

UNIVERSITY OF MINNESOTA
Graduate School

Minutes, Graduate School Executive Committee
Meeting of Tuesday, May 20, 1986
10:15 a.m., 303 Johnston Hall

Present: Faculty representatives--Professors Ellis S. Benson, Kendall W. Corbin, Timothy Nantell, Stephen Prager, Robert S. Sonkowsky (for Gerhard Weiss), Clark Starr; administrative representatives--Deans Robert T. Holt (Chair), Judson D. Sheridan, Kenneth Zimmerman; Duluth representative--Professor Stephen C. Hedman; student representatives--Peter Dangio, Steven Griffith, Robert Myers, Stefano Romagnoli; Graduate School Fellowship Committee representative--Professor Mark Snyder; Civil Service representative--Karen Starry; guests--Professors Donald P. Connelly, Burton R. Galaway, Lael C. Gatewood, Jeanette K. Gundel, Nancy J. Johnston, Richard D. Leppert, Bruce Lincoln, Alden C. Mead, Stephen S. Rich, Edgar M. Turrentine; staff--John T. Hatten, Andrew J. Hein, Myrna Smith; secretary--Vicki Field

I. FOR ACTION

A. Approval of the Minutes of the February 27, 1986 Meeting

The minutes were approved as submitted.

B. Proposal for an M.A./Ph.D. Degree Program in Comparative Studies in Discourse and Society

Dean Holt reported that both the Social Sciences, and the Language, Literature and Arts, Policy and Review Councils had discussed this item at length. The proposal is coincident with a request for departmental status for the present Humanities Program, he noted. Professor Corbin called attention to reservations expressed in Dean Lukermann's letter of April 18 concerning the proposed program name. Professor Leppert stated that questions raised by the College of Liberal Arts have only to do with the department title, not with the title of the proposed graduate degree program. He added that to date, two CLA committees have considered the request for departmental status and the proposed department name, and have recommended approval.

Following further brief discussion, a motion to approve the proposal for an M.A./Ph.D. degree program in Comparative Studies in Discourse and Society was approved (no nay votes, one abstention).

C. Proposal for an M.S. Degree Program in Chemical Physics

Dean Holt pointed out that the Ph.D. degree is currently offered in the field of Chemical Physics; need has now been demonstrated for the M.S. degree as well.

A motion to approve the proposal for an M.S. degree in Chemical Physics received unanimous Committee endorsement.

D. Proposal for an M.S./Ph.D. Degree Program in Health Informatics

Professor Benson recalled the Committee's action at the February 27 meeting to approve a request to change the name of the graduate degree program in Biometry and Health Information Systems to Biometry, and to simultaneously eliminate the program's Health Information Systems track. The proposal now before the Committee seeks to establish a new M.S./Ph.D. degree program independent from that in Biometry. The proposed program is essentially the same as the Health Information Systems track of the old program, in which approximately 20 students were enrolled. The program will offer good career opportunities for graduates, and should attract strong students due to interest in this field, Professor Benson said. In response to a question concerning the meaning of "informatics," Professor Gatewood explained that the term refers to the application of computers to problems in biology, medicine and health care, and is used both in the U.S. and Europe. Dean Holt mentioned that recommendations stemming from a formal review of the Biometry and Health Information Systems graduate program several years ago served as the impetus for the proposal.

The Committee voted unanimously to approve the proposal for an M.S./Ph.D. program in Health Informatics.

E. Proposal to Add a Plan A Option for the M.A. Degree in English as a Second Language

A motion to approve the addition of a Plan A option for the M.A. degree in English as a Second Language was unanimously approved. (There was no discussion.) (Copy of relevant material attached with these minutes.)

F. Proposal to Add Emphases in Violin and Violoncello for the Doctor of Musical Arts (D.M.A.) Degree

A motion to approve the addition of the dual emphases was approved without dissent. (There was no discussion.) (Copy of proposal attached.)

G. Proposal for a Cooperative Master of Social Work (M.S.W.) Degree Program Between the University of Minnesota and Mankato State University

Dean Holt stated that in his view the proposal represented an innovation in the delivery of graduate education at the University. He noted that the program would allow a student to complete the first year of the Social Work curriculum (the core concentration requirements) at Mankato State University. Students would be simultaneously admitted to the Social Work graduate program here and to the program at Mankato before enrolling at Mankato State University. Dean Hatten inquired if the possibility of a cooperative program had been broached with Social Work faculty at Duluth. Professor Galaway stated that he has had conversations with Duluth faculty on this matter and said the faculty

here would also like to establish a similar program with Duluth. Dean Holt observed that such a cooperative program could serve as an intermediate step in the rebuilding of the M.S.W. degree program at Duluth. Dean Zimmerman asked if the national accrediting agency, the Council on Social Work Education, had responded to the proposal. Professor Galaway stated that the information required by CSWE for its review has been circulated in draft form to the Mankato faculty and that submission to CSWE is planned in October. He emphasized that the cooperative program would not be pursued if it would jeopardize the accreditation of the graduate degree program here, and Mankato has been informed of this. Dean Holt asked if the number of transfer credits is an issue in the accreditation process. Professor Galaway said it is not, adding that the proposed number of credits that could be transferred from Mankato to the University of Minnesota is within current regulations. At present, Mankato State University is not accredited to offer graduate-level social work education, however, he stated.

Committee members voted unanimously to approve the proposal for a cooperative M.S.W. degree program between the University of Minnesota and Mankato State University. (Copy of correspondence attached with these minutes.)

H. Request to Change the Name of the Graduate Degree Program in Metallurgy and Materials Science to Materials Science and Engineering

Professor Prager reported that the proposed name, approved by the Physical Sciences Policy and Review Council, was both more descriptive and current than the present title.

A motion to approve the requested name change received unanimous Committee endorsement. (There was no discussion.)

I. Proposal to Change the Name of the Emphasis in Art Education for the M.A. Degree in Art at Duluth to an Emphasis in Art Studies

Dean Hatten observed that this proposal paralleled that in item J. below. Both proposals stemmed from the NCATE evaluation of Duluth education programs last spring and NCATE's perception that programs to recruit and train teachers in these areas were not under the jurisdiction of the education faculty.

The Committee voted unanimously to approve the proposed change in the emphasis name. (Copy of correspondence attached with these minutes.)

J. Proposal to Change the Name of the Emphasis in Teaching for the M.A. Degree in English at Duluth to an Emphasis in English Studies

The Committee voted unanimously to approved the proposed change in the emphasis name. (Copy of correspondence attached with these minutes.)

K. Request to Discontinue the M.S./Ph.D. Degree Program in Physiological Hygiene

Professor Benson reported that the graduate program in Epidemiology has expanded to include areas of inquiry associated with the Physiological Hygiene program, and Physiological Hygiene graduate faculty are now also members in Epidemiology. There is no longer a need to continue the Physiological Hygiene program, he noted.

A motion to approve the disestablishment of the graduate degree program in Physiological Hygiene passed unanimously.

II. FOR INFORMATION

A. Policy and Review Council Representation of Biology-Based Graduate Programs

Dean Holt stated that changes occurring in the biological sciences warrant examination of the way in which the interests of biology-based graduate programs are represented within the Graduate School. For example, although there are both Health, and Plant and Animal, Sciences Policy and Review Councils representing the interests of biology-based disciplines, some programs seated on the Health Sciences Council are more closely allied with programs in the Plant and Animal Sciences but do not take part in discussions of that group. Also of concern are developing interdisciplinary programs in the biological/life sciences area whose Council affiliation is not clear. As an example of such a program, Dean Holt cited the recently proposed Ph.D. degree program in Neuroscience, which spans twelve departments and five colleges. Also mentioned in this regard were the joint M.D./Ph.D. program and current efforts to advertise graduate opportunities in molecular biology here. Dean Holt suggested that changes in the Councils' composition may be necessary to bring together those programs that share common interests and concerns. He noted that alterations in the Councils' make-up would not require modification of the Graduate School constitution, since this document establishes the six Policy and Review Councils but does not prescribe their membership. The Councils, he added, provide a mechanism for program interaction outside the traditional departmental and collegiate structure. Dean Holt reported that he had invited representatives from basic science programs represented on the Health Sciences Council to attend the spring quarter meeting of Plant and Animal Sciences group; most faculty present at that meeting expressed support for a change in the Councils' membership that would facilitate increased interaction and communication between programs in the biological sciences. Dean Holt mentioned that in a few instances programs currently represented on other Councils might also wish to change their Council affiliation. He stated that he would like the Councils to further discuss this issue in the coming fall quarter, with modification of the Councils' membership to occur in winter 1987, if this change is dictated by the discussions.

As director of graduate studies for the Ecology program, Professor Corbin attested to the large number of biology-related programs at the University (currently more than 50) and said it is difficult for persons outside the institution to know where opportunities exist for graduate study in the biological sciences. Within the University, there are few forums for promoting the common interests of these many programs. Professor Corbin believed a change in the Councils' membership to allow basic science programs now represented on the Health Sciences Council to meet instead with the Plant and Animal Sciences group would strengthen and enhance biology-based interdisciplinary programs, and enthusiastic support for such a change was demonstrated at the May meeting of the Plant and Animal Sciences Council.

Professor Benson observed that the biological/life sciences at the University of Minnesota are sadly split between two campuses and, within the Graduate School, between two Policy and Review Councils. He was not certain that the Plant and Animal Sciences Council would be the most appropriate forum for basic science programs now seated on the Health Sciences Council, however, and he suggested that a new Council composed of basic science programs may need to be formed.

It was agreed that discussion should continue in the fall.

(A brief discussion followed of the organization of molecular biology at the University of Minnesota and plans to increase the visibility of opportunities for graduate study in this area. In the absence of a department and graduate degree program in molecular biology, special consideration will need to be given to financial aid for graduate students, and ways of fostering a sense of identity and community among students, for example, Dean Holt stated.)

B. Dean's Report

Dean Holt reported that a new vice president for academic affairs would be named soon. This individual will have the potential to significantly affect graduate education at the University, he noted.

Support for graduate students continues to be an issue, Dean Holt said. There will be no increase in TA/RA salary floors next year--a decision made by the University's Central Administration without consulting the Graduate School or taking into account the Graduate School's carefully developed strategy for attracting a larger pool of high quality applicants. Dean Holt said he would raise the Graduate School's recruiting strategy with the new academic vice president and will seek a salary increase for TA's and RA's for 1987-88.

Dean Holt also reported briefly on the Graduate School's capital fund drive, which aims in part to create high-stipend, multi-year graduate student fellowships and a junior faculty career development program. He

expects the latter program to be approved shortly, with recruitment to commence next year for the first appointments to be made in 1987-88, Dean Holt said.

C. Report from the Graduate School Fellowship Committee

Professor Snyder called attention to a summary (distributed at the meeting) showing the number of fellowship nominations permitted within each Policy and Review Council, the number of nominations submitted, and the number of awards offered and number accepted over the past several years. Thirty-six percent of the fellowship offers extended for 1986-87 were accepted, Professor Snyder said, a rate slightly below last year's. Competition for doctoral dissertation fellowships is now in progress, and decisions will be made in approximately two weeks. Mr. Myers suggested that because students finish their degrees at different rates, the doctoral dissertation fellowship competition should be held more than once per year. Professor Snyder said it would be worthwhile to collect data on the number of students who are ineligible for doctoral dissertation fellowships due to the timing of the competition; if there are a fair number of students in this group, consideration could be given to holding a second competition in the fall. It was noted that only two nominations for Graduate School fellowships for 1986-87 came from Duluth programs; Dean Hatten said he would try to determine the reasons for the low number of submissions from the Duluth campus.

Dean Holt reported that in comparison with other major research institutions, the University of Minnesota is in a difficult position with respect to the taxability of its graduate assistantships. He stated that research and teaching assistants filing for return of taxes withheld in 1985 have been informed by the local Internal Revenue Service (IRS) office that they will not receive a refund, since the IRS does not consider their RA/TAship to be tax-exempt. Other graduate institutions, however, are announcing in letters to prospective students that the students' assistantship stipends are tax-free; local IRS offices elsewhere have not contested this claim, suggesting that considerable autonomy exists within the IRS at the local level. Dean Holt stated that he will make a case to the IRS that it should not influence students' choice of graduate school and will argue for a uniform interpretation of the tax status of graduate assistantships. If the IRS cannot be persuaded to treat all graduate students equally with respect to the taxability of their assistantship stipend, it may be possible to declare all TA/RAships tax-exempt as part of the tax reform legislation now under consideration by Congress.

D. Report from the General Research Advisory Committee

Dean Sheridan reported on the results of the spring quarter meetings of the General Research Advisory Committee (GRAC) and the Health Sciences Research Advisory Committee. The number of general research funding requests increased this year by 40, bringing the total number of requests

to 187. One-hundred twenty awards were made. (The total amount of funding requested was \$1,795,000, while \$733,000--41% of the total--was awarded.) Applications seeking funds for RA's on twelve-month appointments or at rates higher than customarily provided were reduced to conform to Graduate School guidelines (normally, RA's are funded up to 50%-time for nine months). Eighty-one requests (representing \$730,000) were made for health sciences awards; of these, 30 (for a total of \$200,000) were funded. Dean Sheridan attributed the small proportion of successful requests for health sciences funds to the poor quality of the applications. New faculty, particularly, sought funding for non-allowable items or in amounts in excess of normal funding levels. In response to a question from Professor Corbin, Dean Sheridan speculated that the larger number of requests in the health sciences and the larger amounts sought might be due to the reduction in funds available from other sources. Dean Sheridan also commented briefly on the faculty summer research program and changes that have occurred over the past several years in the way these awards are made. Once awarded as a percentage of an individual faculty member's salary, summer research grants are now awarded in fixed amounts and are classified as fellowships, which simplifies administration of the funds. Although taxes have not been withheld from these awards in recent years, it will again be necessary to begin withholding taxes; this should not significantly reduce the total amount of the summer research award, however, Dean Sheridan stated.

Dean Holt described the context in which decisions regarding research funding and research expenditures are made at the University of Minnesota, noting that the University's current administrative structure and organization do not provide an efficient means of dealing with funding and allocation requests. He indicated that he would also take up this matter with the new academic vice president.

E. Report from the Council of Graduate Students

Mr. Myers reported that since the February 27 Executive Committee meeting COGS has taken an active role in several areas. Recent COGS activities include:

- meeting with the North Central Association accreditation review team this spring to discuss graduate education and research; discussion focussed on TA training and the University's libraries and library services;
- following the development of a TA training program here; although details of the program are not yet finalized, COGS is pleased with the direction the program is taking;
- working with Dean Holt to resolve problems associated with the tax status of graduate assistantships;

- completing its survey on responsibilities of academic advisers and graduate students; following discussion of survey responses with COGS, he would like to present the results to the Executive Committee in the fall, Mr. Myers said;
- with Dean Zimmerman's assistance, drafting an overview of grievance procedures, which it is hoped will aid graduate students in understanding the grievance review system and procedures at the University.

F. Board of Regents Actions Regarding Degree Program Additions, Deletions Modifications

Dean Zimmerman reported that the following degree programs were under consideration by the Board of Regents or the Minnesota Higher Education Coordinating Board and that final approval by the Regents was expected over the summer or in early fall:

- Biometry and Health Information Systems name change to Biometry
- M.S. degree program in Technical Communication
- Ph.D. degree program in Neuroscience
- free-standing minor in Feminist Studies
- M.S. degree program in Computer Science at Duluth

III. OLD BUSINESS

No old business was reported.

IV. NEW BUSINESS

As a point of information, Dean Holt called attention to Dean Infante's letter of April 17, which addressed tuition implications of the Graduate School residency requirement for master's degree students. At issue is whether it is reasonable to require a student who completes all requirements for the master's degree in three quarters to register and pay tuition for a fourth term, even though the student will do no further work in the additional quarter. Dean Holt reviewed features of the current Graduate School tuition structure (which includes a four-quarter residency requirement for the master's degree) and explained that the tuition plan is based on Central Administration's expectation that the Graduate School will generate a certain amount of tuition revenue annually. He recalled extensive discussions in the Policy and Review Councils and Executive Committee several years ago of cost-related tuition and the legislative mandate that all students pay approximately one-third of the cost of education. Within these constraints, reducing the residency requirement from four to three quarters would result in higher Graduate School tuition and lower transfer allowances. Therefore he is reluctant to recommend any changes in the present tuition structure adopted in 1984 by the Board of Regents, Dean Holt stated.

APR 14 1986



UNIVERSITY OF MINNESOTA
TWIN CITIES

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April 14, 1986

Dean K. Zimmerman
Graduate School
Johnston Hall

Dear Dean Zimmerman:

Enclosed is the proposal to add a Plan A option to the English as a Second Language MA Program. In the course of making this proposal, we are also apprising you of a minor change in the existing Plan B. These changes, the addition of a Plan A option and the addition of two required elective credits to the existing Plan B, were approved by the Linguistics Department Curriculum Committee on February 27 and by the ESL Graduate Faculty on April 2. We would like the proposed changes to be considered by the Language, Literature and Arts Policy and Review Council at its next meeting.

Sincerely,

A handwritten signature in cursive script that reads "Jeanette K. Gundel".

Jeanette K. Gundel
Director of Graduate Studies

JG:kmf

enc.

III. The Proposed Program.

Degree M. A. (Plan A) .

Course Requirements - A minimum of 42 credits , 34 in in required coursework (same as for Plan B) and 8 in elective coursework in a related field.

Other Requirements- Thesis (16 cr.), final oral examination, demonstrated proficiency in one foreign language.

Admission Standards will be the same as for the current Plan B.

(2 sample programs are attached)

M. A. (Plan B)

Course Requirements - A minimum of 46 credits, 34 of which are in required coursework (same as for current Plan B). An additional 12 credits in elective coursework, 8 of which are in a related field.

(This represents an increase of 2 required credits in electives.)

IV. Rationale for the proposed addition of a Plan A option

1. The focus of the program has been changing from primarily teacher training to both teacher training and research. A growing number of students are doing original research in second language acquisition , materials development and English for Special Purposes and have been doing thesis quality work in these areas. Students who want to do original thesis-level research will have the option of doing so and will receive appropriate credit for such work.
2. Addition of a Plan A option will bring the Program more in line with similar MA programs at the U of M, for example the MA in communication disorders and also with ESL and applied linguistics programs at other universities.
3. Some employers overseas do not recognize an MA without a thesis.

Proposal for: Addition of a Plan A option to the existing MA
Plan B in English as a Second Language

I. Background

The M. A. Program in ESL was instituted in 1968 by Professor Betty Robinett, who from 1968-70 was the sole Linguistics Department faculty member who was also on the graduate faculty of ESL. Professor Robinett also served as Director of the Program. With the gradual expansion of the linguistics faculty in subsequent years, additional members joined the ESL graduate faculty. Currently, 7 faculty members in Linguistics also hold graduate faculty appointments in ESL. The number of graduate students enrolled in the ESL MA Program has averaged around 38. There are currently 40 students enrolled in the program. Prior to 1980, most students who graduated from the program took jobs teaching English as a second language at colleges and universities in the United States or abroad. In recent years, a growing number of graduates from the program (roughly 50 %) have gone on to do PhD work, usually in Linguistics or Education. This is due partly to the fact that there have been fewer college level positions in the United States for people holding only an MA. It also reflects an increasing emphasis on research in the program, as evidenced by the addition of new courses with research emphasis and by admission applications and selection procedures.

II. The current program

English as a Second Language

Degree- M.A. (Plan B)

Course Requirements - A minimum of 44 credits, 34 of which are in the following required courses:

- Ling. 5001- Introduction to Linguistics (5 cr.)
- Ling. 5002 - Linguistic Analysis (4 cr.)
- Ling. 5003 - Applied Phonetics (5 cr.)
- Ling. 5701 - Contrastive Linguistics (4 cr.)
- Ling. 5721 - English as a Second Language: Methods (4 cr.)
- Ling. 5722 - English as a Second Language: Practicum (4 cr.)
- Ling. 5741 ,5742 - Linguistic Description of Modern English (4 cr. each)

Candidates who have taken required M.A. courses as undergraduates must complete additional elective coursework. In addition to major coursework, students must complete at least 10 credits in elective coursework, 8 of which are in a related field.

Other Requirements - 2 Plan B papers, final oral examination, demonstrated proficiency in one foreign language.

V. The ESL graduate faculty

The following members of the Linguistics Dept. hold AM appointments in ESL .

- Bruce Downing , Associate Professor of Linguistics, tenured ;
Ph.D. , Univ. of Texas at Austin.
Syntax, English linguistics, Bilingualism
- Jeanette Gundel, Associate Professor of Linguistics, tenured;
PhD, Univ. of Texas at Austin
Syntax, Semantics, Pragmatics , Discourse Analysis,
Second Language Acquisition
- Larry Hutchinson, Associate Professor of Linguistics , tenured;
PhD, Indiana University.
Syntax; Semantics; Mathematical and Computational Linguistics;
- Amy Sheldon, Associate Professor, tenured;
PhD, Univ. of Texas at Austin
First Language Acquisition, Second Language Acquisition,
Psycholinguistics.
- Nancy Stenson, Assistant Professor. tenure-track;
PhD, Univ. of California, San Diego
Syntax, Second Language Acquisition, Language Pedagogy,
Irish linguistics , Language Variation.
- Elaine Tarone, Associate Professor, tenured;
PhD, Univ. of Washington.
Second Language Acquisition; Language Pedagogy, English for
Special Purposes, Sociolinguistics
- Betty Wallace Robinett, Professor of Linguistics, tenured;
PhD, Univ. of Michigan/
Applied Linguistics; English Linguistics.

Professor Robinett has been on administrative leave since 1979. She is not expected to return to this department.

ESL Plan A

Sample Program #1 - Student with no undergraduate courses in
Linguistics or ESL

| Term | Dept. | Course No. | Title | Credits |
|--------|--------|------------|---|---------|
| F 86 | Ling. | 5001 | Intro to Ling. | 5 |
| F 86 | Ling. | 5003 | Applied Phonetics | 5 |
| W 87 | Ling. | 5002 | Linguistic Analysis | 4 |
| W 87 | Ling. | 5721 | ESL: Methods | 4 |
| S 87 | Ling. | 5722 | ESL: Practicum | 4 |
| S 87 | SecEd | 5385 | Planning and Assessing Second Lang. Instruction | 4 |
| F 87 | Ling. | 5701 | Contrastive Ling. | 4 |
| F 87 | Sec.Ed | 6696 | Methods and Materials in English for Special Purposes | 4 |
| W 88 | Ling. | 5741 | Ling. Descr. Mod. Eng. | 4 |
| W 88 | Ling. | 5723 | ESL: Materials | 8 |
| W 88 | | | Thesis | |
| S 88 | Ling. | 5742 | Ling. Descr. Mod. Eng. | 4 |
| S 88 | | | Thesis | |
| S 88 | Ling. | 8500 | Seminar: Topics | 4 |
| SSI 88 | | | Thesis | 8 |

Thesis Title: Tense Usage in English Pediatric Journals

ESL Plan A

Sample Program # 2 - Student with undergraduate major in Linguistics

| Term | Dept. | Course No. | Title | Credits |
|------|-------|------------|--|---------|
| F 86 | Ling. | 5003 | Applied Phonetics | 5 |
| F 86 | Ling. | 5701 | Contrastive Ling. | 4 |
| W 87 | Ling. | 5741 | Ling. Descr. Mod. Eng. | 4 |
| W 87 | Ling. | 5721 | ESL:Methods | 4 |
| S 87 | Ling. | 5742 | Ling. Descr. Mod. Eng. | 4 |
| S 87 | Ling. | 5722 | ESL: Practicum | 4 |
| F 88 | EdPsy | 5260 | Intro Stat Methods | 4 |
| F 88 | Ling | 5101 | Lang. Types and Ling. Universals | 4 |
| F 88 | Ling. | 5970 | Directed Study | 1 |
| W 88 | Ling. | 5702 | 2nd Lang. Acquisition | 4 |
| W 88 | | | Thesis | 8 |
| S 88 | Ling. | 8731 | Research Methods in Lang. Acquisition | 4 |
| S 88 | | | Thesis | 8 |

Thesis Title: Acquisition of English /r/ and /l/ by native speakers of Korean

**PROPOSAL FOR EXTENDING THE D.M.A. PROGRAM
TO INCLUDE VIOLIN AND VIOLONCELLO AS MAJOR AREAS OF STUDY**

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- IV. 1978 Proposal for adding trumpet and clarinet to D.M.A. Program
- V. Curriculum vitae for faculty who will assume major responsibility if the D.M.A. program is extended to include violin and violoncello.
 - a. Professor Richard Massmann
 - b. Professor Tanya Remnikova
 - c. Professor Young-Nam Kim
 - d. Lea Foli
 - e. Robert Jamieson



UNIVERSITY OF MINNESOTA
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March 21, 1986

Dean Robert T. Holt
Graduate School
University of Minnesota

Dear Dean Holt:

In 1973 approval was given to offer a Doctor of Musical Arts degree in piano, organ, and voice. In 1978 this program was extended to include clarinet and trumpet. The Graduate Studies Committee, at its March 4, 1986 meeting, voted unanimously to recommend to the School of Music faculty to extend the program to include violin and violoncello. The faculty of the School of Music, at its meeting on March 17, 1986, voted unanimously to include the advanced study in these 2 instruments in the D.M.A. program.

The School of Music is asking the Language, Literature, and Arts Policy and Review Council, the Executive Committee, and you to give approval to extending the D.M.A. degree program to include violin and violoncello. Attached are supporting documents for this request.

Thank you,


Edgar M. Turrentine
Director of Graduate Studies

cc: Lloyd Ultan, Director, School of Music
Kenneth Zimmerman, Associate Dean, Graduate School
Gerhard Weiss, Chair, Language, Literature, and Arts
Policy and Review Council

**PROPOSAL FOR EXTENDING THE D.M.A. PROGRAM TO INCLUDE
VIOLIN AND VIOLONCELLO AS MAJOR AREAS OF STUDY**

The faculty of the School of Music is recommending that the Doctor of Musical Arts degree program be extended to include the advanced study of the violin and violoncello. When the Doctor of Musical Arts degree program was approved in 1973 it included only advanced study in piano, organ, and voice because of faculty and staff limitations. In 1978, with additions to the faculty, the program was extended to include clarinet and trumpet. In the last 3 years (1982-83, 1983-84, 1984-85) 5 pianists, 4 organists, 3 vocalists, 1 clarinetist, and 3 trumpeters have completed the program. These are modest numbers but the faculty intends to keep the numbers modest in order to maintain quality. However, with additional faculty it seems appropriate for the School of Music to extend the program to include violin and violoncello. Following is the rationale:

1. Need for the program: As in piano, organ and voice, the M.M. is not considered the terminal degree for the student of orchestral instruments. Requirements for college teaching as well as the professional demands of a solo and orchestral career make work beyond the Master's level necessary.

2. Limitations: When the original D.M.A. program was proposed, it was limited to those instruments taught by full-time staff in the department of music. This was necessary due to the extra advising duties and individual research projects to be assumed with D.M.A. candidates. Faculty additions made it possible to add trumpet and clarinet to those instruments served by the D.M.A. program in 1978. Additional faculty appointments now make it possible to offer D.M.A. work in violin and violoncello (see attached vita of the principal School of Music faculty in these areas). All recital preparation, individual research, and advising for the D.M.A. candidates in violin and violoncello candidates would be done through Professors Richard Massmann, Young-Nam Kim, and Tanya Remenikova. Where appropriate, affiliated faculty associated with the Minnesota Orchestra will assist in the preparation of the D.M.A. candidates.

3. Program objectives: The primary objective for the D.M.A. in violin and violoncello is to prepare performers and teachers of these instruments through a program of advanced studies with its central focus on applied music, literature and pedagogy, and with strong supporting programs in history and/or theory. Due to the

high level of competition for college teaching positions in higher education and for orchestral positions, the candidate for a D.M.A. in violin and violoncello must demonstrate performance potential and intellectual ability of a corresponding high level.

4. Implementation: No new faculty or courses are needed to implement the program. It is planned to implement the D.M.A. in violin and violoncello with the start of the 1986-87 academic year.

5. Enrollment: It is expected that 1-3 candidates in violin and 1-3 in violoncello would begin work toward the D.M.A. each year. A limit on the total number of D.M.A. candidates on a particular instrument may become necessary.

6. Program content: Programs will generally reflect the following pattern of study beyond the Bachelor's degree: (a) 48 credits in applied music, (b) 30 credits in other areas of music with emphasis on the literature and pedagogy of the major instrument (special problems in unaccompanied literature, sonata and concertos and chamber music) and, (c) a supporting program of 12 credits outside of music. Individual programs will be developed in consultation with the advisor and must be approved by appropriate departmental committees and the Graduate School.

SAMPLE PROGRAM
(Violin)

Applied Major

MusA 8305: Violin 48

Elective Music

| | | |
|------------------------------|----------|---|
| Advanced Analysis I-III | (5131-3) | 9 |
| Orchestration | (5561-3) | 6 |
| Advanced Conducting | (5588) | 4 |
| Baroque Performance Practice | (5182) | 4 |
| Violin Pedagogy | (5361) | 3 |
| Special Problems | (8990) | 6 |
| Literature for Violin | | 2 |

Non-Music Elective

| | |
|---------------------------|----|
| Art History or Philosophy | 12 |
| Language (if needed) | |

Total credits beyond B.M. 91

Performance

- 4 solo recitals (2 from a Master's program may be accepted)
- 2 performances in chamber ensemble programs or a concerto solo and supporting paper

PROPOSAL FOR A PROGRAM FOR THE DEGREE
DOCTOR OF MUSICAL ARTS (DMA)
Department of Music
University of Minnesota

1/15/72

1. Need for the program and firm data to establish this need.

The spirit of this proposal, as well as the needs to which it is addressed are best represented by the following statement from a senior professor in the music department:

The enemy of progress in the musical art is stagnation. The musician must constantly renew himself through his art or find himself deteriorating. As a performing and teaching pianist, I find it imperative to continue to study, to learn repertoire I have not already learned, to re-study familiar music with new insight.

If this is so for me, how much more is it true for younger people, who have only recently launched themselves on a veritable life-time study, whose repertoire is still limited, whose performance techniques are still in a formative stage, and whose total musical knowledge contains lacunae. It is vital for them to fill these gaps so that their performance and teaching may be firmly supported.

A great artist, Rudolph Serkin, told me, at about the age of our graduate candidates, that while I played a famous Beethoven sonata quite well, I would not play it truly in the finest style until I had studied twenty of the thirty-two sonatas of Beethoven. With the newly proposed degree, we can hardly provide all the knowledge necessary for the finished artist-pedagogue, nor indeed would we wish to do so. Much of our growth is internal and motivated internally in the later stages of musical learning. But there is a true ratio, a direct proportion between a musician's knowledge and his ability to project that knowledge through performance and teaching.

We are concerned here with more than the attainment of position in the academic labor market, with more than competition with other schools and departments of music. Our concern is to answer the plea of our own graduates who have learned enough to recognize the need for further study and the necessity for guidance in that course since they are not yet ready to study completely alone. If they are not answered, they may indeed become disheartened and fall into that static state spelling the end of musical endeavor.

In practical terms, the need for the DMA program is reflected in student demand and expectations and in consideration of the alternatives faced by students desiring advanced work in performance at the University of Minnesota. Inquiries and applications for entrance to graduate school reflecting interest in a DMA program go back as far as the memories of the department's staff. It is broadly assumed that the University, as a major state university, offers such a program of studies. Unfortunately, the number of such inquiries in a recent, given year have not been tabulated; however, there are at least eight students who have declared an intent to enter such a program should it become available at the University in the fall of 1972. Many students going through the MFA program in music at the University desire additional instruction in performance under the guidance of the University's music faculty. Music students have tended not to use the MFA as a terminal degree. Some students, who could afford to do so, have left the state to pursue the DMA at another institution; many others have remained at the University of Minnesota in a PhD program (typically musicology), thus compromising their own goals, or at least the nature of their preparation vis a vis their professional goals, as well as placing additional stress on the PhD program. (It should, however, be noted that these students have been very productive PhD candidates.) The DMA would provide a rigorous program of studies and musical achievements congruent with the professional and life goals of these students.

A few of the graduates would be seeking careers as concert artists; many others as teachers-performers in collegiate settings; all of them would be seeking fulfillment of a talent that has become a compelling force in their lives. The most significant function of this program would be the preparation of teachers-performers and not the production of concert artists. If the University is to meet its commitment to the preparation of faculty for the state colleges, junior colleges and smaller liberal arts colleges in its service area, it must provide this kind of a program.

The American tradition of the conservatory of music did not flourish in the state of Minnesota as it did in most of the United States--especially in the cosmopolitan centers East of the Mississippi. However, Minnesota has strong musical traditions, historically finding nurture in the religious and ethnic traditions of its people. The Twin Cities area has become a cultural center, international in reputation and serving a large geographical area. Minnesota has a rich resource in the musical talent of its youth--young people deserving the best in musical education and capable of the most advanced musical studies. The University of Minnesota is uniquely capable of providing instruction of the quality and advanced level required.

2. The program objectives:

The primary objective of the proposed program involves the preparation of performers and teachers of applied music through a program of advanced studies with its central focus on applied music,

literature and pedagogy, and with strong supporting programs in historical and analytical studies. The degree, Doctor of Musical Arts, is designed to represent 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, a capable practitioner of his art. He must also demonstrate intellectual attributes of a high order. Only those who meet rigorous standards in musical performance and scholarship will be accepted for candidacy.

3. The content of the program:

a. Concentrations:

The Music Department is proposing, at the present time, concentrations in piano, organ and voice.

b. Entrance requirements:

Scholastic standards according to the standards of the Graduate School of the University of Minnesota. Audition in the major performing medium; placement tests in music theory and music history.

c. Program requirements:

1) Credit hours: There are no specific credit hour requirements in the curriculum leading to the DMA.

Individual program proposals will be developed by the student in consultation with the advisor and will be submitted to the appropriate unit committee in the Graduate School for approval. The following statement of credit requirements is provided as a guideline for program development:

- Major area: 48 credits in Applied Music
12 credits in Literature and Pedagogy of
the major instrument.
60 credits
- Minor area: 30 credits, at least 18 of which must be
in a field of music (musicology, theory
and composition, ethnomusicology, music
education; none of these should be in
the major--i.e., applied music)
- Performance: 4 solo recitals (up to 2 from Masters
level work may apply toward the recital
requirement--but not the credit re-
quirement--of the DMA)

2 chamber or concerto programs, or opera
or oratorio role.

Supporting paper(s); topics subject to
approval of the DMA committee.

A final oral examination will be given.

Language: According to the nature of degree plans
(i.e., required only if it accords to
the degree plans)

(A sample program for a student with a
major concentration in piano is attached)

2) Time Limit: Following admission to candidacy,
within 5 calendar years.

Candidacy: Defined as completion of all course work,
the first solo recital pursuant to this degree and a pre-
liminary examination.

3) The examination component unique to the DMA degree
consists of recitals. Content of the recital programs
will be subject to the same scrutiny by the advisor or
the appropriate senior professor as is the dissertation
component of the PhD program. Examining committees for

the recital component will include experts from outside the department and judgments will be rendered by a signed, sealed ballot. (A sample ballot is attached.)

The preliminary examination will consist of written and oral examinations, and will cover the broad range of course work taken toward the DMA degree. The written examination will be taken two weeks prior to the oral preliminary and answers to the written examination should be submitted to the doctoral committee at least one week prior to the oral preliminary.

The final oral examination will focus upon the recital repertory and supporting papers.

4. Enrollment:

It is anticipated that the entrants into this program in this first year would number between 8 and 12. Because the DMA program would usually involve two years of resident study in the major performing medium, it is expected that there would be about 24 students registered in the program in any given year after the first year. The number of entrants accepted into the program would be controlled in relation to the ability of the department to service students. The department is proposing major concentrations only in piano, organ and voice, for those are the areas in which the department is prepared to provide instruction at the doctoral level. Should the de-

partment develop the capacity to extend this program to other musical instruments and conducting, the number of students in DMA programs would grow accordingly.

5. Relationship of the proposed program to existing programs at the offering institution and any other similar programs offered in the state in both public and private institutions:

As indicated above, implementation of a DMA degree program will relieve pressure on the existing MA and PhD programs by providing for students interested in advanced work in applied music a program that is their first choice. The MFA would no longer be designated a terminal degree. Thus, bringing the concept of the MFA degree into agreement with practice.

With implementation of the DMA program the University can assume its proper role in the preparation of teachers-performers for other collegiate institutions in the state. There are no doctoral level programs in performance in this area. The University has a unique capacity to provide such a program. The other Big Ten universities do offer DMA, or similar programs; however, the emphasis of these programs is on the preparation of concert artists, rather than on the preparation of teachers-performers.

6. Staff:

The burden of this program rests fully within the Department of Music. Vitae are attached for the following faculty members who would be engaged in teaching the major component of this program:

Roy Schuessler, Heinrich Fleischer, Bernhard Weiser, Paul Freed, Duncan McNab, D. Clifton Ware. No additional faculty are needed.

7. Equipment:

There are no equipment needs unique to this program. The department is equipped to serve programs in the areas listed above.

8. Laboratory facilities needed: none

9. Library holdings:

There are no library needs unique to this program. Special materials needed for advanced repertory study in applied music will be purchased by the students.

10. Costs:

The only additional, direct cost identified with this program is associated with the stated intention of inviting outside experts to serve on recital committees. This cost would begin in the second year of the program and would be in an amount less than \$1,000 per year. This money would be used for honoraria, and in rare cases for travel.

An indirect cost could be considered to result from the diversion of faculty resources from existing programs. No new courses are required to service the DMA program. Because there is a rather substantial requirement of applied music instruction in the DMA program (24 credits beyond the existing MFA), and because applied music instruction is delivered in an individualized instructional mode, there is a potential cost at the rate of \$130 per quarter per student for applied music instruction. However, the cost of applied music

instruction at the University's Twin Cities Campus is passed on to the students in the form of special fees. Therefore, applied music instruction in the DMA program has no significance as a cost factor, nor does it constitute a drain on personal resources. Student displacement originating in the schedules of senior staff involved in DMA instruction would be passed along, eventually to be absorbed in the fee-basis instructional segment of the applied music programs; the maximum effect would be to increase the Department's dependence on fee-basis staffing from 75.5% of applied music instruction to 76.8%.

The average cost per student credit hour in music is \$29.00 (based on Winter 1972 calculation); however, for the reasons explained above, the cost per student credit hour will not be affected by the addition of the proposed program.

11. Source of funds:

Additional unassigned instruction money will be requested to cover costs mentioned in item 10 above.

12. Evidence of thorough discussion of the new program with all staff members who might have an interest, together with a measure of the extent of the acceptance and opposition.

A DMA program has been under discussion within the Music Department for many years. A committee has been working for the past year, studying DMA programs in other institutions and the needs for such a program at the University of Minnesota. This committee brought a proposal for a DMA program to the Music Department faculty in April of 1972. The faculty approved the DMA proposal.

13. Proposed date of implementation: Fall 1972.

Ballot for recital evaluation for DMA

The student is to be judged on a 100-point scale, with ratings divided among four evaluation classifications as presented below. Unless otherwise noted (i.e., weighted maximums) it should be assumed that the evaluation classifications are of equal weight, with a maximum of 25 points possible in each of the four classifications. The student will be considered to have passed the examination if awarded points amounting to 60% or more of those possible within each of the evaluation classifications.

Weighted
Maximums

Rating

_____ Technic - accuracy, clarity, firmness of sound, harshness, capability of sustaining rapid tempo, control of dynamics, touches. _____

_____ Basic musicality - phrasing, expressiveness, voicing, legato line sustained by fingers, legato line sustained by pedal. _____

_____ Intellectual study of music - adherence to textual markings, exactitude of rhythm and tempo, good fingerings, learning of correct notes. _____

_____ Interpretation - recognition of form, application of style characteristics, choice of pedal, usage, addition of dynamics to those textually indicated, usage of rubato and other tempo deviations, individuality and imagination of performer as expressed by the above. _____

100

TOTAL

TOTAL _____

Sample DMA Program
for a student
with a Piano Concentration

Major Area: 48 cr. Mus 8-301 Piano (performance)
6 cr. Mus 5-357,8,9 Graduate Piano Seminar
6 cr. Mus 5-744,5,6 Piano Literature

Minor Area: 4 cr. Mus 5-182 Baroque Performance Practices
6 cr. Mus 5-521,2,3 Keyboard Harmony
8 cr. Mus 5-641,2 Music in Romantic Era
12 cr. in Art History and Philosophy

Performance: 4 recitals; two of which normally would have been presented in fulfillment of requirements for the MFA; the third would be identified with admission to candidacy, and the fourth would be a component of the final recital-oral examination process. Typically, the paper(s) would relate to pedagogy and/or the repertoire of the final recital.

2 chamber music or concerto programs.

SUMMARY SHEET

Title of proposal: Doctor of Musical Arts (DMA)

Submitting institution: University of Minnesota, Graduate School,
Music Department

Type of institution: State University

Governor's planning area:

Inter-institutional planning:

Similar existing or proposed programs in the State, by location,
planning area and type of institution: None

Tentative approval of the institution's governing board:

Need for the program:

Student demand: Most students completing the MFA program in music desire additional instruction under the guidance of the University's music faculty. Some of these students leave the State for further study; others remain at Minnesota in a Ph.D. program, thus compromising their primary goals; still others abandon their hope for further study - i.e., their hope for preparation for college teaching.

Employment potential: State colleges and private liberal arts colleges are seeking teacher-performers with doctoral degrees. The MFA at Minnesota requires much more of students than do masters level programs in other institutions; however, even with this additional training the MFA is not competitive in a market demanding a doctoral degree.

Firm supporting data to establish this need: At least five students presently enrolled in Ph.D. programs would switch to the DMA were it to become available. Additional candidates will be emerging from the MFA program and from the many inquiries received each year regarding study opportunities toward the DMA. There are at least six new students who have stated their intentions to apply for the DMA program should it become available in the summer or fall of 1973.

Program objectives: The primary objective involves the preparation of performers and teachers (i.e., performer-teachers).

Content of the program: Each student's program will be designed according to his own need; a typical program would require the following credits and performances beyond the baccalaureate degree: 60 credits in a major area (48 in applied music, 12 in literature and pedagogy of the major instrument); 30 credits in minor area(s), at least 18 of which would be in supportive musical studies (e.g. historical and analytical studies); 4 solo recitals; 2 chamber or concerto programs; supporting paper(s); preliminary and final oral examinations.

Number and type of students to be served: Enrollment of 8 to 12 students can be expected during the first year. In subsequent years, as many as 24 students may be enrolled in various stages of their programs. These students would be selected from applicants majoring in piano, organ or voice. (The department has the resources to service the DMA program in only these three areas of applied music.)

Number and type of students to be served five years after the inception of the program: Unless the applied music staff is expanded within or beyond the areas of piano, organ and voice, enrollment in the DMA would have to be controlled at the level stated above.

Relationship of the proposed program to existing programs at the offering institution: The MFA would no longer be treated (or designed) as a terminal degree. Implementation of the DMA would relieve pressure on the MA and Ph.D. programs by providing a program better suited to the needs of these students.

Relationship of the proposed program to any other similar programs offered in the State in both public and private institutions: There is no similar program at any other institution in the State. The University of Minnesota is unique in its capacity to offer such a program. Students and faculty at other State schools (especially private colleges) have expressed interest in pursuing this program of studies at the University.

Additional faculty members needed during the first year of operation:
None

Additional faculty members needed five years after its inception:
Enrollment in the program would be controlled according to faculty resources available.

Equipment which will be needed to initiate the program: There are no equipment needs unique to this program.

Equipment needed during the five year period after its inception:
None unique to this program.

The indication of any additional laboratory facilities needed to initiate the program: None

The indication of any additional laboratory facilities needed during the first five year period after its inception: None

A specific indication that existing library holdings and the current level of support will be sufficient to establish and maintain the new program or an estimate of the additional cost of obtaining sufficient library holdings to initiate the program: No additional resources needed. Applied music materials are purchased by the students.

Total estimated costs for establishing the program: An amount not to exceed \$1000 per year would be needed for honoraria for examining experts from outside the University.

Costs of applied music instruction at the University are passed on to the students in the form of special course fees.

Total estimated costs for establishing the program initially and on a five year basis: The cost of honoraria for outside examiners would be a continuing cost. Assuming continuation of the present method of budgeting the applied music program, there would be no additional cost.

Suggested sources for any additional fund required to establish the new program: Additional unassigned instruction money will be requested to cover the cost of the honoraria.

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PROPOSAL FOR THE ADDITION OF CLARINET AND TRUMPET AS MAJOR INSTRUMENTS IN THE DOCTOR OF MUSIC ARTS PROGRAM

1. Need for the program: As in piano, organ and voice, the M.F.A. is not considered the terminal degree for the woodwind or brass student. Job requirements in college teaching as well as a rapidly expanding solo and orchestral repertoire have made work beyond the Master's level necessary.
2. Limitations: When the original D.M.A. program was proposed, it was limited to those instruments taught by full-time staff in the department of music. This was recognized as necessary due to the extra advising duties and individual research projects to be assumed with D.M.A. candidates. With the addition of John Anderson and David Baldwin to the full-time staff and their acceptance as full members of the graduate school, their major performing instruments, clarinet and trumpet, would seem to be appropriate additions to the D.M.A. program. All recital preparation, individual research, and advising for the D.M.A. clarinet and trumpet candidates would be done through Dr. Anderson and Mr. Baldwin. Where appropriate, additional applied studies with part-time Minnesota Orchestra staff could be approved if the teacher has the appropriate graduate school status.

Other instruments in the woodwind and brass group should not be considered for the D.M.A. for the following reasons:

- 1) Full-time staff specializing on those instruments are needed not only for lessons but also for the supervision of advanced literature and research projects. If funding became available, part-time staff with the appropriate graduate school status could assume these duties.
- 2) The time required to coordinate the woodwind/brass programs would not permit the additional hours needed to supervise and advise the 10 or more candidates expected in each of the woodwind and brass areas if all 5 woodwind and 4 brass instruments were allowed in the D.M.A.

String
for

String instruments, at this time, do not wish to be added to the D.M.A.

for the following reasons:

- 1) The current two-year Master's degree program is not attracting string students as it has with wind students.
- 2) More scholarships and teaching assistantships are needed to attract graduate string students.
- 3) The D.M.A. degree is not in great demand for the string area.

Program objectives: The primary objective of a D.M.A. in Clarinet or Trumpet involves the preparation of performers and teachers of clarinet or trumpet through a program of advanced studies with its central focus on applied music, literature and pedagogy, and with strong supporting programs in history and/or theory. Due to the high level of competition for college teaching jobs and for orchestral positions, the candidate for a D.M.A. in Clarinet or Trumpet must demonstrate performance potential and intellectual ability of a corresponding high level.

4. Implimentation: No new faculty or courses, outside of individual research projects, are needed to impliment the program. Therefore, a D.M.A. in Clarinet or Trumpet could be implimented with the start of the 1978-79 academic year.
5. Enrollment: It is expected that 1-3 candidates in clarinet and 1-3 in trumpet would begin work toward the D.M.A. each year. A limit on the total number of D.M.A. candidates on a particular instrument may become necessary.
6. Program content: Programs will generally reflect the following pattern of study beyond the Bachelor's degree: (a) 48 credits in applied music.

(b) 30 credits in other areas of music with emphasis on the literature and pedagogy of the major instrument (special problems in unaccompanied

literature, sonata and concertos and chamber music

) and (c) a supporting program of 12 credits outside of music. Individual programs will be developed in consultation with the advisor and must be approved by appropriate departmental committees and the Graduate School.

SAMPLE PROGRAM (Clarinet)

Applied Major

Clarinet 8312 48

Elective Music

| | |
|----------------------------------|---|
| Advanced Analysis I-III (5531-3) | 9 |
| Orchestration (5561) | 2 |
| Composition I (5551) | 2 |
| Advanced Conducting (5588) | 4 |
| Stravinsky (5666) | 4 |
| Flute (5109) | 2 |
| Pasoon (5114) | 2 |
| Special Problems (8990) | |
| Unaccompanied Clarinet Lit. | 2 |
| Sonatas/Concertos Clarinet | 2 |
| Chamber Music with Clarinet | 2 |

Non-Music Elective

| | |
|---------------------------|-----------|
| Art History or Philosophy | 12 |
| Language (if needed) | |
| Total credits beyond BFA | <u>90</u> |

Performance

4 solo recitals (2 from Master's may be accepted)
2 performances in chamber ensemble programs or a concerto solo and supporting paper.

ature
ical
der

literature and pedagogy, and with strong supporting programs in historical and analytical studies. The degree, Doctor of Musical Arts, is designed to represent 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, a capable practitioner of his art. He must also demonstrate intellectual attributes of a high order. Only those who meet rigorous standards in musical performance and scholarship will be accepted for candidacy.

3. The content of the program:

a. Concentrations:

The Music Department is proposing, at the present time, concentrations in piano, organ and voice.

b. Entrance requirements:

Scholastic standards according to the standards of the Graduate School of the University of Minnesota. Audition in the major performing medium; placement tests in music theory and music history.

c. Program requirements:

1) Credit hours: There are no specific credit hour requirements in the curriculum leading to the DMA.

Individual program proposals will be developed by the student in consultation with the advisor and will be submitted to the appropriate unit committee in the Graduate School for approval. The following statement of credit requirements is provided as a guideline for program development:

Major area: 48 credits in Applied Music
 12 credits in Literature and Pedagogy of
 the major instrument.
60 credits

Minor area: 30 credits, at least 18 of which must be
 in a field of music (musicology, theory
 and composition, ethnomusicology, music
 education; none of these should be in
 the major--i.e., applied music)

Performance: 4 solo recitals (up to 2 from Masters
 level work may apply toward the recital
 requirement--but not the credit re-
 quirement--of the DMA)

2 chamber or concerto programs, or opera
 or oratorio role.

Supporting paper(s); topics subject to
 approval of the DMA committee.

A final oral examination will be given.

Language: According to the nature of degree plans
 (i.e., required only if it accords to
 the degree plans)

(A sample program for a student with a
 major concentration in piano is attached)

2) Time Limit: Following admission to candidacy,
 within 5 calendar years.

Candidacy: Defined as completion of all course work,
 the first solo recital pursuant to this degree and a pre-
 liminary examination.

3) The examination component unique to the DMA degree
 consists of recitals. Content of the recital programs
 will be subject to the same scrutiny by the advisor or
 the appropriate senior professor as is the dissertation
 component of the PhD program. Examining committees for



UNIVERSITY OF MINNESOTA
TWIN CITIES

School of Social Work
400 Ford Hall
224 Church Street S.E.
Minneapolis, Minnesota 55455

GRADUATE SCHOOL

MAR 06 1986

OFFICE OF THE DEAN

cc JS
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February 27, 1986

Dean Robert Holt
Graduate School
University of Minnesota

Dear Dean Holt:

Attached for your consideration is a proposal unanimously approved by the Graduate Faculty of the School of Social Work recommending that the School adopt a cooperative program with the Social Work program at Mankato State University. This plan would allow students to complete a University of Minnesota Master of Social Work (M.S.W.) degree through study on both campuses. The first portion of the work would be completed at Mankato and the final portion on the Twin Cities campus.

This recommendation follows six meetings since July 1984 of the representatives from both institutions at which we assessed the need for such a program and ultimately developed the attached proposal to help meet the need to educate master's level social workers for rural and out-state areas in Minnesota. Representatives of the graduate schools of both institutions were also present at several meetings for consultation on Graduate School requirements. Andrew Hein and Lois Newstrand were very helpful in this regard. (It should be noted that representatives from Moorhead State University were also present at the meetings until September 1985 when they decided that there was not sufficient need for a cooperative arrangement in the Moorhead area.)

One of our concerns from the beginning has been to assure that the graduate credits transferred to our MSW program would be equivalent to our school's core requirements. At our last meeting in November 1985, our faculty reviewed syllabi and discussed the equivalency of Mankato's courses with graduate faculty from M.S.U. We do see them as equivalent. We also have assurance from M.S.U. faculty that equally high course standards will be maintained. You will note that there will be further discussions between the faculty of both institutions to review the details of course content before the first students would be admitted to the program to begin work at M.S.U. in fall 1987.

Page Two

The proposal also requires that prospective students be admitted simultaneously to the University of Minnesota School of Social Work and to the M.S.U. program by the respective graduate schools before matriculating at Mankato. The mechanism for taking courses at the School of Social Work after two years part-time study on the Mankato campus would be to transfer 39 graduate credits to our program. Because the courses and credits have prior approval by our program, we believe this arrangement provides us with more than adequate control over the quality of the transferred credits. It is our understanding that the credits transferred can be treated administratively like any other graduate credits now transferred to the University of Minnesota. We would, however, be in touch with both the student and his/her advisor well before they began taking courses on the Twin Cities campus.

The faculty and I believe that this cooperative arrangement is needed to help improve the quality of social work practice in the rural areas of southwest Minnesota. Based on statistics kept by the Graduate Office at M.S.U., which show that the MSW degree is the second most frequently requested graduate program, and on a survey of practitioners in the region conducted by M.S.U. social work faculty, we believe there will be a strong demand for the program.

We are exploring with the Council on Social Work Education (our accrediting body) the steps needed to secure CSWE approval for this cooperative program (see attached letter).

I would welcome any comments or questions you have on this proposal.

Sincerely,



C. David Hollister
Professor and Director

Enclosure

cc Kathryn Van Buskirk, Director, Social Work Program,
Mankato State University
Keith McFarland, Dean, College of Home Economics
Andrew Hein, Assistant Dean, Graduate School
Lois Newstrand, Assistant to the Dean, Graduate School
Burt Galaway, DGS, School of Social Work
Nancy Johnston, Director of Field Instruction, School of Social Work

/pbh/CDH3:HOLT



UNIVERSITY OF MINNESOTA
TWIN CITIES

School of Social Work
400 Ford Hall
224 Church Street S.E.
Minneapolis, Minnesota 55455

MEMORANDUM

TO: School of Social Work Council
FROM: Nancy Johnston
DATE: February 3, 1986

SUBJECT: Cooperative M.S.W. Program with the Social Work Program, Mankato State University

Following discussions with Mankato Social Work faculty for two years, and our consideration of a cooperative program with MSU at our faculty retreat in November, 1985, I have been asked to submit the following recommendation to the School of Social Work Council:

It is recommended that the School of Social Work adopt a cooperative program with the Social Work Program, Mankato State University, whereby students admitted to the School of Social Work are allowed to complete the core concentration requirements (39 graduate credits) at M.S.U. and to complete the remaining concentration and elective requirements in the School of Social Work. It is further recommended that the cooperative program have the following characteristics and requirements:

1) Admissions:

Students in this program must be admitted to the program at M.S.U. and the School of Social Work (including the Graduate School) prior to beginning the program. Existing S.S.W. admissions policies and procedures would apply. Up to five students per year would be admitted in the first two years of admissions, at which time the program would be re-evaluated. Admissions would be effective for the fall of 1987.

2) Curriculum and course sequencing:

The Mankato State Social Work Program will offer graduate level course courses, including first year field. Students would be allowed two years to finish the core requirements. Core content will be reviewed by the S.S.W. Director of Graduate Studies prior to their being offered. Graduate credits would be transferred into our program. Students would finish the concentration and elective credits at the S.S.W., on a part-time basis if desired. Sequencing of courses will be agreed on before fall 1987 by the two programs. Faculty in both programs will met in spring 1986 to review and agree on content in core courses, so that courses taught at MSU are equivalent to core courses of the S.S.W.

3) Field:

First year field placements will be the responsibility of the Social Work Program at M.S.U. Second year field placements will be in the Twin Cities area or the Mankato area, and can be arranged cooperatively between the field coordinators of both programs. The S.S.W. maintains final responsibility for second year field placements.

4) Advisement:

A faculty person in each program shall be responsible for advising students in the cooperative program. These advisors should work closely with one another and the student to assure continuity and rationality in the students' education.

It is further recommended that this resolution be forwarded to the Social Work Program of Mankato State University and the Graduate School for final approval. The prior approval of CSWE may also be required. The Director of the School will explore this matter with CSWE.

/lh

MEMO2-3 02.07.87



UNIVERSITY OF MINNESOTA
TWIN CITIES

School of Social Work
400 Ford Hall
224 Church Street S.E.
Minneapolis, Minnesota 55455

February 13, 1986

Professor Betty Sancier
Accreditation
Council on Social Work Education
1744 R Street NW
Washington, CD 20009

Dear Betty:

This letter follows up our telephone conversation of last Thursday. I am seeking clarification of the steps that may be necessary to receive CSWE approval for a proposed cooperative MSW program between Mankato State University and the University of Minnesota, Twin Cities. For the past two years faculty and administrators from both campuses have met to discuss ways of working out an arrangement whereby students could begin their graduate work toward the MSW degree on the Mankato campus and complete their work for the degree on the Twin Cities campus. The discussions have involved the graduate schools and the social work programs on both campuses, and have progressed to the point where both faculties see this program as a highly desirable program. It would enable well-qualified individuals, whose circumstances prevent their coming to the Twin Cities for a full two year period, to earn the MSW degree. The quality of social work practice in rural areas of Minnesota will be enhanced, since most of these individuals will return to their present communities.

I am enclosing a copy of the proposal that was unanimously approved by our School of Social Work Council on February 6. As you can see, the plan would require applicants to be admitted to both universities prior to matriculation. Mankato would offer the equivalent of our core curriculum; the specialization courses would be taken in the Twin Cities. The credits earned at Mankato State University would be transferred to the University of Minnesota, and the degree would be awarded by the University of Minnesota.

Having received approvals of both the faculties involved, the proposal will now come formally before the graduate schools of both campuses. We are wondering what steps should be followed to secure CSWE approval for this plan. Could you please advise as to same?

We are hoping that all the approvals can be in place in time for recruitment and admissions to the cooperative program to begin early in 1987 to permit matriculation of the first students on the Mankato campus in September 1987.

Thank you very much for your help in this matter.

Sincerely,

C. David Hollister
Professor and Director

cc Professor Kathryn Van Buskirk,
Mankato State University

/pbh/CDH3:SANCIER1



UNIVERSITY OF MINNESOTA
DULUTH

Graduate School
431 Darland Administration Building
Duluth, Minnesota 55812

April 2, 1986

Dean Robert T. Holt
Graduate School
University of Minnesota
333 Johnston Hall
101 Pleasant St. SE
Minneapolis, MN 55455

Dear Dean Holt:

Two enclosed proposals reflect the actions of the departments of Art and English. Both proposals have the endorsement of the graduate faculty of their respective departments and the appropriate collegiate committees and offices. The Graduate Faculty Committee on this campus has unanimously approved the proposals and they have been approved by Vice Chancellor Harriss.

The reasons for these requests are spelled out in each proposal. It is evident that the NCATE actions of last spring served as the original impetus for these changes, but that the net effect is for both programs to make some minor changes resulting in more attractive degrees. I would like to request your approval of both requests.

Also enclosed is a proposal from the College of Education and Human Service Professions requesting that bulletin copy be changed to indicate that the graduate programs within the College will include components in the areas of handicapping conditions, learning theory, multicultural education, and research methods. The reasons for the request are included in the proposal and the Graduate Faculty Committee has approved the request. This proposal was acted upon by the entire graduate faculty of the unit and a favorable vote was obtained. One modification of the request as it is presently formulated is that the exact location within the Bulletin for these statements will be determined by the Vice Chancellor and myself.

This request is once again in reaction to the NCATE evaluation and does not constitute a substantial change in graduate programs. The components which must be included in the programs do not reflect entire classes but rather some aspect which could be a part of a class or formal material. This will require essentially no change in the vast majority of graduate programs within the College.

Sincerely,

A handwritten signature in cursive script, appearing to read 'John'.

John T. Hatten
Assitant Dean

University of Minnesota, Duluth
The School of Fine Arts

S.F.A. C.C. No. 33
Dept. Approval 2/10/86
C.C. Approval 2/11/86
S.F.A. Approval J. A. Coffey
Grad. School Approval _____

TO: Curriculum Committee
FROM: Department of Art
SUBJECT: For Information: Change in Title and Catalog Description

I. PRESENT CATALOG DESCRIPTION (UMD Bulletin)

M.A. (Plan B) (emphasis art education)
M.A. (Plan B) (emphasis studio art)
Assistant Professor Dean R. Lettenstrom, Director of Graduate
Studies

Prerequisites for Admission- The normal prerequisites for admission to the degree program are an interest in teaching art or personal development in studio and a B.A., B.S., or B.F.A. degree in art. Individuals with undergraduate degrees in other disciplines who have completed a substantial number of art courses may be considered for admission to the program. Deficiencies in undergraduate preparation may be made up concurrently with graduate work.

A portfolio or slides (15-20) of original work, or tapes and films of art activities, are required as part of the application. These should be sent or hand delivered to the director of graduate studies of the Department of Art when submitting the application form to the Graduate School office. The art department graduate applicant review committee recommends an on-campus interview with applicants when feasible.

Emphasis Art Education-Candidates for this degree must have teacher licensure but may make up educational prerequisites concurrently with graduate work. In general, the studio courses taken should be in several areas rather than in a single area of concentration. The degree requires a research project of 9 credits in an area of art education that satisfies the requirements for the Plan B projects. The final oral examination will cover the contents of this research and its supporting paper.

This degree may be completed in three quarters plus summer work or by attendance in several summer sessions. A minimum of 44 quarter credits is required in the following areas:

Major - Art Education and Education (20 cr)
Related Field-Studio Art (16 cr)
Second Related Field-Art History (8 cr)

Emphasis Studio Art - Recommendation for admission to this program and approval of the student's creative project and supporting paper is made by the department graduate committee. Normally the committee nominates an appropriate faculty member to direct the development of the creative project and supporting paper. A satisfactory exhibition of the student's work in the Tweed Museum of Art is a major requirement for the M.A. emphasis in studio art. An oral examination covering course work and the area of the supporting paper is the final step in completion of the degree.

While concentration in one of the studio areas may be desirable in certain cases, it is expected that students interested in teaching will plan work in several studio areas. It is recommended that art history be used as one of the related areas by all students. For those students whose objective is teaching, art education is recommended as the second related field. Full-time attendance for three quarters plus summer work is necessary in most cases to complete the M.A. emphasis in studio art. A minimum of 44 quarter credits is required in the following areas:

Major-Studio Art (30 cr)
Related Field-Art History (14 cr)

Applicants seeking graduate teaching assistantships should submit three letters of recommendation and slides of major studio projects after acceptance into the program.

II. PROPOSED CATALOG DESCRIPTION

M.A. (Plan B)-Emphasis Studio Art
M.A. (Plan B)-Emphasis Art Studies

Associate Professor Dean R. Lettenstrom, Director of
Graduate Studies

Prerequisites for Admission-The normal prerequisites for admission to the program are an interest in personal development in studio, and interest in related areas such as art history, museum studies, humanities, or teaching, and a B.A., B.S., or B.F.A. degree in Art. Individuals with undergraduate degrees in other disciplines who have completed a substantial number of art courses may be considered for admission. Students with minor deficiencies may be admitted with the provision that equivalent coursework or approved substitutions be completed during the first year of graduate study.

A portfolio of slides (15-30) of original work is required as part of the application. Other relevant visual material in the form of videotape or film may also be included. Applicants may be requested to submit actual work. All supporting materials should be sent or hand delivered to the Director of Graduate Studies of the Department of Art when submitting the application form to the Graduate School office. When feasible, applicants should schedule an on-campus interview.

Full-time attendance for three quarters plus summer work is necessary in most cases to complete this degree.

Emphasis Studio Art - Candidates work under the direction of a faculty member in the appropriate studio area, and with faculty having related expertise. Participation in the periodic Graduate Reviews, a satisfactory exhibition of the student's work in the Tweed Museum of Art and completion of an approved supporting paper are major requirements for this emphasis. An oral examination covering course work and the area of the supporting paper is the final step in completion of the degree.

While students should have a major focus for their studio work, experience in a related studio area may be desirable. A minimum of 44 quarter credits is required, distributed in most cases in the following way:

Major - Studio Art (30 cr)
Related Field - Art History (14 cr)

Emphasis Art Studies- Candidates may focus on one studio area or pursue work in several related studio areas. Art history is part of the related field requirement, and other approved courses may be elected from areas such as the humanities, education or in internships in museum practice or arts administration. Candidates will complete an approved 6-9 credit project and supporting paper, will participate in the Graduate Review studio sessions, and complete the oral examination. A minimum of 44 quarter credits is required in the following areas:

Major - Art (20-29 cr)
Related Field/s - Art History (9 cr) and 6-15 cr in approved courses in other related areas, including the final project and supporting paper.

Applicants seeking graduate teaching assistantships should submit a Teaching Assistantship application form, available from the Department, and three letters of recommendation after acceptance into the M.A. program in Art.

III. REASONS FOR REQUEST

In the wake of NCATE's visiting team's evaluations of the undergraduate and graduate programs in the College of Education and Human Service Professions, questions were raised about the Art Department's graduate program, especially its M.A. (Plan B) Emphasis Art Education. NCATE's interpretation of the current UMD Bulletin description seems to indicate that "there is a program for the training of elementary and secondary school teachers that is not under the jurisdiction of the Faculty of Education."

While the M.A. in Art-Emphasis Art Education program has in the past served a limited number of elementary and secondary teachers, it has never been regarded by the Art Department as a specific teacher training program.

Retrenchment has resulted in the loss of a faculty member with the Ph.D. in art education and a reduction in course offerings in that area. The M.A. in Art-Emphasis Art Education program has been enrolling fewer students over recent years. Students seem to prefer broader options related to areas such as museum work, arts administration and the humanities, as well as the M.F.A. degree.

IV. EFFECTIVE DATE: Fall, 1986

CLA CC # 58
Department Approval 02/03/86
CLA CC Approval 02/06/86
L.E. Approval _____
Grad.School Approval _____
Dean's Approval [Signature]

TO: CLA Academic Affairs Committee, U of M Graduate School
FROM: English Department Graduate Faculty
SUBJECT: For Information: Change in Title and Catalog Description

I. Present Catalog Description: (UMD Bulletin)

M.A. (Plan B) With Emphasis on Teaching
Prerequisites for Admission--This program is designed to prepare students for teaching in two-year colleges or secondary schools. The entering student should have completed 32 credits in English language, advanced composition, and literature, including 16 in the upper division.

Proposed Catalog Description:

M.A. (Plan B) With Emphasis on English Studies
Prerequisites for Admission--32 credits in English (appropriate courses in literature and/or language and/or advanced composition), including 16 in the upper division.

- II. Content of Program: N/A
III. Methods of Teaching and Evaluation: N/A
IV. Instructional Materials to be Used: N/A
V. Reasons for Request:

In the wake of NCATE's visiting team's evaluations of the undergraduate and graduate programs in the College of Education and Human Service Professions, questions were raised about the English Department's graduate program, especially its M.A. (Plan B) With Emphasis on Teaching, in view of NCATE's interpretation of the current UMD Bulletin description which seems to indicate that "there is a program for the training of elementary and secondary school teachers that is not under the jurisdiction of the Faculty of Education."

In a series of meetings from September 25, 1985, on within the English Department and with members of the UMD Administration, the clarification was established that the English degree has

always been regarded and administered as an "English studies" and not an "Education" degree. In order to make this unambiguous, the department graduate faculty voted unanimously to modify this emphasis in such a way that neither its title or related Bulletin copy about the degree suggest that it is designed to train secondary school teachers. The proposed title and description change reflects this decision.

- VI. Effective Date: Fall, 1986
- VII. Instructional Staff: N/A
- VIII. Grading Option: N/A
- IX. Compter Checks: N/A

KPJ/gjp
02/04/86