

UNIVERSITY OF MINNESOTA
GRADUATE SCHOOL

Minutes, Graduate School Executive Committee
Meeting of Thursday, November 15, 1990
12:00 noon, Room 303 Johnston Hall

Present: Faculty representatives--Professors Darrell A. Frohrib, Lael Gatewood, Helen Hallgren, Jean Kinsey, David E. Smith, Nicholas Spadaccini, Michael G. Wade; administrative representatives--Deans Robert T. Holt (chair), Walter Weyhmann, Kenneth Zimmerman; Graduate School Fellowship Committee representative--Professor James Stout (for Emi Ito); student representatives--Michelle Englund, David Hillman, Brenda Johnson (for Donna Pearson); Civil Service representative--Linda Eells; guests--Professors Bryan Dowd, David Grimsrud, John Krlewski, Gary Leske, Everett L. Sutton and Ms. Janet Shapiro; staff--Dean John T. Hatten, Dean Andrew J. Hein, James F. Schaefer Jr., Myrna Smith; secretary--Vicki Field

Dean Holt stated that John Hatten is stepping down as Assistant Graduate School Dean at Duluth. He praised Dean Hatten's contributions to graduate education and pointed to significant changes in graduate education at Duluth during Dean Hatten's tenure, including the introduction of joint Duluth/Twin Cities campus initiatives.

I. Approval of the Minutes of the June 4 and October 5, 1990 Meetings

The minutes were approved as submitted.

II. Proposal for a Master of Science (M.S.) Degree in Health Services Research and Policy

Professor Gatewood reported that the Health Sciences Policy and Review Council had approved the proposal on a unanimous vote. The Council believed the program will fill a gap and serve as a "stepping stone" to the existing Ph.D. degree in Health Services Research, Policy and Administration. The program would complement the professional Master of Hospital Administration (M.H.A.) degree offered by the School of Public Health.

Dean Holt introduced Professors Krlewski and Dowd, who commented on the proposal. Professor Krlewski described the relationship between the School's Division of Health Services Research and Policy, and Division of Health Services Administration. Also addressed in his remarks were the demand for a master's degree in Health Services Research and Policy, and the budget associated with the program, which is minimal due to the Ph.D. and professional master's degree programs already in operation. A substantial training grant (currently funded at \$177,000 per year for five years) is a possible source of support for some students interested in the program.

Executive Committee members voted without dissent to approve the proposal for an M.S. degree program in Health Services Research and Policy. (There was no discussion.)

(COPY OF PROPOSAL APPENDED WITH THESE MINUTES)

III. Proposal to Discontinue Eleven Graduate School Degree Programs in the Following Clinical Medical Fields: Dermatology, Family Practice and Community Health, Neurology, Obstetrics and Gynecology, Ophthalmology, Orthopedic Surgery, Pediatrics, Psychiatry, Radiology, Therapeutic Radiology, and Urology

No action was taken on the proposal, because the Health Sciences Policy and Review Council had voted to postpone action at its fall quarter meeting. Professor Gatewood reported that only about half of those notified of the impending disestablishment of their programs had responded to the joint Graduate School/Medical School memorandum. All but two of those responding expressed agreement with the recommendation to discontinue their programs; Psychiatry and Obstetrics and Gynecology did not concur with this recommendation. The latter program requested a two-year extension, during which time requirements would be modified and new students recruited to the program. Some Council members believed that the changes under consideration would result in a substantially different program and that a new program proposal should therefore be submitted. The Health Sciences group also considered effects on graduate faculty membership if the programs are discontinued, and the possible creation of an umbrella master's degree program in clinical medical science. The absence of a response to the Holt/Brown memorandum from some of the programs led to the decision to table, Professor Gatewood said. Dean Holt stated that the item would come before the Executive Committee for action in February.

IV. Proposal to Add an Emphasis in Vocational Education to the Existing Master of Arts (M.A.) Degree in Education

Professor Wade reported that the Education and Psychology Policy and Review Council had approved the proposal subject to clarification on several points. These questions were subsequently resolved. Professor Leske spoke briefly to the proposal, noting that it will provide a parallel at the master's level to the Ph.D. degree in Education with a Vocational Education emphasis.

The Executive Committee voted unanimously to approve the addition of an emphasis in Vocational Education for the M.A. degree in Education. (There was no discussion.)

(COPY OF PROPOSAL APPENDED WITH THESE MINUTES.)

V. Proposal to Add Emphases in Orchestral Conducting and Piano Pedagogy for the Master of Music (M.M.) Degree, and in Trombone and Classical Guitar for the Doctor of Musical Arts (D.M.A.) Degree

Dean Holt stated that the Language, Literature and Arts Policy and Review Council had approved the proposal without dissent. Professor Sutton commented briefly on the proposed addition of the several emphasis areas. Although the School of Music does not have a full-time faculty member in Classical Guitar, it will follow the precedent established elsewhere in assigning a full-time member of the graduate faculty to serve as the adviser of record for students in this emphasis. Professor Wade inquired if emphases are offered in all instruments. Professor Sutton said they are for the master's degree, but not for the Ph.D.

Committee members voted unanimously to approve the addition of the four new emphasis areas for the M.M. and D.M.A. degrees as noted.

(COPY OF PROPOSAL APPENDED WITH THESE MINUTES)

VI. Proposal for a Free-Standing Minor in Building Science for the Master's and Doctoral Degrees

Professor Frohrib reported that the Physical Sciences Policy and Review Council had voted unanimously to recommend the proposed minor. Professor Grimsrud explained the nature and role of the Minnesota Building Research Center relative to the minor. Courses from eleven participating departments and programs would form the curriculum in Building Science.

On a unanimous vote, Committee members approved the proposal for a free-standing graduate minor in Building Science. Dean Holt mentioned the University Building Energy Efficiency Project (UBEEP), which Professor Grimsrud initiated and is overseeing, and commented briefly on this project.

(COPY OF PROPOSAL APPENDED WITH THESE MINUTES.)

VII. Amendment of Bylaw 3: Article V. of the Graduate School Constitution

Dean Zimmerman restated the intent of the proposed amendment, which was to formally recognize participation on the Duluth Graduate Faculty Committee of directors and associate directors of graduate studies of all graduate programs on the Duluth campus. All six Policy and Review Councils had voted in favor of the amendment, he reported.

The Executive Committee also voted without dissent to approve the proposed amendment to Bylaw 3: Article V. of the constitution, governing the composition and function of the Duluth Graduate Faculty Committee.

(COPY OF PROPOSED BYLAW APPENDED WITH THESE MINUTES.)

VIII. Proposed Revisions in the Graduate School Registration and Tuition Structure

Dean Holt recalled the committee's decision at its last meeting to approve in principle the revisions proposed in the Graduate School tuition and registration structure. Details of a revised structure--for example, whether to introduce a lower tuition rate for thesis credits, or to keep this rate the same as that for course credits--must yet be decided. Dean Holt stated that the amount of tuition revenue generated under a modified Graduate School structure would remain the same, thus a lower tuition rate for thesis credits would mean a higher rate for course credits. He asked for consensus on particular options, and he drew attention to a handout that showed projected tuition rates for 1991-92 as a percentage of current rates under two scenarios: The first scheme allowed the possibility of a reduced rate for both course and thesis credits after passage of the preliminary oral examination; the second, a reduced rate only for thesis credits after this exam.

An extensive discussion ensued in which many questions and issues were raised. Among them were the following: Professor Smith expressed concern for master's

students under the elimination of half-price tuition, and said he preferred to keep the projected tuition rate for course credits at least the same as the current rate. Ms. Johnson asked whether the two schemes assumed that students who had already taken thesis credits would not have to retake them. Dean Holt gave assurance that past thesis credit registrations for both master's and doctoral students would be honored. Brief consideration was given to the potential for the first scheme (reduced post-prelim oral rate for both course and thesis credits) to encourage earlier scheduling of the preliminary oral examination. Professor Gatewood favored simplification of the present Graduate School tuition and registration structure. To her question about the tuition band (at 7 to 15 credits) under a modified structure, Dean Holt stated that that the band would be retained. To a query about students already here who may be adversely affected by the abolition of half-price tuition (i.e., students in high-credit master's degree programs), Dean Holt said he is creating a tuition fellowship fund of at least \$250,000 to assist such students, whom data show to number about 350. The Graduate School will make a one-time allocation of these funds to programs for use in 1991-92, the first year of the new Graduate School plan. Programs were also invited to address this need in their requests for Graduate School block grants for next year, Ms. Smith added.

Dean Holt also addressed the separate issue of new requirements for financial aid eligibility and student loan deferment implemented by the Office of Student Financial Aid (OSFA) over the summer. He reported on a meeting that morning of members of the Graduate School staff with Mr. Christopher Halling, OSFA Director, and his staff, and he elaborated on several questionable aspects of the Higher Education Assistance Foundation's recent review of the University. To aid students experiencing financial difficulties due to the new OSFA requirements, he will continue in winter 1991 (and possibly also in spring 1991) the emergency tuition relief program begun this fall, Dean Holt said. He recapped the events that led to the new OSFA requirements (under which the Graduate School's "Certification of Student Status" form and zero-credit Student Status registration are no longer acceptable for financial aid eligibility and student loan deferment), and he emphasized that these decisions were made by OSFA without Graduate School input.

Until July 1990, zero-credit Student Status registration--at a rate of \$286--could be used to certify full-time status. Dean Holt proposed to use this rate as a benchmark in determining the tuition rate for the thirty-seventh thesis credit and beyond for students who have completed their coursework and a minimum of 36 thesis credits, and who must continue to register (for example, to defer student loans). Any amount less than this would raise tuition for Graduate School students who have not yet passed the preliminary oral examination. To a query from Professor Gatewood, Dr. Schaefer explained that thesis credit registration beyond the minimum 36 will also provide a valid means to document ongoing thesis research. Ms. Johnson urged a careful examination of the effects of the changes proposed before making a decision. Because the Ph.D. is not a coursework degree, other ways must be identified to document progress, Ms. Englund suggested. Dean Holt said the matter did not require resolution at the present meeting; a revised

structure must assure reasonable certification of progress and must be equitable, however, he stressed.

Ms. Englund believed the requirements for emergency tuition relief to be somewhat high and also wondered if the program had been adequately publicized. Ms. Smith described the requirements, which include a letter from the director of graduate studies confirming that the student is full-time and is making satisfactory progress. Ms. Johnson suggested that the program be broadened to include students with current loans.

Dean Holt stated that he would form a group to further discuss details of a revised Graduate School tuition and registration structure. He indicated that he would consult Ms. Englund about student members for this group.

(COPY OF PROJECTED TUITION RATES ATTACHED.)

IX. Criteria for Continued Full Membership on a Graduate Faculty

Dean Holt stated that this issue had been discussed at the fall quarter meetings of all six Policy and Review Councils. The criteria already in place for the initial appointment will in part guide the process of periodic review of full membership, which will normally take place coincident with the formal program review. Dean Holt indicated that he would like to implement the new Graduate School policy with program reviews scheduled to commence this spring.

X. Use of Broadcast Television Courses Offered Through the Department of Independent Study (Continuing Education and Extension)

Dean Holt stated that expanded use of media-assisted instruction is raising new issues for the University. As an example, Dr. Schaefer described the delivery of 5-level courses via broadcast television through CEE's Department of Independent Study. Such courses may be taken by qualified students for Graduate School credit at the University of Minnesota, if the courses are first individually approved by the Graduate School. The Graduate School has received a request to retroactively approve graduate credit for EPsy 5690, offered without this approval via broadcast television in three previous years, Dr. Schaefer said. He reviewed registration information for the course, which enrolled 93 students during the three years in question. No objections were raised to a suggestion that the Graduate School not authorize the course retroactively.

A brief discussion followed of issues and problems associated with graduate courses offered through CEE.

XI. Update on the Proposal for a New Graduate School Special Student Admissions Category

Dean Holt reported that the proposed new admissions category has been set aside this quarter due to more pressing issues.

XII. Report from the Graduate School Fellowship Committee

Ms. Smith distributed information on Doctoral Dissertation Fellowships awarded for 1990-91. She also reported that 120 applications have been received for block grant funds. (The application deadline was early November, review will take place in December, and results will be communicated to departments in early- to mid-January.)

XIII. Report from the General Research Advisory Committee

Professor Bouchard reported that the committee had met and that awards have been made for the remainder of this year. Available funding was approximately the same as last year's amount, and the committee allocated about \$100,000 more than it had. The majority of the general research funds are used for graduate student support, Professor Bouchard noted.

Dean Holt spoke briefly to indirect cost recovery. He stated that the University, in its legislative request, will try to recover the \$6.5 million annually (\$13 million for the biennium) against which the legislature continues to offset the University's appropriation. He was optimistic that the University would succeed in this effort. Dean Holt also addressed the indirect cost recoveries Research Support Fund.

Professor Bouchard further reported that the committee has examined very carefully the amount of start-up funding departments provide to new faculty. Some departments do poorly in this respect, and the committee will work hard to correct the situation.

XIV. Report from the Council of Graduate Students

Ms. Englund reported that Group Health Inc. will be the health care provider for graduate assistants in the winter and spring quarters. She noted that November 16 is the last date to enroll in the new health care benefits plan for the winter term; student traffic to the new Graduate Assistants Insurance Office on the fourth floor of Johnston Hall has been heavy. Ms. Englund also reported on difficulties experienced by the Graduate and Professional Student Association (GAPSA) in securing funding for the new student organization, and on COGS' efforts to extend library use and computer purchasing privileges to students not currently enrolled.

A brief discussion followed, in which health insurance coverage for graduate assistants was of principal concern. To a question from Professor Kinsey about inclusion of Graduate School Fellowship recipients in the new plan, Ms. Smith stated that the benefits will be available only to graduate assistants initially. Fellowship holders will remain covered under the old plan, however. Dean Holt said he intends to extend the new health care benefits package to Fellowship recipients beginning in fall quarter 1991. He elaborated on the considerable difficulties encountered in introducing the new coverage.

XV. Report of Board of Regents Actions Regarding Degree Program Additions, Deletions and Name Changes

Dean Zimmerman reported that the Board of Regents had approved the following Graduate School items over the summer and early fall:

- o Master of Science (M.S.) degree program in Management of Technology (June 1990)
- o Ph.D. degree program in Biomedical Science (June 1990)
- o Master of Science (M.S.)/Ph.D. degree program in Toxicology (July 1990)
- o change in name of the Physical Education graduate program to Kinesiology (July 1990)
- o discontinuation of the Specialist Certificate in School Business Administration and in Intermediate Unit in Educational Administration, and its addition in Special Education Administration (September 1990)

Regental approval of the free-standing minor in Scientific Computation is expected in December.

XVI. Old Business

No old business was reported.

XVII. New Business

Professor Hallgren invited Dean Holt to comment on the University's planned strict enforcement, effective winter quarter 1991, of the Immigration and Naturalization Service (INS) regulation that international students on F1 visas not be employed for more than 20 hours per week during the academic year. Dean Holt agreed that the timing of University enforcement of the INS rule posed significant problems. He said he would speak with appropriate University administrators to try to postpone stringent enforcement until fall 1991, and he noted that violations of the INS regulation may result in deportation of students. Professor Spadaccini reported on discussion of this issue by the Language, Literature and Arts Policy and Review Council, and he described concerns of international students in that disciplinary area.

The meeting adjourned at 2:00 p.m.

Respectfully submitted,

Vicki Field, Assistant to the Dean

A PROPOSAL TO ESTABLISH A MASTERS OF SCIENCE PROGRAM

in

Health Services Research & Policy

Division of Health Services Research and Policy

School of Public Health

University of Minnesota

October 1990

PROGRAM APPROVAL CERTIFICATION

October 18, 1990
(Date)

Proposal for (name of program): Masters of Science in Health Services Research & Policy
Submitted by (department(s) name): Division of Health Services Research & Policy
of the (college or campus name): School of Public Health

The Proposal has been reviewed and approved by:

APPROVAL CERTIFICATION

ADDITIONAL APPROVALS (as appropriate)

[Signature] 10/18/90
(Department Chair or Equivalent) (Date)

[Signature] 12/3/90
(Dean, Graduate School) (Date)

[Signature] 10/12/90
(Dean) (Date)

(Chancellor or Vice Chancellor for Academic Affairs or Administration) (Date)

(Vice President, Academic Affairs) (Date)

(Vice President, Health Sciences) (Date)

(Vice President, IANRHE) (Date)

Approved by Board of Regents _____
(Date)

First Reading by PAC (MHECB): _____
(Date)

Second reading by PAC (MHECB): _____
(Date)

Recommendation by MHECB: _____
(Date)

Confirmation by Board of Regents: _____
(Date)

UNIFORM PROGRAM INVENTORY
AND PROPOSAL FORM (UPIPF)

SECTION I

Name of Institution(s): 1. **University of Minnesota, Twin Cities**
2.

If more than one institution, indicate if it is:

joint program (two or more institutions grant the degree)

cooperative program (two or more institutions share the curriculum, but only one grants the degree)

1. Program Title (including degree, if applicable):

Masters of Science in Health Services Research and Policy

Program Classification: major minor
 concentration other _____
(specify)

(If applicant is a private institution, does it have approval to grant the appropriate degree under the Private Institutions Registration program:

Yes No In process

2. Program Type: Preservice Occupational In-service General

3. Proposed Implementation Date: **September 1991**

4. Program Length: 56 Credit Hours Clock Hours

5. Describe the Program (in 50 words or less)

The Masters of Science degree in Health Services Research and Policy is a two year program of advanced study to prepare graduates to conduct policy analyses, formulate alternate policy strategies and implement policy initiatives in the specialty field of health and health services. Graduates will be prepared to apply a range of quantitative and qualitative methods to the analyses of policy issues, the development and implementation of alternate strategies and to the evolution of policy over time.

6. Expected student interest in the program during the first year of operation, and when the program reaches full operating level:

| | First Year 1991 | | Full Operation 1992 | |
|-------------------|-----------------|-----------------|---------------------|-----------------|
| | Number Expected | Hours Generated | Number Expected | Hours Generated |
| Program Enrollees | <u>8</u> | <u>252*</u> | <u>18</u> | <u>491**</u> |
| Program Graduates | <u>0</u> | | <u>0</u> | |

* Assuming: 6-Plan B, 2-Plan A

** Assuming: 12-Plan B, 6-Plan A

7. Projected Costs of the Program:

| | First Year 1991 | | | | Full Operation 1992 | | | |
|------------------------|-----------------|----------|------------|-----------------|---------------------|----------|------------|-----------------|
| | New | | Reassigned | | New | | Reassigned | |
| | FTE | Cost | FTE | Cost | FTE | Cost | FTE | Cost |
| Faculty | <u>0</u> | <u>0</u> | <u>.25</u> | <u>\$15,567</u> | <u>0</u> | <u>0</u> | <u>.25</u> | <u>\$16,501</u> |
| Civil Service | <u>0</u> | <u>0</u> | <u>.50</u> | <u>\$14,552</u> | <u>0</u> | <u>0</u> | <u>.50</u> | <u>\$15,134</u> |
| Equipt/Supp. | | <u>0</u> | | <u>0</u> | | <u>0</u> | | <u>0</u> |
| Space Rental | | <u>0</u> | | <u>0</u> | | <u>0</u> | | |
| Other (Assistantships) | | <u>0</u> | | <u>\$7,935</u> | | <u>0</u> | | <u>\$ 8,411</u> |
| Total | | <u>0</u> | | <u>\$38,054</u> | | <u>0</u> | | <u>\$40,046</u> |

8. Expected Sources of Funds for Program:

| | First Year 1991 | | Full Operation 1992 | |
|---------|-----------------|-------------------------|---------------------|-------------------------|
| | Dollar Amount | % of Annual Expenditure | Dollar Amount | % of Annual Expenditure |
| State | <u>\$25,377</u> | <u>66 2/3</u> | <u>\$26,695</u> | <u>66 2/3</u> |
| Tuition | <u>12,677</u> | <u>33 1/3</u> | <u>13,351</u> | <u>33 1/3</u> |
| Federal | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| Private | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| Other | <u>0</u> | <u>0</u> | <u>0</u> | <u>0</u> |
| Total | <u>\$38,054</u> | <u>100</u> | <u>\$40,046</u> | <u>100</u> |

9. Governing Board(s) Preliminary Approval Date(s):

Institution 1:

Institution 2:

10. System(s) Verification:

Authorized Institution or System Signature

Title

Date

Authorized Institution or System Signature

Title

Date

SECTION II

PROGRAM TITLE: Master of Science in Health Services Research and Policy

1. Mission of the Proposing Institution

The mission statement of the Health Sciences of the University of Minnesota includes: "the education of the health professionals, research to advance the health sciences," and "health care and health services to the people of the State." These education, research and service components are a reflection of the mission of the University of Minnesota. Changes in the health care system, largely related to escalating costs and questions related to the access to services have, over the past 20 years created and expanded the field of health services research. In response to this changing environment the Vice President of the Health Sciences created the Center for Health Services Research in 1978. As the Center faculty grew and developed a research and teaching program it was established as the Division of Health Services Research and Policy (HSRP) within the School of Public Health. In 1986-1987 the director of HSRP became director of graduate studies (DGS) for the doctoral studies program in Health Services Research, Policy and Administration (HSRP&A). The doctoral program presently is jointly sponsored by HSRP and the Division of Health Services Administration (DHSA). Unlike most doctoral programs HSRP&A does not have a master's degree component. DHSA offers an MHA which was recently ranked first in the field of available programs (74). This degree prepares students for a career in health care administration. The proposed Masters degree in Health Services Research & Policy will prepare its graduates for a career in health services research.

The proposed Master of Science program in services research and policy will prepare graduates to work in policy analysis in the public arena and in the numerous non profit and for profit health care organizations and industries that are of great importance to the economy of the state. The state is recognized nationally for being at the forefront of innovation in health care delivery and in health care technology. The proposed M.S. in Health Services Research and Policy will provide a cadre of analysts who can deal with the policy issues related to the innovative health care system here in Minnesota and the policy issues caused by the system.

2. Evidence of Institutional Readiness

All resources necessary for the program are in place as a part of the Health Services Research, Policy and Administration Ph.D. program. Professional accreditation is not applicable to the field.

3. Cost of Program

Since this proposed program will be under our existing Ph.D. program the additional costs are few. Faculty, library and classroom facilities and equipment are already funded. The Division of Health Services Research and Policy received \$37,000 in additional funds from the School of Public Health to plan and develop this Masters degree program and these funds will continue to pay the marginal operating costs if the program is approved. This will create some additional teaching, advising and mentoring responsibilities for our existing faculty, but the faculty feels this to be an exceptional

opportunity to enhance our stature as a teaching and research institution and therefore are willing to take on the additional commitment.

4. Identification of the Geographic Area the Program is Designed to Serve.

Many of the students are expected to come from the state, but as the program becomes known in the profession, as with our Ph.D. program, applicants will come from around the country. Some applicants to the program will come directly from an undergraduate degree and some will come from the health care or government sector; realizing that if they wish to progress professionally they will need advanced training. Other applicants will be individuals who already have professional degrees in either medicine, dentistry, pharmacy or nursing and wish to acquire the skills necessary to combine their clinical skills with health services research and policy arena.

Although most graduates will take jobs in the public or private sectors, some will continue on for a doctoral degree in our program and for them many of the curriculum requirements for the doctoral program will already have been completed. Those previously trained as health professionals will combine their clinical knowledge and health services research training to bring a much needed policy analysis framework to the clinical issues facing decision makers in health care.

5. Justification for Implementation of the Program

a. Need

Through of our Ph.D. program we receive a number of inquiries from students interested in an M.S. (approximately 35 a year). Generally these individuals are not able to commit a minimum of four years to a doctoral program, nor are they interested in careers in academic settings.

b. Duplication with Other Programs and Non-formal Educational Sectors.

The curriculum we propose to offer for the M.S. in Health Services Research and Policy is not offered elsewhere in the state university system, nor in nearby states. The uniqueness of the program comes from the emphasis on research methodology that will prepare a graduate for health policy analysis roles in public health care delivery organizations (HMOs, PPOs, health insurance plans), or applied policy research organizations. The other M.S. programs in Public Health prepare students for broad multi-disciplinary work in Public Health, concentrations in specialties such as environmental health, maternal and child health, etc. That degree is not intended for those seeking health services policy research roles. The Humphrey Institute of Public Affairs offers a Master's of Planning degree but it is not focused on the health services field, or is it focused on policy research as is the case of our proposed degree. It is possible that students might elect to take a course(s) offered by the Humphrey Institute for their supporting area in our proposed degree and we will encourage this to take place since we are committed to an interdisciplinary approach to graduate education and plan to use existing resources whenever possible.

c. Utilization and Capacity of Existing Programs.

As previously stated there are no existing programs for a M.S in Health Services Research and Policy. Using existing resources (e.g. faculty, staff support, library, computers) we can accommodate the anticipated number of students that would be admitted each year without additional faculty or equipment.

d. Placement Data for Graduates of Similar Programs.

Our faculty receive numerous inquiries from persons in related areas outside the University seeking employees equipped with the training proposed in this program. Because there is a dearth of qualified policy analysts for this growing field we frequently have health delivery organizations as well as academic centers offering positions to our Ph.D. students after their coursework has been completed, but before they have taken their written preliminary examinations or commenced work on their dissertations. This seems a very good indication of the demand for researchers at a level less than the doctorate.

SECTION III. THE PROPOSAL

A. INTRODUCTION

Health Services Research and Policy analysis is probably best described by the following statement from an Institute of Medicine report published in 1984:

"Health services research examines ways in which the organization, delivery, and financing of health services affect the equity, effectiveness, and costs of the personal health services system of the country. The inquiries produce knowledge about the structure, processes, or effects of personal health services. In other words, systematic methods are applied to problems involved in the allocation of finite health resources with the aid of improving the health care delivery system and making information available for future adjustments to the system.

In terms of approach, the special capacities and insights of a wide array of disciplines are brought to bear upon problem areas. Most health services research is interdisciplinary. The research techniques include health statistics, statistical indicators (including health status indicators), statistical modeling, case studies, clinical studies, social experimentation, survey research, evaluation research (including program evaluation), technology assessment, and decision analysis."

Health services policy analysis is that dimension of health services research focused on Federal, state and local public policies related to the organization, financing and provision of health services.

In 1985, the Ph.D. program in Hospital and Health Care Administration was renamed to reflect the growing emphasis on health services research and policy in the health care field. At that time the name of the program was changed to Health Services Research, Policy and Administration and the curriculum was restructured to reflect this change in focus. As part of this restructuring, the program became jointly sponsored by the Division of Health Services Research and Policy (DHSRP) and the Division of Health

Services Administration (DHSA). The program is designed to prepare graduates for research and teaching roles in the academic settings. While this program has generated enthusiastic response from applicants, funding agencies and the academic institutions employing the graduates, it is becoming increasingly clear that a program at the Masters Degree level is needed to meet the needs for policy analysts in public and private organizations in the health care field.

The dramatic increases in health care costs during the past decade have focused a great deal of attention on national and state policies dealing with the organization and financing of health services. Health care costs have increased from about \$450 billion in 1980 to over \$600 billion today. Many private sector firms are now finding that they can no longer afford to provide the level of health insurance coverage needed by their employees. Consequently more and more firms are either shifting the cost to their employees through higher deductibles or coinsurance or they simply are not providing health insurance benefits. The self-employed, farmers and similar occupational groups are facing the same dilemma; costs of health insurance are prohibitive yet they can hardly afford not to have insurance since even a minor illness will deplete all of their resources.

In the public sector, the high cost of health care is forcing many programs such as Medicaid and Medicare to curtail benefits or seriously limit other social programs in order to shift funds to health care. As a result, we now have a record number of people who are uninsured or underinsured for health care and many others who are paying 10% to 15% of their disposable income for this one benefit. Consequently, access to health services is being jeopardized for a large segment of our population. The aged, the

working poor, farm families and high risk groups such as those with chronic illnesses are especially vulnerable.

These circumstances are focusing a great deal of attention on the need for more effective policies at the state and national levels dealing with health services. Moreover, virtually every large health care provider such as hospital systems, multispecialty group practices of medicine and HMOs are seeking help to conduct studies dealing with these policy issues. As a result there is a growing demand for individuals trained at the masters degree level to conduct policy analysis studies and formulate health policies in both the public and private sectors. The roles of these individuals largely focus on the identification of health policy issues, the design of sound research projects to study those issues and the translation of the findings into health policies. They also are extensively involved in the ongoing evaluation of policies and the modification of those initiatives to achieve the desired outcomes. Currently many of these jobs are in public agencies such as state health departments, the departments of health and human services at the state and Federal levels and the state legislatures. Many opportunities also exist at the Federal level with the Congressional staffs of the Senate Finance Committee, the House Ways and Means Committee, and other government agencies dealing with health services.

A growing demand is also evident in the private sector. Health insurance plans such as Blue Cross/Blue Shield, the large HMOs and multi-hospital systems are recruiting this type of talent to help them analyze data, evaluate practice patterns and conduct the research needed to help improve the effectiveness of health services and shape health policy at the national and state levels. Many of these public and private sector

organizations are especially seeking physicians who will continue to practice medicine at least half time and will devote their remaining time to clinical practice and policy analyses activities. We recently received a \$650,000 grant from the Federal government for a post doctoral training program for these physicians. Most of these post doctoral fellows will also enroll in the proposed Masters degree program. The Academy of Physician Executives reports about 25 inquiries per month from organizations seeking this type of talent. Given these needs in the field and our capacity to prepare graduates for these roles at very little additional costs, we feel that Minnesota should respond to this opportunity.

We are proposing a highly quantitative Masters level program to prepare a relatively small select group of students for health services research and policy roles in the health care field. The program will be organized as a Masters Degree program under our Ph.D. program in Health Services Research Policy and Administration and will be focused on applied research and policy roles in the health care field. As such, the degree can serve as the terminal degree for a wide variety of health services research and policy roles in the health care field, or it can serve as the first step toward the Ph.D.

The idea of a Masters degree has been discussed for over two years by the faculty in the Division of Health Services Research and Policy. Faculty have thoroughly discussed curriculum, the need for the program and the demand on our resources. This proposal is the result of reaching faculty consensus that a Masters degree would be a valuable component of our teaching program and would be a logical, cost effective, dimension of our extensive research program.

B. THE PROPOSED PROGRAM

1. Objectives

The objectives of this program are to prepare graduates to identify and assess the major dimensions of health services policy issues, analyze those dimensions using the appropriate quantitative and qualitative analytic techniques, formulate alternate policy options, work effectively in the political arena to shape and implement policies and evaluate policy initiatives once implemented.

2. Admissions Requirements

Applicants must have a bachelor's degree from an accredited college or university. Prerequisites include undergraduate calculus, statistics and microeconomics. Graduate Record Exams (GREs) are required. An undergraduate grade average of 3.5 is usually required. Applicants must also submit a set of official transcripts from all colleges or universities previously attended, three letters of reference and a supplementary application discussing their purpose for applying to the program and their career goals.

3. Description of the Curriculum for the MS Degree

The objective of the Masters program is to train health services researchers and policy analysts who are capable, upon graduation, of carrying out sophisticated empirical studies in health services policy research. The curriculum reflects that objective and is built around a core of research methods and applied statistics. After admission to the program students who appear to have a deficiency in statistics, calculus or microeconomics will be advised to take relevant summer session course(s) either here or at another accredited institution, before beginning the program. These course credits

will not apply to the required credits towards the Masters degree.

Each student will be assigned an advisor whose research interest most closely fits with the student's stated career goals. The role of the advisor will be to mentor the student as well as advise the student on his/her program of study. The advisor will also work with the student to arrange an appropriate summer internship. Students may change advisors, providing mutually satisfactory arrangements can be made.

Both Plan A and Plan B Masters degree options are available for students accepted to the program. It is anticipated that the students from a non health profession will select the Plan B option. Plan A is available primarily for students with a professional degree in medicine, dentistry, nursing or pharmacy

Plan B Requirements

In the first year, students acquire their basic theoretical statistical skills through coursework in the Department of Statistics (5121 and 5122). They also take an applied regression course in the Department of Statistics (5302). We require students to become proficient with personal computer software including both DOS and UNIX-based operating systems and several statistical packages such as SPSS, SAS and LIMDEP. They must also be familiar with the NOMAD package for reading large tapes and downloading datasets from the mainframe to personal computers. Computer proficiency may be obtained through coursework or attending short courses offered by the Microcomputer Center. During the first year, students also are exposed to the main social and health science analytic paradigms most frequently employed in health services policy research: economics, sociology and epidemiology and receive an historical introduction to the

health care field. Their economics coursework includes both microeconomic applications (PubH 8761) taught by John Nyman in the Division of Health Services Research and Policy (DHSRP) and a new course in cost-benefit analysis to be offered by Jon Christianson in DHSRP. The new cost-benefit course has been requested by several divisions in the School of Public Health for a number of years and will therefore contribute to both this program and to several others as well. The sociological paradigm is introduced in Medical Sociology (PubH 5790) taught by Ted Litman, Division of Health Services Administration (DHSA). An Epidemiology perspective is provided via the masters level service course taught in the Division of Epidemiology (PubH 5330). During the first quarter of their first year students also will take an introduction to health services research and the health care system, a new course to be offered by Robert Kane of DHSRP.

In the second year, the student brings his or her quantitative and disciplinary skills to bear on applied problems through a policy analysis sequence and on advanced analytic problems in the health services research methods sequence. The health services research sequence PubH 8810, PubH 8811 and PubH 8812 taught by Bryan Dowd and Michael Finch of DHSRP covers applications of econometric methods including discrete and limited dependent variables, simultaneous equations and LISREL models to empirical problems in health services research. The policy analysis course sequence begins with an introduction to health policy problems (PubH 5794) taught by John Kralewski and continues with a course in advanced health policy (PubH 8801) taught by Ira Moscovice and John Kralewski in DHSRP, which also covers theories of social justice. Second year students also take a course in evaluation research (PubH 5852) taught by Judy Garrard

in DHSRP, a course in measurement (PubH 8813) taught by Tom Choi in DHSRP and a new course in surveys and sampling to be offered by Ira Moscovice (DHSRP). The following shows the core curriculum content areas for the entire program.

Health Services Research Methods

| | | |
|-----------------------|------|----------------------------------|
| Statistics 5121 | 5 cr | Theory of Statistics |
| Statistics 5122 | 5 cr | Theory of Statistics |
| Statistics 5302 | 5 cr | Applied Regression Analysis |
| PubH 8810, 8811, 8812 | 9 cr | Health Services Research Methods |

Health Care Environment

| | | |
|-----------|------|---|
| PubH 8761 | 3 cr | Economic Aspects of Health Care |
| PubH 88xx | 3 cr | History of HSR and Health Care Systems (New Course) |
| PubH 5790 | 4 cr | Medical Sociology |
| PubH 5330 | 4 cr | Epidemiology |

Health Policy Analysis

| | | |
|-----------|------|---|
| PubH 88xx | 3 cr | Surveys & Sampling in Health Services Research (New Course) |
| PubH 5852 | 3 cr | Evaluation |
| PubH 8813 | 3 cr | Measurement |
| PubH 88xx | 3 cr | Cost Benefit/Cost Effectiveness & Decision Analysis in Health Care (New Course) |
| PubH 5794 | 3 cr | Public Policy in Health Care |
| PubH 8801 | 3 cr | Advanced Health Policy |

Computer Proficiency

Obtained through coursework of short courses offered through Micro Computer Center

Research Project with Faculty

Summer Internship

Although students will not be required to take more than 41 quarter credits in the major and 15 quarter credits in a related field the following electives are available.

POSSIBLE ELECTIVES

Health Services Research, Policy & Administration

| | | |
|-----------|------|--|
| PubH 8780 | 3 cr | Advanced Statistical Methods in Health Care Research |
| PubH 8820 | 3 cr | Microeconomics of Health Care |

| | | |
|-----------|------|---|
| PubH 8821 | 3 cr | Advanced Health Economics |
| PubH 8750 | 4 cr | Seminar: Alternative Patterns of Health Care |
| PubH 8762 | 3 cr | Contemporary Problems of Hospital and Related Health Services |
| PubH 8770 | 3 cr | Seminar: Health and Human Behavior |
| PubH 5791 | 3 cr | Public Health and Medical Care Organization |
| PubH 5861 | 3 cr | Health Insurance |
| PubH 8752 | 3 cr | Seminar: Comparative Health Care Systems |
| PubH 8803 | 3 cr | Seminar: Long-Term Care Policy |
| PubH 8763 | 3 cr | External Forces Affecting Health Services Delivery |
| PubH 8790 | 3 cr | Seminar: Political Aspects of Health Care |

Environmental Health

| | | |
|-----------|------|------------------------|
| PubH 5151 | 3 cr | Environmental Health |
| PubH 5152 | 2 cr | Environmental Health |
| PubH 5158 | 2 cr | Health Risk Evaluation |

Epidemiology

| | | |
|-----------|------|---|
| PubH 5315 | 4 cr | Problems in Disease Control and Eradication |
| PubH 5333 | 4 cr | Biological Bases and Epidemiology of Health and Disease |
| PubH 5340 | 4 cr | Epidemiology II: Strategies and Methods |
| PubH 5384 | 4 cr | Human Physiology |

Maternal and Child Health

| | | |
|-----------|------|---|
| PubH 5610 | 3 cr | Principles of Maternal and Child Health |
| PubH 5611 | 3 cr | Programs in Maternal and Child Health |
| PubH 5623 | 3 cr | Maternal Health |

Biostatistics

| | | |
|-----------|------|-----------------------------|
| PubH 5413 | 1 cr | Vital and Health Statistics |
|-----------|------|-----------------------------|

The Plan B program includes satisfactory academic performance in the following:

- A minimum of 41 quarter credits in the major field
- A minimum of 15 credits in Statistics. (Designated minor)
- A Plan B project
- Final Oral Examination

Plan B - Masters Degree Program Filing.

A special form obtained from the Graduate School is used to outline the student program to be completed for the MS Degree and to list the title of the Plan B project to

be submitted. This program is approved by the Director of Graduate Studies upon the recommendation of the student's advisor, and filed with the Graduate School no later than two quarters before graduation. Following the approval by the Graduate School, a copy of the program of study will be placed in the student's file maintained by the DGS, and another copy will be given to the student. Early submission of the program will be encouraged, and it may be presented after completion of 18 graduate credits. A transcript must accompany the Masters program form.

Sample of Plan B Papers

"Factors Effecting Physician's Practice Location in Rural Areas"

"The Effectiveness of Alternate Strategies for Prescription Drug Utilization Review"

"Health Insurance Coverage Among Farm Families"

The Composition of the (Health) Uninsured Population in the State of Minnesota"

Students will spend the summer between the first and second years working as interns with the appropriate preceptors in the field or on policy research and evaluation projects with our faculty. These field experiences will be tailored to meet the specific needs of each student both in terms of the level and type of training and the setting within which the field training takes place. A student who desires more training in the analysis of policies related to health insurance may be placed with a Blue Cross agency or an HMO if he or she wants to enter the field in the private sector. Alternately, he or she may be placed with a preceptor in the Minnesota Department of Human Services if more interested in the public sector as entrance into the field. An added benefit of this program will be an enhanced policy analysis relationship between our Division and public agencies

in Minnesota including the State Legislature. We expect student projects during the academic year and during their summer field experiences to make a substantial contribution to the State. Moreover, these projects will serve to further link our faculty to these agencies to enhance health policy analysis and development for the people of Minnesota.

The following matrix shows the sequence of courses to be taken by MS candidates in the Plan B Masters degree.

MASTERS IN HEALTH SERVICES RESEARCH and POLICY

Proposed Curriculum - Plan B

YEAR 1

YEAR 2

| Fall | Winter | Spring |
|--|---|--------------------------------------|
| Stat 5121 5cr | Stat 5122 5cr | Stat 5302 5cr |
| PubH 8761 Econ Aspects of Health Care Nyman 3cr | PubH 88xx Cost Benefit/ Cost Effect. Analysis In Health Care (New Course) Christianson 3cr | PubH 8813 Measurement Choi 3cr |
| PubH 5790 MedSoc Litman 4cr | PubH 5330 Epid I 4cr | |
| PubH 88xx History-HSR, Hlth Care System, Kane 3cr (New Course) | | |

| Fall | Winter | Spring |
|---|--|--|
| PubH 8810 HSR Methods Finch 3cr | PubH 8811 HSR Methods Dowd 3cr | PubH 8812 HSR Methods Finch 3cr |
| PubH 88xx Surveys & Sampling in HSR (New Course) Moscovice 3cr | PubH 5852 Evaluation Garrard 3cr | |
| | PubH 5794 Public Policy in Health Care Kralewski 3 cr | PubH 8801 Advanced Health Policy Kralewski, Moscovice 3cr |
| | | |

Not for credit: Computer proficiency attained either through coursework or short courses offered through the Micro Computer Center.

Plan A - Requirements

In their first year the Plan A students will take the same Statistics courses (Stat 5121, 5122, and 5302) as the Plan B students, to be followed the second year by the Health Services Research Methods sequence (PubH 8810, 8811, 8812). In their first year they will also take the two economics courses (PubH 8761, PubH 88xx) but will not be required to take the courses in Health Systems, Health Services Research and Epidemiology as we feel their post education will have exposed them to these areas. In their second year Plan A students will be required to take Medical Sociology (PubH 4790) and the two courses in policy (PubH 5793 and PubH 8801). It is felt these courses will give the students in the Plan A program the tools necessary for a career in Health Services Research and Policy as it relates to their profession.

Health Services Research Methods

| | | |
|-----------------------|------|----------------------------------|
| Statistics 5121 | 5 cr | Theory of Statistics |
| Statistics 5122 | 5 cr | Theory of Statistics |
| Statistics 5302 | 5 cr | Applied Regression Analysis |
| PubH 8810, 8811, 8812 | 9 cr | Health Services Research Methods |

Health Care Environment

| | | |
|-----------|------|---------------------------------|
| PubH 8761 | 3 cr | Economic Aspects of Health Care |
| PubH 5790 | 4 cr | Medical Sociology |

Health Policy Analysis

| | | |
|-----------|------|---|
| PubH 88xx | 3 cr | Cost Benefit/Cost Effectiveness & Decision Analysis in Health Care (New Course) |
| PubH 5794 | 3 cr | Public Policy in Health Care |
| PubH 8801 | 3 cr | Advanced Health Policy |

Computer Proficiency

Obtained through coursework of short courses offered through Micro Computer Center

Research Project with Faculty

Masters Thesis

The Plan A program includes satisfactory academic performance in the following:

- A minimum of 25 quarter credits in the major field
- A Minimum of 15 credits in Statistics (designated minor)
- A Masters thesis (16 Masters thesis credits)
- Final oral examination

Plan A - Masters Degree Program Filing and Thesis Procedures.

The thesis title is submitted for approval as a part of the student's official degree program. The student must register the thesis title with the graduate school. The thesis will be read by at least three committee members. The examining committee will ordinarily have two members from the major field and one from the minor and related field. This distillation of process is to be in compliance with the graduate school requirements.

Sample of Masters Plan A Thesis Titles.

- "An Economic Analysis of State Licensing of Nursing Labor"
- "Models of Physicians' Specialty and Location Decisions"
- "The Impact of State HMO Regulation in HMO Failures"
- "A Study to Evaluate the Effects of Medicare Prospective Pricing on Hospital Case Mix, "Style of Care and Discharge Practices"

The following matrix shows the sequence of courses to be taken by MS candidates in the Plan A Masters degree.

MASTERS IN HEALTH SERVICES RESEARCH and POLICY

Proposed Curriculum - Plan A

YEAR 1

| Fall | Winter | Spring |
|--|---|------------------|
| Stat 5121 5cr | Stat 5122 5cr | Stat 5302 5cr |
| PubH 8761 Econ Aspects of Health Care Nyman 3cr | PubH 88xx Cost Benefit/ Cost Effect. Analysis in Health Care (New Course) Christlanson 3cr | |

YEAR 2

| Fall | Winter | Spring |
|---------------------------------------|--|--|
| PubH 8810 HSR Methods Finch 3cr | PubH 8811 HSR Methods Dowd 3cr | PubH 8812 HSR Methods Finch 3cr |
| PubH 5790 MedSoc Litman 4cr | PubH 5794 Public Policy in Health Care Kralewski 3 cr | PubH 8801 Advanced Health Policy Kralewski, Moscovice 3cr |

Not for credit: Computer proficiency attained either through coursework or short courses offered through the Micro Computer Center.

The Relationship Between Masters and Ph.D. Coursework

The proposed Masters curriculum follows closely the requirements for students in the doctoral program in Health Services Research, Policy and Administration. The statistics and health services research methods coursework are identical. Doctoral students are required to take health economics (PubH 8761) and usually audit Medical Sociology (PubH 5790), but the new cost-benefit analysis is an elective (PubH 88xx), as is Measurement (PubH 8813) and Epidemiology I (PubH 5303). We expect doctoral students to take a higher level elective Epidemiology course). In the second year policy sequence, PubH 8801 is required for doctoral students and PubH 5852 is not required.

A student who completes the two year masters curriculum and wishes to continue in the doctoral program would be submitted to the same admissions process as other entering doctoral students. That student then would be required to take the following courses (depending on the curriculum track they elect) to complete the core coursework in the Ph.D. program, plus the coursework required for their minor or supportive area.

| Curriculum Tracks | | | |
|-------------------|---|------------------|---|
| Management | | Policy | |
| PubH 8762 | Contemporary Problems of Health Care (3 cr) | PubH 8762 | Contemporary Problems of Health Care (3 cr) |
| or | | or | |
| PubH 8750 | Alternative Patterns of Health Care (3 cr) | PubH 8750 | Alternative Patterns of Health Care (3 cr) |
| | | PubH 8820 | Microeconomics of Health Care |
| | | PubH 8821 | Advanced Economics of Health Care |
| PubH 88xx | Health Systems Management (New Course) (3 cr) | Mgmt 8101 | Strategic Management |
| | | or | |
| | | Mgmt 8102 | History of Management Thought |
| ISP* or HEd 8252 | Instruction & Learning in Higher Education (3 cr) | ISP* or HEd 8252 | Instruction & Learning in Higher Education (3 cr) |

* Alternative Study Program

C. EDUCATIONAL AND SOCIAL NEED FOR THE PROGRAM

The major educational benefits of this program are threefold. First, it will provide students a solid didactic educational program especially in quantitative methods and research design. Upon completion of this program graduates will be prepared to design sound studies focused on relevant health policies and will be equipped to use a variety of quantitative as well as qualitative techniques to analyze the data. A distinctive characteristic of our graduates will be their high level of quantitative and analytic skills.

The second educational benefit relates to the special field of health and health services. Our graduates will have an intensive exposure to health and health services and extensive involvement in health services policy issues during their graduate program. In part, this will be achieved through their interactions with our faculty and involvement in our health services policy research program. Our faculty now have about nine million dollars in research funding and routinely work in the policy arena to conduct studies, shape strategies and evaluate initiatives. Students will be involved in all of these activities through a strong mentoring system linked to their advisors.

The third educational benefit derives from our close working relationship with the field of practice and relates to the transition from the academic program to employment in the field. We have developed working relationships with the Minnesota Department of Health, the Department of Human Services and the legislature here in Minnesota and with the Health Care Financing Administration (HCFA) and with several elected officials at the Federal level. We now have one of four national policy research grants awarded by

HCFA to conduct policy studies. Our students will be involved in these working relationships through projects with our faculty and as a result will gain first hand knowledge of the jobs in the field and will gain visibility as potential job candidates.

Through this approach our program will provide students an excellent didactic education, training in the practical aspects of health policy analysis, and exposure to job opportunities.

This program is designed to prepare graduates to deal with some of the most pressing social problems in our state and in our society. At every legislative session at the state and national levels, a great deal of effort is devoted to health care issues. Much of the current budget debate at the Federal level centers on health care costs for the Medicare and Medicaid population, and here in Minnesota several legislative committees formed by the legislature are working on health care and cost issues. Our proposed program will prepare graduates to conduct the policy analysis and policy research needed to deal with these issues. As such, those living in Minnesota and throughout the U.S. will benefit from improved health care at affordable costs. Minnesota for the past decade has been viewed nationally as a leader in health care delivery innovation, and well as health care technology. We see this program as an additional benefit to the University of Minnesota and the State of Minnesota in influencing national and health care policy through the work of the graduates and gaining stature in the health policy field as the graduates assume responsible positions at the state and national levels.

Need and Demand for the Program

There are two major indicators of the demand for this program. The first centers on interest being expressed by physicians who want to combine their clinical skills with health services research and policy roles. Some of these physicians are enrolled in clinical post doctoral fellowship programs with the various departments in the Medical School or in our post doctoral program in health services research. Others are residents in the various Medical School departments such as General Medicine and Family Practice who are interested in master level training in health services research and policy in addition to their clinical training. Still others are working as clinicians in HMOs, group practices, or large hospitals. During the past two years we have had about ten inquiries per year from these physicians. Most have been from the General Medicine sections of Hennepin and Ramsey County Hospitals, the VA Hospital, and the University of Minnesota's Department of Family Practice. Once the program is established and publicized nationally we anticipate receiving 15 to 20 applicants per year from physicians in these types of organizations locally and nationally.

The second pool of potential candidates is made up of non-clinicians with bachelor degrees in various disciplines such as economics or political science who want to pursue careers in health services policy analysis. We receive about 30 to 40 inquiries per year from this national pool. Many are already working in policy positions such as legislative aides for members of Congress at the national or state levels. They have heard of our doctoral program and are interested in further education in the health policy area but are not able to commit the time needed to pursue a doctorate. This is primarily due to their

interest in continuing in the non-academic sector of the field where a PhD is not as important. Some of these potential applicants are already trained as health professionals in areas such as nursing or pharmacy but find that their interests are in health policy rather than the direct delivery of health care. This pool of candidates is growing as more and more health policies impact professional autonomy at the clinical level. We expect 10 to 15 applicants per year from this group after our program becomes known nationally.

Furthermore the many inquiries from potential employers in the state and nationally for qualified researchers verify a real need for solid policy analysis training in the health services field. Finally, the Masters degree, in addition to serving as a terminal degree, is an excellent way to attract the best students to continue with our PhD program. The attached letters of support from state agencies and health delivery organizations in the state and from national agencies attest to this need.

Our program will be oriented toward graduate education for a very select group of highly qualified students who want to pursue careers in health policy analyses or want to combine clinical roles with health services research and policy analysis. We envision the program to be relatively small with about ten students admitted each year to the two-year program of study. We envision about half of these being physicians who will continue to provide direct health care but who want to also engage in some form of health services research and policy analyses in various private and public sector health and health care organizations.

D. COMPARISON WITH SIMILAR PROGRAMS

University Programs

The Masters of Science in Public Health is utilized by 2 majors in the School of Public Health: maternal and child health and public health administration. Two professional degrees are also offered in the School of Public Health: the MHA and the MPH. However, only a PhD is offered in Health Services Research, Policy and Administration and there are no other general health policy Masters degrees offered in the school.

The other major masters degree related to this proposed program is the Masters Degree in Health Care Administration offered by the Division of Health Services Administration in the School of Public Health. While these programs have a common interest in health and health services and will share some basic health systems and economics course work, the overall content, orientation and philosophy of the two programs are quite different. Health Services Administration quite appropriately focuses on the administration of facilities and programs in the private and public sectors. A large proportion of the graduates pursue careers in hospital administration, and the program has developed a national reputation for excellence in that area. The curriculum is heavily weighted toward administration and management courses and the students have the option of a joint MHA/MBA degree with the Carlson School of Management. Conversely, our proposed Masters Degree in Health Services Research and Policy focuses on public policies guiding the organization and delivery of health services and the research and data analysis needed to develop strategies and evaluate alternate initiatives. In essence, our

proposed program deals with the formation and implementation of public policies, while the MHA deals with the administration of programs and institutions providing services. As such the programs are complementary and symbiotic, but not duplicative.

The major other policy Masters degree offered on campus is in the Humphrey Institute for Public Affairs. The Humphrey Institute lists first in the statement of its mission:

" Preparing students for active participation in public affairs and for effective careers as managers, planners, and policy analysts in the public, private, and independent sectors."

We share the Humphrey Institute's goal of training policy analysts, but there are important differences in our objectives. The most important difference is that our Health Services Research and Policy (HSRP) Masters degree will focus exclusively on health. The current bulletin of the Humphrey Institute lists two health-related electives:

8451. Seminar: Health Care Policy (3 cr.) Analysis of selected health policy issues. Description and assessment of current policies; proposing alternative solutions. Research papers required. Graduate status or written permission.

5412. Long Term Care. (3 cr.) Analysis of legislation and policies which encompass care for dependent older persons or other groups (e.g., physically or mentally disabled younger adults), both nursing homes and non-institutional housing and services. Consideration of social, political, and economic context for public and private efforts. Analysis of funding and organization of community (non-institutionalized) care. Graduate status or written permission.

The Humphrey Institute appropriately focuses on general policy and planning at the state and Federal levels. Our program focuses specifically on health and health

services and consequently will prepare graduates who can compete with those from other major health policy programs such as Johns Hopkins, Michigan, Harvard and North Carolina for positions in the health field. Over two-thirds of the core courses deal with substantive health topics and will be taught by faculty heavily involved in policy research.

The second way in which the HSRP Masters differs from the Master of Arts or Master of Planning degree in the Humphrey Institute is our strong emphasis on research design, data collection techniques and quantitative empirical analysis of data. This is a research oriented and a research based program. The core coursework in the Humphrey Institute's masters programs consists of two quantitative methods courses (3 credits each). We require two years of quantitative methods beginning with 15 credits of theoretical statistics taught in the Department of Statistics and continuing in the second year with the 9 credit sequence in health services research methods. In addition, we require courses in survey research methods, evaluation research and measurement.

The programs also differ in a third and more subtle way. Both the mission statement and the coursework in the Humphrey Institute reflects a strong emphasis on leadership training. While we expect graduates from the HSRP Masters program will rise to positions of leadership in health policy, our objective is to give them the best possible training in hands-on health services research methods and policy analysis. We expect our students upon graduation to immediately be able to manage a large-scale applied policy research projects and to make substantive contributions to project design and data analysis. That expectation is realistic, because students will be well trained in methods and techniques and in their second year will get hands on experience working on research projects in our division.

Other Institutions Offering Similar Programs

In the United States there are 24 accredited Schools of Public Health. Throughout the country there are five institutions that we compete with for the best PhD students. All but one of these programs have a MS component. On average they report that they had 3 applicants for each admission during this past year. Most of their applicants were interested in the MS degree but not infrequently the best applicants were encouraged to enter the PhD program. It is our feeling that we will have a similar experience. Because we are in a field that is not regularly considered as a potential career (like an MBA) the addition of an MS degree will attract a broader range of students.

E. BUDGET

Personnel: 1/4 secretary *
1/4 coordinator*
1/4 faculty DGS *

Supplies: \$5,000

Student Support: 2 M.D. fellowships - \$27,000 each **
1 non M.D. traineeship - \$7,935 ***

* already funded by the School of Public Health
** funded by a federal postdoctoral fellowship grant
*** funding available from the School of Public Health

Most of the courses for this program are already being taught. The new courses will be developed and taught by our current faculty without additional resources.

F. QUALITY CONTROL

The proposed Masters degree program will be under the direction of a faculty committee made up of a subset of members of the Graduate School faculty in Health Services Research, Policy and Administration. The chairperson of this committee will be the DGS of the Masters program. Quality control will first rest with this committee and the

Masters DGS. They will establish standards and will develop and implement the appropriate operating policies to assure compliance with Graduate School and University standards and policies and will render periodic reports to the DGS of the PhD health services research, policy and administration program. The program will be based on a strong mentoring relationship between the student and his or her advisor. The quality of the faculty and their policy research programs, therefore, is key to the quality of this proposed program.

The faculty of the Division of Health Services Research and Policy will be responsible for most of the teaching and advising for the program. The faculty for this Masters degree program will be as follows:

FACULTY

John E. Kralewski, Ph.D., Professor and Director: Dr. Kralewski's research interests include organization and management of medical group practices, organizational and economic factors affecting physician use of resources and health policy analysis. He is the Director of Graduate Studies in the Doctoral program and holds the William Wallace chair in Health Services Administration. He teaches courses in health services policy.

Thomas Choi, Ph.D., Associate Professor: Dr. Choi is currently conducting research on the effects of changes in the organization and delivery of health care services and assessing the costs to the caregiver when care for the chronically ill is shifted to the home. Dr. Choi teaches organizational theory and social measurement.

Jon Christianson, Ph.D., Professor: Dr. Christianson's research interests include capitation financing mechanisms, rural health care, and the delivery of health and

social services to the aged. Dr. Christianson teaches courses in health economics and in HMOs and alternative delivery system management. He teaches microeconomics of health care and Dr. Christianson is also developing a course in cost benefit/cost effectiveness and decision analysis in health care.

Bryan Dowd, Ph.D., Associate Professor: Dr. Dowd specializes in economic and statistical modeling and data analysis. His research focuses on the financing and delivery of health insurance and health care services. Dr. Dowd teaches courses in operations research and health services research methods.

Roger Feldman, Ph.D., Professor: Dr. Feldman specializes in the application of economic theory to problems in health services research. He is currently Director of a Research Center sponsored by the Health Care Financing Agency. Dr. Feldman teaches advanced health economics.

Michael Finch, Ph.D., Assistant Professor: Dr. Finch's specialties include methodological and statistical issues in research with special emphasis on longitudinal and survey analysis. He is currently co-director of a major project dealing with Post Acute Care for the elderly. Dr. Finch teaches research methods.

Judith Garrard, Ph.D., Professor: Dr. Garrard's expertise is in program evaluation. Dr. Garrard recently received a three year career research award from the National Institute on Aging to develop a research program in behavioral geriatrics. She teaches courses in the principles of Public Health research and Program Evaluation in Health and Mental Health settings.

Robert Kane, MD, Professor: Dr. Kane's research interests are in the area of health policy with a special emphasis on aging and long term care. Dr. Kane holds the

Minnesota Chair in Long-Term Care and Aging. Dr Kane co-teaches a seminar in Long-Term Care and is developing a course in health services research and the health system.

Rosalie Kane, DSW, Professor: Dr. Kane's research focuses on long term care for the frail elderly, particularly in policy analysis. She is experienced in qualitative research methods and the design of case studies, as well as large scale demonstration projects and is the Director of a Long Term Care Decisions Center funded by the Administration on Aging. Dr. Kane is editor of The Gerontologist and teaches courses in long term care.

Theodor Litman, Ph.D., Professor: Dr. Litman's research interests include the role of the family in health and health care and physician and patient behavior. He teaches medical sociology, health and human behavior and alternative practices of health care. Dr. Litman is in the Division of Health Services Administration.

Nicole Lurie, M.D., MSPH, Assistant Professor: Dr. Lurie's research interest includes quality of medical practice, the impact of capitation on non-institutionalized aged medicaid recipients, and capitation of schizophrenic medicaid recipients. Dr. Lurie is a Henry J. Kaiser Family Foundation Faculty Scholar in General Internal Medicine.

Ira Moscovice, Ph.D., Professor and Associate Director: Dr. Moscovice's research interests include rural health care with an emphasis on the viability of rural hospitals, the impact of health policy on disadvantaged populations, and the structure and cost of alternatives to institutional long term care. Dr. Moscovice teaches a course in health policy.

John A. Nyman, Ph.D. Associate Professor: Dr. Nyman specializes in the application of economic analysis and statistics to health issues. Dr. Nyman's research is policy oriented and has focused on nursing home care markets and the behavior of nursing homes and consumers within those markets. He teaches courses in health economics and health insurance.

Within the faculty, need for the Master's degree program was discussed at length in terms of the needs of the profession, the expertise necessary to do the critical research in the field, and the ability of the division to provide the resources necessary for proper support of the program. This decision to propose a MS program in Health Services Research and Policy was unanimously passed by the Division faculty. The faculty of the Division of Health Services Administration who co-sponsor the Ph.D. program in Health Services Research, Policy and Administration recommended that the MS program be sponsored by the Ph.D. program. The Ph.D. program faculty passed a resolution accepting the recommendation at their September meeting.

The program will be administered by a Director of Graduate Studies. In the first years of the program monthly meetings will be scheduled in order to keep all the faculty closely involved. Committees similar to our Ph.D. program committees in curriculum, admissions, and student progress will be responsible for much of the work. Each student will be assigned an advisor whose research matches the students interest.

Accreditation in this field is not applicable.



DEPARTMENT OF HEALTH & HUMAN SERVICES

Health Care Financing Administration

6325 Security Boulevard
Baltimore, MD 21207

SEP 23 1988

Bryan E. Dowd, Ph.D.
School of Public Health
Division of Health Services
Research and Policy
420 Delaware Street, S.E., Box 729
Minneapolis, MN 55455-2196

Dear Dr. Dowd:

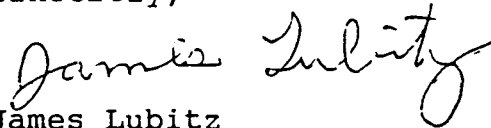
I am pleased to have the opportunity to comment on the proposed Masters' Program in Health Services Research and Policy at the University of Minnesota. The Office of Research at the Health Care Financing Administration provides research and policy analysis support to HCFA in the areas of program development, economic analysis (with emphasis on payment reform), and program evaluation. The Office employs 56 professionals. Specific project areas in my division include studies to improve the way Medicare pays health maintenance organizations, outcome research on cancer care for Medicare beneficiaries, analysis of proposals to cover the uninsured, and evaluation of costs and benefits of Medicare's End Stage Renal Disease program.

When recruiting, we look for a combination of quantitative skills and a background in the health care system and issues. Candidates should have computer skills, both mainframe and PC; statistical skills including multivariate methods; and knowledge of research design and program evaluation techniques, and some familiarity with survey research methods. Our current employees come from a variety of backgrounds--biostatistics, economics, sociology nursing, medicine and pharmacy but all have computer and analytic skills. They are about evenly split between the masters and Ph.D. levels.

The proposed Masters' Program would provide students with the background we seek in new employees. The field of health policy analysis and research will continue to need people who can apply quantitative skills to broad research and policy questions. The quantitative sophistication in the field is continually increasing.

Good luck on your proposal. Please contact me if you need
and more information.

Sincerely,

A handwritten signature in cursive script that reads "James Lubitz". The signature is written in dark ink and is positioned above the typed name.

James Lubitz
Chief, Analytical Studies Branch



minnesota department of health

717 s.e. delaware st. p.o. box 9441 minneapolis 55440
(612) 623-5000

October 12, 1990

Janet Shapiro
University of Minnesota
School of Public Health
420 Delaware Street S. E.
Box 729
Minneapolis, MN 55455-0392

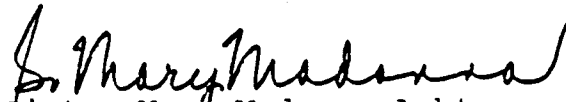
Dear Ms. Shapiro:

This letter is written in support of the proposed Masters' Program in Health Services Research and Policy. I believe such a program will contribute a great deal to the level of training and knowledge of persons working in the health care system.

Here at the Minnesota Department of Health, we engage in a great deal of policy analysis and development relating to the health care markets, regulation of health maintenance organizations, health care facilities, and health occupations. Master's level training is highly desirable for many of our positions in the Health Systems Development or Health Resources Divisions. The type of training proposed in the new program would be particularly appropriate.

Best of luck with your proposal.

Sincerely yours,


Sister Mary Madonna Ashton
Commissioner of Health

SMMA:KPB:kap



HEALTHCARE EDUCATION & RESEARCH FOUNDATION, INC.

September 25, 1990

Bryan E. Dowd, Ph.D.
Associate Professor
Health Services &
Research policies
University of Minnesota
420 Delaware Street SE
Box 729
Minneapolis, MN 55455

Dear Bryan,

The Healthcare Education and Research Foundation is a health care provider-based, applied research organization. The primary mission of HERF is to formulate and undertake research and development projects which have practical, real-world application in the market for health services delivery. HERF projects range from being public policy-oriented in nature to ones that address physician practice style issues.

Each HERF project have a rigorous methodological components which necessitate that HERF staff be knowledgeable in the areas of quantitative methods, research design and other analytical skills. In addition, background in health policy analysis and the public policy process are desirable attributes. It is, however, very difficult to find individuals with this wide array of skills.

It is our assessment that, because most Masters' Degree programs focus heavily on developing one of the mentioned skills (i.e., methods (biometry), etc.), very few if any current graduate programs produce individuals with the kind of backgrounds useful to an organization like HERF. In short, with health services research and health policy analysis becoming increasingly multidisciplinary, it is timely for the University of Minnesota to create a degree program to address the needs of organizations like HERF who perform such work. It certainly appears to me that your proposed program will provide individuals with the desired multidimensional background, with areas of study in health policy, medical sociology, research methods and analytical technique.

I applaud your efforts of proposing a Masters' Degree program which would surely afford organizations like HERF access to talented individuals with backgrounds versatile enough to work in the applied research and analysis field. I hope that the program will be implemented soon.

Sincerely,



Allan N. Johnson, Ph.D.
Associate Director

October 22, 1990

John Kralski, Ph.D.
Division of Health Services Research and Policy
420 Delaware St. S.E.
Box 729 UMHC
Minneapolis, MN 55455-0392

Dear John:

The purpose of this letter is to indicate MedCenters Health Plan's support for the development of a masters degree program in health services research and policy analysis at the University of Minnesota.

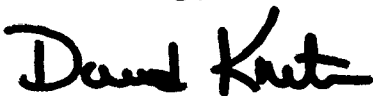
MedCenters is currently creating a research department. We have determined that the most effective way for us as an operating HMO to administer applied research is to employ masters level research managers and analysts to provide overall project management and data collection and analysis. We will rely on collaborative relationships with existing health services research centers to obtain concept and design expertise.

Other HMOs in the Twin Cities also employ a number of individuals for whom a masters degree in health services research would be ideal preparation. This is in part because there is currently a trend in the managed care field to design and implement significantly more sophisticated quality and outcomes management systems.

This degree program would also be an ideal mid-career educational opportunity for a number of health plan staff including physician medical directors, utilization management and quality assurance nurses and planning and analysis staff. Our pediatric medical director is currently in California obtaining a masters degree in health services research, partly because there was no program in the Twin Cities. MedCenters is supporting this physician's educational costs and would like to see such an opportunity available locally.

In addition to communicating our support for the development of this program, let me also indicate our interest in providing internship and research assistantship opportunities for students.

Sincerely,



David Knutson, Director
Research and Development

1022jkra.gj



UNIVERSITY OF MINNESOTA
TWIN CITIES

College of Education

Department of Vocational and Technical Education
Vocational and Technical Education Building
1954 Buford Avenue, Room 210
St. Paul, Minnesota 55108
(612) 624-1221

C: VF 11-30
KZ
gs

GRADUATE SCHOOL

NOV 29 1990

OFFICE OF THE DEAN

November 23, 1990

TO: Dean Holt
Graduate School

FROM: Gary Leske *Gary Leske*
Director of Graduate Studies

SUBJECT: M. A. in Education with emphasis in vocational education

We have reviewed the concerns raised in the P & R Council and modified the proposal document to address the issues as I recall them. The major change made was to specify a final oral examination for both plan A and plan B. The concern for notation of the course work required outside the Department was address by adding a footnote to Table 1 because the text includes this information. A copy of the revised proposal document is enclosed.

I anticipate that a few students will request a change of major to this degree immediately and new student applications will be received as soon as we disseminate the information on the availabiltiy of this degree.

(Approved by faculty 10/22/86)
(Amended by faculty 4/10/90)
(Amended by faculty 11/15/90)

**PROPOSAL FOR
MASTER OF ARTS IN EDUCATION
WITH EMPHASIS IN VOCATIONAL EDUCATION**

Specializations in:

- Vocational Education Administration
 - Vocational Special Needs
 - Training and Development
 - Extension Education
- International Vocational Education and Training
- Comprehensive Vocational Education

Submitted by the Faculty of the
DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
College of Education

Department Mission

The mission of the Department of Vocational and Technical Education is to improve educational programs designed to teach people about work and to prepare them for work. Such programs are suitable for persons of all ages and are carried out in many settings, both in the public and private sector and through many kinds of institutions, organizations, and agencies.

The mission of the Department is carried out by:

1. Creating, developing, and testing important ideas in vocational and technical education.
2. Providing undergraduate and graduate programs for the initial preparation, updating and upgrading of vocational and technical education professional personnel, and for contributing to the preparation of personnel in other fields. Special attention is given to identifying and meeting needs for the highest levels of professional training.
3. Extending its influence upon vocational and technical education by sharing specialized knowledge and skills with appropriate individuals, organizations, and agencies at the local, state, national, and international levels.
4. Maximizing its contributions to the field by regularly reassessing its mission and priorities and its ongoing programs.

Purpose of Graduate Program

The purpose of the graduate programs in the Department of Vocational and Technical Education is to prepare professionals capable of integrating scholarship and practice. The focus on scholarship aims at using and extending a knowledge base relevant to practice through research. The focus on professional practice aims at reflective application of the knowledge base to problems of the field. Both scholarship and professional practice require sensitivity, justice, imagination, and creativity.

Field of Practice and Scholarship

The field of professional practice and scholarship embraced by the graduate program is defined as education that prepares individuals for vocations in institutions such as families, businesses, organizations,

and agencies. Its distinguished feature is its aim of critically socializing individuals and groups to manage the vocational aspects of their lives in a way that is to their benefit and that of the larger community, as is befitting in a democracy. Vocations are directed-life activities which are significant to people because of the consequences they accomplish for them and others. People can have several vocations at the same time, involving both consumer and producer roles. Education is viewed as a broad concept and includes training.

Relation Among Graduate Degree Programs

All programs, viewed as a system, represent a comprehensive approach to professional education as described by the department mission. The Ed.D. and Ph.D. programs represent a higher level of education than the M.Ed. and M.A. The Masters programs stand in a similar relation to the B.S. program. In contrasting the Ph.D. program with the Ed.D. program, and similarly the M.A. program with the M.Ed. program, the Ph.D. and M.A. programs require a commitment to the production of research and professional roles where producing research is a significant expectation. The Ed.D. and M.Ed. programs require a commitment to the application of research and professional roles where applying research is a significant expectation.

Objectives of the M.A. in Education with Emphasis in Vocational Education

The increased interest in post baccalaureate education in emerging fields of vocational education (as contrasted with the existing specialized fields of agriculture, business, marketing, home economics, and industrial education) is the major force prompting this proposal. A new cadre of professional roles with a base in vocational education has been emerging over the last decade. Some of the roles fitting this description are: vocational education administrators (in federal, state, and local educational agencies), vocational education special needs coordinators, vocational education staff development and curriculum specialists, vocational education placement specialists, vocational training directors in industry and business, extension educators, international vocational education and training personnel, and employment and training agency personnel. Along with these new professional roles has come a corresponding growth in the body of knowledge about vocational education. Evidence of this intellectual base can be ascertained by examining indexes of clearinghouses for published literature (Educational Resources Information Clearinghouse, National Technical Information Services, Current Index of Journals in Education, Dissertation Abstracts) and educational research and development priorities (both federal and state). The social concern by the clients of vocational education and the broader society for the effectiveness of vocational education professionals in fulfilling the responsibilities of their roles documents the need for the degree being proposed.

The proposed Master of Arts Degree in Education with emphasis in Vocational Education is not meant to substitute for the more specialized existing Master of Arts Degrees in Agriculture Education, Business Education, Marketing Education, Home Economics Education, or Industrial Education.

M.A. students are expected to plan programs of study and related experiences to develop, apply, analyze, synthesize, and evaluate knowledge of:

1. The purposes, practices, issues, and problems of vocational education;
2. The contexts within which vocational education exists such as the social, economic, historical, philosophical, political, cultural, educational, technological and psychological;
3. The purposes, practices, issues, and problems for a particular professional role (e.g., administrator, special needs coordinator, trainer in industry or business, extension education, international vocational education and training) related to vocational education; and

4. Modes of research to contribute to the knowledge base in the area of specialization.

It is not only necessary for students to possess the knowledge described above; it is also necessary for them to demonstrate the ability to conceptualize and to show leadership capacity.

Framework for the M.A. Program

The framework for the M.A. degree is developed along two dimensions. The first dimension includes the program components of major and supporting field. The major consists of courses taken in the Department of Vocational and Technical Education; the supporting field consists of courses taken outside the Department. Students are encouraged to take courses in other units of the College of Education and the wider University. The second dimension subdivides the program into the following content components in relation to the objectives stated above:

- General aspects (Objectives 1 and 2);
- Specialization (Objective 3); and
- Research (Objective 4).

The combination of these two dimensions forms the basic framework for programs as shown in Figure 1.

| Program Component \ Content Component | General Aspects | Specialization | Research Preparation |
|--|--|---|---|
| Major (Minimum of 20 credits) | General aspects offerings in the Department | Specialization offerings in the Department | Research offerings in the Department |
| Supporting Field (Minimum of 8 credits) | General aspects offerings outside the Department | Specialization offerings outside the Department | Research offerings outside the Department |

Figure 1. Framework for M.A. Program

General Aspects

General aspects of the program refer to areas of study which are important to developing a scholarly perspective of vocational education and, more broadly, of education and vocations. A common set of courses for all students is proposed as a minimum to make up the general aspects of vocational education in the major. Additional coursework selected from outside the Department and which is related to the study of education and vocations forms the general aspects of education and vocations in the supporting field.

Specialization

The specialization consists of study for a specialized professional role in vocational education: vocational education administration, vocational special needs, training in industry and business, extension education,

international vocational education and training, and comprehensive vocational education. It emphasizes how the generation of knowledge can inform practice in the specialized roles. As shown in Figure 1, courses for the specialization can be drawn from the major (selected from within the Department) and supporting field (selected from outside the Department). Required courses in each specialization will be specified by the faculty.

Research

Selection from a common set of courses for all students is proposed as a minimum to make up research preparation in the major. Additional research preparation beyond this minimum can be taken in the major or supporting field.

Program Distribution Requirements

The Master of Arts Degree is intended to conform to the requirements of the Graduate School for a Plan B (Master's Degree without thesis) or Plan A (Master's Degree with thesis). A minimum of 44 quarter credits is required for the Degree. A minimum of 20 credits is to be in the major field (courses offered in the Department of Vocational and Technical Education) and a minimum of 8 credits in one or more related fields outside the major (referred to as the supporting field). The balance of the credits to be completed to meet the 44 credit minimum requirement for the Degree will be chosen by agreement between the advisor and the student. Generally, a program would consist of the following credit equivalents:

Table 1. Minimum Credit Requirements for M.A. Programs

| Component | Minimum Credits | |
|-------------------|-----------------|----------------|
| | Plan A | Plan B |
| General Aspects | 6 | 6 |
| Specialization | 16 | 18 |
| Research | 6 | 3 |
| Electives | 3 | 8-13 |
| Thesis or Project | 16 thesis | 4-9 project(s) |
| Total | 44* | 44* |

*A minimum of 8 credits must be completed outside of the Department of Vocational and Technical Education or its divisions.

Common Program Requirements

Because the clientele served by the M.A. program in the Department of Vocational and Technical Education come from very diverse backgrounds and aim for widely diverse careers, it is unlikely that any two M.A. programs will present the same evidence of competency in vocational education. There are, however, courses that should appear in each program.

General Aspects: Each student program will be expected to include one of the following two courses in the major:

VoEd 5300, Philosophy and Practice of Vocational Education (3 cr)
VoEd 5400, Education for Work (3 cr)

and 3 credits from courses outside the Department [see Objective 2, page 2].

Research: Each student program will be expected to include 3 credits to be selected from the following:

VoEd 5900, Using Research in Vocational Education (3 cr)
VoEd 8910, Positivistic Research in Vocational Education (3 cr)
VoEd 8920, Interpretive and Critical Science Research in Vocational Education (3 cr)

and for Plan A 3 additional research credits.

Operating Procedures

The operating procedures for the M.A. in Education with emphasis in Vocational Education shall follow the policies and procedures of the Graduate School. What follows are extension of these policies and procedures as they relate specifically to the above program.

Responsibilities of Department Graduate Studies Committee

The Department Graduate Studies Committee will recommend, interpret, and review implementation of policies and standards for the M.A. program in Education with emphasis in Vocational Education. The Committee, acting on behalf of the faculty, will review and act upon individual student admissions, programs, petitions, examining committees, and thesis proposals (for Plan A), as well as graduate faculty status requests to result in recommendation to the Graduate School. The Committee will be responsible for communicating interpretations of policy and standards and recommendations with rationale to the faculty of the Department.

Admission

Any student with a bachelor's degree or its equivalent from a recognized college or university may apply for admission. Applicants with the necessary background, sound scholastic record and appropriate professional qualifications may be admitted to the Degree program on recommendation of the graduate faculty in the Department of Vocational and Technical Education acting through the Department's Director of Graduate Studies and approval of the Dean of the Graduate School.

Specific admissions requirements include:

- Miller Analogies Test results or Graduate Record Examination scores.
- Undergraduate degree GPA of 2.8 (on a 4.0 scale).
- Grade point average of 3.25 in prior graduate level, post baccalaureate courses.
- A goal statement of one to two pages.
- A personal resume.

Letters of recommendation and/or an interview may be requested to provide additional information to justify any exceptions to the above admission requirements.

Transfer of Credit

Rules pertaining to the transfer of credits to the M.A. program shall be the same as specified in the "Transfer of Credits" section of the Graduate School Bulletin.

Residence

At least 60 percent of the coursework for the M.A. must be completed in the Graduate School, University of Minnesota.

Student Program Planning

Regarding the content of the program, the following policies and requirements have been established:

- Each student's program will be planned individually by the student and the advisor to meet (a) the objectives and requirements common to all students in the M.A. program, (b) the courses specified for the elected focus core, and (c) the objectives they identify as unique to the student's particular needs.
- Each program should be submitted to the Graduate Studies Committee accompanied by a written rationale explaining the program of study as related to the M.A. program objectives (see page 2), Minimum Credit Equivalent Requirements for M.A. Programs (see Table 1), and the student's individual goals.

Plan B Project

Students must demonstrate familiarity with the tools of research in vocational education, the ability to work independently and the ability to present the results of their investigation effectively by completing at least one Plan B Project. The Plan B Project requirement is satisfied by undertaking independent study courses, which are credit bearing and fit in the major, devoted to completing the Plan B Project(s). These credits are included in the 20 credit minimum in the major field. The Plan B Project(s) can be made up of a minimum of one longer (4 credit) or two shorter (2 credits each) papers.

Plan A Thesis

Graduate School guidelines will be followed.

Final Examination

Passage of an oral final examination will be required for the Degree. The examination will focus on both the coursework making up the program of study and the Plan B project or Plan A thesis. A committee of at least three examiners appointed by the Dean of the Graduate School upon recommendation of the Department Graduate Studies Committee will conduct the examination; the Committee will include one member from outside the major field. Students will make their Plan B Project(s) or Plan A thesis available to the examining committee for review. A majority vote of the committee, all members voting, is required to pass. Evidence of passing required courses in the major is part of the portfolio of evidence of reaching the M.A. program objectives.

Current Course Offerings

Besides courses offered with designations of each of the Divisions within the Department of Vocational and Technical Education, the following current "VoEd" courses provide a base from which to plan a curriculum for the Degree:

- 5100 Special Topics in Instruction (1-6 cr)
- 5101 Special Topics in Curriculum (1-6 cr)
- 5102 Special Topics in Administration (1-6 cr)
- 5200 Evaluation of Local Vocational Education Programs (3 cr)
- 5204 Reading in Work Settings (3 cr)
- 5274 Two-Year Postsecondary Institutions (3 cr)
- 5280 Stress Management for the Vocational Educator (1 cr)
- 5281 Tort Liability and the Vocational Educator (1 cr)
- 5282 Counseling Adults in Transition (3 cr)
- 5300 Philosophy and Practice of Vocational Education (3 cr)
- 5330 Coordination Techniques in Cooperative Education (3-4 cr)
- 5340 Principles of Supervisory Management (3 cr)
- 5400 Education for work (3 cr)
- 5451 Microcomputer Instructional Utility Software (2 cr)
- 5452 Authoring Instruction Using Microcomputers (3 cr)
- 5500 Introduction to Vocational Education Administration (3 cr)
- 5600 Planning Vocational Education (3 cr)
- 5700 Teaching Entrepreneurship: Small Business Management (4 cr)
- 5750 Training in Industry and Business (3-4 cr)
- 5760 Organization Development in Industry and Business (3-4 cr)
- 5762 Management of Conflict (1 cr)
- 5770 Training and Development (1-4 cr)
- 5780 Internship: Training and Development (ar)
- 5790 Strategic Planning: Training and Development (3-4 cr)
- 5800 Working with Special Needs Students (3 cr)
- 5801 Educating Vocational Students with Learning Disabilities (1 cr)
- 5802 Educating Disadvantaged Vocational Students (1 cr)
- 5803 Microcomputer Management of Special Needs Student Information and Services (2 cr)
- 5804 Work Evaluation of Special Needs Learners (3 cr)
- 5805 Occupational Analysis of Vocational Special Learners (2 cr)
- 8110 Comparative Systems in Vocational Education (3 cr)
- 8120 History and Philosophy of Vocational Education (3 cr)
- 8130 Critical Issues in Vocational Education (3 cr)
- 8810 Internship in Vocational Education (1-15 cr)
- 8910 Positivistic Research in Vocational Education (3 cr)
- 8920 Interpretive and Critical Science Research in Vocational Education (3 cr)

Current Faculty

The following is a list of the faculty members currently associated with the proposed M.A. in Vocational Education:

Forrest Bear
 David Bjorkquist
 James Brown
 George Copa
 Charles Hopkins
 Richard Krueger

Judith Lambrecht
 Gary Leske
 Ted Lewis
 Jerry McClelland
 Gary McLean
 Stephen Miletich

Jerome Moss, Jr.
 Curtis Norenberg
 Edgar Persons
 Roland Peterson
 Jane Plihal
 David Pucel
 Marilyn Rossmann

Sherry Schwartz
 Mary Ann Smith
 James Stone III
 Gordon Swanson
 Richard Swanson
 Ruth Thomas
 George Wardlow

Educational and Social Need for the Program

Student Interest

Student interest in the new degree comes from those already in or aspiring to a professional position involving teaching, counseling or administration of students or teachers across the specific fields of vocational education. It is estimated that there would be about 15 students admitted to the program the first year and that 30-40 students would normally be enrolled at one time thereafter.

Opportunity for Professional Practice

As mentioned in the introduction to this proposal, there is an expanding base of knowledge in vocational education. Along with the expanding base of knowledge, there is an extended range of professional opportunity and an elevation in the scope of responsibility. An orientation to inquiry identified with this expanding base of knowledge at the Master of Arts level is the purpose of the program and the professional opportunity.

Educational, Research, Cultural and Social Benefits

The most important benefit would be in the elevation of the standards of professionalism among those who qualify and choose to go beyond the baccalaureate degree to the Master's level. By probing the state-of-knowledge in more depth and in the context of careful scholarship, the most important benefit will be the elevation of professional standards. Coincident with this professional benefit will be an expansion of inquiry to inform practice as well as further inquiry.

Comparison with Similar Programs

In the University of Minnesota

In the Department in which this proposal originates, there are Master of Arts programs in five different majors having some similarity to the proposed degree. They are Agricultural Education, Business Education, Marketing Education, Home Economics Education and Industrial Education. Equally conspicuous, however, is the dissimilarity of the proposed degree. As mentioned in the objectives for the Program, it is designed for a different client group, and it will utilize a different specialized knowledge base. There are no other comparable degrees at the University of Minnesota.

At Other Institutions in the State

There are no research-oriented Master's degrees at other institutions in the State.

Quality Control

Qualifications of the Faculty

There are twenty-one members of the faculty in the Department of Vocational and Technical Education whose graduate faculty status permits them to advise and/or serve on examining committees for the currently existing Masters degrees in the Department of Vocational and Technical Education. Each will be automatically eligible to advise, instruct, and examine for the proposed degree.

Procedures by Which the Program Will Be Governed

The program will be governed by the procedures now employed by the Department to govern the Ed.D. and the Ph.D. in the Department.

Accrediting Agencies

There are no agencies, national, regional, or state, involved in either institutional nor programmatic accreditation for the proposed program.

Plan for Systematic Review and Evaluation of the Program

Upon approval the program will come under the aegis of two ongoing plans for systematic review and evaluation. The first is within the mission of the Department which requires regular review and renewal. The second involves the periodic evaluation by the Graduate School which includes, on a rotating basis, all graduate degree programs.

Implementation

Time Schedule

Applicants for the degree program will be accepted as soon as the degree is confirmed.

University Resource Requirements

The proposed degree will not require additional University resources. Library, faculty and space requirements are now adequate to implement the program.

Extra-University Resource Requirements

It is not expected that extra-University resources will be required beyond the need to accommodate 30-40 additional graduate students annually, (e.g., parking, student services, general overhead).

OCT 15 1990



UNIVERSITY OF MINNESOTA
TWIN CITIES

School of Music

Academic Offices
100 Ferguson Hall
2106 Fourth Street South
Minneapolis, Minnesota 55455

(612) 624-5740

October 12, 1990

Robert T. Holt, Dean
Graduate School
Johnston Hall 333

Dear Dean Holt:

Enclosed are proposals for four new emphases within existing graduate degree programs of the School of Music:

M.M. in Orchestral Conducting
M.M. in Piano Pedagogy
D.M.A. in Trombone
D.M.A. in Classical Guitar

All of these proposals received unanimous endorsement by the full graduate faculty of our School in a meeting Wednesday, October 10, 1990.

The D.M.A. in Classical Guitar is a new direction for us which is addressed in the proposal. The other emphases within the D.M.A. have a full-time faculty member who teaches and advises the students in that program. We feel we have a special opportunity to offer an emphasis which is needed by utilizing the presence of an excellent and highly qualified artist/teacher, Jeffrey Van, who is presently on our hourly part-time affiliate faculty. In order to facilitate this new emphasis, Karen Wolff, Director of the School of Music, has agreed to budget Mr. Van as a part-time percentage salaried instructor (50% or more) rather than as an hourly instructor. This will make him more available to teach the literature, history, and repertory courses required for this degree, as well as the applied private study.

In our conversations with Dean Zimmerman concerning this degree proposal, he expressed concern over the quality control of a degree which is chiefly delivered by a part-time faculty and suggested that I investigate how such degrees are administered in other schools with similar situations. Northwestern University and the Cincinnati College-Conservatory provide examples parallel to our experience. They, like we, are located in major metropolitan areas with first-rate orchestras which provide a pool of world-class applied music instructors without the expense of

making them full-time faculty members. Universities located in less populated centers (Iowa City, Bloomington, Rochester, Austin, etc.) must hire full-time faculty members for all of their major applied teaching since, for the most part, the cultural community does not contain artists of sufficient stature who can be employed on a part-time basis. At both Northwestern and Cincinnati, D.M.A. emphases without full-time faculty members are administered according to the model we have adopted in this proposal: the part-time faculty member is increased to 50-65% salaried appointment, with the academic advising and quality control monitored by a full-time faculty member who is also signatory. In the case of both the schools mentioned, this full-time faculty member is their equivalent of a Director of Graduate Studies.

We have no immediate plans for further D.M.A. emphases which would be constructed around part-time instructors. However, the the degree in classical guitar will be an excellent trial balloon for this type of program. We hope that the Policy and Review Council and the Executive Committee of the Graduate School will agree with us that this is an important opportunity to strengthen our offerings in a new and slightly different manner. In fact the discussion of this particular "co-advising" plan for the Guitar D.M.A. has begun the consideration of co-academic advising even for those D.M.A. programs which are administered by a full-time faculty member. A decision on this matter will most likely be reached sometime during this quarter--a move that many of us feel will greatly enhance the academic strength of the entire degree.

If there are any question on any of these proposals, please do not hesitate to contact me or any of my colleagues who formulated the documents. We will, of course, make ourselves available for testimony at both the Policy and Review Council and the Executive Committee if that would be useful.

Sincerely,



Vern Sutton, DGS
School of Music

PROPOSAL FOR EXTENDING THE MASTER OF MUSIC PROGRAM TO INCLUDE
ORCHESTRAL CONDUCTING AS A MAJOR AREA OF STUDY

A. Introduction

The faculty of the School of Music recommends that the Master of Music degree program (M.M.) be extended to include orchestral conducting. The M.M. was approved in 1973 to include performance in piano, organ, voice, and most of the orchestral instruments. A few years later programs in Choral Conducting and Church Music were added. Since the making of music is frequently accomplished in large instrumental ensembles, the curriculum of a comprehensive School of Music needs to include graduate study in Orchestral Conducting. During two external reviews conducted during the last academic year, the reviewers noted the absence of this degree but were pleased that we were planning to propose its addition.

There are several reasons why we have not proposed offering this degree until this time. However, the major reason has been matter of orchestral resources. The significant growth in our University Orchestra within the past two years has made it possible to have an ensemble which will offer a viable set of opportunities for orchestral conducting students. In addition, the recent hiring of Murry Sidlin as the conductor of the University Orchestra has given special impetus to this proposal. Professor Sidlin has taught and administered the conducting program at the prestigious Aspen Music Festival for the past 12 years. He is eager to establish a conducting of program for the highest quality for our School. This proposal which he has formulated has the **unanimous** endorsement of the full Graduate Faculty.

B. The Proposed Program

1. Objectives:

To guide the student toward the development of fluency in the language of conductorial gesture through acquiring advanced technical skills, and to encourage the establishment of a unique artistic identity;

to promote the probing of how music works and what it means through continued exposure to theoretical studies and research techniques;

and to foster the understanding of the diverse conductorial roles, e.e., rehearsal efficiency, accompanying, opera, dance, contemporary ensembles, and presentations which require verbal communication to young and mature audiences.

2. Admission Requirements

Students wishing to pursue a Master of Music degree must have completed the bachelor's degree with the equivalent of a major in music. Admission to the M.M. program has two steps: acceptance by the teaching unit and acceptance by the Graduate School. Prospective students must apply to both the

School of Music and the Graduate School. Each applicant must submit to the Graduate School Prospective Student Office a completed application, an official transcript from each previous college attended, and the required application fee. Concurrently, the student must submit to the School of Music Graduate Studies Office three letters of recommendation using the forms provided and/or placement credentials plus GRE scores for both the general and music subject tests. The required undergraduate grade-point average is 3.0.

In addition, the prospective student in orchestral conducting must participate in a conducting audition and interview with the faculty teaching orchestral conducting.

Upon entrance the student must successfully complete the Placement Examinations Tonal and Modern Music Theory as well as a Piano Proficiency Examination.

3. Curriculum

Major Emphasis (16 credits)

Mus8xxx - Orchestral Conducting I: exploring the basic repertory of the 18th to 20th centuries, with an emphasis on stylistic practices. A thorough study of instrumental techniques--which includes practical experience upon all instruments, with an emphasis on the string instruments, how to articulate and bow. How to analyze and study scores. Practical conducting experience with varied ensembles regularly offered. 4 credits

Mus8xxx - Orchestral Conducting II - Additional repertoire study expanded to include opera and music of the dance. Students will study dance techniques, and perform in opera scenes. Students will design and perform programs for school-age children. 4 credits

Mus8xxx - Orchestral Conducting III - Additional repertoire study expanded to include concerto accompanying and choral experience. Students will study new and varied contemporary notational systems, and will design and perform program of contemporary music with appropriate ensembles. 4 credits

Mus8xxx - Performance and Document - full conducting recital with varied ensembles, including orchestra, with a supporting treatise or a lecture/performance. 4 credits

Additional Major Courses (12 credits)

Mus5511 or 5512 - Advanced Ear Training 3 credits

Mus5531 or 5532 - Analysis of Music 3 credits

Mus5___ - Ensemble [orchestra, opera, band, etc.] 6 cr.

Academic Component (12 credits)

Mus5841 - Resources for Music Research (2 cr.)

Mus 5561-2-3 - Orchestration (6 cr.)

Mus 5xxx - musicology course (4 cr.)

Electives (4 credits)

A final oral examination will be administered by the examining committee covering the coursework, performance, and the written document.

Students be will be required to assist in the preparation of performances by the university orchestras, auditing rehearsals, and/or conducting sectional rehearsals when assigned. Students may also be asked to participate in preparation of opera performances under the supervision of the various conductors.

Students my be invited to audit the rehearsals of the Minnesota Orchestra, the St. Paul Chamber Orchestra, the Minnesota Opera, various professional dance companies, and to have special seminars with music directors, artistic directors, and visiting conductors.

It is recommended that students spend two academic years in the completion of this program.

C. Need for the program

The Master of Music is an important professional degree for those who wish advanced instruction in any area of musical performance. For many years there has been a need and interest in establishing a Master of Music in Orchestral Conducting. This program would service those students pursuing or wishing to pursue conducting careers on the college/university or professional level.

Through the years there has been a consistent student interest in such a program. Our office of Graduate Studies regularly receives anywhere from 5-10 requests a season for information on graduate conducting degrees. It is proposed that this new degree program would admit approximately 3-4 new students each year whose primary interest is orchestral conducting. Given present resources, other students, whose primary emphases lie elsewhere but who are interested in conducting, might participate in por-

tions of the curriculum but could be given important podium time only after the needs of the conducting majors have been met.

D. Comparison with Similar Programs

At present no graduate professional degree in orchestral conducting is offered by any school in Minnesota. Among our peer institutions, we are one of the few who do not offer it. A sampling of the comprehensive School of Music who do offer the M.M. in orchestral conducting includes: Michigan, Northwestern, Indiana, Eastman (Rochester NY), Florida State, Texas, USC, Cincinnati College-Conservatory, Iowa, and Illinois. In addition, all of the major conservatories (Julliard, Manhattan, Curtis, Peabody, and San Francisco) offer an M.M. in conducting.

E. Quality Control

1. Faculty - Murry Sidlin, Associate Professor of Music,
See resume attached.

2. This new M.M. will be housed in the Band, Orchestra, and Jazz Division of the School of Music, which presents this document. Program requirements and changes of those requirements are governed by the Division subject to the approval of the Graduate Studies Committee, which approves individual student programs and appoints Examining Committees.

3. The M.M. degree has been a part of our offerings in the School of Music since 1973 and has the full approval and accreditation of the National Association of Schools of Music.

4. The courses for the curriculum of this new emphasis in the M.M. will be evaluated on an annual basis, in compliance with the School of Music's general practice. The files and transcripts of students in this program will be subjected to an annual review by the faculty and the Director of Graduate Studies in order to monitor the progress toward the completion of the degree.

F. Implementation

1. The Division would like to implement this new emphasis in the M.M. degree beginning Winter Quarter, 1991. There are several students who have expressed an interest in entering the program at that time, subject to its eventual approval. By having the degree in place it will be possible to recruit students for the 1991-1992 school year, which will represent more of a full operation. However, Professor Sidlin would like to initiate the program as soon as possible, thus the request for implementation, Winter, 1991.

2. There is no new or extra-University funding required at this time in order to implement this new emphasis of the M.M. degree.

MASTER OF MUSIC - ORCHESTRAL CONDUCTING (cont.)

Endorsement:

 10/12/90
David Baldwin, Head, Band/Orchestra/Jazz

 9/28/90
Vern Sutton, Director of Graduate Studies

 10-12-90
Karen Wolff, Director, School of Music

MURRY SIDLIN
27 Lincoln Street
New Haven, CT 06511
(203) 624-9059

PROFESSIONAL CONDUCTING EXPERIENCE

Music Director:

- New Haven Symphony Orchestra
September 1977 - June 1989
- Long Beach Symphony Orchestra
September 1980 - June 1988
- Tulsa Philharmonic
September 1978 - June 1980

Assistant/Associate:

- Resident Conductor, National Symphony Orchestra
under Antal Dorati, June 1973 - September 1977
- Assistant Conductor, Baltimore Symphony Orchestra
under Sergiu Comissiona, June 1971 - July 1973

Current Affiliations:

- Conductor of the Chevron Corporation's American
Music Concerts
- Resident Conductor and Co-Director of Conducting
Studies, Aspen Music Festival

Guest Conducting, 1989-90 Season:

- San Diego Symphony Orchestra, 17 concerts
- San Antonio Symphony Orchestra, 2 concerts
- Alabama Symphony Orchestra, 2 concerts
- Jerusalem Symphony Orchestra, 2 concerts
- Pittsburgh Opera Theatre, 2 performances
- Iceland Symphony Orchestra, 2 concerts
- Orchestra Colorado, 4 concerts
- Vermont Symphony Orchestra, 5 concerts
- Savannah Symphony Orchestra
- Baton Rouge Symphony Orchestra
- Cheyenne Symphony Orchestra
- Ventura Symphony Orchestra
- Edmonton Symphony Orchestra, 3 concerts

Partial List of Previous Guest Conducting:

- St. Louis Symphony, 4 concerts in 1988-89 and
summers of 1982 and 1983.

Previous Guest Conducting, continued:

- Milwaukee Symphony
- Minnesota Orchestra, 18 concerts, summer of 1976, and 2 concerts, summer of 1988
- San Diego Symphony, 17 concerts in 1988-89
- Oregon Symphony, 13 concerts on four occasions
- Denver Symphony
- Denver Chamber Orchestra, the complete Baroque Festival, 1989; 3 concerts
- Utah Symphony
- New Orleans Symphony
- New Mexico Symphony
- San Francisco Symphony
- Pittsburgh Symphony
- Boston Pops
- Seattle Symphony
- Spokane Symphony
- Quebec Symphonie
- Jerusalem Symphony
- Iceland Symphony
- Gävleborg Symphony of Sweden (Principal Guest)
- Chamber Orchestra of Padua
- San Carlo Opera Orchestra of Lisbon
- Atlanta Symphony
- Philharmonic Orchestra of Florida
- New Jersey Symphony
- Sacramento Symphony
- San Antonio Symphony and Opera
- Houston Symphony
- Honolulu Symphony
- Grand Rapids Symphony and Chamber Orchestra
- Colorado Springs Symphony
- Anchorage Symphony
- Colorado Music Festival Orchestra

**OPERA CONDUCTING
(Lesser - Performed Works)**

- Copland, The Tender Land -transcribed by Murry Sidlin with permission of the composer from large orchestra to the original instrumentation of Appalachian Spring. Conducted over 50 performances at the Long Wharf Theatre in New Haven, and 2 performances at the Aspen Music Festival. (Transcription is now available from Boosey & Hawkes.)
- Blitzstein, Regina -48 performances at the Long Wharf Theatre
-2 performances at the Pittsburgh Opera Theatre (January 1990)
- Britten, Albert Herring -50 performances at the Long Wharf Theatre
-4 performances at the Aspen Music Festival
- Szymanowski, King Roger -Conducted the American premiere of this 1926 masterpiece at the Long Beach Opera in California, January 1988, 2 performances
- Milhaud, Le Pauvre Matelot -3 performances at the Jean Cocteau Festival at the University of Southern California, April 1989
- Stravinsky, Oedipus Rex -3 performances at the Jean Cocteau Festival at USC, April 1989

Other operas conducted:

- Puccini, La Boheme - San Antonio Opera
Gershwin, Blue Monday
Bernstein, Trouble in Tahiti
Mozart, Così Fan Tutte - University performances

Concert performances:

- Wagner, Die Walküre - New Haven Symphony; Long Beach Symphony

Forthcoming project:

- Kurt Weill, Marie Galante - Revival of the lost music/drama last performed in 1934, with new libretto; score to be revised by Murry Sidlin

TEACHING EXPERIENCE

Baltimore County Public Schools:

-Instrumental Music, Choral Music, Classroom Music, Humanities, 1962-63, 1965-70

Essex Community College:

-Assistant Professor, 1970-72; Theory and Music History

Goucher College:

-Adjunct Instructor in Music Education, 1968-71

Cornell University:

-Graduate Assistant, Department of Music: Musicology, assisting Donald Jay Grout; and Orchestral Studies, assisting Karel Husa

Aspen Music Festival:

-Co-Director of Conducting Studies Program, 1978-present

Clinics/Master Classes:

-Chamber Orchestra Residency, USC, Spring 1988
-Opera Residency, USC, Spring 1989

Other Master Classes:

-University of Washington
-Yale University
-California State University at Long Beach, including numerous lectures on Aesthetics
-Peabody Conservatory of Music
-Boston Conservatory of Music

Career Development Master Classes for Concert Artists Guild:

-University of Texas
-Brooklyn College
-Westminster Choir College
-Los Angeles Music Center
-Settlement Music School, New York

Conductor of All-State Orchestras:

-M.E.N.C. All-Eastern in Philadelphia, 1976
-Virginia All-State
-Virginia All-Collegiate
-Maryland All-State
-New York All-State

Conductor of All-State Orchestras, continued:

- Congress of Strings (twice)
- National Orchestral Association
- Student Orchestras at Aspen Music Festival (11 summers)

Formal Speeches at Educational Conferences:

- 2 White House presentations on the future of arts education in the American Public Schools
- Keynote speaker at several conferences on the Gifted and Talented Child: National Conferences in South Dakota and Colorado, and State Conferences in California, New York, Iowa, Wisconsin, and Connecticut
- One of the keynote speakers at the Music Educators National Conference in Boston
- One of the keynote speakers at the American Symphony Orchestra League Conference in New York and in Washington

Music Education for Television:

- Host, Conductor, and one of four writers for the PBS series about music for children, "Music Is," designed for grades 4-6, and still used widely throughout the nation on video cassette. The series of 10 shows premiered in 1977 and featured the National Symphony Orchestra under my direction in each of the broadcasts. (Recognized by Time, Newsweek, and The New York Times as a significant contribution to Music Education in American schools)

RESUME OF EDUCATION

Peabody Conservatory of Music, Bachelor of Music, 1962

Cornell University, Graduate Assistant, Department of Music; studies in Musicology, Theory, and Conducting, 1963-65

Peabody Conservatory of Music, Master of Music, 1968

Accademia Musicale Chigiana, Fellowship Student of Orchestral Conducting under Sergiu Celibidache, June - September, 1961 and 1962

Goucher College, Rockefeller Foundation Summer Project: History of Music, Dance, Theatre and Film in America, summer 1967

Johns Hopkins University, French studies, summer 1963

National Orchestral Association, Conducting Fellow, 1969-71

Principal Conducting Teachers:

- Leon Barzin
- Sergiu Celibidache
- Jorge Mester
- Leo Mueller

Assistant/Associate Conductor to:

- Sergiu Comissiona
- Antal Dorati

Awards/Committees Served, etc.:

- Honorary Doctorate of Humane Letters, Quinnipiac College, 1984
- Associate Fellow, Timothy Dwight College, Yale University, presently
- Appointed to the Presidential Scholars Commission by Presidents Ford and Carter
- Chairman of the Artist-Faculty (Music Committee), Aspen Music Festival, presently
- Awarded 3 ASCAP Awards for Adventurous Programming with New Haven Symphony
- Advisory Board, Young Concert Artists, presently
- Advisory Board, Association for Gifted and Talented
- Advisory Board, Israel Arts and Science Academy, presently
- Washington, D.C., B'Nai Brith Man of the Year, 1975

CURRENT PROJECTS

1. Music Director for a proposed television documentary about American opera as reflecting American social issues: AS AMERICAN AS OPERA.
2. Co-authoring a book about conducting and conductors for the lay audience: how to watch a conductor, how to discern stylistic differences, how to perceive interpretive differences, and the art of conducting in evolution. THE SILENT VIRTUOSO.
3. Co-authoring a play concerning a 24-hour confrontation between Mahler and Freud in New York: GREAT NORTHERN OCCURRENCE.
4. Music Director and Co-author of a film concerning who killed Mozart. Funding search in progress; script completed.
5. Soon to begin writing a series of article about the art of Francois Delsarte, his aesthetics theories and laws of movement as potentially applied to the art and craft of conducting.
6. Article in progress presenting observations on the American Cultural Evolution, the information for which was to have been delivered as a joint paper with A. Bartlett Giamatti, planned for the Spring of 1990. (Giamatti died suddenly in September 1989.) The article will present our combined thoughts, to be assembled from my notes from our meetings.
7. Recording project: my transcription of The Tender Land by Aaron Copland, an authorized and approved transcription, as described in Copland, Since 1943; Copland/Perlis; St. Martin's Press, 1989, pp. 225-226.

PROPOSAL: MASTER OF MUSIC IN PIANO PEDAGOGY

Rebecca Shockley (rev. 10/1/90)

I. RATIONALE:

During the past twenty years, there has been a growing demand for piano pedagogy degree programs throughout the country, especially at the master's level, for several reasons:

1) the scarcity of career opportunities in performance and artist-faculty positions at the college level;

2) the need for qualified teachers at the beginning and intermediate levels in private studios, community music schools, community colleges, and pre-school programs, to teach classes and private lessons to children and adults.

While the Bachelor of Music in performance provides the essential base of musical knowledge and performance skills for pianists considering a career in teaching, it does not allow adequate time for the in-depth studies of pedagogy, broad knowledge of literature, and practical teaching experience needed for professional excellence. For most students, the master's degree is ideally suited for this purpose.

In recent years, many students and prospective students at the University of Minnesota have expressed interest a pedagogy major at the Master's level. In discussing the matter, the keyboard faculty have agreed that the same basic level of performance should be expected for admission as is presently expected of performance majors. However, the final recital requirement should be more flexible, to allow adequate time for the study of teaching literature and the development of specific teaching skills. The option of a half-recital plus a workshop or teaching demonstration, in lieu of a full solo recital, is designed for this purpose.

In THE PIANO PEDAGOGY MAJOR IN THE COLLEGE CURRICULUM: A HANDBOOK OF INFORMATION AND GUIDELINES (Part II: The Graduate Piano Pedagogy Major), Marianne Uszler writes,

"In considering piano pedagogy as an area of graduate specialization, it may be worthwhile to realize that NASM regards all graduate degree curricula as preparing students to teach:

'NASM recognizes that many of those who earn graduate degrees in music are, or will be, engaged in music teaching of some type during the course of their professional careers. Institutions are therefore encouraged to give attention to the preparation of graduate students as teachers. Graduate students, particularly at the doctoral level, should have opportunities for direct teaching experiences appropriate to their major area under the supervision of master teachers. It is recommended that these experiences include the teaching of music courses for non-music majors when possible.'

NASM offers the following guidelines for Graduate Degrees in Pedagogy:

"The pedagogy of a specific performance area and its repertory constitute major study in this degree and comprise one-third of the curriculum. Other studies in music, such as theory, history, and performance, comprise at least one-third of the curriculum. A final demonstration project, research paper, and/or recital is required."

III. REQUIREMENTS:

The requirements for this degree would be similar to present requirements for the Master of Music in Piano Performance but with the following changes:

- a) Add: 3 quarters Advanced Piano Pedagogy (2 cr ea)
3 quarters Advanced Piano Pedagogy Practicum (1 cr ea)
- b) Delete: 4 cr Applied Piano
- c) Delete: 2 cr electives.
- d) Option for final project: half-recital plus lecture-recital or workshop may be substituted for full solo recital.

Entrance requirements would include a diagnostic exam or interview in pedagogy to assess the candidate's background and interests (in addition to the regular exams and audition presently required of piano performance majors.)

IV. DEGREE PLAN:

1. Emphasis

- | | |
|-------------------------------------|-------|
| a. MusA 8301 Applied Piano | 12 cr |
| b. Adv Piano Pedagogy | 6 cr |
| c. Adv Piano Pedagogy Practicum | 3 cr |
| d. Mus 5744, 5745, 5746 Piano Lit | 6 cr |
| OR | |
| MUS 8221, 8222, 8223 Adv Piano Lit | |
| e. Additional Keyboard Studies | 6 cr |
| selected from: | |
| Adv Keyboard Harmony (Mus 5521-2-3) | |
| Jazz Improvisation (5331-2-3) | |
| Applied Organ or Harpsichord 84xx | |

2. Supporting Program

- | | |
|------------------------|-------|
| Musicology/Theory | 12 cr |
| Ensemble, Accompanying | 2 cr |

TOTAL 47 cr

3. RECITAL/PROJECT

- Solo Recital
OR
Half-Recital PLUS
Lect-Recital or Workshop

4. EXAMINATIONS

Approval by Keyboard Division: _____

CUURRICULUM VITAE: Rebecca Payne Shockley

ADDRESS: 18 Barton Ave. S.E., Minneapolis MN 55414 (612) 379-7907

PERSONAL DATA: Born December 4, 1945; U. S. citizen; married.

PRESENT POSITION: Associate Professor of Piano, University of Minnesota, since September 1986. Coordinator of class piano, pedagogy, piano ensemble. Some applied instruction.

PREVIOUS TEACHING EXPERIENCE:

1981-1986: Associate Professor of Piano, Eastern Kentucky University, Richmond. Duties included studio teaching; piano pedagogy; coordinator of class piano; Director of Stephen Foster Summer Piano Camp for high school students; Keyboard Area Coordinator.

1978-1981: Assistant Professor of Piano, Eastern Kentucky University, Richmond.

1976-1978: Teaching Assistant and Associate Instructor, University of Colorado, Boulder. Taught piano classes and keyboard skills.

1972-1975: Part-time Instructor of Piano, Southeast Iowa Community College, Burlington.

1972-1976: Private studio in Macomb, Illinois.

1971-1972: Private studio in Richmond, Indiana.

1967-1969: Teaching Assistant in Music Theory for six semesters at Indiana University, Bloomington.

ACADEMIC HISTORY:

Doctor of Musical Arts, University of Colorado, 1980. (Piano Performance, Literature, and Pedagogy/Group Environments under Guy Duckworth.)

Licentiate of the Royal Academy of Music, London, 1969. (Piano Performance under Guy Jonson.)

Master of Music with High Distinction, Indiana University, 1968. (Piano Performance under Sidney Foster.)

Bachelor of Music with Highest Distinction, Indiana University, 1967. (Piano Performance under Joseph Battista).

PUBLICATIONS AND RESEARCH:

"Advanced Group Instruction: Some Implications for Teacher Training." Paper presented for the Second National Conference on Piano Pedagogy, University of Illinois, Urbana, October 1980. Published in the College Music Symposium, Fall 1982.

"An Experimental Approach to the Memorization of Pano Music with Implications for Music Reading." (Doctoral Thesis, University of Colorado, 1980. Published by University Microfilms.

"Teacher Effectiveness in Two Secondary Piano Classes." (Doctoral document, University of Colorado, 1979).

"Learning Theory and Piano Pedagogy." Committee report to the Third National Conference on Piano Pedagogy, University of Wisconsin, Madison, October 1982. Published in the Journal of the Proceedings, 1983.

"Learning Theory and Piano Pedagogy." Committee report to the Fourth National Conference on Piano Pedagogy, Ohio State University, Columbus, October 1984. Published in the Journal of the Proceedings, 1985.

"Mapping: A New Approach to Memorization," Clavier, July-August 1986.

"Learning Theory and Piano Pedagogy." Committee report to the Fifth National Conference on Piano Pedagogy, University of Michigan, Ann Arbor, October 1986. Journal of the Proceedings, Spring 1987.

"A Backward Approach to Learning Music," The American Music Teacher, February 1987.

"Practicing Without Playing: The Imaginary Piano." Minnesota Music Teachers Association Newsletter, May 1987.

Co-editor and contributor, "Bibliography on Learning Theory for Piano Pedagogy". 1990 Proceedings and Reference, Spring 1989.

"Learning Theory and Piano Pedagogy." Committee report to the Sixth National Conference on Piano Pedagogy, 1990 Proceedings and Reference, Spring 1989.

Contributor, "Annotated Bibliography for Historical Research in Piano Pedagogy," 1990 Proceedings and Reference, Spring 1989.

Co-editor and contributor, "Second Annotated Bibliography on Learning Theory for Piano Pedagogy." 1990 Proceedings and Reference, to be published Spring 1991.

Contributor, "Learning Styles, Teaching Styles: A Dialogue." Focus on Teaching and Learning, University of Minnesota, March 1990.

A Practical Guide to Mapping: The New Way to Learn Music. Book in progress, tentatively accepted for publication by Pro/Am Music Resources, Inc.

GRANTS:

Graduate School Award (with John Anderson), Fall 1989, to study reactions and performance problems in premiering "Introspections and Allegories" for clarinet and synthesizer by Lloyd Ultan.

Faculty sponsor for CEE Program Innovation Grant awarded to Diana Bearmon, Fall 1989, to set up children's demonstration lessons and supervised practice teaching for Piano Pedagogy MUS 5351-2-3.

PUBLIC SOLO RECITALS yearly since 1966, including performances in the following cities:

OHIO: Cincinnati, Columbus, Kent, Dayton

KENTUCKY: Richmond, Morehead, Berea, Wilmore, Murray, Louisville, Hazard, Pikeville, Highland Heights, Lexington, Covington, Midway, Ashland, Bowling Green, Campbellsville

ENGLAND: London

INDIANA: Bloomington, Richmond

ILLINOIS: Macomb, Monmouth, Quincy, Peoria

IOWA: Burlington
COLORADO: Boulder, Greeley, Ft. Collins
GEORGIA: Athens
WISCONSIN: Madison
MICHIGAN: Kalamazoo
MINNESOTA: Minneapolis, St. Paul, St. Peter
CONNECTICUT: Storrs

SOLOIST WITH THE FOLLOWING ORCHESTRAS:

University of Colorado, Boulder (1978)
Eastern Kentucky University, Richmond and Cincinnati (1979)
Columbia Philharmonic, Columbia, S.C. (1984)
University of Minnesota Chamber Orchestra, Minneapolis (1987)

ACCOMPANIST FOR FACULTY RECITALS: Recital tour with John Anderson, clarinet, November 1988, included recitals in Minneapolis, St. Paul, Northern Kentucky University, Interlochen Arts Academy, Western Illinois University, Illinois State University, and Bradley University.

WORKSHOPS, LECTURES, PANELS, etc. on Group instruction, Memorization, Keyboard Skills, Eurhythmics, Learning Theory, etc.:

UNIVERSITY OF GEORGIA, November 1979.
ASBURY COLLEGE, Wilmore KY, January 1980.
DAYTON MUSIC TEACHERS ASSOCIATION, January 1980.
LEXINGTON PIANO TEACHERS FORUM, March 1980.
KENTUCKY MUSIC TEACHERS ASSOCIATION, Murray, October 1980.
SOMERSET (KY) MUSIC TEACHERS ASSOCIATION, November 1980.
EASTERN KENTUCKY UNIVERSITY, June 1981.
OHIO MUSIC TEACHERS ASSOCIATION, Athens, June 1981.
CAPITAL UNIVERSITY, Columbus, OH, October 1981.
OHIO-KENTUCKY MUSIC EDUCATORS ASSOCIATION, Cincinnati, 1982
GREATER LOUISVILLE AREA MUSIC TEACHERS ASSOCIATION, Jan. 1983.
EASTERN KENTUCKY UNIVERSITY, February 1983.
KENT STATE UNIVERSITY, June 1983.
INDIANA UNIVERSITY Theory Pedagogy Workshop, August 1983.
MIDWAY COLLEGE, Midway KY, October 1983.
CAMPBELLSVILLE COLLEGE, Campbellsville KY, October 1984.
WISCONSIN MUSIC TEACHERS ASSOCIATION, Milwaukee, November 1984.
WESTERN MICHIGAN UNIVERSITY, Kalamazoo, October 1985.
EAST SIDE MUSIC TEACHERS ASSOCIATION, Bellevue, WA, March 1986.
MUSIC TEACHERS NATIONAL ASSOCIATION, Portland OR, April 1986.
SEATTLE PACIFIC UNIVERSITY, Seattle, WA, April 1986
ILLINOIS MUSIC EDUCATORS ASSOCIATION, Peoria, January 1987
COLLEGE-CONSERVATORY OF MUSIC, CINCINNATI, February 1987.
BLACK MUSIC EDUCATORS OF THE TWIN CITIES, April 1987.
MINNESOTA MUSIC TEACHERS ASSOCIATION, Roseville, MN, June 1987.
MINNEAPOLIS MUSIC TEACHERS FORUM, February, 1988.
MINNESOTA MUSIC TEACHERS ASSOCIATION, Roseville, MN, June 1988.
DAYTON MUSIC TEACHERS ASSOCIATION, Dayton, OH, October 1988.
NORTHERN KENTUCKY UNIVERSITY, Highland Hts., November, 1988.
UNIVERSITY OF CONNECTICUT, Storrs, September 1989.
ST. PAUL PIANO TEACHERS ASSOCIATION, November 1989.

RECENT STUDENT AWARDS AND ACHIEVEMENTS:

Gisoo Lee, 1988 winner, MMTA Baldwin Junior High Piano Auditions.

Andy Lee, 1989 winner, MMTA Baldwin Junior High Piano Auditions.

RELATED EXPERIENCE:

Summer Piano Camp Instruction for high school students at Eastern Kentucky Univ. (1981-84) and Kent State Univ. (1983-85).

Piano Festival Manager for Richmond KMTA (1980-85).

Adjudicator for ISMTA (Illinois) High School Auditions (1978), KMTA High School Auditions (1980), KMTA and Kentucky Federation Regional Festivals (1979-85), OMTA (Ohio) Buckeye Auditions (1981); Schubert Club Auditions (1987, 1988, 1990); St. Paul Piano Teachers concerto Competition (1989).

PROFESSIONAL ORGANIZATIONS/OFFICES:

National Conference on Piano Pedagogy

Chairperson, Learning Theory Committee, 1980-present.

Member, Advisory Committee on Paper Selection, 1988-present.

Member, Advisory Council, 1986-present.

Music Teachers National Association, West Central Division

Chairperson for Baldwin/Selmer Awards, 1989-present.

Minnesota Music Teachers Association, 1986 to present.

Consultant for Revision of Sight Playing Exams, 1987.

Chairperson for Baldwin/Selmer Awards, 1987-present.

Kentucky Music Teachers Association, 1978-86.

Elementary Theory Chairperson, 1978-1980.

Secretary, 1980-1982.

Vice-president for membership, 1982-1984.

Convention chairperson, 1983-1984.

1st Vice-President, 1984-1986.

MENC and Minnesota Music Educators Association.

Kentucky Music Educators Association, 1981-1986.

College Music Society

Delta Omicron patron, Eastern Kentucky University.

American Association of University Professors,

Secretary, Eastern Kentucky University chapter, 1980-1981.

Illinois State Music Teachers Association, 1972-1976.

President, Macomb Chapter, 1974-75.

Sigma Alpha Iota, Indiana University

Vice-president, 1967-1968.

Pi Kappa Lambda, Indiana University

Vice-president, 1966-67.

PROPOSAL FOR A NEW EMPHASIS IN THE DOCTOR OF MUSICAL ARTS

DMA IN TROMBONE

Objectives

1. The primary objective of the D.M.A. involves the preparation of performers and teachers of applied music through a program of advanced studies with a central focus on applied music, literature, and pedagogy, and with strong supporting programs in music theory and musicology. The degree is designed to enable high attainment in the practice of music with emphasis on the arts of performing and teaching. A candidate for this degree must be, first of all, an outstanding performer who also demonstrates intellectual attributes of a high order. Only those who meet rigorous standards in musical performance and scholarship are accepted for candidacy.

The new DMA emphasis in trombone will enable us to serve the growing demands for such advanced study and degree work.

2. Rationale
 - a. The School of Music has a need and an opportunity to expand the doctoral offerings into trombone for several reasons:
 - 1) Inquiries indicate a growing number of prospective students interested in a trombone D.M.A.;
 - 2) the recent hiring of a new full-time Assistant Professor in trombone will make it possible to offer the curriculum necessary for this emphasis;
 - 3) no other institution in the state of Minnesota offers a D.M.A. in this instrument.
 - b. The School presently offers the Master of Music in trombone performance and needs the capability of offering advanced study on the instrument. Since, as stated above, we are the only institution in Minnesota granting the D.M.A., we have an important responsibility to make that degree available to serious students of the trombone.
 - c. It is projected that this emphasis will admit 1-3 new students annually.
 - d. Projected placement expectations for the graduates of this programs follow those of present D.M.A. areas: academic positions, mostly in colleges, universities, and conservatories; private studio teaching; professional performing careers with orchestras and chamber groups.

3. This new emphasis for our existing D.M.A. does not replace any program in our offerings, rather, it expands our capabilities. Our curriculum can be enlarged to offer the necessary pedagogical and literature needs. Our library is adequate in trombone holdings, with some funds available for expansion. The brass faculty is large enough to instruct, advise, and nurture these advanced students. Our new building has sufficient studio, rehearsal, and practice spaces to serve the needs of this new emphasis in our program.

Operational Standards

6. a) Grade point average of previous undergraduate work should be 3.0 or higher (A=4.0);
b) Grade point average of previous graduate work should be 3.2 or higher (A=4.0).
7. a) Residency requirement - 9 quarters of full-time registration (7 credits per quarter). Up to 4 quarters of residency credit may be transferred with a completed M.M. from another institution. Partial residency credit for graduate course work completed at another institution toward an unfinished graduate degree may also be transferred at the rate of 1/10 quarter residency credit per credit hour of course work up to a maximum of three quarters, e.g., 10 credits of transferred course credit = 1 complete quarter of residency transfer, 30 credits of transferred course credit = 3 complete quarters of residency transfer (maximum).
b) Graduate credit from other degree-granting graduate institutions may be transferred into these new programs. Transfer credit is not allowed for courses completed by correspondence or taken prior to the awarding of the baccalaureate degree. The credits from a Masters degree earned at other recognized graduate institutions may be applied to these doctoral degrees if the credits appear on an official graduate school transcripts. This transfer is accomplished by inclusion of the courses on the student's proposed degree program.
c) A minimum of 90 credit hours beyond the baccalaureate is required for the proposed D.M.A. emphasis.
8. In addition to performance juries and course finals which are administered every quarter, the evaluation of students includes: recital evaluation and grading by the performance faculty; an annual review of the student's file will be conducted by the adviser and the Director of Graduate Studies resulting in recommendations and comments as to the progress of the student. This evaluation will be made available to the student.

10. Major Examinations

- 1) A written preliminary examination which contains both questions of a comprehensive nature as well as questions specific to the individual course work.
- 2) An oral preliminary examination which contains both questions of a comprehensive nature as well as questions specific to the individual course work.
- 3) A final oral examination following the final recital and the acceptance by the readers of the written document pertaining to the final recital and supporting written work.

FACULTY

Thomas Ashworth, Assistant Professor. See resume attached.

David Baldwin, Professor. See resume attached.

ADMINISTRATION

14. The D.M.A. is granted by the Graduate School of the University of Minnesota, the ultimate source of admission, control, and administration of the degree.
 - a) Admission - 1) The student makes application to the Graduate School for admission. 2) The School of Music holds auditions and reviews transcripts, GRE scores, and letters of recommendations. 3) The admissions officers of the Graduate School make the final admissions decision based on their evaluation of the file which contains the evaluations of the School of Music Faculty and its Director of Graduate Studies.
 - b) Retention - Retention is the responsibility of the School of Music. Each student is assigned an adviser who assists in planning a course of study, and the degree program. The adviser also guides the student through the examination and documentation processes. The first DMA students in trombone will be co-advised by Professors Baldwin and Ashworth. An annual review will be conducted by the brass faculty and the Director of Graduate Studies in order to monitor the progress of each D.M.A. student.
 - c) Degree programs and requirements are established by the Graduate faculty of the School of Music in accordance with guidelines set forth by the Graduate School through its Policy and Review Council. These are administered and monitored by the Graduate Studies Committee of the School of Music and the Director of Graduate Studies.

- d) Graduation requirements are determined by the Graduate faculty of the School of Music in accordance with guidelines set forth by the Graduate School. The degree is granted by the Graduate School at the end of the month in which all requirements are completed or in ceremonies three times a year.

CURRICULUM

17. Doctor of Musical Arts in Trombone Performance

- a. Minimum matriculation: 9 quarters of residency, approximately 3 to 3-1/2 years.

b. Curricular Structure

Major Area:

Applied Music (req.) MusA 8317 trombone 48 credits

Other studies in Music:

Courses in musicology/ethnomusicology and theory/composition with a minimum of one course (3-4 credits) in each area: 18 credits

Courses in literature, pedagogy, ensemble and appropriate secondary applied study: 12 credits

Studies outside Music:

Supporting program 12 credits

Total 90 credits

Also required:

Thesis Credits (Grad 8888) 36 credits

which cover:

4 solo recitals

2 chamber/concerto recitals

1 written document pertaining to one of the recitals.

Projected enrollment: maximum of 5-6 at various stages of matriculation.

D.M.A. advisers in trombone: Thomas Ashworth, Asst. Prof.
David Baldwin, Professor

- c. Proficiency in undergraduate music theory and analysis is required. Upon entrance the student must take a Theory Placement Exam to determine the level of competency. The exam covers ear-training and music theory. If remedial work is necessary to achieve the minimum competency, the credit for the work is not applicable toward the D.M.A. program. The student is advised to remedy any deficiency as soon as possible within the matriculation. However, this may be accomplished at any time before the completion of the D.M.A. degree.

In addition, entering D.M.A. students must take a 20th century Theory Placement Exam. Deficiencies in this area restrict possible registration in some graduate theory courses which deal with advanced study of 20th century music theory. However, these deficiencies can be remediated with a graduate-level survey course (Mus5532).

- d. General research methods and writing skills are required in order that the student may successfully participate in academic course work. If these skills are lacking, training can be acquired, specifically through a course designed for this purpose, Mus 5841 Resources for Music Research. Offered at the graduate level, this Research Methods course may be used as credit towards the D.M.A. There is no language requirement for the D.M.A.
- e. Juried performance examinations each quarter and standard academic course examinations evaluate the student's achievements. The Graduate School maintains a cumulative tally of course credits and grade point averages available after the close of each quarter of registration. In addition, faculty evaluations and grades are submitted for each of the 6 degree recitals.
- f. At or near the end of the D.M.A. course work the student must successfully complete a preliminary written examination made up of questions submitted by the 5-6 member examining committee. These questions are both comprehensive on the field of music and specific to the trombone, its literature, history, pedagogy, and performance practices. This exam requires 10-12 hours of writing generally spread over 2-3 days under the supervision of the adviser. Upon successfully passing this written examination, the student meets with the committee for a 1 1/2 - 2 hour oral examination. Once again, the questions may be comprehensive or specialized or a combination of these.
- g. The final project involves the writing of a document based on some aspect of one of the 6 recitals. This document may be historical, theoretical, analytical, critical, interpretative, or editorial in content. The purpose of this written work is to enhance the experience of the project recital, engaging skills and talents of the student other than those of performance. Research skills, writing and bibliographic experience gained in musicology courses, theoretical knowledge acquired in advanced theory courses may all be called upon in the preparation of the paper. The intellectual dimension which is a part of performance preparation is in this experience organized into a formal written presentation. Because D.M.A. candidates may eventually be employed as college or university professors, the development of intellectual and verbal skills are an important part of the degree requirements. After completion the written

project is defended in a final oral examination. During the 1 1/2 - 2 hour session the examining committee questions the candidate on both the project recital and the document.

- h. (i) Through stringent audition procedures and rigorous quarterly examinations, the progress and competency of D.M.A. students are monitored by the performance faculty.
- (ii) The curriculum includes several traditional pedagogical classes and seminars.

ENROLLMENTS

- 18. At present the University of Minnesota School of Music offers a comprehensive music program including the D.M.A. in piano, organ, voice, trumpet, clarinet, violin, viola, and violoncello. Opportunities for performance exist in our orchestras, chamber ensembles, opera and choral programs. The intellectual climates of the musicology/ethnomusicology unit and of the theory and composition units offer academic opportunities and stimulation to the D.M.A. candidates. The strength of the Graduate School at the University of Minnesota has protected the integrity of pure research and creativity in those academic units. These departments enjoy a position and reputation of their own without being relegated to the role of service units for the performance areas. This adds a healthy intellectual vigor to our program for the academic development of the D.M.A. trombone program.
- 19. Total number of graduate music majors enrolled in each registration period for the past three years:

| a) Master's degrees | | b) Doctoral degrees | |
|---------------------|-----|---------------------|----|
| Fall, 1987 | 84 | Fall, 1987 | 58 |
| Winter, 1988 | 75 | Winter, 1988 | 54 |
| Spring, 1988 | 75 | Spring, 1988 | 57 |
| Summer, 1988 | 64 | Summer, 1988 | 29 |
| | | | |
| Fall, 1988 | 101 | Fall, 1988 | 65 |
| Winter, 1989 | 95 | Winter, 1989 | 58 |
| Spring, 1989 | 93 | Spring, 1989 | 61 |
| Summer, 1989 | 53 | Summer, 1989 | 32 |
| | | | |
| Fall 1989 | 117 | Fall, 1989 | 54 |
| Winter, 1990 | 92 | Winter, 1990 | 61 |
| Spring, 1990 | 107 | Spring, 1990 | 55 |
| Summer, 1990 | 56 | Summer, 1990 | 36 |

- 20. Number of degrees granted - July 1, 1988-June 30, 1990

| | |
|------------------|----|
| Master's degrees | 47 |
| Doctoral degrees | 22 |

FACILITIES

21. The University of Minnesota School of Music now occupies Ferguson Hall, a six year old facility. Its 16 classrooms, 7 ensemble rooms, 70 practice rooms, 58 offices and studios, recital hall, organ hall, electronic music laboratory, music therapy laboratory, and 12,000 sq. ft. library afford a comfortable and aesthetically pleasing environment for the study of music. An 11 million dollar, 1250 seat concert hall is being planned to provide a conveniently-located performance space for the large ensembles. Funding has been secured from the Minnesota Legislature, the private sector, and one private donor of two million dollars. With its construction and completion projected for 1992, the School of Music be able to serve even better the musical needs of University of Minnesota students, the communities of Minneapolis and St. Paul, and the state of Minnesota.

FINANCIAL SUPPORT

22. The School of Music budget for faculty and staff salaries is over \$1.6 million excluding benefits. The School also has a full support staff including clericals, accountant, piano technician, public relations coordinator, equipment managers, and a recruitment officer. In addition, the School is allocated \$77,000 for supplies, equipment and repairs. \$50,000 is budgeted for guest recitals, master classes, lectures, workshops, and ensemble tours.

The music library is located in the School of Music but is administered by the University Library system. It has a good collection of books, a number of periodicals, solo and ensemble literature, scores, and recordings. Approximately \$50,000 is budgeted each year for acquisitions.

IMPLEMENTATION

23. The Graduate Faculty of the School of Music recommends the implementation of this new emphasis within the D.M.A. offerings beginning Winter Quarter, 1991. There are students interested in entering the program at that time, subject to its approval. By having the degree in place it will be possible to recruit students for the 1991-92 school year, which will represent the first year of full operation. However, the faculty feels that enough of the curriculum is in place to make possible the implementation of the new trombone degree as soon as possible.

David Baldwin

10/12/90

David Baldwin, Head, Band/Orchestra/Jazz

Vern Sutton

9/28/90

Vern Sutton, Director of Graduate Studies

Karen L. Wolff

10-12-90

Karen L. Wolff, Director, School of Music

THOMAS J. ASHWORTH

Assistant Professor of Trombone
University of Minnesota
School of Music
100 Ferguson, 2106 4th St. S.
Minneapolis, MN 55455
612-624-4148 (office)
612-536-8055 (home)

EDUCATION

Doctor of Music: North Texas State University, 1991 projected graduation
Master of Music: North Texas State University, 1986
Bachelor of Music: California State University at Fresno, 1980

TEACHERS

Dr. Vern Kagarice, NTSU
Mr. John Kitzman, Dallas Symphony Orchestra
Mr. Leon Brown, NTSU
Dr. Lawrence Sutherland, CSUF
Mr. Wilbur Sudmeier, San Francisco, Calif.
Additional lessons with: Mr. Joseph Alessi, Mr. Mark Lawrence, Mr. Ralph Sauer,
Mr. Branimir Slokar, Mr. Carsten Svanberg, and Mr. Eugene Pokorny.

TEACHING EXPERIENCE

The University of Kansas, Assistant Professor, 1987 to 1990
Keystone Brass Institute, High School Division, 1990 to present
Washburn University, Topeka, Kansas, 1987 to 1988
NTSU, Trombone Teaching Assistant, 1980 to 1983
NTSU, Lab Band Teaching Assistant, 1982 to 1983
Private instructor of low brass, Dallas/Fort Worth area, 1983 to 1987
Private instructor of low brass, Fresno, California, 1975 to 1980

PERFORMANCE EXPERIENCE-*Orchestral and chamber music*

Kansas City Symphony Orchestra (42 week season), 1988 to 1990
Summit Brass Ensemble, Keystone Brass Institute, 1990
University of Kansas Faculty Brass Quintet, 1987 to 1990
Dallas Symphony Orchestra, extra and substitute low brass, 1981 to 1987
Dallas Opera Orchestra, extra bass trumpet, 1981 to 1982
Fort Worth Symphony Orchestra, substitute trombone, 1986
Festival Brass Quintet, Dallas, Texas, 1981 to 1987
New Renaissance Brass Quintet, Fresno, California, 1977 to 1980
Co-principal Trombone, Fresno Philharmonic Orch., 1977 to 1980
"Orpheus" contemporary chamber ensemble, Fresno, Cal., 1977 to 1980

Ashworth, 2

PERFORMANCE EXPERIENCE-Commercial and Jazz

Freelance musician, Kansas City, Missouri, 1987 to 1990
Freelance musician, Dallas/Fort Worth area, 1980 to 1987
Founder of *Mom's Jazz Band*, a 16 piece big band, 1984 to present
Lou Fisher Rehearsal Band, Dallas, Texas, 1981 to 1986, one album
Them Bones (6 trombones and rhythm) Dallas, Texas, 1981 to 1987
NTSU One O'Clock Lab Band, (Lead and Jazz) 1981 to 1983, three albums
European Tour, NTSU One O'Clock Lab Band, 1982
European Tour, CSUF Jazz Band 'A', 1978
Freelance musician, Fresno, California, 1975 to 1980

HONORS and AWARDS

Giardinelli Trombone Scholarship, Keystone Brass Institute, 1987
Summit Brass Advisory Committee 1987 to present
International Trombone Association's Frank Smith Concerto Award, 1981
American Wind Symphony Orchestra, Pittsburgh, PA, 1978

RECORDINGS

Trombone edition of *SoloPro*, on Summit Records, 1989
The Kansas City Symphony Orchestra, all subscription concerts, 1988 to 1990
North Texas State University *One O'Clock Lab Band 1982 and 1983*
North Texas State University *One O'Clock Lab Band , Live at Montreaux, 1982*
Die Walkure, bass trumpet, for PBS, Dallas Opera, 1981

Tom Ashworth is a Bach Trombone Clinician for The Selmer Company.

VITA
David Baldwin, Trumpet

Personal Information:

Professor, School of Music, University of Minnesota,
Coordinator of Brass Instruments
Home address: 589 Lincoln Ave., St. Paul, MN 55102
phone 612-222-1040
Office address: 224 Ferguson Hall, School of Music, 2106
Fourth St. S., Minneapolis, MN 55455 phone 612-624-7877

Education:

Doctor of Musical Arts, Yale University, 1979
Master of Musical Arts, Yale University, 1974
Master of Music, Yale University, 1973
Bachelor of Music (cum laude), Baldwin-Wallace
College, Berea, Ohio, 1968

Present Employment:

University of Minnesota
Assistant Professor 1974-1980
Associate Professor 1980-1985
Professor 1985-present
Duties include: Applied trumpet; Conductor, Brass Choir
and Brass Ensemble; Transcription for Winds; Trumpet
Pedagogy; Coordinate all adjunct brass faculty

Trumpet teachers:

Eric Duro (Alliance, Ohio)
Charles Gorham, Indiana University
Bernard Adelstein, former Principal Trumpet, Cleveland
Orchestra
Raymond Crisara, formerly with ABC Studios, New York
William Vacchiano, former Principal Trumpet, New York
Philharmonic
Robert Nagel, Yale University (retired), N.Y. Brass Quintet

Performance Activities:

Founder and leader of the Summit Hill Brass Quintet,
active since 1976
Member of the American Brass Review, brass sextet
specializing in brass band period music
Member of the Minneapolis Brass Ensemble, large brass
ensemble
Member of Bach Chamber Players of St. Paul,
specializing in cantatas of J.S. Bach
Frequent soloist and recitalist
Performed many times with Minnesota Orchestra, St.
Paul Chamber Orchestra and Minnesota Opera

Membership:

International Trumpet Guild, founding secretary and
former member-Board of Directors; NACWPI

BRASS QUINTET PUBLICATIONS
David Baldwin

- 1) Lennon and McCartney for Brass Quintet
Associated Music Publishers, New York, 1978

Magical Mystery Tour; Penny Lane; Ob-la-di, Ob-la-da
- 2) Twas the Brass Before Christmas for Brass Quintet
G. Schirmer, New York, 1978

Garland 1 - O Come All ye Faithful; Silent Night; We
Wish you a Merry Christmas
Garland 2 - Joy to the World; Deck the Halls; God Rest
Ye Good King Wenceslas
Garland 3 - Away in a Manger; March of the Kings; Angels
We Have Heard on High
Garland 4 - O Come, O Come Immanuel; We Three Kings;
Medley: Hark, the Herald Angels Sing;
O Christmas Tree; and The First Noel
Garland 5 - Jingle Bells
- 3) Three English Fantasias for Brass Quintet - by Orlando Gibbons, Giovanni
Coperario, Alfonso Ferrabosco II Shawnee Press, Inc., 1983
- 4) Sonata V for Brass Quintet - J.S. Bach
Shawnee Press, Inc., 1983
- 5) Jesu, Joy of Man's Desiring for Brass Quintet - J.S. Bach
Queen City Brass Publications, Cincinnati, 1984
- 6) Trumpet Voluntary for Brass Quintet - Jeremiah Clarke
Queen City Brass Publications, 1984
- 7) Tocatta and Fugue in D Minor for Brass Quintet -
Johann Ernst Eberlin
Queen City Brass Publications, 1985
- 8) Newark Siege for Brass Quintet - John Jenkins
Queen City Brass Publications, 1985
- 9) Concerto for Brass Quintet - Vivaldi-Bach
Brassworks Music, Toronto, 1984 (G. Schirmer)
Canadian Brass Series
- 10) The Well-tempered Brass Quintet - J.S. Bach
Trigram Music, Inc., Century City, CA, 1985

Volume 1 - Prelude VII, Prelude XI, Fugue XI, Fugue XX
(from Well-tempered Clavier I, 1722)
Volume 2 - Fugue XVIII, Prelude XIX, Prelude XX,
Fugue XXIV (from WTC I, 1722)
Volume 3 - Prelude I, Fugue II, Prelude IX, Fugue XXIII
(from Well-tempered Clavier II, 1744)
Volume 4 - Fugue V, Prelude XXIV, Fugue II, Fugue VII
(from WTC II, 1744)

- 11) Three Madrigals for Brass Quintet - John Wilbye (1598)
Associated Music Publishers, New York, 1980

1) Fall, I fall, O stay mee 2) Yee restles thoughts
3) I always beg, yet never am relieved

- 12) Four Madrigals for Brass Quintet - John Wilbye (1609)
Associated Music Publishers, New York, 1980

1) All pleasure is of this condition 2) Flourish
yee hillockes set with fragrant flowers 3) There
is a Jewel 4) Yee that doe live in pleasure's plenty

- 13) Bugler's Holiday for Brass Quintet - Leroy Anderson
Mills Music, Inc., Melville, NY, 1985

- 14) Prelude and Fugue "St. Anne" for Brass Quintet - J.S. Bach
Trigram Music, Inc., Century City, CA, 1988

BRASS ENSEMBLE

- 1) Fantasia for Brass Ensemble (343-12)* - J.S. Bach
Shawnee Press, Inc., Delaware Water Gap, PA, 1982

- 2) Adagio and Allegro, K. 594 for Brass Ensemble (322-01) -
W.A. Mozart, Shawnee Press, Inc., 1982

- 3) Danket dem Herrn for Brass Ensemble (222-01) - Johann
Topff, Shawnee Press, Inc., 1982

- 4) Lobet den Herrn for Brass Ensemble (043-11) - Johann
Topff, Shawnee Press, Inc., 1981
Das ist meine Freude for Four Trumpets - Johann Topff
Shawnee Press, Inc., 1981 (Companion pieces)

- 5) A Mighty Fortress: A Church Festival Overture for Brass Ensemble (343-11) -
Otto Nicolai, Neil A. Kjos Music Co., San Diego, CA, 1988

MISCELLANEOUS

- 1) Concerto for Seven Trumpets and Timpani - David Baldwin
Queen City Brass Publications, Cincinnati, OH, 1985

- 2) Sonata No. 21 for Three Trumpets and Piano - Giovanni
Gabrieli, The Brass Press, Nashville, TN, 1983

- 3) Sonata No. 11 (St. Marc) for Trumpet and Piano -
Tomaso Albinoni, The Brass Press, 1985

*Instrumentation: trumpets, horns, trombones - baritones, tubas.

RECORDINGS
DAVID BALDWIN

36 Etudes Transcendantes of Theo Charlier for solo trumpet

Volume 1 - Etudes 1-19 (1981)

Volume 2 - Etudes 20-36 (1983)

Alonzo Records

Sonic Brass - The University of Minnesota Brass Choir

David Baldwin, conductor

Music of Massaino, Topff, Gabrieli, Strauss and Dahl (1979)

Masterpieces for Brass - The University of Minnesota Brass Choir

David Baldwin, conductor

Music of Mouret, Nicolai, Grieg, Bach, Strauss, Purcell, Schutz,
Hassler and Baldwin (1983)

Brass 1985 - The University of Minnesota Brass Choir (tape)

David Baldwin, conductor

Music of Vaughan Williams, Faure, Bozza, Kauffmann, White,
King, Bagley and Belsterling

Christmas Brass - Cathedral Brass (compact disc)

David Baldwin, conductor

Arrangements by David Baldwin (1988)

Pro Arte, CDD 430

Note: This internationally distributed CD was recorded at the
St. Paul Cathedral in May, 1988 by the University of Minnesota
Brass Choir, Brass Ensemble, and Chamber Singers

COMPOSITIONS
David Baldwin

- 1) Notes for Brass Quintet (1973) duration 10'
four movements, 12-tone composition
- 2) Concerto for Three Unaccompanied Trumpets (1973) dur. 8'
three movements, 12-tone
- 3) Divertimento for Flute and Tuba (1975) dur. 9'
three movements, humorous virtuoso piece
- 4) The Last Days for Horn and Tuba (1975) dur. 10'
one movement, virtuoso satire
- 5) This Old Man for Brass Trio (1976) dur. 3'
one movement, children's concert piece
- 6) Absurdities for Brass Trio (1976) dur. 10'
manuscript, three movements, difficult and humorous
- 7) Time: Friend or Foe? for Brass Choir (1974) dur. 10'
4 trps. 5 hrs. 3 trbs. bar. tuba. perc (2)
manuscript, one movement, 12-tone composition
- 8) Time: Three Views for Brass Choir (1975) dur. 12'
5 trps. 5 hrs. 3 trbs. bar. tuba. perc (2)
manuscript, three movements, new techniques
- 9) Time: A Confrontation for Brass Choir (1977) dur. 12'
6 trps. 6 hrs. 3 trbs. bar. 2 tubas
manuscript, four movements, 12-tone base
- 10) Pseudo-Symphony No. 1 for Concert Band (1978) dur. 25'
manuscript, four movements
- 11) Fanfare for the Arts (1980) dur. 5'
6 trps. flugel. 4 hrs. 6 trbs. 3 bar. 2 tubas
in five choirs, Gabrieli style
manuscript, one movement
Commissioned by Minnesota State Arts Board
- 12) Rejoice, Give Thanks, and Sing (A Festival of Hymns for
Brass Choir and Congregation) (1980) dur. 15'
manuscript, setting of popular Protestant hymns
Commissioned by the Plymouth Music Series
- 13) Sing We Joyous All Together (Christmas Medley for Brass
Choir with percussion and chorus) (1983) dur. 18'
4 trps. 4 hrs. 3 trbs. bar. tuba. perc. (2)
setting of familiar Christmas carols ending with the
Hallelujah Chorus

COMPOSITIONS - page 2

- 14) Music for Al's Breakfast for Brass Quintet (1982) dur. 16'
five movements
- 15) Concerto for Seven Trumpets and Timpani (1982) dur. 10'
three movements
- 16) More Music for Al's Breakfast for Brass Quintet (1984) dur. 16'
five movements
- 17) Pseudo-Symphony No. 2 for five brass ensembles (1985) dur. 14'
one movement
- 18) Music for Al's Breakfast III for Brass Quintet (1987) dur. 16'
five movements

PROPOSAL FOR A NEW EMPHASIS IN THE DOCTOR OF MUSICAL ARTS

DMA IN CLASSICAL GUITAR

Objectives

1. The primary objective of the D.M.A. involves the preparation of performers and teachers of applied music through a program of advanced studies with a central focus on applied music, literature, and pedagogy, and with strong supporting programs in music theory and musicology. The degree is designed to enable high attainment in the practice of music with emphasis on the arts of performing and teaching. A candidate for this degree must be, first of all, an outstanding performer who also demonstrates intellectual attributes of a high order. Only those who meet rigorous standards in musical performance and scholarship are accepted for candidacy.

The new DMA emphasis in classical guitar will enable us to serve the growing demands of guitarists and guitar teachers for such advanced study and degree work.

2. Rationale

- a. The School of Music has a need and an opportunity to expand our doctoral offerings in guitar for several reasons:

- 1) Inquiries indicate a growing number of prospective students interested in a guitar D.M.A.;

- 2) proposed appointment of a 50% position in guitar will make it possible to offer the curriculum necessary for this emphasis;

- 3) no other institution in the five state region offers a D.M.A. in this instrument.

- b. The School presently offers the M.M. in classical guitar performance and needs the capability of offering advanced study on the instrument. Since, as stated above, we are the only institution in Minnesota granting the D.M.A., we have an important responsibility to make that degree available to serious students of the guitar.

- c. It is projected that this emphasis will admit 1-3 new students annually.

- d. Projected placement expectations for the graduates of this programs follow those of present D.M.A. areas: academic positions, mostly in colleges, universities, and conservatories; private studio teaching; professional performing careers with orchestras and chamber groups.

3. This new emphasis for our existing D.M.A. does not replace any program in our offerings, rather, it expands our capabilities. Our curriculum can be enlarged to offer the necessary pedagogical and literature needs. Our library is adequate in guitar holdings, with some funds available for expansion. The guitar faculty, given the projected 50% appointment of a guitar instructor, is large enough to instruct, advise, and nurture these advanced students. Our new building has sufficient studio, rehearsal, and practice spaces to serve the needs of this new emphasis in our program.

Operational Standards

6. a) Grade point average of previous undergraduate work should be 3.0 or higher (A=4.0);
b) Grade point average of previous graduate work should be 3.2 or higher (A=4.0).
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b) Graduate credit from other degree-granting graduate institutions may be transferred into these new programs. Transfer credit is not allowed for courses completed by correspondence or taken prior to the awarding of the baccalaureate degree. The credits from a Masters degree earned at other recognized graduate institutions may be applied to these doctoral degrees if the credits appear on an official graduate school transcripts. This transfer is accomplished by inclusion of the courses on the student's proposed degree program.
c) A minimum of 90 credit hours beyond the baccalaureate is required for the proposed D.M.A. emphasis.
8. In addition to performance juries and course finals which are administered every quarter, the evaluation of students includes: recital evaluation and grading by the performance faculty; an annual review of the student's file will be conducted by the Director of Graduate Studies resulting in recommendations and comments as to the progress of the student. This evaluation by the Director of Graduate Studies will be made available to both the student and the adviser.

10. Major Examinations

- 1) A written preliminary examination which contains both questions of a comprehensive nature as well as questions specific to the individual course work.
- 2) An oral preliminary examination which contains both questions of a comprehensive nature as well as questions specific to the individual course work.
- 3) A final oral examination following the final recital and the acceptance by the readers of the written document pertaining to the final recital and supporting written work.

FACULTY

Jeffrey W. Van, M.F.A., see resume attached.

Vern Sutton, Ph.D., D.M.A. (hon.) Since Mr. Van is only a part time affiliate faculty member, Professor Sutton will serve as the official adviser and signatory for the students enrolled in the D.M.A. guitar program. He does so not only in his capacity as Director of Graduate Studies, but because of his long time association as a singer, performing the repertoire for voice and classical guitar. This expertise and experience provides him with valuable insight into the training of the professional classical guitarist. See resume attached.

ADMINISTRATION

14. The D.M.A. is granted by the Graduate School of the University of Minnesota, the ultimate source of admission, control, and administration of the degree.
 - a) Admission - 1) The student makes application to the Graduate School for admission. 2) The School of Music holds auditions and reviews transcripts, GRE scores, and letters of recommendations. 3) The admissions officers of the Graduate School make the final admissions decision based on their evaluation of the file which contains the evaluations of the School of Music Faculty and its Director of Graduate Studies.
 - b) Retention - Retention is the responsibility of the School of Music. Each student is assigned an adviser who assists in planning a course of study, and the degree program. The adviser also guides the student through the examination and documentation processes. All DMA students in guitar will be advised by the Director of Graduate Studies since the guitar instructor is employed on a 50% appointment. An annual review is conducted by the guitar faculty and the Director of Graduate Studies in order to monitor the progress of each D.M.A. student.

- c) Degree programs and requirements are established by the Graduate faculty of the School of Music in accordance with guidelines set forth by the Graduate School through its Policy and Review Council. These are administered and monitored by the Graduate Studies Committee of the School of Music and the Director of Graduate Studies.
- d) Graduation requirements are determined by the Graduate faculty of the School of Music in accordance with guidelines set forth by the Graduate School. The degree is granted by the Graduate School at the end of the month in which all requirements are completed or in ceremonies three times a year.

CURRICULUM

17. Doctor of Musical Arts in Guitar Performance

- a. Minimum matriculation: 9 quarters of residency, approximately 3 to 3-1/2 years.

- b. Curricular Structure

Major Area:

Applied Music (req.) MusA 8323 guitar 48 credits

Other studies in Music:

Courses in musicology/ethnomusicology and theory/composition with a minimum of one course (3-4 credits) in each area: 18 credits

Courses in literature, pedagogy, ensemble and appropriate secondary applied study: 12 credits

Studies outside Music:

Supporting program 12 credits

Total 90 credits

Also required:

Thesis Credits (Grad 8888) 36 credits

which cover:

3-4 solo recitals

2-3 chamber/concerto recitals

1 written document pertaining to one of the recitals.

Projected enrollment: maximum of 5-6 at various stages of matriculation.

D.M.A. adviser in guitar: Vern Sutton, Professor,
Director of Graduate Studies

- c. Proficiency in undergraduate music theory and analysis is required. Upon entrance the student must take a Theory Placement Exam to determine the level of competency.

The exam covers ear-training and music theory. If remedial work is necessary to achieve the minimum competency, the credit for the work is not applicable toward the D.M.A. program. The student is advised to remedy any deficiency as soon as possible within the matriculation. However, this may be accomplished at any time before the completion of the D.M.A. degree.

In addition, entering D.M.A. students must take a 20th century Theory Placement Exam. Deficiencies in this area restrict possible registration in some graduate theory courses which deal with advanced study of 20th century music theory. However, these deficiencies can be remediated with a graduate-level survey course (Mus5532).

- d. General research methods and writing skills are required in order that the student may successfully participate in academic course work. If these skills are lacking, training can be acquired, specifically through a course designed for this purpose, Mus5841 Resources for Music Research. Offered at the graduate level, this Research Methods course may be used as credit towards the D.M.A. There is no language requirement for the D.M.A.
- e. Juried performance examinations each quarter and standard academic course examinations evaluate the student's achievements. The Graduate School maintains a cumulative tally of course credits and grade point averages available after the close of each quarter of registration. In addition, faculty evaluations and grades are submitted for each of the 6 degree recitals.
- f. At or near the end of the D.M.A. course work the student must successfully complete a preliminary written examination made up of questions submitted by the 5-6 member examining committee. These questions are both comprehensive on the field of music and specific to the guitar, its literature, history, pedagogy, and performance practices. This exam requires 10-12 hours of writing generally spread over 2-3 days under the supervision of the adviser. Upon successfully passing this written examination, the student meets with the committee for a 1 1/2 - 2 hour oral examination. Once again, the questions may be comprehensive or specialized or a combination of these.
- g. The final project involves the writing of a document based on some aspect of one of the 6 recitals. This document may be historical, theoretical, analytical, critical, interpretative, or editorial in content. The purpose of this written work is to enhance the experience of the project recital, engaging skills and talents of the student other than those of performance. Research skills, writing and bibliographic experience gained in musicology courses, theoretical knowledge acquired in

advanced theory courses may all be called upon in the preparation of the paper. The intellectual dimension which is a part of performance preparation is in this experience organized into a formal written presentation. Because D.M.A. candidates may eventually be employed as college or university professors, the development of intellectual and verbal skills are an important part of the degree requirements. After completion the written project is defended in a final oral examination. During the 1 1/2 - 2 hour session the examining committee questions the candidate on both the project recital and the document.

- h. (i) Through stringent audition procedures and rigorous quarterly examinations, the progress and competency of D.M.A. students are monitored by the performance faculty.
- (ii) The curriculum includes several traditional pedagogical classes and seminars.

ENROLLMENTS

18. At present the University of Minnesota School of Music offers a comprehensive music program including the D.M.A. in piano, organ, voice, trumpet, clarinet, violin, viola, and violoncello. Opportunities for performance exist in our orchestras, chamber ensembles, opera and choral programs. The intellectual climates of the musicology/ethnomusicology unit and of the theory and composition units offer academic opportunities and stimulation to the D.M.A. candidates. The strength of the Graduate School at the University of Minnesota has protected the integrity of pure research and creativity in those academic units. These departments enjoy a position and reputation of their own without being relegated to the role of service units for the performance areas. This adds a healthy intellectual vigor to our program for the academic development of the D.M.A. guitar program.

19. Total number of graduate music majors enrolled in each registration period for the past three years:

| a) Master's degrees | | b) Doctoral degrees | |
|---------------------|-----|---------------------|----|
| Fall, 1987 | 84 | Fall, 1987 | 58 |
| Winter, 1988 | 75 | Winter, 1988 | 54 |
| Spring, 1988 | 75 | Spring, 1988 | 57 |
| Summer, 1988 | 64 | Summer, 1988 | 29 |
| | | | |
| Fall, 1988 | 101 | Fall, 1988 | 65 |
| Winter, 1989 | 95 | Winter, 1989 | 58 |
| Spring, 1989 | 93 | Spring, 1989 | 61 |
| Summer, 1989 | 53 | Summer, 1989 | 32 |

| | | | |
|--------------|-----|--------------|----|
| Fall 1989 | 117 | Fall, 1989 | 54 |
| Winter, 1990 | 92 | Winter, 1990 | 61 |
| Spring, 1990 | 107 | Spring, 1990 | 55 |
| Summer, 1990 | 56 | Summer, 1990 | 36 |

20. Number of degrees granted - July 1, 1988-June 30, 1990

| | |
|------------------|----|
| Master's degrees | 47 |
| Doctoral degrees | 22 |

FACILITIES

21. The University of Minnesota School of Music now occupies Ferguson Hall, a four-year old facility. Its 16 classrooms, 7 ensemble rooms, 70 practice rooms, 58 offices and studios, recital hall, organ hall, electronic music laboratory, music therapy laboratory, and 12,000 sq. ft. library afford a comfortable and aesthetically pleasing environment for the study of music. An 11 million dollar, 1250 seat concert hall is being planned to provide a conveniently-located performance space for the large ensembles. Funding has been secured from the Minnesota Legislature, the private sector, and one private donor of two million dollars. With its construction and completion projected for 1992, the School of Music be able to serve even better the musical needs of University of Minnesota students, the communities of Minneapolis and St. Paul, and the state of Minnesota.

FINANCIAL SUPPORT

22. The School of Music budget for faculty and staff salaries is over \$1.6 million excluding benefits. The School also has a full support staff including clericals, accountant, piano technician, public relations coordinator, equipment managers, and a recruitment officer. In addition, the School is allocated \$77,000 for supplies, equipment and repairs. \$50,000 is budgeted for guest recitals, master classes, lectures, workshops, and ensemble tours.

The music library is located in the School of Music but is administered by the University Library system. It has a good collection of books, a number of periodicals, solo and ensemble literature, scores, and recordings. Approximately \$50,000 is budgeted each year for acquisitions.

IMPLEMENTATION

23. The Graduate Faculty of the School of Music recommends the implementation of this new emphasis within the D.M.A. offerings beginning Winter Quarter, 1991. There are students interested in entering the program at that time, subject to its approval. By having the degree in place it will be possible to recruit students for the 1991-92 school year, which will represent the first year of full operation. However, the faculty feels that enough of the curriculum is in place to make possible the implementation of the new guitar degree as soon as possible.

David Baldwin
David Baldwin, Head, Band/Orchestra/Jazz

9/27/90

Vern Sutton
Vern Sutton, Director of Graduate Studies

9/28/90

Karen L. Wolff
Karen L. Wolff, Director, School of Music

10-12-90

JEFFREY VAN
941 Delaware Avenue
St. Paul, Minnesota 55118
(612)457-9168

EDUCATION

B.A. (1963) Macalester College
M.F.A. (1970) University of Minnesota

GUITAR STUDY

Albert Bellson, St. Paul, MN 8 years
Andres Segovia, Auditor at classes in Berkeley, CA
Julian Bream, Performer at classes in Stratford, Ontario

PERFORMANCES

Solo and ensemble concerts throughout the United States and England, including recitals at Carnegie Recital Hall, New York and at Wigmore Hall, London. Premieres of over forty works for guitar including four concertos. Soloist with the St. Paul Chamber Orchestra, Minnesota Orchestra, Pro Musica Chamber Orchestra of Columbus, National Gallery Orchestra in Washington, D. C., Rochester Chamber Orchestra, and many others.

COMPOSITIONS

Works for guitar, chorus, solo voice, chamber ensemble, solo viola, violin and guitar; four large scale choral works ranging from fifteen to sixty minutes duration, and employing adult and children chorus, soloists and numerous instrumentalists.

COMMISSIONS

Commissions include Westminster Presbyterian Church, Minneapolis; Macalester-Plymouth United Church, St. Paul, The Sylmar Chamber Ensemble; The Dale Warland Singers; Marvin Memorial Church, Silver Spring, Maryland; St. Olaf College.

RECORDINGS

Recordings include "20th Century Guitar Music" (Cavata); two recordings with tenor, Vern Sutton: "Serenade" (Cavata) and Dominick Argento's "Letters from Composers" (CRI); Argento's "Postcard from Morocco"; Paul Fetler's "Dialogue" for flute and guitar (Innova); appeared as performer, composer and arranger on six recordings of The Dale Warland Singers.

PROFESSIONAL AFFILIATIONS

Affiliated Faculty at University of Minnesota School of Music
American String Teachers Association
Guitar Foundation of America, Board Member
Minnesota Composers Forum
ASCAP
American Music Center
American Federation of Musicians

VERN SUTTON
2036 Seabury Avenue
Minneapolis, MN 55406
(612) 339-4483

Born: Oklahoma City, April 8, 1938
Married: 1963, Phyllis Moore; one child, Michael, born 1969

Educational and Professional Credentials

B.A. Magna cum laude, Austin College, Sherman, Texas, 1960
M.A. in musicology, University of Minnesota, 1962
Ph.D. in musicology, University of Minnesota, 1974
Dissertation: The Solo Vocal Music of Nicola Porpora:
An annotated Thematic Catalogue
D.M.A., honorary Austin College, Sherman, Texas, 1977
"...for distinguished achievement in the field of music..."

Vocal study with: Ethel Rader, Denison, Texas
Roy A. Schuessler, Minneapolis
Luigi Ricci, Rome Opera

Musicological studies with Johannes Riedel, Robert Laudon, and
Harold Mueller

Movement, dance, choreographic, and directorial training with
Robert Moulton

Biography in new International Who's Who in Opera, The Opera
Directory, published by the New York Times/Arno Press, 525-6

Member: Alpha Chi, Pi Kappa Lambda, American Musicological
Society, Central Opera Service, Sonneck Society, AGMA, AFTRA

Employment

Professor of Musicology and Opera, University of Minnesota, 1967-

Director-Producer, University of Minnesota Opera Theatre and
Workshop, 1968-

Director of Graduate Studies, U. of M. School of Music, 1986-

Associate Director, School of Music, 1987-

Recipient of the All-University Morse-Amoco Award for
Distinguished Contribution to Undergraduate Education, 1981

Contributor to the new edition of the Grove's Dictionary of Music
and Musicians

Music appreciation textbook consultant for Random House,
Harcourt-Brace Jovanovich, Houghton-Mifflin, and Prentice-Hall

PUBLICATIONS AND OTHER CREATIVE WORK

"The Songs of Ned Rorem," The American Organist, Sept. 1989 (Vol. 23, No. 9), pp. 67-69. This is the official journal of the American Guild of Organists, the Royal Canadian College of organists, and the Associated pipe organ Builders of America. Invited. Wide national circulation.

"Professional Productivity and the Artist/Teacher," Faculty Development, Fall, 1988, (Vol. 2, No. 1). The Newsletter for the Bush Foundation's Regional Collaboration on Faculty Development. Invited. Regional distribution.

Contributor to the article on "Nicola Porpora" for the new edition of the Grove's Dictionary of Music and Musicians.

"Contemporary Opera in Academia," The Opera Journal, XII, 3, 1979, (The Opera Journal is the official publication of the National Opera Association.)

Record jacket notes for a recording of 21 R. Schumann songs on the Critics' Choice label. Sung by Elly Ameling.

Editions

"Amarilli" by Giulio Caccini, edition for voice and guitar (vocal part edited by V. Sutton) published by Cavata Press, 1982.

Una Cosa Rara (1786) by Lorenzo DaPonte and Vincente Martin y Soler. Includes an English translation for performance. Produced by the University of Minnesota Opera Theatre, 1981.

Seelewig (1644) by G. S. Staden; a modern, performance edition of the first extant German opera--includes an English translation for performance. Produced by the University of Minnesota Opera Theatre 1968, 1969, and 1978. Performed for the regional Conference of the Central Opera Service of the Metropolitan Opera. Performed by Abbey Minstrels, College of St. Scholastica, Duluth, 1985, directed by Shelley Gruskin.

Dafne by Marco da Gagliano; a modern performance edition, with English translation. Performed for the national Convention of the Central Opera Service.

Adoration of the Magi, a medieval liturgical drama from the Fleury Playbook. Performed at the national convention of the Lutheran Society for Worship, Music, and the Arts and on KTCA-TV (Public Television). Performance materials available on rental from LSWMA.

Other Creative Work

Libretto for Christina Romana, a music-theatre collaboration with Libby Larsen. Produced by the University of Minnesota Opera Theatre, May, 1988.

Lyrics for Jesse, a musical play based on the life of Jesse James. Commissioned by the Northfield Arts Guild and funded by the National Bicentennial Observance Committee. Performed and recorded, September, 1976.

Libretto for Tumbledown Dick, an opera by Libby Larsen, funded by the National Opera Institute of Washington, D.C. Produced by the Minnesota Opera Company, May 16, 17, 1980.

Performance translations for:

Abu Hassan by Carl M. von Weber

Xerxes by G. F. Handel

The Music Master by Pergolesi

The Gypsy Baron by J. Strauss

La Finta Giardiniera by Mozart

Das Geheime Konigreich by Ernst Krenek

Der Diktator by Ernst Krenek

The Elixir of Love by Donizetti

The Chain of Adonis by Mazzocchi

Orpheus in the Underworld by Offenbach

Le Devin du Village by J. J. Rousseau

Una Cosa Rara by V. Martin y Soler

Seelewig by G. S. Staden

Dafne by M. da Gagliano

Die Fledermaus by J. Strauss, jr.

OCT 12 1990

UNIVERSITY OF MINNESOTA
TWIN CITIES

Minnesota Building Research Center
330 Wulling Hall
86 Pleasant Street S.E.
Minneapolis, Minnesota 55455
(612) 626-7419

12 October 1990

Dean Robert Holt
Dean of the Graduate School
321 Johnston Hall
University of Minnesota

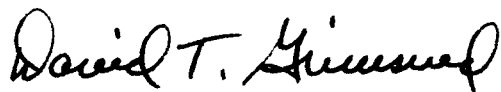
Dear Dean Holt:

Enclosed is a proposal to establish a "Graduate Minor Program in Building Science". This proposal, from the Minnesota Building Research Center (MnBRC), was drafted by a committee consisting of James Bowyer, Chair of Forest Products; David Grimsrud, Director of MnBRC; Bonnie Morrison, Chair of Design, Housing, and Apparel; James Ramsey of Mechanical Engineering; Ray Sterling of Civil Engineering; Susan Ubbelohde of Architecture; and Mary Vogel, Assistant Director of MnBRC. This program will add a substantial educational component to the activities of MnBRC to complement its already strong research and service roles at the University.

The proposal has the strong support of its founding committee, listed above, who will also form the bulk of its initial Graduate Faculty. In addition to Profs. Bowyer and Morrison, who are chairs of key departments in the program, I have sent copies of it to Dr. Richard Goldstein, head of Mechanical Engineering, Dr. Steven Crouch, head of Civil Engineering, and Dean Harrison Fraker, Dean of the College of Architecture and Landscape Architecture who represent other key units involving this program. I have asked them to send you (through Dean Zimmerman) their comments on this proposal.

If there is any additional information that you might need or any suggestions that you have concerning the proposal, please contact me.

Cordially,



David T Grimsrud
Director, MnBRC

PROGRAM APPROVAL CERTIFICATION

11 October 1990

(Date)

Proposal for (name of program): Graduate Minor in Building Science

Submitted by (department(s) name): Minnesota Building Research Center

of the (college or campus name): Graduate School

The Proposal has been reviewed and approved by:

APPROVAL CERTIFICATION

David T. Minner 10/11/90
(Department Chair or Equivalent) (Date)

ADDITIONAL APPROVALS (as appropriate)

[Signature] 12/3/90
(Dean, Graduate School) (Date)

(Dean) (Date)

(Chancellor or Vice Chancellor for Academic Affairs or Administration) (Date)

(Vice President, Academic Affairs) (Date)

(Vice President, Health Sciences) (Date)

(Vice President, IANRHE) (Date)

Approved by Board of Regents (Date)

First Reading by PAC (MHECB): (Date)

Second reading by PAC (MHECB): (Date)

Recommendation by MHECB: (Date)

Confirmation by Board of Regents: (Date)

UNIFORM PROGRAM INVENTORY
AND PROPOSAL FORM (UPIPF)

SECTION I

(To be completed by the institution(s); see attached instructions)

Name of Institution(s): 1) University of Minnesota
2) _____

If more than one institution, indicate if it is:

_____ joint program (two or more institutions grant the degree)

_____ cooperative program (two or more institutions share the curriculum, but only one grants the degree)

1. Program Title (including degree, if applicable):

Graduate Minor in Building Science

Program Classification (check one): major _____ minor X
concentration _____ other _____
(specify)

[If applicant is a private institution, does it have approval to grant the appropriate degree under the Private Institutions Registration program:

Yes _____ No _____ In process _____]

2. Program Type: X Preservice _____ Occupational
_____ In-service X General

3. Proposed Implementation Date: 09 / 1991
mo. yr.

4. Program Length: Credit hours 21 PhD
12 MS Clock hours _____

5. Describe the Program (in 50 words or less):

Building science is the body of information that comes from the many scientific disciplines that inform the design, construction, and operation of buildings. This program will organize existing courses from many departments together with a core seminar to form a curriculum that will give students the opportunity to focus on building science as an integrated approach to the understanding of buildings.

6. Expected student interest in the program during the first year of operation, and when the program reaches full operating level.

| | First Year (19__) | | Full Operation (19__) | |
|-------------------|-------------------|-------------------|-----------------------|-------------------|
| | Number Expected | Hours Generated | Number Expected | Hours Generated |
| Program Enrollees | <u>10</u> | <u>120</u> | <u>40</u> | <u>480</u> |
| Program Graduates | <u> </u> | <u> </u> | <u>10</u> | <u> </u> |

7. Projected Costs of the Program:

| | First Year (1991-92) | | | | Full Operation (1994-95) | | | |
|--------------------|----------------------|---------------------|-------------------|---------------------|--------------------------|---------------------|-------------------|---------------------|
| | New FTE | Cost | Reassigned FTE | Cost | New FTE | Cost | Reassigned FTE | Cost |
| a. Faculty | <u> </u> | <u>\$ </u> | <u> </u> | <u>\$ </u> | <u> </u> | <u>\$ </u> | <u> </u> | <u>\$ </u> |
| b. Grad Asst. | <u>0.25</u> | <u>\$6,000</u> | <u> </u> | <u>\$ </u> | <u>0.25</u> | <u>\$ 6,400</u> | <u> </u> | <u>\$ </u> |
| c. Equip, Supplies | <u> </u> | <u>\$7,000</u> | <u> </u> | <u>\$ </u> | <u> </u> | <u>\$ 5,300</u> | <u> </u> | <u>\$ </u> |
| d. Space Rental | <u> </u> | <u>\$ </u> | <u> </u> | <u>\$ </u> | <u> </u> | <u>\$ </u> | <u> </u> | <u>\$ </u> |
| e. Other | <u> </u> | <u>\$ </u> | <u> </u> | <u>\$ </u> | <u> </u> | <u>\$ </u> | <u> </u> | <u>\$ </u> |
| f. Total | <u> </u> | <u>\$13,000</u> | <u> </u> | <u>\$ </u> | <u> </u> | <u>\$11,700</u> | <u> </u> | <u>\$ </u> |

8. Expected Sources of Funds for Program:

| | First Year (1991-92) | | Full Operation (1994-95) | |
|-----------------------|----------------------|---------------------|--------------------------|---------------------|
| | Dollar Amount | % of Annual Expend. | Dollar Amount | % of Annual Expend. |
| a. State | <u>\$ 8,710</u> | <u>67</u> | <u>\$ 7,839</u> | <u>67</u> |
| b. Tuition | <u>\$ 4,290</u> | <u>33</u> | <u>\$ 3,861</u> | <u>33</u> |
| c. Federal | <u>\$ </u> | <u> </u> | <u>\$ </u> | <u> </u> |
| d. Private | <u>\$ </u> | <u> </u> | <u>\$ </u> | <u> </u> |
| e. Other (specify) | <u>\$ </u> | <u> </u> | <u>\$ </u> | <u> </u> |
| f. Total | <u>\$ 13,000</u> | <u>100</u> | <u>\$ 11,700</u> | <u>100</u> |

9. Governing Board(s) Preliminary Approval Date(s):

Institution 1 _____

Institution 2 _____

10. System(s) Verification:

Authorized Institution or
System Signature

Title

Date

Authorized Institution or
System Signature

Title

Date

UNIFORM PROGRAM INVENTORY
AND PROPOSAL FORM (UPIPF)

SECTION II

To complete Section II, see attached instructions.

Section II. Graduate Minor in Building Science

Summary of the Program

Buildings are a major industry in the United States. The industry, however, has evolved as a large group of uncoordinated enterprises who conduct little formal research to improve materials, construction techniques, and performance. Federal support for buildings research is modest and has focussed on one feature of the enterprise, the energy used to condition the environment within buildings. In response to the lack of organized building research, the University established the Minnesota Building Research Center in 1987 to support research on buildings in Minnesota and the Upper Midwest.

Building science is the body of information that comes from the many scientific disciplines that inform the design, construction, and operation of buildings. This Program is being established to give graduate students in a variety of fields related to buildings the opportunity to support the work in their major field by electing a minor in building science as an integrated disciplinary approach to the understanding of buildings. The Building Science Graduate Minor Program will organize an interdisciplinary program from existing courses found in eleven departments and a core seminar series to provide a coherent approach to the many research issues associated with buildings.

Graduate students in the Program must be accepted by the Graduate School, by an established Masters or Ph.D. program, and by the Director of Graduate Studies of the Building Science Minor. A Minor Program in Building Science may be obtained both with the Ph.D. and with the Masters. For a Masters student, 12 credits, all from courses outside the major department of the student, are required. These 12 credits, to be chosen with the guidance and approval of the Director of Graduate Studies, can come from any of the courses listed for the Ph.D. program. The Ph.D. program requires 21 credits. Courses (not in the student's major area) shall be chosen from at least two different departments associated with the Program.

Mission of the Proposing Institution. The University of Minnesota is a Land Grant Research University. As such its mission is three-fold: education, research, and service. This Program builds on activities within an existing research center, the Minnesota Building Research Center or MnBRC, that currently provides research and service to the State of Minnesota and adds an education component to the activities of that Center.

Evidence of Institutional Readiness. Existing graduate level courses and facilities of eleven University departments to provide the building blocks for the Program. The intellectual organization and coordination will be provided by the graduate faculty associated with the Minnesota Building Research Center.

Cost of the Program. Program costs are estimated to be \$13,000 for the first year. Costs are for a part time graduate assistant, a core seminar program, and descriptive materials announcing the Program to potential students at the University and in other schools around the country. The Program will require new resources from the Graduate School for these activities. Sixty seven percent of the cost of the Program will be borne by public tax dollars.

Identification of the Geographic Area the Program is Designed to Serve. The Minnesota Building Research Center is a regional building center focussing its research efforts primarily on building problems that characterize the State of Minnesota and the Upper Midwest. Buildings in this area must withstand the temperature extremes found during a long, cold winter and a short, hot summer. Program graduates will be educated in the basic science of buildings using this region as their focus. This is a Graduate School minor program. Employment opportunities are primarily a function of the student's major program; this minor program will enhance these opportunities.

Justification for Implementation of the Program.

a. Need

Graduate students who work on MnBRC - related research projects enthusiastically support the idea of a building science minor program. Students who do have an interest in building-related issues will now have a coordinated program as an option as they consider their graduate career.

b. Duplication

There are no programs similar to this in Minnesota nor in other universities in the Upper Midwest.

c. Utilization and Capacity of Existing Programs: Not applicable.

d. Placement Data for Graduates of Similar Programs: Not applicable.

e. Current Educational Service

This program uses existing resources at the University of Minnesota to expand the possibilities offered to those interested in buildings, energy use, and regional and global environmental issues. There is no current alternative; this program enriches opportunities for graduate students at the University.

Section III

A PROPOSAL TO ESTABLISH A MASTERS AND PH.D. MINOR IN BUILDING SCIENCE

A. Introduction

Buildings are a major United States industry, contributing 990 billion dollars per year to the gross national product (1986 figures). Forty percent of the energy used in the United States is used in buildings, i.e. \$165B annually. However, the industry is fragmented and contributes little to research and change. Federal research is approximately 0.003% while total private-public research is only 0.02% of this sector. As a result, the change that occurs comes slowly and inefficiently. If the industry is to improve and withstand competitive pressures from abroad, a vigorous building research program in the United States is necessary. Unfortunately, building science does not exist as an academic discipline in the United States. Nonetheless there is a great need for the results that could be provided by this discipline.

Building science is the body of information that comes from the many scientific disciplines that inform the design, construction, and operation of buildings. The term building is used in a broad sense -- a structure that defines an environment distinct from that of its surroundings. Residential, commercial, industrial and institutional buildings are included in the set of structures considered by building science. Building science provides a systematic discipline to investigate the many issues that are associated with buildings. This systematic framework allows the field to develop efficiently rather than in the haphazard manner that accompanies anecdotal events. Building science incorporates a broad range of traditional academic disciplines found at the University such as agricultural engineering, architecture, civil engineering, electrical engineering, environmental chemistry, forest products, housing and interior design, mechanical engineering, and public health. Research related to buildings exists in many of the academic departments at the University given in the list above. This research is supported, coordinated, and promoted through the Minnesota Building Research Center (MnBRC).

The United States has a great diversity of building styles and building needs. These reflect differences in climate and regional culture, design preferences and regional construction methods associated with the building trade. The problems and needs of the buildings of particular regions must be solved by persons familiar with the regions. These persons not only will understand the problems peculiar to a given area but, after solving them, will be in the best position to implement any changes that will emerge. Therefore, regional building centers should be the locus and focal point for building research in the future. The Minnesota Building Research Center (MnBRC) represents one of these regional centers; one that plays a key role in serving the interests of Minnesota and the upper midwest.

The land-grant university is a logical place to establish a regional building center. Its mission of education, research, and outreach meshes comfortably with the needs of a building research center. The goal of this proposal is to establish a formal educational component for MnBRC. This component will provide an efficient mechanism to educate students in building science.

B. The Proposed Program

Program Objectives. This minor will accomplish the following objectives:

1. Give students in a variety of fields related to buildings the opportunity to focus on building science as an integrated disciplinary approach to the understanding of buildings. Improve the ability of the University of Minnesota to attract highly qualified graduate students to work in the area of Building Science.
2. Provide an identity, focus, and mission for students and faculty interested in building science, as well as mechanisms for them to interact and develop the field. The seminar program that will be established is essential for encouraging communication among students and faculty, for providing national recognition of the existence and strength of the program at Minnesota, and for stimulating students and faculty with new ideas and approaches.
3. Allow the appointment of a Director of Graduate Studies and a Steering Committee as well as the formation of a graduate faculty with interests in Building Science. This, in itself, will do much to encourage the interaction and communication needed to foster new developments in building science.
4. Assist in the development of the series of core courses that are required to educate building scientists. These courses will be a combination of new courses and existing courses in the graduate programs of affiliated departments.
5. Improve the job opportunities for our students by providing them with formal recognition on their transcripts of their skills in Building Science.

Admission Requirements. Graduate students must be accepted by the Graduate School, by an established Masters or Ph.D. program, and by the Director of Graduate Studies of the Building Science Minor. These thorough reviews will assure the quality of the students in the program.

Curriculum. A Minor Program in building science may be obtained both with the Ph.D. and with the Masters. For a Masters student, 12 credits, all from courses outside the major department of the student, are required. These 12 credits, to be

chosen with the guidance and approval of the Director of Graduate Studies, can come from any of the courses listed for the Ph.D. program.

The Ph.D. program requires 21 credits. Courses (not in the students major area) shall be chosen from at least two different departments in the following list. The program has been organized using existing courses. New courses will be added later.

| | |
|-----------|---|
| AgEn 5730 | Agricultural Structures Design |
| AgEn 5740 | Environmental Control for Agricultural Production |
| Arch 5958 | Energy and Architecture |
| Arch 5959 | Lighting and Architecture |
| Arch 5961 | Computer-Aided Architectural Design |
| CE 5300 | Critical State Soil Mechanics |
| CE 5301 | Foundation Engineering |
| CE 8605 | The Finite Element Method in Civil Engineering |
| CE 8606 | Approximate Methods of Structural Analysis |
| CSci 5121 | Introduction to Data Structures |
| CSci 5280 | Computer Aided Design |
| CSci 5511 | Artificial Intelligence |
| EE 5120 | Acoustics for Architects and Planners |
| EE 5252 | Digital Control Systems |
| ForP 5303 | Wood Deterioration |
| ForP 5355 | Mechanical and Structural Design with Wood Products |
| ForP 5415 | Design of Wood Structures |
| Hsg 5804 | Evaluation Procedures for Household Equipment |
| LA 5227 | Impact Assessment and Environmental Mediation |
| LA 5228 | Topics in Campus Planning |
| ME 5342 | Heat Transfer |
| ME 5603 | Thermal Environmental Engineering |
| ME 5604 | Heating and Cooling Loads in Buildings |
| ME 5605 | Refrigeration and Air Conditioning Systems |
| ME 5607 | Contamination Control Engineering |
| ME 5612 | Environmental Engineering |
| ME 5712 | Solar Energy Utilization |
| ME 8600 | Psychrometry and Air Conditioning |

PA 5711 Energy Policy I
PA 5721 Environmental Policy I

PubH 5151 Environmental Health
PubH 5181 Air Pollution

C. Education and Social Need for the Building Science Program

Student Interest. On the basis of present interest, we estimate that about 10 students will enter the program next year. Given the average length of time students require to complete their Masters and Ph.D. degrees, we estimate that the program will have an average enrollment, once it stabilizes, of about 40.

Two types of students are likely to enroll in this program. One type will be those whose primary research interests are in a more traditional area such as Forest Products or Civil Engineering. These students and their advisors may recognize a need to supplement their education with a better understanding of building science even though they may be working with isolated experimental systems. Recognition of this need may be related to a desire to think more broadly about the research area, a desire to be better informed about issues that may be related to the effectiveness and safety of building systems, or a recognition of the need for breadth in order to collaborate more effectively with a broader range of scientists. A Building Science minor for someone pursuing a PhD in Civil Engineering who also has an interest in building controls might consist of :

| | |
|-----------|--|
| CSci 5121 | Introduction to Data Structures |
| CSci 5511 | Artificial Intelligence |
| ME 5605 | Refrigeration and Air Conditioning Systems |
| ME 5607 | Contamination Control Engineering |
| ME 8600 | Psychrometry and Air Conditioning |
| PubH 5151 | Environmental Health |

The second type of student will be one who wishes to explore research opportunities and careers specifically at the interdisciplinary interface. A minor degree program may serve as a guide to introduce him or her to topics in these areas and help establish a career in this interface. A Building Science minor for someone pursuing a Master's Degree in Public Affairs who wants to develop a better understanding of energy use in buildings might consist of:

| | |
|-----------|--------------------------|
| ME 5342 | Heat Transfer |
| ME 5712 | Solar Energy Utilization |
| Arch 5958 | Energy and Architecture |

Employment Prospects. The addition of a formal minor in building science could significantly improve the employment prospects of our students in several ways. First, they would have additional skills that other students with a narrower, more traditional education would not have, and thus would be more valuable on the traditional academic job market. Second, the minor would help prepare students for new job opportunities where it is already clear that there is a need for better prepared scientists. There is widespread anticipation that interest in building science will continue to increase not only because of the issues raised by energy supply, but because of the fundamental scientific questions raised by new global environmental issues. Thus, another area of employment would be as demand side policy analysts in governmental organizations and energy supply companies. Another segment of the job market would be private sector areas where new delivery of building technologies are being explored. A fourth segment of the job market would be governmental agencies such as the Environmental Protection Agency, and the Department of Energy. These agencies are increasingly recognizing their need for personnel with expertise in building science and the associated energy and environmental implications of this discipline. Thus, the building science minor could help our graduates attain traditional academic jobs, newly created academic positions in building science, or positions in industry and government for which skills in building science are increasingly recognized as important.

D. Comparison with Similar Programs

There are no similar programs in any institution of higher education in Minnesota.

Departmental programs having building science as an emphasis exist within the architecture departments at Massachusetts Institute of Technology, University of California at Berkeley, and in the architectural engineering department at Pennsylvania State University. There are no building science departments in U.S. universities.

E. Quality Control

In order to be elected to the Graduate Faculty in building science, faculty members should have the following qualifications:

1. They should be able and willing to advise Masters and Ph.D. students in existing degree-granting programs.
2. They should be willing to serve on committees that the program establishes.
3. They should teach or be willing to contribute to the teaching of one or more of the courses listed as part of the curriculum.

4. They should be willing to present, from time to time, a research seminar on or related to building science.

5. They should be actively engaged in research in one or more of the diverse fields that are encompassed, in the broad sense, by building science.

Every five years, and more often if the Steering Committee so desires, all members of the Graduate Faculty in building science will be evaluated to determine if they still meet the qualifications to be a member of the graduate faculty. Any individual who no longer meets these qualifications will be asked to resign or to improve his/her activities in the program.

Governance of the Program. The Director of Graduate Studies (DGS) has the primary administrative responsibility for the program. The DGS will be recommended to the Dean of the Graduate School by a majority vote of the Graduate Faculty and will serve for a period of three years. The DGS will be assisted by the building science Steering Committee. The Steering Committee, which must contain at least a chairperson and two additional members, will be elected by the graduate faculty. One of the main functions of the Steering Committee, in addition to assisting the DGS with the administration of the program, will be to organize and coordinate the seminar program.

F. Implementation

Time Schedule. It is proposed that the Minor in building science begin in September, 1991.

The Initial Faculty. It is proposed that the faculty listed in Appendix A be the initial faculty because they span the general interests of the program. Once the program is approved, the initial faculty will solicit applications for additional members, using the guidelines above.

University Resources. Major obligations, commitments, and responsibilities of the program will be accomplished by faculty within their existing programs. Clearly, the largest burden will fall on the Director of Graduate Studies. To ease the burden on the DGS, we require \$6K per year to help defray the cost of a research assistant who would assist with various clerical and administrative aspects of the duties of the DGS.

Funding is also required to establish a seminar series in building science. Such a seminar series will provide a major forum for the stimulation and intellectual enrichment of the faculty and students, and would encourage communication and cooperation among faculty and students from the diverse academic departments participating in the program. It would allow faculty and building science

professionals from other institutions to become aware of the program at Minnesota, and provide our students and faculty with exposure to skills and perspectives that are not available here. This seminar program would require an annual budget of \$5K.

Moreover, the program will advertise its existence nationally by developing and distributing a brochure and by contacting prospective students. These activities will cost \$2K per year.

We do not anticipate that any other funds are required initially. As the program becomes established, we will seek outside resources, such as training grants, to allow the program to grow and develop.

APPENDIX A

Graduate Faculty for the Building Science Minor

James L. Bowyer, Forest Products

Bruno M. Franck, Forest Products

David T. Grimsrud, MnBRC

Kevin A. Janni, Agricultural Engineering

Thomas H. Kuehn, Mechanical Engineering

Lance LaVine, Architecture

Bonnie M. Morrison, Design, Housing, and Apparel

James W. Ramsey, Mechanical Engineering

Elmer L. Schmidt, Forest Products

Raymond L. Sterling, Civil and Mineral Engineering

Susan Ubbelohde, Architecture

Mary Vogel, MnBRC

Becky Yust, Design, Housing, and Apparel

OCT 9 1990

UNIVERSITY OF MINNESOTA
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TWX 9105762955 Facsimile (612) 624-0293

October 8, 1990

To: Kenneth Zimmerman
Associate Dean, Graduate School

From: Steven L. Crouch
Professor and Head

Steve

Subject: Building Science Minor for Master's and Ph.D. Degrees

Dr. David Grimsrud, director of the Minnesota Building Research Center, has given me a copy of a proposal to establish a graduate minor program in Building Science. I have reviewed this proposal and have also discussed its contents with Professor Raymond Sterling, a Civil and Mineral Engineering faculty member who was on the committee which drafted the original document.

It appears to me that civil engineering students most likely to take advantage of a formal minor in building science would be drawn mainly from the disciplines of geotechnical and structural engineering. Although I believe that few if any of our current graduate students would elect to declare a formal minor in building science, the option may well prove useful for the future in recruiting some civil engineering students to our program. On this basis I am glad to lend my support to Dr. Grimsrud's proposal.

I would also suggest, however, that the program be reviewed periodically (every five years, say) to confirm that the good reasons for establishing it now are still in force then.

SLC:kr

OCT 15 1990

Office of the Dean

UNIVERSITY OF MINNESOTA
TWIN CITIES

College of Architecture and Landscape Architecture
110 Architecture Building
89 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 626-1000

October 12, 1990

Dean Kenneth Zimmerman
Graduate School
321 Johnston Hall
University of Minnesota
Minneapolis, MN 55455

Dear Dean Zimmerman:

I have reviewed the proposal to establish a "Graduate Minor Program in Building Science" and want to express my strongest support for such an effort.


As you may know, I was one of the original initiators of MNBRC, both conceptually and from my fundraising activities. I think the Center has performed remarkably well during its first two years of operation. Indeed, the research programs of MNBRC are exemplary models for the country.

The case for the graduate minor program in building science is compelling. There is a clear national need, but more importantly, the quality of the graduate core faculty proposed is outstanding. This program would greatly enhance the disciplinary and research objectives of our College. It would be one key component of our future graduate education.

For all the reasons outlined above I urge that you move forward with the proposal.

If you have any questions do not hesitate to call.

Sincerely,



Harrison Fraker, AIA
Professor and Dean

HF:jm

NOV 5 1990



National Institute of
BUILDING SCIENCES

1201 L Street, N.W., Suite 400
Washington, D.C. 20005
(202) 289-7800
FAX (202) 289-1092

November 1, 1990

Dr. Kenneth Zimmerman
Associate Dean of the
Graduate School
321 Johnston Hall
University of Minnesota
Minneapolis, MN 55455

Dear Dr. Zimmerman:

It has been brought to our attention that you are considering a proposal to establish a graduate minor in building science. We would like to encourage your establishment of the program.

As pointed out in the rationale for support of the program, the building industry is extremely fragmented. The coordination of building research and the development of building science has not kept pace with the other advancements in the build environment. This is partially true because of the fragmentation of the industry. Your efforts to establish a building science graduate program will assist in focusing students and faculty on these issues.

We applaud your efforts and trust that you will proceed with the proposed program.

For your information, we are enclosing a copy of our most recent report to the President of the United States.

If we can be of any assistance, please call on us.

Very truly yours,

Bruce E. Vogelsinger
Vice President

Enclosure


cc: Elmer L. Schmidt



UNIVERSITY OF MINNESOTA
DULUTH

College of Science & Engineering

Department of Geology
229 Heller Hall
10 University Drive
Duluth, Minnesota 55812-2496
(218) 726-7238

DATE: 9-28-90
TO: Dean Robert Holt, Graduate School.
FROM: James A. Grant, Chair, Graduate Faculty Committee 
RE: Ammendments to the Constitution and Bylaws of the Graduate School.

Following the recommendations of the report submitted to you on May 29, 1989, the Graduate Faculty Committee requests that you initiate the following ammendment to Bylaw 3: Article V, to bring the bylaws into congruence with the de facto composition of the Committee.

Ammendment to Bylaw 3: Article V

Duluth Graduate Faculty Committee

A. Composition

The Graduate Faculty Committee shall be composed of the Directors and Associate Directors of Graduate Studies of each program administered by the Graduate School, and through which graduate students may register on the Duluth campus. In addition, there will be on the committee four graduate students with full voting rights. These members will be appointed by the chairperson of the committee from nominees submitted by each program. Faculty members shall serve during their tenure as Director or Associate Director of Graduate Studies. Student members shall serve for a term of one year and shall be eligible for reappointment. (The members attending any meeting will constitute a quorum.) When unable to attend a meeting, a member may designate an alternate. The chairperson of the Graduate Faculty Committee shall be appointed by the Dean from among faculty members with at least one year of service on the Graduate Faculty Committee. The Associate Dean of the Graduate School at Duluth shall be a member ex-officio.

B. Function

1.) The Graduate Faculty Committee will review and make recommendations on individual course proposals and individual faculty nominations submitted by the various academic disciplines at Duluth. Recommendations on graduate course proposals and on faculty nominations will be submitted to the relevant Policy and Review Council. The Graduate Faculty Committee shall be guided in its recommendations by the formal criteria in current use by each Policy and Review Council.

2.) The Graduate Faculty Committee shall be advisory to the office of the Dean concerning the addition, alteration, or deletion of graduate programs at Duluth.

Duluth Graduate Faculty Committee

A. Composition

The Graduate Faculty Committee shall be composed of: not more than two representatives from each group of programs served by a Policy and Review Council, except for the Social Sciences Policy and Review Council which shall have a maximum of three. The representatives shall be elected by the graduate faculty of the various programs from among those who serve as members of the Policy and Review Councils; in case a Policy and Review Council has too few Council members to fill the slate, additional members as necessary shall be elected from the graduate faculty. Two Graduate School students shall be chosen by an election from among all Graduate School students on the campus. Faculty members shall serve a term of three years in a rotation in which one-third are elected each year. Student members shall serve for a term of one year. Both faculty and student members shall be eligible for reelection. When unable to attend a meeting a member may designate an alternate. The chairperson of the Graduate Faculty Committee shall be appointed by the Dean from a slate of three faculty members of the Graduate Faculty Committee submitted by members of the committee. The nominees will have completed at least one year's service as a committee member.

B. Function

1.) The Graduate Faculty Committee will review and make recommendations on individual course proposals and individual faculty nominations submitted for the various academic disciplines at Duluth. Recommendations will be submitted to the relevant Policy and Review Council. The Graduate Faculty Committee shall be guided in its recommendations by the formal criteria in current use by each Policy and Review Council for course reviews and faculty nominations.

2.) The Graduate Faculty Committee shall be advisory to the office of the Dean concerning the addition, alteration, or deletion of graduate programs at Duluth.

3.) The Graduate Faculty Committee shall be advisory to the office of the Dean on Graduate School policies as they affect the operation of the Graduate School at Duluth.

Amendment to the Graduate School Constitution
Article V., Constituent Organs and Committees.
The name of the Duluth Graduate Faculty Committee shall be changed to University of Minnesota-Duluth Graduate Council.

3.) The Graduate Faculty Committee shall be advisory to the office of the Dean on Graduate School policies as they affect the operation of the Graduate School at Duluth.
Following the same recommendations, the Graduate Faculty Committee further requests that you initiate the following amendment to Article V of the Constitution, to be voted upon at the next constitutional convention. In the interim, the Committee requests that it be informally known as the U.M.D. Graduate Council.

HANDOUT
11/15/90

PROJECTED TUITION RATES FOR 1991-92 AS % OF CURRENT RATES*

If % Post-Oral Prelim Rates
for Course & Thesis Cr are: 100% 75% 60% 50% 40% 30% 25%

Then regular tuition must be
at this % of current rate
to meet projected revenue: 89.7% 94.6% 97.8% 100.1% 102.5% 105.0% 106.3%

If % Post-Oral Prelim Rates
for Thesis Credits only are: 100% 75% 60% 50% 40% 30% 25%

Then regular tuition must be
at this % of current rate
to meet projected revenue: 89.7% 93.4% 95.8% 97.5% 99.2% 100.9% 101.8%

*Current Rates:

| <u># Credits</u> | <u>Rate</u> |
|------------------|-------------|
| 0,1,2 | \$ 286 |
| 3 | 365 |
| 4 | 486 |
| 5 | 608 |
| 6 | 730 |
| 7-15 | 1,030 |
| 16 | 1,116 |
| 17 | 1,202 |
| 18 | 1,287 |

11/14/90