

EXECUTIVE SUMMARY

INFORMATION ITEM: **2006 Annual Report on Academic Programs**

ISSUE: The Board is asked to review the annual report on academic programs.

BACKGROUND

The purpose of the **Annual Report on Academic Programs** is to provide a high-level overview of academic program activity on an annual basis and to insure that program quality is addressed. The Annual Report on Academic Programs was developed in 2003 to serve as an accountability report to the Regents on academic programs. The report includes summary information on the numbers of programs offered at each of the institutions, the numbers of programs added or eliminated over a five-year period, a re-cap of the programs approved by the Regents for planning, implementation and elimination during the previous academic year, and a listing of all programs which completed the 7-year academic program review. Each university provides a narrative description of the changes in academic programs and their relationship to the institution's mission and goals.

DISCUSSION

The report is organized in four main sections:

I. Academic Program Inventory (API) Summary

The Academic Program Inventory lists all active academic programs at all levels (baccalaureate, masters and doctoral) throughout the three universities and is used as the basis for many reports at the state and national level.

In addition, this section provides a 5-year report on changes to the API by college and degree type, showing total programs added/ eliminated and the net change. This year's report covers changes approved by the Board from September 2000 August 2005.

II. Summary of Changes to Academic Programs for 2004-05

This section summarizes the changes approved by the Board during the most recent academic year.

- a. *Planned Additions.*** Requests for new programs must be approved by the Regents following a 2-step process:
 - Step 1: An initial request to the Board for **planning** authorization
 - Step 2: Within three years of the planning authorization, a request to **implement** the program must come before the Board.

- b. *Planned Reductions:*** This section recaps consolidation of one or more programs and programs approved for elimination.

Programs approved for implementation (added) and for elimination (removed) are reflected in the API count, described above; programs approved for planning are not.

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III. 7-Year Academic Program Review Summary

Board policy 2-208.B requires that, on a 7-year cycle, universities conduct a thorough review of each of their academic programs. This section lists those programs for which the mandatory 7-year Academic Program Review (APR) has been completed during the reporting year (2004-05) and notes the date of the last review. Programs, which have sought national or professional accreditation, are also indicated, and whether they have successfully been accredited during the latest review.

The 7-year reports are extensive, requiring significant faculty involvement as well as external reviewers, and may require 2-3 years to complete. The primary purpose of the review is to improve the quality for academic programs; such a review is very beneficial at the department, college and the university-level not only for quality assurance but also for ongoing planning.

Programs Below Graduation Thresholds Board policy establishes graduation thresholds for degree productivity. Based on the most recent three years for which data is available, the thresholds for graduates from academic programs at main campuses are as follows: baccalaureate programs -24; masters programs – 9; doctoral programs - 6. Thresholds on branch campuses are less. In April 2003, policy 2-208.B was modified to incorporate the review methodology for low degree productivity and program duplication into the 7-year Academic Program Review. Of the programs that are reviewed each year, those that fall below the degree threshold will be noted in the annual report.

IV. Institutional Narratives

Each university provides an overview of the changes to their API with an explanation of how they relate to the university's strategic plan, as well as changes or initiatives, such as Changing Directions, which may impact academic programs.

Attachments

Attachment A: ASU 2005 Annual Report on Academic Programs (ASU Tempe, Polytechnic, West)

Attachment B: NAU 2005 Annual Report on Academic Programs

Attachment C: UA 2005 Annual Report on Academic Programs

RECOMMENDATION/CONCLUSION

That the Board review and accept the Annual Report on Academic Programs

Attachment A

**2005 ANNUAL REPORT ON ACADEMIC PROGRAMS
 Arizona State University – Tempe Campus**

PART I: ACADEMIC PROGRAM INVENTORY

College/School	Bacc	Masters	Prof	Doc	Total
Architecture & Envir Design	7	4		1	12
Business	7	6		2	15
Cronkite Journalism & Mass Comm	1	1			2
Undergrad Academic Services	1				1
Education	5	12		8	25
Engineering	13	21		9	43
Fine Arts	9	10		3	22
Graduate Studies		2		1	3
Liberal Arts & Sciences	50	31		24	105
Law		3	1		4
Nursing	1	1		1	3
Public Programs	2	3		2	7
TOTAL	96	94	1	51	242

5-Year Changes To API: 2000-2005 Added/Eliminated/Net Change

College	Bacc			Masters			Prof			Doct			Total		
	A	E	T	A	E	T	A	E	T	A	E	T	A	E	T
Arts & Sciences	3	-2	1	5	-1	4				2		2	10	-3	7
Fine Arts	1		1										1		1
Law				3		3							3		3
Nursing										1		1	1		1
Public Programs	1		1										1		1
Total	5	-2	3	8	-1	7				3		3	16	-3	13

A=Add, E=Eliminate, T=Total Change

PART II: CHANGES TO ACADEMIC PROGRAMS 2004-05

NEW PROGRAMS:		
A. Programs Approved for Planning		
<u>College</u>	<u>Major</u>	<u>Degree</u>
Liberal Arts and Science	Tour Develop &Mgt	B
	Gender Studies	D
Public Programs	Nonprofit Ldrship & Mgt	B
	Urban & Metro Studies	B
	Nonprofit Studies	M
	Public Policy	M
Engineering	Construction	D

Attachment A

B. Programs Approved for Implementation		
<u>College</u>	<u>Major</u>	<u>Degree</u>
Liberal Arts	Liberal Studies	B
	Liberal Studies	M
	Global Studies	B
Liberal Arts/Fine Arts	Music Therapy	M
	Film	B
Law	Legal Studies	M
	Tribal, Law, Policy, & Grnmt	M
C. Programs Approved for Disestablishment/Merger		
Liberal Arts & Sciences	Interdisc Humanities	B
	Interdisc Humanities	M

PART III: 7-YEAR ACADEMIC PROGRAM REVIEW SUMMARY - TEMPE CAMPUS

College	Programs	Degree	Prev Rev	*Accred Review	**Appvd	Notes
Education	Counseling Psychology	D	1997/1998	Y	Y	* Consultation visit
	Div of Ed Ldrship & Policy Studies	D	1997/1998			
Honor's College	Honor's program	B	1997/1998			
Liberal Arts and Sciences	German/Russian/Slavic	B, M	1996/1997			
		B				
	Italian/French	B	1997/1998			
		B, M				
	Physics/Astronomy	B, M, D	1996/1997			
	Anthropology	B, M, D	1997/1998			
	Human Communication	B, M, D	1997/1998			

Attachment A

**2005 ANNUAL REPORT ON ACADEMIC PROGRAMS
 Arizona State University – Polytechnic Campus**

PART I: ACADEMIC PROGRAM INVENTORY

College/School	Bacc	Masters	Prof	Doc	Total
Agri & Resource Mgt	2	1			3
East College	13	6		1	20
Tech & Applied Sciences	11	2			13
TOTAL	26	9		1	36

5-Year Changes to API: 2000-2005 Added/Eliminated/Net Change

College	Bacc			Masters			Prof			Doct			Total		
	A	E	T	A	E	T	A	E	T	A	E	T	A	E	T
East College	2		2	3		3				1		1	6		6
Technology and Applied Sciences	4	-1	3										4	-1	3
Human Health Studies	2		2										2		2
Total	8	-1	7	3		3				1		1	12	-1	11

A=Add, E=Eliminate, T=Total Change

PART II: CHANGES TO ACADEMIC PROGRAMS 2004-05

NEW PROGRAMS:		
A. Programs Approved for Implementation		
<u>College</u>	<u>Major</u>	<u>Degree</u>
Tech & Applied Sciences	Operations Mgt	B
	Environmental Tech Mgt	B
	Graphic Info Tech	B
East College	Phys Act, Nutri, & Wellness	D
B. Programs Approved for Disestablishment/Merger		
<u>College</u>	<u>Major</u>	<u>Degree</u>
Tech & Applied Science	Industrial Technology	B

7-YEAR ACADEMIC PROGRAM REVIEW SUMMARY - POLYTECHNIC CAMPUS

College	Programs	Degree	Prev Rev	*Accred Review	**Appvd	Notes
Agribusiness & Resource Man.	Agribusiness & Resource Mgt	B, M	1997/1998			
East College	Exer & Wellness	B, M	1997/1998			

Attachment A

**2005 ANNUAL REPORT ON ACADEMIC PROGRAMS
 Arizona State University – West Campus**

PART I: ACADEMIC PROGRAM INVENTORY

College/School	Bacc	Masters	Prof	Doc	Total
Interdis Arts & Sciences	20	1			21
Global Mgt & Ldrship	2	1			3
Teacher Ed & Ldrhip	3	4			7
Human Services	5	3			8
TOTAL	30	9			39

5-Year Changes to API: 2000-2005 Added/Eliminated/Net Change

College	Bacc			Masters			Prof			Doct			Total		
	A	E	T	A	E	T	A	E	T	A	E	T	A	E	T
Interdisc Arts and Sciences	2		2										2		2
Total	2		2										2		2

A=Add, E=Eliminate, T=Total Change

PART II: CHANGES TO ACADEMIC PROGRAMS 2004-05

NEW PROGRAMS:

A. Programs Approved for Implementation

College	Major	Degree
Interdisc Arts and Sciences	Ethnicity, Race, & First Ntns	B

7-YEAR ACADEMIC PROGRAM REVIEW SUMMARY - WEST CAMPUS

College	Programs	Degree	Prev Rev	*Accred Review	**Appvd	Notes
Interdisciplinary Arts & Sciences	Interdis Arts & Perf Women's Studies	BA BA, BS				
Human Services	Rec & Tour	BS		2003/04	Y	

*To indicate programs went through program accreditation

** Y = Accredited or re-accredited

N = Not reaccredited

PART IV: Institutional Narrative

During 2004-2005 a total of 12 programs were implemented on three ASU campuses, 4 at the Polytechnic campus, 7 at the Tempe campus and 1 at the West campus. In addition, 7 programs were approved for Planning at the Tempe campus. A total of 4 programs were disestablished, 3 bachelor's and 1 master's.

The new programs on all campuses are central to the campus and institutional strategic plans related to the New American University and One University in Many Places. The number of

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programs is reflective of the evolution of the university to handle 90,000 students and to allow us to continue to admit all qualified Arizona students.

The new programs established at the Polytechnic campus, B.S. in Environmental Technology Management, B. S. Graphic Information Technology, B. S. Operations Management, and Ph.D. in Physical Activity, Nutrition, and Wellness are part of a continuing strategy to increase the variety, capacity and quality of programs as the Polytechnic campus evolves to serve the growing needs of students and the community.

The program in Environmental Technology Management is designed to provide graduates with the critical, scientific technical and management skills to address the environmental challenges in Industry. The Graphic Information Technology program prepares students for technical management positions in the diverse graphic communication and information technology industries. The Operations Management program prepares students for supervisory and administrative positions in the service sector industry, manufacturing, healthcare and public service organizations. The Physical Activity, Nutrition, and Wellness major fosters research and promotes healthy lifestyles to reduce the cost of unhealthy living in the state and nation.

A program in Industrial Technology was disestablished because it was dated with limited visibility and marketing capability of the three new programs above replaced this major.

The programs implemented on the Tempe campus, B. A. in Film, B. A. in Global Studies, B.L.S. (Liberal Studies), M.L.St. (Liberal Studies), M.L.S, Master of Legal Studies, M.M., Master of Music in Music Therapy, and the M. A. in Tribal, Law, Policy, and Government will prepare graduates to pursue professional careers and meet growing demands in the State.

The Film program will fill a need for a coherent and complete film production and humanities-based film & media studies program at ASU and in the State. The Global Studies major will broaden the focus of Asian studies and contribute to the deeper understanding of issues of global significance. The Liberal Studies programs provide an integrated, interdisciplinary approach to problems and issues in society and focus on social embeddedness/community outreach. The Legal Studies program is a one-year immersion program for select non-lawyers to explore the relation of law to their particular fields. The Music program fosters an expanded research program to emphasize community partnerships. The Tribal Policy and Government major will help the understanding of Indian tribal and Federal Law.

The BA and MA in Interdisciplinary Humanities were disestablished in support the establishment of the Film program because half of the majors in humanities are in the film programs, and new interdisciplinary humanities initiatives have taken the place of humanities in the broader context.

The B. A. in Ethnicity, Race, and First Nation Studies implemented at the West campus was established to provide an integrated, comparative, and comprehensive approach to the study of diversity among ethnic and racial groups in the First Nations.

Seven Academic Programs were approved for planning in 2004-05 and include the Ph.D. in Construction, Ph.D. in Gender Studies, B. S. in Nonprofit Leadership & Management, M.S. in Nonprofit Studies, M. P. P. Master of Public Policy, B.S. in Tourism Development & Management and the B.A./B.S. in Urban and Metropolitan Studies. These programs will provide important education and training many for the developing Downtown campus.

Attachment B

**Annual Report on Academic Programs
 NORTHERN ARIZONA UNIVERSITY**

PART I: ACADEMIC PROGRAM INVENTORY

College	Bacc	Masters	Prof	Doc	Total
Arts and Letters	21	6		2	29
Business Administration	6	2			8
Education	4	13		3	20
Engineering & Natural Sciences	20	12		1	33
Interdisciplinary Programs	1				1
Consortium of Professional Schools	9	5	1	1	16
Social & Behavioral Sciences	33	9		1	43
TOTAL	94	47		9	150

5-Year Changes To API: 2000-2005 Added/Eliminated/Total Change

College	Bacc			Masters			Doct			Total		
	A	E	T	A	E	T	A	E	T	A	E	T
Arts & Letters				2		2				2		2
Engineering and Natural Science				1	-2	-1				1	-2	-1
Consortium of Professional Schools	1		1							1		1
Social & Behavioral Sciences	2		2	3		3				5		5
Total	3		3	6	-2	4				9	-2	7

A=Add, E=Eliminate, T=Total Change

PART II: CHANGES TO ACADEMIC PROGRAMS 2004-05

NEW PROGRAMS:

A. Programs Approved for Planning

<u>College</u>	<u>Major</u>	<u>Degree</u>
Engineering and Natural Sciences	Environmental Studies	BA
	Health Sciences/Speech	
Consortium of Professional Schools	Language Sciences and Technology	BS

B. Programs Approved for Implementation

<u>College</u>	<u>Major</u>	<u>Degree</u>
Social & Behavioral Science	Applied Geographic Information Science	MS
Professional Schools and Colleges	Health Science:	
Health Sciences	Diagnostic Medical Imaging and Therapy	BS

C. Programs Approved for Merger or Elimination

<u>College</u>	<u>Merged</u>	<u>Into</u>	<u>Degree</u>
Engineering & Natural Sciences	Teaching Biology	Teaching Science	M
	Teaching Physical Science		
	Teaching Earth Science		
	<u>Deleted Programs</u>		
Engineering & Natural Sciences	Botany		B
	Zoology		B

Attachment B

PART III: 7-YEAR ACADEMIC PROGRAM REVIEW SUMMARY

College	Programs	Degree	Prev Rev	*Accred Review	**Appvd	Notes
Arts and Letters	Philosophy	BA	97-98			
Arts and Letters	Arts Management	BS	¹⁾ 02-03			
Arts and Letters	History	BS, BA, BSED, MA, PhD	96-97			
Consortium	Athletic Training	BS	New	X	Pending	
Office of the Provost	Liberal Studies	BA	97-98			
Education	Community Counseling, School Counseling	MA, MEd	02-03	X	Pending	

*Accred Review: Programs that have sought external program accreditation

** Appv: The program has been reviewed and met accreditation standards Y=Yes; N=No

- 1) Review occurred as part of the School of Art; recommendation was to review this program separately.
- 2) Reaccreditation review.

PART IV. NORTHERN ARIZONA UNIVERSITY INSTITUTIONAL NARRATIVE

During the 2004-2005 academic years, NAU implemented the following three programs:

- The MA in Science Teaching (MAST) was established to streamline programs offered by the university and to meet the needs of the students in the state. The College of Engineering and Natural Sciences has consolidated what was previously the Master of Arts in Teaching (MAT), which was separately offered through the Departments of Biological Sciences, Geology, and Physics and Astronomy.
- The MAST program is coordinated by the Center for Science Teaching and Learning (CSTL) on behalf of the College of Engineering and Natural Sciences and offers content options in all science areas including Biology, Chemistry, Geology, Environmental Sciences, and Physics and Astronomy, thus expanding content options available to students. The basic structure of the MAT degree program has been maintained. The need for this degree program was prompted by the changing national certification/licensure requirements in DMI and other allied health professions (scheduled to be implemented in the academic year 2008-2009) whereby national requirements will change from the current 2-year associates degree to a bachelors degree.

Three of Northern Arizona University's goals in its strategic plan speak directly to the importance of this program:

- Goal 1: Strengthen undergraduate educational excellence in a residential learning community
- Goal 2: Increase and manage enrollment
- Goal 3: Strengthen graduate education, economic development, and research

Attachment B

- Northern Arizona University has developed a strong relationship with Arizona community colleges via various partnerships including two-plus-two and other degree completion programs for students who have obtained Associates degrees. The U.S. Department of Labor, Bureau of Labor Statistics projects that employment in DMI fields in the US is expected to grow faster than the average for all occupations through the year 2012. The proposed program is consistent with NAU's focus on undergraduate education and the delivery of distance education programs to place bound students.
- However, students in the new MAST degree program are required to enroll in 24 hours of science content courses and 12 hours of education courses. The major difference between the MAT and MAST programs is that, with advisor input, the science courses can be selected across the science departments as needed to meet the needs of the participating students, allowing for integrated content programs. Education courses can be selected with advisor input across the College of Education and from the science education courses.
- Two of Northern Arizona University's goals in its strategic plan speak directly to the importance of the MAST program.

Goal 2: Increase and manage enrollment

Goal 3: Strengthen graduate education, economic development, and research

- The MAST program provides a graduate level program for secondary and community college science teachers to improve their content and pedagogical knowledge in order to improve classroom instruction.
- The MAST program is flexible enough to meet the needs of secondary science teachers since the majority of courses are offered in the summer when teachers are available to take courses. This program also offers both the content knowledge and educational preparation needed to successfully meet the demands of community college science teaching. This is the only program of this type in the region.

It is anticipated that the increased flexibility of course taking coupled with the federal mandate to be highly qualified represents a compelling need for secondary science teachers in the state.

- The BS in Health Sciences: Diagnostic Medical Imaging and Therapy program is a joint degree program offered in collaboration with the Maricopa Community College system, notably GateWay Community College (GWCC). This program is a unique transfer program with GWCC, which allows Northern Arizona University to increase the 64 community college credits that are applicable to a baccalaureate degree to 81 credits. This exception is for students who transfer into the Diagnostic Medical Imaging and Therapy major with an associate of applied science with specialties in Diagnostic Medical Imaging, Nuclear Medicine Technology, Radiation Therapy, and Medical Radiography. The rationale for this exception to Board policy is that students will complete up to 81 lower division credits in the above mentioned technology fields to qualify for licensure in the area of Diagnostic Medical Imaging and Therapy. These specialty courses are only offered at the Community College.

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The MS in Applied Geographic Information Science is an advanced degree for students in the area of geospatial theory, analysis, and technology as applied to interdisciplinary fields of research and analysis. The program is administered through the Department of Geography, Planning, and Recreation, which offers the core coursework for the degree. In addition to the core courses, students select a disciplinary emphasis from a wide range of departments, including but not limited to Anthropology, Biological Sciences, Civil and Environmental Engineering, Environmental Sciences, Forestry, Geology, History, Liberal Studies, Mathematics and Statistics, Physics and Astronomy, Political Science, Quaternary Sciences, Sociology, and other physical and social science disciplines.

Two of Northern Arizona University's goals in its strategic plan speak directly to the importance of the MAST program.

Goal 2: Increase and manage enrollment

Goal 3: Strengthen graduate education, economic development, and research
Geographic Information Systems (GIS) is one of the fastest growing areas of high technology today. GIS is used at every level of government to manage land and infrastructure resources. The State of Arizona uses it for transportation planning, the US Forest Service uses GIS for timber management, private developers use it for new subdivision and new town planning, utility companies use it for resource extraction and distribution, as well as facilities management and control, local fire departments use it for siting new fire stations, and national retailers use GIS to place new stores in the best locations for success.

Geographic information systems are vital to ensure the efficient and equitable development of a rapidly growing state like Arizona. The appointment of the Arizona State Cartographer to help facilitate the GIS needs of the state is further evidence of the growing importance of this technology, and the need for skilled professionals and leaders in this field. This program recognizes the interdisciplinary nature of GIS by structuring the degree to maximize the benefits of cross-disciplinary expertise in the technology, while at the same time enabling students to master the science of geospatial analysis.

Attachment C

**Annual Report on Academic Programs
 UNIVERSITY OF ARIZONA**

PART I: ACADEMIC PROGRAM INVENTORY

College/School	Bacc	Masters	Prof	Doc	Total
Agriculture & Life Sciences	18	17		13	48
Architecture & Landscape Architecture	1	2			3
Education	27	14		9	50
Management	14	6		2	22
Engineering	17	15		11	43
Enrollment Management	1				1
Fine Arts	40	7		3	50
Humanities	11	9		5	25
Law		2	2		4
Medicine	1	5	1	4	11
Nursing	1	2		1	4
Optical Sciences		1		1	2
Pharmacy		1	1	1	3
Public Health		2		1	3
Research & Graduate Studies		9		12	21
Science	19	17		14	50
Social & Behavioral Sciences	17	16		12	45
UA South	2				2
TOTAL	169	125	4	89	387

5-Year Changes To API: 2000-2005 Added/Eliminated/Total Change

College	Bacc			Masters			Doct			Total		
	A	E	T	A	E	T	A	E	T	A	E	T
Agriculture & Life Science	1	-1	0		-3	-3		-3	-3	1	-7	-6
Architecture & Landscape Architecture					-1	-1					-1	-1
Arizona International College		-6	-6								-6	-6
Education				1		1				1	0	1
Engineering	1		1		-1	-1		-1	-1	1	-2	-1
Law				1		1	1		1	2		2
Medicine	1		1	1		1	1		1	3		3
Pharmacy				1		1	1		1	2		2
Provost		-2	-2								-2	-2
Research & Graduate Studies				1	-2	-1		-2	-2	1	-4	-3
Science	1	-1	0				1		1	2	-1	1
Social and Behavioral Sciences				1		1				1		1
UA South	2		2							2		2
Total	6	-10	-4	6	-7	-1	4	-6	-2	16	-23	-7

A=Add, E=Eliminate, T=Total Change

Attachment C

PART II: CHANGES TO ACADEMIC PROGRAMS 2004-05

NEW PROGRAMS:		
A. Programs Approved for Planning		
<u>College</u>	<u>Major</u>	<u>Degree</u>
Humanities	Transcultural German	PhD
Social & Behavioral Sciences	Women's Studies	PhD
B. Programs Approved for Implementation		
<u>College</u>	<u>Major</u>	<u>Degree</u>
Agriculture and Life Sciences	Crop Production	BS
Law	Law	SJD
C. Programs Disestablished/Merger		
<u>College</u>	<u>Major</u>	<u>Degree</u>
Engineering	Nuclear Engineering	MS
	Nuclear Engineering	PhD

PART III: 7-YEAR ACADEMIC PROGRAM REVIEW SUMMARY

College	Programs	Deg	Prev Rev	*Accred Review	**Appvd	Notes
Graduate Interdisciplinary Programs	Biomedical Engineering	MS, PhD	1			
	Arid Lands Resource Sciences	PhD	1997			
Pharmacy	Pharmaceutical Sciences ²	MS, PhD	1997	Y	Y	
	Pharmacology and Toxicology ³	MS, PhD		Y	Y	
Medicine	Medical Pharmacology ⁴	MS, PhD		Y	Y	
	Obstetrics/Gynecology ⁵	MD	1998			
Optical Sciences	Optical Sciences ⁶	MS, PhD	1998	Y	Y	

¹ This was the first academic program review for BME.

² Programs in the College of Pharmacy are accredited by the Accreditation Council for Pharmacy Education. The last accreditation took place in 2004.

³ See Footnote 2 about accreditation. The Pharmacology-Toxicology program was previously administered through the Graduate Interdisciplinary Programs; this academic program review was the first conducted wherein Pharmacology-Toxicology was examined as a distinct program.

⁴ College of Medicine programs are accredited through the Liaison Committee on Medical Education; the last accreditation took place in 1998. See Footnote 3 about the separation of the Pharmacology-Toxicology program.

⁵ See Footnote 4 about College of Medicine accreditation.

⁶ The undergraduate degree in Optical Sciences and Engineering is offered through the College of Engineering and administered by the College of Optical Sciences. ABET accreditation took place in 2004.

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Agriculture and Life Sciences	Plant Sciences ⁷	BS, MS, PhD	1997	yes	yes	
Eller College of Management	Management and Policy ⁸	BSBA PhD	1997			
	Accounting ⁹	BSBA, MAc PhD	1998			
Humanities	English	BA MA, MFA PhD	1998			
Education	Classics	BA, MA	1997			
Social and Behavioral Sciences	Religious Studies	BA	1997			
	Educational Leadership ¹⁰	MEd, EdD				
	Judaic Studies	BA	1997			

*To indicate programs went through program accreditation
 ** Y = Accredited or re-accredited
 N = Not reaccredited

PART IV: Institutional Narrative

The University of Arizona, through the Board of Regents' *Changing Directions* initiative, continued its academic program development and reviews using the principles of focused excellence. Programs implemented in the 2004-05 academic year, such as the SJD in Law and the BS in Crop Production, showcased the strengths of the James E. Rogers College of Law and the College of Agriculture and Life Sciences, respectively, and demonstrated the colleges' capacities to be responsive to the educational needs of the State as well as their respective constituent audiences and communities. Similarly, the planning authorization for the PhD in Transcultural German Studies offered by the UA College of Humanities in collaboration with Leipzig University in Germany represented a unique venture to create an embedded academic and research initiative that could well provide a new model for humanities and language education.

Organizational changes also took place for units that offer academic programs: the creation of the College of Optical Sciences, the move of the School of Dance and the School of Music to independent status within the College of Fine Arts, and the change from committee status to the Arizona Center for Judaic Studies represented elevations that parallel the excellence of the programs within these units.

⁷ US Department of Agriculture CSRESS accreditation took place concurrently with this review.
⁸ Eller College of Management programs are accredited through the American Association of Collegiate Schools of Business. The last accreditation review took place in 2002.
⁹ See Footnote 8.
¹⁰ This was the first academic program review for Educational Leadership.

Attachment C

As part of the reorganization efforts that arose from campus discussions launched in 2002-03, The University of Arizona received approval to disestablish the MS and PhD in nuclear engineering; the School of Health Professions and the BSHS in medical technology (and related courses, pre-major, and certificate programs); the Humanities Program and the BLA degree in liberal arts (and related courses and study areas). The graduate program in planning was transferred to the Department of Geography and Regional Development in the College of Social and Behavioral Sciences; the undergraduate degree (and pre-major) in physiological sciences was renamed to physiology and transferred to the Department of Physiology in the College of Medicine,

Renamed units offering academic programs were the College of Architecture and Landscape Architecture and the Department of Ophthalmology and Vision Science, reflective of current organizational constructs and contemporary research and practice.