



# Academic & Student Affairs Committee

June 2015

June 11, 2015

1:00 p.m. - 3:00 p.m.

East Committee Room, McNamara Alumni Center

## ASA - JUN 2015

### 1. Board of Regents Policy: Commercialization of Intellectual Policy Rights

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### 2. Campus Culture and Climate

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# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Academic & Student Affairs**

**June 11, 2015**

**Agenda Item:** Board of Regents Policy: *Commercialization of Intellectual Property Rights*

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**Presenters:** Brian Herman, Vice President of Research  
Jay Schrankler, Executive Director, Office for Technology Commercialization  
Stuart Mason, Chief Investment Officer, Office of Investments & Banking

## **Purpose & Key Points**

The proposed changes to Board of Regents Policy: *Commercialization of Intellectual Property Rights* will allow the University to implement the Discovery Capital program.

The primary change is in the red paragraph in Section VII. Subd. 5 that gives the president or delegate, which is intended to be the Office of Investment and Banking, the authority to invest a limited amount of revenue generated from technology transfer into University of Minnesota start-up companies.

## **Background Information**

The objective of the Discovery Capital program is to increase the chance of success for University start-up, including reducing the time it takes for University research to be commercially available to better humankind and generate income for faculty inventors, University departments, and the University research institution (OVPR).



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**BOARD OF REGENTS POLICY**

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Academic

**COMMERCIALIZATION OF  
INTELLECTUAL PROPERTY RIGHTS**

Adopted: December 14, 2007

Amended: December 10, 2010, February 14, 2014

**Draft for Review**

**COMMERCIALIZATION OF INTELLECTUAL PROPERTY RIGHTS**

**SECTION I. SCOPE.**

This policy governs patents and the ownership, commercialization, and dissemination of intellectual property rights in technology created at the University of Minnesota (University).

**SECTION II. EXCLUSIONS.**

**Subd. 1. Copyright.** With the exception of the commercialization of intellectual property rights in software owned by the University, this policy shall not apply to the ownership or use of copyrighted works that are governed by other Board of Regents (Board) or administrative policies.

**Subd. 2. Trademarks.** With the exception of intellectual property rights in University trademarks that identify University-owned plant varieties or that are commercialized in conjunction with other technology covered by this policy, this policy shall not apply to the use of University-owned or licensed names, trademarks, or service marks.

**Subd. 3. Equity Interests.** This policy shall not apply (a) to the University's acquisition of equity securities in a publicly held company or appointment of a voting member to the governing body of a publicly held company or (b) to the acquisition of equity securities of a publicly held company by a University employee.

**Subd. 4. Student-Created Technology.** This policy shall not apply to technology created or reduced to practice by University students to fulfill a University course requirement unless (i) the development of the technology was funded, in whole or in part, by an external sponsor; (ii) the technology was an improvement of an invention in which the University holds the intellectual property rights; (iii) a University faculty member or other University employee was a co-inventor of the technology; or (iv) substantial University resources were used to develop or reduce the technology to practice. This policy does not prohibit the University from conditioning participation in a University course or other University-sponsored activity on an individual's assigning to or licensing to the University the rights in technology created or reduced to practice in the course or activity.

**SECTION III. DEFINITIONS.**

**Subd. 1. Inventor.** Inventor shall mean a University employee, student, or postdoctoral or other fellow who invents technology.



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**Subd. 2. Technology.** Technology shall mean the following items and their related intellectual property rights:

- (a) a discovery or invention, patentable or not;
- (b) software owned by the University; and
- (c) trademarks owned by the University that identify University-owned or University-licensed plant varieties or that are commercialized in conjunction with other technology covered by this policy.

**Subd. 3. University Official.** University official shall mean a person defined as a University official in Board of Regents Policy: *Institutional Conflict of Interest* and any person covered by administrative policies or procedures implementing that policy.

**Subd. 4. Controlling Equity Interest.** Controlling equity interest shall mean the University's ownership of equity securities of a licensee sufficient to grant the University the power to direct the licensee's management. The University shall be considered to have a controlling equity interest in a licensee under this policy if:

- (a) the University owns a majority of the voting equity interest in the licensee; or
- (b) the University has the power to appoint a majority of the voting members of the governing body of the licensee.

**Subd. 5. Licensee.** Licensee shall mean a for-profit, privately held company to which the University licenses or assigns intellectual property rights in University-owned technology.

**Subd. 6. Net Income.** Net income shall mean the gross monetary payments the University receives in consideration for granting rights in the technology less (a) the University's out-of-pocket expenditures (including legal fees) directly attributable to protecting, developing, and transferring that technology and (b) a fifteen percent administrative fee of the gross monetary payments to help defray the costs associated with operating the Office of Technology Commercialization. Net income includes the net cash proceeds received from the sale of securities acquired under Section V, Subd. 6 of this policy. Net income does not include the net cash proceeds received from the sale of securities acquired under Section VII, Subd. 5 of this policy. Fees, charges, and other monetary payments made to the University to compensate it for administering intellectual property agreements or seeking and maintaining intellectual property protection for technology shall not be considered monetary payments under this policy.

**SECTION IV. GUIDING PRINCIPLES.**

The following principles shall guide the University in commercializing technology:

- (a) The primary mission of University research is the generation and dissemination of knowledge, and academic freedom requires that faculty, staff, and students be free to pursue areas of research and study without regard to the potential for the



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creation of inventions.

- (b) The development and dissemination of new knowledge, technology, or scientific procedures resulting in innovative products, practices, and ideas is a valued supplement to scholarly publications.
- (c) University commercialization activities shall not inhibit the ability of University researchers to pursue research of their choosing, to publish results of their work in a timely manner, and otherwise to exercise their rights of academic freedom.
- (d) Licensing University-owned technology to private companies promotes the University's interest in successful commercial development of University-owned intellectual property. In some circumstances, a non-commercial method of distribution, such as open source sharing of technology or licensing for humanitarian needs, may be the preferred method of providing public access to, and use of, University discoveries.
- (e) The University may own a controlling equity interest and assert control over the direction and management of a licensee only when doing so (1) enhances the potential for the licensee to successfully develop and make available to the public useful products and services and (2) increases the potential value of the University's investment.

### **SECTION V. OWNERSHIP OF TECHNOLOGY.**

**Subd. 1. Ownership.** The University shall be the sole owner of all rights, titles, and interests (including intellectual property rights) in and to technology:

- (a) created by University employees in the course of their employment;
- (b) created by individuals, including employees, students, or post-doctoral or other fellows, using substantial University resources.

**Subd. 2. Assignment of Intellectual Property Rights.** Inventors assign to the University all rights, titles, and interests, if any, in and to technology owned by the University.

**Subd. 3. Ownership Under Third Party Agreements.** Ownership of and rights in technology are subject to the terms of written agreements between the University and third parties under which the University, solely or in collaboration, conducts research or other activities. Under these agreements, the University may claim, disclaim, or otherwise grant or accept rights in technology as appropriate and desirable.

**Subd. 4. Waiver of University Rights.** Consistent with administrative policies and procedures, the president or delegate is authorized to waive or otherwise assign to an inventor all or part of the University's rights, titles, or interests in or to a technology created by the inventor.

**Subd. 5. Rights to Publish.** At the University's request, inventors shall delay the publication or public disclosure of any descriptions of technology for a brief period of time to permit the registration, application for, and protection of the intellectual property



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rights in the technology.

**Subd. 6. Rights to Third Parties.** The president or delegate may assign, license, or otherwise grant a third party the right to use technology royalty-free or in exchange for cash, stock or other securities, or other tangible or intangible property.

### **SECTION VI. DISTRIBUTION OF INCOME FROM COMMERCIALIZATION OF TECHNOLOGY.**

The University shall share with inventors the net income from the commercialization of technology as follows:

- (a) thirty-three and one-third percent to the inventors;
- (b) twenty-five and one-third percent to the department, division, or center that supported the creation of the technology, to be spent in support of the inventor's research or directly related University work;
- (c) eight percent to the collegiate unit that supported the creation of the technology; and
- (d) thirty-three and one-third percent to the Office of the Vice President for Research, to be spent in support of the University's technology commercialization activities and to fund University research and scholarly activity.

The president or delegate may change the distribution to collegiate units or to departments, divisions, or centers if such amounts become disproportionate compared to their budgets or if there have been administrative organizational changes, including an inventor's movement among units or departments. The president or delegate also may distribute to inventors a portion of the net income from commercialization of technology in the form of a bonus or salary supplement.

### **SECTION VII. EQUITY, CONTROLLING INTERESTS, AND ASSISTANCE WITH COMMERCIALIZATION.**

**Subd. 1. Disposition of Equity Securities.** The University shall sell the equity securities acquired under [Section V. Subd. 6. of](#) this policy as soon as prudent and in strict compliance with all applicable federal and state laws. ~~The cash proceeds derived from the sale of equity securities shall be distributed in the same proportions as income derived from technology.~~

**Subd. 2. Acquiring a Controlling Equity Interest in the Commercialization of Technology.** In acquiring, as part of a transaction to commercialize technology, a majority or other equity interest in a company that grants the University the power to direct the company's management or the power to appoint a majority of the voting members of the governing body of the company, the following prohibitions shall apply:



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- (a) Except as permitted under Section VII. Subds. 4. and 5. of this policy or any other applicable Board policies, the University shall not make a cash investment in, lend money to, or guarantee the obligations of the company; and
- (b) University officials shall not purchase or invest, directly or indirectly, in the equity securities of a licensee as long as the licensee is privately held, except that University employees who are not University officials may purchase or invest, directly or indirectly, in such equity securities if permitted under Board of Regents Policy: *Individual Business or Financial Conflict of Interest* and other applicable Board policies.

**Subd. 3. Appointment of Voting Members to Governing Bodies as Part of the Commercialization of Technology.** The president ~~shall appoint or delegate may authorize the appointment~~ of voting members to the governing bodies of privately held companies commercializing technology. ~~A University-appointed~~ The member shall:

- (a) be ~~a University employee an individual~~ with demonstrated experience and competence in technology commercialization and in the creation, management, and capitalization of privately held companies; and
- (b) be reasonably insured against liability arising from service on the governing bodies of such companies.

~~A University-appointed~~ The member:

- (a) shall not accept compensation for service as a member of the governing body of the company, but may accept reasonable reimbursement for service-related expenses;
- (b) shall comply with applicable University policies and procedures;
- (c) shall discharge fiduciary and contractual responsibilities to the company, subject to the performance of University duties as provided in Board and other University policy and procedures if the individual is an employee of the University; and
- (d) shall resign as a voting member of the governing body of the company prior to the company's becoming publicly held, unless the president or delegate approves an extension of the appointment.

**Subd. 4. Use of Technology Commercialization Income to Assist Commercialization by Non-University Entities.** The president or delegate may authorize non-University entities to use income the University earns from technology commercialization to directly encourage, promote, or assist with the commercialization and development of University intellectual property. The commitment of financial support for particular projects shall not exceed \$250,000, consistent with Board of Regents Policy: *Reservation and Delegation of Authority*.

**Subd. 5. Equity Investment to Support Commercialization by Non-University Entities.** The president or delegate may authorize an investment in the equity securities (including securities that are convertible to equity securities) of a company formed for



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the purpose of commercializing and developing University-owned technology. No such investment may exceed \$1,050,000.

**SECTION VIII. REPORTING.**

The president or delegate shall report annually to the Board on University activities under this policy.

**SECTION IX. IMPLEMENTATION.**

The president or delegate shall implement this policy and maintain appropriate policies and procedures to administer it.

**Supersedes:** Educational Materials dated April 14, 1967, Patent and Technology Transfer dated October 10, 1986, Intellectual Property adopted October 8, 1999, Use of Royalty Income to Support Technology Commercialization adopted March 12, 2004, and Acquiring Controlling Equity Interests in Technology Licensees adopted December 8, 2006.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Academic & Student Affairs**

**June 11, 2015**

**Agenda Item:** Campus Culture and Climate

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**Presenter:** Karen Hanson, Senior Vice President for Academic Affairs and Provost

## **Purpose & Key Points**

The purpose of this item is to:

1. Provide an update on the work of the President’s Campus Climate Workgroup and recommendations in the January 2015 [Campus Climate report](#).
2. Engage the committee in a policy discussion about how the University simultaneously maintains its uncontested commitment to free speech and its important interest in creating a climate in which everyone feels welcome, respected, and valued. Issues of speech and civility are a subset of the range of issues the Campus Climate Workgroup has focused on, and will be the focus of discussion at this meeting.

Similar discussions about free speech and campus climate are taking place at institutions of higher education across the nation and have aroused vigorous public interest and debate. This underscores the need for focused attention to these issues on all campuses. A set of symposia and discussions on these topics was begun on the Twin Cities campus in 2014; additional opportunities for discussion are being planned by the Provost and Faculty Consultative Committee leadership, to be scheduled in the next academic year.

### *Key Points*

Since Spring 2014, the Campus Climate Workgroup – a group of senior administrators and staff – has been working to:

- Assess the current campus climate and develop targeted and prioritized strategies for improving it.
- Educate the campus community on how individuals can contribute to a welcoming climate.
- Create broad awareness of the University’s commitment to creating a welcoming climate and the strategies we are using to achieve this goal.

The workgroup’s assessment, along with that of an associated grassroots effort involving faculty, staff and students in four [World Cafe](#) discussions, has informed the [Campus Climate report](#) for the Twin Cities campus. This report offers findings about climate, along with short- and long-term recommendations.

The executive summary of the report states, “*Excellence at the University of Minnesota requires a campus climate in which everyone feels welcome, respected, and valued. Creating such a campus climate is a collective responsibility. The institution, colleges, units and individuals—faculty, staff, and students—all have a role to play.*”

The report contained a declaration of commitment: “*The University supports a welcoming campus climate in which all persons are treated with respect. Toward that end, the University will facilitate, sustain, and advance a culture that supports equity, inclusion, and community by fostering dialogue, collective action, and personal growth. These purposeful activities and shared responsibility provide an environment that allows everyone the opportunity to succeed.*”

While the University is committed to fostering a welcoming campus climate for all, and have many best practices in place to do so, persistent differences exist in the experiences of diverse members of our community. Some of those differences are connected with concerns about speech. Who has the podium? What is the context for discussion? Who has the power to speak and the power to silence? What is harassment and how does it affect opportunities to learn? How can speech create a hostile climate? How can speech create a welcoming climate?

Policy questions to engage members of the Academic & Student Affairs Committee include:

1. How do we maintain an unwavering commitment to free speech, while recognizing and addressing the problems of identity-based harassment and the harmful effects of a hostile educational environment?
2. How do we shape campus climate?
3. Are there universal principles to adhere to when designing educational and co-curricular activities and teaching and learning opportunities for students?
4. How do we frame conversations mindful of the vision of our new Strategic Plan [*The University of Minnesota Twin Cities will be preeminent in solving the grand challenges of a diverse and changing world*] and attentive to the Plan’s foundational commitments to:
  - Academic freedom, supporting open intellectual inquiry and free expression and meeting the responsibilities entailed by such freedom.
  - Trustworthiness and honesty, maintaining individual and institutional integrity in all that we do.
  - Respect for each individual.
  - Access, diversity, and inclusion.
  - Public engagement, partnering with our communities locally, nationally, and across the world.
  - Excellence in the fulfillment of our mission.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Academic & Student Affairs**

**June 11, 2015**

**Agenda Item:** Role of Faculty

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**Presenters:** Karen Hanson, Senior Vice President for Academic Affairs and Provost  
Rebecca Ropers-Huilman, Chair, University Senate Faculty Consultative Committee (FCC)

## **Purpose & Key Points**

The purpose of this item is to:

- Provide an overview of the complex responsibilities faculty have for advancing the mission of the University and shaping its future.
- Highlight the central roles of faculty in curriculum and core academic matters; implementing strategic planning priorities; and making real for students and communities the University's research and land-grant missions across the distinct system campuses.

Faculty are responsible for carrying out the University's mission of research, teaching, and service. More fundamentally, faculty intellectual leadership is pivotal in shaping the academic direction and excellence of the University. This is reflected in the University's shared governance system, which explicitly recognizes the unique role of faculty in shaping academic culture and the determinative role of faculty in academic matters, including curriculum, academic hiring and peer review, and evaluation of student work. Faculty involvement in governance has special importance at a research institution, in which academic quality and institutional reputation, students' educational experiences, and the value and impact of University engagement rest significantly on faculty scholarship.

Because so much of the core University function is within the authority of the Faculty Senate, its executive committee – the Faculty Consultative Committee (FCC) – plays an especially active role. As noted in a [Governance System Overview](#), updated in 2014, the University of Minnesota has one of the strongest and most active shared governance systems among large research universities. Vigorous faculty involvement is a defining characteristic of University governance, with even the most distinguished scholars and teachers participating.

Faculty also have formal leadership roles as heads, chairs, and directors of academic departments and research centers. They take on service and leadership roles at all levels of the institution, from provostial and vice provostial responsibilities to task forces, work groups, and committees on a

wide range of issues. This multiplicity of roles creates complex responsibilities for faculty – responsibilities that are not always well-understood by the public. As the University implements an ambitious strategic plan to advance the academic excellence of the Twin Cities campus, and implements aligned and intersecting plans for system campuses, faculty engagement and leadership will be particularly critical.

[The strategic plan for the Twin Cities campus](#) is a framework for reinvigorating the University's academic excellence at a time of great challenge and change in higher education and society. The plan aims to make the most of the University's immense capacity – and responsibility – to produce transformative research, outstanding education, meaningful outreach and productive collaboration. It aims to make the University more nimble and integrative, to better leverage wide-ranging strengths of the campus and the region, and to broaden and deepen collaborations across disciplines and across sectors in areas with the potential for major impact.

As a framework for reinvigoration, the plan advances goals for culture change that will be driven primarily by faculty. This adds further complexity to faculty responsibilities as well as to those of academic departments, which are the key organizing units for faculty research, teaching, and outreach. As strategic priorities are embedded into compact planning with colleges and schools – a process for redefining strategic investment priorities that began this past fall – department heads and chairs will be key players in advancing the small and large changes that will realize the transformational goals.

To jump-start the Grand Challenges goals outlined in the strategic plan, faculty are engaged in shaping curricular innovations and have begun contributing to a faculty-driven process to define the grand challenges research priorities the institution will embrace. Faculty and academic administrators are also integrating and deepening reciprocal public engagement activities, as outlined in the strategic plan. The collaborative processes by which faculty shape the University's academic future also shape how faculty carry out their most fundamental role: advancing the University's mission of research, teaching, and service across the system.

### **Background Information**

This presentation follows the Promotion and Tenure recommendations at the May Faculty & Staff Affairs Committee, which focused on the teaching, research, service, and public engagement of faculty recommended for tenure and/or promotion.



# BOARD OF REGENTS DOCKET ITEM SUMMARY

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**Academic & Student Affairs**

**June 11, 2015**

**Agenda Item:** Consent Report

**Review**

**Review + Action**

**Action**

**Discussion**

*This is a report required by Board policy.*

**Presenters:** Karen Hanson, Senior Vice President for Academic Affairs 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**

- School of Public Health (Twin Cities campus)—Create Ph.D. degree in Molecular and Systems Toxicology
- School of Public Affairs (Twin Cities campus)—Create post-baccalaureate certificate in Election Administration
- Academic Health Center (Twin Cities campus)—Create undergraduate certificate in Medical Laboratory Sciences
- College of Liberal Arts (Twin Cities campus)—Create undergraduate certificate in Advanced Chinese
- College of Biological Sciences (Twin Cities campus)—Create undergraduate minor in Behavioral Biology
- College of Liberal Arts (Twin Cities campus)—Create undergraduate minor in Creative Writing
- Crookston campus—Create B.S. degree in Exercise Science and Wellness
- Crookston campus—Create B.S. degree in Medical Laboratory Science

### **II. Request for Approval of Changed Academic Programs**

- College of Education and Human Development (Twin Cities campus)—Create sub-plan in Emotional and Behavioral Disabilities within the M.Ed. degree in Special Education
- College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)—Change the name of the B.S. degree in Agricultural Industries and Marketing to Agricultural Communication and Marketing and add sub-plan in in Food, Agricultural and Natural Resource Sciences
- College of Liberal Arts (Twin Cities campus)— Change the name of the undergraduate minor in New Media Studies to Digital Media Studies
- School of Nursing (Twin Cities campus)—Create dual M.P.H./D.N.P. degree in Public Health Practice

### **III. Request for Approval of Discontinued Academic Programs**

- College of Education and Human Development (Twin Cities campus)—Discontinue the post-baccalaureate certificate in Career and Technical Education

#### **Background Information**

This report appears as a regular item on the Academic and 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 Consent Report.

**University of Minnesota Board of Regents  
Academic and Student Affairs Committee  
June 11, 2015**

**Consent Report**

**I. Request for Approval of New Academic Programs**

▪ **School of Public Health (Twin Cities campus)—Create Ph.D. degree in Molecular and Systems Toxicology**

The School of Public Health on the Twin Cities campus requests approval to create a new Doctor of Philosophy (Ph.D.) degree in Molecular and Systems Toxicology, effective summer 2015. The proposed program will have a transdisciplinary approach and will emphasize a new perspective on toxicology and the role of the environment in injury and disease. The proposed program will provide graduates that fill the need for trained toxicologists with academic backgrounds in public health core skills such as molecular epidemiology and biostatistics. The program makes use of existing courses and resources.

▪ **School of Public Affairs (Twin Cities campus)—Create post-baccalaureate certificate in Election Administration**

The Humphrey School of Public Affairs on the Twin Cities campus requests approval to create a new postbaccalaureate certificate in Election Administration, effective fall 2015. The proposed program prepares students for mid-career positions in election administration and would be unique to the University of Minnesota. Students will acquire and develop the skills and knowledge of election operations and procedures they need to serve as election staff or to further their existing careers in election administration. This program will be delivered online. Courses are being developed for this program and will be taught by existing faculty.

▪ **Academic Health Center (Twin Cities campus)—Create undergraduate certificate in Medical Laboratory Sciences**

The Academic Health Center on the Twin Cities campus requests approval to create a new undergraduate certificate in Medical Laboratory Sciences, effective summer 2015. The proposed program provides students with a professional licensing credential in medical laboratory sciences. The proposed program is offered in affiliation with regional institutions, with students enrolling in a non-degree seeking capacity. The program will be delivered partially online, as well as at the Rochester campus. The program makes use of existing courses and resources.

- **College of Liberal Arts (Twin Cities campus)—Create undergraduate certificate in Advanced Chinese**

The College of Liberal Arts on the Twin Cities campus requests approval to create an undergraduate certificate in Advanced Chinese, effective summer 2015. The proposed certificate recognizes advanced level proficiency in Modern Standard Chinese, as well as training in literary Chinese and cultural literacy. Official recognition provided by this type of certificate can facilitate post-baccalaureate experiences for students. The proposed program makes use of existing courses and resources.

- **College of Biological Sciences (Twin Cities campus)—Create undergraduate minor in Behavioral Biology**

The College of Biological Sciences on the Twin Cities campus requests approval to create a new undergraduate minor in Behavioral Biology, effective fall 2015. The proposed program addresses both the basic and applied biological bases of animal behavior through an interdisciplinary curriculum. The minor allows students the flexibility to tailor coursework to meet their own professional and career goals. The program makes use of existing courses and resources.

- **College of Liberal Arts (Twin Cities campus)—Create undergraduate minor in Creative Writing**

The College of Liberal Arts on the Twin Cities campus requests approval to create an undergraduate minor in Creative Writing, effective fall 2015. The proposed program offers students an opportunity to develop their writing skills, as well as strengthen their critique of others' writing. There is a steady demand from current students for this minor. The proposed program makes use of existing courses and resources.

- **Crookston campus—Create B.S. degree in Exercise Science and Wellness**

The Crookston campus requests approval to create a Bachelor of Science (B.S.) degree in Exercise Science and Wellness, effective fall 2015. The proposed program combines the study of exercise physiology within the holistic context of health and wellness. The program provides an experiential learning laboratory allowing students to work with various demographic populations in conjunction with regional health care facilities. The proposed program makes use of existing courses and resources.

- **Crookston campus—Create B.S. degree in Medical Laboratory Science**

The Crookston campus requests approval to create a Bachelor of Science (B.S.) degree in Medical Laboratory Science, effective fall 2015. The proposed program will train students in the collection, safe handling and analysis of biological specimens; principles of continuous assessment of data collection and analysis; compliance with laboratory safety regulations; and ethical behavior and professionalism. The proposed program will prepare students for positions in this field and meets state and national demands for trained laboratorians. The program

will be offered in conjunction with the University of North Dakota. The proposed program makes use of existing courses and resources.

## II. Request for Approval of Changes to Academic Programs

- **College of Education and Human Development (Twin Cities campus)—Create a sub-plan in Emotional and Behavioral Disabilities within the M.Ed. degree in Special Education**

The College of Education and Human Development on the Twin Cities campus requests approval to create a sub-plan in Emotional and Behavioral Disabilities within the Master of Education (M.Ed.) degree in Special Education, effective summer 2015. The proposed sub-plan provides professional development for special education students interested in learning more about emotional and behavioral disorders. This sub-plan also leads to K-12 licensure and prepares teachers to work in a variety of educational settings. The proposed program makes use of existing courses and resources.

- **College of Food, Agricultural, and Natural Resource Sciences (Twin Cities campus)— Change the name of the B.S. degree in Agricultural Industries and Marketing to Agricultural Communication and Marketing and add sub-plan in in Food, Agricultural and Natural Resource Sciences**

The College of Food, Agricultural, and Natural Resource Sciences on the Twin Cities campus requests approval to change the name of the Bachelor of Science (B.S.) degree in Agricultural Industries and Marketing to Agricultural Communication and Marketing, effective fall 2015. The college also requests approval to create a new sub-plan in Food, Agricultural and Natural Resource Sciences. This sub-plan will provide students with a broad overview of food, agriculture, and environmental sciences. The proposed changes better reflect the nature of the program, as well as the goals of the students.

- **College of Liberal Arts (Twin Cities campus)— Change the name of the undergraduate minor in New Media Studies to Digital Media Studies**

The College of Liberal Arts on the Twin Cities campus requests approval to change the name of the undergraduate minor in New Media Studies to Digital Media Studies, effective fall 2015. The name change reflects the current emphasis and importance of digital media in this field.

- **School of Nursing (Twin Cities campus)—Create dual M.P.H./D.N.P. degree in Public Health Practice**

The School of Nursing and the School of Public Health on the Twin Cities campus request approval to create a new dual M.P.H./D.N.P. degree program in Public Health Practice, effective fall 2015. The proposed dual degree program will be a partnership between the existing Master of Public Health (M.P.H.) degree in Public Health Practice and the Doctor of Nursing Practice (D.N.P.) degree. This dual

degree program will provide students opportunity for training in advanced nursing care as leaders of interprofessional health care teams, emphasizing population-focused practice and quality improvement to impact patient outcomes. The proposed program makes use of existing courses and resources.

### **DISCONTINUED PROGRAMS**

- **College of Education and Human Development (Twin Cities campus)—  
Discontinue the post-baccalaureate certificate in Career and Technical  
Education**

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the post-baccalaureate certificate in Career and Technical Education, effective fall 2015. Enrollments in this program have been consistently low, and key sources of state funding for the program have been eliminated.