

**UNIVERSITY OF MINNESOTA**

**BOARD OF REGENTS**

**Educational Planning & Policy Committee**

**Wednesday, July 11, 2007**

**10:15 a.m. - 11:45 a.m.**

**600 McNamara Alumni Center, West Committee Room**

**Committee Members**

David Larson, Chair  
Anthony Baraga  
Maureen Cisneros  
Linda Cohen  
Steven Hunter  
Patricia Simmons

**Student Representatives**

Meghan Keil  
Nathan Olson

**A G E N D A**

1. Teaching & Learning - T. Sullivan/A. Carney/C. Swan/G. Rinehart/D. Bailey/B. Durgan/M. Nichols (pp. 2-12)
2. Consent Report - Review/Action - T. Sullivan (pp. 13-17)
3. Information Items - T. Sullivan (p. 18)



## UNIVERSITY OF MINNESOTA BOARD OF REGENTS

**Educational Planning and Policy Committee**

**July 11, 2007**

**Agenda Item:** Teaching and Learning

review       review/action       action       discussion

**Presenters:** Senior Vice President/Provost Thomas Sullivan  
Vice Provost for Faculty Affairs Arlene Carney  
Vice Provost and Dean of Undergraduate Education Craig Swan  
Vice Provost for Student Affairs Gerald Rinehart  
Dean Darlyne Bailey  
Dean Beverly Durgan  
Dean Mary Nichols

**Purpose:**

policy       background/context       oversight       strategic positioning

This presentation will focus on four major areas related to teaching and learning across the University of Minnesota, including enhancing, showcasing, and assessing teaching; enhancing student learning; postsecondary teaching and learning initiatives; and lifelong learning for adults. The presenters also will articulate how the University is maximizing its teaching and learning capabilities to position itself as a world-class leader in these areas.

### **Outline of Key Points/Policy Issues:**

1. Summarize how the University is enhancing, showcasing, and assessing teaching (Vice Provosts Carney and Swan). Discussion will include:

- The role of the Center for Teaching and Learning
- The Academy of Distinguished Teachers
- Assessment of teaching

2. Describe how the University is enhancing student learning (Vice Provosts Carney and Rinehart). Discussion will address student learning and student development outcomes as integral to the undergraduate experience.

3. Overview of Postsecondary Teaching and Learning initiatives (Dean Bailey and Vice Provost and Dean Swan), such as:

- The First Year Experience program
- Learning Communities and their fit within the University
- Objectives for Postsecondary Teaching and Learning

4. Showcase the opportunities for Lifelong Learning for Older Adults that are offered and coordinated by the University of Minnesota (Deans Nichols and Durgan). The major area of focus will be the University's new initiative, *LearningLife*, and the variety of current and future programs offered under this umbrella.

### **Background Information:**

The Board of Regents has endorsed the University's strategic plan to become one of the top three public research universities in the world. The focus of this briefing is how the University is leveraging its teaching and learning capabilities across the campus to meet its goal of becoming a top research university.

## **Strategies for Improving Teaching and Learning**

### **Teaching and Learning across the University of Minnesota**

#### ***What are we doing to enhance and showcase teaching by faculty, staff, and graduate students?***

The Twin Cities Campus is committed deeply to supporting and improving teaching. As Provost Sullivan noted at this spring's induction ceremony for the Academy of Distinguished Teachers, "A central part of our vision and what we do is to promote the growth of knowledge and understanding. To go beyond what we now know is an important part of what and who we are as a University. And that is all about teaching."

The University's Center for Teaching and Learning (CTL) is a key component in our ongoing support of teaching. Their mission statement says that the Center "enriches the professional growth of faculty, teaching assistants, and instructional staff through programs, services, and resources that promote significant learning experiences for students." This is accomplished through a variety of programs that address teaching at all stages of faculty careers, from graduate teaching assistants to senior faculty. Their flexible programming accommodates all faculty schedules—short courses, week-long courses, semester or year-long courses. In addition to workshops and seminars, CTL offers observation of teaching, review of materials, private coaching and consultation, as well as a Web site with an extensive toolkit that faculty can access and use in teaching. The Center also has programs that assist faculty to adapt to learning style differences and cultural diversity among students.

CTL plays an important role in helping international faculty and graduate students make an effective transition to working with U.S. undergraduates and teaching in an American university. It offers important resources to assist graduate students who are nonnative speakers of English to improve their language skills so they can qualify to be teaching assistants.

The University rewards teaching excellence through a number of teaching awards at the departmental, college, and all-University level. The most prestigious of these are the Morse-Alumni Award for Outstanding Contributions to Undergraduate Education and the Award for Outstanding Contributions to Postbaccalaureate, Graduate, and Professional Education. Both of these awards carry continuing salary supplements and both qualify recipients for induction into the Academy of Distinguished Teachers (ADT). Established in 1999, the ADT is "a forum through which its members provide important leadership to the University community, serving as mentors, advisers, and spokespersons for the University's teaching mission." At the present time there are about 210 members of the ADT, coming from four of the five University's campuses. Members participate in an annual retreat to share thoughts and expertise on teaching and to consider ways that faculty actively can promote the University's teaching mission. The ADT also holds a Teaching and Learning Conference on alternate years, attracting over 200 participants. More recently the Academy instituted a small grant program to fund innovative teaching and learning projects.

***How do we know that our efforts to improve teaching are working?***

University Senate policy requires that every course be evaluated after the completion of the class. The Student Evaluation of Teaching (SET) form is designed for use by the faculty member and department to assess performance and to improve teaching. Evaluation forms can be administered either in paper or web-based formats; the paper-based questionnaires are collected by a student and delivered to the department office, and faculty members are provided access to the forms only after grades are turned in.

The SET includes a specified set of “student release” questions that can be made public. Faculty members also have access to a database of additional questions that allows them to tailor their questionnaires to make them more suitable to the course activities. The University Senate is in the process of revisiting its policies on the SET, and a new set of questions was piloted in selected classes in Spring 2007.

The primary intent of the SET is to provide faculty with information to improve their teaching, and also to provide departments and colleges with information about faculty teaching for purposes of merit pay, tenure, and promotion. Teaching evaluations are taken seriously for all of these purposes related to individual faculty development.

Aggregate time-series data can also be derived from the SET. We examined and analyzed trends over the past six years (when the current form was put into place). This aggregate data shows statistically significant upward trends in almost all of the questions, including the following:

- The instructor’s overall teaching ability
- How much I learned in the course
- Instructor stimulated me to think critically about the course material
- Instructor set high expectations for student performance
- Instructor used a variety of teaching and learning strategies
- I would take another course with this instructor

One item on the SET relates to the teaching environment. The University has made substantial investments in upgrading the quality of its classrooms and equipping them with state-of-the-art equipment such as wireless hubs and computer projectors, and in developing web-based instructional support capabilities through systems such as WebCT. The improvement in the environment for teaching and learning can be shown in the strong increases in student responses to the SET question on classrooms, from 43% who gave the learning environment a 6 or 7 (top 2 scores) in 1998 to 58% who did so in 2005.

We also can track improvements in teaching and learning through the use of the senior survey administered to graduating seniors every spring. This survey shows a strong positive trend in student perceptions of teaching at the university. The percent giving the two most positive responses (out of five) is noted for each question:

	1989	2002	2003	2004	2005	2006
1 In general, how satisfied are you now with your experiences at the University of Minnesota?	69.3%	77.5%	79.9%	81.0%	82.8%	81.9%
2 If you could start your undergraduate work over again, would you attend the University of Minnesota?	58.5%	70.0%	72.4%	74.3%	76.4%	77.3%
3 Now think about your program or major. How would you rate your program/major courses and the instructors on:						
--Overall quality of instruction	43.7%	55.8%	60.6%	67.8%	68.0%	69.3%
--The extent to which the courses appropriately challenged your abilities	55.2%	60.0%	57.3%	69.9%	66.9%	70.9%
--The extent to which your major requirements formed a well-integrated program	40.7%	47.4%	49.2%	58.5%	52.7%	61.1%

***What are we doing to enhance student learning at the University of Minnesota?***

Until recently, an undergraduate education was characterized most often by its input characteristics. The combination of a student who demonstrated excellent academic achievement in high school and excellent performance on standardized tests and a curriculum that addressed both broad liberal education goals and the focus of a major field taught by an expert faculty were presumed to be the recipe for a successful graduate with a baccalaureate degree.

The emphasis in undergraduate education has shifted in a dramatic way to focus on what students have learned and what they are able to do when they complete their bachelor’s degrees. These outcome measures characterize the values that an institution has articulated across a number of important areas. The University of Minnesota-Twin Cities has developed two sets of outcomes – one in the area of student learning and one in the area of student development. Along with our revised liberal education curriculum, these outcomes will frame our concept of an undergraduate education. These student learning outcomes and student development outcomes were approved by the Faculty Senate and the University Senate in May 2007 for implementation on the Twin Cities campus. As part of New Student Orientation in Summer 2007, incoming freshmen are being introduced to these outcomes.

**Student Learning Outcomes**

Faculty, collegiate and central administrators, and staff at the University of Minnesota-Twin Cities, working together in the Council for Enhancing Student Learning since 2002, developed a set of student learning outcomes that define what students will be able to do when they have completed any undergraduate degree, regardless of major, at the University of Minnesota-Twin Cities.

At the time of receiving a bachelor's degree, students:

- Can identify, define, and solve problems
- Can locate and critically evaluate information
- Have mastered a body of knowledge and a mode of inquiry
- Understand diverse philosophies and cultures within and across societies
- Can communicate effectively
- Understand the role of creativity, innovation, discovery, and expression across disciplines
- Have acquired skills for effective citizenship and life-long learning

These student learning outcomes will help guide faculty across the University to develop curricula, plan individual courses, design syllabi, construct learning activities, and assess the student learning that occurs in every aspect of student experience - their classes, their undergraduate research experiences, their service-learning opportunities, their internships, and their learning abroad. These learning outcomes can be expanded at the departmental or unit level to reflect the ways in which the students achieve these outcomes within and across disciplines. In addition, the outcomes also provide a framework for students and advisers in discussion of the goals of the undergraduate curriculum.

At the present time, the Provost's office is working with ten departments across the Twin Cities campus to implement these learning outcomes in their undergraduate curricula.

### **Student Development Outcomes**

We also recognize that a student's undergraduate education comprises a wide range of experiences both inside and outside the classroom. Students need a set of skills that will allow them to function as citizens of the University and the broader community. As part of the dialogue at the Council for Enhancing Student Learning, additional staff and faculty worked on a set of student development outcomes.

University of Minnesota undergraduates will demonstrate:

- Responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions
- Independence and interdependence by knowing when to collaborate or seek help and when to act on their own
- Goal orientation by managing their energy and attention to achieve specific outcomes
- Self-awareness by knowing their personal strengths and talents and acknowledging their shortcomings
- Resilience by recovering and learning from setbacks or disappointments
- Appreciation of differences by recognizing the value of interacting with individuals with backgrounds and/or perspectives different from their own
- Tolerance of ambiguity by demonstrating the ability to perform in complicated environments where clear cut answers or standard operating procedures are absent

These outcomes reinforce the principle that learning takes place throughout the student's University experience. While allowing faculty and staff to be more intentional in advising

students regarding co-curricular involvement and activities, the outcomes also give students a language for articulating the meaning of their experiences. In addition, faculty will be able to refer to these outcomes as they discuss expectations for student engagement and participation in the classroom. In particular, these outcomes can be assessed in the context of student employment, undergraduate research experiences, service-learning opportunities, their internships, and learning abroad, as well as a variety of curricular and co-curricular activities.

### **The Undergraduate Experience**

Taken together, the student learning outcomes and the student development outcomes underscore the important partnership of students, faculty, and staff in supporting student learning in the broadest sense. The outcomes provide comprehensive goals that ensure University of Minnesota graduates are responsible and engaged citizens prepared to participate in and meet the challenges of a complex, diverse, and global society.

## Postsecondary Teaching and Learning

### Postsecondary Teaching and Learning (PsTL) initiatives

- **Facilitating the design of a college-wide First Year Experience for incoming College of Education and Human Ecology (CEHD) freshmen**
- **Developing a graduate program and certificate in Postsecondary Teaching and Learning**
- **Exploring an undergraduate major**

The first year is a critical portal to persistence and graduation. CEHD's new First Year Experience program is designed to engage new college students in substantive, purposeful learning that positions students for undergraduate success as they come in the door. Students will engage academically in Learning Communities, which will stimulate their thinking and enhance their academic skills. Co-teaching, inter-departmental Learning Community packages, and an "advising" hour built into the first semester will foster success for undergraduates in CEHD. These activities also will foster a sense of community for participants (students, faculty and advisers) in the college. In addition, students will participate in and be supported by advising that meets individual needs, and extra- and co-curricular structures will engage them and supplement their experiences. CEHD faculty and staff are committed to providing the environment and experiences that assist students in reaching their academic goals.

### *What are Learning Communities?*

Learning Communities purposely restructure the curriculum to link together courses and assignments so that the students find greater coherence in what they are learning as well as increased intellectual interaction with faculty and fellow students. Learning Communities usually are associated with collaborative and active approaches to learning, some form of team teaching, and interdisciplinary themes.

Given the swift changes in today's society (scientific and technical innovations, cultural and demographic shifts), students need not only to learn a wide range of knowledge and skills, but to cultivate the ability to do integrative, connective thinking and complex problem-solving. Learning Communities provide a curricular structure for facilitating these crucial learning objectives.

### *Why Learning Communities? Why now?*

*Curricular fit:* Multidisciplinary college designing deliberate programs for undergraduates with emphasis on critical first year

*Student fit:* Need for academic and social integration to meet retention and graduation goals in our expanded undergraduate programs

*Systemic fit:* Creates a new multicultural, multidisciplinary model that aims to serve a range of undergraduates

*Window of opportunity:* Aligns with University-supported First Year Experience initiative and strategic planning recommendations

***Our Model: First Year Experience***

10 credits (extra hour built in to FYI for career planning and advising)  
PSTL courses linked with major courses that create intentional bridges to the major  
Meets CLE and pre-requisites for the major  
Social/ Institutional/ Academic Integration

***What will the First Year Experience look like?***

Fall Semester: Multidisciplinary First Year Inquiry and Integrated Course Cluster across departments  
Spring Semester: Integrated Course Clusters

***Objectives***

- Implement an effective first year portal to graduation
- Create a model for collaboration between disciplines and departments
- Develop cross-college partnerships that create pathways to majors
- Heighten student engagement so as to increased retention and graduation
- Enable faculty collaboration

## Lifelong Learning for Older Adults

Statewide, 44% of the population, or about 5.2 million people, are 45 years old or older. There are 811,000 baby boomers (born 1946-64) in the metro area and 1.3 million statewide. Nationally, research shows that 66% of baby boomers have at least an undergraduate education. Marc Freedman, CEO of Civic Ventures, an innovative nonprofit that helps society “achieve the greatest return on experience,” says

This is a historic moment where a new stage of life is being created in the decades that are opening up between the end of midlife and the beginning of true old age. You’ve got this population explosion of millions of people who are floating into a period that’s really undefined. They’re neither young nor old, and the whole idea of what success is—what you aspire to—is open.

Richard Leider, renowned life coach and senior fellow at the University’s Center for Spirituality and Healing, and recent guest in the “Great Conversations” series produced by the College of Continuing Education, said:

I think an institution like the University of Minnesota needs to have reciprocity with its alumni, and not just ask for money but also offer to help people reinvent themselves in the second half (of life)... I want to give my time and my talents and my money, but I also want you to help me figure out how I want to do that and continue learning and growing throughout my life.

With the College of Continuing Education (CCE) taking the lead, the University of Minnesota this summer will begin unveiling a new initiative that will be called “LearningLife.” *LearningLife* will allow people to personalize their learning experiences, resources, and peer interactions; choose from diverse offerings that meet their changing needs, interests, and time limitations; and connect to the University of Minnesota in new ways, both online and in-person. It is being developed in partnership with its audiences through a process called co-creation. An interactive website is now live and is the initial vehicle for the co-creation process ([www.cce.umn.edu/learninglife](http://www.cce.umn.edu/learninglife)).

*LearningLife* also will be a vehicle for programs across the University to reach these audiences. The Center for Spirituality and Healing in the Academic Health Center is interested in promoting its public programs entitled “The Purpose Project” and “Taking Charge of Your Health” through *LearningLife*, and University of Minnesota Extension is planning to promote some of its programs through this initiative. For example, three programs that are well-positioned to serve larger audiences through *LearningLife* are the Master Gardener Program, Program on Financial Security in Later Life, and a program offered through the University of MN Toursim Center – “Three Rivers Wine Trail.”

- **Master Gardeners** make a difference in their communities by creating social capital, “networks of relationships that weave individuals into groups and communities.” Master Gardener projects vary widely, from urban settings with hundreds of volunteers to rural communities where the local Master Gardener

may answer horticulture questions from their home. There are trained Master Gardeners in all of Minnesota's 87 counties, with approximately 2,300 active Master Gardeners in the state that gave 104,142 volunteer hours back to their communities. For more information, see [www.extension.umn.edu.garden](http://www.extension.umn.edu.garden).

- **Financial Security in Later Life.** We spend more time planning annual vacations than we spend planning for retirement and later life - which can last 30 years or more. Today, more than ever, it's up to each of us to plan for our financial security in later life. Extension offers a series of workshops and online self-study materials on financial security in later life. Through Extension research on the factors that encourage people to take action, we have learned that the workplace is a very effective place to offer these programs. Extension has been working with employers across Minnesota to pilot work-site programs. For more information, see [www.financialsecurity.umn.edu](http://www.financialsecurity.umn.edu).
- **Minnesota Tourism – Three Rivers Wine Trail.** Typically, summer travelers in Minnesota are middle-aged and middle income with the average age of 46.5 years. Most travelers in Minnesota are taking a vacation or short pleasure trip. Thanks in part to the University of Minnesota, travelers can now add “wine trail” to their list of Minnesota vacation destinations. The Three Rivers Wine Trail is Minnesota’s first wine trail and is comprised of six Minnesota wineries all located within the St. Croix, Mississippi and Cannon River valleys. Wine lovers can spend a day or a weekend on the trail visiting wineries amid lush valley scenery and sampling high-quality, locally produced wines. And a lot of people are doing just that.

These programs and potentially many others across the University fit well with three overarching themes that currently define *LearningLife*:

1. **Living and Working in the Second Half of Life** (which includes holistic retirement planning, living with purpose, social entrepreneurship, taking charge of your health).
2. **Learning for Pleasure and Purpose** (which includes global learning; preparing for educational or humanitarian travel; expanding timeless knowledge and engaging timely issues through CCE programs such as Great Conversations, Headliners, and Compleat Scholar).
3. **Legacies** (which includes making a difference through volunteerism, sharing accumulated professional knowledge, creating and sharing life stories with peers and the public).

The University has a long history of serving lifelong learners. *LearningLife* will leverage technology, marketing expertise, and programming experience, in a renewed commitment to create a fresh and relevant engagement with the University for a large public audience of citizen-learners--in the metro area and statewide, in-person and on-line, individually, and in communities of learners.



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Educational Planning and Policy Committee**

**July 11, 2007**

**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. New Academic Programs

- Carlson School of Management (Twin Cities Campus) – Create B.S.B. degree in Public/Nonprofit Management
- College of Science and Engineering (Duluth Campus) – Create B.S. degree in Civil Engineering
- Graduate School – Create dual degree in law (J.D.) and Master of Urban and Regional Planning (M.U.R.P.)

II. Changed Academic Programs

- College of Continuing Education (Twin Cities Campus) – Discontinue B.A.Sc., Emergency Health Services degree
- College of Education and Human Development (Twin Cities Campus) – Change name of B.S. degree in Sport Studies to B.S. degree in Sport Management
- College of Education and Human Development (Twin Cities Campus) – Discontinue track in Therapeutic Recreation in B.S., M.Ed., and Ph.D. degrees in Recreation, Park and Leisure Studies
- Graduate School – Add two tracks to Ph.D., Epidemiology degree
- Graduate School – Discontinue minor in Conflict Management
- Graduate School – Add Plan A option to M.A., Educational Policy and Administration degree
- Graduate School – Add Plan C option to M.S., Civil Engineering degree
- Graduate School – Add Plan C option to M.S., Geological Engineering degree

**Background Information:**

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

**President's Recommendation for Action:**

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

**University of Minnesota Board of Regents  
Educational Planning and Policy Committee  
July 11, 2007**

**Consent Report**

**I. Request for Approval of New Academic Programs**

▪ **Carlson School of Management (Twin Cities Campus)—Create B.S.B. degree in Public/Nonprofit Management**

The Carlson School of Management on the Twin Cities campus, in collaboration with the Humphrey Institute of Public Affairs, requests approval to offer a Bachelor of Science in Business (B.S.B.) degree in Public/Nonprofit Management, effective fall semester 2007. The proposed new major responds to the vibrant nonprofit sector statewide and nationally and the need for skilled managers and leaders that support community well-being. The major includes courses from the Carlson School and the Humphrey Institute and complements the Carlson School's upcoming undergraduate expansion and restructured curriculum.

▪ **College of Science and Engineering (Duluth Campus)—Create B.S. degree in Civil Engineering**

The College of Science and Engineering on the Duluth campus requests approval to offer the Bachelor of Science in Civil Engineering (B.S.C.E.) degree, effective fall semester 2008. The new degree complements existing UMD programs in mechanical, industrial, and chemical engineering and will encompass four broad areas: structural, transportation, water resources, and geotechnical engineering. The degree is consistent with UMD's strategic goal to expand into this field to serve communities across northern Minnesota.

▪ **Graduate School—Create dual degree in law (J.D.) and Master of Urban and Regional Planning (M.U.R.P.)**

The Graduate School requests approval to offer a dual degree in law (J.D.) and Master of Urban and Regional Planning (M.U.R.P.), effective immediately. The proposal, jointly supported by the University's Law School and Humphrey Institute of Public Affairs, would increase the number of credits counted in common between the two degrees from 17 to 29 credits.

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

▪ **College of Continuing Education (Twin Cities Campus)—Discontinue B.A.Sc., Emergency Health Services degree**

The College of Continuing Education on the Twin Cities campus requests approval to discontinue the Bachelor of Applied Science (B.A.Sc.) degree in Emergency Health Services, effective fall semester 2007, due to low enrollment.

The decision to seek discontinuation emerged from the joint review by the College and the Academic Health Center of health-related degrees residing in the College of Continuing Education. (Other such programs have been moved to the newly created Center for Allied Health Programs.) Students currently enrolled in the Emergency Health Services program will be allowed to continue and complete their degrees.

- **College of Education and Human Development (Twin Cities Campus)—  
Change name of B.S. degree in Sport Studies to B.S. degree in Sport Management**

The College of Education and Human Development on the Twin Cities campus requests approval to change the name of the Bachelor of Science (B.S.) degree in Sport Studies to Bachelor of Science (B.S.) degree in Sport Management, effective fall semester 2007. The new name better identifies the degree for potential students and employers.

- **College of Education and Human Development (Twin Cities Campus)—  
Discontinue track in Therapeutic Recreation in B.S., M.Ed., and Ph.D. degrees in Recreation, Park and Leisure Studies**

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the Therapeutic Recreation program as a track in the Bachelor of Science (B.S.) degree in Recreation, Park and Leisure Studies and as an emphasis area in the Master of Education (M.Ed.) degree and Doctor of Philosophy (Ph.D.) degrees in Recreation, Park and Leisure Studies, effective spring semester 2008. Currently enrolled students at the undergraduate and graduate levels will be permitted to complete their programs.

- **Graduate School—Add two tracks to Ph.D., Epidemiology degree**

The Graduate School requests approval to add a Clinical/Biological Epidemiology track and a Social/Behavioral Epidemiology track to the Doctor of Philosophy (Ph.D.) degree in Epidemiology, effective fall semester 2008. The proposed additions provide more behavioral methods and statistics courses in the curriculum for students with a behavioral focus, and increased flexibility for students in both tracks in structuring their programs to support their research interests.

- **Graduate School—Discontinue minor in Conflict Management**

The Graduate School requests approval to discontinue the free-standing interdisciplinary minor in Conflict Management, effective fall semester 2007. The discontinuation is due to low enrollment and inadequate numbers of faculty to teach the proseminar. The four students who currently list this minor in their program and are making satisfactory progress will be given the opportunity to complete it.

- **Graduate School—Add Plan A option to M.A., Educational Policy and Administration degree**  
The Graduate School requests approval to add a Plan A (thesis) option to all four tracks for the Master of Arts (M.A.) degree in Educational Policy and Administration, effective fall semester 2007. Currently enrolled students will be given the option to finish under either the Plan A or Plan B (paper/project) option.
- **Graduate School—Add Plan C option to M.S., Civil Engineering degree**  
The Graduate School requests approval to add a Plan C (coursework) option for the Master of Science (M.S.) degree in Civil Engineering, effective fall semester 2007. The addition of a coursework option will enable students to complete their programs in nine months, which is similar in length to comparable programs at highly rated competitor institutions. The master's degree is increasingly viewed as a requirement for professional practice in civil engineering.
- **Graduate School—Add Plan C option to M.S., Geological Engineering degree**  
The Graduate School requests approval to add a Plan C (coursework) option for the Master of Science (M.S.) degree in Geological Engineering, effective fall semester 2007. The addition of a coursework option will enable students to complete their programs in nine months, which is similar in length to comparable programs at highly rated competitor institutions. The master's degree is increasingly viewed as a requirement for professional practice in geological engineering.



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**Educational Planning and Policy Committee**

**July 11, 2007**

**Agenda Item:** Information Items

review       review/action       action       discussion

**Presenters:** Senior Vice President/Provost Thomas Sullivan

**Purpose:**

policy       background/context       oversight       strategic positioning

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

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

**Outline of Key Points/Policy Issues:**

The item "Academic Issues Related to: *University Plan, Performance, and Accountability Report*" has been moved permanently to the Educational Planning and Policy Committee September meeting, consistent with prior agreement.

**Background Information:**

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