



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

MARCH 19, 2014

9:00 A.M.

MCCORMICK ROOM

30 7TH STREET EAST

SAINT PAUL, MN

Please note: Committee/Board meeting times are tentative. Committee/Board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

- (1) Minutes of Meeting of January 22, 2014 (pp.1-7)**
- (2) Proposed Amendment to Board Policy 2.2 State Residency (Second Reading) (pp.8-12)**
- (3) Proposed Amendment to Board Policy 3.36 Academic Programs (Second Reading) (pp.13-18)**
- (4) Proposed New Policy 3.40 Recognition of Veteran Status (Second Reading) (pp.19-21)**
- (5) Innovative Instructional Technologies (pp.22)
- (6) Transfer (pp.23)

Academic and Student Affairs Committee

Margaret Anderson Kelliher, Chair

Louise Sundin, Vice Chair

Duane Benson

Cheryl Dickson

Dawn Erlandson

Alfredo Oliveira

Maria Peluso

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
JANUARY 22, 2014**

Academic and Student Affairs Committee Members Present: Chair Margaret Anderson Kelliher, Trustees Duane Benson, Cheryl Dickson, Dawn Erlandson, Alfredo Oliveira, Maria Peluso and Louise Sundin.

Other Board Members Present: Trustees Clarence Hightower, Alexander Cirillo, Thomas Renier and Elise Ristau.

Leadership Council Representatives Present: Chancellor Steven Rosenstone, Interim Vice Chancellor John O'Brien.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on January 22, 2014 at Wells Fargo Place, 4th Floor, Board Room, 30 East 7th Street in St. Paul. Academic and Student Affairs Committee Chair Anderson Kelliher called the session to order at 9:02 am.

1. Minutes of Update on the Itasca Workforce Alignment Group, November 20, 2013

Trustee Benson moved that the minutes from the Nov. 20, 2013 update on the Itasca Workforce Alignment Group meeting be approved as written. Trustee Sundin seconded and the motion carried.

2. Minutes of Meeting of November 20, 2013

Trustee Benson moved that the minutes from the Nov. 20, 2013 meeting be approved as written. Trustee Oliveira seconded and the motion carried.

3. Pine Technical College – Change in Institution Type and Name Change (Second Reading)

Presenters:

John O'Brien, Interim Vice Chancellor for Academic and Student Affairs
Robert Musgrove, President, Pine Technical College

This was the second reading of Pine Technical College's request for a mission change to become a comprehensive technical and community college. The college also is requesting a change in name to Pine Technical and Community College.

If the Board of Trustees approves the mission change, students at Pine Technical College would be able to complete an Associate in Arts (AA) degree.

The Pine Technical College service area remains well below state averages in bachelor's degree attainment and that deficit ultimately results in lower incomes, greater levels of poverty and higher rates of unemployment than the rest of Minnesota and Wisconsin, Interim Vice Chancellor O'Brien said.

As for facilities, the college has demonstrated that there is substantial room for growth to accommodate the classroom-based courses taught in the AA degree. Past attempts to partner with other colleges to offer the AA degree on the Pine City campus have proven to be unworkable for students.

The mission change also will allow undecided students to enter Pine Technical College with a declared AA major and be eligible for financial aid. This means they can maintain eligibility for financial aid while exploring degree and career options, including those in technical areas.

The mission change is supported by other internal and external stakeholders, including students, college leaders, area school boards, city and county governments, as well as employers in the area, Interim Vice Chancellor O'Brien said.

Pine Technical College's history, heritage and culture are centered on technical education and will continue to be, even if the mission is changed, President Musgrove told the Trustees.

Trustee Dickson said she endorses the mission change, since this part of the state has been underserved. People in Chisago and Pine counties will be pleased with this action, she said.

Trustee Benson made a motion that the Academic and Student Affairs Committee recommends that the Board of Trustees approve the change in institution type and corresponding mission proposed by Pine Technical College. Trustee Dickson seconded and the motion carried.

Trustee Benson made a motion that upon the recommendation of the Chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees change the name of Pine Technical College to Pine Technical and Community College. Trustee Dickson seconded and the motion carried.

4. Mesabi Range Community & Technical College: Proposed Name Change

Presenter:

Carol Helland, Interim Provost, Mesabi Range Community & Technical College

Mesabi Range Community & Technical College is proposing to change its name to Mesabi Range College. The name change is strongly supported by internal and external college stakeholders, Interim Provost Helland said. The college is commonly referred to as Mesabi Range College by various constituent groups within the region and market research has shown support for a formal name change.

Community preference is a major factor in a name change, Interim Vice Chancellor O'Brien said. Provost Helland said her community prefers the shorter name. She added the new name better reflects her college's mission as a comprehensive college offering both technical and liberal arts programs, as well as new university programs now on the Virginia campus.

Trustee Dickson moved that upon the recommendation of the Chancellor, the Academic and Student Affairs Committee recommends that the Board of Trustees change the name of Mesabi Range Community & Technical College to Mesabi Range College. Trustee Erlandson seconded and the motion carried.

5. Proposed Amendment to Board Policy 2.2 State Residency (First Reading)

Presenter:

Leslie Mercer, Associate Vice Chancellor for Research, Planning and Policy

The Prosperity Act passed by the state legislature in 2013 provides that students who meet certain requirements shall be charged resident tuition at state colleges and universities. This legislation requires that current Board policy on resident tuition be amended to accommodate the additional students who qualify for resident tuition.

Associate Vice Chancellor Mercer said the amendment has been reviewed by bargaining unions, students, campus administrators and the system's Academic Affairs Policy Council.

Trustee Benson asked for a clarification of "high school" in Part 4, Subpart A, number 6. He said it is unclear if "high school" in this reference means grades 7-12 or just grades 9-12.

The amendment will come before the board for a second reading in March.

6. Proposed Amendment to Board Policy 3.36 Academic Programs (First Reading)

Presenter:

Leslie Mercer, Associate Vice Chancellor for Research, Planning and Policy

Associate Vice Chancellor Mercer said the policy pertaining to Academic Programs was reviewed as part of the annual policy review cycle. Suggested revisions in this policy include:

- In Part 2, revise the definition of "credit." A revision of the definition of "credit" would place less emphasis on instructional time and incorporate new language on student learning outcomes.
- In Part 7, delete language regarding annual academic program review summary reports to the chancellor. Deletion of this language would reduce the reporting burden on colleges and universities. A requirement for colleges and universities to regularly review programs would continue without change.

7. Proposed New Policy 3.40 Recognition of Veteran Status (First Reading)

Presenter:

Leslie Mercer, Associate Vice Chancellor for Research, Planning and Policy

The proposed new policy establishes a requirement that state universities establish local policies to recognize veteran status as a positive factor in the admission decisions made by graduate and professional programs. The policy also requires that universities maintain records on the number of veterans who apply and the number accepted to graduate and professional programs so that this information may be reported to the Legislature.

Chair Anderson Kelliher noted that this is the last meeting which will be staffed by Associate Vice Chancellor Mercer, who is retiring Feb. 7, 2014. Chair Anderson Kelliher thanked her for her many years of service. Associate Vice Chancellor Mercer said it has been a joy and privilege to have a career in higher education.

8. Meeting the Baccalaureate Needs of the Twin Cities Metro Area

Presenters:

John O'Brien, Interim Vice Chancellor for Academic and Student Affairs

Leslie Mercer, Associate Vice Chancellor for Research, Planning and Policy

Over the next three decades, the Twin Cities area population will increase by nearly 1 million people and it's estimated over 400,000 jobs will be created. Many of those jobs will need to be filled by someone who has a baccalaureate degree.

Currently, the system has significant capacity to serve two-year college students in the metro area, but there is a great need to better serve students interested in obtaining a baccalaureate degree.

In June 2009, the Board of Trustees discussed a Metropolitan Area Planning Report which suggested two broad strategies be adopted to increase baccalaureate education in the metro area:

- Strengthen Metropolitan State University, working to increase its capacity to serve students in selected programs.
- Encourage other state universities to provide more upper-division programming at metropolitan two-year colleges.

The success of the Metropolitan State University model has been limited for various reasons, Interim Vice Chancellor O'Brien said:

- The growth of the St. Paul campus is limited because of few land development options.
- While Metropolitan State University has a strong track record of reaching underserved and adult student populations, the university is less successful in reaching student populations attracted to other types of universities.
- Metropolitan State University does not have academic programs in several key workforce areas: chemistry, cognitive science, biochemistry, physics, statistics, engineering and world languages.

Although the enrollment at Metropolitan State University has grown by 20 percent and the number of degrees conferred is up by 38 percent since 2008, it appears expanding the university cannot be the exclusive approach taken to meet the growing student and workforce needs in the metropolitan area, Interim Vice Chancellor O'Brien said.

While the bilateral partnership model has been successful in increasing baccalaureate opportunities in the metropolitan area, it also has limitations:

- It is based solely on institution initiative, not on system response.
- These partnerships have provided students access to a very limited number of baccalaureate programs, not a broad array of offerings.
- Only 209 full-year equivalent (FYE) students enrolled in the non-metropolitan state baccalaureate programs in FY12.
- The partnership model does not leverage collective resources or the creative capacity of university faculty across the system.

Following the June presentation to the Board of Trustees, consultation on a metropolitan baccalaureate strategy was conducted with various groups, including union groups, chief academic and student affairs officers, student organizations and the Leadership Council.

Four options as a way to increase baccalaureate educational opportunities in the metropolitan area were presented. He noted these options are not mutually exclusive and a combination of two or more might be needed.

- **Option 1: Academic Centers**

Academic centers would be open to all system institutions, allowing them to offer an array of programs and support services. They would be housed in leased space in locations where there is high student demand and easy access to public transportation and would utilize smart classrooms and deliver classes face-to-face, online and a blending of both.

Programming at the centers could focus on six high-demand areas:

- Health/life sciences
- Business and business services
- Food and agribusiness
- Information and communication technology
- Financial services and insurance
- Advanced manufacturing and energy

Curriculum could be jointly developed by college and university faculty to the largest extent possible. The curriculum would have an experiential focus and have competency-driven outcomes. Business and industry could have an advisory role and curriculum should align with K-12 career technical education to ensure it meets workforce needs.

- **Option 2: Grow Metropolitan State University**

This option would have the system significantly expanding Metropolitan State University's baccalaureate capacity. Targeted high-growth, high-impact program areas could be developed. An additional location near light rail or public transportation could be part of this plan.

- **Option 3: Transform an existing metro college into a branch campus of an existing system university**

The focus of this option would be building on two-year program offerings and strengths. It could start with one campus; additional campuses could be added, with each college offering specialized, focused programs.

- **Option 4: Authorize two-year metro colleges to offer baccalaureate degrees**

Twenty-two states are implementing this at some level. The focus would be on new programs, not competition with existing offerings. This option would involve legislative, mission and accreditation changes and there may be union issues.

The creation of a new university in the metropolitan area was ruled out as an option because of the cost, potential unnecessary duplication and probable political hurdles, Interim Vice Chancellor O'Brien said.

Additional tactics which should also be considered as part of the metropolitan baccalaureate strategy include:

- Aggressive marketing of MnSCU's metropolitan campuses;
- Bold naming strategies to raise awareness and coordinate branding;
- Cross-listing of all metro area offerings available to metro area students.

Trustee Oliveira said he likes the idea of a downtown university site or academic center. He said he also likes enhancing system branding through the use of bold naming strategies.

Board Chair Hightower said he would be better able to assess the options if there were more information about the capacity each option would offer to the system and how each would meet the challenges of the need for increased baccalaureate programming.

It is hard to estimate, Interim Vice Chancellor O'Brien said, but a conservative projection would be that through the implementation of academic centers, by 2024 the system could increase the number of baccalaureate degrees conferred in the metropolitan area by 1,700.

He added that the metropolitan baccalaureate strategy must not only focus on attracting new students, but also on ways to ensure current students complete their degrees.

Trustee Sundin said she is disappointed that the new university option was taken off the table. Academic Centers don't offer an urban identity, she said, and full expansion of Metropolitan State University should be part of the solution, but probably can't be the only way for the system to meet the urgent need for more baccalaureate education. She added she likes option 3, transforming an existing metro college into a branch campus of an existing system university.

The system needs to fill a niche other colleges and universities are not currently filling in the metropolitan area, Trustee Erlandson said. Locations should be geographically balanced, she added.

Board Chair Hightower said he is excited about option 2, which involves growing Metropolitan State University. But he added he does not want to see the new university option be taken off the table at this time.

Based on the number of Trustees who indicated an interest in a new university option, Chair Anderson Kelliher said that option should be included in future discussions.

Trustees must not lose sight of the base reason for higher education and not get too focused on only graduating students to meet workforce needs, Trustee Benson said. The system needs to focus on graduating well-rounded students who can read, write and communicate well. Those are the types of people employers have consistently said they need, he said.

Trustee Dickson agreed. The system needs to focus on providing an affordable, extraordinary educational experience to students, not merely channeling people into workforce slots. Pressures of workforce should not move the system into a mode where it is only training people for jobs, rather than educating people for life, she said.

Chair Anderson Kelliher said the system needs to blend these educational goals. Students need to be provided with an education that prepares them to be successful in the workforce, while also allowing them to become well-rounded individuals. These goals should not be separated, she said.

Consultation and planning on the metropolitan baccalaureates will continue over the next months. It is likely to be included in the discussions on implementation of the Charting the Future plan.

Chancellor Rosenstone added that developing a plan for increased baccalaureate education in the metropolitan area will be integral to the future success of the system. MnSCU is uniquely situated to meet the higher education needs of the growing metropolitan population, he said.

The meeting adjourned at 10:46 am
Respectfully submitted,
Margie Takash, Recorder

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs Committee

Date: March 19, 2014

Title: Proposed Amendment to Board Policy 2.2 State Residency (Second Reading)

Purpose (check one):

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Proposed
New Policy or
Amendment to
Existing Policy | <input type="checkbox"/> Approvals
Required by
Policy | <input type="checkbox"/> Other
Approvals |
| <input type="checkbox"/> Monitoring /
Compliance | <input type="checkbox"/> Information | |

Brief Description:

The proposed amendment adds to the list of students who qualify for resident tuition by incorporating the language of the Prosperity Act into the policy.

Scheduled Presenter(s):

Mike López, Associate Vice Chancellor for Student Affairs

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD INFORMATION ITEM

**PROPOSED AMENDMENT TO BOARD POLICY
2.2 STATE RESIDENCY (SECOND READING)**

BACKGROUND

The Prosperity Act passed by the state legislature in 2013 provides that students who meet certain requirements shall be charged resident tuition at state colleges and universities. This legislation requires that current Board policy on resident tuition be amended to accommodate the additional students who qualify for resident tuition.

Section 1. **[135A.043] RESIDENT TUITION.**

(a) A student, other than a nonimmigrant alien within the meaning of United States Code, title 8, section 1101, subsection (a), paragraph (15), shall qualify for a resident tuition rate or its equivalent at state universities and colleges if the student meets all of the following requirements:

(1) high school attendance within the state for three or more years;

(2) graduation from a state high school or attainment within the state of the equivalent of high school graduation; and

(3) in the case of a student without lawful immigration status: (i) documentation that the student has complied with selective service registration requirements; and (ii) if a federal process exists for the student to obtain lawful immigration status the student must present the higher education institution with documentation from federal immigration authorities that the student has filed an application to obtain lawful immigration status.

(b) This section is in addition to any other statute, rule, or higher education institution regulation or policy providing eligibility for a resident tuition rate or its equivalent to a student.

(c) The Board of Regents of the University of Minnesota is requested to adopt a policy implementing this section.

EFFECTIVE DATE. This section is effective July 1, 2013, and applies to tuition for school terms commencing on or after July 1, 2013.

RECOMMENDED COMMITTEE ACTION:

The Academic and Student Affairs Committee recommends the Board of Trustees adopt the following motion:

The Board of Trustees approves the changes to Board Policy 2.2 State Residency.

RECOMMENDED MOTION:

The Board of Trustees approves the changes to Board Policy 2.2 State Residency.

Date Presented to the Board of Trustees: March 19, 2014

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD POLICY
Chapter #2 Students
Section #2 State Residency

1 **2.2 State Residency**
2

3 **Part 1. Purpose.** Determination of the state of residency of students is necessary for a variety
4 of federal and state reporting requirements, for institutional research purposes, and in some
5 cases, determination of the tuition to be charged to individual students. This policy provides
6 standards for the initial classification of students as state residents or non-residents,
7 determination of appropriate tuition charges, and the procedures to be followed in order to
8 change the state residency status of students.
9

10 **Part 2. Classification as State Residents.** Students who meet one or more of the following
11 conditions on the date they apply for admission to a state college or university shall be classified
12 as residents of Minnesota.
13

- 14 A. Students who resided in the state for at least one calendar year immediately prior to
15 applying for admission, or dependent students who have a parent or legal guardian
16 residing in Minnesota on the date the students apply. Residency in the state during this
17 period must not have been solely or primarily for the purpose of attending a college or
18 university.
19 B. Minnesota residents who can demonstrate that they were temporarily absent from the
20 state without establishing residency elsewhere.
21 C. Persons who moved to the state for employment purposes and, before moving and before
22 applying for admission to a public postsecondary institution, accepted a full-time job in
23 the state, or students who are spouses or dependents of such persons.
24

25 **Part 3. Tuition.** Students who are classified as Minnesota state residents shall be charged the
26 resident tuition rate. Students who are residents of states with which the state of Minnesota has a
27 reciprocity agreement shall be charged the appropriate reciprocity tuition rate. All other students
28 shall be charged the non-resident tuition rate, unless they qualify under one of the exceptions
29 provided in Part 4. below.
30

31 **Part 4. Non-Resident Students Allowed to Pay the Resident Tuition Rate.**
32

33 **Subpart A. Required Exceptions.** Non-residents of Minnesota who meet one or more of
34 the following conditions shall be charged the resident tuition rate unless otherwise prohibited
35 by applicable state or federal law or regulations.
36

- 37 1. **Current and Former Service Members.** Current and former members of the U.S.
38 military, their spouses, and dependent children.

- 1 2. **Migrant Farmworkers.** Students who have been in Minnesota as migrant
2 farmworkers, as defined in the Code of Federal Regulations, title 20, section 633.104,
3 over a period of at least two years immediately before admission or readmission to a
4 Minnesota public postsecondary institution, or students who are dependents of such
5 migrant farmworkers.
- 6 3. **Minnesota High School Graduates.** A student who graduated from a Minnesota
7 high school, if the student was a resident of Minnesota during the student's period of
8 attendance at the Minnesota high school and the student physically attends a
9 Minnesota State College or University.
- 10 4. **Employment-related Relocation.** Persons who were employed and were relocated
11 to the state by the person's current employer.
- 12 5. **Refugees and Asylees.** Students who are recognized as refugees or asylees by the
13 Office of Refugee Resettlement of the United States Department of Health and
14 Human Services.
- 15 6. **Prosperity Act.** Students, other than nonimmigrant aliens within the meaning of
16 United States Code, title 8, section 1101, subsection (a), paragraph (15), who meet the
17 following requirements established in Minnesota Statutes 135.043.
 - 18 a. High school attendance within the state for three or more years;
 - 19 b. graduation from a state high school or attainment within the state of the
20 equivalent of high school graduation; and
 - 21 c. in the case of a student without lawful immigration status: (i) documentation
22 that the student has complied with selective service registration requirements;
23 and (ii) if a federal process exists for the student to obtain lawful immigration
24 status the student must present the higher education institution with
25 documentation from federal immigration authorities that the student has filed
26 an application to obtain lawful immigration status.

27
28 **Subpart B. Discretionary Exceptions.** Non-residents of Minnesota may be charged the
29 resident tuition rate under one or more of the following exceptions.
30

- 31 1. **Single Tuition Rate.** With Board of Trustees approval, a college or university may
32 adopt a policy to charge one tuition rate to all students.
- 33 2. **International Students.** Colleges and universities may charge resident tuition to
34 nonimmigrant international students classified under 8, U.S.C. 1101 (a) (15) (B), (F),
35 (H), (J), and (M).
- 36 3. **Graduate Assistants.** Universities may charge resident tuition to graduate students
37 appointed to graduate assistant positions.
- 38 4. **Intergovernmental Agreements.** A college or university may have an agreement
39 with a governmental subdivision of another state to charge certain students resident
40 tuition approved by the Board of Trustees.
- 41 5. **High Ability Students.** Colleges and universities may adopt a policy to charge
42 resident tuition to high ability students who are in the top 15 percent of their high
43 school class or who score above the 85th percentile on a nationally-normed,
44 standardized achievement test and who reside in states that do not have reciprocity
45 agreements with Minnesota.

1 6. **Other Categories.** With Board of Trustees approval, colleges and universities may
2 charge resident tuition to other specific categories of students.
3

4 **Part 5. Appeal of Initial Residency Classification.** Each college and university policy and
5 procedure shall provide for an appeal to an appropriate college or university administrator of a
6 decision not to classify a student as a Minnesota resident as described in this policy. The
7 administrator's decision shall be final. A student whose appeal is successful shall be charged the
8 resident tuition rate retroactive to the beginning of the first term of enrollment.
9

10 **Part 6. Change of Residency Status.** Under certain conditions, students who are initially
11 classified as not being Minnesota state residents may have their status changed to that of
12 resident. The Chancellor shall develop a system procedure that describes the conditions under
13 which residency status may be changed.

Date of Adoption: 8/15/97;

Date of Implementation: 7/18/95,

Date & Subject of Revisions:

5/22/13, Amended Part 2A requires that residency in the state cannot be for the sole purpose of attending a college or university. Amended Part 4, Subpart A to provide for possible changes in future legislative or congressional action. Amended Part 4, Subpart A1 to clarify intent and simplify language.

9/17/08 - Policy completely revised. New sections developed for classification of residents and non-residents, appropriate tuition rates, exceptions and appeals. Process used to determine residency moved to a new system procedure.

7/21/99, Subpart C, added number 8, regarding military personnel serving on active duty assignment in Minnesota

12/18/96 Part 1 – Stricken language, Part 2A – Strict Definition of Domicile, Add Part 2C – Exceptions, Part 3 – Stricken

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs Committee

Date: March 19, 2014

Title: Proposed Amendment to Board Policy 3.36 Academic Programs (Second Reading)

Purpose (check one):

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Proposed
New Policy or
Amendment to
Existing Policy | <input type="checkbox"/> Approvals
Required by
Policy | <input type="checkbox"/> Other
Approvals |
| <input type="checkbox"/> Monitoring /
Compliance | <input type="checkbox"/> Information | |

Brief Description:

Two changes are proposed for policy 3.36 – Academic Programs:

- Part 2 – revise the definition of credit and
- Part 7 – delete language regarding annual academic program review summary reports to the chancellor

A revised definition of credit will place less emphasis on instructional time and incorporate new language on student learning outcomes.

Deletion of a requirement to annually report a summary of academic program reviews to the chancellor will reduce reporting burden on colleges and universities. A requirement for colleges and universities to regularly review programs will continue without change.

Scheduled Presenter(s):

Mike López, Associate Vice Chancellor for Student Affairs

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD INFORMATION ITEM
PROPOSED AMENDMENT TO BOARD POLICY 3.36 ACADEMIC PROGRAMS (SECOND READING)

BACKGROUND

Two readings and Board of Trustees approval are required for adoption of new and revised policy language.

Development of proposed policy language includes prior review by the Academic and Student Affairs Policy Council as well as meet and confer sessions with the Inter Faculty Organization, Minnesota State Colleges Faculty and Minnesota State University Association of Administrative and Services Faculty.

Two changes are proposed for 3.36 – Academic Programs policy: Part 2 – revise the definition of credit and Part 7 – delete language regarding annual academic program review summary reports to the chancellor.

RECOMMENDED COMMITTEE ACTION

The Academic and Student Affairs Committee recommends the Board of Trustees adopt the following motion:

The Board of Trustees approves the changes to Board Policy 3.36 Academic Programs.

RECOMMENDED MOTION

The Board of Trustees approves the changes to Board Policy 3.36 Academic Programs.

Date Presented to the Board of Trustees: March 19, 2014

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD POLICY
Chapter #3 Educational Policies
Section #36 Academic Programs

1 **3.36 Academic Programs**
2

3 **Part 1. Purpose and Applicability.** The purpose of the Academic Programs policy is to direct
4 decision-making regarding the development, approval and management of credit-based academic
5 programs.
6

7 The academic programs of the Minnesota State Colleges and Universities should prepare
8 graduates for work, life, and citizenship. Academic programs should create graduates who are
9 creative, innovative, and able to respond with agility to new ideas, new technologies, and new
10 global relationships. Graduates should be able to lead their professions and adapt to the multiple
11 careers they will have over their lifetimes. Graduates should have the ability to think
12 independently and critically; be able to resourcefully apply knowledge to new problems;
13 proactively expect the unexpected, embrace change and be comfortable with ambiguity; and be
14 able to communicate and work effectively across cultural and geographic boundaries.
15

16 In order to meet Minnesota’s educational needs, the Minnesota State Colleges and Universities
17 shall endeavor to:
18

- 19 1. Ensure quality and excellence that is competitive on a national and international level in
20 meeting the needs of students for occupational, general, undergraduate, and graduate
21 education;
- 22 2. Facilitate ease of transfer among schools and programs, integrate course credit, and
23 coordinate degree programs;
- 24 3. Give highest priority to meeting the needs of Minnesota employers for a highly skilled
25 and adaptable workforce;
- 26 4. Enhance Minnesota’s quality of life by developing understanding and appreciation of a
27 free and diverse society; and
- 28 5. Eliminate unnecessary duplication and achieve efficient and streamlined operations.
29

30 **Part 2. Definitions.** The following definitions have the meanings indicated for all Board
31 policies unless the text clearly indicates otherwise.
32

33 **Subpart A. Academic award.** Academic award means a certificate, diploma or degree.
34

35 **Subpart B. Academic program.** Academic program means a cohesive arrangement of
36 college-level credit courses and experiences designed to accomplish predetermined
37 objectives leading to the awarding of a degree, diploma, or certificate. Undergraduate degree

1 programs shall include a general education component. The purpose of an academic program
2 is to:

- 3 1. increase students' knowledge and understanding in a field of study or discipline,
- 4 2. qualify students for employment in an occupation or range of occupations, and/or
- 5 3. prepare students for advanced study.

6
7 **Subpart C. Academic program inventory.** Academic program inventory means the
8 official list of academic programs offered by system colleges and universities.

9
10 **Subpart D. Credit.** Credit means a quantitative measure of ~~instructional time~~ assigned to a
11 system college or university course offering or an equivalent learning experience ~~such as~~
12 class time per week over an academic term that takes into consideration achieved student
13 learning outcomes and instructional time.

14
15 **Subpart E. General education.** General education means a cohesive curriculum defined by
16 faculty through system college or university procedures to develop reasoning ability and
17 breadth of knowledge through an integration of learning experiences in the liberal arts and
18 sciences.

19 20 **Part 3. Authorized Academic Awards.**

21
22 **Subpart A. System college and university award authority.** System colleges and
23 universities have authority to confer academic awards only as specified below.

- 24
25 1. **Community colleges.** Community colleges have the authority to confer
26 undergraduate certificates, diplomas, associate in arts, associate in fine arts,
27 associate in science, and associate in applied science degrees.
- 28
29 2. **Consolidated colleges.** Consolidated colleges have the authority to confer
30 undergraduate certificates, diplomas, associate in arts, associate in fine arts,
31 associate in science, and associate in applied science degrees.
- 32
33 3. **Technical colleges.** Technical colleges have the authority to confer undergraduate
34 certificates, diplomas, associate in science, and associate in applied science degrees.
- 35
36 4. **Universities.** Universities have the authority to confer undergraduate and graduate
37 certificates and associate in arts, associate in fine arts, associate in science,
38 baccalaureate, and graduate degrees.

39
40 Approval by the Board of Trustees is required for a system college or university to confer
41 an academic award type for which specific authority is not granted in this policy.

42
43 **Subpart B. Academic award characteristics.** The chancellor shall specify the
44 characteristics of academic awards.

1 **Subpart C. Academic program credit length limits.** Academic programs that lead to an
2 associate degree shall be limited to 60 credits and academic programs that lead to a
3 baccalaureate degree shall be limited to 120 credits unless the chancellor grants a waiver
4 based on industry or professional accreditation standards that require a greater number of
5 credits.
6

7 The chancellor shall set program credit length requirements and waiver criteria for
8 undergraduate certificates, diplomas and graduate level awards.
9

10 **Part 4. Authority to Establish Academic Program Locations.** Approval of the chancellor is
11 required for establishment of a location at which an academic program may be offered.
12

13 **Part 5. Academic Program Approval.** Approval of the chancellor is required for new
14 academic programs, changes to existing academic programs, suspension of academic programs,
15 and closure of academic programs at system colleges and universities.
16

17 An approved academic program shall include curricular requirements for earning an academic
18 award, such as credits in general education, a major and/or minor, and all prerequisite courses.
19 The chancellor shall maintain the academic program inventory and annually report to the Board
20 of Trustees on the status of the inventory. The annual report to the Board will include data and
21 analysis of programs measured against program goals established by the Chancellor. The goals
22 will be based on aligning program offerings to workforce needs statewide, regionally and locally
23 in collaboration with the Department of Employment and Economic Development and the
24 Governor's Workforce Development Council (GWDC), and including data from the State
25 Demographer. Only academic programs approved by the chancellor as recorded in the academic
26 program inventory may be offered by system colleges and universities.
27

28 **Part 6. Student Options when Academic Programs are Suspended, Closed, or Changed.** A
29 system college or university shall provide a student admitted to an academic program an
30 opportunity, consistent with system college or university policy, to complete the academic
31 program when it is suspended or closed or when the requirements have changed.
32

33 **Part 7. Academic Review.** Each system college and university shall regularly review its
34 academic programs for the purpose of academic planning and improvement.
35 ~~Each system college and university shall submit an annual summary of its academic program~~
36 ~~review activity to the chancellor.~~
37

38 The chancellor, as appropriate, may conduct statewide or regional reviews of academic programs
39 or program clusters, report findings to the Board of Trustees and, when necessary, impose
40 conditions on academic programs.

*Date of Adoption: 6/20/07,
Date of Implementation: 8/01/07,*

*Date & Subject of Revisions:
11/16/11 - Amends Part 1 to include foundational language that specifically reflects legislation found in State
Higher Education Objectives, Budget Priorities, Powers and Duties, Missions, Courses and Programs, and*

Education Priorities. Amends Part 5 to require that the annual academic program status report to the Board include data and analysis of programs measured against program goals established by the Chancellor.

1/21/09 - Amends Part 2, Subp. B to require undergraduate degree programs to include a general education component. Adds Part 3, Subp C, Academic Program Credit Length Limits.

6/20/07 - Repealed the following policies:

3.2 - Academic Program Inventory

3.10 - Academic Program Review

3.12 - Academic Program Suspension and Reinstatement and Closure

3.14 - Academic Program Approval

Procedure 3.14.1 - Addressing Transfer in Approval of New Programs

3.17 - Degrees, Diplomas and Certificates

Procedure 3.17.1 - Degrees, Diplomas and Certificates

3.19 - Academic Program Redesign.

3.20 - Academic Program Replication or Relocation.

3.25 - Degree Granting Authority.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs Committee

Date: March 19, 2014

Title: Proposed Policy 3.40 Recognition of Veteran Status (Second Reading)

Purpose (check one):

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Proposed
New Policy or
Amendment to
Existing Policy | <input type="checkbox"/> Approvals
Required by
Policy | <input type="checkbox"/> Other
Approvals |
| <input type="checkbox"/> Monitoring /
Compliance | <input type="checkbox"/> Information | |

Brief Description:

The proposed new policy establishes a requirement that state universities establish local policies to recognize veteran status as a positive factor in the admission decisions made by graduate and professional programs. The policy also requires that universities maintain records on the number of veterans who apply and the number accepted to graduate and professional programs so that this information may be reported to the legislature.

Scheduled Presenter(s):

Mike López, Associate Vice Chancellor for Student Affairs

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD ACTION ITEM
PROPOSED POLICY 3.40 RECOGNITION OF VETERAN STATUS (SECOND READING)

BACKGROUND

Legislation passed during the 2013 session requires that an applicant's veteran status be recognized as a positive factor in making admission decisions for graduate and professional degree programs at MnSCU state universities. The proposed new policy meets the requirements of the legislation by requiring that the state universities develop policies recognizing veteran status as a positive factor in admissions decisions made by individual graduate and professional programs. In addition the proposed new policy requires that state universities maintain appropriate records so that the number of veterans who apply for admission and the number accepted may be reported to the legislature.

RECOMMENDED COMMITTEE ACTION:

The Academic and Student Affairs Committee recommends the Board of Trustees adopt the following motion:

The Board of Trustees approves the new Board Policy 3.40 Recognition of Veteran Status.

RECOMMENDED MOTION

The Board of Trustees approves the new Board Policy 3.40 Recognition of Veteran Status.

Date Presented to the Board of Trustees: March 19, 2014

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD POLICY
Chapter #3 Educational Policies
Section #40 Recognition of Veteran Status

1 **3.40 RECOGNITION OF VETERAN STATUS**

2

3 **Part 1. Purpose.** This policy establishes veteran status as a factor to be recognized in evaluating
4 applicants for admission to graduate and professional programs, in accordance with Minnesota
5 Statutes 197.775.

6

7 **Part 2. Definitions.**

8

9 **Subpart A. Graduate or Professional Programs.** Graduate or professional programs
10 means post-baccalaureate educational programs leading to master's, specialist, or doctoral
11 degrees offered by Minnesota state universities.

12

13 **Subpart B. Veteran.** Veteran means a person who is currently serving or has ever served in
14 the United State armed forces and has been discharged under honorable conditions.

15

16 **Part 3. Policy.** Each Minnesota state university shall adopt a policy recognizing, for applicants
17 who are veterans, an applicant's veteran status as a positive factor in determining whether to
18 grant admission to a graduate or professional academic degree program.

19

20 **Part 4. Report.** By January 15 of every year, each Minnesota state university shall submit a
21 report to the system office on the number of veterans who applied for a graduate or professional
22 academic degree program and the number accepted during the previous fiscal year.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs Committee

Date: March 19, 2014

Title: Innovative Instructional Technologies

Purpose (check one):

- | | | |
|---|---|---|
| <input type="checkbox"/> Proposed
New Policy or
Amendment to
Existing Policy | <input type="checkbox"/> Approvals
Required by
Policy | <input type="checkbox"/> Other
Approvals |
| <input type="checkbox"/> Monitoring /
Compliance | <input checked="" type="checkbox"/> Information | |

Brief Description:

Charting the Future's Recommendation 4 calls for expanding the innovative use of technology to deliver high-quality online courses, strengthen classroom instruction and student services, and provide more individualized learning and advising.

This presentation provides an overview of the Minnesota State Colleges and Universities' current status relative to technology-supported instruction and student services and includes a look at past strategies and long-term trends in online and blended education. Offered for discussion are details of the system's considerable strengths and readiness to advance the goals of *Charting the Future*, as well as some of the challenges we face.

A PowerPoint will be presented.

Scheduled Presenter(s):

John O'Brien, Senior Vice Chancellor for Academic and Student Affairs

Lynda Milne, Associate Vice Chancellor for Academic Affairs

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs Committee

Date: March 19, 2014

Title: Transfer

Purpose (check one):

- | | | |
|---|---|---|
| <input type="checkbox"/> Proposed
New Policy or
Amendment to
Existing Policy | <input type="checkbox"/> Approvals
Required by
Policy | <input type="checkbox"/> Other
Approvals |
| <input type="checkbox"/> Monitoring /
Compliance | <input checked="" type="checkbox"/> Information | |

Brief Description:

Minnesota Session Laws 2010, Chapter 364 Section 38 (d) required annual reports to be submitted to the legislature from 2011 to 2014 summarizing the progress made by the Minnesota State Colleges and Universities in achieving its credit transfer goals. The legislature also requested that a study be made of effective mechanisms for transfer in other states.

This is a follow-up to submission of the final report in February 2014, summarizing milestones to date in enrolling increasing numbers of transfer students, improving the rates of transfer credit accepted, and reducing barriers to successful transfer through implementation of the Smart Transfer Plan. Immediate next steps will be discussed, as well as anticipated implications for transfer in *Charting the Future*.

A PowerPoint will be presented.

Scheduled Presenter(s):

John O'Brien, Senior Vice Chancellor for Academic and Student Affairs
Lynda Milne, Associate Vice Chancellor for Academic Affairs