders from the Crookston campus and College of Education and Human Development on the Twin Cities campus.&lt;br&gt;- <strong>Developing and Preparing Students Through a Liberal Education</strong>&lt;br&gt;The committee will hear an overview and participate in a discussion about the value of a liberal education – how it takes students beyond their specific coursework and how it builds citizens and communities.&lt;br&gt;- <strong>Board of Regents Policy: Animal Care and Use</strong>&lt;br&gt;The committee will review and take action on updates to the policy.&lt;br&gt;- <strong>Consent Report</strong>&lt;br&gt;</td>
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<td>October 13-14</td>
<td>- <strong>Academic Progress and Trends in Gopher Athletics</strong>&lt;br&gt;The committee will hear an update on student-athlete academic progress and trends. This item will reflect the key oversight components called for in the 2014 Board of Regents/President's Office report.&lt;br&gt;- <strong>Enhancing the Undergraduate Student Experience</strong>&lt;br&gt;From Welcome Week through graduation, in what ways does the University position its undergraduate students for success? Each of the five campuses will share examples of specific efforts, from financial literacy to financial aid to campus safety and security.</td>
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<td>December 8-9</td>
<td>- <strong>2016 University Plan, Performance, and Accountability Report</strong>&lt;br&gt;The committee will consider the University’s accountability for its academic mission. Representatives from each campus will present on, and participate in a discussion of, aspects of the report.&lt;br&gt;- <strong>Twin Cities Campus Undergraduate Education Update</strong>&lt;br&gt;The committee will hear and discuss a report from the Office of Undergraduate Education on the Twin Cities campus, to include challenges, new and continuing strategies, and measures of student success. This item will also address the challenge of making college affordable.&lt;br&gt;- <strong>Role of Standardized Tests in Undergraduate Admissions</strong>&lt;br&gt;The committee will discuss the national discussion regarding the role of standardized tests in admissions; the University's use of the ACT as part of holistic review; the ACT's connection to overall student success; and the link between the use of ACT scores and educational inequality.</td>
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### 2017

**February 9-10**
- **Status of the Academic Mission of the Medical School**
  The committee will discuss opportunities and challenges related to the academic mission of the Medical School and its national profile.
- **Update on Student Mental Health**
  The committee will hear an update on the issue of student mental health including the impact of additional funding for mental health services.
- **Update on the Greek Task Force Recommendations**
  The committee will hear about and discuss implementation of the recommendations of the 2012 Greek Task Force.

**May 11-12**
- **Graduate Education Update**
  The committee will hear and discuss a report on the status of graduate education, including challenges, new and continuing strategies, and measures of student success.
- **Enrollment Strategies in the University’s Professional Schools**
  The committee will hear the University’s professional schools share their unique strategies and challenges in recruiting and enrolling students.

**June 8-9**
- **Alignment of Academic Programs Across the System**
  The committee will learn about and discuss system strategies to align academic programs across campuses, including collaboration between UMR and UMTC undergraduate health sciences programs, and between graduate programs at UMD and UMTC.
- **Update on Progress Card Metrics for Minnesota Students**
  The committee will review the Progress Card metrics related to Minnesota students it adopted in February 2016, and consider any necessary adjustments.
- **Academic Elements of the System-wide Strategic Plan**
  The committee will review and discuss system-wide strategic plan efforts to support academic success – including advising and mentoring strategies, co-curricular opportunities, living and learning commons, and President’s Emerging Scholars. The committee will also learn how the University supports high-ability students beyond the well-established Honors Program.
AGENDA ITEM: Annual Report on Undergraduate, Graduate & Professional Academic Program Changes

PRESENTERS: Karen Hanson, Executive Vice President and Provost
Barbara Keinath, Vice Chancellor for Academic and Student Affairs, UMC
Deborah Dillon, Associate Dean, College of Education and Human Development

PURPOSE & KEY POINTS

The purpose of this item is to discuss the 2015–16 academic program changes and the process by which faculty and academic units develop proposals for new academic programs. The item will include:

- A report on 2015–16 approvals.
- Summary and analysis of program changes over the past five years.
- Discussion of the approval process.
- Discussion of curricular and program development at the University.

Regents will be asked to consider if the process for new, changed, and discontinued academic programs ensures that academic proposals come before the committee having undergone a rigorous, thorough review at appropriate levels.

BACKGROUND INFORMATION

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.
Introduction

As part of its regular business, the Academic and Student Affairs Committee reviews and considers whether to approve all academic program changes recommended by the Provost. The Committee reviews the Provost’s recommendations through regular consent reports. To provide a broader picture of curriculum change, the Office of the Executive Vice President and Provost also provides an annual summary of new and changed programs approved by the Board of Regents in the previous year. The following report summarizes the changes approved during the past academic year and explains the process the University uses to review program change requests.

The University of Minnesota has one of the most comprehensive academic programs of any institution in the world. It offers over 300 undergraduate majors on its five campuses; more than 200 master’s degree programs; over 100 doctoral degree programs; and professional programs in law, dentistry, medicine, pharmacy, and veterinary medicine.

The University is one of only four campuses nationally with agricultural programs as well as an academic health center with a major medical school. This breadth enables the University to undertake interdisciplinary research and create interdisciplinary academic programs that few of its peers can match.

Given this breadth and depth of excellence, the process by which the University evaluates academic programs and reviews proposals for new programs reflecting new knowledge and addressing emerging societal needs becomes an essential ingredient in the University’s future success.

Part I. The Academic Program Change Process

This section describes the program proposal review process, the principles and purposes of the policy that guide it, the criteria used to assess proposals for new and changed programs, and the policy’s intersection with delegation of authority policies.

Program Review Process

The process for establishing new academic programs or making changes to current ones offered by any college or campus of the University of Minnesota involves a series of steps. These steps—designed to provide careful review and oversight—lead to approval or endorsement by the Office of the Executive Vice President and Provost and, as appropriate, a recommendation for approval by the Board of Regents.

Procedures for program development, review, and approval are established within departments, colleges, and the Academic Health Center, and by Chancellors, the Executive Vice President and Provost, and the Board of Regents. Prior to Provostal approval and submission to the Board of Regents, proposals are available to members of the University community for public comment.
Principles
The principles guiding this process include the following:

- Academic programs should be aligned with the missions, strategic plans, and compacts of their home units and with the University’s broad institutional goals and strategic directions.

- Proposals for academic programs should reflect common criteria: quality; centrality; comparative advantage; need and demand (including accreditation or competitive requirements as well as Minnesota workforce needs); efficiency and effectiveness; and growth and leveraging of resources. (See “Criteria for New Program Proposals” section below.)

- Decisions to offer, change, or drop academic programs, when they have the potential to affect or involve other units within the University, require consultation early in the program development stage.

- Consideration and approval of academic program proposals should be carried out by the Board of Regents or by an appropriate-level administrator with the delegated authority from the Board.

- Formal approval by the Board of Regents or its designee is required before new and changed programs may be publicized or initiated.

Purposes
These principles inform the University’s policy governing the creation, change, and discontinuation of academic programs. The policy is intended to:

- Enhance quality, productivity, and efficiency in academic program development and implementation.

- Ensure that program development is aligned with institutional, campus, college, and unit mission, strategic directions, and compacts.

- Make explicit the criteria for academic programs and their connection to related policies.

- Foster shared consultation and, where appropriate, joint planning across academic units.

- Foster early consultation with the Office of the Executive Vice President and Provost.

- Enhance the availability, coordination, and consistency of information about the University’s academic programs for student information systems; faculty and administrative planning and analysis; institutional accountability reporting; and departmental, collegiate unit, and institutional accreditation.

- Ensure thorough and timely review and consideration of proposals for approval at the appropriate level: Board of Regents, Executive Vice President and Provost, system campus Vice Chancellor, or collegiate dean.
Approval-Level Requirements
The type of action requested dictates the approval level required.

Board of Regents approval is required for:

- Adding new programs: new degree program or major, new baccalaureate or post-baccalaureate credit certificate programs, new minor.
- Changing current programs: add a formal track to an existing major; change a program or unit name or degree designation; discontinue a program; offer new distance delivery of an existing degree program.
- Adding a new site for the delivery of an existing program.

Executive Vice President and Provost approval is required for:

- Formalizing a domestic or international credit-bearing agreement with another institution.
- Changing or adding new course designators and program codes.

Provost approval (Twin Cities), or Vice Chancellor (Crookston, Duluth, Morris, or Rochester) approval is required for:

- Adding an honors option to an existing undergraduate degree program.
- Making other curricular changes, e.g., change number of credits or required courses in a major or minor, change definition of options in a major.
- Adding “second tier” admissions requirements, i.e., entrance requirements to a major that go beyond admission to the collegiate unit.

Vice Chancellor (Crookston, Duluth, Morris, or Rochester) or collegiate dean (Twin Cities) approval is required for:

- Changing curricular details such as course substitutions (one course is dropped and another replaces it), revised lists of electives approved for the program, and changes that result from realignment or adjustment of course content.

All changes approved by a Vice Chancellor or collegiate dean must be reported to the Executive Vice President and Provost.

Criteria for New Program Proposals
The University uses a standard set of criteria to review proposals for new or changed academic programs. These criteria parallel ones used in the University’s periodic review of collegiate and departmental academic and administrative units.

Mission, Priorities, and Interrelatedness
- In what specific ways is the proposed program consistent with the University’s and unit’s mission?
- How does the program support the unit’s strategic direction and compact?
- How will the program contribute to the priorities of the University, the campus, and the unit?
- How does the program relate to other University academic programs?
- What are the implications—including impact of prerequisites and related courses—on other units, colleges, or campuses?
Demand, Development, and Leveraging of Resources

- What is the need and demand for the program? Proposals for programs that reach very small numbers of students are discouraged. Use the following kinds of evidence, as appropriate:
  - Evidence that the program meets societal needs and expectations
  - Evidence of consultation with employers or professional organizations, if appropriate
  - Employment data, if appropriate (availability of jobs for graduates)
  - Enrollment data for similar programs
  - Data reflecting student interest or demand, both short- and long-term
  - Projected number of applicants for the program
  - Projected number of degrees to be conferred per year at full operation
- What are the intended geographic service area and the prospective student market?
- How will students benefit from the program?

Uniqueness and Comparative Advantage

- What are the unique characteristics of the program that make it particularly appropriate to the University of Minnesota?
- Are there comparable academic programs in Minnesota, and, if applicable, elsewhere?
- What planning and development authorities generated the proposal?
- When was the proposal reviewed and approved (department, college or campus curriculum committees, dean/vice chancellors’ offices, etc.)?

Efficiency and Effectiveness

- Is the program within the capacity of the unit’s resources?
- Have resources been reallocated within the unit to support the proposed program? If so, how?
- If additional resources are needed, how will the program leverage existing resources to attract new resources?
- What steps will be taken to ensure the program is operated economically and effectively?

Quality, Productivity, and Impact

- What are the learning outcomes for the program? How will the outcomes be measured? How often?
- How, when, and by whom will program quality be measured?
- How will the college, the department, and program instructors continue to improve the teaching and learning in this program?
- Is the program subject to review by a specialized accreditation agency? If yes, what agency and what is the review cycle?
- How, if at all, will the program address the University’s diversity goals, e.g., student and faculty recruitment, curriculum, etc.?
Process Example 1: University of Minnesota–Crookston

University of Minnesota–Crookston Mission Statement:
The University of Minnesota–Crookston (UMC) is integral to the University's statewide land grant mission. The college provides its unique contribution through applied, career-oriented learning programs that combine theory, practice and experimentation in a technologically rich environment. UMC connects its teaching, research and outreach to serve the public good.

Crookston’s academic programs (and delivery mode) reflect the land grant mission of the University and the campus mission statement. They are also impacted and informed by our history, first as an agricultural boarding high school, then a two-year technical college, and, since 1993, a baccalaureate-level university. This year, UMC celebrates 50 years as a higher education institution. Throughout these 50 years, Crookston’s academic programs and faculty have been responsive to the needs of the region and the state. That responsiveness plays out as new programs are developed for review and as existing programs are considered for revitalization or closure.

Consistent with UM Administrative Policy Adding, Changing, or Discontinuing Academic Plans, the Crookston campus has a well-defined process for proposing new programs and reviewing existing programs. The process begins with faculty, and faculty are integrally involved throughout the process.

The typical path through the program proposal process involves several steps. At each of these steps, a decision is made whether or not to continue moving the proposal forward.

- Faculty in a particular discipline begin conversations among themselves about a new programmatic idea. Their conversation may be informed by suggestions from a Program Improvement Advisory Committee, feedback from internship supervisors, input from alumni, their own awareness of changes and trends in the profession, and/or a strategic plan. (As the pace of change around higher education increases, program development decisions, once driven largely by strategic planning, have become more responsive to external needs as well as campus strategic initiatives.) Significant emphasis is placed on how new programs can leverage and build on existing programmatic offerings and faculty expertise.

- If the programmatic idea garners support among discipline faculty, they will further develop the idea in a New Program Synopsis, a 4-6 page conceptual-level document that speaks to the proposed program’s mission fit, faculty expertise, student demand, competitive position, and curricular requirements.

- Discipline faculty share the New Program Synopsis within their academic department to solicit feedback from their colleagues and ascertain the department’s interest in the proposed program. Each of UMC’s four academic departments is composed of faculty in several different discipline areas, so the feedback is always broad-based and robust. If there is support from the department at this conceptual level, discipline faculty will be given the green light to further develop the program.

- After considerable investment of time and effort, the discipline faculty will bring a full program proposal to the department. (A preliminary budget is developed at this stage.) The fully developed proposal addresses all of the elements required by the University of Minnesota program proposal process. The department review is generally highly iterative, with multiple cycles of feedback and revision. Following approval by the department faculty, the proposal will move to the UMC Curriculum Committee.

- The Curriculum Committee reviews program proposals for curricular integrity, soundness, overall curricular coherence, and impact on existing academic programs. Two readings are required, with no action being taken until the proposal has been discussed at a minimum of
two Curriculum Committee meetings. Between the first and second readings, all departments and faculty will discuss the program and provide feedback on the proposal.

- If the proposal is approved after the second reading in Curriculum Committee, the program goes to the Faculty Assembly for further review and action. Commonly, the first Faculty Assembly meeting on the program is for discussion only. (Sometimes, not all faculty have taken the time to really understand a program proposal. Discussion-only meetings raise faculty understanding across the board.) Faculty truly challenge each other in these discussions, and the result is stronger programs. Often, discussions about new program proposals provide ideas for faculty to update and strengthen existing programs, as well.

- Once a program is approved by the Faculty Assembly, the Chancellor, Vice Chancellor, and Finance Director conduct a robust business review to ensure that the program is viable and sustainable. Given the preliminary budget review, programs that reach this stage are generally financially sound. If a program in its final proposed form is not financially sound, the proposal goes back to the discipline faculty and department head for further work.

- After a program proposal successfully proceeds through all of these steps, the Vice Chancellor signs off on the program for the campus, and the program goes to the Provost’s Office for further review. Only after all of these reviews does the Board of Regents receive a request for its approval.

The steps are very similar for new program proposals, substantial program changes, and program closures.

Two to three years into the life of a new program, the program is reviewed to determine how well it is performing against enrollment and curricular expectations. Every six years, every campus program undergoes a rigorous review (akin to a self-study) that examines the program’s curriculum, enrollment, competitive position, faculty resources, strategic plan, and other important indicators of quality. Two external experts review the information provided in the self-study and offer their suggestions for further strengthening the program. Once in a great while, UMC will cycle back to a previous program decision, as was the case in reinstating the Agricultural Education program based on considerable external demand and substantial interest from numerous external constituents.

It is a challenge to balance nimble responsiveness to external needs, due diligence and deliberation by the faculty, and institutional capacity to support new academic programs. The faculty, who engage deeply in the process, are thoroughly committed to excellence in academic program development and implementation.
Process Example 2: College of Education and Human Development,
University of Minnesota – Twin Cities

Leadership
Jean K. Quam, MSW, PhD, Dean
Kenneth Bartlett, PhD, Associate Dean for Faculty Development & International Initiatives
Deborah Dillon, PhD, Associate Dean for Graduate and Professional Programs
Na’im Madyun, PhD, Associate Dean for Undergraduate Programs, Diversity, and Equity
Frank Symons, PhD, Associate Dean for Research and Policy

Mission: The mission of the College of Education and Human Development at the University of Minnesota is to contribute to a just and sustainable future through engagement with the local and global communities to enhance human learning and development at all stages of the life span.

Vision: The College will advance research, teaching, and community engagement to increase opportunities for all individuals to have a successful start in life and to foster healthy human development, and will provide programs that meet the demands of the 21st century.

Fall 2015 Enrollment (Fall 2016 enrollment will be available September 19, 2016)

Graduate/Professional Students: 2,578
Undergraduate Students: 2,358
Total: 4,936

Seven Academic Departments led by 180 CEHD Tenured/Tenure-Track Faculty

Department of Curriculum and Instruction
Department of Educational Psychology
Department of Family Social Science
Institute of Child Development
School of Kinesiology
Department of Organizational Leadership, Policy, and Development
School of Social Work

Undergraduate Academic Degrees and Programs

Degree: Bachelor of Science (B.S.)
11 academic majors

Graduate and Professional Academic Degrees and Programs

Degrees: Master of Education (M.Ed.)
Master of Social Work (M.S.W.)
Master of Arts (M.A.)
Master of Science (M.S.)
Doctor of Philosophy (Ph.D.)
Doctor of Education (Ed.D.)
Post-baccalaureate certificate

37 graduate/professional academic discipline areas
CEHD Accreditation

- American Psychological Association (APA)
- Commission on Accreditation for Couples and Family Therapy Education
- Council on Social Work Education
- Minnesota Board of School Administrators
- Minnesota Board of Teaching
- National Association of the Education of Young Children
- National Association of School Psychologists
- National Council for Accreditation for Teacher Education (NCATE)
- Council for the Accreditation of Educator Preparation (CAEP)

CEHD Graduate and Professional Curriculum and Program Review and Approval Process

1. Discipline-specific faculty program area review and approval
2. Department faculty review and approval
3. Consultation, review, and approval by Educator Preparation Policy Council (EPPC), CEHD Office of Teacher Education (OTE), and Minnesota Board of Teaching (MNBoT) for teacher education licensure-related courses and programs
4. CEHD Curriculum Council graduate subcommittee review and approval
5. CEHD Curriculum Council (full council) review and approval
6. Graduate School Graduate Education Council (if applicable) review and approval
7. Office of the Provost review and approval (programs only)
8. Board of Regents review and approval (programs only)
9. **Many CEHD graduate and professional programs are simultaneously reviewed and approved by their respective program or licensure accreditation body**

Graduate and Professional Program Highlights

1. School Psychology Ph.D., Department of Educational Psychology
   We prepare doctoral-level school psychologists to work in universities as faculty, mental health agencies, research centers and think tanks, clinical settings, state departments of education, and independent practices. Students are eligible to receive their state and national school psychologist credential and the license to practice psychology.
   - American Psychological Association (APA) accreditation
   - Fall 2015 enrollment: 40 PhD students, 22 MA students

School Psychology PhD program meets high expectations of APA accreditation standards, including the following requirements:

- School Psychology PhD students to complete an accredited internship. The program has modified its curriculum, fieldwork standards, and degree planning in order to facilitate and improve the internship experience for students.
- All graduates must pursue licensure. The program has developed a remote study group for alumni and is in the process of creating a post-doc supervision component due to the shortage of licensed psychologists who are available and qualified to supervise students and post-docs.
- Student feedback is incorporated into program evaluation and improvement areas. School Psychology students are represented on the faculty council, and multiple student representatives participate in annual curriculum review.
2. Master of Social Work, School of Social Work
We prepare students for advanced social work practice and leadership in the areas of clinical mental health; community practice; families and children; health, disability and aging. Students are eligible to receive their state social work license upon completion of the national licensure exam.
- Council on Social Work Education accreditation
- Fall 2015 enrollment: 260 MSW students

MSW program faculty are responsive to demographic changes and stakeholder needs as follows:
- Implemented a new curriculum in 2013, designed through a two-year process of consultation with community stakeholders, including service providers, users, legislators and heads of major social service agencies; curriculum foci areas include child welfare, healthcare, community change, and mental health.
- Actively recruits a diverse population with between 25-30% of students coming from communities that are underrepresented in higher education, and overrepresented in seeking social work services.
- Places a strong emphasis on preparing students who can use evidence-based intervention models with clients and communities in need, and who are prepared to use research methods to assess the efficacy of their efforts and make adjustments where data indicate change is needed.

3. Minneapolis Residency Program (MRP) Initial Teacher Licensure M.Ed
We prepare Minneapolis Public Schools (MPS) educational teaching aides from diverse backgrounds who seek a K-6 elementary school teaching license in a residency program. The power of the residency program is that teacher candidates are often from the districts in which they “reside” for the year, and are hired by the district for K-6 teaching assignments upon successful completion of their licensure program.

Fall 2015 enrollment: 25 M.Ed students
- Minnesota Board of Teaching accreditation
- National Council for Accreditation for Teacher Education (NCATE)
- Council for the Accreditation of Educator Preparation (CAEP)
- National Center for Teacher Residencies (NCTR)

The program was co-designed by NCTR, Minneapolis Public Schools (MPS), Minnesota teachers, and CEHD faculty and staff to meet the specific needs of diverse, urban children and their families, and to meet all state and national teaching standards. Additional features of the program include:
- A non-conventional teacher preparation program at the graduate level from an accredited institution of higher education and approved by the Minnesota Board of Teaching; the 12 month program consists of a summer, full school year, and a second summer;
- Program licensure areas and content were designed to meet the high-need hiring areas of MPS and configured for individuals who might not otherwise consider joining the teaching profession due to time or financial constraints, including diverse and bilingual candidates (74% of candidates identify as people of color)
- Residents participate in clinical practice that is contextualized to district-identified needs so that graduates will be well-prepared for the first year of teaching; coursework emphasizes racial equity and pedagogical content
- Residents complete competency-based performance assessments throughout residency year; assessments are aligned to district, university, and state evaluation tools
Part II. Summary of 2015–16 Program Changes

NEW PROGRAMS

Twin Cities

- Medical School and College of Liberal Arts—Create combined B.A./M.D. degree program
- College of Continuing Education—Create Master of Professional Studies degree in Addictions Counseling
- Humphrey School of Public Affairs and College of Liberal Arts—Create Master of Human Rights (M.H.R.) degree
- College of Design—Create B.S. degree in Product Design
- College of Liberal Arts—Create B.A. degree in Statistical Practice and B.S. degree in Statistical Science
- College of Liberal Arts—Create a post-baccalaureate certificate in Music Education
- Humphrey School of Public Affairs—Create a post-baccalaureate certificate in Human Services Leadership
- College of Liberal Arts—Create undergraduate certificate in French Advanced Level Proficiency
- College of Liberal Arts—Create undergraduate certificate in German Advanced Level Proficiency
- Carlson School of Management—Create a graduate minor in Business Management
- College of Science and Engineering—Create graduate minor in Cyber Security
- School of Public Health—Create a graduate minor in Health Equity
- Carlson School of Management and the Law School—Create undergraduate minor in Business Law
- College of Food, Agricultural and Natural Resource Sciences—Create undergraduate minor in Wildlife Care and Handling
- College of Liberal Arts—Create undergraduate minor in Health Psychology and deliver online
- Medical School—Create residency in Interventional Radiology
- Medical School—Create fellowship in Advanced Neuroradiology
- Medical School—Create fellowship in Cardiovascular and Thoracic Transplant
- Medical School—Create fellowship in Child Abuse Pediatrics
- Medical School—Create fellowship in Geriatric Orthopaedic Trauma
- Medical School—Create fellowship in Interventional Pulmonology
- Medical School—Create fellowship in Pediatric Hospital Medicine
- Medical School—Create fellowship in Spinal Cord Injury Medicine

Duluth

- College of Education and Human Service Professions—Create Education Administration Specialist degree and deliver online
- Swenson College of Science and Engineering—Create Master of Science in Mechanical Engineering degree
- College of Liberal Arts—Create B.A. degree in Journalism
- College of Liberal Arts—Create post-baccalaureate certificate in Geographical Information Science
- Labovitz School of Business and Economics—Create undergraduate minor in International Business
- Swenson College of Science and Engineering—Create undergraduate minor in Materials Science and Engineering
CHANGES

Twin Cities

- Carlson School of Management—Create sub-plan for dual M.S./M.B.A. degree program in Business Analytics
- Carlson School of Management—Create sub-plan for the Industry M.B.A. degree
- College of Education and Human Development—Create a sub-plan in Second Language Education for Working Professionals within the Teaching M.Ed. degree
- College of Education and Human Development—Create sub-plans in Language Immersion Education and Second Language Pedagogy within the Curriculum and Instruction M.Ed. degree and deliver the degree partially online.
- College of Food, Agricultural, and Natural Resource Sciences—Create sub-plans in Conservation Science within the M.S. and Ph.D. degrees in Conservation Sciences
- College of Science and Engineering—Create sub-plan for dual M.S./B.Env.E. degrees in Civil Engineering and Geoengineering
- Law School—Create sub-plan in Civil Litigation within the J.D. degree
- Law School—Create a sub-plans in Family Law and Immigrant Law within the J.D. and LL.M. degrees
- School of Public Health—Create sub-plan for dual M.P.H./J.D. degree partnership with William Mitchell College of Law
- College of Continuing Education—Discontinue the sub-plan in Addiction Studies within the B.A.Sc degree in Health Services Management
- College of Continuing Education—Discontinue the sub-plan in Career and Technical Education within the B.S. degree in Inter-College Program
- School of Public Health—Discontinue the sub-plan in Global Health in M.P.H. degrees
- School of Public Health—Discontinue Plan A option within the Health Services Research, Policy, and Administration the M.S. degree.
- Carlson School of Management and College of Food, Agricultural, and Natural Resource Sciences—Create dual M.S./M.B.A. degree program in Applied Economics
- School of Dentistry—Create a dual degree program in Dental Hygiene (B.S.) and Dental Therapy (M.S.)
- School of Public Health and the College of Liberal Arts—Create joint Bachelor/Master of Science degree in Biostatistical Practice
- College of Liberal Arts—Deliver the Technical Communication Post-baccalaureate certificate online
- College of Liberal Arts—Deliver the Scientific and Technical Communication graduate minor partially online.
- School of Public Health—Deliver the Management Fundamentals Post-baccalaureate certificate online
- College of Food, Agricultural and Natural Resource Sciences—Change name of Ph.D., M.S. and minor in Conservation Biology to Conservation Sciences
- College of Food, Agricultural, and Natural Resource Sciences—Change the name of the undergraduate minor in Bio-Based Products Engineering to Bioproducts Engineering
- Humphrey School of Public Affairs—Change the name of the Public and Nonprofit Management sub-plan within the Ph.D. degree in Public Affairs to Management and Governance
- Medical School—Change the name of the Advanced Catheterization Fellowship to Structural Heart Diseases and Advanced Interventional Cardiology Fellowship
- Medical School—Change the name of the residency program in Family Medicine – University of Minnesota Medical Center
• Medical School—Change the name of the Procedural Dermatology Fellowship to Micrographic Surgery and Dermatologic Oncology Fellowship
• School of Dentistry—Change the name of the TMJ and Orofacial Pain certificate to Orofacial Pain

Duluth
• College of Education and Human Service Professions—Change the degree designation from master of education degree in Education Administration Specialist to an Education Specialist degree
• Swenson College of Science and Engineering—Change the name of the Biochemistry and Molecular Biology B.S. degree to Biochemistry
• Swenson College of Science and Engineering—Create sub-plans in Ecology, Evolution and Behavior and Genetics, Cell and Development within the Biology B.S. degree
• Swenson College of Science and Engineering—Create sub-plans in Human Biology and Life Sciences within the Biology B.A. degree
• College of Liberal Arts—Discontinue the sub-plans in Journalism and Professional Writing within the B.A. degree in Writing Studies
• Swenson College of Science and Engineering—Discontinue sub-plans in Industrial Systems Engineering Program and International Engineering within the Industrial Engineering B.S. degree

Rochester
• Change the name of the M.S., Ph.D., and graduate minor in Biomedical Informatics and Computational Biology to Bioinformatics and Computational Biology.
• Create sub-plan in Nuclear Medicine Technology within the Health Professions B.S. degree

DISCONTINUATIONS
Twin Cities
• College of Education and Human Development—Discontinue the M.Ed. degree in Applied Kinesiology
• College of Continuing Education—Discontinue the post-baccalaureate certificate in Addiction Studies
• Humphrey School of Public Affairs—Discontinue the post-baccalaureate certificate in Executive Leadership
• School of Nursing—Discontinue the post-baccalaureate certificate in Family Nurse Practitioner
• College of Continuing Education—Discontinue the undergraduate certificate in Addiction Studies
• College of Education and Human Development—Discontinue the undergraduate certificate in Disability Policy and Services
• College of Science and Engineering—Discontinue the graduate minor in Nanoparticle Science and Engineering
• College of Veterinary Medicine—Discontinue graduate minor in Veterinary Medicine

Duluth
• Swenson College of Science and Engineering—Discontinue the undergraduate minor in Computer Information Systems
• Swenson College of Science and Engineering—Discontinue the undergraduate minor in Computer Science Applied
Part III. Summary & Analysis of 2011–2016 Program Changes

This section lists the academic program changes approved by the Academic and Student Affairs Committee and the Board of Regents between the 2011–12 and 2015–16 academic years.

It is important to note that most program changes have relatively small financial impacts. Most new programs or changes to current programs involve the packaging or repackaging of existing courses, use faculty already working at the University, and increase the utilization rate of existing classrooms, labs, and other facilities. Programs are often discontinued due to repackaging, renaming, or merging of existing courses. These discontinuations typically do not result in a reduction in the number of faculty and often reflect low student enrollment over several years.

On the pages which follow is a listing by collegiate unit and campus of all academic program additions and discontinuations approved by the Board of Regents during 2011–2016. These program changes include undergraduate degrees, majors, minors, and certificate programs; graduate degrees and post-baccalaureate certificate programs; and first-professional degrees and certificate programs.

Program changes are broadly categorized as substantive changes, involving the addition or discontinuation of resources, or primarily repackaging, involving no new resources or renaming or reorganization of programs. Following each listing is a comment by the collegiate dean or campus chancellor on the program changes in his/her unit.

### Carlson School of Management

<table>
<thead>
<tr>
<th>Primarily Repackaging</th>
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<tbody>
<tr>
<td>M.S., Business Analytics (2013–14)</td>
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<td>M.S., Finance (2014–15)</td>
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<tr>
<td>M.S., Supply Chain Management (2014–15)</td>
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<tr>
<td>Undergraduate Minor, Business Law (2015–16) with LAW</td>
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<tr>
<th>2011–16 Program Discontinuations</th>
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<tr>
<td>Ph.D. and minor, Human Resources and Industrial Relations (2013–14)</td>
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<tr>
<td>Minor, Business Taxation (2011–12)</td>
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**Comment by Dean Srilata Zaheer**

In recent years, the Carlson School of Management has made strategic changes to its academic portfolio in response to changes in the business education landscape, where the traditional two-year MBA has seen some softening of demand nationally, and businesses have been asking for more specialized skills. In response, we have added three professional master’s degrees, and added a specialized minor to the undergraduate program, all of which should position us well to meet the management workforce needs of the future.

A one-year Master’s in Business Analytics degree, which was launched two years ago, today has 83 students enrolled, and the first two cohorts were 100% placed within 90 days of graduation. A part-time version of this program was recently added to provide working professionals, who have an interest in Business Analytics, with a more flexible format, and it has 15 confirmed students for Fall 2016. Two other professional master’s programs were also recently introduced. The one-year Master’s in Finance program, which enrolled its first class in summer 2016, has 27 students, and the Master’s of Supply Chain Management has 21 confirmed students for Fall 2016. On the undergraduate side, we are introducing a Business Law minor jointly with the Law School this fall, and early indications are that it is fully subscribed.
College of Biological Sciences

2011–16 Program Additions

Undergraduate Minor, Neuroscience (2011–12)
Undergraduate Minor, Marine Biology (2012–13)
Undergraduate Minor, Behavioral Biology (2014–15)

2011–16 Program Discontinuations

None

Comment by Dean Valery Forbes

In the past five years the College of Biological Science (CBS) continued to expand undergraduate STEM education in the biological sciences while maintaining a focus on evidence-based teaching and achieving a 75% four-year graduation rate. Many programmatic improvements have been made in the past five years. In 2014, CBS created a new Department of Biology Teaching and Learning that serves as the new home of the Biology BS. CBS added three new minors within the past five years: Neuroscience, Marine Biology, and Behavioral Biology. It was determined that CBS students who graduated with a minor did not require more time to graduation. In order to meet a growing demand for education in biology, the incoming class has increased from 419 students in Fall 2011 to approximately 590 students in Fall 2016. The total CBS undergraduate enrollment is approximately 2200 students. In the past five years, CBS has worked with the Chemistry Department to produce a chemistry series for biology students that begins in Fall 2016. CBS has streamlined its upper-level required courses in Molecular Biology, Biochemistry, Genetics, and Cell Biology to remove bottlenecks. Lastly, CBS has incorporated authentic research experiences into its Introductory Biology laboratory for CBS majors. An ambitious effort is currently underway to bring authentic research experiences in biology to the rest of the University through Introductory Biology laboratories for non-CBS majors.

College of Continuing Education

2011–16 Program Additions

Primarily Repackaging

Master of Professional Studies, Addictions Counseling (2011–12)
B.A.Sc., Health Services Management (2013–14)
Minor, Health Services Management (2014–15)
Certificate, Facility Management (2012–13)
Certificate, Health Services Management (2014–15)
Certificate, Translation (2013–14)

2011–16 Program Discontinuations

Certificate, Addiction Studies (2015–16)
Certificate, Ophthalmology Technology (2011–12)
Certificate, Organizational and Professional Communication (2011–12)
Certificate, Orthoptics Study (2011–12)

Comment by Dean Mary Nichols

CCE provides rigorous, high-value academic programs that are responsive to ever-changing workforce and societal needs. The programs are developed and updated based on input from employer communities and faculty in relevant disciplines across campus. They attract students creating individualized degrees, students with specific professional goals, degree completers, and working adults. For example, the new
Health Services Management major grew out of demand for mid-level managers in the health care industry, and is attracting students from a wide range of backgrounds. The Facility Management certificate is an addition to the very successful Construction Management major, allowing students to learn about and work through the entire lifecycle of the built environment. At the graduate level, the Integrated Behavioral Health (IBH) master’s degree was the first of its kind in the nation, preparing students for dual licensure in mental health and addictions counseling, conditions that are often co-occurring. More recently, the Addictions Counseling master’s degree was added to serve either as a stepping stone toward the IBH degree or for students who already have mental health counseling credentials. These programs represent CCE’s longstanding approach of strategically adding applied courses and majors to expand offerings.

**College of Design**

**Substantive Changes**

**2011–16 Program Additions**

B.S., Product Design (2015–16)
Graduate Minor, Ecological Restoration in Landscape Architecture (2014–15)
Undergraduate Minor, Interior Environments (2013–14)
Undergraduate Minor, Product Design (2012–13)

**2011–16 Program Discontinuations**

Post-baccalaureate Certificate, Surface Design (2012–13)
Graduate Minor, Architecture (2012–13)

**Comment by Interim Dean Becky Yust**

Product Design was approved as a new undergraduate major in February 2016 and, already, 29 students have transferred to the major. At the recent sneak preview sessions held at the U for high school students, this major was highlighted and we will be accepting new freshman in Fall 2017. Currently, there are no product design programs in Minnesota, so, companies such as Target and 3M who specialize in product development hire their designers from outside of the state. Courses in the new major leverage the strengths of the Twin Cities campus and include engineering, design, management, and humanities, crafting the pillars of product design. The College of Design also has launched new minors to allow students outside of our majors the opportunity to experience the fields in our college. Three new minors, Product Design (undergraduate), Interior Environments (undergraduate), and Ecological Restoration in Landscape Architecture (graduate) are the most recent. Finally, in 2013, the decision was made by college leadership to stop accepting students into the undergraduate housing studies major due to low enrollment. The graduate track and the undergraduate minor in that field remain active.

**College of Education and Human Development**

**Substantive Changes**

**2011–16 Program Additions**

Post-baccalaureate certificate, Emerging Leaders in Private Colleges (2013–14)

**Primarily Repackaging**

M.Ed., Sport Management (2014–15)
B.S., Integrated Degree Program (2012–13)
B.S., Special Education (2013–14)
Graduate Minor, Integrative Leadership (2012–13)
Undergraduate Minor, Outdoor Recreation and Education (2012–13)
2011–16 Program Discontinuations

M.Ed. Music Therapy (2011–12)
Post-Baccalaureate Certificate, Educational Psychology Specialist: Education and Counseling (2014–15)
Certificate, Disability Policy and Services (2015–16)
Certificate, School Technology Leadership (2011–12)
Graduate Minor, Educational Policy and Administration (2011–12)
Graduate Minor, Family Policy (2011–12)
Graduate Minor, Social Work (2011–12)
Graduate Minor, Work and Human Resource Education (2011–12)

Comment by Dean Jean Quam

The College of Education and Human Development (CEHD) develops undergraduate majors, minors, and graduate and professional programs that continue to serve the diverse needs of our local, national, and global communities. Original research conducted by faculty and community partners distinguishes our academic programs, allowing us to infuse ground-breaking ideas into course experiences for undergraduate majors while also mentoring graduate students as they conduct research that is useful both within and outside the academy. Our world-class faculty have enhanced CEHD academic programs to increase our focus on critical issues facing a changing world. CEHD’s research strategies include an interdisciplinary approach to advancing knowledge and solutions in the following areas:

- Understanding the developing brain;
- Reducing the achievement gap;
- Building family resilience; and
- Strengthening our global competitiveness.

College of Food, Agricultural, and Natural Resource Sciences

2011–16 Program Additions

Primarily Repackaging
B.S., Food Systems (2012–13)
B.S., Plant Science (2012–13)
Undergraduate Minor, agricultural and Food Business Management (2012–13)

2011-16 Program Discontinuations

M.P.S.E., Master of Paper Science and Engineering (2012-13)
M.S.B.B.S.E.M., Bioproducts and Biosystems Engineering and Management Master of Science (2014–15)
B.S., Applied Plant Science (2013-14)
B.S., Horticulture (2013-14)
B.S., Recreation Resource Management (2011-12)

Comment by Dean Brian Buhr

In consultation with students, employers and faculty, CFANS strategically re-positioned several majors in 2013 to adapt to evolving opportunities for employers and to meet students’ needs. Key messages heard were that students needed broader systems education related to sustainability, students wanted more flexibility in their degree programs and experiential opportunities were central to help expose students to real world problems and hone their critical problem-solving skills in a complex environment. We also heard that core skills such as effective communication, leadership, and creativity were central to meet employer needs into a future with rapidly changing technologies and newly emerging career paths (e.g.,
Every undergraduate student in CFANS must have an experiential learning component to complete their degree. This requirement includes internships as well as curriculum and course-based components such as assisting urban planners with forest management in light of invasive pests (e.g. emerald ash borer) or developing nutrition education programs for under-resourced communities to name two examples from past years. This brings our students into the community and creates real-world, problem-solving experiences.

We have also gone through an extensive strategic planning process to re-invent our undergraduate academic advising model to better serve our students and enhance student success, retention, and timely graduation. Effective fall 2016, we will move to a centralized academic advising model where ten professional academic advisors will be housed in a newly remodeled advising center. Highlights of the new advising model include: drop-in advising, shared space with One Stop Student Services staff, mandatory advising check-back appointments for all students each semester of their undergraduate career, a minimum of two advisors per major to allow for more flexibility, and a newly developed faculty mentoring program where students meet with assigned mentors at least once per year to strengthen the relationships student have with faculty.

### College of Liberal Arts

#### 2011-16 Program Additions

**Primarily Repackaging**
- Master of Human Rights, (2015-16) with HHH
- B.S., Statistical Science (2015-16)
- B.A./M.D. with MED (2015-16)
- Post-baccalaurate Certificate (2015-16) Music Education
- Undergraduate Certificate, Chinese Advanced Level Proficiency (2013-14)
- Undergraduate Certificate, French Advanced Level Proficiency (2015-16)
- Undergraduate Certificate, German Advanced Level Proficiency (2015-16)
- Undergraduate Certificate, Spanish Advanced Level Proficiency (2013-14)
- Undergraduate Certificate, Technical Communication (2013-14)
- Undergraduate Minor, Creative Writing (2014-15)
- Undergraduate Minor, Health Psychology (2015-16)

#### 2011-16 Program Discontinuations

- B.A., Architecture (2012-13)
- B.A., Classic Civilization (2013-14)
- B.A., German (2012-13)
- B.A., Greek (2013-14)
- B.A., Hebrew (2012-13)
- B.A., Latin (2013-14)
- B.A., Scandinavian Languages and Finnish (2012-13)
- Graduate Minor, Creative Writing (2011-12)
- Graduate Minor, English as a Second Language (2014-15)
- Graduate Minor, Political Science (2011-12)
- Undergraduate Minor, History of Medicine (2011-12)
- Undergraduate Minor, History of Science and Technology (2011-12)
- Undergraduate Minor, East Asian Studies (2012-13)
- Undergraduate Minor, European Area Studies (2012-13)
- Undergraduate Minor, Latin American Studies (2012-13)
- Undergraduate Minor, Learning Abroad (2012-13)
- Undergraduate Minor, Russian Area Studies (2012-13)
- Undergraduate Minor, South Asian and Middle Eastern Studies (212-13)

#### Comment by Dean John Coleman

The College of Liberal Arts over the past five years created undergraduate programs addressing shifting...
student interests, areas of post-college opportunity, and areas of engagement with our communities. The college redesigned two Statistics degrees to align them respectively for students seeking a more applied path and students seeking graduate training; added minors in health psychology and public health; and added a technical writing certificate. Addressing the global economy our students enter into, we added advanced proficiency certificates in a number of languages, while also adding new majors for languages important to our local and state communities.

Other significant undergraduate initiatives have studied CLA majors and the senior project requirement to improve transparency and time to degree. Our Transfer Student Initiative adds more advising and a new Transfer Semester Experience course. And this year we add to our suite of improvements in career readiness with the Careers Pathways Initiative, which helps students connect specific career-relevant capacities/capabilities with specific courses, majors, and experiential opportunities.

On the graduate side, we added three degrees that bridge undergraduate and graduate education: a BA/MA in health communication; a BA/MPP in political engagement with the Humphrey School of Public Affairs (HHH); and a BA/MD with the Medical School intended to recruit diverse students. To leverage institutional strength and address grand challenges, the college created a joint Master’s in Human Rights with HHH, which has its inaugural entering class this fall.

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### Humphrey Institute of Public Affairs

#### 2011-16 Program Additions

**Substantive Changes**
- Ph.D., Public Affairs, (2012-13)
- Master of Human Rights, (2015-16)
- Post-baccalaureate Certificate, Election Administration (2014-15)
- Post-baccalaureate Certificate, Executive Leadership (2012-13)
- Post-baccalaureate Certificate, Human Services Leadership (2015-16)

#### 2011-16 Program Discontinuations

- Post-baccalaureate Certificate, Executive Leadership (2015-16)
- Graduate minor, Public Affairs (2013-14)

**Comment by Dean Eric Schwartz**

Over the past five years, the Humphrey School's development of its academic program has played a key role in the jump in its national rankings from 16 to the 8th-ranked public affairs school in the United States. In the fall of 2014, the School admitted its first PhD class, and anticipates that graduates will play key roles in the academy, think tanks, and government. The Humphrey School is also embarking this fall on a new and unique Master of Human Rights degree in collaboration with the College of Liberal Arts, which responds to student demand for professional training in a variety of human rights related fields. The School's new (and also unique) certificate program in Election Administration, which also begins this fall, responds to the call by a Presidential commission for enhanced professional training in this critical area. And last year, the Humphrey School became the national home for the "Public Policy and International Affairs" (PPIA) program, a national pipeline program for underrepresented undergraduate students who are interested in careers in public service. In the summer of 2017, the Humphrey School will host a summer institute for some 20 students in this program, which also includes summer institutes at Princeton University, Carnegie Mellon University, the University of California at Berkeley and the University of Michigan.

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### College of Science and Engineering

#### 2011-16 Program Additions

**Substantive Changes**
- M.S., Data Science (2013-14)
- M.S., Medical Device Innovation (2013-14)
Graduate Minor, Cyber Security (2015-16)

Primarily Repackaging
B.Env.E., Bachelor of Environmental Engineering (2013-14)
B.ISy.E., Bachelor of Industrial Systems Engineering (2011-12)
Graduate Minor, Neuroengineering (2011-12)

2011-16 Program Discontinuations
Graduate Minor, Software Engineering (2011-12)
Graduate Minor, Nanoparticle Science and Engineering (2015-16)

Comment by Dean Steven Crouch

The College of Science and Engineering actively monitors emerging and expanding (or contracting) markets for our graduates, and adjusts its degree programs accordingly. Thus, for example, concomitant with increased market demand for trained individuals, there has also been strongly increased undergraduate student interest in careers focused on addressing environmental challenges, and on operations research and systems analysis across multiple industries. This prompted the College to formalize fully fledged Bachelor’s programs in Environmental Engineering and Industrial and Systems Engineering, respectively. At the graduate level, ongoing rapid developments in the areas of Medical Device Innovation and Cybersecurity created a strong demand from early career professionals to add to their qualifications through completion of new Master’s degree programs developed for those areas (and offered through the College’s Technological Leadership Institute). More recently, Data Science has been identified as another rapidly growing field where the College has identified strong market demand for individuals with certificate and graduate degree credentials, and we have partnered with the College of Liberal Arts and the School of Public Health to create appropriate programs in response. Our careful tracking of outcomes for our graduates plays a key role in our ability to respond nimbly to new market developments, and we anticipate continuing to place great emphasis on this activity, and indeed it is informing efforts underway to expand our Computer Science and Engineering program.

Law School

2011-16 Program Additions

Primarily Repackaging
LL.M., Business Law (2011-12)
M.S.P.L., Master of Science Patent Law (2013-14)
Undergraduate Minor, Business Law (2015-16) with CSOM

2011-16 Program Discontinuations
None

Comment by Dean Garry Jenkins

The Law School has adapted to the changing market for legal services by creating four new degrees, partnering with another University college, and enhancing the core JD curriculum. A new Master of Science in Patent Law program trains non-lawyers to protect and license pioneering technologies, while three new graduate degrees enable existing lawyers to pursue specialties (LL.M.-Business and LL.M.-Patent) or an academic career (S.J.D.). The Law School also partnered with the Carlson School of Management to create a freestanding undergraduate minor in business law. Students in the minor will learn problem-solving techniques and consider how law enables and structures innovation. The JD program has evolved to ensure that graduates possess knowledge and skills that will help them excel in practice. The Law School has developed three additional specialty concentrations, added two graduation requirements (courses in experiential learning and Legislation/Regulation), and substantially increased the number and rigor of writing-oriented courses. A new Minnesota Lawyer Residency Program expands career
opportunities by enabling students to work as externs for public interest and government organizations, combining academic credit, practical experience, and a full-time paid position with their host organization following graduation.

**ACADEMIC HEALTH CENTER**

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<th>College of Veterinary Medicine</th>
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<td><strong>2011-16 Program Additions</strong></td>
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<td>None</td>
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<tr>
<th><strong>2011-16 Program Discontinuations</strong></th>
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<tr>
<td>Graduate Minor, Comparative and Molecular Biosciences (2011-12)</td>
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<td>Graduate Minor, Veterinary Medicine (2015-16)</td>
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<th>Medical School</th>
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<td><strong>2011-16 Program Additions</strong></td>
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<td><strong>Primarily Repackaging</strong></td>
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<tr>
<td>B.A./M.D. with CLA (2015-16)</td>
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<td>Graduate Minor, Neuroengineering (2011-12) with CSE</td>
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<td>Post-baccalaureate Certificate, Orthoptics (2013-14)</td>
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<th><strong>2011-16 Program Discontinuations</strong></th>
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<td>Ph.D. and M.S., Toxicology (2012-13) with UMD</td>
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<td>M.S.Otol., Otolaryngology (2012-13)</td>
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<td>Graduate Minor, Human Genetics (2013-14)</td>
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<td>Graduate Minor, Surgery (2012-13)</td>
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<td>Graduate Minor, Physical Therapy (2011-12)</td>
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**Comment by Dean Brooks Jackson**

The Medical School continues to work towards building its culture of excellence around scholarship, learning and clinical care with a specific focus on the Triple AIM and interprofessional education.

For developments in new programs, the BAMD Program is a 7 year accelerated joint degree program supported by the College of Liberal Arts and the School of Medicine. Final approval for the program came from the Board of Regents in June of 2016. Since then a new Director of Pipeline Programs has been hired to manage the BAMD program and other Medical School Office of Admissions pipeline initiatives. Currently the Medical School Office of Admissions is working with Undergraduate Admissions to develop appropriate marketing materials and more specifically outline the application, review, and final selection processes. Both offices have also come together with program administrators and advisors from the College of Liberal Arts to finalize academic plans. Applications will be collected later this fall and offers will be extended in Spring 2017.
School of Dentistry

2011-16 Program Additions

None

2011-16 Program Discontinuations

B.S., Dental Therapy (2014-15)
Minor, Dentistry (2011-12)

School of Nursing

2011-16 Program Additions

None

2011-16 Program Discontinuations

Post-baccalaureate Certificate, Family Nurse Practitioner (2015-16)
Graduate Minor, Nursing (2011-12)

School of Public Health

Substantive Changes
Ph.D., Molecular Systems and Toxicology (2014-15)

Primarily Repackaging
Post-baccalaureate Certificate, Advanced Management Training for Clinician Leaders (2012-13)
Graduate Minor, Health Equity (2015-16)

2011-16 Program Discontinuations

Post-baccalaureate Certificate, Leading Integrated Health Systems (2011-12)
Post-baccalaureate Certificate, Management Studies in Health Services Administration (2012-13)
Post-baccalaureate Certificate, Occupational Health and Safety (2012-13)

Comment by Dean John Finnegan

The changing needs of the public health workforce are driving a national effort to revise the content and delivery of professional program options and curricula. Our goal is to ensure the quality of public health education as well as increase flexibility and opportunities for innovation. To prepare the next generation of public health practitioners and meet academic accreditation standards, we have developed new degree programs and certificates that also include collaboration with other University of Minnesota programs and external partners.

The School of Public Health was recently reaccredited by the Council for Education and Public Health (CEPH). The needs of public health employers are changing as are the skills that graduates must possess to be effective in a diverse work place. As a result, faculty are re-examining the core public health curriculum guided by national trends in academic public health. Also, students are changing in background knowledge, expectations, and use of technology. In response, we have developed several online and hybrid courses as a way to extend the reach of our programs and to better address diverse learning styles. We offer some 80 courses online and currently about 75 percent of our core course enrollments are online sections.
University of Minnesota Crookston

2011-16 Program Additions

Substantive Changes
B.S., Elementary Education (2011-12)
B.S., Exercise Science and Wellness (2014-15)
B.S., Medical Laboratory Science (2014-15)

Primarily Repackaging
B.S., certificate, and minor, Finance (2012-13)
B.S. and minor, Entrepreneurship (2011-13)
B.S., Agricultural Education (2014-15)
B.S., English (2014-15)
Certificate, Taxation (2012-13)
Minor, Humanities (2012-13)

2011-16 Program Discontinuations

B.S. and minor, Hotel, Restaurant, and Tourism Management (2012-13)
B.S. and minor, Organizational Psychology (2012-13)
B.S., Agricultural Education (2012-13)

Comment by Chancellor Fred Wood

During the past five years, UMC has continued to clarify academic offerings in business by systematically changing emphasis areas to majors and minors. Faculty updated and strengthened the programs as they, essentially, repackaged existing academic offerings. When prospective students search for colleges and universities by the majors offered, UMC now appears in the search results.

With the goal of expanding choices for students, UMC has also added new academic programs over the past five years. Carefully chosen to maximize existing faculty strengths and be responsive to external needs, the new programs incorporate courses already in the curriculum, while requiring relatively few new specialty courses. Each program was thoroughly reviewed for mission fit and financial sustainability.

In the face of considerable external demand and clear need from school districts, UMC reinstated the Agricultural Education program after discontinuing it only a few years earlier. Strong demand for graduates also led to the addition of Medical Laboratory Science in partnership with UND. The Exercise Science and Wellness major was designed to take advantage of the learning opportunities presented by the campus’s new Wellness Center.

University of Minnesota Duluth

2011-16 Program Additions

Substantive Changes
Ed.S., Education Administration Specialist (2015-16)
B.A. Cultural Entrepreneurship, (2012-13)
B.A. Tribal Administration and Governance (2014-15)

Primarily Repackaging
M.S.E.E., Master of Science Electrical Engineering (2012-13)
M.S.M.E., Mechanical Engineering (2015-16)
M.S., Chemical Engineering (2013-14)
M.E.Ed., Master of Environmental Education (2011-12)
M.A., Psychological Science (2012-13)
B.S.W., Social Work (2012-13)
<table>
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<tr>
<th>Degree</th>
<th>Major</th>
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<tbody>
<tr>
<td>B.S.</td>
<td>Linguistics</td>
<td>2012-13</td>
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<tr>
<td>B.A.</td>
<td>Latin American Area Studies</td>
<td>2012-13</td>
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<td>B.A.</td>
<td>Women Gender and Sexuality Studies</td>
<td>2013-14</td>
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<tr>
<td>B.A.</td>
<td>Biochemistry</td>
<td>2012-13</td>
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<td>B.A.</td>
<td>Chinese Area Studies</td>
<td>2012-13</td>
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<td>B.A.</td>
<td>Computer Science</td>
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<td>Geographic Information Science</td>
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<td>B.B.A.</td>
<td>Entrepreneurship</td>
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<td>Financial Planning</td>
<td>2014-15</td>
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<td>B.B.A.</td>
<td>Marketing and Graphic Design</td>
<td>2012-13</td>
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<tr>
<td>B.F.A.</td>
<td>Graphic Design and Marketing</td>
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<td>Post-baccalaureate Certificate</td>
<td>Community College Teaching</td>
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**2011-16 Program Discontinuations**

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**Comment by Chancellor Lendley Black:**

New program development at UMD over the past few years has been a combination of calculated growth potential as well as strategic initiative. For example, the programs in Geographic Information Science, Social Work, Linguistics, Entrepreneurship, Financial Planning, Materials Science and Engineering, and Journalism were all predicated on both current interest and anticipated growth in student demand. Innovative programs have capitalized on cross college and program options to create efficiencies while meeting student interests. For example, the BA in Tribal Administration and Governance capitalized on the very successful MA in Tribal Administration and Governance by using the same due diligence that resulted in the MA; Marketing and Graphic Design (BBA) and Graphic Design and Marketing (BFA) merged the resources of two programs in different colleges to create a successful and sought after degree program; and, the minor in Cognitive Science brought together course work in philosophy, computer science, linguistics, and psychology to appeal to a broad spectrum of students from multiple colleges. Program development at
UMD involving certificates, majors, minors, and Master’s degrees has been spread across all five colleges and is always predicated on questions of need, demand, potential, and efficiency.

### University of Minnesota Morris

#### 2011-16 Program Additions

**Primarily Repackaging**
- B.A., Human Services (2014-15)
- Minor, Latin American Area Studies (2014-15)
- Minor, Creative Writing (2014-15)

#### 2011-16 Program Discontinuations

- B.A. Liberal Arts for the Human Services (2014-15)

#### Comment by Chancellor Jacque Johnson

At Morris, the new major programs in Human Services and Sport Management and the new minor program in Creative Writing represent curricular changes that are consistent with our campus strategic plan and take advantage of existing faculty expertise. These programs have emerged out of student demand as expressed by the number of students pursuing individualized majors ("areas of concentration") and are primarily a result of rethinking how current, existing courses might be better purposed for some students. Other decisions emerged as an effort to save faculty resources while preserving the essential curriculum when a program struggled to attract significant numbers of students.

We anticipate the exploration of additional majors in the next several years that would rely on re-purposing existing courses and faculty expertise. We are also in discussion other institutions to develop cooperative arrangements that may allow us to offer additional programs at Morris.

### University of Minnesota Rochester

**2011-16 Program Additions**

None

**2011-16 Program Discontinuations**

None
**Undergraduate, Graduate, and First-Professional Degrees Conferred**

Listed below are the largest degree programs. There is typically very little year-to-year variation in the rankings of these programs in terms of number of degrees conferred:

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### Morris

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### Rochester

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Report on Academic Program Changes

Presentation to the Board of Regents Academic & Student Affairs Committee
September 8, 2016

Karen Hanson, Executive Vice President and Provost
Barbara Keinath, Vice Chancellor for Academic and Student Affairs, Crookston
Deborah Dillon, Associate Dean, College of Education and Human Development, Twin Cities
Balance

- Academic Agility
- Quality
1. Mission, Priorities, and Interrelatedness
2. Demand, Development, and Leveraging of Resources
3. Uniqueness and Comparative Advantage
4. Efficiency and Effectiveness
5. Quality, Productivity, and Impact
Academic Program Approval Levels

Faculty
Academic Programs and Departments
Colleges
Campus
Academic Health Center
Graduate School
Public Review Period
Senior Vice President for Academic Affairs and Provost
Board of Regents
Higher Learning Commission
New Baccalaureate Degrees

- B.A., Statistical Practice
  (College of Liberal Arts—Twin Cities)

- B.A., Financial Planning
  (College of Liberal Arts—Duluth)

- B.S., Product Design
  (College of Design—Twin Cities)

- B.S., Statistical Science
  (College of Liberal Arts—Twin Cities)
New Master’s/Professional Degrees

• Ed.S., Education Administration Specialist
  (College of Education and Human Service Professions—Duluth)

• M.H.R., Master of Human Rights
  (Humphrey School of Public Affairs and the College of Liberal Arts—Twin Cities)

• M.P.S. (Master of Professional Studies), Addictions Counseling
  (College of Continuing Education—Twin Cities)

• M.S., Mechanical Engineering
  (Swenson College of Science and Engineering—Duluth)

New Joint Program

• B.A./ M.D.
  (College of Liberal Arts and Medical School—Twin Cities)
New Certificates

- Post-baccalaureate Certificate, Geographic Information Science (College of Liberal Arts—Twin Cities)
- Post-baccalaureate Certificate, Music Education (College of Liberal Arts—Twin Cities)
- Post-baccalaureate Certificate, Human Services Leadership (Humphrey School of Public Affairs—Twin Cities)
- Undergraduate Certificate, French Advanced Level Proficiency (College of Liberal Arts—Twin Cities)
- Undergraduate Certificate, German Advanced Level Proficiency (College of Liberal Arts—Twin Cities)
**New Minors**

- Graduate Minor, Business Management  
  (Carlson School of Management—Twin Cities)

- Graduate Minor, Cyber Security  
  (College of Science and Engineering—Twin Cities)

- Graduate Minor, Health Equity  
  (School of Public Health—Twin Cities)

- Undergraduate Minor, Business Law  
  (Carlson School of Management, Law School—Twin Cities)

- Undergraduate Minor, Health Psychology  
  (College of Liberal Arts—Twin Cities)

- Undergraduate Minor, Wildlife Care and Handling  
  (College of Food, Agricultural, and Natural Resource Sciences—Twin Cities)

- Undergraduate Minor, International Business  
  (Labovitz School of Business and Economics—Duluth)

- Undergraduate Minor, Materials Science and Engineering  
  (Swenson College of Science and Engineering—Duluth)
## Academic Degree Programs

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<tr>
<td>Rochester</td>
<td>2</td>
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* Graduate programs granted by the Twin Cities campus with the administrative home on the Rochester campus.
English B.S.

• Applied, career-focused
• Mastery of writing skills that are highly valued by employers
• Commitment to and focus on world literature to strengthen students’ creativity and multicultural understanding
• 39 credits in the major
• Required minor or second major
• Required internship
Agricultural Education B.S.

- Responsive to high need for teachers of agriculture
- Builds on UMC’s rich agricultural tradition and rural campus
- Applied, experiential learning
- Strong co-curricular programs
- 83-84 credits in the major
- Range of teacher licensure areas
  - Grades 5-12 Agricultural Education
  - Agricultural Science emphasis
  - Natural and Managed Environmental Science emphasis
  - Agricultural Systems Engineering Technology emphasis
  - Grades 9-12 Work-Based Learning
- Attractive to other agricultural employers
New Programs on the Horizon

• Sports and Recreation Management minor
• Agricultural Business online
• Middle School Math Endorsement and Math Minor
Academic Program Development

• Mission-driven
• Faculty led
• Responsive
• Sustainable
• Attuned to industry needs and market trends
• High quality, worthy of the University of Minnesota
CEHD Graduate and Professional Programs

Accountability, Assessment, and Responsiveness
CEHD Overview

Fall 2015 enrollment
- 2,578 Graduate/Professional students
- 2,358 Undergraduate students

- Seven academic departments
- 180 Tenured/tenure-track faculty
School Psychology PhD

American Psychological Association (APA) accreditation requirements

• Accredited internship
• Licensure
• Fieldwork supervised by licensed psychologist
• Evidence-based practices
Master of Social Work (MSW)

Implemented new curriculum in 2013

- Consulted with stakeholders on new curriculum and workforce needs
- 25-30% of students from diverse backgrounds
- Focus on evidence-based interventions and research to improve practices
Minneapolis Residency Program (MRP)

- New initial licensure M.Ed program creates pathway for current unlicensed employees who work with students in Minneapolis Public Schools
- Yearlong co-teaching experience and intensive summers of M.Ed coursework
- Focus on bilingual candidates and teachers of color
Thank You
AGENDA ITEM: Developing and Preparing Students Through a Liberal Education

☐ Review  ☐ Review + Action  ☐ Action  ☒ Discussion

☐ This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost  
John Coleman, Dean, College of Liberal Arts  
Kenneth Leopold, Chair, Council on Liberal Education; Professor, Department of Chemistry, College of Science and Engineering

PURPOSE & KEY POINTS

The purpose of this item is to discuss the value of a liberal education, how it takes students beyond their specific coursework, and how it builds citizens and communities. The presentation will highlight the ways that a liberal education supports students in preparation for their professional lives by developing the skills most desired by 21st century employers.
The value of liberal education is embedded in the mission of the University of Minnesota:

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world. The University's mission, carried out on multiple campuses and throughout the state, is threefold: research and discovery; teaching and learning; and outreach and public service.

The University of Minnesota and its faculty are committed to providing students with a liberal education: to enrich our graduates with an appreciation for the breadth and diversity of human inquiry and to infuse in them the capacity to make informed, ethical, and responsible decisions.

**What is a liberal education and why is it important?**

According to the Association of American Colleges & Universities, a liberal education is “an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g., science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings” [https://www.aacu.org/leap/what-is-a-liberal-education](https://www.aacu.org/leap/what-is-a-liberal-education).

A liberal education teaches students how problems are approached in fields outside of their own by providing opportunities to do the work of those fields. It sensitizes them to contemporary social and societal issues and fosters the recognition of their own roles as historical agents. With these skills, not only do students become better practitioners of their own fields of study, but they become sophisticated consumers of information with a drive and capacity to tackle difficult issues. By learning how knowledge is approached in a variety of core disciplines and by developing the ability to handle the ambiguities of complex problems, they acquire a solid foundation for citizenship and lifelong learning.

At the University of Minnesota, liberal education courses employ teaching and learning strategies that engage students with doing the work of the field, not just reading about it. These include small group experiences and the use of writing as appropriate to the discipline to help students learn and reflect on their learning. Liberal education courses invite students to investigate the world from new perspectives, learn new ways of thinking that will be useful in many areas of life, and grow as an active citizen and lifelong learner. They also provide an opportunity for students to explore fields outside their major and to complement their major curriculum with a multidisciplinary perspective.

On all campuses of the University of Minnesota, liberal education is delivered thoughtfully and purposefully. There are many ways to shape a liberal education curriculum to achieve aspirational goals. Although each campus has its own approach to a liberal education, all five campuses have common philosophical goals. Liberal education curricula should evolve, as is common practice not only at the University of Minnesota but at institutions across the country. At the University of Minnesota, deep analysis and assessment of the goals and structure of the liberal education curriculum occur roughly
every 10 years, and also in cooperation with our MNSCU (Minnesota State) counterparts around the Minnesota Transfer Curriculum.

An Example Profile of Liberal Education
There are many ways to construct a liberal education curriculum and the following is one example. The Liberal Education curriculum is implemented on the Twin Cities campus though the requirement that students take a distribution of “Core” and “Theme” certified courses. Important features of those courses are outlined below.

Important Features of Core Courses

- They explicitly help students understand what liberal education is, how the content and the substance of a course enhances a liberal education, and what this means for them as students and as citizens.
- To be accessible to all students, regardless of their intended field of study, core courses do not (except in rare and clearly justified cases) have prerequisites beyond the University's entrance requirements and they are offered on a regular schedule.
- They are taught by regular faculty, or, under exceptional circumstances, by instructors on continuing appointments who understand the campus-wide goals and values around liberal education.

Important Features of Theme Courses

- They help students learn to think ethically about important challenges facing our society and world.
- They encourage students to reflect on the shared sense of responsibility required to build and maintain community.
- They emphasize the connection between knowledge and practice.
- They foster a stronger sense of students’ roles as historical agents.
- Grand Challenge courses, developed as part of the Campus Strategic Plan, each meet one of the theme requirements. These newest courses within the liberal education curriculum advance an intentional multidisciplinary approach that integrates and celebrates diverse expertise, methods, and perspectives.

Core courses span seven broad areas of inquiry/scholarship and theme courses span five important contemporary issues with which liberally educated students should be familiar. These areas and issues are summarized in Figure 1. Each has its own set of specific requirements that augment those general to all cores or all themes.
There are many ways to think about how to both deliver a liberal education and evaluate the outcomes. Harvard scholar Howard Gardner describes the development of different ways of thinking and learning in his concept of *five minds for the future* – the disciplinary mind, a synthesizing mind, the creating mind, the respectful mind, and the ethical mind. This is yet another way to think about what specific cognitive abilities can be developed through a liberal education. These are not unlike the University’s student learning and development outcomes – all of which are obtained through the rigorous academic discourse of a liberal education.

**Related Articles**


Developing and Preparing Students Through a Liberal Education

Board of Regents
Academic and Student Affairs Committee
September 8, 2016

Karen Hanson, Executive Vice President and Provost
John Coleman, Dean, College of Liberal Arts
Kenneth Leopold, Chair, Council on Liberal Education; Professor, Department of Chemistry, College of Science and Engineering
Kenneth Leopold
Chair, Council on Liberal Education;
Professor, Department of Chemistry,
College of Science and Engineering
Developing and Preparing Students Through a Liberal Education
Liberal Education

1. Modes of Inquiry
2. Habits of Mind

Liberal Education

www.psychologytoday.com

www.thetablecfc.org

Global Citizenship

okanaganlife.com
“The average worker today stays at each of his or her jobs for 4.4 years, according to the most recent available data from the Bureau of Labor Statistics, but the expected tenure of the workforce’s youngest employees is about half that.”

Jeanne Meister, Forbes, 2012
Employment Data from the U.S. Bureau of Labor Statistics

Medium Years of Tenure with Current Employer

- 55-64 Year Olds
- 45-54 Year Olds
- 35-44 Year Olds
- 25-34 Year Olds
- 20-24 Year Olds
The 10 Skills Employers Most Want In 20-Something Employees

1. Ability to work in a team
2. Ability to make decisions and solve problems
3. Ability to plan, organize and prioritize work
4. Ability to communicate verbally with people inside and outside an organization
5. Ability to obtain and process information
6. Ability to analyze quantitative data
7. Technical knowledge related to the job
8. Proficiency with computer software programs
9. Ability to create and/or edit written reports
10. Ability to sell and influence others

Susan Adams, Forbes, Oct. 11, 2013
John Coleman
Dean, College of Liberal Arts
AGENDA ITEM: Board of Regents Policy: Animal Care and Use

☐ Review ☑ Review + Action ☐ Action ☐ Discussion

This is a report required by Board policy.

PRESENTERS: Frances Lawrenz, Director, Institutional Animal Care and Use Committee
            Ben Clark, Assistant Director, Institutional Animal Care and Use Committee

PURPOSE & KEY POINTS

The purpose of this item is to present for review and action a proposed amendment to Board of Regents Policy: Animal Care and Use.

The current policy refers to display and service animals, but does not define those two groups as compared to animals used for teaching and research. The proposed amendment would provide clarification of these two subsets of University animals to better align the policy with the expectations of federal regulatory bodies.

BACKGROUND INFORMATION

Board of Regents Policy: Animal Care and Use was last amended on February 7, 2013.

PRESIDENT’S RECOMMENDATION

The President recommends approval of the proposed amendment to Board of Regents Policy: Animal Care and Use.
ANIMAL CARE AND USE

SECTION I. SCOPE.

This policy governs University of Minnesota (University) research, teaching, display, and service activities involving animals when conducted by, or on the behalf of, University faculty, staff, or students or when using University facilities or equipment.

SECTION II. COMMITMENT.

The Board of Regents (Board) of the University affirms the appropriate use of animals in research, teaching, display, and service activities and is committed to the highest standards for their humane care and use. The president shall support and protect the officially sanctioned use of animals covered pursuant to this policy.

SECTION III. GUIDING PRINCIPLES.

In performing their duties, University faculty, staff, and students shall adhere to the following recognized principles:

(a) procedures involving animals shall be designed and performed with due consideration for their relevance to human or animal health, the advancement of knowledge, or the good of society; and

(b) the proper use of animals requires avoidance or minimization of discomfort, distress, and pain.

SECTION IV. DEFINITIONS.

Subd. 1. Institutional Animal Care and Use Committee. Institutional Animal Care and Use Committee (IACUC) shall mean the committee established by the president or delegate in accordance with federal regulations to review University animal care and use protocols, animal facilities, and the overall animal program.

Subd. 2. Institutional Official. Institutional official shall mean the individual appointed by the president to oversee all aspects of the University's animal care and use programs. The institutional official shall be an individual with the authority to allocate resources needed to maintain a smoothly functioning animal care and use program based on recommendations and advice received from the IACUC and the attending veterinarian. The institutional official shall be authorized to legally commit on behalf of the University that the requirements of the Public Health Service Policy on the Humane Care and Use of Animals (PHS Policy) and the USDA Animal Welfare Act (AWA) and its regulations (AWAR) will be met.

Subd. 3. Attending Veterinarian. Attending veterinarian shall mean an individual qualified by virtue of appropriate postgraduate training and/or experience in laboratory animal science and medicine who has the appropriate authority to execute the duties inherent in assuring the adequacy of
veterinary care and overseeing other aspects of animal care and use to ensure that the program meets applicable standards.

Subd. 4. Research Animal Resources. Research Animal Resources (RAR) shall mean the program established by the president or delegate to provide veterinary services and support for activities covered under this policy.

Subd. 5. Service or Display Activities Involving Animals. Service or display activities involving animals shall mean activities that include animals housed at the University but do not involve research or teaching. Care for these animals is governed by best practice in animal care as specified by the persons in charge of the animals and approved by the IACUC. These animals do not include privately owned animals such as personal pets or office fish tanks.

SECTION V. COMPLIANCE WITH FEDERAL AND STATE LAW.

Subd. 1. Federal and University Responsibilities. As required by federal law, the president or delegate shall appoint an IACUC to ensure that activities covered under this policy meet federal requirements. The president or delegate is responsible for overseeing the IACUC. University officials may not approve an activity covered under this policy if it has not been approved by the IACUC. Activities approved by the IACUC nevertheless may be subject to further review and approval by University officials.

Subd. 2. Regulatory Compliance. All activities covered by this policy must comply with applicable federal and state regulations and guidelines, including, but not limited to, the PHS Policy, the National Research Council Guide for the Care and Use of Laboratory Animals, the USDA AWARs, and the Guide for the Care and Use of Agricultural Animals.

SECTION VI. UNIVERSITY COMPLIANCE PROVISIONS.

Subd. 1. President. The president shall:

(a) ensure that activities covered under this policy meet federal requirements; and
(b) oversee the institutional official.

Subd. 2. Institutional Official. The institutional official shall:

(a) ensure compliance with applicable laws, guidelines, and policies;
(b) appoint IACUC members, in consultation with the leadership of the IACUC;
(c) perform all necessary reporting requirements, including reports to the appropriate federal governmental and University officials any serious or continuing noncompliance with applicable laws and policies and any corrective action taken; and
(d) consult with the Office of the General Counsel in carrying out these responsibilities as appropriate.; and
(e) oversee the attending veterinarian.

Subd. 3. Attending Veterinarian. The attending veterinarian shall:
(a) be a voting member of the IACUC; and
(b) have direct or delegated authority and responsibility to ensure the provision of adequate veterinary care and to oversee the adequacy of other aspects of the animal care program.

Subd. 4. Research Animal Resources. The veterinary services and support provided by RAR shall include husbandry programs and facilities; veterinary medical services; and consultation on the selection, care, and use of University animals consistent with the recommendations in the Guide for the Care and Use of Laboratory Animals.

Subd. 5. IACUC. The IACUC shall have the authority and responsibility to:
(a) review and approve, require modifications to, or withhold approval of all University activities involving animals prior to the start of the activity;
(b) conduct semi-annual inspections of facilities where animals are being housed or used;
(c) conduct semi-annual evaluations of the University’s animal care and use program;
(d) conduct continuing review of previously approved activities at appropriate intervals as determined by applicable regulations;
(e) review and investigate complaints of noncompliance; and
(f) promptly report to the institutional official:
   (1) any alleged serious or continuing noncompliance with federal or state laws or University policies or procedures; and
   (2) any corrective actions taken in response to noncompliance.
(g) gain access to all facilities used for the care and research of animals;
(h) obtain University records and other relevant information related to the use of animals; and
(i) take any actions, including suspending an activity, that are in its judgment necessary to ensure compliance with applicable federal, state, or University policies and procedures.

Subd. 6. University Faculty, Staff, and Students. University faculty, staff, and students involved in the care and use of animals shall:
(a) be appropriately qualified or supervised for conducting procedures on animals;
(b) satisfy all required training;
(c) enroll and participate in an occupational health program as required; and
(d) abide by and carry out the decisions of the IACUC.

SECTION VII. ADMINISTRATIVE PROCEDURES.

The IACUC, with responsible oversight by the president or delegate, shall maintain appropriate administrative policies and procedures to implement this policy.
AGENDA ITEM: Consent Report

Review + Action

This is a report required by Board policy.

PRESENTERS: Karen Hanson, Executive Vice President and Provost

PURPOSE & KEY POINTS

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

I. Request for Approval of New Academic Programs:
   - College of Liberal Arts (Twin Cities campus)—Create a B.A. degree in Ojibwe Language
   - Medical School (Twin Cities campus)—Create fellowship in Brain Injury Medicine
   - Medical School (Twin Cities campus)—Create fellowship in Family Planning
   - Crookston campus—Create undergraduate certificate and undergraduate minor in Sport and Recreation Management and deliver online

II. Request for Approval of Changed Academic Programs:
   - College of Liberal Arts (Twin Cities campus)—Create sub-plan in Arabic within the B.A. degree in Asian Languages and Literatures
   - College of Liberal Arts (Twin Cities campus)—Create sub-plan in Religions of Antiquity and discontinue sub-plans in Latin and Greek within the Ph.D. degree in Classical and Near Eastern Studies
   - School of Public Health (Twin Cities campus)—Discontinue sub-plan for the partnership with Arizona State University within the Public Health Nutrition M.P.H. degree

III. Request for Approval of Discontinued Academic Programs:
   - College of Education and Human Development (Twin Cities campus)—Discontinue the M.Ed. degree in Business and Industry Education
   - College of Science and Engineering (Twin Cities campus)—Discontinue the B.S. degree in Statistics
   - Medical School (Twin Cities campus)—Discontinue the M.S. degree and graduate minor in Experimental Surgery
   - Medical School (Twin Cities campus)—Discontinue the M.S. and Ph.D. degrees in Surgery
   - School of Nursing (Twin Cities campus)—Discontinue the M.S. degree in Nursing
BACKGROUND INFORMATION

This report appears as a regular item on the Academic & Student Affairs 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

The President recommends approval of the academic program proposals detailed in the Consent Report.
University of Minnesota Board of Regents
Academic and Student Affairs Committee
September 8, 2016

Consent Report

I. Request for Approval of New Academic Programs

- **College of Liberal Arts (Twin Cities campus)—Create a B.A. degree in Ojibwe Language**

  The College of Liberal Arts on the Twin Cities campus requests approval to create a Bachelor of Arts (B.A.) degree in Ojibwe Language, effective fall 2016. The proposed program is designed to promote proficiency in the speaking, comprehension, and writing of Ojibwe, as well as a thorough understanding of immersion teaching techniques. An additional goal of the proposed program is to contribute to the stabilization and revitalization of the endangered Ojibwe language. The department prioritizes engagement with the local American Indian communities when promoting the teaching and learning of this language. The proposed program makes use of existing courses and resources.

- **Medical School (Twin Cities campus)—Create fellowship in Brain Injury Medicine**

  The Medical School on the Twin Cities campus requests approval to create a fellowship in Brain Injury Medicine, effective summer 2017. This one-year, ACGME-accredited fellowship program addresses the prevention, diagnosis, treatment, and management of persons with brain injury, including the prevention, diagnosis, and treatment of related medical, physical, psychosocial, and vocational disabilities and complications during the lifetime of the patient. Training will take place primarily at the Minneapolis Veterans Affairs Medical Center, with additional training at Hennepin County Medical Center and Gillette Children's Specialty Healthcare. The program will include clinical experience, as well as didactic, research, and teaching components.

- **Medical School (Twin Cities campus)—Create fellowship in Family Planning**

  The Medical School on the Twin Cities campus requests approval to create a fellowship in Family Planning, effective summer 2017. The purpose of the fellowship in Family Planning is to offer a comprehensive training program in reproductive health and clinical research to train physician specialists in the field of family planning. The program’s goal is to create expert clinicians while simultaneously developing specialist researchers through mentored research opportunities. The program will include clinical experience, as well as didactic, research, and teaching components.
Crookston campus—Create undergraduate certificate and undergraduate minor in Sport and Recreation Management and deliver online

The Crookston campus requests approval to create an undergraduate certificate and an undergraduate minor in Sport and Recreation Management, effective fall 2016. The proposed programs will be available through traditional classroom delivery or completely online. The proposed program prepares students for management and marketing as it relates to the sport industry, sport ethics, leadership, facility management, event planning, sport communication, psychological, and sociological aspects of sport. The certificate and minor options allow students in other fields to supplement their education related to the business aspects of sports. The proposed program makes use of existing courses and resources.

II. Request for Changes to Academic Programs

Crookston campus—Deliver the B.S. degrees in Early Childhood Education and Elementary Education at White Earth Tribal Community College

The Crookston campus seeks approval to deliver its existing Bachelor of Science (B.S.) degree in Early Childhood Education and Bachelor of Science (B.S.) degree in Elementary Education on the campus of the White Earth Tribal Community College (WETCC), effective fall semester 2016. Delivering these programs at WETCC provides an underserved population with candidates for full teacher licensure in the state of Minnesota. Minnesota state teacher licensure requires a Bachelor's degree, while WETCC grants only Associate of Arts degrees in the areas of Education and Early Childhood Education. Students enrolled in these degrees will have access to the support services currently provided on the White Earth campus. As UMC degree-seeking students, the students in the cohort program will also have access to support services provided by UMC.

College of Liberal Arts (Twin Cities campus)—Create sub-plan in Arabic within the B.A. degree in Asian Languages and Literatures

The College of Liberal Arts on the Twin Cities campus requests approval to create a new sub-plan in Arabic within the Bachelor of Arts (B.A.) degree in Asian Languages and Literatures, effective fall 2016. The proposed change better reflects current curricular alignment and student demand.

College of Liberal Arts (Twin Cities campus)—Create sub-plan in Religions of Antiquity and discontinue sub-plans in Latin and Greek within the Ph.D. degree in Classical and Near Eastern Studies

The College of Liberal Arts on the Twin Cities campus requests approval to create a new sub-plan in Religions of Antiquity within the Doctor of Philosophy (Ph.D.) degree, in Classical and Near Eastern Studies effective fall 2016. Simultaneously, the program requests the discontinuation of sub-plans in Latin and Greek. The proposed changes better reflect current curricular alignment.
• School of Public Health (Twin Cities campus)—Discontinue sub-plan for the partnership with Arizona State University within the Public Health Nutrition M.P.H. degree

The School of Public Health on the Twin Cities campus requests approval to discontinue the sub-plan for the partnership with Arizona State University within the Master of Public Health (M.P.H.) degree in Public Health Nutrition, effective fall 2016. There are no currently enrolled students.

III. Request for Approval of Discontinued Academic Programs

• College of Education and Human Development (Twin Cities campus)—Discontinue the M.Ed. degree in Business and Industry 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 Business and Industry Education, effective fall 2016. No students are enrolled in the program, and other initiatives and curricular options exist that satisfy similar themes.

• College of Science and Engineering (Twin Cities campus)—Discontinue the B.S. degree in Statistics

The College of Science and Engineering on the Twin Cities campus requests approval to discontinue the Bachelor of Science (B.S.) degree in Statistics, effective summer 2017. No students are enrolled in the program, and other initiatives and curricular options exist that satisfy similar themes.

• Medical School (Twin Cities campus)—Discontinue the M.S. degree and graduate minor in Experimental Surgery

The Medical School on the Twin Cities campus requests approval to discontinue the Master of Science (M.S.) degree and graduate minor in Experimental Surgery, effective summer 2016. No students are enrolled in the programs, and other initiatives and curricular options exist that satisfy similar themes.

• Medical School (Twin Cities campus)—Discontinue the M.S. and Ph.D. degrees in Surgery

The Medical School on the Twin Cities campus requests approval to discontinue the Master of Science (M.S.) and Doctor of Philosophy (Ph.D.) degrees in Surgery, effective summer 2016. No students are enrolled in the programs, and other initiatives and curricular options exist that satisfy similar themes.

• School of Nursing (Twin Cities campus)—Discontinue the M.S. degree in Nursing

The School of Nursing on the Twin Cities campus requests approval to discontinue the Master of Science (M.S.) degree in Nursing, effective fall 2016. No students are enrolled in the program, and prospective students would be directed to the Doctor of Nursing Practice.