

UNIVERSITY OF MINNESOTA  
Graduate School

Minutes of the Executive Committee Meeting  
Thursday, June 2, 1983  
1:30 p.m. 331 Johnston Hall

Members present: Faculty representatives--Professors Jerome Hammond, Dale Lange, David Thompson; administrative representatives--Deans Robert Holt (chair), Kenneth Zimmerman; Duluth representative--Professor Dennis Falk for Professor Thomas Jordan; Fellowship Committee representative--Professor Gary Gray; student representative--Brian Grogan; Civil Service representative--Anne Aronson; guests--Professors Robert Beck, Darrel Frohrib, Dean Edward Foster; staff--Vicki Field, Andrew Hein, Klaus Jankofsky, Myrna Smith; secretary--Beverly Miller

Dean Holt informed the committee that Dean Klaus Jankofsky from Duluth was completing his term as the Graduate School's Assistant Dean. He thanked him for his good work and expressed his appreciation for the scholarly qualities and concerns which he had brought to the position.

I. FOR ACTION

A. Approval of the Minutes of the Meeting of May 5, 1983

The minutes were approved with the addition of remarks specified by Dean Jankofsky.

B. Proposal for the Establishment of a Concentration in Industrial Relations within the Master of Business Administration Degree Program

Professor Hammond informed the committee that this proposal had been considered at the last meeting of the Social Sciences Policy and Review Council. It would create an Industrial Relations track within the existing program for the M.B.A. degree. Dean Foster said that the M.B.A. program itself had been revised five years ago at which time the Industrial Relations faculty did not wish to introduce an Industrial Relations track within the M.B.A.; their minds have changed on this matter.

The proposal was approved without amendment. (Copy of proposal attached with these minutes.)

O. Proposal to Change the Name of the M.A. Degree Program in Distributive Education to Marketing Education

Professor Lange, chair of the Education and Psychology Policy and Review Council, which had earlier recommended this change, moved approval. The proposal to change the title of the M.A. degree program in Distributive Education to Marketing Education was approved unanimously.

(Copies of pertinent correspondence attached with these minutes.)

D. Proposal to Discontinue the Specialist in Education Certificate Programs in Business Education and in Distributive Education

Professor Lange informed the committee that this proposal, to discontinue the Specialist in Education Certificate programs in Business Education and in Distributive Education, had also been recommended by the Education and Psychology Policy and Review Council.

The proposal to discontinue the programs was approved and will be forwarded to the Office of the Vice President for Academic Affairs and the Board of Regents for their consideration.

E. Proposal to Combine the Concentrations in Alternative Social and Educational Futures, and Anthropology and Education, under One Title-- Anticipatory Anthropology and Education--for the M.A. Degree in Social and Philosophical Foundations of Education and for the Ph.D. in Education

Professor Lange said that the Education and Psychology Policy and Review Council in recommending approval of the proposal had expressed concern at the substitution of a computer or logical language for a natural language, as well as with the method of testing for competence, whether a computer or a natural language. Dean Hein informed the committee that at the present time a graduate program with a language requirement can itself determine how to test for competence. The only condition the Graduate School sets is that if it is to be recorded on the student's transcript the certification of competence must come from the foreign language department. Dean Holt asked whether the concern about the requirement was serious enough that it should hold up approval of the proposal. Professor Lange said that it was not, but that he did think it was an issue which will arise again.

Dean Holt asked how the new title "anticipatory anthropology and education" would differ from simply "anthropology and education." Professor Beck responded that the language contained in the proposal is that considered current terminology.

The proposal to combine the concentrations for the M.A. degree in Social and Philosophical Foundations of Education and for the Ph.D. in Education into a single concentration in Anticipatory Anthropology and Education was approved with one abstention. (Copy of proposal attached with these minutes.)

F. Recommendations on Operational Criteria for the Master of Engineering Degree Program

Professor Thompson said that this proposal was an attempt to more carefully define the conditions of the program which is a design, rather than a research, oriented degree. He said that the inclusion

of non-voting members on the student examining committee was not much of a departure, but felt the statement concerning admission standards might be; the phrase "modest variations" is undefined.

Professor Frohrib pointed out that the three numbered recommendations included conditions which the committee definitely wanted reiterated. He said that with respect to admission standards it was believed that variation was in order in light of the emphasis of the program; he added that the choice of "modest" covered a great diversity of opinion among the participating departments. Dean Hein said that at present the standards seem to move back and forth between those normally maintained for the M.S. programs and those for the professional programs.

Dean Holt asked for clarification of the phrase "accredited engineering curriculum." Professor Frohrib said that historically this has meant accredited by the Engineer's Council for Professional Development. Dean Holt suggested that since the word "accredited" has a very specific meaning and since individuals graduating from foreign institutions will also apply, a more general statement might be made. It was decided to change the phrase to read "For admission to the program, the student must hold an engineering degree from an institution offering a curriculum comparable to that of accredited engineering schools."

It was also agreed that the statement in Recommendation 1. which describes the project as "equivalent to the...thesis" should be altered to read "The design project, requiring effort comparable to the Master of Science thesis..."

Dean Hein pointed out that the introduction of the requirement for thesis credits in fall, 1983 would affect students in this program who would be required to register for 16 such credits for the Master of Engineering project. He asked whether the committee, in making its recommendations had explicitly recognized this. Dean Holt asked that that requirement be explicitly stated.

The proposal was approved. (Copy of proposal attached with these minutes.)

G. Proposal to Discontinue the Emphasis in Health Education for the M.A. and Ph.D. in Education Degrees

Dean Hein explained that this item is a consequence of a proposal from the College of Education to Academic Affairs to achieve part of the college retrenchment through elimination of the Health Education program. He said that he was not aware that any final action had been taken but that the Graduate School is faced with deciding whether applicants should be encouraged.

Professor Thompson said that he is concerned about suspending admissions before the final decision is made about eliminating the program; this will result in its being unable to attract students. Dean Hein responded that the Graduate School may otherwise be faced with the task of telling admitted students that the program will be phased out.

Professor Lange asked whether this proposal from the college actually had to go to the Regents before implementation or whether acceptance by the Vice President signaled that the process of discontinuation could begin.

It was pointed out that admissions were suspended in Operations Research before any final action was taken and that at Duluth proposals were made with respect to the program in Social Work by the Vice President before any consultation had taken place.

Professor Gray said he thought the University must be honest with students in these situations.

Professor Thompson said he thought concurrence of the program could be considered a clear signal, but that where the faculty opposed discontinuation the situation would be much different.

Dean Jankofsky pointed out that these decisions had many implications which must be recognized; there is an impact on faculty, students, and budgets. He said he thought data should be gathered from the programs, particularly where large numbers of students are concerned. He said that if you do A and B, C will follow and that you must be prepared to deal with all issues raised by these decisions.

Dean Holt said that the Graduate School would contact Vice President Keller for clarification on the current status of the proposal, and that the college would also be contacted.

## II. FOR INFORMATION

### A. Update on Activities of the Task Force on the Quality of Graduate Education and Research

Dean Holt said that the Task Force had appointed four subcommittees to deal with issues related to attracting and retaining faculty; attracting graduate students; graduate program evaluation procedures and recommendations for the second cycle of reviews; and central research facilities.

He said that it was expected that work on the program review recommendations would be completed within the week. Some aspects under discussion include (1) tying evaluation more closely to the planning process; much information is now available and some preliminary decisions could be made; (2) including more budgetary implications than in the past; (3) reducing the number of programs which need full-scale review--perhaps to 60 with a full external review; this might also involve reviewing groups of programs which are strongly related and where a broad outlook seems necessary; and (4) creating a special subcommittee of the Task Force to look at Duluth graduate programs. This subcommittee, he said, is being appointed by President Magrath, and will meet in the fall. In addition to looking at the programs it will also look at the role of the graduate dean at Duluth, and consider the extent to which that position has become concerned with administrative responsibilities rather than with policy matters. He said that a new dean would not be sought until the Task Force reports; in the interim, paper flow problems must be dealt with and both he and Dean Hein would be visiting the campus to establish procedures for handling these. He said he expected a preliminary report of this group in spring and a final report in fall.

Professor Falk said that he was concerned about the decision to leave the deanship vacant for an extended period of time. He said he thought there was no consultation in making this decision. Dean Holt responded that he saw it as his responsibility to assure that administrative matters would be properly dealt with in the interim and that this would be done. He said that he had consulted widely with individuals at Duluth about how the position of the assistant dean there is defined, and that he considered this important. There was a discussion of potential problems in the processing of materials between the campuses with the deanship vacant and about the need to simplify procedures. Shifting these responsibilities to the Minneapolis campus was not seen by the Duluth representative as a viable solution.

Dean Jankofsky also expressed his concern at the decision on the deanship without consultation with Duluth faculty. Dean Holt said he thought the faculty should be consulted on the policy issues, which have to do with the nature of the position itself. He said that seeing to it that papers are processed in the interim is an administrative responsibility.

Dean Jankofsky pointed out that there are fiscal concerns involved as well. When the last retrenchment occurred Minneapolis decentralized some responsibilities to save money; this was not done at Duluth, he said, because it was more effective to handle things centrally there. Departments at Duluth, he said, could not assume costs associated with

a transfer of responsibilities. Dean Holt responded that the Graduate School retrenchment for the coming year, which would be in the range of \$30,000 to \$60,000, was being borne on the Twin Cities campus; Duluth has not been asked to share in this retrenchment.

Dean Jankofsky pointed out that Duluth faculty incur considerable expense in time and money to participate in the work of the Graduate School. Dean Holt said that it is his intention, if possible, to reduce the need for meetings by moving the responsibility for some administrative work out of the Policy and Review Councils.

Dean Jankofsky expressed his appreciation for the opportunity to participate in the work of the Executive Committee as the assistant dean for Duluth. He said he had been happy to be part of the process.

B. Update on the Search for a Graduate School Associate Dean

Dean Holt said that the search committee expects to make a decision by the end of June or July. He said the new dean will be bearing greater responsibilities than in the past for research aspects of the Graduate School's work and budgetary policy matters.

C. Report on the Formation of a Task Force on Graduate Programs at Duluth

See discussion on item II. A.

D. Report from the Fellowship Committee

Ms. Myrna Smith called the committee's attention to the table prepared by her office showing the distribution of Graduate School Fellowships for 1983-84. The Fellowship Office, she said, is in the process of compiling surveys returned by recipients who had turned down the Graduate School's offers. In general, she said, these students are reporting that the presence of specific faculty at other institutions has had an impact on their decisions. In some other instances students have reported feeling ignored when they visited the campus, in others unusually high stipends were cited. When compiled, the information from the surveys will be distributed. Dean Holt asked that this information be provided to the Task Force on the Quality of Graduate Education and Research.

E. Update on Graduate Tuition and Thesis Credits Proposals

Dean Holt reported that the recommendation is to raise Graduate School tuition by 15 percent and to begin the move in the direction of the recovery of a fixed percentage of the cost of education through

tuition. The expected credit resident rate is \$70.89. It is also expected that from \$600,000 to \$750,000 for additional financial assistance will also be made available. This can be used to lessen the impact of the increases.

Professor Thompson pointed out that a long tax battle over research assistant stipends had occurred. He asked whether the differential between research assistants' and project assistants' stipends would be eliminated. Dean Holt said it would. The effort to obtain a tax break for research assistants based on the nature of their responsibilities had not been effective.

F. Final Draft of Recommendations of the Shapiro Committee on Doctoral Programs

This draft will be prepared during the summer by the Graduate School.

G. Final Draft on Policies and Procedures on the Discontinuation of Graduate Programs

This draft will be prepared over the summer by the Graduate School.

H. Update on Master of Liberal Studies Proposal

Dean Zimmerman reported that the committee would be meeting for the last time on June 2. A report is expected by June 15.

The meeting was adjourned.

Respectfully submitted

Beverly D. Miller  
Assistant to the Dean



UNIVERSITY OF MINNESOTA  
TWIN CITIES

School of Management  
271 19th Avenue South  
Minneapolis, Minnesota 55455

May 24, 1983

MEMO TO: Graduate School Social Sciences Policy & Review Council  
(Attn: Vicki Field)

FROM: Professor Roger B. Upson, Director of Graduate Study,  
Master of Business Administration (MBA) Program

SUBJECT: Course changes in Finance, and addition of IR concentration

The Graduate Faculty in Business Administration voted in favor of the proposed course changes in Finance (44 yes, 5 no votes) and in favor of adding a concentration in Industrial Relations (39 yes, 9 no votes) to the MBA program.

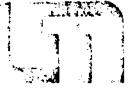
I am now able to certify the A96's and GS53's that were sent to you earlier. Please consider my signature on this memo as covering those forms.

Thank you for your help.

A handwritten signature in cursive script that reads "Roger B. Upson".

RBU:pk





UNIVERSITY OF MINNESOTA  
TWIN CITIES

School of Management  
271 19th Avenue South  
Minneapolis, Minnesota 55455  
(612) 373-4495

May 16, 1983

GRADUATE SCHOOL

MAY 16 1983

OFFICE OF THE DEAN

MEMO

TO: Robert Holt Dean  
The Graduate School

FROM: Edward Foster

The two curriculum proposals attached are to be voted on by the graduate faculty in business administration by a mail ballot due Monday, May 23. The proposals were discussed at a faculty meeting last week, but they were not voted on because due to an error necessary background information was not distributed before the meeting. From discussion I anticipate that the proposals will be approved.

We are anxious to put both in affect by next fall. I hope that in these circumstances the Social Science Policy and Review Council will be able to consider the proposals at their next meeting.


Thanks very much for your help.

EF:elh

A handwritten signature in cursive script, appearing to read "Ed Foster".



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Industrial Relations Center  
537 Management and Economics Building  
271 19th Avenue South  
Minneapolis, Minnesota 55455 

April 18, 1983

TO: Robert Hansen, Chair, SOM Curriculum Committee  
FROM: Ross E. Azevedo, Chair, IR Curriculum Committee  
RE: Proposal for an Industrial Relations Concentration in  
the MBA Program (MBA-IR)

As part of its review and revision of the Master of Arts in Industrial Relations (MAIR) Program the Industrial Relations Curriculum Committee and Relations faculty have developed a proposal to offer an Industrial Relations concentration in the MBA program (MBA-IR). What this proposal involves is the arranging of School of Management MBA courses and Industrial Relations courses in a combination which would allow the completion of a Master of Business Administration degree with a grounding in Industrial Relations. With this memo we are formally proposing the MBA-IR concentration.

The basis of this proposal is a generalist-specialist distinction between the MBA-IR degree concentration and our existing MAIR degree program. That is, while the MAIR degree involves the student in the breadth and depth of the field, with the opportunity for specialization within one or more IR subfields, the MBA-IR program will require that the student take the basic business skill courses plus the full concentration of the IR "core" courses. The course requirements, therefore, are equivalent to those of other concentrations in the MBA program.

The program includes 19 courses, totaling 74 credits. Required courses that provide basic management skills are to be taken during the first three quarters, with courses taken in the sequence specified below. In the second three quarters, the student will take three required courses plus the six core concentration courses in IR. This pattern follows the basic MBA program, making our concentration parallel to those of other departments in the School of Management.

(i) The basic management skill courses are:

First three quarters

- MBA 8010 - Management and Organizational Behavior
- MBA 8020 - Business Statistics: Sources, Presentation and Analysis
- MBA 8030 - Financial Accounting
- MBA 8005 - Computer Access and Business Program

MBA Communication Skills Program

- MBA 8015 - Human Resources Management
- MBA 8025 - Decision Sciences and Information Systems
- MBA 8035 - Managerial Economics and Accounting
- MBA 8040 - Financial Management
- MBA 8045 - Marketing Management
- MBA 8050 - Operations Management

Second three quarters

- MBA 8055 - Business, Government and Macroeconomics
- MBA 8065 - Field Project
- MBA 8060 - Strategy and Policy

(ii) The Industrial Relations core concentration courses are:

- IR 8001 - Quantitative Methods in Industrial Relations
- IR 8003 - Staffing, Training and Development
- IR 8004 - Organization Theory and Analysis
- IR 8005 - Employee Compensation and Reward
- IR 8006 - Labor Market Analysis
- IR 8007 - Collective Bargaining

For this program, students will be required to meet the prerequisites and standards of the SOM as well as IR course prerequisites. This means that students must have an introductory course in Microeconomics plus calculus or finite mathematics before being admitted. Also, students must complete the MBA field project as well as a Plan B paper written in IR 8001.

Application, admission, and counseling for the MBA-IR are through the MBA program office. Students must submit an application, transcripts, personal essay and Graduate Management Admission Test (GMAT) scores

Robert Hansen  
April 18, 1983  
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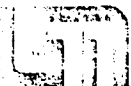
to the MBA Office to be considered for admission. Foreign students for whom English is not the native language are required to score 550 or better on the Test of English as a Foreign Language (TOEFL) examination.

In sum, we offer this proposal to you, the School of Management Curriculum Committee, and the School of Management faculty for consideration. I, and other members of the IR faculty, stand ready to respond to any questions you may have.

REA:jo

cc: Mario F. Bognanno  
Ed Foster

HANDOUT 6/1/83 v1



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Industrial Relations Center  
537 Management and Economics Building  
271 19th Avenue South  
Minneapolis, Minnesota 55455



May 24, 1983

GRADUATE SCHOOL

MAY 26 1983

OFFICE OF THE DEAN

Dean Robert T. Holt  
Graduate School  
321 Johnston Hall  
East Bank Campus

Dear Dean Holt:

I am writing to confirm that at its meeting on January 11, 1983 the IR Graduate Faculty approved an IR concentration in the MBA program. This concentration will also become available to E(Evening) MBA students as and when the necessary resources become available to implement the already approved E(Evening) MA-IR degree program.

Sincerely yours,

Mahmood-A. Zaidi  
Professor and Director  
of Graduate Study

cc: Dean Edward Foster  
Professor Mario Bognanno

MAZ: bn



UNIVERSITY OF MINNESOTA  
TWIN CITIES

College of Education

Division of Business and Distributive Education  
Department of Vocational and Technical Education  
420 Vocational and Technical Education Building  
1954 Buford Avenue  
St. Paul, Minnesota 55108

April 25, 1983

MEMORANDUM

TO: Dale L. Lange, Chair  
Education and Psychology Policy and Review Council

FROM: Gary McLean, Chair *GM*  
Education Policies Committee, College of Education

SUBJECT: Proposed Name Change for Business and Distributive Education

At our April 4, 1983 committee meeting, a proposal to change the name of Business and Distributive Education to Business and Marketing Education was presented and unanimously approved. The proposal attached indicates the rationale for the change and the implications of approving such a change.

We would request that your committee review this proposal and if you are in accord with our recommendation, that you transmit it with your approval to the Graduate School. If you have additional questions, I would be pleased to respond to them.

/bw

Enclosure



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Division of Business and Distributive Education  
Department of Vocational and Technical Education  
420 Vocational and Technical Education Building  
1954 Buford Avenue  
St. Paul, Minnesota 55108

February 17, 1983

MEMORANDUM

TO: Educational Programs Committee,  
Department of Vocational & Technical Education,  
and the College of Education

FROM: Faculty,  
Division of Business and Distributive Education  
Charles Hopkins, Head, R. Ashmun, M. Klaurens, J. Lambrecht,  
G. McLean *K.A.*

SUBJECT: Change names of programs from "Distributive Education"  
to "Marketing Education"

A. Request

The faculty in the Division of Business and Distributive Education request approval to change the names of the programs in "Distributive Education" to the more appropriate designator of "Marketing Education." The change, if approved, would result in word changes as follows:

1. Changing the name of the major in the degree programs at three levels:
  - a. Bachelor of Science - from "Distributive Education" to "Marketing Education."
  - b. Master of Education - from "Distributive Education" to "Marketing Education."
  - c. Master of Arts - from "Distributive Education" to "Marketing Education."
2. Changing the name of the division from "Business and Distributive Education" to "Business and Marketing Education."
3. Changing the prefix for each course offered in the division from "BDE" to "BME."
4. Revising all bulletin material, course titles and descriptors, and promotional flyers to use the term "marketing" for "distributive" as it would appear to describe components of the program.
5. Changing the name of the major as it would appear on course completion and graduation documents such as transcripts, operational records, and diplomas.

B. Rationale for the change

1. In recent years the term "distributive," as originally derived from the term "distribution," has been used more restrictively to refer to a process rather than a function supported by a recognized body of knowledge and related goals and activities. For example, one involved in wholesaling or retailing auto parts is commonly referred to as an auto parts distributor. Such entrepreneurs are involved in performing a "marketing" function, i.e. involved in activities that move goods and services from the producer to the consumer. Therefore, marketing is viewed more broadly as a major function in the economics of the nation--manufacturing, consumption, marketing, production.
2. There is a growing body of knowledge and research to support the change. For example, Crawford (1965, 1975) developed basic beliefs based on a philosophy acceptable to the field. In addition, competency lists were developed for clusters of marketing occupations. Also, most textbooks are based on the marketing concept rather than distributive concepts. Therefore, the term "distributive" is not easily understood by the general public, much less by marketing practitioners. If the public has difficulty with the term "distributive," there is much more confusion with the term "distributive education."
3. The name of the professional division in the American Vocational Association was officially changed from the "Distributive Education Division" to the "Marketing and Distributive Education Division" at the annual convention in December, 1981.
4. An advisory committee of Minnesota inservice teachers, coordinators, and administrators on November 18, 1982 voted unanimously to recommend changing the name of the distributive teacher education program at the University of Minnesota to "Marketing Education."
5. The members of the University of Minnesota Collegiate DECA chapter (mainly undergraduate majors), at their business meeting in December, 1982 voted unanimously in favor of changing the name of the program. There is movement underway to change the title of this student organization to Marketing Education Clubs of America (MECA).
6. The name of the professional educators' association in Minnesota is being changed from "Minnesota Association for Distributive Educators" to "Marketing Educators of Minnesota."
7. There is a trend among other universities to change the name of the program, e.g. Virginia Polytechnic Institute and State University made the change two years ago. VPISU and the University of Minnesota are considered leaders in the field.



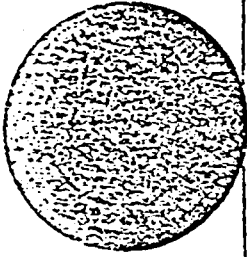
February 17, 1983

C. Effective Date

It is requested to make the program name change for promotional purposes by Fall, 1983. All other changes would become effective as soon as changes can be made in documents such as college bulletins, promotional flyers, diplomas, etc.

D. Anticipated Impact of the Change

1. It is anticipated that it would be more effective in communicating the intent of the program because:
  - a. Marketing is used more often today to describe transfer programs in community colleges as well as many occupational programs in area vocational-technical institutes.
  - b. People in the field (students, staff) use the term "marketing" more often than "distributive," and few outsiders today think of a "distributor-type" business which is a more narrow term. Many do not relate to the term "distributive" at all.
  - c. Marketing is supported by a body of knowledge that relates to educational content.
2. It may be easier to relate to and cooperate with other programs at the University, e.g. General College and Home Economics (fashion merchandising).
3. The program can be better understood by marketing practitioners who employ persons prepared for work by marketing educators.
4. It is easier and more effective to communicate the intent of the program to the various publics through bulletins, brochures, and other materials.



UNIVERSITY OF MINNESOTA CHAPTER

College of Education

Division of Business and Distributive  
Education  
Department of Vocational and Technical  
Education  
420 Vocational and Technical Education  
Building  
1954 Buford Avenue  
St. Paul, Minnesota 55108

February 4, 1983

Dr. Richard Ashmun  
Program Head for Marketing and Distributive Education  
University of Minnesota  
Division of Business and Distributive Education  
Department of Vocational and Technical Education  
420 Vocational and Technical Education Building  
1954 Buford Avenue  
St. Paul, Minnesota 55108

Dr. Dr. Ashmun

I would like to inform you that on December 6, 1982, the members of DECA unanimously voted to approve a change in the program title of Distributive Education to Marketing Education.

It was felt that a change in the program name would create a better awareness and understanding of our program. The term marketing is also more commonly used in the free-enterprise system.

Sincerely,

Lesa Alexander  
U of M Collegiate DECA President



UNIVERSITY OF MINNESOTA  
TWIN CITIES

College of Education

Division of Business and Distributive Education  
Department of Vocational and Technical Education  
420 Vocational and Technical Education Building  
1954 Buford Avenue  
St. Paul, Minnesota 55103

MARKETING/DISTRIBUTIVE EDUCATION AND SPECIAL SERVICES WORKSHOP  
November 18, 1982 - 420C Vo-Tech Education Building  
St. Paul Campus, University of Minnesota

Attended: University of Minnesota

Dick Ashmun  
Jerry Horazdovsky  
Mary Klaurens  
David Pucel

Secondary Educators

Jack Abrahamson  
Rise Kohlmeier  
Mark Westad

PostSecondary Educators

Judy Furrer  
John Hinsvalk  
Cheryl Johnson  
Mark Peikert  
Lance Yoshikawa

The meeting began at 4:00 p.m. with the members introducing themselves.

Dr. David Pucel, Director of Special Services explained to the group the concepts of the Special Services program. A question and answer period followed where members learned among other things, what type of courses could be offered along with enrollment and financial limitation.

The group was then divided in two groups. Dr. Richard Ashmun and Jerry Horazdovsky led the groups through separate brainstorming sessions to determine workshop topics MDE teachers need and are willing to attend. (See pages - for the results of the separate meetings).

The two groups were reunited and results were shared.

Appetizers and supper were served in Room 207 of the St. Paul Campus Student Center at 6:00 p.m.

A wide variety of topics were discussed informally over supper including: school budgets, declining enrollment, and preparing secondary and post secondary students to make use of the changes in technology.

\* A formal motion was made and seconded that Dr. Ashmun recommend to the College of Education that the title of the "Distributive Education" program be changed to "Marketing Education" as soon as possible. The reason being that "Marketing Education" describes the program better and is easier for the average person to understand. The motion was passed unanimously. Dr. Ashmun agreed to bring this topic to the appropriate committee as soon as possible.

UNIVERSITY OF MINNESOTA SPECIAL SERVICES WORKSHOP  
BRAINSTORMING SESSION

Horazdovsky Group:

1. NAME TOPICS OF ANY WORKSHOPS YOU FEEL MDE TEACHERS NEED AND WILL ATTEND.
  1. Textbook writing by author.
  2. Identifying informal power structure - how to attain informal power among peers.
  3. Microcomputers - how to evaluate computers on market.
  4. Microcomputers - how to use program (basic, hands on).
  5. Microcomputers - intermediate level.
  6. Microcomputers - how to use visicalc, etc.
  7. Microcomputers - computer aided instruction.
  8. Updating through expertise of variety of outstanding speaking - SME.
  9. Put on 10 hour (1 credit) presentation at state conference.
  10. Market research.
  11. Participatory learning/sharing information on industry.
  12. Current changes in marketing, today and tomorrow not 10-20 years from now.
  13. Electronic mail office.
  14. Internship, certain locations, working with a firm a certain number of hours, use U of M clout.
  15. Bring in authors to talk about books.
  16. Workshop to bring in Business.
  17. Quality circles.
  18. How to get into consulting, role of consulting.
  
2. What is the most effective way to promote these workshops? Flyers? Announcements at district and state meetings?
  1. Catchy titles.
  2. One dynamite workshop at state conference.
  3. Offer follow-up.
  4. Have some company (or individual) sponsors.

UNIVERSITY OF MINNESOTA SPECIAL SERVICES WORKSHOP  
BRAINSTORMING SESSION

Ashmun Group:

1. NAME TOPICS OF ANY WORKSHOPS YOU FEEL MDE TEACHERS NEED AND WILL ATTEND.

1. Simulation techniques - innovative projects.
- \*2. Program promotion - increase enrollments.
3. Computer games/simulations.
4. Systems management, e.g. retail store.
5. Marketing research.
6. Adult education packages.
- \*7. Small business techniques - problems/consulting.
8. Building better business skills.
- \*9. Buying skills.
10. Coordination techniques update.
11. Teach participants to program their own simulations.
- \*12. Career counseling.

\*priorities

Ashmun received some information by mail:

Requests for information:

- Methods of positive PR for marketing programs; school, business community, parents.
- How to teach classes on small business management.
- How to decide what to teach in Marketing I vs. Marketing II.
- Effective uses of advisory committees.
- Use of labs/materials.
- Labor laws.
- How to make calls on employers or future employers.
- Working DECA into the curriculum.
- Professional responsibilities, e.g. chamber, MDE, MADE.
- Understanding special needs employment techniques/philosophies.
- Future trends in marketing plus such topics as robotics.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

College of Education

Department of Educational Policy Studies  
and Administration  
Social and Philosophical Foundations of  
Education Program

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Minneapolis, Minnesota 55455

(612) 373-9899

May 23, 1983

TO: Graduate School Executive Committee  
FROM: Robert H. Beck, Chair  
Social & Philosophical Foundations of Education

Enclosed you will find a corrected copy of our request to alter the names of the graduate concentrations in Alternative Social & Educational Futures and Anthropology & Education and to further articulate these two concentrations in the 1978 approved Ph.D. in Education (SPFE) as a single concentration under the title of Anticipatory Anthropology and Education. These corrections have been made on the advice of the Education and Psychology Policy and Review Committee.

RHB:blh

Enclosure

This is a request to alter the names of the graduate concentrations in Alternative Social & Educational Futures and Anthropology & Education and to further articulate these two concentrations in the 1978 approved Ph.D. in Education (SPFE) as a single concentration under the title of Anticipatory Anthropology and Education.

The terminology Anticipatory Anthropology and Education is primarily a name change involving direct substitution of similar terms, i.e., alternative + futures → anticipatory (the preferred contemporary terminology substituted for an outdated terminology (cf. Textor)); social → anthropology. The SPFE faculty has discussed the proposed articulation, which it feels is minor, and has voted unanimous support for this proposal. The attached items from the approved Ph.D. proposal are designed to illustrate the fact that the articulation proposed is within the spirit and letter of that document. The attached sample student programs from that document for the concentrations further demonstrate the fact that the proposed Anticipatory Anthropology and Education concentration represents no more than one way of doing what has long been approved.

The SPFE required core as approved has not been modified, and will not be modified. However, several courses which used to be allowed at student discretion are now required for those following the concentration. (M.A.: SPFE 5-175 (Introduction to General Systems Theory...), History of Technology or Utopian Writings; Ph.D.: SPFE 8-220 (Seminar in Alternative Social and Educational Futures), SPFE 8-170 (Seminar: Topics in Anthropology and Education), History and Philosophy of Science, History of Technology or Utopian Writings) Students in the concentration will also be expected to gain a reading knowledge of French; secondarily, a knowledge of Spanish or of one computer language is expected. Credit is not given within the concentration for this work. This new requirement has been established because some of the major futures writing and research in the world is in French, and secondarily in Spanish, and because many futures research methods require programming skills. Language competency will be assessed through seminar presentations, Plan B work (as applicable), and preliminary examinations. Evidence of computer language competence may be established through course completion or evidence of attainment of programming competency, for example through a project undertaken within a course or for Plan B or dissertation work.

Attachments:

Proposed Description of Concentration in Anticipatory Anthropology & Educ.  
Excerpts from "Proposal for a Program in the Social and Philosophic  
Foundations of Education (SPFE) Within the Ph.D. in Education Major"  
Sample Student Programs from Previous and Proposed Concentrations  
List of Concentration Faculty

Proposed Description of Concentration in Anticipatory Anthropology & Education  
(underlined terms and phrases are carried over from older descriptions below either verbatim or via direct synonym):

The Graduate Concentration in Anticipatory Anthropology and Education focuses on the interrelationships between education, broadly conceived, and the needs of society from a policy perspective. The concentration has three disciplinary bases. The first of these is anthropology, especially anthropological theory related to social structure and cultural transmission, anthropological methods of research in modern societies, and applied anthropology as it relates to innovation and planning. A second base is futures research, from which we look at the history of anticipatory science, examine current theories of planning for the future, and learn additional relevant research methods. Work in this basic area offers an opportunity to question, create, and compare alternative paradigms within which research activities can occur. It is based on the notion that a scholar may practice cultural design and prototyping activities while carrying out scientific research on the effects of such actions. Alternative paradigms in the field, through comparison with conventional models and present practice, offer a greater number and variety of hypothetical alternatives for the development of humans and their institutions. Third is a broadly foundational viewpoint on education, which is gained through historical, philosophical and social science examinations of the educational enterprise in Western society. These three perspectives are integrated through the application of general systems theory.

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Original Concentration Descriptions Excerpted from 1978 Document:

The concentration in anthropology and education would be primarily for students interested in the contributions of anthropology to studies in educational foundations and policy alternatives. Special concerns with the fieldwork method, educational ethnography, application of general systems theory, history of the field and the application of anthropological principles to education design would be stressed through courses selected both from SPFE and Department of Anthropology course offerings. Students at both M.A. and Ph.D. levels would be required to submit programs with the remainder of courses between other SPFE foundational disciplines and studies in educational foundations.

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The concentration in alternative social and educational futures would be primarily for students interested in alternative models, designs, and paradigms for social and educational futures, and in concept clarification and extension, research, and teaching in an interdisciplinary area, as these relate to studies in educational foundations studies. Students would be expected to develop supportive specialties in other foundational disciplines within SPFE.



Excerpts from Approved Ph.D. Proposal

- p. 3 "SPFE endeavors to apply methodologies from established humanistic and scientific disciplines to the study of education."

Comment: The "established" disciplines are spelled out on page 4. See excerpt below.

- p. 4 "For any approach, the methods and theories of a discipline (currently history, philosophy, sociology and anthropology) provide the intellectual organization and methodology for their studies of education. Rigorous training in the selected discipline is required and students may take up to half their course work in the discipline."

Comment: Note that there is a choice of four disciplines. For the Futures tracks the disciplines employed were primarily sociology and anthropology because those were the major disciplines in which the associated faculty had their training.

- p. 10 "In every generation of graduate students a number have always identified with more than one concentration simultaneously. The three most recent Ph.D.s from SPFE are examples: Angie Nelson--Futures and Anthropology..."

Comment: Nelson's Ph.D., 1977, establishes the historical fact of the very close association of anthropology and futures.

- p. 10 "Qualitative methodologies are philosophic analysis, historical analysis and interpretation and the natural history method of fieldwork and qualitative data analysis on the Darwinian model."

Comment: Specified methods used by futures students have always been combined with the natural history/qualitative methods derived from anthropology.

Archetypal Sample Student Programs for Ph.

<u>Requirements excerpted directly from 1978 Approved Ph.D. Proposal</u>	<u>Old Concentration in Social &amp; Educational Futures (excerpted from Ph.D. Proposal)</u>	<u>Old C Anthr (exce</u>
Core Seminars	6 credits	6 cr
Foundations: General (including methods)	18 credits	18 cr
	H.Ed 5-172, 3 cr.	H.Ed
	H.Ed 5-175, 3 cr.	H.Ed
	H.Ed 5-180, 3 cr.	H.Ed
	H.Ed 5-182, 3 cr.	H.Ed
	H.Ed 8-172, 3 cr.	H.Ed
	H.Ed 8-290, 3 cr.	
Foundations: Concentration and Special Academic Courses	15 credits	19 cr
	H.Ed 8-220, 9 cr.	Anth
	H.Ed 8-241, 6 cr. (Reading List)	Anth Anth Anth Anth Anth
Supporting Program or Minor	18 credits	12 cr
	PsyF 8-110, 111, 112, 9 cr.	SpEd
	PsyF 8-113, 3 cr.	Educ
	PsyF 8-114, 3 cr.	Soc &
	PsyF 8-530, 3 cr.	Soc &
	<hr/> 57 credits	<hr/> 55 cr

Archetypal Sample Student Programs for M.A

<u>Requirements excerpted directly from 1978 Approved Ph.D. Proposal</u>	<u>Old Concentration in Social &amp; Educational Futures (excerpted from Ph.D. Proposal)</u>	<u>Old C Anthr (exce</u>
Core Seminars	3 credits	3 cr
Foundations: General (including methods)	18 credits  (as required per page 7)	18 cr  (as r
Foundations: Concentration and Special Academic Courses	9 credits  H.Ed 5-210, 3 cr. H.Ed 5-211, 3 cr. H.Ed 8-220, 3 cr.	12 cr  H.Ed H.Ed (nc H.Ed H.Ed (nc
Supporting Program or Minor	12 credits  PsyF 5-110, 3 cr. PsyF 5-125, 3 cr. PsyF 5-330, 3 cr. PsyF 5-339, 3 cr.	9 cr  Anth Anth UC 5-
	<u>9 credits</u> Plan B	<u>9 cr</u>
	51 credits	51 cr

FACULTY

The following faculty have full graduate status in SPFE.

Original 1978 List

<u>Name</u>	<u>Primary Concentration</u>	
A. Bagley	History/Philosophy	History/
R. Beck	Philosophy/History	Philosophy
S. Clark	Sociology	no change
R. Collier	Futures	no change
M. Dobbert	Anthropology/Futures	no change
A. Harkins	Futures/Sociology	Futures/
G. Hendricks	Anthropology	no change
J. Altholz	History	no change
R. Delattre	History/Philosophy	no change
R. Tapp	Humanities	no change

The following faculty serve SPFE Ph.D. students in other capacities as listed below

<u>Name</u>	<u>Capacity</u>	<u>Primary Concentration</u>	
D. Anderson	Coop. Faculty--Methods	Futures	no change
S. Erickson	Visiting Lecturer	Futures	W. Jenn
E. Joseph	Visiting Lecturer	Futures	no change
R. Kiste	Frequent Comm. Member	Anthropology	left un
F. Miller	Frequent Comm. Member	Anthropology	E. Ogan
M. Patton	Appointed to teach individual courses	Sociology	outdated
M. Sibley	Frequent Comm. Member	Political Science	retired
R. Thornton	Appointed to teach individual courses	Sociology	outdated
			P. Starr
			L. Gerlach

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UNIVERSITY OF MINNESOTA  
TWIN CITIES

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125 Mechanical Engineering  
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(612) 373-3008/2977

TO: Physical Sciences Policy and Review Council

FROM: D. A. Frohrib, Chairman *DF*  
Ad Hoc Committee on the Master of Engineering Program:  
L. E. Goodman  
C. L. Larson  
A. Nussbaum  
D. Frohrib, Chairman

RE: Program Operational Criteria: Finalized Recommendation

DATE: May 10, 1983

This committee, established by Dean Ibele in 1981, has conducted a survey of department practices as they are presently conducted in the administration of the Master of Engineering Program.

There are three differences that distinguish the Master of Engineering Program from the Plan A Master of Science Program that we recommend be continued:

1. The design project, equivalent to the Master of Science thesis, which is intended to provide the student opportunity to develop his/her skills in executing an investigation which contains design decision-making in synthesis and evaluation. "Design" should be interpreted in a broad sense, in which problem definition and alternatives, feasibility, computer synthesis, and evaluation can be addressed in any appropriate mix, but motivated by the milieu of design as an overall mission.
2. The inclusion of a fourth non-voting member on the thesis examining committee. This person, an adjunct person from industry, may be invited by the graduate school to review the quality of the student's study.
3. The Master of Engineering program is not recommended for students planning to pursue a Ph.D. degree at a later time and, therefore, is generally regarded as a "terminal" graduate degree.

For admission to the program, the student must hold an engineering degree from an accredited engineering curriculum. Admission standards, the composition of the program of study, and procedures for binding and registering the dissertation are to be similar to the Master of Science Plan A as it is administered within each department. Modest variations in admission standards and the program of study may be permitted on an individual basis consistent with departmental policy. Therefore, essentially the same standards used in the Plan A Master of Science Program should be applied to the Master of

Physical Sciences Policy and Review Council

Page 2

May 10, 1983

Engineering Program with the exception of the three features identified above. This committee sees no need to establish a standing committee to monitor the Master of Engineering program. We believe that the faculty within each field are expert in design and its contexts as exercised in their own disciplines, and believe that departmental graduate deliberations within departments can serve to adequately vector the Directors of Graduate Study toward the appropriate exercise of the criteria presented in Points 1, 2, and 3, above. The Graduate School has the mechanism to monitor the quality of program through its Policy and Review Council.

The major uniqueness of the Master of Engineering Program is its use of the design project in place of the Master of Science Plan A dissertation. The appropriate definition and execution of this project is vital to the well-being of the program, and we believe that departmental scrutiny of the nature of these projects is important to ensure that the mission of advanced design education is preserved and enhanced by the Master of Engineering Program.

We will be pleased to be of continuing service to you if you request. Thank you.

DAF/prn

cc: S. Eisenreich, Civil Engineering  
E. Fletcher, Mechanical Engineering  
P. Hodge, Aerospace Engineering and Mechanics  
R. Oriani, Metallurgy and Material Science  
C. Larson, Agricultural Engineering  
A. Nussbaum, Electrical Engineering  
M. Tirrell, Chemical Engineering