

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Academic and Student Affairs Committee

Thursday, September 12, 2013

9:30 - 11:30 a.m.

600 McNamara Alumni Center, East Committee Room

Committee Members

Patricia Simmons, Chair
Linda Cohen, Vice Chair
Thomas Devine
David Larson
Peggy Lucas
Abdul Omari

Student Representatives

AGENDA

1. Annual Report on Undergraduate, Graduate & Professional Academic Program Changes - K. Hanson/J. Finnegan/A. Schokker/J. Shultz (pp. 2-21)
2. Strategic Issues Related to *University Plan, Performance & Accountability Report* - K. Hanson/L. Black/J. Johnson/S. Lehmkuhle/F. Wood/R. McMaster (pp. 22-23)
3. 2013-14 Committee Work Plan Discussion - P. Simmons/K. Hanson (pp. 24-25)
4. Consent Report - Review/Action - K. Hanson (pp. 26-35)



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Academic and Student Affairs Committee

September 12, 2013

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

review review/action action discussion

Presenters: Senior Vice President/Provost Karen Hanson
John Finnegan, Dean, School of Public Health
Andrea Schokker, Executive Vice Chancellor for Academic Affairs, Duluth Campus
Joseph Shultz, Deputy Chief of Staff to the Provost

Purpose:

policy background/context oversight strategic positioning

To provide a summary of 2012-13 academic program changes and to review whether these changes align with University goals and academic program review criteria.

To discuss the process by which faculty and academic units develop proposals for new academic programs.

Outline of Key Points/Policy Issues:

The presentation will include (1) a report of 2013-14 approvals, (2) a discussion of the approval process, (3) a description of recent academic planning activities in the School of Public Health on the Twin Cities campus, and (4) a description of program prioritization on the Duluth campus.

Regents will be asked to consider if the process for new, changed, and discontinued academic programs ensures that academic proposals come before the ASA Committee having undergone a rigorous, thorough review at appropriate levels.

Background Information:

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

**University of Minnesota Board of Regents
Academic and Student Affairs Committee
September 12, 2013**

**Annual Report on Undergraduate,
Graduate, and Professional
Academic Program 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. 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 170 master's degree programs; over 100 doctoral degree programs; and professional programs in law, dentistry, medicine, pharmacy, and veterinary medicine.

The University is one of only four campuses nationally with 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 academic programs and reviews proposals for new programs reflecting new knowledge and addressing 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 2012–13 Program Changes lists the new, changed, and discontinued programs approved by the Committee during the last academic year.

I. Academic Program Change – The 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, 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 units 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, Morris, or Rochester) 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, Morris, or Rochester) 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—reaffirmed 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 2012-13 Program Changes

This section lists the academic program changes approved by the Educational Planning and Policy Committee and the Board of Regents for 2012–13.

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 that follow is a list of all academic program additions, changes, and discontinuations approved by the Board of Regents during 2012–13. Included are undergraduate, master's, and doctoral degrees, as well as majors, minors, and certificate programs.

Undergraduate Program Changes

New Programs

- Bachelor of Arts (B.A.), Biochemistry (Swenson College of Science and Engineering—Duluth)
- B.A., Computer Science (Swenson College of Science and Engineering—Duluth)
- B.A., Cultural Entrepreneurship (College of Liberal Arts—Duluth)
- B.A., German, Scandinavian and Dutch (College of Liberal Arts—Twin Cities)
- B.A. and minor, Chinese Area Studies (College of Liberal Arts—Duluth)
- B.A. and minor, Latin American Area Studies (College of Liberal Arts—Duluth)
- Bachelor of Business Administration (B.B.A.), Marketing and Graphic Design (Labovitz School of Business and Economics—Duluth)
- Bachelor of Fine Arts (B.F.A.), Graphic Design and Marketing (School of Fine Arts—Duluth)
- Bachelor of Science (B.S.), Food Systems (College of Food, Agricultural and Natural Resource Sciences—Twin Cities)
- B.S., Integrated Degree Program (College of Education and Human Development—Twin Cities)
- B.S., Linguistics (College of Liberal Arts—Duluth)
- B.S., Plant Science (College of Food, Agricultural and Natural Resource Sciences—Twin Cities)

- B.S. and minor, Finance, online (Crookston)
- Bachelor of Social Work (B.S.W.), (College of Education and Human Development—Twin Cities)
- Minor, Biochemical Engineering (Swenson College of Science and Engineering—Duluth)
- Minor, Cognitive Science (College of Liberal Arts—Duluth)
- Minor, Humanities (Crookston)
- Minor, Marine Biology (College of Biological Sciences—Twin Cities)
- Minor, Outdoor Recreation and Education (College of Education and Human Development—Twin Cities)
- Minor, Product Design (College of Design—Twin Cities)
- Minor, Russian Area Studies (College of Liberal Arts—Duluth)
- Certificate, Business Administration, online (Labovitz School of Business and Economics—Duluth)
- Certificate, Facility Management (College of Continuing Education—Twin Cities)
- Certificate, Finance, online (Crookston)
- Certificate, Taxation (Crookston)

Changes to Existing Programs

- B.A., Biology, moved from the College of Liberal Arts to the Swenson College of Science and Engineering (College of Liberal Arts and Swenson College of Science and Engineering—Duluth)
- B.A., Chemistry, moved from the College of Liberal Arts to the Swenson College of Science and Engineering (College of Liberal Arts and Swenson College of Science and Engineering—Duluth)
- B.A., Elementary Education, created optional state licensure subplan (Morris)
- B.A., French, changed to French Studies (College of Liberal Arts—Duluth)
- B.A., Geological Sciences, moved from the College of Liberal Arts to the Swenson College of Science and Engineering (College of Liberal Arts and Swenson College of Science and Engineering—Duluth)
- B.A., Geology changed to Earth Sciences (College of Liberal Arts—Twin Cities)

- B.A., Management, changed subplan in General Management to Financial and Organizational Management (Morris)
- B.A., Mathematics, created subplans in Mathematical Biology: Genomics and Mathematical Biology: Physiology (College of Liberal Arts—Twin Cities)
- B.A., Physics, moved from the College of Liberal Arts to the Swenson College of Science and Engineering (College of Liberal Arts and Swenson College of Science and Engineering—Duluth)
- B.A. and minor, Economics, moved from the College of Liberal Arts to the Labovitz School of Business and Economics (College of Liberal Arts and Labovitz School of Business and Economics—Duluth)
- Bachelor of Arts in Music (B.A.Music), created subplans in Academic Emphasis and Applied Emphasis (College of Liberal Arts—Twin Cities)
- Bachelor of Applied Science (B.A.Sc.), changed from Recreation-Outdoor Education to Environmental and Outdoor Education (College of Education and Human Service Professions—Duluth)
- Bachelor of Geological Engineering (B.Geo.E.), changed subplan in Geomechanics Engineering to Georesources Engineering (College of Science and Engineering —Twin Cities)
- B.S., Agricultural and Food Business Management, created subplan in Agricultural Markets and Risk Management and changed names of three subplans: Business Management to Entrepreneurship and Business Management; Financial Management to Financial Analysis and Business Management; and Marketing, Sales, and Food Industry Management to Food Sales and Industry Management (College of Food, Agricultural and Natural Resource Sciences—Twin Cities)
- B.S., Animal Science, created subplans in Companion Animal and Equine and changed names of two subplans: Animal Industry to Industry and Business; Animal Production to Production (College of Food, Agricultural and Natural Resource Sciences—Twin Cities)
- B.S., Applied Economics, subplans in Food Retailing, Individualized Professional, Management and Finance, Marketing, Regional and Public Economics, Resources and the Environment, and Trade and Development (College of Food, Agricultural and Natural Resource Sciences—Twin Cities)
- B.S., Business Management, delivered online, and discontinued subplans in Business Aviation, Entrepreneurship and Small Business Management, and Management (Crookston)
- B.S., Dental Hygiene, changed to Bachelor of Science in Dental Hygiene (B.S.D.H.) (School of Dentistry—Twin Cities)
- B.S., Forest Resources, changed to Forest Ecosystem Management and Conservation (College of Food, Agricultural and Natural Resource Sciences—Twin Cities)

- B.S., Mathematics, created subplans in Biology: Genomics and Mathematical Biology: Physiology (College of Science and Engineering—Twin Cities)
- B.S., Nutrition, changed subplan in Nutritional Science to Nutrition Science (College of Food, Agricultural and Natural Resource Sciences—Twin Cities)
- Minor, Asian Languages and Literatures, created subplan in Arabic Language (College of Liberal Arts—Twin Cities)
- Minor, Business Management, changed to Management and delivered online (Crookston)
- Minor in Construction Management, created tracks in Facility Management and General Construction (College of Continuing Education—Twin Cities)
- Minor, Forest Resources, changed to Forest Ecosystem Management and Conservation (College of Food, Agricultural and Natural Resource Sciences—Twin Cities)
- Minor, French, changed to French Studies (College of Liberal Arts—Duluth)
- Minor, Recreation Resource Management, changed to Park and Protected Area Management (College of Food, Agricultural and Natural Resource Sciences—Twin Cities)
- Minor, Marketing, delivered online (Crookston)
- Certificate, Geographic Information Science, moved from College of Continuing Education to the College of Liberal Arts (College of Continuing Education and College of Liberal Arts—Duluth)
- Certificate, Manufacturing Technology, changed to Manufacturing Operations Management (College of Continuing Education—Twin Cities)

Discontinuations

- B.A., Architecture (College of Liberal Arts—Twin Cities)
- B.A., German Studies (College of Liberal Arts—Twin Cities)
- B.A., Hebrew (College of Liberal Arts—Twin Cities)
- B.S. and minor, Hotel, Restaurant, and Tourism Management (Crookston)
- B.S. and minor, Organizational Psychology (Crookston)
- B.A., Scandinavian Languages and Finnish (College of Liberal Arts—Twin Cities)
- B.A., Interdisciplinary Studies, subplan in French Studies (College of Liberal Arts—Duluth)

- B.S., Agricultural Education (Crookston)
- Minor, East Asian Studies (College of Liberal Arts—Twin Cities)
- Minor, European Area Studies (College of Liberal Arts—Twin Cities)
- Minor, Latin American Studies (College of Liberal Arts—Twin Cities)
- Minor, Learning Abroad (College of Liberal Arts—Twin Cities)
- Minor, Russian Area Studies (College of Liberal Arts—Twin Cities)
- Minor, South Asian and Middle Eastern Studies (College of Liberal Arts—Twin Cities)
- Certificate, General Business Administration (College of Continuing Education—Duluth)
- Certificate, Liberal Arts (College of Continuing Education—Duluth)

Master's Degree Program Changes

New Programs

- Master of Arts (M.A.), Psychological Science (College of Education and Human Service Professions—Duluth)
- Master of Business Taxation (M.B.T.), changed from a Plan B (project) option to a Plan C (coursework) option (Carlson School of Management—Twin Cities)
- Master of Public Health (M.P.H.) and graduate certificate, Public Health Informatics (School of Public Health—Twin Cities)
- M.P.H. and Doctor of Dental Surgery (D.D.S.), dual program (School of Public Health and School of Dentistry—Twin Cities)
- M.P.H. and Master of Public Policy (M.P.P.), dual program (School of Public Health and Humphrey School of Public Affairs—Twin Cities)
- M.P.H. and Master of Urban and Regional Planning (M.U.R.P.), dual program (School of Public Health and Humphrey School of Public Affairs—Twin Cities)
- Master of Science in Electrical Engineering (M.S.E.E.) (Swenson College of Science and Engineering —Duluth)
- Minor, Integrative Leadership (College of Education and Human Development—Twin Cities)
- Postbaccalaureate certificate, Advanced Management Training for Clinician Leaders (School of Public Health—Twin Cities)

- Postbaccalaureate certificate, Community College Teaching (College of Education and Human Service Professions—Duluth)
- Postbaccalaureate certificate, Executive Leadership (Humphrey School of Public Affairs—Twin Cities)

Changes to Existing Programs

- M.A., Germanic Studies, discontinued subplan in Teaching (College of Liberal Arts—Twin Cities)
- Master of Biological Science (M.B.S.), created Plan B (project) option (College of Continuing Education—Twin Cities)
- Master of Business Administration (M.B.A.), delivered in Jamshedpur, India in partnership with the XLRI, School of Business and Human Resources (Carlson School of Management—Twin Cities)
- Master of Education (M.Ed.), Applied Kinesiology, changed names of two subplans: Sport Management to Sport Management: Professional Studies and Sport and Exercise Science to Sport and Exercise Science: Professional Studies (College of Education and Human Development—Twin Cities)
- M.Ed., discontinue subplans in degree programs as follows: Professional Studies (within Applied Kinesiology), Early Childhood (Curriculum and Instruction), Impact (Curriculum and Instruction), Visual Disabilities (Special Education), International (Leadership in Education), Elementary Education Communication Art Literature (Teaching), Elementary Education Math (Teaching), Elementary Education Pre Prim (Teaching), Elementary Education Science (Teaching), Elementary Education Soc Study (Teaching), Elementary Specialist (Teaching), Physical Science (Teaching), and Early Childhood/Early Childhood Special Education Licensure (Early Childhood Education) (College of Education and Human Development—Twin Cities)
- M.Ed., Special Education, created subplans in Academic and Behavioral Strategist and Autism Spectrum Disorders (College of Education and Human Development—Twin Cities)
- Master of Liberal Studies (M.Lib.Stu.), delivered partially online (College of Liberal Arts—Duluth)
- Master of Public Affairs (M.P.A.), delivered components online (Humphrey School of Public Affairs—Twin Cities)
- Master of Public Health (M.P.H.), Public Health Administration and Policy, created subplan for an Executive Track (School of Public Health—Twin Cities)
- M.P.H., discontinued subplan in Complementary and Alternative Medicine Interdisciplinary Concentration (School of Public Health—Twin Cities)

- M.S., Architecture, created subplans in Research Practices, Metropolitan Design, and Heritage Conservation and Preservation (College of Design—Twin Cities)
- M.S., Infrastructure Systems Engineering, changed to Infrastructure Systems Management and Engineering (College of Science and Engineering—Twin Cities)
- Additional licensure program, Special Education, created subplans in Academic and Behavioral Strategist and Autism Spectrum Disorders (College of Education and Human Development—Twin Cities)
- Postbaccalaureate/undergraduate certificates, moved the following from the College of Continuing Education to the College of Education and Human Services Professions: Environmental Education, American Sign Language, Autism Spectrum Disorders, Educational Computing and Technology, and Human Services (College of Continuing Education to the College of Education and Human Services Professions—Duluth)
- Postbaccalaureate certificate, Adult Literacy, delivered online (College of Education and Human Development—Twin Cities)
- Postbaccalaureate certificate, Early Childhood Policy, moved from College of Education and Human Development to Humphrey School of Public Affairs (College of Education and Human Development and Humphrey School of Public Affairs—Twin Cities)
- Postbaccalaureate certificate, Teaching English as a Second Language, moved from College of Liberal Arts to College of Education and Human Development (College of Liberal Arts to College of Education and Human Development—Twin Cities)
- Postbaccalaureate certificate, Undergraduate Multicultural Teaching and Learning, delivered online (College of Education and Human Development—Twin Cities)

Discontinuations

- Master of Paper Science and Engineering (M.P.S.E.) (College of Food, Agricultural and Natural Resource Sciences—Twin Cities)
- Master of Science in Electrical and Computer Engineering (M.S.E.C.E.) (Swenson College of Science and Engineering —Duluth)
- Master of Science in Otolaryngology (M.S. Otol.) (Medical School—Twin Cities)
- M.S., Otolaryngology (Medical School, Twin Cities)
- M.S. and minor, Toxicology (Medical School—Twin Cities)
- Postbaccalaureate certificate, Surface Design (College of Design—Twin Cities)

- Postbaccalaureate/undergraduate certificate, Fetal Alcohol Spectrum Disorder (College of Continuing Education—Duluth)

Doctoral and Professional Degree Program Changes

New Programs

- Master of Public Health (M.P.H.) and Doctor of Dental Surgery (D.D.S.), dual program (School of Public Health and School of Dentistry—Twin Cities)
- Ph.D., Public Affairs (Humphrey School of Public Affairs—Twin Cities)
- Doctor of Pharmacy (Pharm.D.) and M.P.H., Public Health Practice, joint program (School of Public Health and—Twin Cities)
- Juris Doctor (J.D.) degree and M.P.H., Public Health Practice, joint program (Law School and School of Public Health—Twin Cities)

Changes to Existing Programs

- Doctor of Philosophy (Ph.D.), Curriculum and Instruction, created subplan in Science, Technology, Engineering, and Mathematics Education (STEM) (College of Education and Human Development—Twin Cities)
- J.D. and Master of Law (LL.M.) degrees, created subplan in Intellectual Property and Technology (Law School—Twin Cities)
- Ph.D., Germanic Studies, discontinued subplan in German and Scandinavian (College of Liberal Arts—Twin Cities)
- Ph.D., Ed.D., and M.A., Educational Policy and Administration, changed to Organizational Leadership, Policy, and Development; created subplan in Human Resource Development; changed name of the subplan in Educational Administration to Education Policy and Leadership (College of Education and Human Development—Twin Cities)
- Pharm.D., created subplan in Research Emphasis (College of Pharmacy—Twin Cities)

Discontinuations

- Ph.D. and minor, Toxicology (Medical School—Twin Cities)
- Ph.D., Ed.D., and M.A., Work and Human Relations Education (College of Education and Human Development—Twin Cities)
- Minor, Architecture (College of Design—Twin Cities)
- Minor, Surgery (Medical School—Twin Cities)

- Certificate, Management Studies in Health Services Administration, Independent Study Program (School of Public Health—Twin Cities)
- Certificate, Management Studies in Health Services Administration, Independent Study Program (School of Public Health—Twin Cities)
- Certificate, Occupational Health and Safety (School of Public Health—Twin Cities)

Other Graduate-Level Program Changes

New Programs

- Additional Licensure program, subplans in Academic and Behavioral Strategist and Autism Spectrum Disorders (College of Education and Human Development—Twin Cities)
- Fellowship, Adult Reconstruction, joint Regions Hospital/University of Minnesota (Medical School—Twin Cities)
- Fellowship, Facial Plastic and Reconstruction Surgery (Medical School—Twin Cities)
- Fellowship, Genitourinary Trauma and Reconstruction (Medical School—Twin Cities)
- Fellowship, Neuroanatomy (Medical School—Twin Cities)
- Fellowship, Orthopaedic Trauma, joint Regions Hospital/University of Minnesota (Medical School—Twin Cities)
- Fellowship, Preventative Cardiovascular Medicine (Medical School—Twin Cities)
- Fellowship, Vascular Medicine and Peripheral Vascular Catheter-based Interventions (Medical School—Twin Cities)

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 campuses, by degrees conferred during the past five years:

Twin Cities Campus

<u>Bachelor's Degrees</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
B.A., Psychology	389	366	302	353	353
B.A., Journalism	322	345	335	315	302
B.A., Political Science	216	190	220	223	253
B.A. and B.S., Economics	110	146	158	205	255
B.A., Communication Studies	199	254	236	195	223
B.M.E., Mechanical Engineering	180	161	186	189	203
B.A., English	210	229	205	184	204
B.S., Biology	194	194	201	180	182
B.S., Marketing	126	113	135	151	133
B.S., Kinesiology	110	118	136	145	156
All other bachelor's degrees	<u>4594</u>	<u>4570</u>	<u>4828</u>	<u>4891</u>	<u>5353</u>
TOTAL	6650	6686	6942	7031	7617

Twin Cities Campus

<u>Master's Degrees</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
M.B.A., Business Administration	645	625	681	729	655
M.Ed., Teaching	297	232	317	242	206
M.S.W., Social Work	110	125	119	135	118
M.P.P., Public Policy	88	86	95	106	112
M.S.E.E. & M.E.E. Electrical Engineering	90	76	90	103	120
M.A., HR/Industrial Relations	107	104	110	99	93
Master of Nursing	131	155	149	83	75
M.S. & M.C.S., Computer Science	46	79	91	81	90
M Ed., Curriculum/Instruction	39	41	36	57	86
M.A., Educational Psychology	50	47	53	56	51
All other master's degrees	<u>1585</u>	<u>1545</u>	<u>1678</u>	<u>1688</u>	<u>1806</u>
TOTAL	3188	3115	3419	3379	3412

Twin Cities Campus

<u>Doctoral/Professional Degrees</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
J.D., Law	236	248	273	262	229
M.D., Medicine	208	202	205	237	217
Pharm.D., Pharmacy	160	156	154	157	157
D.D.S., Dentistry	98	109	101	104	109
D.V.M., Veterinary Medicine	86	92	78	91	89

D.P.T., Physical Therapy	31	49	50	53	45
Doctor of Nursing Practice	28	32	32	46	65
Ph.D., Chemistry	26	25	25	31	26
Ph.D., Computer Science	17	15	19	31	15
D.M.A. and Ph.D., Music	37	29	29	29	43
All other doctoral/prof. degrees	<u>636</u>	<u>637</u>	<u>652</u>	<u>651</u>	<u>685</u>
TOTAL	1563	1594	1618	1692	1680

Duluth Campus

<u>Undergraduate Degrees</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
B.A.Sc., Psychology	149	145	128	144	134
B.A., Communication	105	101	100	103	92
B.B.A., Marketing	100	89	96	95	117
B.S., Biology	86	98	95	97	115
B.B.A., Finance	72	86	89	102	84
B.B.A., Management	101	91	87	90	79
B.A., Criminology	95	90	72	64	71
B.Acc., Accounting	69	75	71	101	78
B.S., Mechanical Engineering	47	44	66	63	64
B.A.Sc., Elem./Mid. Sch. Education	57	62	60	57	89
All other undergraduate degrees	<u>888</u>	<u>902</u>	<u>953</u>	<u>1027</u>	<u>1077</u>
TOTAL	1,769	1,783	1,817	1,943	2,000

Duluth Campus

<u>Master's Degrees</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
M.Ed., Education	61	34	24	47	30
M.S.W., Social Work	39	44	27	33	27
M.B.A., Business Administration	24	25	15	22	15
M.A., Comm. Science/Disorders	20	11	20	13	18
M.S., Applied/Computational Math.	15	12	14	12	13
Master of Music	3	3	12	11	2
M.S., Computer Science	10	11	10	11	11
M.S., Chemistry	7	9	11	10	11
M. of Environ. Health & Safety	8	4	9	10	7
M. of Advocacy & Pol. Leadership	16	8	4	9	24
All other graduate/prof. degrees	<u>35</u>	<u>34</u>	<u>42</u>	<u>47</u>	<u>37</u>
TOTAL	238	195	188	225	195

Morris Campus

<u>Undergraduate Degrees</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
B.A., Psychology	35	28	33	34	38
B.A., Biology	33	20	23	25	43
B.A., Management	31	27	26	21	23
B.A., Chemistry	11	15	12	20	14
B.A., Elementary Education	18	14	24	17	26
B.A., English	32	29	16	16	27

B.A., Individualized Concentration	21	14	15	14	12
B.A., Political Science	17	19	13	13	17
B.A., Mathematics	7	8	11	11	9
B.A., Computer Science	12	15	13	11	10
All other bachelor's degrees	139	114	110	98	123
TOTAL	356	303	296	280	342

Crookston Campus

<u>Undergraduate Degrees</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
B.S., Natural Resources	34	48	37	45	45
B.S., Business Management	29	32	35	44	51
B.M.M., Manufacturing Mngmnt.	21	21	16	20	21
B.S., Animal Science	6	5	7	20	9
B.S., Applied Studies	7	10	9	17	23
B.S., Sport and Rec. Management	10	12	6	15	6
B.S., Equine Science	21	13	7	15	11
B.S., Agronomy	2	20	2	11	18
Bachelor of Applied Health	6	7	1	9	10
B.S., Golf and Turf Management	3	2	9	8	11
All other bachelor's degrees	70	69	62	67	109
TOTAL	209	239	191	271	314

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?

University of Minnesota Duluth Program Prioritization

To utilize resources to the fullest potential, the University of Minnesota, Duluth (UMD) is conducting a comprehensive Program Prioritization initiative to review the entire span of programs, courses, and services delivered in relation to how each aligns with UMD's mission and positions UMD for growth.

The Need for Reform

- Internal and external pressures
 - Increase revenues
 - Decrease expenses
 - Improve quality
 - Strengthen reputation

- Rapidly changing higher education landscape
 - Decreased state funding
 - Competing forces (online, non-profits, MOOCs ...)
 - Strengthen reputation

- UMD challenges
 - Lack of sustainable suite of programs for current recurring budget
 - Program numbers and credit requirements increasing each year

The goal of the Program Prioritization initiative is to manage and allocate our financial resources in ways that will best meet the needs of our students and our community.

Programs have been split into two broad categories: academic (degree-granting) and academic support and services (all other programs).

Academic Program Criteria

1. Alignment with mission/vision/strategic plan
2. External demand
3. Internal demand
4. Program inputs
5. Quality of program outcomes
6. Size, scope and productivity
7. Revenue and other resources
8. Costs and other expenses
9. History and development
10. Opportunity analysis

Academic Support Program Criteria

1. Support of UMD mission/strategic plan
2. External/internal demand

3. Quality
4. Operational effectiveness
5. Opportunity analysis

Prioritization committees were formed over the summer to finalize the criteria, determine the categories to be scored within the criteria, develop rubrics for each category, and decide how the criteria will be weighted. Programs will be assessed by members of the committee, the deans, and the Chancellor's Cabinet.

UMD is committed to ensuring a transparent process, with all aspects open to feedback from faculty and staff and data collected to be posted and shared widely with the campus community.

This prioritization exercise is an opportunity for all UMD programs to review benchmarks, identify areas for improvement, and implement change. Through prioritization, we will improve the overall quality of our programs by directing our limited financial resources in ways that best meet the needs of our academic mission.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Academic and Student Affairs Committee

September 12, 2013

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

review review/action action discussion

Presenters: Senior Vice President/Provost Karen Hanson
Chancellor Lendley Black
Chancellor Jacqueline Johnson
Chancellor Stephen Lehmkuhle
Chancellor Fred E. Wood
Vice Provost Robert McMaster

Purpose:

policy background/context oversight strategic positioning

To inform the Board of Regents about the University's overall performance during the previous year relative to its competitors, past results, and strategic positioning goals as reported in the draft *2013 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:

Provost Karen Hanson will introduce the *2013 University Plan, Performance, and Accountability Report*. She will invite committee members to consider the following policy questions:

- 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?

Campus leaders will discuss the report's major academic and student affairs related points. Key highlights from the respective campus sections of the report will include the following:

Duluth Campus

1. Continue to build on best practices in enrollment management to meet or exceed enrollment goals and to improve retention of all UMD undergraduate populations
2. Advance UMD's stature as a major campus for research and creative activities, with highlighted projects that leverage the region's unique natural, human, and cultural resources.

3. Further strengthen ties with the city of Duluth and surrounding communities as a leader in economic development and community engagement

Morris Campus

1. The students we serve
 - a. Demographic characteristics
 - b. Academic student profile
2. How we serve them
 - a. Faculty characteristics and quality
 - b. Place-based education in living/learning laboratory
3. What we achieve and why it matters
 - a. Educational outcomes
 - b. Regional development
 - c. National recognition

Crookston Campus

Providing an extraordinary educational experience through:

1. A modern land-grant mission
2. A student-centered focus
3. Diversity and internationalization

Rochester Campus

1. Building a new campus/new model
2. Designing a curriculum and culture that promote four-year graduation
3. Coupling graduate education and industry

Twin Cities Campus

1. Student support programs
 - a. President's Emerging Scholars Program (PES)
 - b. Improving retention rates for underrepresented students
 - c. Digital Storytelling Project
2. Financial aid
 - a. Three-pronged strategy including merit-based, need-based, and middle-income scholarships.
 - b. Update on indebtedness and loan behavior
 - c. Financial literacy programs
3. Graduate student learning outcomes
 - a. Parallel process to undergraduate effort
 - b. Details on consultative process

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 2013 edition is the twelfth edition produced for the Board of Regents.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Academic and Student Affairs Committee

September 12, 2013

Agenda Item: 2012-13 Committee Work Plan Discussion

review review/action action discussion

Presenters: Regent Patricia Simmons
Senior Vice President/Provost Karen Hanson

Purpose:

policy background/context oversight strategic positioning

To review and discuss ideas for the 2013-14 Committee work plan.

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.

**Academic and Student Affairs Committee Work Plan Draft
2013-2014**

Date	Topics
2013	
September 12-13	<ul style="list-style-type: none"> • Annual report on academic program changes • Strategic issues related to the 2013 <i>University, Plan, Performance & Accountability Report</i> • 2013-14 Committee Work Plan Discussion
October 10-11	<ul style="list-style-type: none"> • Academic mission, vision, and values discussion related to strategic planning • System discussion: Realizing the goal of one University with five campuses
November	No BOR or Committee Meetings.
December 12-13	<ul style="list-style-type: none"> • Undergraduate education update and goals for the future • Tuition philosophy and financial aid (Note: Full Board discussion scheduled for December 2013 and February 2014) • The University's life sciences scholarship and research agenda
2014	
January	No BOR or Committee Meetings.
February 13-14	<ul style="list-style-type: none"> • Graduate education planning and update • Research and interdisciplinarity
March 27-28	No Committee Meetings.
April	No BOR or Committee Meetings.
May 8-9	<ul style="list-style-type: none"> • University wellness strategies
June 12-13	<ul style="list-style-type: none"> • Strategic planning progress and lessons learned
July 9-11	BOR Meeting and Retreat. Committees only meet if there are urgent items requiring action.
August	No BOR or Committee Meetings.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Academic and Student Affairs Committee

September 12, 2013

Agenda Item: Consent Report

review review/action action discussion

Presenters: Senior Vice President/Provost Karen Hanson

Purpose:

policy background/context oversight strategic positioning

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

Outline of Key Points/Policy Issues:

I. Request for Approval of New Academic Programs

- College of Science and Engineering (Twin Cities campus)—Create co-directed Ph.D. in Civil Engineering between the University of Minnesota and the University of Liège in Belgium

II. Request for Approval of Changed Academic Programs

- School of Public Health (Twin Cities campus)—Deliver portions of the M.P.H. degree in Public Health Administration and Policy and the M.P.H. degree in Nutrition to students at an off-site location in Arizona
- College of Liberal Arts (Twin Cities campus)—Create sub-plans in Environmental and Sustainable Development, Global Political Economy, Human Rights and Justice, Population, Migration, and Identity, Africa, East Asia, Europe, Islamic World, Latin America, Middle East, Russia, South Asia, and Individualized Region, within the B.A. degree in Global Studies
- College of Liberal Arts (Twin Cities campus)—Create sub-plans in Guitar, Harp, Organ, Piano, String/Wind/Brass/Percussion, and Voice within the B. Music degree in Music
- College of Liberal Arts (Twin Cities campus)—Create sub-plans in Organization, Business, or Non-Profit Management, Health Care and Careers, Policy Analysis, and Quantitative Emphasis within the B.S. degree in Sociology

- College of Liberal Arts (Twin Cities campus)—Create sub-plans in Organization, Business, or Non-Profit Management, Health Care and Careers, Policy Analysis, and Quantitative Emphasis within the B.S. degree in Sociology of Law, Criminology, and Deviance
- Medical School (Twin Cities campus)—Change the name of the Selective Pathology Fellowship Program to the Surgical Pathology Program
- School of Public Health (Twin Cities campus)—Change the Plan B option to a Plan C within the M.P.H. degree in Biostatistics
- College of Education and Human Service Professions (Duluth campus)—Change the name of the B.A.Sc. degree in Health Education to Public Health Education and Promotion

III. Request for Approval of Discontinued Academic Programs

- Carlson School of Management (Twin Cities campus)—Discontinue the Ph.D. degree and minor in Human Resources and Industrial Relations

IV. Request for Approval of Minnesota-North Dakota Public Higher Education Tuition Reciprocity Agreement

Background Information:

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

President's Recommendation for Action:

The President recommends approval of the academic program proposals detailed in the Consent Report.

**University of Minnesota Board of Regents
Academic and Student Affairs Committee
September 12, 2013**

Consent Report

I. Request for Approval of New Academic Programs

- **College of Science and Engineering (Twin Cities campus)—Create co-directed Ph.D. in Civil Engineering between the University of Minnesota and the University of Liège in Belgium**

The College of Science and Engineering on the Twin Cities campus requests approval to create a co-directed Doctor of Philosophy (Ph.D.) degree in Civil Engineering between the University of Minnesota and the University of Liège in Belgium, effective spring semester 2014. The proposed program allows students to earn a Ph.D. degree that meets the requirements for both institutions, while being co-advised by faculty from the University of Minnesota and the University of Liège. The proposed program will help attract talented international graduate students to the Civil Engineering Department at the University of Minnesota, while adding a social and cultural dimension to graduate education that is not typically not part of the experience. It will also help educate more engineers and scientists to address global challenges, while forging partnerships with a leading Civil Engineering department in Europe. The proposed program will leverage existing courses, faculty and other resources.

II. Request for Changes to Academic Programs

- **School of Public Health (Twin Cities campus)—Deliver portions of the M.P.H. degree in Public Health Administration and Policy and the M.P.H. degree in Nutrition to students at an off-site location in Arizona**

The School of Public Health on the Twin Cities campus requests approval to deliver to students in Arizona location portions of the course requirements for the Master of Public Health (M.P.H.) degree with majors in Nutrition and Public Health Administration and Policy, effective Fall 2013. The School of Public Health will partner with Arizona State University to provide students in the Phoenix area with access to the University of Minnesota M.P.H. degree. Select students will meet degree requirements by combining University of Minnesota coursework taken online (approximately 14 credits), in the Phoenix area (approximately 17 credits), and at the Twin Cities campus (optional summer program) with transfer credits (approximately 11 credits) from Arizona State University. Students will be advised and supported by shared faculty, program services, and other resources at Arizona State University and the University of Minnesota.

- **College of Liberal Arts (Twin Cities campus)—Create sub-plans in Environmental and Sustainable Development, Global Political Economy, Human Rights and Justice, Population, Migration, and Identity, Africa, East Asia, Europe, Islamic World, Latin America, Middle East, Russia, South Asia, and Individualized Region, within the B.A. degree in Global Studies**

The College of Liberal Arts on the Twin Cities campus requests approval to create sub-plans in Environmental and Sustainable Development, Global Political Economy, Human Rights and Justice, Population, Migration, and Identity, Africa, East Asia, Europe, Islamic World, Latin America, Middle East, Russia, South Asia, and Individualized Region, within the B.A. degree in Global Studies, effective fall semester 2013. The proposed changes are not in content but in the organization of the major requirements, and will provide greater transparency for students and more accurate descriptions of their areas of study.

- **College of Liberal Arts (Twin Cities campus)—Create sub-plans in Guitar, Harp, Organ, Piano, String/Wind/Brass/Percussion, and Voice within the B. Music degree in Music**

The College of Liberal Arts on the Twin Cities campus requests approval to create sub-plans in Guitar, Harp, Organ, Piano, String/Wind/Brass/Percussion, and Voice within the B. Music degree in Music, effective fall semester 2013. As a performance-based major, a student's instrument of focus should be clearly designated on the academic transcript. The proposed sub-plans will allow for this designation.

- **College of Liberal Arts (Twin Cities campus)—Create sub-plans in Organization, Business, or Non-Profit Management, Health Care and Careers, Policy Analysis, and Quantitative Emphasis within the B.S. degree in Sociology**

The College of Liberal Arts on the Twin Cities campus requests approval to create sub-plans in Organization, Business, or Non-Profit Management, Health Care and Careers, Policy Analysis, and Quantitative Emphasis within the B.S. degree in Sociology, effective fall semester 2013. The proposed sub-plans focus on unique professional applications of sociology with specialized training in quantitative social science analysis, which will attract more students with broader and diverse interests.

- **College of Liberal Arts (Twin Cities campus)—Create sub-plans in Organization, Business, or Non-Profit Management, Health Care and Careers, Policy Analysis, and Quantitative Emphasis within the B.S. degree in Sociology of Law, Criminology, and Deviance**

The College of Liberal Arts on the Twin Cities campus requests approval to create sub-plans in Organization, Business, or Non-Profit Management, Health Care and Careers, Policy Analysis, and Quantitative Emphasis within the B.S. degree in Sociology of Law, Criminology, and Deviance, effective fall semester 2013. The proposed sub-plans focus on unique professional applications of sociology with specialized training in quantitative

social science analysis, which will attract more students with broader and diverse interests.

- **Medical School (Twin Cities campus)—Change the name of the Selective Pathology Fellowship Program to the Surgical Pathology Program**

The Medical School on the Twin Cities campus requests approval to change the name of the Selective Pathology Fellowship Program to the Surgical Pathology Program, effective fall semester 2013. The new name is mandated by the Accreditation Council for Graduate Medical Education and will allow the Medical School to comply with these changes.

- **School of Public Health (Twin Cities campus)—Change the Plan B option (project) to a Plan C (coursework) within the M.P.H. degree in Biostatistics**

The School of Public Health on the Twin Cities campus requests approval to change the Plan B option to a Plan C option within the Master of Public Health (M.P.H.) degree in Biostatistics, effective fall semester 2013. The proposed change more accurately categorizes the degree program based on its requirements.

- **College of Education and Human Service Professions (Duluth campus)—Change the name of the B.A.Sc. degree in Health Education to Public Health Education and Promotion**

The College of Education and Human Service Professions on the Duluth Campus requests approval to change the name of the Bachelor of Applied Science (B.A.Sc.) degree in Health Education to Public Health Education, effective fall semester 2013. The name change better reflects the degree's courses and areas of study.

III. Request for Approval of Discontinued Academic Programs

- **Carlson School of Management (Twin Cities campus)—Discontinue the Ph.D. degree and minor in Human Resources and Industrial Relations**

The Carlson School of Management on the Twin Cities campus requests approval to discontinue the Doctor of Philosophy (Ph.D.) and minor in Human Resources and Industrial Relations. The coursework for these degrees will be integrated into the Business Administration Ph.D. degree and minor, providing greater flexibility for students, as well as increased opportunities for funding and placement in assistantships.

IV. Request for Approval of Minnesota-North Dakota Public Higher Education Tuition Reciprocity Agreement

The State of Minnesota has requested changes to the reciprocity agreement with North Dakota, effective with the 2013-14 academic year. These changes affect only Minnesota

residents attending North Dakota public institutions and do not affect students attending the University of Minnesota.

Minnesota's reciprocity payments to North Dakota are calculated based on student flow, tuition rates, and marginal instructional costs. These payments have fluctuated over the years, but during the past decade have increased significantly and were projected to exceed the amount appropriated by the Minnesota Legislature for the coming biennium. Although additional funds were appropriated to cover this projected increase, the Office of Higher Education renegotiated the terms of the agreement to ensure that future reciprocity payments did not exceed available funds.

Under the terms of the modified agreement, Minnesotans studying in North Dakota will be charged 112 percent of the North Dakota resident undergraduate tuition rate and 127 percent of the North Dakota graduate tuition rate. Should projected reciprocity payments exceed available funds, these tuition surcharges may be increased by up to three percent for the next three academic years. In other words, Minnesotans studying in North Dakota would pay slightly higher tuition rates to reduce the amount of Minnesota's reciprocity obligation to North Dakota.

North Dakota residents attending a Minnesota public college or university will continue to be charged the higher of the Minnesota resident rate at the campus attended or the resident rate at a comparable North Dakota institution.

The parties to this Agreement are the Minnesota Office of Higher Education and the North Dakota State Board of Higher Education. The agreement follows:

**Minnesota-North Dakota Public Higher Education
Tuition Reciprocity Agreement**

1. PURPOSES OF AGREEMENT

The purposes of this Agreement are to continue to improve the post-secondary education advantages of residents of Minnesota and North Dakota through greater availability and accessibility of post-secondary education opportunities and to achieve improved effectiveness and economy in meeting the post-secondary education needs of those residents through cooperative planning and effort by the two neighboring states.

It is intended that the opportunity to enter a public post-secondary institution in the neighboring state will be dependent upon the availability of space in the particular program to which the student applies, as determined by each campus. A student whose reciprocity application is approved by the appropriate agency in the student's state of residence will be accommodated in a public institution in the neighboring state if the student meets admission requirements applied to residents of the neighboring state and if space is available in the program to which the student applies, except for those specific programs noted in Section 4 of the agreement.

2. TERM

This agreement is to be effective beginning with the 2013-14 academic year. The agreement is ongoing and will be reviewed annually and may be modified at any time upon mutual agreement of the parties.

3. SCOPE OF AGREEMENT

Students. A resident for tuition purposes in Minnesota or North Dakota shall be defined by the laws and regulations of the state of legal residency. Residents for tuition purposes in either state are eligible for admission to a public post-secondary institution in the other state on the same basis as residents of that other state, except as noted below. Students enrolled in courses or programs that do not charge a nonresident tuition rate but charge a tuition rate other than the resident rate to all students enrolled in a course or program are not covered by this agreement.

Subject to available space, students from one state shall be admitted to programs in the other state if they meet the admission and performance requirements applied to students in the other state, except for the following academic programs:

North Dakota State University Doctor of Pharmacy

University of North Dakota Doctor of Medicine

University of North Dakota Juris Doctorate

University of Minnesota Juris Doctorate

University of Minnesota Doctor of Medicine

University of Minnesota Doctor of Pharmacy

University of Minnesota Doctor of Veterinary Medicine (beyond five guaranteed new freshmen slots per year, up to a total of 20 for four classes, for qualified applicants)

University of Minnesota Doctor of Dentistry (beyond ten guaranteed new freshmen slots per year, up to a total of 40 for four classes, for qualified applicants)

Both parties to this agreement have the authority to limit the number of reciprocity students admitted to Occupation and Physical Therapy programs in their respective states based on mutually agreed upon limits described in the annual administrative memorandum.

The North Dakota University System retains the right to submit recommendations to the University of Minnesota on the selection of North Dakota applicants for admission to veterinary medicine and dentistry,

All forms of financial aid provided by an institution shall be available to qualified students from either state, except aid programs supported by funds for which eligibility is lawfully restricted.

(a) Institutions and Programs. This Agreement applies to all public post-secondary institutions in Minnesota and North Dakota. An institution in one state may not offer a program in the other state without prior approval of the administering agency or agencies in the other state.

4. TUITION

Beginning in the fall 2013, reciprocity students attending NDUS institutions generally pay 112% of the ND resident rate at the undergraduate level and 127% of the ND resident rate at the graduate level, which varies by type of institution (e.g. doctoral, two-year, etc.). The NDUS, with the mutual agreement of MN, reserves the right to increase to 115% undergraduate and 130% graduate over a period not to exceed three years, as necessary. ND students attending MN institutions pay the higher of MN resident rate for the type of campus attended.

North Dakota residents attending Minnesota campuses will pay the following tuition rates:

- North Dakota residents attending the University of Minnesota campuses will pay the University of Minnesota resident rate at the campus attended based on the program of instruction, except for pharmacy, law, medicine, veterinary medicine and dentistry. Students will pay the rate established by Minnesota for pharmacy, law and medicine. For up to five slots per year in veterinary medicine, the state of North Dakota and/or the student will pay 75% of the professional program non-resident tuition rate and for up to 10 slots per year in dentistry the state of North Dakota and/or the student will pay 100% of the professional program non-resident tuition rate.
- North Dakota residents attending Minnesota State University System campuses will pay the higher of the Minnesota State University System resident rate or the average University of North Dakota/North Dakota State University resident rate based on the program of instruction.
- North Dakota students attending Minnesota's two-year campuses will pay the higher of the Minnesota Community College or Minnesota Technical College resident rate at the campus attended or the North Dakota two-year resident rate.

Minnesota residents attending North Dakota campuses will pay the following tuition rates:

- In the fall 2013, Minnesota students attending NDUS institutions will pay 112% of the North Dakota resident undergraduate rate and 127% of the North Dakota resident graduate rate based on the program of instruction, with potential increases to 115% and 130% respectively. The following exceptions apply:
 - Undergraduate and graduate reciprocity rates for Minnesota students attending Minnesota State shall not exceed the tuition charged to non-residents from other states through the fall 2014 semester. All newly admitted students beginning in the Spring 2015 and thereafter will be assessed the agreed-upon surcharge.
 - The reciprocity rate for Minnesota students attending Lake Region State shall not exceed the tuition charged to non-residents from other states through the summer 2015 semester. Beginning in the Fall 2015 and thereafter students will be assessed the standard agreed-upon surcharge.
 - The reciprocity rate for Minnesota students attending UND and NDSU's joint Master's in Public Health program shall not exceed 110% of the ND resident rate in fall 2013, 120% in fall 2014 and the agreed upon surcharge thereafter.

- Minnesota students attending the University of North Dakota Physical Therapy and Occupational Therapy programs will pay the University of North Dakota resident rate.
- Minnesota students attending the University of North Dakota in medicine will pay the rate set by the University of North Dakota.
- Minnesota students attending the University of North Dakota in law will pay the rate set by the University of North Dakota.
- Minnesota students attending North Dakota State University in pharmacy will pay the rate set by North Dakota State University.

5. TUITION RECIPROCITY REIMBURSEMENT

The state receiving the lesser number of students shall pay the state receiving the greater number of students from the other state a tuition reciprocity reimbursement. The payment shall be based on a marginal expenditure calculation as follows:

$$\begin{aligned}
 & \text{Operational Expenditure per FTE}^1 \\
 & \times \text{Marginal Expenditure Rate} \\
 & = \text{Marginal Expenditure per FTE} \\
 & \quad - \text{Resident Tuition Rate} \\
 & = \text{Remaining Marginal Expenditures per FTE} \\
 & \times \text{GAP FTE (Difference in state flow of students)} \\
 & = \text{Gross State Obligation} \\
 & \quad - \text{Student Payment (Total Tuition Payment in Excess of Resident Tuition)} \\
 & = \text{Net State Obligation}
 \end{aligned}$$

¹Excludes costs of programs exempted under the agreement and others noted in the annual memo of understanding

6. ADMINISTRATION

The chief executive officers of the parties to this Agreement shall prepare and execute an Administrative Memorandum of Understanding concurrent with this Agreement. The Memorandum shall include provision relating to actual reciprocity tuition rates during 2013-14 and thereafter, marginal expenditure rates, payment schedules and other provisions designed to effectuate the purpose of this Agreement. The Memorandum shall be reviewed at least annually and modified as necessary.

7. ADMISSION, PROMOTION AND RECRUITMENT

The parties expect that the institutions governed by this Agreement will follow the Statement of Principles of Good Practice, adopted by the National Association of Secondary Schools and College Admissions Officers, and the recommended guidelines for institutions adopted by the Minnesota Office of Higher Education and the ND State Board of Higher Education, as appropriate codes of conduct for representatives of public institutions involved in admissions, promotion, and students recruitment in a neighboring state.

MINNESOTA OFFICE OF HIGHER EDUCATION:

Date: _____

Lawrence J. Pogemiller, Commissioner

NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION:

Date: _____

Larry Skogen, Acting Chancellor