UNIVERSITY OF MINNESOTA
BOARD OF REGENTS
Educational Planning & Policy Committee
Wednesday, September 8, 2010
9:30 a.m. - 11:30 a.m.
600 McNamara Alumni Center, East Committee Room

Committee Members
Patricia Simmons, Chair
Maureen Ramirez, Vice Chair
Richard Beeson
Linda Cohen
John Frobenius
David Larson

Student Representatives
Matt McGeachy
Paul Strain

AGENDA

1. Report on Undergraduate and Graduate Academic Program Changes - T. Sullivan/H. Schroeder/J. Shultz (pp. 2-14)


3. Committee 2010-11 Workplan - P. Simmons/T. Sullivan (pp. 16-18)


5. Information Items - T. Sullivan (pp. 23-25)
Agenda Item: Report on Undergraduate and Graduate Academic Program Changes

☐ review  ☐ review/action  ☐ action  ✅ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan
Vice Provost and Dean Henning Schroeder
Assistant to Provost Joseph Shultz

Purpose:
☐ policy  ✅ background/context  ☐ oversight  ☐ strategic positioning

To provide a summary of 2009-10 academic program changes and to review the alignment of these changes with strategic positioning goals and academic program review criteria.

Outline of Key Points/Policy Issues:

- Do the new, changed, and discontinued academic programs for 2009-10 move the University closer to achieving its strategic positioning aspirational goal?

Background Information:

Since 2003, at the request of the Educational Planning and Policy Committee, the Office of the Senior Vice President for Academic Affairs and Provost has provided an annual summary of new and changed programs approved by the Board of Regents in the previous year. At its July 2004 meeting, the committee requested information on the criteria used for approving such programs. The September 2010 report provides a summary of 2009-10 changes.
Report on Undergraduate and Graduate Academic Program Changes

Policy Question

- Do the new, changed, and discontinued academic programs for 2010-11 move the University closer to achieving its strategic positioning aspirational goal?

Introduction

Since 2003, at the request of the Educational Planning and Policy Committee, the Office of the Senior Vice President for Academic Affairs and Provost has provided an annual summary of new and changed programs approved by the Board of Regents in the previous year. At its July 2004 meeting, the committee requested information on the criteria used for approving such programs and the largest academic programs and number of degrees conferred the previous year on each campus. The September 2010 report summarizes these changes.

The University of Minnesota has one of the most comprehensive academic programs of any institution in the world. It offers nearly 300 undergraduate majors on its five campuses; more than 130 master’s degree programs; over 100 doctoral degree programs; and professional programs in law, dentistry, medicine, pharmacy, and veterinary medicine. Within its comparative group¹, the University of Minnesota ranks 5th in doctoral degrees granted, 3rd in master’s and professional degrees, and 9th in bachelor’s degrees.

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

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

Part I: Academic Program Change—The Process presents an overview of the administrative process and criteria used to review proposed academic program changes and prepare them for action by the Educational Planning and Policy Committee and the Board of Regents.

Part II: Summary and Analysis of 2009-10 Program Changes lists the new, changed, and discontinued programs approved by the Committee during the period.

¹ Florida, Illinois, Michigan, Ohio State, Penn State, Texas, UC—Berkeley, UC—Los Angeles, Washington, Wisconsin
I. Academic Program Change – The Process

The University’s aspiration to become one of the top three public research universities in the world—by building on its core academic strengths and creating opportunities for cutting-edge interdisciplinary programs—serves to underscore the importance of the academic program review process.

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

Program Review Process

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

Procedures for program development, review, and approval are established within departments, colleges, and the Academic Health Center, and by chancellors, the senior vice president for academic affairs and provost, the senior vice president for system academic administration, and the Board of Regents.

Principles

The principles guiding this process include the following:

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

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

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

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

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

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

- Enhance quality, productivity, and efficiency in academic program development and implementation.
- Ensure that program development is aligned with institutional, campus, college, and unit mission, strategic directions, and compacts.
- Make explicit the criteria for academic programs and their connection to related policies.
- Foster shared consultation and, where appropriate, joint planning across academic units.
- Foster early consultation with the Office of the Senior Vice President for Academic Affairs and Provost.
- Enhance the availability, coordination, and consistency of information about the University’s academic programs for student information systems; faculty and administrative planning and analysis; institutional accountability reporting; and departmental, collegiate unit, and institutional accreditation.
- Ensure thorough and timely review and consideration of proposals for approval at the appropriate level: Board of Regents, senior vice president for academic affairs and provost, coordinate campus vice chancellor, or collegiate dean.

**Approval Level Requirements**

The type of action requested dictates the approval level required.

**Board of Regents** approval is required for:

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

**Senior vice president for academic affairs** approval is required for:

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

**Provost** approval (Twin Cities), **senior vice president for health sciences**, or **vice chancellor** (Crookston, Duluth, or Morris) approval is required for:
- Adding an honors option to an existing undergraduate degree program
- Making other curricular changes, e.g., change number of credits or required courses in a major or minor, change definition of options in a major
- Adding “second tier” admissions requirements, i.e., entrance requirements to a major that go beyond admission to the collegiate unit

Vice chancellor (Crookston, Duluth, or Morris) or collegiate dean (Twin Cities) approval is required for:
- Changing curricular details such as course substitutions (one course is dropped and another replaces it), revised lists of electives approved for the program, and changes that result from realignment or adjustment of course content.

All changes approved at vice chancellor or collegiate dean levels must be reported to the senior vice president for academic affairs and provost.

**Criteria for New Program Proposals**

The University uses a standard set of criteria to review proposals for new or changed academic programs. These criteria—re-affirmed most recently during the strategic positioning activities of 2005-06—parallel ones used in the University’s periodic review of collegiate and departmental academic and administrative units.

**Mission, Priorities, and Interrelatedness**

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

**Need and Demand**

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

**Comparative Advantage**

▪ What are the unique characteristics of the program that make it particularly appropriate to the University of Minnesota?
▪ Are there comparable academic programs in Minnesota, and, if applicable, elsewhere?

**Efficiency, Effectiveness, and Use of Resources**

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

**Program Quality and Assessment**

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

**Program Development**

▪ What planning and development authorities generated the proposal?
▪ When was the proposal reviewed and approved (department, college or campus curriculum committees, dean/vice chancellors’ offices, etc.)?
Part II. Summary and Analysis of 2009-10 Program Changes

This section lists the academic program changes approved by the Educational Planning and Policy Committee and the Board of Regents for 2009-10.

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

On the pages which follow is a listing of all academic program additions, changes, and discontinuations approved by the Board of Regents during 2009-10. Included are undergraduate, master’s, and doctoral degrees, majors, minors, and certificate programs.

Undergraduate Program Changes

New Programs

- B.S., Earth Sciences (Twin Cities)
- Minor in Sport Management (Twin Cities)
- B.S., Health Professions (Rochester)
- Minor and certificate in Geographic Information Science (Duluth)
- Minor in African American and African Studies (Duluth)
- Certificate in Fetal Alcohol Spectrum Disorders (Duluth)
- B.S. and minor in Environmental Sciences (Crookston)
- B.S., Marketing (Crookston)
- Bachelor of Manufacturing Management, Quality Management (Crookston)
- Minor in Chemistry (Crookston)
- Minor in Hotel, Restaurant, and Tourism Management (Crookston)
- Minor in Marketing (Crookston)

Changes to Existing Programs

- Create and change names of tracks in B.S., Agricultural Education to include Agricultural Education Teacher Licensure and Agricultural Leadership and Communication (Twin Cities)
- Change name of minor in African American and African Studies to African and African American Studies (Duluth)
- Offer distance delivery of existing B.S., Accounting (Crookston)
- Change name of Bachelor in Environmental Design to Landscape Design and Planning (Twin Cities)
- Change name of minor in Environmental Design to Landscape Design and Planning (Twin Cities)
- Create Mathematical Biology track in B.S., Mathematics (Twin Cities)
- Change name of B.S., Clothing Design to Apparel Design (Twin Cities)
- Offer existing Bachelor of Manufacturing Management (B.M.M.), Quality Management through distance education (Crookston)
- Offer existing B.S. and minor in Marketing through distance education (Crookston)
- Change name of Nutrition and Dietetics track to Didactic Program in Dietetics track within B.S., Nutrition (Twin Cities)
- Change name of B.S., Bio-Based Products to Bioproducts Marketing and Management and change name of track from Bio-based Products Marketing and Management to Marketing and Management (Twin Cities)
- Change name of B.S., Computer Software Technology to Software Engineering (Crookston)

**Discontinuations**

- B.S., Education and Human Development (Twin Cities)
- B.A.Sc., Radiation Therapy (Twin Cities)
- B.A.Sc., Respiratory Care (Twin Cities)
- B.A. and B.S., Program for Individualized Learning (Twin Cities)
- B.S., Technology Education (Twin Cities)
- B.S., Geophysical Sciences Degree (Twin Cities)
- B.S., Geology (Twin Cities)
- Minor in Biochemical Engineering (Duluth)
- Tracks in B.A., Urban and Regional Studies (Duluth)
- Business Management Marketing emphasis in B.S., Business Management (Crookston)
- Quality Management emphasis in Bachelor of Manufacturing Management (Crookston)
- Tracks in B.S., Hotel, Restaurant, and Tourism Management Hotel and Restaurant Management emphasis (Crookston)

### Master’s Degree Program Changes

**New Programs**

- Master of Development Practice (M.D.P.) (Twin Cities)
- Combined Bachelor of Computer Engineering and M.S., Electrical Engineering (Twin Cities)
- M.A. and minor in Multicultural College Teaching and Learning (Twin Cities)
- Master of Professional Studies in Arts and Cultural Leadership (Twin Cities)
- Master of Engineering (Duluth)

**Changes to Existing Programs**

- Add Business Law concentration in LL.M. degree (Twin Cities)
- Deliver M.Ed., Leadership in Education in Singapore (Twin Cities)
- Offer on-line delivery of the Master of Health Administration degree (Twin Cities)
- Move degree-granting status for Master of Biological Sciences degree from Graduate School to College of Continuing Education (Twin Cities)
Change name of Master of Agriculture – Horticulture to Master of Professional Studies in Horticulture and move degree-granting status from CFANS to College of Continuing Education (Twin Cities)

Discontinuations
- Master of Public Administration offered in Olsztyn, Poland (Twin Cities)
- M.S., Occupational Therapy (Twin Cities)

Doctoral Degree Program Changes

New Programs
- M.S./Ph.D., Experimental and Clinical Pharmacology (Twin Cities)
- M.S./Ph.D., Social and Administrative Pharmacy (Twin Cities)

Changes to Existing Programs
- Change name of M.S./Ph.D., Soil Science to Land and Atmospheric Science (Twin Cities)
- Change name of M.S./Ph.D., Cellular and Integrative Physiology to Integrative Biology and Physiology (Twin Cities)
- Change name of Ph.D., Hispanic and Luso-Brazilian Literatures and Linguistics to Hispanic and Lusophone Literatures, Cultures, and Linguistics (Twin Cities)
- Add Business Law concentration in J.D. degree (Twin Cities)

Discontinuations
- M.S./Ph.D., Social, Administrative, and Clinical Pharmacy (Twin Cities)
- Early Childhood Education track in M.A./Ph.D., Education, Curriculum and Instruction (Twin Cities)

Other Graduate-Level Program Changes

New Programs
- Certificate in Manufacturing Technology (Twin Cities)
- Certificate in Nanotechnology Practice (Twin Cities)
- Certificate in Management Fundamentals (Twin Cities)
- Certificate in Leading Integrated Health Systems (Twin Cities)
- Certificate in Leadership in Health Information Technology for Health Professionals (Twin Cities)
- Certificate in Performance Improvement (Twin Cities)
- Post-baccalaureate certificate in Advanced Practices in Second Language Teaching (Twin Cities)
- Post-baccalaureate certificate in Fundamentals of Quantitative Finance (Twin Cities)
- Post-baccalaureate certificate in Clinical Physiology and Movement Science with tracks in Clinical Physiology and Clinical Movement Science (Twin Cities)
- Post-baccalaureate certificate in Fetal Alcohol Spectrum Disorders (Duluth)
Postdoctoral certificate in Adult Health/Gerontological Clinical Nurse Specialist (Twin Cities)
Postdoctoral certificate in Adult Health/Gerontological Nurse Practitioner (Twin Cities)
Postdoctoral certificate in Adult Health/Women's Health Care Nurse Practitioner (Twin Cities)
Postdoctoral certificate in Family Nurse Practitioner (Twin Cities)
Postdoctoral certificate in Informatics (Twin Cities)
Postdoctoral certificate in Integrative Health and Healing (Twin Cities)
Postdoctoral certificate in Nurse Anesthesia (Twin Cities)
Postdoctoral certificate in Nurse Midwifery (Twin Cities)
Postdoctoral certificate in Healthcare Innovation and Leadership (Twin Cities)
Postdoctoral certificate in Pediatric Clinical Nurse Specialist (Twin Cities)
Postdoctoral certificate in Pediatric Nurse Practitioner (Twin Cities)
Postdoctoral certificate in Psychiatric Mental Health Clinical Nurse Specialist (Twin Cities)
Postdoctoral certificate in Public Health Nursing (Twin Cities)
Postdoctoral certificate in Public Health Nursing - Adolescent Nursing (Twin Cities)
Free-standing minor in Early Modern Studies (Twin Cities)
Minor in Clinical Physiology and Movement Science with tracks in Clinical Physiology and Clinical Movement Science (Twin Cities)
Minor in Product Design (Twin Cities)
Minor in Moving Image Studies (Twin Cities)
Fellowship in Procedural Dermatology (Twin Cities)
Fellowship in Heart Failure (Twin Cities)
Fellowship in Selective Pathology (Twin Cities)
Fellowship in Neurotology (Twin Cities)
Fellowship in Forensic Psychiatry (Twin Cities)
Fellowship in Vascular Surgery (Twin Cities)
Fellowship in Pediatric Radiology (Twin Cities)
Fellowship in Nuclear Radiology (Twin Cities)
Fellowship in Movement Disorders (Twin Cities)

Changes to Existing Programs

Change name of minor and post-baccalaureate certificate in Complementary Therapies and Healing Practices to Integrative Therapies and Healing Practices (Twin Cities)
Change name of minor in Feminist Studies to Feminist and Critical Sexuality Studies (Twin Cities)

Discontinuations

Certificate in Postsecondary Developmental Education (Twin Cities)
Post-baccalaureate certificate in Nursing (Twin Cities)
Four tracks in post-master’s certificate in Nursing and add Adult Health Nurse Practitioner track (Twin Cities)
Other Changes Approved by the Board of Regents

- Revise Morris campus mission statement
- Change name of Institute of Technology (Twin Cities) to the College of Science and Engineering
- Change name of Hubert H. Humphrey Institute of Public Affairs (Twin Cities) to the Hubert H. Humphrey School of Public Affairs
- Approve Minnesota-North Dakota Public Higher Education Reciprocity Agreement

Bachelor’s, Master’s, and Doctoral/Professional Degrees Conferred

Listed below are the largest bachelor’s, master’s, and doctoral/professional degree programs on the University’s four campuses, as measured by degrees conferred during the past five years:

**Twin Cities Campus**

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<td>B.M.E., Mechanical Engineering</td>
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<td>B.A., History</td>
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<td>B.S.B., Finance</td>
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<td>B.S.N., Nursing</td>
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<td>98</td>
<td>132</td>
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<td>All other bachelor’s degrees</td>
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<td>4,363</td>
<td>4,529</td>
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<td>6,618</td>
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**Master’s Degrees**

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<td>M.B.A., Business Administration</td>
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<td>M.Ed., Teaching</td>
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<td>M.S.W., Social Work</td>
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<td>M.A., HR/Industrial Relations</td>
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<td>M.P.P., Public Policy</td>
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<td>M.S.E.E., Electrical Engineering</td>
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<td>M.S., Computer Science</td>
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<td>M.Ed., Applied Kinesiology</td>
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<td>M.Arch., Architecture</td>
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<td>M.A., Educational Psychology</td>
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<td>All other master’s degrees</td>
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<td>TOTAL:</td>
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### Twin Cities Campus

#### Doctoral/Professional Degrees

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<td>Doctor of Nursing Practice</td>
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<td>All other doctoral/prof. degrees</td>
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<td><strong>TOTAL:</strong></td>
<td><strong>1,455</strong></td>
<td><strong>1,535</strong></td>
<td><strong>1,667</strong></td>
<td><strong>1,563</strong></td>
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### Duluth Campus

#### Undergraduate Degrees

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### Duluth Campus

#### Graduate/Professional Degrees

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### Morris Campus

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### Crookston Campus

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### Policy Question

- Do the new and changed academic programs for 2009-10 move the University closer to achieving its strategic positioning aspirational goal?
Educational Planning and Policy Committee

September 8, 2010

Agenda Item: Academic Issues Related to: University Plan, Performance & Accountability Report

☐ review       ☐ review/action       ☐ action       ☒ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

☐ policy       ☐ background/context       ☒ oversight       ☐ strategic positioning

To inform the committee about the University’s academic-related performance during the previous year relative to its competitors, past results, and current goals as reported in the 2010 Accountable to U: University Plan, Performance, and Accountability Report (see pages 41-159 of the Board of Regents docket).

To provide the committee an opportunity to discuss the major academic-related trends and implications for the University of the findings and conclusions in the report.

Outline of Key Points/Policy Issues:

Does the report provide the committee with adequate and timely information on academic-related matters to fulfill its oversight role?

Does the report reflect the University’s progress toward academic-related strategic goals?

Does the report present what the University needs to do to maintain progress in academic-related matters?

Background Information:

In 2000, the Board approved the creation of the University Plan, Performance & Accountability Report, noting in its resolution that it “...holds itself accountable to the public for accomplishing the mission of the University” and that the report was to become the principal annual documentation of that accountability. The first report was published in 2001. In December 2005, the Educational Planning and Policy Committee reviewed a revised outline and format for the report, which was intended to be aligned with the University’s strategic positioning efforts. In May 2006, the Board revised the timetable for the production of the report to each September. The 2010 edition is the ninth produced for the Board of Regents.
Educational Planning and Policy Committee       September 8, 2010

Agenda Item: Committee 2010-11 Workplan

☐ review    ☐ review/action    ☐ action    ☒ discussion

Presenters: Regent Patricia Simmons
            Senior Vice President/Provost Thomas Sullivan

Purpose:

☐ policy    ☐ background/context    ☒ oversight    ☐ strategic positioning

To review and finalize ideas for the committee's workplan for 2010-11.

Outline of Key Points/Policy Issues:

Do the proposed monthly themes and reports reflect the major educational and related issues facing the Board of Regents? Will the proposed themes and reports provide the Board with the information it needs to monitor the University's strategic positioning progress and to engage in appropriate oversight of the University's educational mission?

Background Information:

At the beginning of each new academic year the committee develops a workplan containing a schedule of issues and business for the year.
Following are monthly theme and topic ideas for the Committee for the 2010-11 academic year. Reports and discussion for each month would reflect issues related to the theme.

Academic Accountability
- Academic highlights and challenges as illustrated by the annual University Plan, Performance and Accountability Report.
- Review of academic program changes.

Coordinate Campuses.
- Important strategic issues and challenges.
- How is each campus distinct from the Twin Cities and what unique role does it play?
- What is the scope and quality of each campus's academic programs and offerings?
- How is each campus addressing enrollment and graduation challenges?

Undergraduate Graduation and Retention Rates
- What progress are we making?
- What are the key drivers to improving graduation and retention?
- What are the barriers and how are we addressing them?

Undergraduate Education
- How do we measure quality?
- What are the unique attributes of a University of Minnesota education and what are signature programs of the University of Minnesota? Do they enhance the quality of the educational experience the University provides?

On-Line Education
- What is on-line education?
- What are the benefits and what are the costs?
- Who is the audience?
- There currently is much happening in on-line education at the University, but in a very decentralized way. Should the on-line education effort be more centralized? What are the advantages and what are the costs?

Long Term Academic Planning for the Future Economic Reality
- Collegiate Blue Ribbon Committee effort.
- Enrollment Management Committee effort.
- Budget Model Advisory Committee.

Strategic Positioning Update on Academic Efforts
Rankings and Metrics
  • How do we measure progress, and how do others measure us?
  • The NRC.

Graduate Education
  • Progress on the reorganization
  • Update on professional education, including medical and academic health sciences education
Educational Planning and Policy Committee  
September 8, 2010

Agenda Item: Consent Report

☐ review  ☒ review/action  ☐ action  ☐ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

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

- College of Design (Twin Cities Campus) – Create minor in Fashion Studies
- College of Continuing Education (Twin Cities Campus) – Create undergraduate certificate in Accounting

II. Request for Approval of Changed Academic Programs

- College of Design (Twin Cities Campus) – Create Sustainability subplan within B.S. degree in Housing Studies
- College of Continuing Education (Twin Cities Campus) – Move granting status for Teaching English as a Second Language certificate to College of Liberal Arts
- College of Liberal Arts (Duluth Campus) – Discontinue Social Science and Humanities and Ojibwe Language subplans within B.A. degree and minor in American Indian Studies
- Crookston Campus) – Change name of B.S. degree in Hotel, Restaurant, and Institutional Management to Hotel, Restaurant, and Tourism Management
III. **Request for Approval of Discontinued Academic Programs**

- School of Fine Arts (Duluth Campus) – Discontinue minor in Architecture and Design Studies

**Background Information:**

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

**President's Recommendation for Action:**

The President recommends approval of the academic program proposals detailed in the Consent Report.
I. Request for Approval of New Academic Programs

- **College of Design (Twin Cities Campus)—Create minor in Fashion Studies**
  The College of Design on the Twin Cities campus requests approval to create a minor in Fashion Studies, effective fall semester 2010. Students in the minor will study fashion product, theory and industry specific practices. The minor will leverage existing courses and faculty.

- **College of Continuing Education (Twin Cities Campus)—Create undergraduate certificate in Accounting**
  The College of Continuing Education on the Twin Cities campus requests approval to create an undergraduate certificate in Accounting, effective fall semester 2010. The certificate will merge existing certificates in Accounting Level 1 and Accounting Level 2 into one program. The certificate is proposed in collaboration with the Carlson School of Management.

II. Request for Approval of Changed Academic Programs

- **College of Design (Twin Cities Campus)—Create Sustainability subplan within B.S. degree in Housing Studies**
  The College of Design on the Twin Cities campus requests approval to create a Sustainability subplan within the Bachelor of Science (B.S.) degree in Housing Studies, effective fall semester 2010. The Sustainability subplan will prepare students to work in government, housing construction and development firms, and organizations focused on sustainability.

- **College of Continuing Education (Twin Cities Campus)—Move granting status for Teaching English as a Second Language certificate to College of Liberal Arts**
  The College of Continuing Education on the Twin Cities campus requests approval to move the certificate-granting status for the certificate in Teaching English as a Second Language to the College of Liberal Arts, effective fall semester 2010. The transition aligns the certificate’s granting status under the same college as its faculty.
College of Liberal Arts (Duluth Campus)—Discontinue Social Science and Humanities and Ojibwe Language subplans within B.A. degree and minor in American Indian Studies

The College of Liberal Arts on the Duluth campus requests approval to discontinue the Social Science and Humanities and Ojibwe Language subplans within the Bachelor of Arts (B.A.) degree and minor in American Indian Studies, effective fall semester 2010. The change folds the material into the general requirements.

Crookston Campus—Change name of B.S. degree in Hotel, Restaurant, and Institutional Management to Hotel, Restaurant, and Tourism Management

The Crookston Campus requests approval to change the name of the Bachelor of Science (B.S.) degree in Hotel, Restaurant, and Institutional Management to Hotel, Restaurant, and Tourism Management, effective fall semester 2010. The name change will better reflect the degree completion requirements.

III. Request for Approval of Discontinued Academic Programs

School of Fine Arts (Duluth Campus)—Discontinue minor in Architecture and Design Studies

The School of Fine Arts on the Duluth campus requests approval to discontinue the minor in Architecture and Design Studies, effective fall semester 2010. The proposed discontinuation results from current a lack of faculty expertise.
Educational Planning and Policy Committee September 8, 2010

Agenda Item: Information Items

☐ review    ☐ review/action    ☐ action    ☒ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

☐ policy    ☒ background/context    ☐ oversight    ☐ strategic positioning

To inform members of the Educational Planning and Policy Committee of noteworthy items and policy-related issues affecting University units and departments.

To provide the committee with background information related to issues of regional, national, and international policy affecting higher education.

Outline of Key Points/Policy Issues:

(1) Enrollment data for fall 2009 will be finalized and distributed at the October meeting.

(2) The effort to enhance the excellence of graduate education is continuing. Two new work groups were announced and received their charges on September 17, 2009. Committee membership and charges can be found at:

http://www.academic.umn.edu/provost/graduate/academicissuescmte.html

http://www.academic.umn.edu/provost/graduate/studentprocessescmte.html

Background Information:

This report appears as a regular item on the Educational Planning and Policy Committee agenda.
Background: Numerous national reports recommend changing undergraduate, graduate and continuing health professions education to align with the needs of the health care system. State and national health reforms require health professionals to collaborate in teams, health homes, and accountable care organizations. Forty-six health professions school associations including the American Association of Medical Colleges, American Association of Colleges of Nursing, American Association of Colleges of Pharmacy and the American Dental Education Association are collaborating nationally to develop competencies and requirements to guide interprofessional education in the United States. New accreditation standards require evidence that schools are preparing their graduates in interprofessional experiences for the emerging health environment. This development in the United States mirrors the international movement led by the Canadian Interprofessional Health Collaborative and the World Health Organization.

The University of Minnesota Academic Health Center is recognized as a leader in this movement as a result of forty years of experience with interdisciplinary and interprofessional education. Recently, the Carnegie and Josiah Macy, Jr. Foundations selected the University of Minnesota and six other institutions (University of Colorado-Denver, Duke University, University of New Mexico, New York University, Pennsylvania State University, Vanderbilt University) out of thirty-five submissions to participate in an Educating Nurses and Physicians: Toward New Horizons project at Stanford University. Our work was recently featured in a webinar archived on the Carnegie Foundation for Advancement of Teaching website (http://www.carnegiefoundation.org).

Throughout the years, we have funded internal programs such as the student organization, CHIP, the Center for Health Interprofessional Programs and CLARION, and have created interprofessional courses such as ethics with medical and nursing students. Our faculty members have received grants for numerous interprofessional and interdisciplinary educational programs funded by Health Resources and Services Administration, Robert Wood Johnson, Kellogg Foundation, Hartford Foundation, Josiah Macy, Jr. Foundation, among others. While most of these have accomplished their specific project goals and are valuable experiences, unless students participated in these activities, they would not be exposed to other professions or develop the interprofessional competencies demanded in today’s health environment.

1Health Program: In 2006, the deans of the six health professions schools that comprise the Academic Health Center created a leadership statement committing to interprofessional education. As a result, the deans created the Center for Interprofessional Education (www.cipe.umn.edu) housed in the AHC Office of Education. Today, we are operationalizing, 1Health (www.ahc.umn.edu/1health), a vision for interprofessional education in which all AHC students entering into professional schools at the AHC in Fall 2010 must demonstrate competency during three phases (Phase I: start of the program, Phase II: basic knowledge and Phase III: clinical/experiential education) of their pre-
professional development in the following areas by participating in interprofessional experiences and meeting defined competencies: Professionalism/Ethics, Communication, and Teamwork.

On September 17, 2010, nearly 900 AHC students in interprofessional groups of twelve will begin a new course, *Foundations of Interprofessional Communications and Collaboration (FIPCC)*, with Day One orientation in historic Northrup Auditorium. This five-module course is a hybrid model with both online and face-to-face sessions facilitated by faculty and community health professionals. The course has been developed with input from faculty throughout the AHC as well as the associate deans of education. The modules are: Introduction and Personal/Professional Image, Basics of Teamwork and Self and Peer assessment, Knowledge of Health Professions and Professional Communities as Moral Communities, Professional Identity, Professional Integrity and Relationship between professions and those they serve. During the summer 2010, this hybrid course was pilot-tested with 133 dental, dental hygiene, and dental therapy students who provided feedback for adaptation for the full AHC launch.

Phase III planning will begin on August 19 – 20, 2010 with a retreat, 1Health: Connecting with Partners funded by the Health Resources and Services Administration grant to the Minnesota Area Health Education Center. Nearly one hundred representatives from the education, health systems, and government sectors will convene to define the attributes of health professionals in today’s and the emerging health environment to inform the AHC schools how to better align their curricula in and across schools to meet the emerging demands. This event will begin with featured expert panelists including John Gilbert, Project Lead of the Canadian Interprofessional Health Collaborative; Sanne Magnum, M.D., Ph.D., Commissioner of Health; Gary Oftedahl, Chief Knowledge Officer at Institute for Clinical Systems Improvement; George Isham, M.D, Health Partners Chief Health Officer and Plan Medical Director and other expert participants in a three-hour discussion with retreat participants. In addition to increasing stakeholder engagement with the University to improve educational programs through interprofessional education, this retreat will result in national peer-reviewed publications.

Information regarding 1Health and interprofessional education at the University of Minnesota is located on the Center for Interprofessional Education website at: http://www.ipe.umn.edu/ and http://www.ahc.umn.edu/1health/:

For more information regarding 1Health, contact:
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Associate Vice President for Education
Director, Minnesota Area Health Education Center
brandt@umn.edu
612-625-3972

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Senior Associate Dean for Academic Affairs, School of Dentistry
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612-625-2621