

UNIVERSITY OF MINNESOTA

BOARD OF REGENTS

Educational Planning & Policy Committee

April 10, 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
Maureen Cisneros
Linda Cohen
Steven Hunter
Patricia Simmons

Student Representatives

Meghan Keil
Nathan Olson

A G E N D A

1. PreK-12 Update: College Readiness Initiatives - R. Jones/D. Bailey/K. Pekel (pp. 2-11)
2. Consent Report - Review/Action - T. Sullivan (pp. 12-15)
3. Information Items - T. Sullivan (p. 16)



UNIVERSITY OF MINNESOTA BOARD OF REGENTS

Educational Planning and Policy Committee

April 10, 2008

Agenda Item: PreK-12 Update: College Readiness Initiatives

review review/action action discussion

Presenters: Senior Vice President Robert Jones
Dean Darlyne Bailey
Executive Director Kent Pekel

Purpose:

policy background/context oversight strategic positioning

The University of Minnesota's strategic positioning goals require strengthening preparation of Minnesota presecondary students to support the pillars *Exceptional Students* and *Exceptional Innovation*. This presentation will outline how working with preK-12 education and other stakeholders will prepare all of Minnesota's young people for success in college, work, and life.

Outline of Key Points/Policy Issues:

The College Readiness Consortium and Dean Darlyne Bailey of the College of Education and Human Development are working together to address the critical need to prepare all students for success in postsecondary education. This session will focus on the work of the College Readiness Consortium, including:

- Aligning preK-12 and higher education through President Bruininks' chairmanship of the **Minnesota P-16 Education Partnership**
- Enhancing the capacity of school principals to lead schools in which every student is on the path to college readiness through the **Minnesota Principals Academy**
- Motivating and helping students plan for success in postsecondary education through the **Ramp-Up to Readiness™ project**
- Participating in **public outreach initiatives** to enhance readiness of all students

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 College Readiness Program to prepare students for success at a top research university. This is the first presentation to the Board of Regents on this topic.

UNIVERSITY OF MINNESOTA
BOARD OF REGENTS EDUCATIONAL PLANNING AND POLICY COMMITTEE
COLLEGE READINESS INITIATIVES
APRIL 10, 2008

INTRODUCTION

A pillar of the University of Minnesota's strategic positioning goal to become one of the top three public research institutions in the world over the next decade is recruiting, educating, challenging, and graduating exceptional students who become highly motivated lifelong learners, leaders, and global citizens. The anticipated reduction in Minnesota's and the region's high-school graduate population requires the University to employ multiple strategies to improve the academic and diversity profile of its enrolled students. Key components of those strategies must include strengthening educational practices across the state, while simultaneously improving educational policies that align the K-12 and higher education systems. The University also understands that it will not be possible to realize the strategic positioning goal of recruiting, educating, and graduating 'Exceptional Students' without also enhancing the preparation that students receive long before they consider applying to college.

The new College of Education and Human Development was created to help implement these strategies. The college has adopted as its mission to be "a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities." Using a multidisciplinary model for action, faculty actively engage with colleagues in 'neighborhoods' to surface comprehensive solutions to critical issues, often through community-based action. Under the leadership of Dean and Assistant to the President Darlyne Bailey, the University is building on its longstanding collaboration with Minnesota's systems of elementary and secondary education to develop a new Youth Development Strategy. These efforts are designed to ensure that the University is an even stronger partner in preparing all young people for success in college, work, and life. Conversations also are beginning with community colleges and other community-based organizations who share these objectives. The intentional design of these strategies and their supporting structures will take place over the course of the 2008-2009 academic year.

These materials focus on one key component of that larger emerging strategy, which is already in place –the University's new College Readiness Consortium. Following a brief summary of the Consortium's work to date, this paper also includes background information on issues that must be considered and addressed in order to enhance significantly preK-12 students' readiness for postsecondary education.

THE COLLEGE READINESS CONSORTIUM

The University's College Readiness Consortium began its work in the summer of 2006. Housed within the Office of the Senior Vice President for System Academic Administration, the Consortium reports to Dr. Robert Jones and also supports and works closely with Dr. Darlyne Bailey in her capacity as lead Dean for the consortium. The Consortium staff includes two full-time administrators and one support person.

Consistent with the University's broader responsibility for outreach and service, the Consortium works to enhance the readiness of *all* Minnesota students for multiple forms of educational after high school, including technical colleges, community colleges, and four-year colleges, as well as universities. Over time, the Consortium's work should help to increase both the academic readiness and the cultural and socioeconomic diversity of students who apply to and enroll at the University of Minnesota.

Since its launch in 2006, the College Readiness Consortium has begun to work toward that goal in four primary ways:

1. Aligning preK-12 and higher education policies and practices through the **Minnesota P-16 Education Partnership**
2. Helping school principals and other leaders create and sustain schools in which every student is on the path to college readiness through the **Minnesota Principals Academy** executive development program
3. Working with junior and senior high schools to develop **Ramp-Up to Readiness™**, a dynamic new program that will guide students through a research-based sequence of courses, projects, activities, and experiences that develop the knowledge, skills, and habits for success in higher education
4. Conducting **public outreach initiatives** that increase awareness of the importance of postsecondary education in the global knowledge economy and successful strategies to enhance the readiness of all students

THE MINNESOTA P-16 EDUCATION PARTNERSHIP

The Minnesota P-16 Education Partnership is a voluntary association of twenty-one organizations, each of which operates on a statewide level and has responsibility for or a strong interest in improving the academic achievement of all students, from preschool through postsecondary education. The Partnership provides a forum where critical policy issues can be identified and addressed collectively, data-driven decision-making structures can be developed and implemented, and the efficient use of financial and human resources can be promoted. President Bruininks is the current Chair of the P-16 Partnership and Commissioner of Education Alice Seagren is the Vice Chair. The College Readiness Consortium is coordinating the Partnership's work during the President's tenure as chair. The current membership of the P-16 Partnership includes:

- The Citizens League
- Education Minnesota

- The Mentoring Partnership of Minnesota
- The Minnesota Association of Charter Schools
- The Minnesota Association of Colleges for Teacher Education
- The Minnesota Association of School Administrators
- The Minnesota Association of Secondary School Principals
- The Minnesota Business Partnership
- The Minnesota Career College Association
- The Minnesota Chamber of Commerce
- The Minnesota Council on Foundations
- The Minnesota Department of Education
- The Minnesota Elementary School Principals Association
- The Minnesota Independent School Forum
- The Minnesota Minority Education Partnership, Inc.
- The Minnesota Office of Higher Education
- The Minnesota Parent and Teacher Association
- The Minnesota Private College Council
- The Minnesota State Colleges and Universities
- The Minnesota School Boards Association
- The University of Minnesota

During President Bruininks' two-year tenure as Chair, the P-16 Partnership has agreed to address the following four issues through the creation of four working groups:

1. Macro Postsecondary and Workforce Readiness Working Group

The Postsecondary and Workforce Readiness Working Group should develop a clear and concise definition of readiness for postsecondary education and high-skill, high-wage employment in Minnesota, and a plan to disseminate that definition across the state. This definition of readiness should identify the academic content knowledge and the habits of mind that students need, not only to gain admission to a postsecondary institution or to secure high-skill employment, but to succeed once they are in college or on the job.

2. Science Postsecondary and Workforce Readiness Working Group

The Science Standards Working Group should develop broad recommendations for strengthening and enhancing Minnesota's K-12 academic standards in science. The working group should seek to promote alignment between Minnesota's K-12 science standards and: (a) the science readiness expectations of postsecondary institutions in Minnesota and around the country, and (b) recognized national and international science education frameworks.

3. Science Instruction Working Group

The Science Instruction Working Group should identify policies and practices that will increase the capacity of teachers, principals, mentors, and other adults to help students from all backgrounds meet and exceed state academic standards in science, and develop a lifelong interest in science and related fields.

4. Longitudinal Data System Working Group

The Data System Working Group should coordinate and complete the implementation of a common student identifier that follows students in Minnesota from kindergarten through the completion of postsecondary education...[and] a broader statewide data system that will make it possible to link diverse data sets to analyze and enhance student success in preK-12 and higher education.

Additional information on the Minnesota P-16 Education Partnership is available at www.mnp16.org.

THE MINNESOTA PRINCIPALS ACADEMY

A growing body of research underscores the critical role that principals play in creating great schools in which every student is on the path to college readiness. Principals set the vision, guide instruction, build the budget, unite the team and lead the drive for results. Their jobs are an extraordinary mix of small details and big ideas, of crisis management and long-range planning. In this time of increasing national and international demands on schools and students, principals must be highly capable as instructional leaders.

To help Minnesota's school leaders meet these demands, the College Readiness Consortium partnered with the Minnesota Department of Education, the Minnesota Elementary School Principals Association, the Minnesota Association of Secondary School Principals, and the Minnesota Association of School Administrators to create the Minnesota Principals Academy in 2006. Supported by funding from the State of Minnesota, the Minnesota Principals Academy enables cohorts of practicing principals to learn leadership best practices from education, business, military, and other fields. Delivered over the course of approximately one year, the program is based upon a curriculum developed by the National Institute for School Leadership that combines face-to-face instruction in workshops and small groups with interactive Web-based learning.

Forty-eight school leaders from across Minnesota already have completed the Academy program, and another 24 principals are currently involved in a cohort. Please visit the Principals Academy Web site at www.umn.edu/mnprin to watch a ten minute video in which the participants share their views on the program.

RAMP-UP TO READINESS™

Over the next three years, the **Ramp-Up to Readiness Design Project** will develop a new and innovative program that puts junior and senior high school students in

Minnesota on the path to readiness for college and other forms of postsecondary education. Supported by a \$1 million start-up grant from the Bush Foundation, the Ramp-Up to Readiness program will lead students through the Ramp-Up Steps to Postsecondary Success, a research-based sequence of courses, projects, activities, and experiences that help them develop the knowledge, skills and habits they need to succeed in higher education. Each student will develop a personal Postsecondary Plan to guide his or her journey through the Ramp-Up Steps, and will continuously monitor progress toward meeting the goals of the Postsecondary Plan through supportive relationships with counselors, advisors, parents, mentors, and peers.¹ Interaction with those critical supporters will take place through frequent, carefully structured meetings and through use of innovative technology solutions that students access over the World Wide Web.

Over the course of their years in the program, students progressively will enhance their capacity in four key areas:

- 1. Expectation:** Students will come to understand that completing some type of education after high school is essential to earning a “living wage” in the global knowledge economy of the 21st century, and *expect* (rather than just *aspire*) to complete a postsecondary credential or degree.
- 2. Preparation:** Students will develop and implement Postsecondary Plans that map out the courses they need, not only to gain admission to a postsecondary institution, but to thrive once they get there.
- 3. Engagement:** Students continually will check their progress toward postsecondary education and work with advisors and others who connect them to opportunities and support.
- 4. Access:** Starting in junior high, students and families will develop strategies for getting into and paying for postsecondary education, and will be guided through the application process at the end of high school.

The power of postsecondary plans like those that students will develop through Ramp-Up to Readiness has been demonstrated by a number of studies over the past decade. For example, a statistical analysis of the factors that promote postsecondary entrance and attainment among African-American males in the 1990s concluded that developing postsecondary plans had a positive effect on student outcomes and that, in fact, “Educational plans that students had were three times as important as family socioeconomic status in predicting whether they would continue in postsecondary training.”² Another study of Latino student persistence toward a bachelor’s degree concluded that “Planning for college and postsecondary activities as early as eighth grade increases the prospects for completing college.”³

¹ Schools that already have relevant individual student planners – such as the Minneapolis Public Schools’ MyLife Plan and the Saint Paul Public Schools’ Six Year Plan – would continue to use those tools but would enhance the college readiness components through participation in Ramp-Up to Readiness.

² Wilson-Sadberry, K.R., Winfield, L.F., & Royster, D.A. (1991). Resilience and persistence of African-American males in post-secondary enrollment. *Education and Urban Society*, 24(1), p. 99.

³ George D. Kuh, Jillian Kinzie, Jennifer A. Buckley, Brian K. Bridges, John C. Hayek, “What Matters to Student Success: A Review of the Literature,” Commissioned Report for the National Symposium on

PUBLIC OUTREACH INITIATIVES

In addition to programmatic efforts such as the P-16 Partnership, the Minnesota Principals Academy and Ramp-Up to Readiness, the College Readiness Consortium also is engaged in efforts to inform and shape the public dialog about education in Minnesota. Such outreach initiatives are an important element of creating the public support that will be required to realize the Consortium's mission of preparing all students for higher education after high school.

For example, in June of 2007 the Consortium worked with the Minnesota Association of Secondary School Principals to convene a statewide task force to research and write *Bridge to Higher Learning: A New Vision for Minnesota's High Schools in the Global Information Age*. The report outlines key features of high schools that prepare *all* rather than *some* of their students for postsecondary success. Similarly, from 2006-2008 the Consortium also worked with Dean Darlyne Bailey and a diverse coalition of educational organizations to produce *Minnesota's Promise: World-Class Schools, World Class State*, which identifies ten overarching strategies for closing achievement gaps between Minnesota's students and their peers in the highest performing countries in the world, while also closing gaps between groups of our own students here at home. Copies of both documents have been widely disseminated across the state. Additional information on both projects is available at www.minnesotapromise.org.

Finally, in the fall of 2008, the College Readiness Consortium will launch a new Web-based clearinghouse through which families and educators will be able to search across the entire University to identify academic enrichment opportunities for students, as well as professional development programs and other resources for educators.

BACKGROUND ON COLLEGE READINESS

The work of the College Readiness Consortium is animated and shaped by the rapid changes that are taking place in today's economy and society. Specifically, the importance of postsecondary education is rising rapidly for individual citizens and for society as a whole. A recent comprehensive review of scholarly research on college preparation and access concluded that "The majority of an age cohort — perhaps more than 80 percent — needs some form of postsecondary education to live and work productively in a rapidly changing, information-based economy."⁴ Harvard economists Larry Katz and Claudia Goldin recently have suggested that just as making high school education universal helped to fuel U.S. economic growth during the industrial age of the

Postsecondary Student Success: Spearheading a Dialog on Student Success, National Postsecondary Education Cooperative, July 2006, p. 22.

⁴ George D. Kuh, Jillian Kinzie, Jennifer A. Buckley, Brian K. Bridges, John C. Hayek, "What Matters to Student Success: A Review of the Literature," Commissioned Report for the National Symposium on Postsecondary Student Success: Spearheading a Dialog on Student Success, National Postsecondary Education Cooperative, July 2006, p. 105

20th century, universal access to college will be key to keeping American workers competitive in the global information economy of the 21st.⁵

Even for students who go directly into the workplace after high school, desirable jobs in today's economy increasingly require college-level knowledge and skills in key subjects such as reading and math. For example, a recent study by ACT examined the skills for success in jobs that do not require a postsecondary degree, but that still "offer a wage sufficient to support a small family, provide the potential for career advancement and are projected to increase in the future." The study concluded that occupations such as electrician, construction worker, upholsterer, and plumber require levels of readiness in reading and mathematics that are comparable to the levels required to succeed in college courses without remediation.⁶

Data from Minnesota points to large deficiencies in college readiness and college completion. While Minnesota's high school students had the top average score in the nation on the ACT college entrance exam in 2005, only 29 percent of those students met or exceeded ACT's definition of college readiness in all four core academic subjects: English, reading, math, and science. The scores of Black, Hispanic, and American Indian students lagged significantly behind those of their White and Asian peers.⁷

While the National Center for Public Policy and Higher Education reports that Minnesota is one of the top states in the nation in the percentage of students (65%) who enroll in college four years after they enter high school,⁸ a recent report from the Minnesota Department of Education found that in 2004 the four-year graduation rate at the state's four-year colleges and universities was 36 percent, and the graduation rate for students within six years of entering an undergraduate program was 57 percent.⁹ It is important to note that rates vary significantly among institutions in each category.

A growing body of evidence and research suggests that a major reason for the gap between students' college aspirations and their rates of college enrollment and completion is the failure to provide students, families, and educators with clear, consistent and candid messages about college preparation and access. As Michael Kirst of Stanford University and consultant Kathy Reeves Bracco write in From High School to College: Improving Opportunities for Success in Postsecondary Education, "The postsecondary completion problem is less a result of insufficient ambitions to go on to college and more one of a lack of articulated standards and clear signals concerning

⁵ Larry Katz and Claudia Goldin, "The Race Between Education and Technology: The Evolution of U.S. Educational Wage Differentials, 1890 to 2005," NBER Working Paper No. 12984, March, 2007.

⁶ See "Ready for College and Ready for Work: Same or Different?," ACT, Inc., 2006.

⁷ Minnesota Office of Higher Education, *Minnesota Measures*, February, 2007, p. 8. Accessed at <http://www.ohe.state.mn.us/pdf/MinnesotaMeasures.pdf>

⁸ The National Center for Public Policy and Higher Education, *Measuring Up 2006: The State Report Card on Higher Education, Minnesota*. Accessed at http://measuringup.highereducation.org/_docs/2006/statereports/MN06.pdf.

⁹ Minnesota Department of Education, *Taking Minnesota Students from Nation-Leading to World-Competing: Setting a Course for Success in the 21st Century* (Roseville, MN: Minnesota Department of Education, April 2007), 33–37.

adequate academic preparation, and limited knowledge of what it takes to enroll and finish.”¹⁰

A recent survey of 1,800 middle school parents illustrated the extent and the seriousness of this problem. While 87% of the respondents said they expect their children to go on to college, almost half — 45% — had not taken any of the steps identified in the survey to prepare their child to realize that goal, such as learning about the admissions process or meeting with a teacher or counselor to discuss academic preparation. The survey found that parents with the lowest levels of education themselves were the least likely to have access to information on college readiness and access.¹¹

Researcher David Conley of the Center for Educational Policy Research at the University of Oregon notes that some high schools focused highly on higher education may send the wrong signals to students by emphasizing what it takes to get into college rather than what it takes to get through college:

“Because of the unique nature of the U.S. educational system, high schools focus on making students college-*eligible*—in other words, to enable students to meet admissions requirements. Students become college-eligible primarily by taking courses whose titles have been approved by college admissions offices. However, these students may or may not be college-*ready*, which is defined as being able to meet the expectations they encounter in entry-level college courses. When they enter college, they face placement tests that may relegate them to non-credit bearing courses. They encounter instructors who move through material at a much faster pace than in high school, who expect them to spend much more time on their own outside of class reading and reviewing, who provide feedback that can be much more unvarnished than what the students are used to receiving. They may be expected to support their opinions and assertions and to cite sources properly. They may find their ideas challenged in class discussions and their assumptions about what is true called into question. Students who earned straight A’s in high school may receive the first C of their lives.”¹²

As the Consortium works to improve these educational outcomes, one must also grapple with the fact that the fastest-growing demographic groups in Minnesota are the groups with the least access to and success in higher education historically. Since 1989-90, the number of students of color enrolled in Minnesota schools has increased by more than 135 percent, totaling over 100,000 students. The numbers of low-income students and

¹⁰ Michael W. Kirst, Kathy Reeves Bracco, “Bridging the Great Divide: The K-12 and Postsecondary Split Hurts Students, and What Can Be Done About It,” in Kirst, Michael W. and Venezia, Andrea. 2004. *From High School to College: Improving Opportunities for Success in Postsecondary Education*. Jossey Bass Education Series, p. 5.

¹¹ See Alisa F. Cunningham, Wendy Erisman and Shannon M. Looney, *From Aspirations to Action: The Role of Middle School Parents in Making the Dream of College a Reality*; Institute for Higher Education Policy, December 2007; available at: <http://www.ihep.org/>

¹² Conley, David T. *College Knowledge: What It Really Takes for Students to Succeed and What We Can Do to Get them Ready*, Jossey-Bass, 2005, p. xi.

students whose first language is not English are rising rapidly as well.¹³ However, despite strong academic beginnings, these students are much less likely to complete postsecondary education. For example, according to the College Board, of students with the highest math scores in the 8th grade, only 29 percent of low-income students go on to earn college degrees, compared with 74 percent of high-income students.¹⁴

Indeed it will take ‘Exceptional Innovation’, the fourth pillar of the University’s strategic positioning, to solve these critical problems. The College Readiness Consortium and the College of Education and Human Development actively are creating and pursuing new models of collaboration and cooperation to serve the greater good.

As the University considers these statistics and the imperative for college readiness, it is important to remember the question that Children’s Defense Fund President Marian Wright Edelman posed several years ago, “The question is not whether we can afford to invest in every child; it is whether we can afford not to.”

¹³ Minnesota Minority Education Partnership, *The State of Students of Color*, 2006, p. 9

¹⁴ College Board, *Education Pays: 2005 Update*, 9, fig. 7. Accessed at http://www.collegeboard.com/prod_downloads/press/cost05/education_pays_05.pdf.



**UNIVERSITY OF MINNESOTA
BOARD OF REGENTS**

Educational Planning and Policy Committee

April 10, 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

- College of Education and Human Development (Twin Cities Campus)—Create Minor in Applied Psychology in Educational and Community Settings
- Duluth Campus—Create Minor in Deaf Studies
- ~~College of Liberal Arts (Twin Cities Campus)~~ **Duluth Campus**—Create Certificate in American Sign Language
- College of Liberal Arts (Twin Cities Campus)—Create Minor in Geographic Information Science

II. Academic Program Changes

- College of Liberal Arts (Twin Cities Campus)—Change name of B.A. degree in Astronomy to Astrophysics
- College of Liberal Arts (Twin Cities Campus)—Change name of Minor in Astronomy to Astrophysics

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
April 10, 2008**

Consent Report

I. Request for Approval of New Academic Programs

- **College of Education and Human Development (Twin Cities Campus)—
Create Minor in Applied Psychology in Educational and Community Settings**

The College of Education and Human Development requests approval to offer a minor in Applied Psychology in Educational and Community Settings, effective fall semester 2008. The minor will provide opportunities for undergraduate students in the College of Education and Human Development and the College of Liberal Arts to spend time in urban schools, youth development agencies, or other settings that are relevant to their future goals.

- **Duluth Campus—Create Minor in Deaf Studies**

The Duluth campus requests approval to offer a minor in Deaf Studies, effective fall semester 2008. The minor will offer students American Sign Language competency and cultural knowledge. It also will meet the needs of students interested in pursuing further study in Sign Language Interpreting or Deaf Education. The minor, which will capitalize on the Duluth campus' 20-year history of offering courses in American Sign Language, will be the only one of its kind in northeastern Minnesota.

- ~~College of Liberal Arts (Twin Cities Campus)~~ **Duluth Campus—Create Certificate in American Sign Language**

The Duluth campus requests approval to offer a Certificate in American Sign Language, effective fall semester 2008. The certificate program will consist of extant courses in American Sign Language.

- **College of Liberal Arts (Twin Cities Campus)—Create Minor in Geographic Information Science**

The College of Liberal Arts requests approval to offer an undergraduate minor in Geographic Information Science, effective summer semester 2008. The minor will provide undergraduate students with the opportunity to focus on Geographical Information Science. Study in this area examines geospatial technologies and their underlying principles, applications, and societal dimensions.

II. Request for Approval of Academic Program Changes

- **College of Liberal Arts (Twin Cities Campus)—Change name of B.A. degree in Astronomy to Astrophysics**

The College of Liberal Arts on the Twin Cities campus requests approval to change the name of the Bachelor of Arts (B.A.) in Astronomy to Astrophysics, effective summer semester 2008. The name change is being proposed to reflect better the program curriculum.

- **College of Liberal Arts (Twin Cities Campus)—Change name of Minor in Astronomy to Astrophysics**

The College of Liberal Arts on the Twin Cities campus requests approval to change the name of the minor in Astronomy to Astrophysics, effective summer semester 2008. The name change is being proposed to reflect better the program curriculum.



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April 10, 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.