

**UNIVERSITY OF MINNESOTA**

**BOARD OF REGENTS**

**Educational Planning & Policy Committee**

**Wednesday, July 8, 2009**

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

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

**Committee Members**

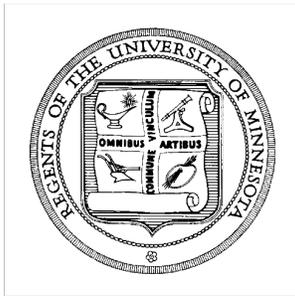
Patricia Simmons, Chair  
Maureen Ramirez, Vice Chair  
Richard Beeson  
Linda Cohen  
John Frobenius  
David Larson

**Student Representatives**

Christina Brakken-Thal  
Megan Hines

**A G E N D A**

1. PreK-12 Update: College Readiness Initiatives - R. Jones/K. Pekel/R. Hall (pp. 2-6)
2. Committee 2009-10 Workplan Discussion - P. Simmons/R. Jones (pp. 7-8)
3. Consent Report - Review/Action - R. Jones (pp. 9-15) **REVISED**
4. Information Items - R. Jones (p. 16)



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Educational Planning and Policy Committee**

**July 8, 2009**

**Agenda Item:** PreK-12 Update: College Readiness Initiatives

review       review/action       action       discussion

**Presenters:** Senior Vice President Robert Jones  
Executive Director Kent Pekel  
Assistant Vice President Rickey Hall

**Purpose:**

policy       background/context       oversight       strategic positioning

The University of Minnesota's strategic positioning goals require strengthening preparation of Minnesota preK-12 students to support the pillar of Exceptional Students. This presentation will describe several key strategies that the University has launched over the past three years in collaboration with preK-12 schools and systems and other stakeholders to increase the number and diversity of students who graduate from high school ready for success in college.

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

The College Readiness Consortium and the Office for Equity and Diversity are working in coordination to address critical needs in preparing Minnesota students for postsecondary education. This session will focus on (1) activities that help preK-12 students and families navigate the current educational system to ensure they are adequately prepared for college and (2) efforts to change the preK-12 system to create schools where all students graduate ready for postsecondary academic success. Policy Question: What is the role and responsibility of the University of Minnesota in enhancing the college readiness of all Minnesota preK-12 students?

**Background Information:**

This is the second presentation to this committee and follows an initial discussion on April 8, 2008, which set out the rationale for focusing on college readiness and described the creation of the College Readiness Consortium.

**Board of Regents  
Educational Planning & Policy Committee  
July 8, 2009**

**PREK-12 UPDATE: COLLEGE READINESS INITIATIVES**

*Why and how the University is working with preK-12 schools and systems to prepare all students for postsecondary success*

In a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity – it is a pre-requisite... And so tonight, I ask every American to commit to at least one year or more of higher education or career training.

President Barack Obama, Speech to Congress  
February 24, 2009

**The National Moment and an Emerging Movement**

A new movement to prepare all students for success in some form of post-secondary education is gaining momentum, and the University of Minnesota is well-positioned to play a key leadership role in this effort in Minnesota and across the nation. This movement is being driven by two related trends. The first is the growing connection between education and economic success. That trend has big implications for individuals: with few exceptions, completion of a postsecondary credential or degree is now necessary to earn enough to support a family. According to the Minnesota Department of Economic Development, 61 percent of all new job openings in Minnesota between 2006 and 2016 will require education beyond high school. Some national studies have suggested that in the coming years more than 80 percent of each age cohort will need to complete some form of postsecondary education.

The growing connection between learning and earning also has serious implications for entire states and nations. It is one reason why over the past two decades countries across the globe have rocketed ahead of the United States in the percentage of their citizens who have earned postsecondary degrees. Among the developed nations of the world, the United States ranks first in the percentage of its citizens between the ages of 55 and 64 who have completed higher education. The United States ranks fourth, however, among 35- to 44-year-olds, and 10<sup>th</sup> among 25- to 34-year-olds. As a result of this trend the United States is one of the few developed nations in which younger adults are actually *less* likely to have postsecondary degrees than preceding generations.

The second trend that is driving the new national focus on postsecondary success is the rapid demographic change that is taking place in Minnesota and nearly every other U.S. state. The percentage of students from backgrounds that have long been underrepresented in higher education – specifically students of color and low-income students – is rising rapidly in Minnesota’s elementary and secondary schools, while the number of white and middle- and upper-income students is on the decline. In 2005, students of color and American Indian students constituted twenty percent of Minnesota K-12 public school

students, but in 2008, the figure had grown to almost one in four – over 195,000 students. Thirty-one percent of these students speak a first language that is not English.

We know from research and experience that unless we work in partnership with preK-12 schools and systems to change the educational trajectories of those underrepresented students, far too many will not graduate from high school with the knowledge, skills and habits for success at the University and other postsecondary institutions. In 2008, for example, 34 percent of white high school students in Minnesota scored at or above the college-ready benchmark on the ACT exam in all four core subjects: English, social science, algebra and biology. Only 18 percent of American Indian students, 19 percent of Asian students, 5 percent of Black students and 16 percent of Hispanic students scored at the college-ready level.

### **The University's Commitment and Strategy**

Broadly stated, the University's strategy for increasing the number and diversity of students who graduate from high school truly ready for postsecondary education has two key components:

- Working to improve student success in the preK-12 system as it exists today;
- Working in partnership with the preK-12 system to change the system itself – transitioning from an Industrial Age model where few students were prepared for postsecondary education to one in which all students are expected and supported to go beyond a high school diploma.

The presentation to the Educational Planning and Policy Committee will illustrate both of these components by highlighting five key initiatives that are being spearheaded by the Office for Equity and Diversity and the College Readiness Consortium. Those initiatives are:

#### 1. Aligning state policies and systems through The Minnesota P-20 Partnership

For the past two years, University President Robert H. Bruininks has served as chair of the Minnesota P-20 Partnership, which brings together twenty-two statewide organizations that have responsibility for or an active interest in Minnesota's educational system from early childhood through higher education. Under President Bruininks' leadership, the Partnership has developed:

- The first comprehensive definition of college and workforce readiness in Minnesota, and benchmarks in elementary, junior and senior high that measure progress toward that goal;
- A strategy for revising and aligning Minnesota's K-12 academic standards in science with the knowledge and skills students need to perform college-level work in science;
- A strategy for improving instruction and student outcomes in the STEM disciplines – Science, Technology, Engineering and Mathematics;

- A plan for creating a longitudinal data system in Minnesota that will make it possible for preK-12 and postsecondary educators, policy makers and other authorized users to monitor and improve student progress from one level of our educational system to another.

2. Helping schools prepare all kids for postsecondary education through Ramp-Up to Readiness

Ramp-Up to Readiness is a new systematic guidance, monitoring and intervention program that helps junior and senior high school students master the knowledge, skills and habits for success in higher education. By guiding students through a research-based curriculum and an ongoing reflection and planning process, Ramp-Up will increase the number and diversity of Minnesota high school graduates who are:

- Academically Ready: Students will have the knowledge and skills to do first-year, credit-bearing, college-level work;
- Admissions Ready: Students will have completed all requirements for admission to the type of postsecondary education that is a match for their goals, interests and abilities;
- Career Ready: Students will understand how education increasingly determines income and opportunity in the global knowledge economy, and will know which types of jobs in the future will need skilled workers, will pay enough to support a family and might be a good match for their interests and abilities;
- Financially Ready: Students will be able to cover the cost of study at a postsecondary institution through savings, loans, work-study and financial aid;
- Personally and Socially Ready: Students will know how to conduct themselves and their relationships with peers and adults in ways that advance their postsecondary and career goals.

Ramp-Up to Readiness is currently being developed by a team of University faculty and staff who are working in partnership with eleven Metro-area secondary schools. Schools throughout Minnesota will have the opportunity to adopt the program starting with the 2010-2011 school year.

3. Helping preK-12 schools access the full range of University resources through the K12@U Web site and other outreach efforts

The academic and outreach programs available at the University of Minnesota are an extraordinary resource for our state's students and educators. Until recently, however, there was no single point of entry through which those parents, teachers and others could learn about and take advantage of the many opportunities for learning and enrichment that are available on all of the University's campuses. To create such an entry point, the College Readiness Consortium worked with the College of Design and the College of Liberal Arts to design and create K12@U, a continually expanding and improving Web site that has attracted more than 5,000 unique visitors since its launch in the spring of 2009.

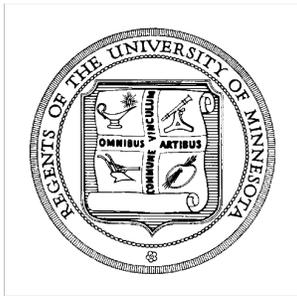
4. Informing and engaging parents through Connecting Parents to Educational Opportunities (CPEO)

Launched in partnership with the Minneapolis Public Schools in 2007, the CPEO program guides parents through a seven-week curriculum that helps them help their children succeed in school and prepare for college. The program is delivered in the evenings at the student's school and is facilitated by other parents who have been trained in the CPEO curriculum. The program culminates with a visit to the University and a graduation ceremony at which parents receive a certificate that conveys both congratulations and the University's nation-leading commitment to help low-income students cover the cost of study at the University.

5. Bringing students to the University through Kids on Campus

Bringing students to the Twin Cities campus of the University of Minnesota is a powerful way to make the idea of college concrete and appealing. It enables them to see themselves as future students at the University or another institution of higher education. Toward that end, the Kids on Campus program brings several thousand elementary and middle school students to the campus each year, where they participate in activities such as the "Discover the U Knowledge Hunt", engage in experiential learning projects, dine in the residence halls, and talk to current University students about life in college. Throughout their visit, students are strongly encouraged to aim and work hard to prepare for college after high school.

Taken together, these and many other University initiatives are transforming the way the University of Minnesota works with preK-12 schools and students, and in the process they are also changing the way that preK-12 schools and students see the University. It is an investment that is already beginning to pay dividends on both sides of the historic divide between preK-12 and higher education. In fact, these collaborative efforts are beginning to erase that divide, moving Minnesota toward a single coherent system of education that prepares all students for life, work and citizenship in the 21<sup>st</sup> Century.



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Educational Planning and Policy Committee**

**July 8, 2009**

**Agenda Item:** Committee 2009-10 Workplan Discussion

review       review/action       action       discussion

**Presenters:** Regent Patricia Simmons  
Senior Vice President Robert Jones

**Purpose:**

policy       background/context       oversight       strategic positioning

To review and discuss themes for the Educational Planning and Policy Committee Workplan for 2009-10.

**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 report 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 Educational Planning and Policy Committee develops a workplan containing a schedule of issues and business for the year. This draft workplan is presented for discussion at the committee's July meeting.

**University of Minnesota Board of Regents  
Educational Planning and Policy Committee  
July 8, 2009**

**Committee 2009-10 Workplan Discussion**

The following are proposed monthly themes for the Committee for the 2009-10 academic year, including ideas for reports that would be included consistent with the relevant monthly theme.

Theme: Focus on Academic Accountability

- University Plan, Performance and Accountability Report
- Annual report on Program Changes

Theme: Focus on Graduate and Professional Education

- Graduate School reorganization
- National Research Council Graduate program assessment
- Professional education

Theme: Focus on the Coordinate Campuses

- Reports from each campus about their unique academic programs, current campus challenges, strategic plans and progress to-date.

Theme: Focus on Undergraduates: Update on Academic Initiatives

- Graduation rates
- Science Teaching and Student Services Building
- Updates on: Welcome Week, Council on Liberal Education curricular requirements, the Honors Program and the Writing Program

Theme: Internationalizing the University

Theme: Focus on Faculty

- Update on the Student Learning and Development outcomes
- Faculty awards and notable accomplishments

Theme: Focus on Research and Dissemination

- Contributions of University Research to Minnesota's Economy
- Copyright Policy: Implementation and National Trends



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Educational Planning and Policy Committee**

**July 8, 2009**

**Agenda Item:** Consent Report - **REVISED**

review       review/action       action       discussion

**Presenters:** Senior Vice President Robert Jones

**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 Education and Human Development (Twin Cities Campus) – Create post-baccalaureate certificate in Advanced Practices in Second Language Teaching
- Graduate School – Create Master of Development Practice (M.D.P.) degree
- Graduate School – Create free-standing minor in Early Modern Studies
- Graduate School – Create a combined B.Comp.E and M.S.E.E. degree program
- Medical School – Create Fellowship in Procedural Dermatology
- Medical School – Create Fellowship in Heart Failure
- School of Public Health (Twin Cities Campus) – Create certificate in Management Fundamentals
- School of Public Health (Twin Cities Campus) – Create certificate in Leading Integrated Health Systems

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

- **College of Food, Agricultural and Natural Resource Sciences** (Twin Cities Campus) – Create and change names of tracks in B.S. degree in Agricultural Education to include Agricultural Education Teacher Licensure and Agricultural Leadership and Communication
- Graduate School – Change name of M.S. and Ph.D. degrees in Soil Science to Land and Atmospheric Science
- Graduate School – Change name of M.S. and Ph.D. degrees in Cellular and Integrative Physiology to Integrative Biology and Physiology
- Graduate School – Change name of Ph.D. degree in Hispanic and Luso-Brazilian Literatures and Linguistics to Hispanic and Lusophone Literatures, Cultures, and Linguistics
- Graduate School – Create Adult Health Nurse Practitioner track and discontinue four tracks in post-master’s certificate in Nursing
- School of Public Health (Twin Cities Campus) – Offer online delivery of the M.H.A. degree

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

- College of Education and Human Development (Twin Cities Campus) – Discontinue certificate in Postsecondary Developmental Education
- Graduate School – Discontinue M.P.A. degree program offered in Olsztyn, Poland
- Graduate School – Discontinue Early Childhood Education track in M.A. and Ph.D. degrees in Education, Curriculum and Instruction
- Graduate School – Discontinue post-baccalaureate certificate in Nursing
- Graduate School – Discontinue M.S. in Occupational Therapy
- College of Liberal Arts (Duluth Campus) – Discontinue tracks in B.A. degree in Urban and Regional Studies

### **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 8 , 2009**

**Consent Report**

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

- **College of Education and Human Development (Twin Cities Campus)—  
Create post-baccalaureate certificate in Advanced Practices in Second  
Language Teaching**

The College of Education and Human Development on the Twin Cities campus requests approval to create a post-baccalaureate certificate in Advanced Practices in Second Language Teaching, effective fall semester 2009. The purpose of the proposed certificate is to provide summer professional development for second language teachers.

- **Graduate School—Create Master of Development Practice (M.D.P.) degree**

The Graduate School requests approval to create a Master of Development Practice (M.D.P.) degree, effective fall semester 2010. The new degree will be broadly interdisciplinary and prepare graduates to address the problems of poverty and sustainability in the developing world.

- **Graduate School—Create free-standing minor in Early Modern Studies**

The Graduate School requests approval to create a free-standing minor in Early Modern Studies for students pursuing master's and doctoral degrees, effective fall semester 2009. The minor will capitalize on a group of internationally prominent faculty pursuing research in this area across numerous disciplines and world regions.

- **Graduate School—Create a combined B.Comp.E and M.S.E.E. degree  
program**

The Graduate School requests approval to create a five-year, combined program leading to the Bachelor of Computer Engineering (B.Comp.E) and Master of Science in Electrical Engineering (M.S.E.E.) degrees, effective fall semester 2009. The proposed combined degree program will permit students to complete their undergraduate and graduate degrees in five years of full-time study. The program will aid in recruiting outstanding students and allow students shortened time to completion of both degrees.

- **Medical School—Create Fellowship in Procedural Dermatology**

The Medical School requests approval to create a Fellowship in Procedural Dermatology, effective summer semester 2009. The fellowship program is proposed in response to student demand for training in Procedural Dermatology.

- **Medical School—Create Fellowship in Heart Failure**

The Medical School requests approval to create a Fellowship in Heart Failure, effective summer semester 2009. The fellowship program is proposed in response to student demand for training in Heart Failure.

- **School of Public Health (Twin Cities Campus)—Create certificate in Management Fundamentals**

The School of Public Health on the Twin Cities campus requests approval to create a certificate in Management Fundamentals, effect fall semester 2009. The certificate is intended for employed professionals who wish to enhance their management capabilities.

- **School of Public Health (Twin Cities Campus)— Create certificate in Leading Integrated Health Systems**

The School of Public Health on the Twin Cities campus requests approval to create a certificate in Leading Integrated Health Systems, effect fall semester 2009. The certificate addresses the needs of those who will manage combined clinics and hospitals.

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

- **College of Education and Human Development (Twin Cities Campus)— Create and change names of tracks in B.S. degree in Agricultural Education to include Agricultural Education Teacher Licensure and Agricultural Leadership and Communication**

The College of Education and Human Development on the Twin Cities campus requests approval to change the tracks in the Bachelor of Science (B.S.) degree in Agricultural Education to include Agricultural Education Teacher Licensure and Agricultural Leadership and Communication, effective spring semester 2010. The changes replace former tracks titled Agricultural Science and Technology Education; Agricultural Leadership, Training, and Development; and Natural and Managed Environmental Education.

- **Graduate School—Change name of M.S. and Ph.D. degrees in Soil Science to Land and Atmospheric Science**

The Graduate School requests approval to change the name of the Master of Science (M.S.) degree with Plan A (thesis) and Plan B (non-thesis) options and the Doctor of Philosophy (Ph.D.) degree in Soil Science to Land and Atmospheric Science, effective fall semester 2009. The name change will better reflect the degree completion requirements.

- **Graduate School—Change name of M.S. and Ph.D. degrees in Cellular and Integrative Physiology to Integrative Biology and Physiology**

The Graduate School requests approval to change the name of the Master of Science (M.S.) and the Doctor of Philosophy (Ph.D.) degree in Cellular and Integrative Physiology to Integrative Biology and Physiology, effective fall semester 2009. The name change will make the name of the graduate program consistent with the name of the department and will more accurately represent the program.

- **Graduate School—Change name of Ph.D. degree in Hispanic and Luso-Brazilian Literatures and Linguistics to Hispanic and Lusophone Literatures, Cultures, and Linguistics**

The Graduate School requests approval to change the name of the Doctor of Philosophy (Ph.D.) degree in Hispanic and Luso-Brazilian Literatures and Linguistics to Hispanic and Lusophone Literatures, Cultures, and Linguistics, effective fall semester 2009. The name change will better reflect the degree completion requirements.

- **Graduate School—Create Adult Health Nurse Practitioner track and discontinue four tracks in post-master's certificate in Nursing**

The Graduate School requests approval to create an Adult Health Nurse Practitioner track and discontinue the Nursing Education, Nurse Anesthesia, Children with Special Health Care Needs, and Pediatric Nurse Practitioner/Children with Special Health Care Needs tracks in the post-master's certificate in Nursing, effective fall semester 2009. The proposed changes are in response to workforce needs.

- **School of Public Health (Twin Cities Campus)—Offer on-line delivery of the M.H.A. degree**

The School of Public Health on the Twin Cities campus requests approval to offer on-line delivery of the Master of Healthcare Administration (M.H.A.) degree, effective fall semester 2009. On-line delivery will be used by students participating in an executive M.H.A. program.

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

- **College of Education and Human Development (Twin Cities Campus)—Discontinue certificate in Postsecondary Developmental Education**

The College of Education and Human Development on the Twin Cities campus requests approval to discontinue the certificate in Postsecondary Developmental Education, effective fall semester 2009. The certificate has been replaced by a post-baccalaureate certificate in Innovations in Undergraduate Multicultural Teaching and Learning, approved by the Board in May 2009.

- **Graduate School—Discontinue M.P.A. degree program offered in Olsztyn, Poland**

The Graduate School requests approval to discontinue the Master of Public Affairs (M.P.A.) degree program offered in Olsztyn, Poland, effective fall semester 2010. Discontinuation is proposed in response to insufficient demand.

- **Graduate School—Discontinue Early Childhood Education track in M.A. and Ph.D. degrees in Education, Curriculum and Instruction**

The Graduate School requests approval to discontinue the Early Childhood Education track in the Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) degrees in Education, Curriculum and Instruction, effective fall semester 2009. Discontinuation is proposed in response to faculty departure and insufficient demand.

- **Graduate School—Discontinue post-baccalaureate certificate in Nursing**

The Graduate School requests approval to discontinue the post-baccalaureate certificate in Nursing, effective summer semester 2009. The program has been replaced by the Master of Nursing (M.N.) degree, approved by the Board in July 2006.

- **Graduate School—Discontinue M.S. in Occupational Therapy**

The Graduate School requests approval to discontinue the Master of Science (M.S.) degree in Occupational Therapy, effective fall semester 2009. Post-baccalaureate education in this field has been redesigned and is delivered through the professional Master of Occupational Therapy (M.O.T.) degree, approved by the Board in December 2006.

- **College of Liberal Arts (Duluth Campus)—Discontinue tracks in B.A. degree in Urban and Regional Studies**

The College of Liberal Arts on the Duluth campus requests approval to discontinue the Public Policy and Administration, Spatial Analysis and Planning, and Urban Society and Culture tracks in the Bachelor of Arts (B.A.) degree in Urban and Regional Studies, effective fall semester 2009. The tracks will be reorganized into four groups of program options within the degree program.



**UNIVERSITY OF MINNESOTA  
BOARD OF REGENTS**

**Educational Planning and Policy Committee**

**July 8, 2009**

**Agenda Item:** Information Items

review       review/action       action       discussion

**Presenters:** Senior Vice President Robert Jones

**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.