

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Educational Planning & Policy Committee

Thursday, September 11, 2008

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

600 McNamara Alumni Center, West Committee Room

Committee Members

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

Student Representatives

Jennifer McCabe
Dustin Norman

A G E N D A

1. Academic Program Changes Annual Report - T. Sullivan/A. Davis-Blake/M. Speedie/J. Ziegenhagen (pp. 2-15)
2. Academic Issues Related to: *University Plan, Performance & Accountability Report* - T. Sullivan (p. 16)
3. Committee Workplan, 2008-09 - D. Larson/T. Sullivan (pp. 17-19)
4. Consent Report - Review/Action - T. Sullivan (pp. 20-25)
5. Information Items - T. Sullivan (p. 26)



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

September 11, 2008

Agenda Item: Academic Program Changes Annual Report

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan
Dean Alison Davis-Blake
Dean Marilyn Speedie
Director John Ziegenhagen

Purpose:

policy background/context oversight strategic positioning

To review the academic program proposal review process, the principles and purposes of the policy guiding this process, and its intersection with delegation of authority policies; to provide a summary of academic program changes reviewed by the committee and approved by the Board of Regents in 2007-08; and to review the programs' alignment with strategic positioning efforts.

Outline of Key Points/Policy Issues:

- Do the new and changed academic programs for 2007-08 move the University closer to achieving its strategic positioning aspirational goal?
- Do these guidelines and procedures support achievement of the University's strategic positioning aspirational goal?

Background Information:

Since 2003, at the request of the Educational Planning and Policy Committee, the Office of the Senior Vice President for Academic Affairs and Provost has provided an annual summary of new and changed programs approved by the Board of Regents in the previous year. At its July 2004 meeting, the committee requested information on the criteria used for approving such programs. The September 2008 report provides this information in the context of the University's strategic positioning efforts.

**University of Minnesota Board of Regents
Educational Planning and Policy Committee
September 11, 2008**

Academic Program Changes Annual Report

Policy Questions

- Do the new and changed academic programs for 2007-08 move the University closer to achieving its strategic positioning aspirational goal?
- Do these guidelines and procedures support achievement of the University's strategic positioning aspirational goal?

Introduction

Since 2003, at the request of the Educational Planning and Policy Committee, the Office of the Senior Vice President for Academic Affairs and Provost has provided an annual summary of new and changed programs approved by the Board of Regents in the previous year. At its July 2004 meeting, the committee requested information on the criteria used for approving such programs. The September 2008 report continues this reporting in the context of the University's strategic positioning.

The University of Minnesota has one of the most comprehensive academic programs of any institution in the world. It offers over 150 undergraduate degree programs; more than 130 master's degree programs; over 100 doctoral degree programs; and professional programs in law, dentistry, medicine, pharmacy, and veterinary medicine. Within its comparative group (Florida, Illinois, Michigan, Ohio State, Penn State, Texas, UC—Berkeley, UC—Los Angeles, Washington, Wisconsin), the University of Minnesota ranks 2nd in doctoral degrees granted, 3rd in master's and professional degrees, and 9th in bachelor's degrees.

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

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

Part I: Academic Program Change—The Process presents an overview of the administrative process and criteria used to review proposed academic program changes and prepare them for action by the Educational Planning and Policy Committee and the Board of Regents. Also included is a summary of program change actions taken by the Committee during the 2007-08 academic year.

Part II: Case Study—Pharm.D.-M.B.A. Program provides background information on this new interdisciplinary, inter-school graduate program.

I. Academic Program Change – The Process

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

This section describes the program proposal review process, the principles and purposes of the policy that guide it, the criteria used to assess proposals for new and changed programs, the policy’s intersection with delegation of authority policies, a listing of program changes approved by the Board of Regents in 2007-08, and the top 10 degrees awarded on each University of Minnesota campus over the past four years.

Program Review Process

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

Procedures for program development, review, and approval are established within departments, colleges, the Academic Health Center, and the Graduate School (for most post-baccalaureate degrees), and by chancellors, the senior vice president for academic affairs and provost, the senior vice president for system academic administration, and the Board of Regents.

Principles

The principles guiding this process include the following:

- Academic programs should be aligned with the missions, strategic plans, and compacts of their home unit and with the University’s broad institutional goals and strategic directions.
- Proposals for academic programs should reflect common criteria: quality; centrality; comparative advantage; need and demand (including accreditation or competitive requirements as well as Minnesota workforce needs); efficiency and effectiveness; and growth and leveraging of resources. (See “Criteria for New Program Proposals” section below.)
- Decisions to offer, change, or drop academic programs, when they have the potential to affect or involve other units within the University, require consultation early in the program development stage.

- Consideration and approval of academic program proposals should be carried out by the Board of Regents or by an appropriate-level administrator with the delegated authority from the Board.
- Formal approval by the Board of Regents or its designee is required before new and changed programs may be publicized or initiated.

Purposes

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

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

Approval Level Requirements

The type of action requested dictates the approval level required.

Board of Regents approval is required for:

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

Senior vice president for academic affairs approval is required for:

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

Provost approval (Twin Cities), senior vice president for health sciences, or vice chancellor (Crookston, Duluth, or Morris) approval is required for:

- Adding an honors option to an existing undergraduate degree program
- Making other curricular changes, e.g., change number of credits or required courses in a major or minor, change definition of options in a major
- Adding “second tier” admissions requirements, i.e., entrance requirements to a major that go beyond admission to the collegiate unit

Vice chancellor (Crookston, Duluth, or Morris) or collegiate dean (Twin Cities) approval is required for:

- Changing curricular details such as course substitutions (one course is dropped and another replaces it), revised lists of electives approved for the program, and changes that result from realignment or adjustment of course content.

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

Criteria for New Program Proposals

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

Mission, Priorities, and Interrelatedness

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

Need and Demand

- What is the need and demand for the program? Proposals for programs that reach very small numbers of students are discouraged. Use the following kinds of evidence, as appropriate:
 - Evidence that the program meets societal needs and expectations
 - Evidence of consultation with employers or professional organizations, if appropriate.

- Employment data, if appropriate (availability of jobs for graduates).
- Enrollment data for similar programs
- Data reflecting student interest or demand, both short- and long-term
- Projected number of applicants for the program
- Projected number of degrees to be conferred per year at full operation
- What are the intended geographic service area and the prospective student market?
- How will students benefit from the program?

Comparative Advantage

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

Efficiency, Effectiveness, and Use of Resources

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

Program Quality and Assessment

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

Program Development

- What planning and development authorities generated the proposal?
- When was the proposal reviewed and approved (department, college or campus curriculum committees, dean/vice chancellors' offices, etc.)?

2007-08 Program Changes

This section lists the academic program changes approved by the Educational Planning and Policy Committee and the Board of Regents during the 2007-08 academic year. A total of 69 separate actions were taken by the committee, including approvals for 29 new majors, minors, concentrations, or certificates; 11 program name changes; 18

discontinuations; eight program modifications; and seven program re-locations to different academic units.

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

The program changes listed below for 2007-08 include: undergraduate degrees, majors, minors, and certificate programs; graduate degrees and post-baccalaureate certificate programs; first-professional degrees and certificate programs; and academic unit name or program location changes.

Trends and Highlights: As suggested above, the 2007-08 year produced a typical volume of program changes. Particularly noteworthy, however, were these trends and highlights:

Twin Cities Campus Collegiate Reorganization. The work begun in 2006-07 in the three newly configured collegiate units—College of Design; College of Education and Human Development; and College of Food, Agricultural and Natural Resource Sciences—to update curricula, create better connections across programs and colleges, heighten faculty collaboration, and create programs more responsive to student needs and interest, continued into 2007-08.

Graduate Program Review. As was noted in the September 2007 presentation to this committee by Dean Gail Dubrow, the Graduate School has enhanced its review of graduate programs in the context of the University's strategic positioning goals and initiatives. Beginning in 2007, particular attention has been paid to programs started between January 1994 and February 2005 and those with fewer than 20 graduate students enrolled. As Dean Dubrow noted in her report to the committee last year:

Systematic and iterative processes of assessment help us to know which of our programs are truly excellent, and which ones are within reach of that goal, to effectively make decisions about investment. Review also helps us to understand the problems or concerns that need to be addressed for academic programs to reach their highest potential... We look to see whether the goals and objectives of a program or department align with the mission of the University, whether there are the academic and financial resources necessary to create and maintain excellence, and whether students who enter one of The Graduate School's programs receive the educational experience they expect.

During 2007-08, the Graduate School increased the number of internal reviews of programs and established a review process for University interdisciplinary programs. By the end of the 2008-09 all graduate programs started between January 1994 and February 2005 will have undergone a formal internal review.

Distance Education. The University's regional accrediting agency, the Higher Learning Commission (HLC), approved, in May 2008, the University's request to remove HLC's

standard stipulation that new distance education programs receive prior HLC approval. In recommending that the request be granted, the Commission's site visit team noted that:

The University of Minnesota (Twin Cities) has devoted substantial resources to develop the necessary infrastructure to assist faculty in all phases of development and implementation of instruction through mediated distance learning. Excellent existing infrastructure, significant resource commitments, adequate unit incentives, secure academic controls, and decision-making frameworks are in place to take additional academic programs to learners in a distributed and mediated distance learning format.

This approval represented an endorsement of the University's program review policies, procedures, and quality control measures.

Rochester Campus. Academic program planning intensified at the Rochester campus as its first chancellor, Stephen Lehmkuhle, developed and began implementing its strategic plan. Among its major accomplishments were the addition of three new program offerings from the Twin Cities campus (M.S. and Ph.D. degrees in Biomedical Informatics and Computational Biology and a Master of Science degree in Biostatistics); strengthening of the Academic Health Center's Center for Allied Health Programs; and the development of a new B.S. degree in Health Sciences.

Twin Cities Campus

Carlson School of Management

- Create B.S.B. degree in Public/Nonprofit Management

College of Continuing Education

- Create certificate in Teaching English as Second Language
- Create certificate in Aging Studies
- Create minor in Manufacturing Technology
- Discontinue B.A.Sc., Emergency Health Services degree

College of Design

- Add two tracks to the B.S. degree in Retail Merchandising
- Change name of B.S. Architecture (B.S.Arch) degree to B.S. with a major in Architecture

College of Education and Human Development

- Change name of B.S. degree in Sport Studies to B.S. degree in Sport Management
- Change name of B.S. degree in Foundations of Education: Early Childhood to Early Childhood Education: Foundations
- Change name of B.S. degree in Foundations of Education: Elementary to Elementary Education: Foundations
- Create post-baccalaureate certificate in Parent Education
- Create minor in Applied Psychology in Educational and Community Settings
- Discontinue sub-plans in B.S. degree in Sports Management
- Discontinue track in Therapeutic Recreation in B.S., M.Ed., and Ph.D. degrees in Recreation, Park and Leisure Studies
- Discontinue Therapeutic Recreation area of emphasis in the M.A., Recreation, Park, and Leisure Studies degree

College of Food, Agricultural, and Natural Resource Sciences

- Change name of minor in Environment and Natural Resources to minor in Environmental Sciences, Policy and Management
- Move degree-granting status for B.S. degree in Agricultural Education from College of Education and Human Development to College of Food, Agricultural and Natural Resource Sciences

Twin Cities Campus (continued)

College of Liberal Arts

- Add new tracks to B.A. degree in Religious Studies
- Change name of B.A. degree in Astronomy to Astrophysics
- Change name of minor in Astronomy to Astrophysics
- Create B.A. and B.S. degrees in Sociology of Law, Criminology and Deviance
- Create minor in Geographic Information Science
- Discontinue minor in Designing Documents with New and Emerging Technologies
- Discontinue minor in Internet Science and Society
- Move academic home of writing-related programs from the College of Food, Agricultural and Natural Resource Sciences to the College of Liberal Arts:
 - Bachelor of Science (B.S.) degree in Scientific and Technical Communication
 - Minor in Internet, Science and Society
 - Minor in Land, Nature and Environmental Values
 - Minor in Technical Communication
 - Minor in Designing Documents with New and Emerging Technologies

Graduate School

- Add two tracks to Ph.D., Epidemiology degree
- Add Plan A option to M.A., Educational Policy and Administration degree
- Add Plan C option to M.S., Civil Engineering degree
- Add Plan C option to M.S., Geological Engineering degree
- Change name of M.S. degree in Integrated Biosciences to All-University M.S. degree in Integrated Biosciences
- Change name of M.A. degree in Speech-Language Pathology to Speech-Language-Hearing Sciences and add two tracks
- Create free-standing minor in Risk Analysis for Introduced Species and Genotypes
- Create All-University Ph.D. degree in Integrated Biosciences
- Create dual degree in law (J.D.) and Master of Urban and Regional Planning (M.U.R.P.)
- Create dual Master of Public Policy and Master of Business Administration degree program
- Create minor in Rehabilitation Science
- Create minor in Italian Studies
- Deliver M.S. degree in Biostatistics at the Rochester Campus
- Discontinue minor in Conflict Management

Medical School

- Create Hepato-Pancreato-Biliary Fellowship Program
- Create Minimally Invasive Laparoscopic Fellowship Program
- Create UMMC Hospice and Palliative Medicine Fellowship Program

School of Dentistry

- Create Master of Dental Hygiene degree

School of Public Health

- Add interdisciplinary concentration in Health Disparities in the M.P.H. degree
- Change name of certificate in Food Safety and Biosecurity to Food Protection

Endorsement of Change in Accreditation Stipulation

- Board endorsement of request to the Higher Learning Commission to remove standard stipulation that prior Commission approval is required before distance education programs can be offered.

Duluth Campus

College of Education and Human Service Professions

- Create minor in Deaf Studies
- Create certificate in American Sign Language

Duluth Campus (continued)

College of Liberal Arts

- Discontinue minor in Foreign Studies

College of Science and Engineering

- Create B.S. degree in Civil Engineering
- Discontinue concentrations in B.A. in Environmental Studies

Labovitz School of Business and Economics

- Create B.B.A. degree in Financial Markets Finance
- Create minor in Financial Markets
- Discontinue minors in Business Administration, Finance, Management, Management Information Systems, and Marketing for non-business students

Crookston Campus

- Add Urban Forestry emphasis in the B.S., Horticulture degree
- Create B.S. degree in Organizational Psychology
- Create minor in Organizational Psychology
- Create new area of emphasis within the B.S. degree in Agricultural Systems Management
- Create B.S. degree in Criminal Justice
- Create minor in Criminal Justice
- Discontinue A.S. degree in Business General
- Discontinue A.A.S. degree in Dietetic Technician
- Discontinue A.A.S. degree in Hotel, Restaurant, and Institutional Management
- Discontinue A.A.S. degree in Marketing and Management

Morris Campus

- Change name of B.A. degree in Speech Communication to B.A. degree in Communication, Media, and Rhetoric
- Create B.A. degree in Environmental Studies

Undergraduate, Graduate, and First-Professional Degrees Conferred

Listed below are the largest degree programs on the University's four campuses over the past four years. There is typically very little year-to-year variation in the rankings of these programs in terms of number of degrees conferred:

Twin Cities Campus

<u>Degree</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
M.B.A., Business Administration	538	520	584	581
B.A., Psychology	310	321	336	347
B.A., Journalism	275	258	252	334
J.D., Law	227	261	262	275
M.Ed., Teaching	203	212	250	251
B.A., Communications Studies	177	179	212	231
M.D., Medicine	206	222	224	224
B.A., Political Science	194	179	188	212
B.A., English	247	197	217	207
B.S., Biology	128	152	193	182

Duluth Campus

<u>Degree</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
B.A.Sc., Psychology	127	110	117	127
B.B.A., Marketing	106	113	106	105
B.B.A., Management	84	96	89	101
B.B.A., Finance	76	56	82	80
B.A., Criminology	86	75	71	80
B.A., Communication	83	93	78	79
B.S., Biology	85	78	88	77
B.A.Sc., Elementary/Middle School Education	79	84	72	71
B.Acc., Accounting	61	57	53	55
M.S.W., Social Work	43	37	36	47

Morris Campus

<u>Degree</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
B.A., Biology	36	36	41	37
B.A., Psychology	17	15	40	29
B.A., Elementary Education	35	34	28	27
B.A., English	21	35	34	18
B.A., Chemistry	12	11	14	18
B.A., Political Science	27	20	26	17
B.A., Management	20	25	19	16
B.A., Individualized Area of Concentration	10	11	10	15
B.A., History	17	21	16	13
B.A., Liberal Arts/Human Services	20	20	12	13

Crookston Campus

<u>Degree</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
B.S., Business Management	31	31	35	35
B.S., Natural Resources	18	31	35	29
B.M.M., Manufacturing Management	13	18	20	25
B.S., Hotel, Restaurant, Inst. Management	8	9	16	15
B.S., Sport and Recreation Management	15	9	8	14
B.S., Applied Studies	19	11	9	12
B.S., Equine Science	5	10	13	11
B.S., Information Technology Management	21	19	14	9
B.S., Plant Industries Management	5	11	14	8
B.S., Early Childhood Education	6	13	10	8

II. Case Study—Pharm.D.-MBA Dual Degree Program

Statement of Purpose

The College of Pharmacy and the Carlson School of Management have created the dual Pharm.D./M.B.A. (Doctor of Pharmacy/Master of Business Administration) degree through which we hope to inspire and prepare leaders who, armed with business and public affairs management knowledge, expertly address the societal and pharmaceutical care issues facing our global community.

Rationale and Focus

The Carlson School and the College of Pharmacy (Twin Cities and Duluth campuses) are committed to developing dual degree partnerships across the University that enhance market-driven, interdisciplinary graduate and professional-level education. Key objectives when considering dual degree options include:

- building partnerships that leverage our positions within a large, public university, and access mutual areas of excellence
- supporting the strategic objectives of the University of Minnesota in designing interdisciplinary educational opportunities for students and faculty
- increasing enrollments in our programs or filling capacity in current courses without adding significant cost
- creating unique learning opportunities for students that allow them to employ their skills and knowledge to areas outside the traditional single-degree career paths
- attracting students who are equal in quality to those we currently serve to maintain integrity in admissions and degree granting
- meeting market “push” and “pull” demand for students who are cross-trained from potential employers, and demand from students to be cross-trained

The Pharm.D./M.B.A. offering meets all of the above criteria and offers tremendous benefit for students who would:

- Be prepared to engage in public or private sector careers
- Serve as leaders on community and global pharmaceutical care issues that impact the common good
- Understand the intersection between public and private sectors
- Be exposed to high-level management and leadership competencies that extend across these sectors

Employment Opportunities

Students enrolled in the Pharm.D./M.B.A. dual degree program have the benefit of bolstering one degree with the other. Students can use their business degree to leverage their position in a public policy type position. The business skills, particularly finance, would give them an advantage in this arena as they are competing against other prospects that may not have the business background. Any senior-level job in government would be an excellent choice for this type of student. As companies become more interested in corporate responsibility, dual degree students will be a good fit for these companies. Indeed, they would be especially well situated to take advantage of the growing professional subfield called “corporate compliance and ethics.”

Policy Questions

- Do the new and changed academic programs for 2007-08 move the University closer to achieving its strategic positioning aspirational goal?
- Do these guidelines and procedures support achievement of the University’s strategic positioning aspirational goal?

**PharmD/MBA Dual Degree Study Plan
Fall 2008**

YEAR ONE
Fall Semester -- Register in Pharmacy
Yr 1 - Required Coursework for PharmD
Total Credits - 18 sem cr

Spring Semester -- Register in Pharmacy
Yr 1 - Required Coursework for PharmD
Total Credits - 17 sem cr

Total Credits - 35 sem cr

YEAR TWO
Fall Semester -- Register in Pharmacy
Yr 2 - Required Coursework for PharmD
Total Credits - 18.5 sem cr

Spring Semester -- Register in Pharmacy
Yr 2 - Required Coursework for PharmD + CoP elects
Phar 6234, Phar 6236
Total Credits - 18.5 sem cr

Total Credits - 37 sem cr

YEAR THREE
Fall Semester -- Register in Pharmacy
Yr 3 - Required Coursework for PharmD + CoP elec
Elective of choice, 2+ cr
Total Credits - 17 sem cr

Spring Semester -- Register in Pharmacy
Yr 3 - Required Coursework for PharmD + CoP elects
Phar 6231 or 6232, Phar 6235
Total Credits - 19 sem cr

Summer Session -- Register in Pharmacy
APPE's - Select 3:
Phar 7120, 7121, 7122, 7123, 7126, 7128
Phar 7211, 7212, 7213, 7216, 7231, 7232, 7233
Phar 6183, 2 cr
Total Credits - 14 sem cr

YEAR FOUR
Fall Semester -- Register in MBA
Orientation -- mid-August
Classes begin -- late August
MBA 0001 MBA Careers Workshop, 0 cr
MBA 0001 MBA Leadership Workshop, 0 cr
MBA 0002 MBA Strategy Workshop, 0 cr
MBA 6020 Financial Accounting, 2cr
MBA 6120 Statistics, 3cr
MBA 6240 Marketing, 3cr
MBA 6270 Operations, 3cr
MBA 6230 Finance, 3cr
MBA 6235 Managerial Accounting, 2cr
MBA 6300 Strategic Management, 3cr
Total Credits: 19 sem cr

Spring Semester -- Register in MBA
Econ Env of Business Menu - Select one:
FINA 6341 World Economy, 4cr
MGMT 6305 International Env of Bus, 2cr
Mgmt of Technology Menu - Select one:
IDSC 6040 Info Tech Mgmt, 2cr
MBA 6050 Info Tech & Solutions, 2cr
Managing People in Organizations, min 2 cr
Select one -- also available in next spring semester:
MGMT 6050, 6084, 6004, 6110
HRIR 8031, 8034, 8041, 8044, 8044, 8071
MBA Electives (10-12 credits)
Total Credits: 16 - 18 sem cr

Summer Session -- Register in Pharmacy
APPE's - Select 3:
Phar 7120, 7121, 7122, 7123, 7126, 7128
Phar 7211, 7212, 7213, 7216, 7231, 7232, 7233
Total Credits - 12 sem cr
24 APPE sem credits completed by end of Year 4
35-41 MBA sem credits completed by end of Year 1

YEAR FIVE
Fall Semester -- Register in Pharmacy
APPE's - Select 3:
Phar 7120, 7121, 7122, 7123, 7126, 7128
Phar 7211, 7212, 7213, 7216, 7231, 7232, 7233
Phar 6182, 1 cr
Total Credits: 13 sem cr

Spring Semester -- Register in MBA
Managing People in Organizations, min 2 cr
Select one -- also available in previous Spring semester:
MGMT 6050, 6084, 6004, 6110
HRIR 8031, 8034, 8041, 8044, 8044, 8071
MBA 6315 Ethical Env of Bus, 2 cr
MBA Electives (14-16 credits)
Apply for PharmD Degree
Apply for MBA Degree
Total Credits: 16 - 18 sem cr

Minimum of 51 MBA credits needed by end of year 2

Carlson MBA credits = 51 credits minimum
CoP credits = 12 credits maximum transfer

Credit Distribution of MBA Coursework
Fall 1 = 19 cr
Spring 1 = 16 - 18 cr
Summer 1 = 0 cr
Fall 2 = 0 cr
Spring 2 = 16 - 18 cr
Total MBA Credits = 51 cr
Credit Requirement for MBA Degree
Required MBA Core = 27 cr
Required MBA Electives = 24 cr
Total MBA Required Credits = 51 cr
Total CoP Transfer Credits = 12 cr
Total MBA Degree Credits = 63 cr

Take GMAT no later than Fall semester of Year 3 in CoP.
No minimum score required, avg competitive score is 610 - 710

Apply to CSOM by April 1 of Year 3 in CoP

Notified of MBA admission decision during Spring semester of Year 3 in CoP

Required Orientation for MBA program in August of Year 4 in CSOM

No APPE's in Pharmacy during Fall and Spring semesters of Year 4 and Spring semester of Year 5



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

September 11, 2008

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

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

policy background/context oversight strategic positioning

To inform the committee about the University's academic-related performance during the previous year relative to its competitors, past results, and current goals as reported in the *2008 Accountable to U: University Plan, Performance, and Accountability Report* (see pages 78-233 of the Board of Regents docket).

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

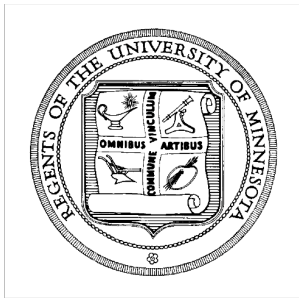
Outline of Key Points/Policy Issues:

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

Does the report accurately reflect the University's aspirational goal, strategic positioning efforts, and measurements of progress relative to academic-related matters?

Background Information:

In 2000, the Board approved the creation of the *University Plan, Performance, and Accountability Report*, noting in its resolution that it "...holds itself accountable to the public for accomplishing the mission of the University" and that the report was to become the principal annual documentation of that accountability. The first report was published in 2001. In December 2005, the Educational Planning and Policy Committee reviewed a revised outline and format for the report, which was intended to be aligned with the University's strategic positioning efforts. In May 2006, the Board revised the timetable for the production of the report to each September. The 2008 edition is the seventh produced for the Board of Regents.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

September 11, 2008

Agenda Item: Committee Workplan, 2008-09

review review/action action discussion

Presenters: Regent David Larson
Senior Vice President/Provost Thomas Sullivan

Purpose:

policy background/context oversight strategic positioning

To review and discuss the Committee Workplan for 2008-09.

Outline of Key Points/Policy Issues:

The 2008-09 workplan is designed to facilitate exchange of information and discussion with the committee, particularly with respect to academic initiatives related to the University's strategic positioning effort. Reports referenced in the workplan will include discussion of appropriate metrics and benchmarks designed to measure the impact of the initiatives being reviewed and the University's progress toward achieving its strategic positioning goals. Questions for the committee include: Do the proposed monthly themes and reports reflect the major educational and related issues facing the Board of Regents, and will the proposed themes and reports provide the Board with the information it needs to monitor the University's strategic positioning progress?

Background Information:

At the beginning of each new academic year the committee develops a workplan containing a schedule of issues and business for the year. A draft workplan was discussed during the July 2008 meeting. The proposed workplan reflects that discussion.

BOARD OF REGENTS

Educational Planning and Policy Committee

Work Plan 2008-09

September

Theme: Academic Accountability

- Academic highlights and challenges as illustrated by the annual University Plan, Performance and Accountability Report
- Annual report on academic program changes

October

Theme: Focus on Coordinate Campuses, with reports from each campus about their unique academic programs and niches, as well as their current challenges

November: no EPPC meeting

December

Theme: Focus on Undergraduates: Academic Initiatives

- Welcome Week (launched in August 2008)
- Council on Liberal Education new curricular requirements (adopted spring 2008; implementation planning underway)
- Honors Program (new, beginning in Fall 2008)
- Writing Program (progress report, following first year of implementation)
- Graduation Rates

February

Theme: Focus on Undergraduates: Student Support

- Financial Support

- Academic Support (e.g., advising, SMART Commons, summer bridge program, PsTL first-year curriculum, support for student athletes)
- Counseling Support
- Parent Support

March

Theme: Focus on Professional Students, including the Medical School's 2010 new curriculum plan

May

Theme: Focus on Faculty

June

Theme: Focus on Academic Disciplines, including the McKnight Arts and Humanities Endowment, and an update on the three new colleges created as a result of the strategic positioning effort

July

Theme: Focus on Research and Dissemination

- Contributions of University Research to Minnesota's Economy
- Copyright Policy—Implementation Update and National Trends
- University Northside Partnership



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

September 11, 2008

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 Supply Chain and Operations Management
- Carlson School of Management (Twin Cities Campus) – Create Minor in Supply Chain and Operations Management
- College of Liberal Arts (Twin Cities Campus) – Create B.S. degree in Psychology

II. Academic Program Changes

- College of Continuing Education (Twin Cities Campus) – Discontinue tracks in B.A.Sc. degree in Information Technology Infrastructure
- College of Liberal Arts (Twin Cities Campus) – Change name of Free-Standing Minor in English as a Second Language to Free-Standing Minor in Second Language Studies
- Carlson School of Management (Twin Cities Campus) – Discontinue B.S.B. degree in Supply Chain Management

- Carlson School of Management (Twin Cities Campus) – Discontinue B.S.B. degree in Operations
- Carlson School of Management (Twin Cities Campus) – Discontinue Minor in Operations
- Carlson School of Management (Twin Cities Campus) – Discontinue B.S.B. degree in Actuarial Science
- Carlson School of Management (Twin Cities Campus) – Discontinue Minor in Actuarial Science
- Carlson School of Management (Twin Cities Campus) – Discontinue Self-Designed B.S.B. degree in General Management
- Crookston Campus – Discontinue Natural Resources Aviation area of emphasis in B.S., Aviation degree
- Crookston Campus – Add Natural Resources Aviation area of emphasis in B.S., Natural Resources degree
- Crookston Campus – Offer existing B.S., Applied Studies degree through distance education
- Morris Campus – Change name of Minor in Speech Communication to Minor in Communication, Media, and Rhetoric

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
September 11, 2008**

Consent Report

I. Request for Approval of New Academic Programs

- **Carlson School of Management (Twin Cities Campus)—Create B.S.B. degree in Supply Chain and Operations Management**

The Carlson School of Management on the Twin Cities campus requests approval to offer a Bachelor of Science in Business (B.S.B.) degree in Supply Chain and Operations Management, effective fall semester 2008. The new major results from combining and re-structuring two previous majors—one in Supply Chain Management and the other in Operations Management. The design of the new major follows an industry-developed Supply-Chain Operations Reference model.

- **Carlson School of Management (Twin Cities Campus)—Create Minor in Supply Chain and Operations Management**

The Carlson School of Management on the Twin Cities campus requests approval to offer a minor in Supply Chain and Operations Management, effective fall semester 2008. The minor complements the new major described above.

- **College of Liberal Arts (Twin Cities Campus)—Create B.S. degree in Psychology**

The College of Liberal Arts on the Twin Cities campus requests approval to offer a Bachelor of Science (B.S.) degree in Psychology, effective fall semester 2009. The proposed program links the field of psychology to the biological and health sciences as well as to the natural sciences and prepares students for graduate work not only in psychology but also in such fields as cognitive science, neuroscience, and medicine. The establishment of a B.S. degree brings the University in line with public peer institutions that offer the B.A. as well as the B.S. degree in psychology.

II. Request for Approval of Changed Academic Programs

- **College of Continuing Education (Twin Cities Campus)—Discontinue tracks in B.A.Sc. degree in Information Technology Infrastructure**

The College of Continuing Education on the Twin Cities campus requests approval to discontinue the applied business, construction management, health systems management, and manufacturing technology tracks (concentrations) in the Bachelor of Applied Science (B.A.Sc.) degree in Information Technology Infrastructure, effective fall semester 2008. These changes in course requirements are designed to add flexibility to the program and strengthen the core curriculum.

- **College of Liberal Arts (Twin Cities Campus)—Change name of Free-Standing Minor in English as a Second Language to Free-Standing Minor in Second Language Studies**

The College of Liberal Arts on the Twin Cities campus requests approval to change the name of the free-standing minor in English as a Second Language to the free-standing minor in Second Language Studies, effective fall semester 2008. The changed name better reflects faculty interests and activities.

- **Carlson School of Management (Twin Cities Campus)—Discontinue B.S.B. degree in Supply Chain Management**

The Carlson School of Management on the Twin Cities campus requests approval to discontinue the Bachelor of Science in Business (B.S. B.) degree in Supply Chain Management, effective fall semester 2008. The discontinuation of this major results from the creation of the new major in Supply Chain and Operations Management. Students currently enrolled in the Carlson School may complete the major through spring semester 2011.

- **Carlson School of Management (Twin Cities Campus)—Discontinue B.S.B. degree in Operations**

The Carlson School of Management on the Twin Cities campus requests approval to discontinue the Bachelor of Science in Business (B.S.B.) degree in Operations, effective fall semester 2008. The discontinuation of this major results from the creation of the new major in Supply Chain and Operations Management. Students currently enrolled in the Carlson School may complete the major through spring semester 2011.

- **Carlson School of Management (Twin Cities Campus)—Discontinue Minor in Operations**

The Carlson School of Management on the Twin Cities campus requests approval to discontinue the minor in Operations, effective fall 2008. The discontinuation of this minor results from the creation of the new minor in Supply Chain and Operations Management.

- **Carlson School of Management (Twin Cities Campus)—Discontinue B.S.B. degree in Actuarial Science**

The Carlson School of Management on the Twin Cities campus requests approval to discontinue the Bachelor of Science in Business (B.S.B.) degree in Actuarial Science, effective fall semester 2008. The major does not have a home department in the Carlson School and faculty resources have been deployed elsewhere. Actuarial science concentrations are available either through the Institute of Technology or the College of Liberal Arts' mathematics major. Students currently in the Carlson School may complete the major through spring semester 2012.

- **Carlson School of Management (Twin Cities Campus)—Discontinue Minor in Actuarial Science**

The Carlson School of Management on the Twin Cities campus requests approval to discontinue the minor in Actuarial Science, effective fall semester 2008. The discontinuation of the major in Actuarial Science necessitates the discontinuation of the minor as well. Courses are still available through the Math Department (in the Institute of Technology) and insurance courses will continue to be offered by the Carlson School. Prospective students with an interest in actuarial science will be encouraged to apply to the Institute of Technology.

- **Carlson School of Management (Twin Cities Campus)—Discontinue Self-Designed B.S.B. degree in General Management**

The Carlson School of Management on the Twin Cities campus requests approval to discontinue the Self-Designed Bachelor of Science in Business (B.S.B.) degree in General Management, effective fall semester 2008. This major did not have a logical home department in the Carlson School and therefore had limited faculty oversight. Students currently enrolled in the Carlson School may complete the major but must graduate by spring semester 2011.

- **Crookston Campus—Discontinue Natural Resources Aviation area of emphasis in B.S., Aviation degree**

The Crookston campus requests approval to discontinue the Natural Resources Aviation area of emphasis in the Bachelor of Science (B.S.) degree in Aviation, effective fall semester 2008. This area of emphasis is being moved to the Bachelor of Science (B.S.) degree in Natural Resources (see next item). Students already enrolled in the emphasis will be required to change their major from Aviation to Natural Resources.

- **Crookston Campus—Add Natural Resources Aviation area of emphasis in B.S., Natural Resources degree**

The Crookston campus requests approval to add the Natural Resources Aviation area of emphasis to the Bachelor of Science (B.S.) degree in Natural Resources, effective fall semester 2008.

- **Crookston Campus—Offer existing B.S., Applied Studies degree through distance education**

The Crookston campus requests approval to offer the existing Bachelor of Science (B.S.) degree in Applied Studies through distance education, effective spring semester 2008. The program is designed for students whose academic interests and needs are not by Crookston's traditional degrees. By offering the degree online, the Crookston campus provides additional course delivery options for these students.

- **Morris Campus—Change name of Minor in Speech Communication to Minor in Communication, Media, and Rhetoric**

The Morris campus requests approval to change the name of its minor in Speech Communication to minor in Communication, Media, and Rhetoric, effective fall semester 2008. The proposed name better reflects the content and courses of the minor.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

September 11, 2008

Agenda Item: Information Items

review review/action action discussion

Presenters: Senior Vice President/Provost Thomas Sullivan

Purpose:

policy background/context oversight strategic positioning

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

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

Outline of Key Points/Policy Issues:

There are no information items to report.

Background Information:

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