UNIVERSITY OF MINNESOTA
BOARD OF REGENTS
Educational Planning & Policy Committee
Thursday, September 10, 2009
3:15 p.m. - 4:45 p.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
Christina Brakken-Thal
Megan Hines

A G E N D A

1. Academic Program Changes Report - T. Sullivan/J. Ziegenhagen (pp. 2-24)


3. Committee Workplan 2009-10 - P. Simmons/T. Sullivan (pp. 26-28)


5. Information Items - T. Sullivan (p. 33)
Agenda Item: Academic Program Changes Report

☐ review  ☐ review/action  ☐ action  ☒ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan
Director John Ziegenhagen

Purpose:

☐ policy  ☒ background/context  ☐ oversight  ☒ strategic positioning

To provide a summary of academic program changes since the start of the University’s strategic positioning efforts (2004-09) 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 and changed academic programs for 2004-09 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 2009 report provides a five-year summary of this information in the context of the University’s strategic positioning efforts.
Academic Program Changes Report

Policy Question

- Do the new and changed academic programs for 2004-09 move the University closer to achieving its strategic positioning aspirational goal?

Introduction

Since 2003, 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. The September 2009 report provides a five-year summary of programs added and discontinued since the beginning of the University’s strategic positioning efforts in 2004-2005.

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 group, 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 2004-2009 Program Changes lists the new and discontinued programs approved by the Committee during the period and offers the collegiate

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1 Florida, Illinois, Michigan, Ohio State, Penn State, Texas, UC—Berkeley, UC—Los Angeles, Washington, Wisconsin
deans’ and coordinate campus chancellors’ assessment of these changes relative to the University’s and units’ strategic goals.

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, the Academic Health Center, and the Graduate School (for most post-baccalaureate degrees), 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 criteria 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 2004-2009 Program Changes

This section lists the academic program changes approved by the Educational Planning and Policy Committee and the Board of Regents since the beginning of the University’s strategic positioning activities in 2004-05.

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.

The number of undergraduate majors and minors on each campus has been steady during this period, as is shown in the table below:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Fall 2005</th>
<th>Fall 2009</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twin Cities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Majors</td>
<td>159</td>
<td>155</td>
<td>-4</td>
</tr>
<tr>
<td>Minors</td>
<td>122</td>
<td>125</td>
<td>+3</td>
</tr>
<tr>
<td>Duluth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Majors</td>
<td>71</td>
<td>79</td>
<td>+8</td>
</tr>
<tr>
<td>Minors</td>
<td>59</td>
<td>60</td>
<td>+1</td>
</tr>
<tr>
<td>Morris</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Majors</td>
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<td>34</td>
<td></td>
</tr>
<tr>
<td>Minors</td>
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<td>27</td>
<td></td>
</tr>
<tr>
<td>Crookston</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Majors</td>
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<td>+4</td>
</tr>
<tr>
<td>Minors</td>
<td>5</td>
<td>14</td>
<td>+9</td>
</tr>
</tbody>
</table>

On the pages which follow is a listing by collegiate unit and campus of all academic program additions and discontinuations approved by the Board of Regents during 2004-2009. These program changes include undergraduate degrees, majors, minors, and certificate programs; graduate degrees and post-baccalaureate certificate programs; and first-professional degrees and certificate programs.

Program changes are broadly categorized as substantive changes, involving the addition or discontinuation of resources, or primarily repackaging, involving no new resources or renaming or re-organization of programs.

Following each listing is a comment by the collegiate dean or campus chancellor on the program changes in his/her unit.
## Carlson School of Management

### 2004-09 Program Additions

**Substantive Changes**
- Master of Accountancy (2005-06)

**Primarily Repackaging**
- Dual Pharm.D. and M.B.A. (with College of Pharmacy) (2008-09)
- Dual Master of Public Policy and Master of Business Administration (with Humphrey Institute) (2007-08)
- B.S.B., Public/Nonprofit Management (2007-08)
- B.S.B. and minor, Supply Chain and Operations Management (2008-09)

### 2004-09 Program Discontinuations

**Substantive Changes**
- B.S.B. and minor, Actuarial Science (2008-09)
- B.S.B., Risk Management and Insurance (2008-09)

**Primarily Repackaging**
- B.S.B., General Management (self-designed) (2008-09)
- B.S.B. and minor, Operations (2008-09)
- B.S.B., Supply Chain Management (2008-09)

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**Comment by Dean Alison Davis-Blake**

These changes are the result of three different strategic initiatives:

1) The addition of dual degree options with the MBA is part of a strategy to make MBA education accessible to graduate professional students in other collegiate units who could benefit from combining the education received in their home unit with MBA training. In both cases listed above, the creation of the dual degree option was a direct response to student requests. Neither degree requires the expenditure of any new resources; students take existing courses and use existing advising resources. An appropriate and limited number of dual degrees is an excellent way to expand the impact of the Carlson School’s MBA program without additional investment.

2) All remaining changes, except the creation of the Master of Accountancy, were a product of the first comprehensive review of our undergraduate curriculum to be conducted in several years. In addition to the efforts of our own faculty and staff, this review involved an external review team as well as surveys and focus groups of alumni, students, recruiters, our Board, and other stakeholders. As a result, we relabeled and reorganized a number of majors in the B.S.B. degree to make them more coherent academically and more responsive to student and recruiter needs. Most of these changes had no resource implications; however, two changes deserve special attention as they reduced the resources required to operate our B.S.B. program: a) we eliminated entirely the actuarial sciences major as it was duplicative of a similar major operating within the School of Mathematics. Conversations with students, stakeholders, and Institute of Technology faculty indicated that the School of Mathematics is the most appropriate home for this major; and b) we eliminated the insurance major, making it instead a track within the finance major. Eliminating both of these majors has resulted in the elimination of classes and extra- and co-curricular activities required to support the students enrolled in the major.

3) The most significant change of all of those listed above was the addition of the Master of Accountancy (M.Acc.) degree. This degree does require specialized adjunct instructors as well as dedicated support staff. The addition of this degree predated my deanship. However, I am aware of the rationale for its addition. Recently, many states, including Minnesota, increased the number of college credits required to sit for the CPA exam to 150. Since typical B.S.B. degree programs require less than 150 credits, many schools have implemented one-year M.Acc. programs as a way for students to obtain the necessary credits and therefore be eligible to sit for the CPA exam. M.Acc. programs, ours included, typically receive strong support (philanthropic and in-kind) from accounting firms and provide excellent job prospects for students. It would be very difficult for us to have a committed and engaged relationship with major and regional accounting firms without a M.Acc. program as the firms now consider this an essential service that their major educational partners should provide.
College of Biological Sciences

2004-09 Program Additions

None

2004-09 Program Discontinuations

None

Comment by Dean Robert Elde

The frontiers of the biological sciences are being driven by computational tools and analyses. As we complete the design and implementation of a writing-enhanced curriculum, we are considering how to extend this model to establish a quantitative-enhanced curriculum. In addition, work on re-designing the biology major is progressing. CBS’s Masters in Biological Sciences, a program that serves post-baccalaureate students from industry and education, is being transferred to the administration of CCE. CBS will continue academic control of the program, but CCE is better equipped to market and administer this program. Also, an undergraduate certificate in global biology is under development.

College of Continuing Education

2004-09 Program Additions

Primarily Repackaging
Minor, Manufacturing Technology (2007-08)
Certificate, Aging Studies (2007-08)
Certificate, Computer Science (2004-05)
Certificate, Dakota Language Teaching (2008-09)
Certificate, Ojibwe Language Teaching (2008-09)
Certificate, Teaching English as Second Language (2007-08)

Substantive Changes
B.A.Sc., Emergency Health Services (2007-08)
B.A.Sc., Clinical Laboratory Science (2006-07)
Certificate, Alcohol/Drug Counseling Education (2004-05)
Certificate, Perfusion (2004-05)

2004-09 Program Discontinuations

Primarily Repackaging
Certificate, Business Administration (2004-05)
Certificate, Child Abuse Prevention Studies (2004-05)
Certificate, Civil Engineering (2004-05)
Certificate, Computer Science (2004-05)
Certificate, Credit/Financial Management (2004-05)
Certificate, Electrical/Computer Engineering (2004-05)
Certificate, Engineering/Science (2004-05)
Certificate, Industrial Engineering (2004-05)
Certificate, Liberal Arts (2004-05)
Certificate, Mechanical Engineering (2004-05)
Certificate, Science/Quantitative Methods (2004-05)
Certificate, Solid Waste Management (2004-05)

Comment by Dean Mary Nichols

A major component of CCE’s mission is to make the University’s academic programs more accessible to students. This is done through alternative delivery mechanisms (e.g., evening, weekend, intensive, online, distance) and the types of programs offered (individualized degrees, applied and professional studies, certificates, English as a second language, etc.). CCE works in partnership with other colleges, using a combination of their courses and ours to create degrees and certificates that are attractive to our core audience. Because CCE targets non-traditional learners, many academic programs are added and discontinued to re-
flect current interests in society and the work place. Beginning early this decade, CCE began a systematic review of all its programs, discontinuing those that were unrelated to our core, low enrolling, and/or financially unsustainable while adding some programs that closely fit our mission. Most changes were primarily repackaging, although a few represented substantive changes in staffing and resources.

CCE will continue this approach in the future, adding programs and delivery methods that will bring new learners to the University while discontinuing those that are not a good fit. We are also working on packaging our programs into an easily marketable portfolio that will better attract our core audience and bring added value to partner colleges and the university as a whole.

**College of Design**

**2004-2009 Program Additions**

**Substantive Changes**
- Bachelor of Design in Architecture (B.D.A.) degree (2005-2006)

**Primarily Repackaging**
- Ph.D., Design with tracks (2008-2009)

**2004-2009 Program Discontinuations**
- None

**Comment by Dean Thomas Fisher**

These changes reflect the shift in our disciplines toward an increased connection among fields and hybridization of knowledge to address problems like sustainability, internationalism, and economic innovation. With a net gain in the number of programs, we have leveraged each for efficiency, comparative advantage, and/or interdisciplinarity. The B.D.A. has enabled us to use resources more efficiently by reducing the need for cold-seat studio space and the number of instructors required, while also providing a new form of broad-based design education grounded in architecture. The M.S. Architecture includes a track in Sustainable Design, one of the nation’s first graduate programs in this important area, and a concentration in Heritage Preservation and Conservation, one of the few historic preservation programs with an international scope. Both are the only such programs in this region, both have developed national reputations, and both relate strongly to faculty research.

The interdisciplinary graduate minor and undergraduate major connect several disciplines within the college and with other units in the University through a focus on design thinking that the business community increasingly views as critical to economic competitiveness and innovation. By emphasizing the effective use of current courses, these programs achieve efficiency and increase the potential for revenue generation. Repackaging of the Ph.D. in Design in a track-based format will enable us to offer interdisciplinary tracks connected with Architecture and Landscape Architecture without developing entirely new degrees that would require duplicative infrastructure and support. Likewise, the certificate programs will serve practitioners as well as current graduate students, achieving efficiency through cross-use of existing courses.

**College of Education and Human Development**

**2004-09 Program Additions**

**Substantive Changes**
- B.S., Youth Studies (2006-07)
- Free-standing minor, Social Justice (2004-05)
- Minor, Applied Psychology in Educational and Community Settings (2007-08)
- Post-baccalaureate certificate, Infant and Early Childhood Mental Health (2006-07)
- Post-baccalaureate certificate, Online Distance Learning (2006-07)
- Post-baccalaureate certificate, Innovations in Undergraduate Multicultural Teaching & Learning (2008-09)
Primarily Repackaging
M.Ed., Literacy Education (2004-05)
M.A. and minor, Sport Management (2008-09)
Free-standing graduate minor, Education Sciences (2005-06)
Free-standing graduate minor, Family Policy (2004-05)
Free-standing graduate minor, Prevention Science (2008-09)
Post-baccalaureate certificate, Community and Learning (2006-07)
Post-baccalaureate certificate, Early Childhood Policy (2004-05)
Post-baccalaureate certificate, Parent Education (2007-08)
Certificate, Teaching Writing and Critical Literacy (2005-06)

2004-09 Program Discontinuations

Primarily Repackaging
Ph.D., Education/Recreation, Park and Leisure Studies (2008-09)
M.A., Recreation, Park and Leisure Studies (2008-09)
Master of Education, Physical Education
B.S., Technology Education
B.S., Agricultural Education (moved to College of Food, Agricultural, and Natural Resource Sciences)
Graduate minor, Education, Recreation
Graduate minor, Recreation, Park, and Leisure Study
Certificate, Postsecondary Developmental Education

Comment by Interim Dean Jean Quam

The new College of Education and Human Development was established in July 2006. As reflected above, most of the changes stem from a program review process begun that year. Programs initiated since 2006 include two degree programs, four graduate minors, and five certificates. Programs discontinued since the start of the new college include five degree programs, two minors, and one certificate.

CEHD is entering a year of new vision and strategic actions including a two-year coordinated and comprehensive review of undergraduate education and graduate education. Expanding our original program review that was done in 2006 we will conduct a curricular review of all programs with an eye toward future program projections, review scholarships and fellowships, and work with faculty on policies and practices that increase retention and graduation rates.

College of Food, Agricultural, and Natural Resource Sciences

2004-09 Program Additions
Freestanding minor, Sustainability Studies (2006-07)

2004-09 Program Discontinuations

Substantive Changes
Master of Biosystems and Agricultural Engineering (2008-09)
Master of Forestry (2005-06)
B.S., Animal/Plant Systems (2004-05)
B.S., Natural Resources/Environmental Studies (2004-05)
B.S., Science in Agriculture (2004-05)

Primarily Repackaging
M.S. and Ph.D., Wildlife Conservation (2005-06)
B.S., Agricultural Business Management (2004-05)
B.S., Environmental Horticulture (2008-09)
B.S., Urban and Community Forestry
Comment by Dean Alan Levine

As part of its strategic planning efforts related to undergraduate education, CFANS has identified curriculum revitalization as a key initiative. The reasons for this initiative are numerous: 1) three collegiate undergraduate programs were recently merged into the new college, 2) while individual curricula have been improved in many ways, a comprehensive review of curricula at the collegiate level has not occurred for 20 years, 3) the demographics of admissible students and distribution of students in majors have changed significantly, 4) student enrollment in many majors may be below a sustainable level 5) workforce requirements have changed requiring a higher degree of technological and cross-cultural competencies and emphasis on innovation and interdisciplinary thinking, 6) broader implementation of new and effective pedagogies, especially those based on experiential learning is needed, 7) our undergraduate programs must be capable of attracting an academically prepared and diverse student body to remain nationally competitive, 8) our curriculum must address University goals of student retention, graduation rates, flexibility, learning and developmental outcomes, and institutional sustainability to remain viable within the University and 9) current course offerings require revision to improve efficiency, effectiveness, flexibility within curricula and opportunities for students beyond CFANS.

The curriculum revitalization initiative is a 3-5 year undertaking. Currently, three task forces are developing recommendations and guidelines related to overall structure of programs, barriers and issues related to interdisciplinary programs, and guidelines for what programs should include. The task forces will complete their work by the end of Spring 2010. Based on their recommendations, individual undergraduate programs in the college will be discontinued, modified, or developed and hopefully in place for Fall 2012.

College of Liberal Arts

Substantive Changes

2004-09 Program Additions
Free-standing minor, Comparative U.S. Race and Ethnicity (2006-07)

Primarily Repackaging
Ph.D., Asian Languages, Cultures, and Media (2005-06)
Ph.D., Cognitive Science (2008-09)
Joint J.D. and M.A. or Ph.D., Mass Communication (2008-09)
M.A., Strategic Communication (2004-05)
M.A., Hispanic and Lusophone Literatures, Cultures, and Linguistics (2006-07)
B.S., Psychology (2008-09)
Free-standing graduate minor, Prevention Science (2008-09)
Graduate minor, Italian Studies (2007-08) Graduate minor, Music (2008-09)
Minor, Geographic Information Science (2007-08)
Post-baccalaureate certificate, Technical Communication (2006-07)

Substantive Changes
M.A., Arabic (2008-09)
M.A., East Asian Studies (2005-06)
M.A., Russian Area Studies (2004-05)

Primarily Repackaging
M.A. and Ph.D., Chinese (2004-05)
M.A. and Ph.D., Japanese (2004-05)
M.A. and Ph.D., South Asian Languages (2004-05)
M.A., Hispanic Linguistics (2006-07)
M.A., Hispanic Literatures (2006-07)
M.A., Luso-Brazilian Literatures (2006-07)
M.A., Music Education (2005-06)
Comment by Dean James Parente

Between 2004 and 2009, the College of Liberal Arts added 4 graduate degrees, 6 graduate minors, 1 Bachelor of Science undergraduate major, and 3 undergraduate minors. There were 10 graduate degrees, 2 Bachelor of Arts undergraduate majors, and 3 undergraduate minors discontinued. These changes resulted in a net loss of 6 graduate degrees, and one undergraduate major.

At the undergraduate level, the addition of one major and three minors resulted in no additional commitment of resources, faculty hires or expansion of facilities and/or equipment. There were no new courses proposed for any of these programs, although in one program (Gay, Lesbian, Bisexual and Transgender undergraduate minor) a new designator (GLBT) was created to promote the visibility of the minor. Defunct MA programs in Arabic and Russian Area Studies have been discontinued. A graduate minor/major in Islamic Studies may be explored in future (2010/11 or later), but only after the undergraduate minor is firmly established. It is anticipated that there will be no new CLA graduate programs (majors) initiated in 2009-2010; no existing graduate programs are being merged with other programs, and no existing graduate programs are currently scheduled for discontinuation in 2009-2010.

The college will continue to review and assess the viability and relevance of majors and minors and make changes necessary to promote progress toward degree and timely graduation. The college is committed to a diverse and international curriculum and expects to add programs in areas promoting these goals.

Humphrey Institute of Public Affairs

2004-09 Program Additions
Principally Repackaging
Dual J.D. and Master of Urban and Regional Planning (2007-08)
Dual Master of Public Policy and Master of Business Administration (2007-08)

2004-09 Program Discontinuations
None

Comment by Dean Brian Atwood

During the 2004-2009 time period, the Humphrey Institute experienced a net gain of two dual degree programs (J.D./M.U.R.P. and M.P.P./M.B.A.). In both cases, a dual degree program was crafted from existing degree programs. In the case of the J.D./M.U.R.P., an informal agreement had been in place; this proposal formalized unofficial practice. The Humphrey Institute was not required to commit additional funds towards faculty hires or new courses for either program as the existing faculty and courses were sufficient.

In addition to these changes, the Humphrey faculty reviewed our course inventory and eliminated 22 courses that no longer were being offered. This action was taken as part of our effort to ensure we are offering the most up-to-date curriculum and to ensure students have a more complete understanding of courses that will be offered. During 2008-2009, the Curriculum Committee recommended changes in the MPA curriculum to respond to an external review that called for greater integration with other degree programs and a new course on quantitative analysis, proposed new policies on under-enrolled courses, and supported the creation of a new Master of Development Practice.

A priority for 2009-2010 will be strategic enrollment management, and the Institute will focus on recruiting students to degree programs where it has capacity to absorb additional students without necessitating delivery of additional courses.
Institute of Technology

2004-09 Program Additions

Substantive Changes
All-University M.S. and Ph.D., Biomedical Informatics and Computational Biology (2008-09)
Master of Financial Mathematics (2006-07)
M.S. and graduate minor, Security Technologies (2008-09)
Post-baccalaureate certificate, Stream Restoration Science and Engineering (2005-06)

Primarily Repackaging
Ph.D., Cognitive Science (2008-09)
M.S. and Ph.D., Aerospace Engineering and Mechanics (2005-06)
M.A. and Ph.D., History of Science, Technology, and Medicine (2005-06)
Joint M.S., Biomedical Engineering and M.D. (2005-06)
Joint M.S., Industrial and Systems Engineering and M.S., Civil Engineering (2008-09)
Combined B.C.E. and M.S., Civil Engineering (2008-09)
Combined B.Geo.E. and M.S., Geological Engineering (2008-09)
Bachelor of Bioproducts and Biosystems Engineering (2006-07)
Minor, Ecological Engineering (2008-09)

2004-09 Program Discontinuations

Substantive Changes
Master of Computer Engineering (2004-05)
Master of Electrical Engineering (2005-06)
M.S., Computer Engineering (2004-05)
M.S., Manufacturing Systems Engineering (2005-06)

Primarily Repackaging
Ph.D., Geological Engineering (2006-07)
M.A. and Ph.D., History of Medicine and Biological Sciences (2005-06)
M.A. and Ph.D., History of Science and Technology (2005-06)
M.S. and Ph.D., Aerospace Engineering (2005-06)
M.S. and Ph.D., Aerospace Mechanics (2005-06)
Bachelor of Bio-based Products Engineering (2006-07)
Bachelor of Biosystems and Agricultural Engineering (2006-07)

Comment by Dean Steven Crouch

Of the 11 program discontinuations listed above, six were actually merged to form programs under new names: the History of Medicine and Biological Sciences and the History of Science and Technology programs were combined to create the History of Science, Technology, and Medicine program; the Aerospace Engineering and Aerospace Mechanics programs were combined to create the Aerospace Engineering and Mechanics program; and the Bio-based Products Engineering and Biosystems and Agricultural Engineering programs were combined to create the Bioproducts and Biosystems Engineering program (which is administratively housed in CFANS but is affiliated with IT because of ABET accreditation).

Four programs were discontinued outright: the Master of Computer Engineering and the Master of Electrical Engineering (both were terminal master’s programs that had little student demand), the M.S. in Computer Engineering, and the M.S. in Manufacturing Systems Engineering.

The last discontinued program — the Ph.D. in Geological Engineering — was eliminated with the understanding that interested students would be directed to the Civil Engineering Ph.D. program instead. There was historically little difference between the Ph.D program in Geological Engineering and the geomechanics specialization in the Civil Engineering program, and the faculty felt that the department would benefit in the national rankings by consolidating its programs in this way (geological engineering programs are not typically included in national rankings while civil engineering programs are).

Except for a certificate program (Stream Restoration Science and Engineering) and a graduate minor (Security Technologies), the only new program on the list that is administered by the Institute of Technology is the Master of Financial Mathematics. This professional degree was launched with great success one year
ago, and is expected to thrive despite the economic difficulties in the financial and insurance sectors. A distance education component for the program is under consideration.

### Law School

#### 2004-09 Program Additions

**Primarily Repackaging**
- Joint J.D. and M.A. or Ph.D., Mass Communication (2008-09)
- Dual J.D. and Master of Urban and Regional Planning (2007-08)
- M.A., Bioethics (2008-09)

#### 2004-09 Program Discontinuations

None

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**Comment by Dean David Wippman**

The Law School has initiated several new academic programs this year. They include:

**Renmin University summer program.** In partnership with Renmin University, one of China’s leading universities, the Law School offered a program of instruction in Chinese law, comparative business law, and comparative land use, from June 19 to July 24.

**Joint Degree Programs.** Beginning in Fall 2009, the Law School offers a dual degree program in Law and Mass Communication, in conjunction with the School of Journalism and Mass Communication.

**Business Law Concentration.** Starting this year, the Law School now offers J.D. and LL.M. students a concentration in business law. Similar concentrations are offered in human rights, labor and employment law, and health law.

**Curriculum Reform.** The Law School is continuing this year with the reform of its first- and third-year curriculum offerings. The Law School has added three electives to the first year (International Law, Corporate Law, and a Perspectives course), begun a unit on statutory interpretation, and initiated a new first-year skills course (Practice & Professionalism). In addition, the Law School will be launching next spring several multidisciplinary capstone courses designed for third-year students.

**Environmental Sustainability Clinic.** The Law School will initiate next year a new clinic that will focus on sustainability—public policies that promote development and living patterns resulting in lower collective nonrenewable energy and material use, and less adverse environmental impact.

**Program on Law, Public Policy, & Society (LaPPS).** The Law School, with support from the Robina Foundation and the central University, launched a new program aimed at enhancing the School’s ability to contribute to public policy debates through teaching and scholarship. The program has supported several new faculty hires, faculty research, student internships, and policy-oriented conferences.

With the exception of curriculum reform and LaPPS, the Law School programs described above involve relatively modest changes to existing programs. The Renmin summer program replaces an unsuccessful prior program with the Chinese University of Politics and Law. The joint degree programs and business law concentration involve repackaging of existing tracks. The environmental clinic involves a reallocation of existing clinic resources. The curriculum reform effort is more substantial and responds in part to growing pressures to increase experiential learning opportunities and opportunities for reflection on lawyers’ professional roles. LaPPS is supported by Robina Foundation funding; its future will depend in part on whether Robina continues that funding or seeks to move its resources in a different direction. The Law School intends to press ahead with curriculum reform and will continue the dialogue with the Robina Foundation on LaPPS and other programs Robina might support.
## Center for Allied Health Programs

### Primarily Repackaging
- Master of Occupational Therapy (2006-07)

### 2004-09 Program Additions
- None

### 2004-09 Program Discontinuations
- None

### Comment by Director Cindee-Quake Rapp

The Master of Occupational Therapy was repackaged from a graduate master's degree in the Graduate School to a professional master's degree in the Center for Allied Health Programs due to the 2005 mandate by the Accreditation Council of Occupational Therapy Education’s (ACOTE) that all entry-level occupational therapy education programs move to a post-baccalaureate degree. A career as an occupational therapist now requires a student to complete either a professional master’s degree or entry-level doctoral degree (Doctor of Occupational Therapy). The program has moved to a hybrid/online curriculum delivery that is cost-effective and moving toward economy of scale. The program has doubled the number of students at the UMR performance site since 2007 while maintaining a stable enrollment in the Twin Cities.

## College of Pharmacy

### Primarily Repackaging
- Dual Pharm.D. and M.B.A. (with Carlson School of Management (2008-09))

### 2004-09 Program Additions
- None

### 2004-09 Program Discontinuations
- None

### Comment by Dean Marilyn Speedie

The Pharm.D./M.B.A. dual degree program is the first of several proposed dual degree options that we hope to develop for our Pharm.D. students. It involves using current courses in both schools and using CSOM courses as electives in the Pharm.D program so students can complete both degrees in five years (instead of six). Similarly, the Pharm.D./M.P.H. is a likely next program. We would like to have a Pharm.D./Ph.D. but that is a bit more complicated. I do not anticipate other new programs in the College.

## College of Veterinary Medicine

### Substantive Changes
- M.S. and graduate minor, Stem Cell Biology (2008-09)

### 2004-09 Program Additions
- None

### 2004-09 Program Discontinuations
- None

### Comment by Dean Trevor Ames

A small number of faculty within the CVM participate as mentors in the Stem Cell Biology graduate program and Ph.D. minor program. The program is not administered through the CVM, thus few resources are committed to this program. CVM faculty participation in the three SCB courses developed for the program has been very low. However, the program is nascent. The Ph.D. minor program is more relevant to CVM graduate students, and the program focus is very much in line with UMN and CVM efforts to build inter-
disciplinary programs in translational research. It is important to note that the CVM Research Strategic Plan stresses inter-collegiate initiatives, in particular using spontaneous animal models of human diseases. The Stem Cell Institute’s foci are excellently aligned with our (growing) research efforts in companion animal oncology and diabetes. Thus, the Stem Cell Biology minor is an excellent complement for a subset of our PhD students who are working in these areas but are majoring in one of the CVM graduate programs.

CVM graduate programs goals over the next several years focus on 1) stabilizing funding in the face of declining federal grants and 2) on streamlining processes. The first component is being addressed via submission of additional training grants to federal agencies and to corporate/non-profit partnerships. Recent efforts in this area have largely been focused on inter-collegiate efforts with the School of Public Health, but additional foci are under consideration. We are working closely with our Development Office to build existing and new graduate fellowships to support targeted areas of investigation and training. The second aspect is being completed by revising program forms, application deadlines, and other processes such as monitoring student progress to be common to and interchangeable between CVM graduate programs. We are developing several new courses, most of which will be cross-listed in both CVM graduate programs as well as other graduate programs as appropriate. Lastly, we are considering creating a new graduate program in Translational Medicine that would take advantage of our ties with the Masonic Cancer Center, the Diabetes Institute, the Stem Cell Institute, and the Department of Surgery, among others.

Medical School

2004-09 Program Additions

Primarily Repackaging
Graduate Minor, Rehabilitation Science (2007-08)
M.S. and Graduate Minor, Stem Cell Biology (2008-09)

2004-09 Program Discontinuations

Primarily Repackaging
M.A. and Ph.D., History of Medicine and Biological Sciences (2005-06)

School of Dentistry

2004-09 Program Additions

Substantive Changes
B.S., Dental Therapy (2008-09)
Master of Dental Hygiene (2007-08)
Master of Dental Therapy (2008-09)
Program for Advanced Standing Students (2006-07)

2004-09 Program Discontinuations

General Practice Residency in Dentistry
Advanced Education in General Dentistry Program
Maxillofacial Prosthetics Program

Comment by Dean Patrick Lloyd

During the 2004-09 period there was a net gain of one program in the School of Dentistry. This was the result of closing three existing programs and the initiation of four new programs. When a full complement of students is enrolled in these programs, there will be a net increase of 35 students.

Trends in dental education are to provide instruction in settings that include a variety of health care providers – physicians, nurses, and pharmacists. This includes classroom and clinic education and involves on-campus and extramural training sites. The goal of such programming is to prepare graduates who can care...
for patients who require the expertise of a “health care team” and also conduct inter-professional research. Of additional import in the strategic direction of dental education is the need to educate more oral health care practitioners and people who can more effectively and efficiently provide care. The goal of this trend is to help deal with the shortage of oral health practitioners and to reduce the health care burden on society.

<table>
<thead>
<tr>
<th>School of Nursing</th>
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<tbody>
<tr>
<td><strong>2004-09 Program Additions</strong></td>
</tr>
<tr>
<td><strong>Substantive Changes</strong></td>
</tr>
<tr>
<td>Doctor of Nursing Practice (2006-07)</td>
</tr>
<tr>
<td>Master of Nursing (2006-07)</td>
</tr>
<tr>
<td>All-University M.S. and Ph.D., Biomedical Informatics and Computational Biology (2008-09)</td>
</tr>
<tr>
<td>Post-master’s certificate, Nursing (2005-06)</td>
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<tr>
<td><strong>2004-09 Program Discontinuations</strong></td>
</tr>
<tr>
<td>MS in Nursing (2007-08)</td>
</tr>
</tbody>
</table>

**Comment by Dean Connie Delaney**

The School began a post-baccalaureate certificate program for students with a baccalaureate, master’s, or doctoral degree in another field in 2004. The first cohort graduated in 2005. We had feedback from graduates and from employers that the certificate did not adequately reflect the competencies of the graduates. Thus, in 2006 the program was converted from a post-baccalaureate certificate to a professional master’s degree, the Master of Nursing (M.N.). Enrollment was increased, and 48 students are now admitted per term. Given the attractiveness of this program, its alignment with the increased level of nursing preparation needed to address the complexity of nursing practice and the health system, the shortage of nursing workforce, and that only one in four qualified applicants to the M.N. program are able to be accepted, the School plans to significantly increase enrollment in this program.

The Doctorate of Nursing Practice (D.N.P.) (post-master’s option and post-baccalaureate option) admitted its first class of students in January 2007. Three classes have now graduated, with over 48 graduates to date. An additional 34 students will graduate in December 2009. This very successful program is offered using a hybrid model with classes online and students on campus three times per semester. When the School decided to pursue this state-of-the-science preparation for specialty nursing and preparation of advanced practice nurses and in early anticipation of the School’s compliance with the 2015 requirement that all advanced specialty nurses be prepared at the D.N.P. level, the faculty decided to discontinue the M.S. program. The last class of students was admitted in Fall of 2008 and will graduate in 2010. In Fall 2009, students were admitted to the first D.N.P. post-baccalaureate option.

The M.S. program had over 300 students enrolled at any given time, many part-time. Currently, 56 students have been admitted to the D.N.P. post-M.S. option and 69 to the post-B.S.N. option. We anticipate that the combined D.N.P. options will meet or exceed previous M.S. FTE student enrollments within a short time.

The Ph.D. program has not been substantially changed. A task force is currently exploring program revisions and expanded delivery options using technology-enhanced learning options. This change is critical to address the dearth of future nursing researchers and faculty. There are currently 55 active students, with an annual graduate mean of > 7.0 students, higher than the national mean.
### University of Minnesota Crookston

#### 2004-09 Program Additions

**Substantive Changes**
- B.S. and minor, Biology (2006-07)
- B.S. and minor, Criminal Justice (2007-08)
- B.S. and minor, Organizational Psychology (2007-08)
- Minor, Agricultural Business (2008-09)

**Primarily Repackaging**
- B.S., Agronomy (2005-06)
- B.S. and free-standing minor, Horticulture (2005-06)
- Minor, Agricultural Systems Management (2008-09)
- Minor, Agronomy (2008-09)
- Minor, Animal Science (2008-09)
- Minor, Equine Science (2008-09)

#### 2004-09 Program Discontinuations

**Substantive Changes**
- A.A.S., Agriculture (2008-09)
- A.A.S., Dietetic Technician (2007-08)
- A.A.S., Hotel, Restaurant, and Institutional Management (2007-08)
- A.A.S., Information Management (2008-09)
- A.A.S., Marketing and Management (2007-08)
- Minor, Environmental Horticulture (2008-09)

**Comment by Chancellor Charles Casey**

We have maintained the focus defined in our strategic plan of applied, hands-on programs. Efforts have been made to clarify the degrees available on campus by identifying the programs with the appropriate names. We have been looking for related programs that enhance our current program opportunities, while capitalizing on the strengths of our existing faculty and minimizing the number of new courses needing to be developed. The program discussions identified in our compact statement are all within the capacity of our existing faculty and have a relation to activities already part of our campus. The courses currently taught will fill most of the program needs with different combinations and a few specialized courses.

The program discontinuations so far also were defined in our strategic plan, as they have focused on the phasing out of our two-year programs. We continue to review the progress of existing programs and to look for opportunities to re-allocate existing funding to strengthen our new efforts.

### University of Minnesota Duluth

#### College of Education and Human Service Professions

#### 2004-09 Program Additions

**Substantive Changes**
- Ed.D., Teaching and Learning (UMD) (2006-07)
- B.A.Sc., Ojibwe Elementary/Middle School Education (2006-07)

**Primarily Repackaging**
- Minor, Deaf Studies (2007-08)
- Certificate, American Sign Language (2007-08)
<table>
<thead>
<tr>
<th>Year</th>
<th>Program Discontinuations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-09</td>
<td><strong>Substantive Changes</strong></td>
</tr>
<tr>
<td></td>
<td>M.A., Counseling Psychology (UMD) (2004-05)</td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Program Additions</th>
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<tbody>
<tr>
<td>2004-09</td>
<td><strong>College of Liberal Arts</strong></td>
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<tr>
<td></td>
<td><strong>Primarily Repackaging</strong></td>
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<td></td>
<td>Minor, Mathematics (2004-05)</td>
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<thead>
<tr>
<th>Year</th>
<th>Program Discontinuations</th>
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<tbody>
<tr>
<td>2004-09</td>
<td><strong>Labovitz School of Business and Economics</strong></td>
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<td></td>
<td><strong>Primarily Repackaging</strong></td>
</tr>
<tr>
<td></td>
<td>Minor, Financial Markets (2007-08)</td>
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<tr>
<td></td>
<td>Minor, Health Care Management (2005-06)</td>
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</table>

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<thead>
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<th>Year</th>
<th>Program Discontinuations</th>
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<tbody>
<tr>
<td>2004-09</td>
<td><strong>School of Fine Arts</strong></td>
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<tr>
<td></td>
<td><strong>Primarily Repackaging</strong></td>
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<td></td>
<td>Minor, Film Studies (2004-05)</td>
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<tr>
<th>Year</th>
<th>Program Discontinuations</th>
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<tr>
<td>2004-09</td>
<td><strong>Substantive Changes</strong></td>
</tr>
<tr>
<td></td>
<td>Minor, Business Administration(^2) (2007-08)</td>
</tr>
<tr>
<td></td>
<td>Minor, Finance(^1) (2007-08)</td>
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<tr>
<td></td>
<td>Minor, Management(^1) (2007-08)</td>
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<tr>
<td></td>
<td>Minor, Management Info. Systems(^1) (2007-08)</td>
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<tr>
<td></td>
<td>Minor, Marketing(^1) (2007-08)</td>
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<tr>
<th>Year</th>
<th>Program Discontinuations</th>
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<tr>
<td>2004-09</td>
<td><strong>2004-09 Program Additions</strong></td>
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<tr>
<td></td>
<td>Minor, Film Studies (2004-05)</td>
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<tr>
<th>Year</th>
<th>Program Discontinuations</th>
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<tr>
<td>2004-09</td>
<td><strong>2004-09 Program Discontinuations</strong></td>
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<tr>
<td></td>
<td>Minor, Business Administration(^2) (2007-08)</td>
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<td>Minor, Finance(^1) (2007-08)</td>
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<td>Minor, Management Info. Systems(^1) (2007-08)</td>
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<tr>
<td></td>
<td>Minor, Marketing(^1) (2007-08)</td>
</tr>
</tbody>
</table>

\(^2\) For non-business students
Swenson College of Science and Engineering

2004-09 Program Additions

Substantive Changes
All-University Ph.D., Integrated Biosciences (2007-08)
M.S., Integrated Biosciences (2004-05)
B.S., Civil Engineering (2007-08)

Primarily Repackaging
B.S., Environmental Science (2006-07)
B.S., Statistics and Actuarial Science (2004-05)
Minor, Astronomy (2006-07)
Minor, Biochemical Engineering (2005-06)
Minor, Environmental Science (2006-07)
Minor, Natural History (2008-09)

2004-09 Program Discontinuations

Substantive Changes
M.S., Biology (UMD) (2008-09)

Primarily Repackaging
Minor, Limnology (2005-06)

Comment by Chancellor Kathryn Martin:

Over the past six years program additions, deletions or changes at UMD have been modest in scope. Three exceptions are to be noted. These are the addition of the Ed.D., the Ph.D./M.S. in Integrated Biosciences, and the B.S. in Civil Engineering. These three new graduate programs serve to provide our region and the state with graduates prepared to contribute meaningfully to the quality of life and provide innovative solutions to the issues challenging Northeastern Minnesota. Building on our strengths as a mid-size comprehensive university, UMD continues to focus on high-quality teaching, the intrinsic value of research, and the importance of community outreach.

University of Minnesota Morris

2004-09 Program Additions

Primarily Repackaging
B.A., American Indian Studies (2006-07)
B.A., Environmental Science (2008-09)
B.A., Environmental Studies (2007-08)

2004-09 Program Discontinuations

None

Comment by Chancellor Jacquie Johnson

At Morris, the new programs indicated above represent curricular changes that are consistent with our campus strategic plan. These new programs have emerged out of student demand as expressed by the number of students pursuing individualized majors (“areas of concentration”) and are primarily the result of repackaging existing courses. They align with our environmental and energy initiatives—the niche we are securing within the system, the state, and the nation—and are reflective of our history and legacy as an American Indian Boarding School and Agricultural High School Boarding School. The new majors, even in their infancy, have significant student demand, as expressed in declared majors.

We anticipate the exploration of additional majors in the next several years that could similarly involve repackaging of existing courses in line with 21st century careers and demand—e.g., a public health major. Through a program review process, we anticipate discussions about whether existing programs have the level of student demand and program integrity to continue.
University of Minnesota Rochester

2004-09 Program Additions

Substantive Changes
All-University M.S. and Ph.D., Biomedical Informatics and Computational Biology (2008-09)
B.S., Health Sciences (2008-09)

2004-09 Program Discontinuations
None

Comment by Chancellor Stephen Lehmkuhle

The Biomedical Informatics and Computational Biology (BICB) graduate program and the B.S., Health Sciences (B.S.H.S.) undergraduate major are the first two programs at UMR. The BICB program matriculated eight students in 2008-09 and is expected to matriculate nine or 10 more students in Fall 2009. The B.S.H.S. is expecting its first class of about 55 students in Fall 2009.

Strategic directions for the BICB program include: a) increasing the size of the faculty to broaden the scope of BICB, b) building collaborations among the three participating institutions (U of M, IBM, and Mayo Clinic), and c) seeking external funding for graduate student support (NSF and NIH). Strategic directions for the B.S.H.S. program include: a) developing an integrated and concept-based curriculum based on research on learning, b) building career pathways across the health sciences and biotechnology, and c) establishing comprehensive assessment for evidence-based research on learning.

Undergraduate, Graduate, and First-Professional Degrees Conferrered

Listed below are the largest degree programs on the University’s four campuses since 2004-05. There is typically very little year-to-year variation in the rankings of these programs in terms of number of degrees conferred:

Twin Cities Campus

<table>
<thead>
<tr>
<th>Degree</th>
<th>2004-05</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>M.B.A., Business Administration</td>
<td>520</td>
<td>584</td>
<td>581</td>
<td>645</td>
</tr>
<tr>
<td>B.A., Psychology</td>
<td>321</td>
<td>336</td>
<td>347</td>
<td>389</td>
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<tr>
<td>B.A., Journalism</td>
<td>258</td>
<td>252</td>
<td>334</td>
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<tr>
<td>M.Ed., Teaching</td>
<td>212</td>
<td>250</td>
<td>251</td>
<td>297</td>
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<tr>
<td>J.D., Law</td>
<td>261</td>
<td>262</td>
<td>275</td>
<td>236</td>
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<tr>
<td>B.A., Political Science</td>
<td>179</td>
<td>188</td>
<td>212</td>
<td>216</td>
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<tr>
<td>B.A., English</td>
<td>197</td>
<td>217</td>
<td>207</td>
<td>210</td>
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<tr>
<td>M.D., Medicine</td>
<td>222</td>
<td>224</td>
<td>224</td>
<td>208</td>
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<tr>
<td>B.A., Communications Studies</td>
<td>179</td>
<td>212</td>
<td>231</td>
<td>199</td>
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<tr>
<td>B.S., Biology</td>
<td>152</td>
<td>193</td>
<td>182</td>
<td>194</td>
</tr>
<tr>
<td>All other degrees</td>
<td>7,838</td>
<td>8,096</td>
<td>8,460</td>
<td>8,485</td>
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<tr>
<td>TOTAL:</td>
<td>10,339</td>
<td>10,814</td>
<td>11,304</td>
<td>11,401</td>
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### Duluth Campus

<table>
<thead>
<tr>
<th>Degree</th>
<th>2004-05</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
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</thead>
<tbody>
<tr>
<td>B.A.Sc., Psychology</td>
<td>110</td>
<td>117</td>
<td>127</td>
<td>149</td>
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<tr>
<td>B.A., Communication</td>
<td>93</td>
<td>78</td>
<td>79</td>
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<td>B.B.A., Management</td>
<td>96</td>
<td>89</td>
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<td>101</td>
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<tr>
<td>B.B.A., Marketing</td>
<td>113</td>
<td>106</td>
<td>105</td>
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<tr>
<td>B.A., Criminology</td>
<td>75</td>
<td>71</td>
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<td>B.S., Biology</td>
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<td>B.B.A., Finance</td>
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<td>B.Acc., Accounting</td>
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<td>M.Ed., Education</td>
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<tr>
<td>B.A.Sc., Elementary/Middle School Education</td>
<td>84</td>
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<td>All other degrees</td>
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<td>1,841</td>
<td>1,759</td>
<td>2,007</td>
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### Morris Campus

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<th>2006-07</th>
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### Crookston Campus

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### Policy Question

- Do the new and changed academic programs for 2004-09 move the University closer to achieving its strategic positioning aspirational goal?
Agenda Item: Academic Issues Related to: University Plan, Performance & Accountability Report

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

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 2009 Accountable to U: University Plan, Performance, and Accountability Report (see pages 71-230 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 2008 edition is the seventh produced for the Board of Regents.
Agenda Item: Committee Workplan 2009-10

☐ 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 discuss the committee’s Workplan for 2009-10.

Outline of Key Points/Policy Issues:

The 2009-10 Workplan is designed to facilitate exchange of information and discussion with the committee, particularly with respect to academic initiatives related to the University’s strategic positioning effort. Reports referenced in the workplan will include discussion of appropriate metrics and benchmarks designed to measure the impact of the initiatives being reviewed and the University’s progress toward achieving its strategic positioning goals. Questions for the committee include: do the proposed monthly themes and reports reflect the major educational and related issues facing the Board of Regents, and will the proposed themes and reports provide the Board with the information it needs to monitor the University’s strategic positioning progress?

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. A draft workplan was discussed during the July 2009 meeting. The proposed workplan reflects that discussion.
Board of Regents
Educational Planning and Policy Committee
Work Plan 2009-10

September

Theme: Academic Accountability

• Academic highlights and challenges as illustrated by the annual University Plan, Performance and Accountability Report

• Review of academic program changes since the start of strategic positioning

October

Theme: Focus on Coordinate Campuses, with reports from each campus centered around the following issues:

• What is each campus's strategic plan and how does it contribute to the University's strategic plan?
• What is each campus's mission?
• What is the scope and quality of each campus's academic programs and offerings?
• How is each campus addressing enrollment and graduation challenges?

November: no EPPC meeting

December

Theme: Focus on Undergraduates

• Graduation and Retention Rates. What progress are we making? Why are we where we are in relation to our comparison group? What are the barriers and the key drivers to improving graduation and retention? How are we addressing the barriers? What are the trade-offs? How does advising affect rates? Is our college readiness effort part of the solution?
• Admissions. What is our yield rate? Where do non-matriculants go and why? How are we responding to changing demographics? How many first generation college students do we serve? Is there a relation between the profile of our entering students and graduation and retention rates?
• Update on Welcome Week, Honors Program, Writing Program, Council on Liberal Education curricular requirements
February

Theme: Focus on Faculty

- Retention
- Awards and notable accomplishments
- NRC rankings

March

Theme: Focus on Research and Dissemination

- Contributions of university research to Minnesota’s economy
- Copyright policy: implementation and national trends
- Intellectual property and its relation to research and dissemination
- Commercialization efforts
- Participation of graduate and professional students in the research enterprise

May

Theme: Focus on Graduate and Professional Education

- Graduate School reorganization effort update
- Size and quality. How many programs do we have? How many students? Is our size appropriate to our resources and to maintaining quality? What is the quality of our programs? What are our students doing after degree? What is the time to degree? Is it appropriate?
- Case study: medical education. What is the educational quality of our programs? How do we measure quality? How do we benchmark against our peers?

June

Theme: Internationalizing the University

- What is our strategic focus?
- Experiences of international students at the University

July

To be determined, based on issues that surface during the year and particular interests of the committee
**Educational Planning and Policy Committee**

**September 10, 2009**

**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:**

1. **Request for Approval of New Academic Programs**
   - Graduate School – Create M.A. degree and minor in Multicultural College Teaching and Learning
   - Medical School – Create Fellowship in Selective Pathology
   - Medical School – Create Fellowship in Neurotology
   - Crookston Campus – Create Bachelor of Manufacturing Management (B.M.M.) degree in Quality Management
   - Crookston Campus – Create B.S. degree in Marketing
   - Crookston Campus – Create Minor in Marketing
II. **Request for Approval of Changed Academic Program**

- Law School (Twin Cities Campus) – Create Business Law concentration in J.D. degree

III. **Request for Discontinuation of Academic Programs**

- College of Education and Human Development (Twin Cities Campus) – Discontinue the Education and Human Development B.S. degree
- College of Continuing Education (Twin Cities Campus) – Discontinue the B.A.Sc. in Radiation Therapy

**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

- **Graduate School—Create M.A. degree and minor in Multicultural College Teaching and Learning**

  The Graduate School requests approval to create a Master of Arts (M.A.) degree and minor in Multicultural College Teaching and Learning with Plan A (thesis) and Plan B (non-thesis) options, effective fall semester 2010. The new degree and minor will prepare students to instruct undergraduate courses while meeting the needs of students from traditionally underrepresented populations. The minor will be available to students pursuing master’s-level and doctoral degrees.

- **Medical School—Create Fellowship in Selective Pathology**

  The Medical School requests approval to create a Fellowship in Selective Pathology, effective fall semester 2009. Fellows in the one-year program will sharpen their skills in surgical pathology, develop leadership and managerial skills through participation in the department and supervision of technical personnel and trainees, develop teaching abilities, and learn analytical and technical skills.

- **Medical School—Create Fellowship in Neurotology**

  The Medical School requests approval to create a Fellowship in Neurotology, effective immediately. Through this fellowship, fellows develop expertise in the diagnosis and medical/surgical management of conditions relating to the discipline of otology-neurotology.

- **Crookston Campus—Create Bachelor of Manufacturing Management (B.M.M.) degree in Quality Management**

  The Crookston campus requests approval to create a Bachelor of Manufacturing Management (B.M.M.) degree in Quality Management, effective fall semester 2009. The proposed degree represents an expansion of the current Quality Management emphasis within the B.M.M. degree. The proposed degree will provide students with an understanding of manufacturing techniques and quality management in a manufacturing setting. The proposal is in response to student and employer demand.
- **Crookston Campus—Create B.S. degree in Marketing**

  The Crookston campus requests approval to create a Bachelor of Science (B.S.) degree in Marketing, effective fall semester 2009. The proposed degree represents an expansion of the current Business Management Marketing emphasis in the B.S., Business Management degree. The proposed degree will prepare students in areas involving sales, communication, advertising, sales promotion, consumer behavior, marketing research, retail marketing, marketing ethics, logistics, and internet marketing.

- **Crookston Campus—Create Minor in Marketing**

  The Crookston campus requests approval to create a minor in Marketing, effective fall semester 2009. The marketing minor will introduce students to current theories and practices. Students will learn the basics of marketing principles, sales, consumer behavior, and market research methods.

**II. Request for Approval of Changed Academic Program**

- **Law School (Twin Cities Campus)—Create Business Law concentration in J.D. degree**

  The Law School on the Twin Cities campus requests approval to create a Business Law concentration in the Juris Doctor (J.D.) degree, effective fall semester 2009. The proposed concentration is in response to significant student demand.

**III. Request for Discontinuation of Academic Programs**

- **College of Education and Human Development (Twin Cities Campus)—Discontinue the B.S. degree in Education and Human Development**

  The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the Bachelor of Science (B.S.) degree in Education and Human Development, effective fall semester 2009. The degree originally served students who did not meet the requirements for the undergraduate teacher program, but still met the requirements for a bachelor’s degree. As student demographics have changed, this degree is no longer needed.

- **College of Continuing Education (Twin Cities Campus)—Discontinue the B.A.Sc. in Radiation Therapy**

  The College of Continuing Education on the Twin Cities campus requests approval to discontinue the Bachelor of Applied Science (B.A.Sc.) degree in Radiation Therapy, effective summer semester 2009. Study in Radiation Therapy will be provided through the Academic Health Center’s Center for Allied Health Programs.
Educational Planning and Policy Committee         September 10, 2009

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:

There are no information items to report.

Background Information:

This report appears as a regular item on the Educational Planning and Policy Committee agenda.