UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Educational Planning & Policy Committee

Thursday, September 8, 2011

9:30 – 11:30 a.m.

600 McNamara Alumni Center, East Committee Room

Committee Members
Maureen Ramirez, Chair
Patricia Simmons, Vice Chair
Laura Brod
Dean Johnson
David Larson
David McMillan

Student Representatives
Terrance Paape
Chantal Wilson

AGENDA

1. Annual Report on Undergraduate & Graduate Program Changes - T. Sullivan/J. Schultz (pp. 2-14)


3. 2011 - 12 Committee Workplan Discussion - M. Ramirez/T. Sullivan (pp. 16-18)


5. Information Items - T. Sullivan (pp. 24-25)
Educational Planning and Policy Committee

September 8, 2011

Agenda Item: Annual Report on Undergraduate, Graduate, and Professional Academic Program Changes

☐ review   ☐ review/action   ☐ action   ☒ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan
            Assistant to Provost Joseph Shultz

Purpose:

☐ policy   ☒ background/context   ☐ oversight   ☐ strategic positioning

To provide a summary of 2010-11 academic program changes and to review their alignment with strategic positioning goals and academic program review criteria.

Outline of Key Points/Policy Issues:

- Does the process for new, changed, and discontinued academic programs ensure that academic proposals come before the Committee having undergone a rigorous, thorough review at appropriate levels and does the review process support the University’s advancement towards its academic goals?

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 2011 report provides a summary of 2010-11 changes.
Policy Question

- Does the process for new, changed, and discontinued academic programs ensure that academic proposals come before the Committee having undergone a rigorous, thorough review at appropriate levels and does the review process support the University’s advancement towards its academic goals?

Introduction

As part of its regular business, the Educational Planning and Policy Committee reviews and considers whether to approve all academic program changes recommended by the Provost. The Committee reviews the Provost’s recommendations through monthly consent reports. In order to provide a broader picture of curriculum change, the Office of the Senior Vice President for Academic Affairs and Provost also provides an annual summary of new and changed programs approved by the Board of Regents in the previous year. The following report summarizes the changes approved during the past academic year and explains the process the University uses to review program change requests.

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\(^1\), the University of Minnesota ranks 5\(^{th}\) in doctoral degrees granted, 3\(^{rd}\) in master’s and professional degrees, and 9\(^{th}\) 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.

\(^1\) Florida, Illinois, Michigan, Ohio State, Penn State, Texas, UC—Berkeley, UC—Los Angeles, Washington, Wisconsin
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 2010-11 Program Changes lists the new, changed, and discontinued programs approved by the Committee during the last academic year.

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), 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?

Demand, Development, and Leveraging of Resources

- 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?

**Uniqueness and 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?
- 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.)?

**Efficiency and Effectiveness**

- 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?

**Quality, Productivity, and Impact**

- 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.?
Part II. Summary and Analysis of 2010-11 Program Changes

This section lists the academic program changes approved by the Educational Planning and Policy Committee and the Board of Regents for 2010-11.

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 2010-11. Included are undergraduate, master’s, and doctoral degrees, majors, minors, and certificate programs.

Undergraduate Program Changes

New Programs

- B.S. and B.A., Multidisciplinary Studies—College of Continuing Education (Twin Cities)
- B.A.Sc., Integrated Elementary and Special Education—College of Education and Human Service Professions (Duluth)
- B.B.A., Marketing Analytics—Labovitz School of Business and Economics (Duluth)
- B.A. and Minor, German Studies (Morris)
- B.A. and Minor, Sport Management (Morris)
- Minor, Microbiology—College of Biological Sciences (Twin Cities)
- Minor, Pharmacology—College of Biological Sciences (Twin Cities)
- Minor, Fashion Studies—College of Design (Twin Cities)
- Minor, Native American Environmental Knowledge—College of Food, Agricultural and Natural Resource Sciences (Twin Cities)
- Minor, Public Health—College of Liberal Arts (Twin Cities)
- Minor, Financial Planning—Labovitz School of Business and Economics (Duluth)
- Minor, Accounting (Crookston)
Certificate, Accounting—College of Continuing Education (Twin Cities)
Certificate, Health Informatics Privacy and Security for Health Care Providers (Crookston)
Certificate, Health Informatics for Software Engineers and Information Technology Professionals (Crookston)

Changes to Existing Programs

- B.A. and B.S., Inter-College Program (College of Continuing Education-Twin Cities)—discontinue Multidisciplinary Studies track
- B.S., Housing Studies (College of Design-Twin Cities)—create Sustainability subplan
- B.S., Nutrition (College of Food, Agricultural and Natural Resource Sciences-Twin Cities)—create Nutrition Studies Specialization track
- B.S., Forest Resources (College of Food, Agricultural and Natural Resource Sciences-Twin Cities)—discontinue Forest Conservation/Ecosystem Management subplan
- B.S., Recreation Resource Management (College of Food, Agricultural and Natural Resource Sciences-Twin Cities)—discontinue Recreation Resource Management and Resource Based Tourism subplans
- B.A., Cultural Studies and Comparative Literature (College of Liberal Arts-Twin Cities)—discontinue Cultural Studies and Comparative Literature tracks
- B.Geo.E. (College of Science and Engineering-Twin Cities)—change degree name to Bachelor of Geoengineering and create Geomechanics Engineering, Geoenvironmental Engineering, and Geofluids Engineering tracks
- B.S.Phys. (College of Science and Engineering-Twin Cities)—create Professional Physics track
- B.A. and Minor, American Indian Studies (College of Liberal Arts-Duluth)—discontinue Social Science and Humanities and Ojibwe Language subplans
- B.S., Geological Sciences (Swenson College of Science and Engineering-Duluth)—create Exploration and Mining Geology track
- B.A., Elementary Education (Morris)—discontinue World Languages K-8 track
- B.A., Management (Morris)—create General Management track and discontinue Financial Management and Organizations/Human Resources tracks
- B.S., Communication (Crookston)—deliver via distance education
- B.S., Health Management (Crookston)—deliver via distance education
- B.S., Hotel, Restaurant, and Institutional Management (Crookston)—change name to B.S., Hotel, Restaurant, and Tourism Management
- B.S., Information Technology Management (Crookston)—deliver via distance education
- Certificate, Teaching English as a Second Language (College of Continuing Education-Twin Cities)—move granting status to College of Liberal Arts

Discontinuations

- B.A., Ancient Mediterranean Studies—College of Liberal Arts (Twin Cities)
- B.A., Classical and Near Eastern Archaeology—College of Liberal Arts (Twin Cities)
- B.A.Sc., Elementary and Middle School Education—College of Education and Human Service Professions (Duluth)
- B.A., European Studies (Morris)
- B.A., German (Morris)
- Minor, Humanities in the West—College of Liberal Arts (Twin Cities)
- Minor, Land, Nature and Environmental Values—College of Liberal Arts (Twin Cities)
- Minor, Architecture and Design Studies—School of Fine Arts (Duluth)
- Minor, German (Morris)

Master’s Degree Program Changes

New Programs

- Joint program leading to Bachelor of Biomedical Engineering and M.S., Biomedical Engineering (Twin Cities)
M.S., Environmental Restoration Engineering and Science (Twin Cities)

Master of Tribal Administration and Governance degree (College of Liberal Arts-Duluth)

M.S., Civil Engineering (Swenson College of Science and Engineering-Duluth)

**Changes to Existing Programs**

- M.A., Kinesiology (Twin Cities)—change name to M.S., Kinesiology
- M.A.P.L. (Master of Advocacy and Political Leadership) (Duluth)—change names of tracks to Public Sector and Nonprofit Advocacy

**Discontinuations**

- M.S., Clinical Laboratory Science (Twin Cities)
- M.B.A. (Carlson School of Management-Twin Cities)—discontinue program in Warsaw, Poland

### Doctoral Degree Program Changes

**New Programs**

- M.S. and Ph.D., Human Factors and Ergonomics (Twin Cities)
- M.S. and Ph.D., Earth Sciences (Twin Cities)
- Joint program leading to Doctor of Physical Therapy and Ph.D., Rehabilitation Science

**Changes to Existing Programs**

- J.D. and LL.M. (Law School-Twin Cities)—create Environmental and Energy Law track

**Discontinuations**

- Ph.D., Control Science and Dynamical Systems
- M.S./Ph.D., Geology
- M.S./Ph.D., Geophysics
Other Graduate-Level Program Changes

New Programs

- Certificate, Public Affairs Leadership (Humphrey Institute of Public Affairs-Twin Cities)
- Certificate, Health Care Design and Innovation (Twin Cities)
- Certificate, Surface Design (College of Design-Twin Cities)
- Fellowship, Clinical Chemistry (Medical School)
- Fellowship, Cytogenetics (Medical School)
- Fellowship, Neurocritical Care (Medical School)
- Fellowship, Ophthalmic Plastic and Reconstructive Surgery (Medical School)
- Fellowship, Pediatric Otolaryngology (Medical School)
- Fellowship, Primary Care Sports Medicine (Medical School)
- Fellowship, Maxillofacial Oncology and Reconstructive Surgery (School of Dentistry)

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:

<table>
<thead>
<tr>
<th>Twin Cities Campus</th>
<th>Bachelor’s Degrees</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
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<tbody>
<tr>
<td>B.A., Journalism</td>
<td>252</td>
<td>334</td>
<td>322</td>
<td>345</td>
<td>337</td>
<td></td>
</tr>
<tr>
<td>B.A., Psychology</td>
<td>336</td>
<td>347</td>
<td>389</td>
<td>366</td>
<td>302</td>
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</tr>
<tr>
<td>B.A., Speech Commun.</td>
<td>212</td>
<td>231</td>
<td>199</td>
<td>254</td>
<td>236</td>
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<tr>
<td>B.A., Political Sci.</td>
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<td>212</td>
<td>216</td>
<td>190</td>
<td>220</td>
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<tr>
<td>B.A., English</td>
<td>217</td>
<td>207</td>
<td>210</td>
<td>229</td>
<td>205</td>
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<tr>
<td>B.S., Biology</td>
<td>193</td>
<td>182</td>
<td>194</td>
<td>194</td>
<td>201</td>
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<tr>
<td>B.M.E., Mechanical Engineering</td>
<td>167</td>
<td>154</td>
<td>180</td>
<td>161</td>
<td>186</td>
<td></td>
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<tr>
<td>B.A., Economics</td>
<td>115</td>
<td>89</td>
<td>110</td>
<td>146</td>
<td>158</td>
<td></td>
</tr>
<tr>
<td>B.S., Kinesiology</td>
<td>96</td>
<td>113</td>
<td>110</td>
<td>118</td>
<td>136</td>
<td></td>
</tr>
<tr>
<td>B.S., Marketing</td>
<td>133</td>
<td>114</td>
<td>126</td>
<td>113</td>
<td>135</td>
<td></td>
</tr>
<tr>
<td>All other bachelor’s degrees</td>
<td>4,408</td>
<td>4,635</td>
<td>4,594</td>
<td>4,570</td>
<td>4,826</td>
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<tr>
<td>TOTAL:</td>
<td>6,317</td>
<td>6,618</td>
<td>6,650</td>
<td>6,686</td>
<td>6,942</td>
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</table>
## Twin Cities Campus

### Master’s Degrees

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<thead>
<tr>
<th>Degree</th>
<th>2005-06</th>
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<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
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<tbody>
<tr>
<td>M.B.A., Business Administration</td>
<td>584</td>
<td>581</td>
<td>645</td>
<td>625</td>
<td>681</td>
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<tr>
<td>M.Ed., Teaching</td>
<td>250</td>
<td>251</td>
<td>297</td>
<td>232</td>
<td>317</td>
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<tr>
<td>Master of Nursing</td>
<td>78</td>
<td>107</td>
<td>131</td>
<td>155</td>
<td>149</td>
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<tr>
<td>M.S.W., Social Work</td>
<td>117</td>
<td>114</td>
<td>110</td>
<td>125</td>
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</tr>
<tr>
<td>M.A., HR/Industrial Relations</td>
<td>120</td>
<td>118</td>
<td>107</td>
<td>104</td>
<td>110</td>
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<tr>
<td>M.P.P., Public Policy</td>
<td>89</td>
<td>104</td>
<td>88</td>
<td>86</td>
<td>95</td>
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<tr>
<td>M.S., Computer Science</td>
<td>49</td>
<td>78</td>
<td>46</td>
<td>79</td>
<td>91</td>
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<tr>
<td>M.S.E.E., Electrical Engineering</td>
<td>107</td>
<td>99</td>
<td>90</td>
<td>76</td>
<td>90</td>
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<tr>
<td>M.Arch., Architecture</td>
<td>58</td>
<td>65</td>
<td>61</td>
<td>56</td>
<td>76</td>
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<tr>
<td>M.U.R.P., Urban/Regional Planning</td>
<td>22</td>
<td>24</td>
<td>34</td>
<td>38</td>
<td>67</td>
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<tr>
<td>All other master’s degrees</td>
<td>1,488</td>
<td>1,478</td>
<td>1,579</td>
<td>1,539</td>
<td>1,624</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>2,962</strong></td>
<td><strong>3,019</strong></td>
<td><strong>3,188</strong></td>
<td><strong>3,115</strong></td>
<td><strong>3,419</strong></td>
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### Twin Cities Campus

### Doctoral/Professional Degrees

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<tr>
<th>Degree</th>
<th>2005-06</th>
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<th>2007-08</th>
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<th>2009-10</th>
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<tbody>
<tr>
<td>J.D., Law</td>
<td>262</td>
<td>275</td>
<td>236</td>
<td>248</td>
<td>273</td>
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<tr>
<td>M.D., Medicine</td>
<td>224</td>
<td>224</td>
<td>208</td>
<td>202</td>
<td>205</td>
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<tr>
<td>Pharm.D., Pharmacy</td>
<td>127</td>
<td>161</td>
<td>160</td>
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<tr>
<td>D.D.S., Dentistry</td>
<td>87</td>
<td>98</td>
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<tr>
<td>D.V.M., Veterinary Medicine</td>
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<td>D.P.T., Physical Therapy</td>
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<td>31</td>
<td>49</td>
<td>50</td>
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<tr>
<td>Ph.D., Economics</td>
<td>14</td>
<td>14</td>
<td>16</td>
<td>21</td>
<td>32</td>
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<tr>
<td>Doctor of Nursing Practice</td>
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<td>—</td>
<td>28</td>
<td>32</td>
<td>32</td>
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<tr>
<td>Ph.D., Educational Psychology</td>
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<td>27</td>
<td>29</td>
<td>30</td>
<td>29</td>
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<tr>
<td>D.M.A. and Ph.D., Music</td>
<td>22</td>
<td>36</td>
<td>37</td>
<td>29</td>
<td>29</td>
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<tr>
<td>All other doctoral/prof. degrees</td>
<td>662</td>
<td>709</td>
<td>634</td>
<td>626</td>
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</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>1,535</strong></td>
<td><strong>1,667</strong></td>
<td><strong>1,563</strong></td>
<td><strong>1,594</strong></td>
<td><strong>1,618</strong></td>
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### Duluth Campus

### Undergraduate Degrees

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<th>Degree</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
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<th>2009-10</th>
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<tbody>
<tr>
<td>B.A.Sc., Psychology</td>
<td>117</td>
<td>127</td>
<td>149</td>
<td>145</td>
<td>128</td>
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<tr>
<td>B.A., Communication</td>
<td>78</td>
<td>79</td>
<td>105</td>
<td>101</td>
<td>100</td>
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<tr>
<td>B.B.A., Marketing</td>
<td>106</td>
<td>105</td>
<td>100</td>
<td>89</td>
<td>96</td>
</tr>
<tr>
<td>B.S., Biology</td>
<td>88</td>
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<td>86</td>
<td>98</td>
<td>95</td>
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<tr>
<td>B.B.A., Finance</td>
<td>82</td>
<td>80</td>
<td>72</td>
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<tr>
<td>B.B.A., Management</td>
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<td>101</td>
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<td>87</td>
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<tr>
<td>B.A., Criminology</td>
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<td>80</td>
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<td>90</td>
<td>72</td>
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<td>B.Acc., Accounting</td>
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### Duluth Campus

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<th>Graduate/Professional Degrees</th>
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### Crookston Campus

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### Policy Question

- Does the process for new, changed, and discontinued academic programs ensure that academic proposals come before the Committee having undergone a rigorous, thorough review at appropriate levels and does the review process support the University’s advancement towards its academic goals?
Agenda Item: Strategic Issues Related to: University Plan, Performance & Accountability Report

☒ review ☐ review/action ☐ action ☒ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan
Assistant to Provost Joseph Shultz

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 2011 University Plan, Performance, and Accountability Report.

To provide the Board an opportunity to discuss the report’s major trends, findings, and implications for the University.

Outline of Key Points/Policy Issues:

• Does the report provide the Board of Regents with adequate and timely information to fulfill its accountability role?
• Does the report reflect the University’s progress toward strategic goals?
• Does the report present what the University needs to do to maintain progress?

Background Information:

In 2000, the Board approved the creation of the University Plan, Performance, and Accountability Report. In its resolution, the Board noted 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 took steps to ensure the report was 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 2011 edition is the tenth edition produced for the Board of Regents.
Agenda Item:  2011-12 Committee Workplan Discussion

- review
- review/action
- action
- discussion

Presenters:  Regent Maureen Ramirez
             Senior Vice President/Provost Thomas Sullivan

Purpose:
- policy
- background/context
- oversight
- strategic positioning

To review and discuss ideas for the Committee workplan for 2011-12.

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 work plan containing a schedule of issues and business for the year.
Following are monthly theme and topic ideas for the Committee for the 2011-12 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.
- Preview of upcoming accreditation review for the Twin Cities campus.

Long Term Academic Planning for the Future Economic Reality
- Recommendations and follow up from the Enrollment Management/Size and Scope effort.

Issues Relating to Tuition and Financial Aid

Undergraduate Admissions and the Distinctive Minnesota First-Year Experience
- Application trends, entering class profile trends. What do these trends tell us and why are they important?
- Freshman advising, freshman seminars, writing program, honors program, Welcome Week, housing. What role do these programs play in the value of the first-year experience and in retention and graduation? What are the successes and the challenges?
- What role do undergraduate admissions and first year programs play in helping advance the University toward its strategic positioning goal?

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?

University Centers and Institutes
- What role do centers and institutes play with respect to the University’s mission? How are they funded? How are they governed and held accountable?
- Do centers and institutes advance the University toward its strategic positioning goal?

University Library
- The research university library in the 21st century. What is the range of services and resources provided and the role of the University Library in helping the University fulfill its tripartite mission? What are the success and challenges?
• What role does the University Library play in advancing the University toward its strategic positioning goal?

On-Line Education
• What is on-line education?
• What are the benefits and what are the costs?
• Who is the audience?
• What is the University’s goal with respect to on-line learning and how best can the University promote that goal and support faculty use of on-line learning?
• Does on-line education relate to the University’s strategic positioning goal?
Educational Planning and Policy Committee  September 8, 2011

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

- Duluth Campus - Create Master of Environmental Education (M.E.Ed.) degree
- Crookston campus - Create Entrepreneurship Minor for traditional and online delivery

II. Request for Changes to Academic Programs

- College of Science and Engineering (Twin Cities Campus) - Create coursework only (Plan C) option within the Master of Science in Industrial and Systems Engineering (M.S.I.Sy.E.) degree
- College of Liberal Arts (Twin Cities Campus) - Create coursework (Plan C) option and discontinue the Plan B option within the Master of Geographic Information Science (M.G.I.S.) degree
- College of Science and Engineering (Twin Cities Campus) - Change name of the Master of Geological Engineering (M.Geo.E.) degree to Master of Geoengineering and change name of the M.S. degree in Geological Engineering to Geoengineering
• College of Science and Engineering (Twin Cities Campus) - Change name of the Bioprocessing and Food Engineering track to Food Engineering in the Bachelor of Bioproducts and Biosystems Engineering degree

• Law School (Twin Cities Campus) - Create International Law track within the J.D. and LL.M. degrees

• Law School (Twin Cities Campus) - Create Criminal Justice track within the J.D. and LL.M. degrees

• College of Liberal Arts (Twin Cities Campus) - Create Joint Ph.D. degree in Speech-Language-Hearing Sciences and Au.D. degree program

III. Request for Approval of Discontinued Academic Programs

• Graduate School (Twin Cities Campus) - Discontinue graduate-level minor in Bioinformatics

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: Review of Proposals for New and Changed Academic Programs. Approval by the Board of Regents is required for the establishment of new academic programs; addition of formal tracks and of new sites for existing academic programs; discontinuance/merger of existing programs; and changes in program titles/degree designation.

President's Recommendation for Action:

The President recommends approval of the academic program proposals detailed in the Consent Report.
University of Minnesota Board of Regents  
Educational Planning and Policy Committee  
September 8, 2011  

Consent Report

I. Request for Approval of New Academic Programs

- **Duluth Campus—Create Master of Environmental Education (M.E.Ed.) degree**

  The Duluth campus requests approval to create a Master of Environmental Education (M.E.Ed.) degree, effective fall semester 2011. The degree will develop advanced practitioners in environmental education who assume leadership roles through positions such as environmental education specialists and directors at nature centers, conservation groups, and park and recreation programs. The proposal stems from the existing Environmental Education concentration in the Master of Education (M.Ed.) degree program and will require no new resources.

- **Crookston campus—Create Entrepreneurship Minor for traditional and online delivery**

  The Crookston campus requests approval to create an entrepreneurship minor, effective spring semester 2012. The minor will prepare students to understand and apply core entrepreneurial concepts, evaluation, and business presentation skills. The minor will be delivered in the traditional classroom and on-line. The proposal complements current programs and leverage existing faculty expertise.

II. Request for Changes to Academic Programs

- **College of Science and Engineering (Twin Cities Campus)—Create coursework only (Plan C) option within the Master of Science in Industrial and Systems Engineering (M.S.I.Sy.E.) degree**

  The College of Science and Engineering on the Twin Cities campus requests approval to create a coursework only (Plan C) option within the Master of Science in Industrial and Systems Engineering (M.S.I.Sy.E.) degree, effective fall 2011. The coursework option will provide students with greater flexibility and support timely completion. The Plan C option does not require any additional resources.
• **College of Liberal Arts (Twin Cities Campus)—Create coursework (Plan C) option and discontinue the Plan B option within the Master of Geographic Information Science (M.G.I.S.) degree**

The College of Liberal Arts on the Twin Cities campus requests approval to create a coursework only (Plan C) option within the Master of Geographic Information Science (M.G.I.S.) degree and discontinue the current project (Plan B) format, effective fall 2011. The coursework option will provide students with greater flexibility and better suit the professional nature of the program. The coursework option does not require any additional resources.

• **College of Science and Engineering (Twin Cities Campus)—Change name of the Master of Geological Engineering (M.Geo.E.) degree to Master of Geoengineering and change name of the M.S. degree in Geological Engineering to Geoengineering**

The College of Science and Engineering on the Twin Cities Campus requests approval to change the name of the Master of Geological Engineering (M.Geo.E.) degree to Master of Geoengineering and change the name of the Master of Science (M.S.) degree in Geological Engineering to Geoengineering, effective fall 2011. The name change recognizes other topics related to earth resources, such as environmental or water problems, and coincides with the name change to the bachelor’s degree (approved by the Regents on May 2011).

• **College of Science and Engineering (Twin Cities Campus)—Change name of the Bioprocessing and Food Engineering track to Food Engineering in the Bachelor of Bioproducts and Biosystems Engineering degree**

The College of Science and Engineering on the Twin Cities Campus requests approval to change the name of the Bioprocessing and Food Engineering track to Food Engineering in the Bachelor of Bioproducts and Biosystems Engineering (B.B.E.) degree, effective fall 2011. The name change better reflects the track’s courses and topics.

• **Law School (Twin Cities Campus)—Create International Law track within the J.D. and LL.M. degrees**

The Law School on the Twin Cities campus requests approval to create the International Law track (concentration) within the Juris Doctor (J.D.) and Master of Law (LL.M.) degrees, effective spring semester 2012. The proposed concentration recognizes students who take advantage of curricular offerings and faculty expertise in this specialized area. The concentration will leverage existing resources.

• **Law School (Twin Cities Campus)—Create Criminal Justice track within the J.D. and LL.M. degrees**

The Law School on the Twin Cities campus requests approval to create the Criminal Justice track (concentration) within the Juris Doctor (J.D.) and Master of Law (LL.M.) degrees, effective fall semester 2011. The proposed concentration recognizes students who take advantage of curricular offerings and faculty expertise in this specialized area. The concentration will leverage existing resources.
College of Liberal Arts (Twin Cities Campus)—Create Joint Ph.D. degree in Speech-Language-Hearing Sciences and Au.D. degree program

The College of Liberal Arts on the Twin Cities campus requests approval to create a joint Doctor of Philosophy (Ph.D.) degree in Speech-Language-Hearing Sciences and Doctor of Audiology (Au.D.) degree program, effective fall 2011. The program will serve students interested in combining professional and research training. The program will be supported by recently awarded National Institutes of Health funding.

III. Request for Approval of Discontinued Academic Programs

Graduate School (Twin Cities Campus)—Discontinue graduate-level minor in Bioinformatics

The Graduate School on the Twin Cities campus requests approval to discontinue the graduate-level (master’s and doctoral) minor in Bioinformatics, effective summer 2012. The proposed discontinuation results from assessment of the program by the administering faculty in the College of Biological Sciences and the College of Science and Engineering.
Agenda Item: Information Report

☐ review  ☐ review/action  ☐ action  ☑ discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

☐ policy  ☐ background/context  ☑ oversight  ☐ strategic positioning

To inform the 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:

A summary of the 2015 accreditation review of the Twin Cities campus is attached.

Background Information:

This report appears as a regular item on the Educational Planning and Policy Committee agenda.
The Twin Cities campus will be evaluated by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools in 2015. The HLC is the University’s accrediting body and the largest of six regional accrediting associations with authorities delegated to it by the U.S. Department of Education. Institutional accreditation is a comprehensive review, at least once every 10 years, by a private, nongovernmental organization specifically created to review higher education institutions and programs for quality. In addition to institutional accreditation, hundreds of discipline specific associations, such as the Accreditation Board for Engineering and Technology (ABET) or the American Bar Association, accredit colleges and programs at the University independently from the HLC and on differing schedules.

The institutional accreditation of the Twin Cities campus was last reaffirmed by the HLC in 2005 (Duluth campus, 2008; Morris Campus, 2009; Crookston, 2005; Rochester campus’ initial accreditation visit is scheduled for 2013).

The Higher Learning Commission has proposed changes to its accreditation process to ensure that institutions: 1) meet threshold standards, defined by revised HLC accreditation criteria, and 2) are engaged in continuous improvement. The changes will take effect prior to HLC’s review of the Twin Cities campus and will require it to prepare an assurance argument and to host HLC evaluators in 2015. In addition, the Twin Cities campus will implement a significant quality-improvement initiative of its own choosing.

The Twin Cities campus is actively planning for its reaffirmation visit by HLC accreditation evaluators. Current preparations include assessing the new accreditation process and the revised accreditation criteria, assembling required data, and outlining general aspects of its assurance argument. In future months, the Twin Cities campus will select a focus area for its quality-improvement initiative and charge a team to develop goals and plans for implementation.