

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Academic and Student Affairs Committee

Thursday, June 13, 2013

9:45 - 11:45 a.m.

600 McNamara Alumni Center, East Committee Room

Committee Members

Patricia Simmons, Vice Chair
Linda Cohen
Dean Johnson
David Larson
David McMillan
Abdul Omari

A G E N D A

1. Board of Regents Policy: *Tuition and Fees* - Action - K. Hanson/J. Tonneson (pp. 2-7)
2. Update on Student Mental Health Trends & Services - K. Hanson/F. Schlapper (pp. 8-9)
3. Internationalizing the University - K. Hanson/M. McQuaid (pp. 10-15)
4. Consent Report - Review/Action - K. Hanson (pp. 16-26)



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Academic and Student Affairs Committee

June 13, 2013

Agenda Item: Board of Regents Policy: *Tuition and Fees*

review review/action action discussion

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

Purpose:

policy background/context oversight strategic positioning

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

Outline of Key Points/Policy Issues:

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

The administration is recommending changes in the policy related to the title and purpose/definition of the "administrative fee" category, and the order of the four fee categories as they are listed in policy. The Academic and Student Affairs Committee reviewed the recommendation at its May meeting.

Background Information:

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

The Finance and Operations Committee requested that the administration undertake a review of fees during the establishment of its annual work plan in 2009. The administration made two overview presentations to the Finance and Operations Committee regarding the fee review: one in December 2009 and another in February 2011. In May and June of 2011, and in May

and June of 2012, the Educational Planning and Policy Committee reviewed and approved the recommended changes to the policy on Tuition and Fees related to Academic Fees and Course Fees respectively.

President's Recommendation for Action:

The President recommends adoption of the proposed policy change.



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BOARD OF REGENTS POLICY

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Administrative

TUITION AND FEES

Adopted: February 10, 1995

Amended: May 10, 1996; April 11, 1997; June 12, 1998; March 12, 1999; December 10, 2004; June 10 2011; March 8, 2012; June 8, 2012

Supersedes: (see end of policy)

DRAFT for *action* June 13, 2013

TUITION AND FEES

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

SECTION I. GUIDING PRINCIPLES.

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

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

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

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

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

SECTION II. TUITION GUIDELINES.

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

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

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



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Administrative

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

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

- (a) Undergraduate Students — For each campus, the resident tuition rates shall be the same for all undergraduate students and the nonresident tuition rates shall be the same for all undergraduate students. A college specific tuition surcharge may be established as a supplement to the relevant undergraduate tuition rate.
- (b) Graduate Students — Tuition rates for graduate students may vary by program, but shall be established on a cost-related basis within market rates.
- (c) Professional Students — Tuition rates for professional students may vary by program, but shall be established on a cost-related basis within market rates. The president or delegate shall determine the appropriate market comparisons for the professional schools of medicine, dentistry, veterinary medicine, pharmacy, and law.
- (d) Departmental Master's Degree Students — Tuition rates for departmental master's students may vary by program, but shall be established at a level above the undergraduate rate.
- (e) Non-degree Students — The president shall recommend tuition rates for non-degree students on each campus, recognizing that differences between degree-seeking and non-degree-seeking students may justify differences in tuition rates.
- (f) Nonresidents — Nonresident, non-reciprocity tuition rates for undergraduate, graduate, professional, and departmental master's degree students shall be set at rates higher than for resident students.
- (g) Part-time Students — Tuition rates and fees shall recognize the difference in cost between full-time and part-time students.
- (h) Fees in lieu of tuition shall be set so that the total fee is equal to or greater than the tuition rate applicable to the credits earned. The total fee in lieu of tuition may include multiple components.

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

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



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Administrative

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SECTION III. FEES.

Fees within this section shall be assessed only in specifically justified situations consistent with the definitions and parameters identified, and shall be set based on consideration of actual cost and the impact to students.

The president may recommend for Board action assessment of the following fees:

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

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

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

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

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

Subd. 4. Academic Fees.

- (a) **Campus/Collegiate Fees.** Campus/collegiate fees are campus- and college-wide fees that may be assessed to all students enrolled on a campus or in a college for goods and services that directly benefit students but that are not part of actual classroom instruction. Allowable goods and services include advising, career services, computer labs, special equipment, orientation activities, and other goods or activities intended to enhance the student experience outside of actual classroom instruction. Each campus shall assess no more than one campus-wide fee and each college shall assess no more than one college-wide fee.
- (b) **Durable Goods Fees.** Durable goods fees may be charged by a campus or a college to their enrolled students (or any cohort or subset of their enrolled students) for educational materials and equipment that will be owned by, potentially owned by, or assigned to a specific student for their use during the entire term. Durable goods fees may not be charged for services, or for use of any equipment owned and retained by the University, with the exception of computer or other specialized equipment assigned for a full term to a specific student.

Subd. 4. Miscellaneous Term Fees. Miscellaneous term fees may be assessed to an individual student (or to students in a defined group) for goods, services and benefits received, or for implementing a penalty. Allowable items covered in this subdivision are those that do not fall under course, distance delivery or academic fee categories (subdivisions 1 – 3) and include, but are not limited to: transcript fees, application fees, specific program fees, damage deposits, confirmation fees, and special exam fees.



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SECTION IV. DELEGATION OF AUTHORITY.

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

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

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



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Academic and Student Affairs Committee

June 13, 2013

Agenda Item: Update on Student Mental Health Trends & Services

review review/action action discussion

Presenters: Senior Vice President/Provost Karen Hanson
Boynton Health Service Director/Chief Health Officer Ferdinand Schlapper

Purpose:

policy background/context oversight strategic positioning

The presentation will provide an overview of national mental health issues affecting students and specific strategies employed at the University of Minnesota.

Outline of Key Points/Policy Issues:

University of Minnesota students are more academically prepared than ever, but mental health issues can derail the academic careers of promising students. Staff at Boynton Health Service are focused on providing support and treatment that position students for success in the classroom and beyond. They also work closely with other departments and committees focused on mental health such as University Counseling, Consulting and Services (UCCS) and the Provost's Committee on Student Mental Health.

Student demand for services at Boynton has steadily increased since 2004 at an average pace of about 5% per year. In 2012-13 there was a 9% increase in demand for services. Both Boynton Health Service and UCCS have added staff over the past year to help keep up with the demand. In addition, Boynton is expanding the services offered on the St. Paul campus to include mental health services.

Prevalence of mental health conditions is high on campus. Approximately 30% of University of Minnesota students have been diagnosed with a mental health condition in their lifetime and 11% have been diagnosed with a mental health condition in the past 12 months. Mental health conditions such as unmanaged stress, lack of sleep, and depression are also associated with lower GPAs in students.

Collaborative efforts have led to innovative approaches to mental health on campus. Special events, therapy animals, stress management promotion and possible text messaging in the near future are part of current efforts to help students thrive on campus.

Background Information:

Located on the University of Minnesota Twin Cities campus, Boynton Health Service provides quality, comprehensive health care services, to the University community, including mental health services exclusively for University students. Boynton's staff of psychiatrists, licensed psychologists, and licensed independent clinical social workers provide a variety of counseling options.

Services available include individual and couple counseling and psychotherapy, medication assessment and management, urgent consultation (via phone or in person), a variety of group therapies, social work assistance, and chemical health assessment and treatment. Boynton also offers confidential, specialized help to students with eating disorders, including mental health care, medical care, and nutrition assessments.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Academic and Student Affairs Committee

June 13, 2013

Agenda Item: Internationalizing the University

review review/action action discussion

Presenters: Senior Vice President/Provost Karen Hanson
Associate Vice President and Dean Meredith McQuaid

Purpose:

policy background/context oversight strategic positioning

Provide an update on the University's internationalization efforts and outline some challenges faced in comprehensively internationalizing the University. Share results of the external review of the Global Programs and Strategy Alliance.

Outline of Key Points/Policy Issues:

The University of Minnesota is a recognized leader in international education. The Twin Cities campus ranks high nationally in study abroad participation and international student enrollment. But internationalizing the University requires more than providing global experiences for students. Expanded efforts are underway to provide all faculty, staff, and students with the opportunity to develop global competency—the skills, knowledge, and perspectives necessary to understand the world and work effectively to improve it. The University is at the forefront of internationalizing student learning and student success.

An external review of the Global Programs and Strategy Alliance was conducted in December 2012. The feedback and results were extremely positive; however, the final report outlines recommendations and challenges the University faces as it strives to internationalize.

Background Information:

Dean McQuaid last presented to the Faculty, Staff, and Student Affairs Committee in February 2011 where she provided an overview of non-curricular programs and initiatives for faculty, staff, and students that support the University's efforts to internationalize the campuses.

An Introduction to the GPS Alliance
Board of Regents: Academic and Student Affairs Committee
June 13, 2013

The Global Programs and Strategy Alliance (GPS Alliance) is the central international office for the University of Minnesota system. The GPS Alliance is the driving force for the University in globalizing teaching, learning, research, and engagement. Through our seven units, we support the University's mission by working closely with campuses, colleges, units, faculty and staff, students, and the community to comprehensively internationalize the University of Minnesota. Our name, the GPS Alliance, not only represents the alliance of our units but also the alliance of our partners around the University. Aligning our initiatives with the work of the colleges and the campuses has helped us to identify the roads we will travel to our ultimate destination of comprehensive internationalization.

Our Units

- Dean's Office: focuses on policies, programs, and initiatives to support the internationalization efforts of the University system in teaching, learning, research, and engagement
- Center for Advanced Research on Language Acquisition (CARLA): as a U.S. Department of Education Title VI Language Resource Center, places major emphasis on linking research and theory with practical classroom application
- China Center: the University's bridge to China since 1979; offers comprehensive services and resources to the University community, government and business sectors, and the public
- Confucius Institute: promotes the study of Chinese language and culture throughout Minnesota
- Interdisciplinary Center for the Study of Global Change: fosters an interdisciplinary and cross-cultural community of faculty and graduate students committed to studying global change
- International Student and Scholar Services: assists international students and scholars in successfully accomplishing the goals that brought them to the University
- Learning Abroad Center: serves as the University's comprehensive resource for study, service-learning, research, work, intern, volunteer, and travel experiences worldwide

The GPS Alliance is composed of 104 full-time staff as well as 75 student-staff members. The total operating budget for the GPS Alliance as a whole is approximately \$26.8 million, with revenue coming from a variety of sources. The largest sources are 39.6 percent from the state allocation (including "pass-through" money distributed as scholarships and financial support), 38 percent from student fees, 10.5 percent from external sales, and 5.9 percent from grants. In January 2013, the GPS Alliance began reporting to the Senior Vice President for Academic Affairs and Provost.

Strategic Planning

In November 2007, Meredith McQuaid became associate vice president and dean of international programs. This was the first time the senior international officer at the University held the title of dean, which opened new doors and provided new opportunities for what was then the Office of International Programs (OIP).

In early January 2010, we began a one-year strategic planning process to develop a plan that would guide our work for the next three to five years. At that time, we also successfully launched our new

name, and re-branded our look and our commitment to comprehensive internationalization. The result of the strategic planning process is a framework of four cornerstones that guide our work:

- Student and scholar learning, engagement, and support
- Faculty and staff research, teaching, engagement, and support
- Source of information, innovation, and collaboration
- External relationship development and support

(See Strategic Plan cornerstones at the end of this document for further description.)

What We Do

A common mantra in the GPS Alliance is that the units are better known outside the University than inside. While this might be a bit of an exaggeration, it is true that the GPS Alliance, its units, and the University of Minnesota as a whole, have an outstanding reputation in the field of international education. In 2009, the University of Minnesota was recognized by NAFSA: Association of International Educators with its Senator Paul Simon Award for Campus Internationalization. The award recognizes outstanding and innovative efforts in campus internationalization. Dean Meredith McQuaid just completed a two-year term as president of NAFSA (the largest nonprofit association dedicated to international education)—the fourth University of Minnesota representative to lead the organization in its 64-year history.

Student and scholar learning, engagement, and support

Much of the University's reputation as a leader in international education comes from its successful and groundbreaking work in student mobility—providing students with opportunities to study abroad and hosting international students. Our “Minnesota Model” of integrating study abroad into the curriculum is internationally acclaimed, and UMTC currently ranks 3rd in the nation in the number of students who study abroad for credit. We have hosted and supported international students since 1874 and now rank 14th in the number of international students on our campus. Our more recent efforts to internationalize the curriculum and campus are ahead of the rest of the field and represent the forefront of student learning and student success.

The remaining three cornerstones are areas where the GPS Alliance is expanding or developing its services and resources to accommodate the changing needs of the University. The following are some examples of the work from those cornerstones.

Faculty and staff research, teaching, engagement, and support

- Global Spotlight: biennial focus on a region of the world and a pressing global issue; supports events and grants related to the Spotlight themes
- Global Operations: increases access to information and resources for faculty conducting research, outreach, and other activities abroad; goal is to reduce internal infrastructure barriers by bringing together experts in the areas of tax, purchasing, legal, human resources, and compliance to assess the issues
- Internationalizing Teaching and Learning Cohort Program: engages faculty in significant course design or redesign to identify global learning outcomes for their courses, expand their teaching strategies, and develop course materials, activities, and assessments

Source of information, innovation, and collaboration

- Faculty and Staff International Travel Registry: maintains system for all staff and faculty traveling abroad on University business to report their international travel
- Measuring Internationalization Metrics Taskforce: developed a model intended to measure what we value in internationalizing the campus; a metrics model was created, based on the University's five strategic goals, that is expected to serve as a template for units across the University
- Intercultural training: provides professional intercultural training both on and off campus

External relationship development and support

- I-Connect: a collaboration between the GPS Alliance, the University of Minnesota Foundation, and collegiate development officers, the goal is to arrange visits between faculty/staff who travel abroad with one or more alumni of interest to establish (or reestablish in some cases) a connection and give the development office a platform from which to engage in the future
- Confucius Classrooms: a Chinese language and culture education program in a specific school or district, administered by the Confucius Institute, which has led to significant improvements to Minnesota's K-12 Chinese language programs

External Review

An external review of the Global Programs and Strategy Alliance was conducted in December 2012. The review committee included John Hudzik (chair) from Michigan State University, Joanna Regulska from Rutgers University, and Trevor Ames and Michael Houston from the University of Minnesota. The feedback and results were extremely positive; however, the final report does outline some recommendations and challenges the University faces as it strives to internationalize.

1. Every group complimented the GPS Alliance as well run, well organized, cooperative, helpful in orientation, responsive, and creative in finding solutions rather than just identifying problems, challenges, and opportunities.
2. There is strong support for a university-wide conversation about internationalization and to building an institution-wide vision and understanding for U of M internationalization. Clear and robust messaging from the president and provost of such a vision is also strongly desired. Related conversation, especially from deans signaled the need to strengthen U of M global branding around its internationalization vision and intentions, and, particularly to link that brand to key parts of the world in which U of M prioritizes its engagements.
3. Numerous individuals and groups gave priority to building an infrastructure that will help support increased success in attracting grant and contract support for international opportunities, especially those of an interdisciplinary nature and which require very quick response time. Enhancing GPS's role and capabilities to provide support and expertise in building interdisciplinary collaborations and linking teams to funding opportunities is a high priority in the view of many.
4. The shift of GPS to the Provost's Office is an opportunity to explore the best means to enhance its services and its greater awareness among faculty. It also offers opportunity to enhance the intellectual contributions and roles of the faculty to GPS in fuller support of the institution's internationalization agenda.
5. There was a reasonably broad expression of interest that U of M consider what key purposes are

to be served through the enrollment and integration of international students into the campus living and learning environment. There are a number of related issues: whether institutional resources are sufficient to handle both compliance and support of an increased number of international students, and clear messaging from institutional leadership on the value and importance of international students for the institution's globalization agenda.

Conclusion

Looking ahead, we expect continued growing demand for internationalization and for our services. With steady financial support from central administration and a remarkable number of allies throughout the University system, the GPS Alliance looks forward to exploring the recommendations from the external review committee and working to develop a University-wide strategic plan to realize our goal of a comprehensively internationalized university.



Strategic Plan Framework

Global Programs and Strategy Alliance

January 2011

GPS Alliance

UNIVERSITY OF MINNESOTA

Source of information, innovation, and collaboration

The GPS Alliance's value to the University is consistent with the depth and breadth of the information and service it provides. The GPS Alliance will expand its knowledge of the University's international engagement and serve as the convener to establish international priorities and encourage international collaborations.

External relationship development and support

Many of the University's most important relationships extend beyond our boundaries. From the campus and system, to the state, nation, and the world—the GPS Alliance will identify external audiences and their needs to strengthen existing relationships and build new ones, with the ultimate goal of expanding awareness, involvement, and ownership.

Be the driving force for the University of Minnesota in globalizing teaching, learning, research, and engagement.

Student and scholar learning, engagement, and support

The University of Minnesota has long been seen as a leader in the field of international and intercultural learning, both for domestic and international students. Building on this strength, the GPS Alliance will increase exposure of students and scholars to experiences and ideas—at home and abroad—to develop their intercultural and global competence, including their knowledge, skills, and attitudes.

Faculty and staff research, teaching, engagement, and support

To be a major research institution in the 21st century, the University must develop a strategic, interdisciplinary global research agenda. To enhance and support this agenda, the GPS Alliance will:

- serve as a catalyst to increase international engagement across the University;
- strengthen the ability of faculty and staff to enrich and develop curricula and pedagogy that focus on global learning outcomes; and
- encourage research, scholarship, and creative activities that include international content or partners.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Academic Student Affairs Committee

June 13, 2013

Agenda Item: Consent Report

review review/action action discussion

Presenters: Senior Vice President/Provost Karen Hanson

Purpose:

policy background/context oversight strategic positioning

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

Outline of Key Points/Policy Issues:

I. Request for Approval of New Academic Programs

- Humphrey School of Public Affairs (Twin Cities campus)—Create Ph.D. degree in Public Affairs
- School of Public Health and College of Pharmacy (Twin Cities campus)—Create a joint Pharm.D./M.P.H. degree
- School of Public Health and Law School (Twin Cities campus)—Create a joint J.D./M.P.H. degree
- College of Education and Human Service Professions (Duluth campus)—Create M.A. degree in Psychological Science
- College of Education and Human Service Professions (Duluth campus)—Create Post-baccalaureate Certificate in Community College Teaching
- College of Liberal Arts (Duluth campus)—Create B.S. degree in Linguistics
- College of Liberal Arts (Duluth campus)—Create B.A. degree in Cultural Entrepreneurship
- Crookston campus—Create undergraduate certificate in Finance available through online delivery

II. Request for Approval of Changed Academic Programs

- College of Design (Twin Cities campus)—Create sub-plans in Research Practices, Metropolitan Design, and Heritage Conservation and Preservation within the M.S. degree in Architecture
- College of Education and Human Development (Twin Cities campus)—Change the name of the M.A., Ed.D. and Ph.D. degrees in Educational Policy and Administration to Organizational Leadership, Policy, and Development; create sub-plan in Human Resource Development and change the name of the Educational Administration sub-plan to Education Policy and Leadership
- College of Pharmacy (Twin Cities campus)—Create sub-plan in Research Emphasis within the Pharm.D. degree
- School of Public Health (Twin Cities campus)—Create sub-plan for an Executive Track within the M.P.H. degree in Public Health Administration and Policy
- College of Education and Human Service Professions and College of Continuing Education (Duluth campus)—Transfer the academic home of the Environmental Education, American Sign Language, Autism Spectrum Disorders, Educational Computing and Technology, and Human Services certificates from the College of Continuing Education to the College of Education and Human Service Professions
- College of Liberal Arts and College of Continuing Education (Duluth campus)—Transfer the academic home of the Geographic Information Science certificate from the College of Continuing Education to the College of Liberal Arts
- College of Liberal Arts (Duluth campus)—Deliver partially online the Master of Liberal Studies degree
- Crookston Campus—Deliver online the B.S. degree in Business Management and discontinue sub-plans in Business Aviation, Entrepreneurship and Small Business Management, and Management
- Crookston Campus—Change the name of the minor in Business Management to Management and offer delivery online

III. Request for Approval of Discontinued Academic Programs

- College of Design (Twin Cities campus)—Discontinue post-baccalaureate certificate in Surface Design
- College of Education and Human Development (Twin Cities campus)—Discontinue the M.A., Ed.D., and Ph.D. degrees in Work and Human Relations Education
- College of Liberal Arts (Twin Cities campus)—Discontinue B.A. degree in Hebrew
- College of Liberal Arts (Twin Cities campus)—Discontinue minor in East Asian Studies
- College of Liberal Arts (Twin Cities campus)—Discontinue minor in European Area Studies
- College of Liberal Arts (Twin Cities campus)—Discontinue minor in Latin American Studies
- College of Liberal Arts (Twin Cities campus)—Discontinue minor in Learning Abroad
- College of Liberal Arts (Twin Cities campus)—Discontinue minor in Russian Area Studies

- College of Liberal Arts (Twin Cities campus)—Discontinue minor in South Asian and Middle Eastern Studies
- College of Liberal Arts (Twin Cities campus)—Discontinue sub-plan in German and Scandinavian within the Ph.D. degree in Germanic Studies
- College of Liberal Arts (Twin Cities campus)—Discontinue sub-plan in Teaching within the M.A. degree in Germanic Studies
- College of Continuing Education (Duluth Campus)—Discontinue the certificate in Fetal Alcohol Spectrum Disorder
- College of Continuing Education (Duluth Campus)—Discontinue the certificate in General Business Administration
- College of Continuing Education (Duluth Campus)—Discontinue the certificate in Liberal Arts

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 for Action:

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
June 13, 2013**

Consent Report

I. Request for Approval of New Academic Programs

▪ **Humphrey School of Public Affairs (Twin Cities campus)—Create Ph.D. degree in Public Affairs**

The Humphrey School of Public Affairs requests approval to create the Doctor of Philosophy (Ph.D.) degree in Public Affairs, effective fall semester 2013. This Ph.D. program will be the first for the school. The program, which has been in design over the past several years, will position the school to be more competitive with the very best programs in the country. The school plans to initially enroll about five students per year in the program, which includes a curriculum that is flexible and designed to engage students in research early in their doctoral studies. Creation of a Ph.D. program is an important initiative, to which the University has committed support through its compact planning process.

▪ **School of Public Health and College of Pharmacy (Twin Cities campus)—Create a joint Pharm.D./M.P.H. degree**

The School of Public Health and the College of Pharmacy request approval to create a joint Doctor of Pharmacy (Pharm.D.) and Master of Public Health (M.P.H.) degree in Public Health Practice, effective fall 2013. Students in the program will benefit from collaborative training in population-based health care and pharmacy-related issues and will learn to facilitate policy, manage disease, and conduct research. The proposed program meets student and occupational demand, and fosters collaboration and interdisciplinarity. As both degrees already exist, the joint program will make use of preexisting courses and resources.

▪ **School of Public Health and Law School (Twin Cities campus)—Create a joint J.D./M.P.H. degree**

The School of Public Health and the Law School request approval to create a joint Juris Doctor (J.D.) degree and Master of Public Health (M.P.H.) degree in Public Health Practice, effective fall 2013. Students in the program will benefit from courses and research opportunities related to health law, the legal system, public policy and other related fields, allowing them to address public health and legal concerns. The proposed program meets student and occupational demand, and fosters collaboration and interdisciplinarity. As both degrees already exist, the joint program will make use of preexisting courses and resources.

- **College of Education and Human Service Professions (Duluth campus)—Create M.A. degree in Psychological Science**

The College of Education and Human Service Professions on the Duluth campus requests approval to create a Master of Arts (M.A.) degree in Psychological Science, effective fall semester 2014. The proposed program will provide students with experiences in research-based knowledge and skills essential to successful careers in organizational, educational, clinical, and counseling settings, as well as preparation for future admission into Ph.D. and Psy.D. programs in psychology. The proposed program will satisfy both student demand and increased demand in the labor force for psychological services in schools, hospitals, and clinics. The program will largely utilize existing faculty. New courses will be reallocated from existing workloads and will contribute to other existing programs at the Duluth campus.

- **College of Education and Human Service Professions (Duluth campus)—Create post-baccalaureate certificate in Community College Teaching**

The College of Education and Human Service Professions on the Duluth campus requests approval to create a post-baccalaureate certificate in Community College Teaching, effective fall semester 2013. The proposed program will prepare students in science-related disciplines to be teachers in a community college setting. It will prepare these students to pursue Minnesota State teaching licensure in Science, Technology, Engineering and Mathematics (STEM) programs. The proposed program will also help current community college instructors improve their teaching. The certificate program will help address local, regional, and national shortages in STEM educators.

- **College of Liberal Arts (Duluth campus)—Create B.S. degree in Linguistics**

The College of Liberal Arts on the Duluth campus requests approval to create a Bachelor of Science (B.S.) degree in Linguistics, effective fall semester 2013. The proposed program will use a science-based approach to linguistics (compared to the history of English and language pedagogy) that will give it an emphasis not found in other programs. The proposed program responds to student demand and occupational opportunities and will be the only B.S. degree in this field in Minnesota. The program makes use of preexisting courses and resources.

- **College of Liberal Arts (Duluth campus)—Create B.A. degree in Cultural Entrepreneurship**

The College of Liberal Arts on the Duluth campus requests approval to create a Bachelor of Arts (B.A.) degree in Cultural Entrepreneurship, effective fall semester 2013. The proposed program is the first of its kind nationwide and will blend economic development with the creative and artistic sectors. Enrolled students will gain competencies in business and entrepreneurship, as well as how to use these skills in the promotion of cultural activities, such as music, film, and food events. Designed to enhance the occupational skills of liberal arts graduates, the program will support the city of Duluth's efforts to build a strong local culture industry. The program spans multiple colleges and makes use of preexisting courses and resources.

- **Crookston campus—Create undergraduate certificate in Finance available through online delivery**

The Crookston campus requests approval to create an undergraduate certificate in Finance, effective fall semester 2013. The proposed program will provide enrolled students with appropriate education and training for careers in a finance-related field. The certificate will serve traditional baccalaureate students, as well as working professionals. The proposed certificate is in response to student demand and is intended to help strengthen connections to the regional workforce. This program will be offered via traditional on-campus delivery as well as online and will leverage existing courses, faculty, and other resources.

II. Request for Changes to Academic Programs

- **College of Design (Twin Cities campus)—Create sub-plans in Research Practices, Metropolitan Design, and Heritage Conservation and Preservation within the M.S. degree in Architecture**

The College of Design on the Twin Cities campus requests approval to create sub-plans in Research Practices, Metropolitan Design, and Heritage Conservation and Preservation within the Master of Science (M.S.) degree in Architecture, effective fall semester 2013. The Metropolitan Design and the Heritage Conservation and Preservation tracks will provide course and research offerings in high-demand areas. The Metropolitan Design sub-plan will allow students to confront the challenges modern cities have merging cultural, economic, ecological, and civic components. The Heritage Conservation and Preservation sub-plan will offer students courses and research opportunities in field of preservation (of historic buildings, districts, and landscapes), as well as in the design and management of cultural heritage sites. The Research Practices sub-plan will provide students with a structured path to full licensing in their field, while also connecting students to practicing architects and firms in the community.

- **College of Education and Human Development (Twin Cities campus)—Change the name of the M.A., Ed.D. and Ph.D. degrees in Educational Policy and Administration to Organizational Leadership, Policy, and Development; create sub-plan in Human Resource Development and change the name of the Educational Administration sub-plan to Education Policy and Leadership**

The College of Education and Human Development on the Twin Cities campus requests approval to change the name of the Master of Arts (M.A.), Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.) degrees in Educational Policy and Administration to Organizational Leadership, Policy, and Development, effective summer 2013. The name change better reflects the mission and content of the program, as well as the addition of the new and changed sub-plans. The new sub-plan in Human Resource Development is the result of the discontinuation of the Work and Human Resource Education program. The changed name of the Education Policy and Leadership sub-plan better reflects the mission and the content of the program. The program will include five sub-plans titled: Comparative and International Development Education, Education Policy and Leadership, Evaluation Studies, Higher Education, and Human Resource Development.

- **College of Pharmacy (Twin Cities campus)—Create sub-plan in Research Emphasis within the Pharm.D. degree**

The College of Pharmacy on the Twin Cities campus requests approval to create a sub-plan in Research Emphasis within the Doctor of Pharmacy (Pharm.D.) degree, effective fall semester 2013. The Research Emphasis sub-plan will enable enrolled students with an interest in research to explore specific areas of inquiry while enrolled in a professional program. The sub-plan will increase students' awareness about research issues in pharmacy, provide students with direct interaction with research faculty, and develop students' research abilities.

- **School of Public Health (Twin Cities campus)—Create sub-plan for an Executive Track within the M.P.H. degree in Public Health Administration and Policy**

The School of Public Health on the Twin Cities campus requests approval to create a sub-plan for an executive track within the Master of Public Health (M.P.H.) degree in Public Health Administration and Policy, effective fall semester 2013. The proposed program is designed to be completed in 25 months by working public health professionals. The executive track of the M.P.H. in Public Health Administration and Policy provides enrolled students with training that will help them move into leadership or managerial roles in organizations with public health functions. The executive track will be delivered both in person and online and will make use of preexisting courses and resources.

- **College of Education and Human Service Professions and College of Continuing Education (Duluth campus)—Transfer the academic home of the Environmental Education, American Sign Language, Autism Spectrum Disorders, Educational Computing and Technology, and Human Services certificates from the College of Continuing Education to the College of Education and Human Service Professions**

The College of Education and Human Service Professions and the College of Continuing Education on the Duluth campus request approval to transfer the academic home of the Environmental Education, American Sign Language, Autism Spectrum Disorders, Educational Computing and Technology, and Human Services certificates from the College of Continuing Education to the College of Education and Human Service Professions, effective summer 2013. Continuing Education at Duluth will no longer offer for-credit courses or programs. The unit will now focus solely on its new charge to provide educational opportunities for the non-degree and not-for-credit community of learners. For-credit certificates are being transferred to other academic homes.

- **College of Liberal Arts and College of Continuing Education (Duluth campus)—Transfer the academic home of the Geographic Information Science certificate from the College of Continuing Education to the College of Liberal Arts**

The College of Liberal Arts and the College of Continuing Education on the Duluth campus request approval to transfer the academic home of the Geographic Information Science certificate from the College of Continuing Education to the College of Liberal Arts, effective summer 2013. Continuing Education at Duluth will no longer offer for-credit courses or programs. The unit will now focus solely on its new charge to provide educational opportunities for the non-degree and not-for-credit community of learners. For-credit certificates are being transferred to other academic homes.

- **College of Liberal Arts (Duluth campus)—Deliver partially online the Master of Liberal Studies degree**

The College of Liberal Arts on the Duluth campus requests approval to deliver the existing Master of Liberal Studies (M.Lib.Stu) partially online, effective fall semester 2013. The program offers students an opportunity to engage in advanced studies in the social sciences, the humanities, or a combination of both. The program focuses on multiple disciplinary approaches to subject matter and fosters cross-disciplinary skills to address a focused research question. Online delivery will provide access for students who may otherwise not be able to participate in the program.

- **Crookston Campus—Deliver online the B.S. degree in Business Management and discontinue sub-plans in Business Aviation, Entrepreneurship and Small Business Management, and Management**

The Crookston campus requests approval to deliver the Bachelor of Science (B.S.) degree in Business Management online, effective fall semester 2013. The program prepares graduates for management positions in corporations, small businesses, and other organizations. Online delivery will provide access for students who may otherwise not be able to participate in the program and will aid in timely completion. The program will no longer require sub-plans, as these tracks are under-enrolled and are no longer congruent with stated missions.

- **Crookston Campus—Change the name of the minor in Business Management to Management and offer delivery online**

The Crookston campus requests approval to change the name of the Business Management minor to the Management minor, effective fall semester 2013. The campus also requests permission to deliver the minor in Management online. Online delivery will provide access for students who may otherwise not be able to participate in the program and will aid in timely completion of the program. The name change better reflects the degree's courses and areas of study.

III. Request for Approval of Discontinued Academic Programs

- **College of Design (Twin Cities campus)—Discontinue post-baccalaureate certificate in Surface Design**

The College of Design on the Twin Cities campus requests approval to discontinue the post-baccalaureate certificate in Surface Design, effective summer 2013. This program contained courses from the Split Rock Arts Program, which is now closed. Continuing the program is cost-prohibitive and there are no students enrolled in the program at this time.

- **College of Education and Human Development (Twin Cities campus)—Discontinue the M.A., Ed.D., and Ph.D. degrees in Work and Human Relations Education**

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the Master of Arts (M.A.), Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.) degrees in Work and Human Relations Education, effective summer 2013. These programs are being incorporated as sub-plans in the Organizational Leadership, Policy, and Development program (for Regents' approval, June 2013). Currently enrolled students will be permitted to transfer to the new program or supported in a manner that allows them to finish in a timely fashion.

- **College of Liberal Arts (Twin Cities campus)—Discontinue B.A. degree in Hebrew**

The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the Bachelor of Arts (B.A.) degree in Hebrew, effective fall 2013. The program requires students to take courses in classical and modern Hebrew. As students are predominantly interested in modern Hebrew, the Jewish Studies B.A. is a more commonly sought degree objective. Currently enrolled students will be supported in a manner that allows them to finish in a timely fashion.

- **College of Liberal Arts (Twin Cities campus)—Discontinue minor in East Asian Studies**

The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the minor in East Asian Studies, effective fall 2013. The minor is under-enrolled and no longer congruent with stated missions. Currently enrolled students will be supported in a manner that allows them to finish in a timely fashion.

- **College of Liberal Arts (Twin Cities campus)—Discontinue minor in European Area Studies**

The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the minor in European Area Studies, effective fall 2013. The minor is under-enrolled and no longer congruent with stated missions. Currently enrolled students will be supported in a manner that allows them to finish in a timely fashion.

- **College of Liberal Arts (Twin Cities campus)—Discontinue minor in Latin American Studies**

The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the minor in Latin American Studies, effective fall 2013. The minor is under-enrolled and no longer congruent with stated missions. Currently enrolled students will be supported in a manner that allows them to finish in a timely fashion.

- **College of Liberal Arts (Twin Cities campus)—Discontinue minor in Learning Abroad**

The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the minor in Learning Abroad, effective summer 2013. The minor is not highly utilized by students and courses are not offered with a frequency that allows students to make timely degree progress. Program staff will work with students currently enrolled in the program to ensure completion of the minor requirements.

- **College of Liberal Arts (Twin Cities campus)—Discontinue minor in Russian Area Studies**

The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the minor in Russian Area Studies, effective fall 2013. The minor is under-enrolled and no longer congruent with stated missions. Currently enrolled students will be supported in a manner that allows them to finish in a timely fashion.

- **College of Liberal Arts (Twin Cities campus)—Discontinue minor in South Asian and Middle Eastern Studies**

The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the minor in South Asian and Middle Eastern Studies, effective fall 2013. The minor is under-enrolled and no longer congruent with stated missions. Currently enrolled students will be supported in a manner that allows them to finish in a timely fashion.

- **College of Liberal Arts (Twin Cities campus)—Discontinue sub-plan in German and Scandinavian within the Ph.D. degree in Germanic Studies**

The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the sub-plan in German and Scandinavian within the Doctor of Philosophy (Ph.D.) degree in Germanic Studies, effective fall 2013. The coursework from this sub-plan is being consolidated into other existing tracks. There are currently no students enrolled in this sub-plan.

- **College of Liberal Arts (Twin Cities campus)—Discontinue sub-plan in Teaching within the M.A. degree in Germanic Studies**

The College of Liberal Arts on the Twin Cities campus requests approval to discontinue the sub-plan in Teaching within the Master of Arts (M.A.) degree in Germanic Studies, effective fall 2013. This track has not been utilized in many years, and there are currently no students enrolled in this sub-plan.

- **College of Continuing Education (Duluth Campus)—Discontinue the certificate in Fetal Alcohol Spectrum Disorder**

The College of Continuing Education on the Duluth campus requests approval to discontinue the certificate in Fetal Alcohol Spectrum Disorder, effective summer 2013. Continuing Education at Duluth will no longer offer for-credit courses or programs. The unit will now focus solely on its new charge to provide educational opportunities for the non-degree and not-for-credit community of learners. Under-enrolled programs and courses are being discontinued.

- **College of Continuing Education (Duluth Campus)—Discontinue the certificate in General Business Administration**

The College of Continuing Education on the Duluth campus requests approval to discontinue the certificate in General Business Administration, effective summer 2013. Continuing Education at Duluth will no longer offer for-credit courses or programs. The unit will now focus solely on its new charge to provide educational opportunities for the non-degree and not-for-credit community of learners. Under-enrolled programs and courses are being discontinued.

- **College of Continuing Education (Duluth Campus)—Discontinue the certificate in Liberal Arts**

The College of Continuing Education on the Duluth campus requests approval to discontinue the certificate in Liberal Arts, effective summer 2013. Continuing Education at Duluth will no longer offer for-credit courses or programs. The unit will now focus solely on its new charge to provide educational opportunities for the non-degree and not-for-credit community of learners. Under-enrolled programs and courses are being discontinued.