

UNIVERSITY OF MINNESOTA  
Graduate School

Minutes of the Executive Committee Meeting  
November 5, 1981

11:30 a.m. 606 Campus Club

Members present: Faculty representatives--Professors Dale Lange, Douglas Lewis, William Schofield for James Boen, Edward Sucoff, David Thompson; Duluth representative--Professor Neil Storch; Mayo representative--Mr. Donald Weggen for Professor Franklyn Knox; guests--Professors John Alexander, Richard Needle; administrative representatives--Deans Warren Ibele, chair, John Wallace, Kenneth Zimmerman; student representatives--Margie Leibfried, David Pogoff, Roy St. Laurent; Civil Service representative--Wendy Larson; staff--Deans Andrew Hein and Klaus Jankofsky, Ms. Vicki Field, Ms. Myrna Smith; secretary--Ms. Beverly Miller

I. FOR ACTION

A. Approval of Executive Committee Minutes, Meeting of June 9, 1981

The minutes were approved without amendment.

B. Proposal for the Establishment of M.A. and Ph.D. Programs with a Major in Family Social Science

Action was deferred to the December meeting. Members were invited to send their comments and suggestions in writing to Ms. Vicki Field.

II. FOR DISCUSSION/ACTION

Proposal for the Introduction of an Emphasis in Health Education within the Existing Program for the Master of Arts Degree in the Field of Education

Professor Alexander who, together with Professor Needle, appeared for the proposal said that questions raised at the June meeting of the Executive Committee had been answered. An addendum to the proposal had been prepared.

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

III. FOR DISCUSSION

A. Proposal on Transfer of Credit across Degree Programs

Dean Ibele asked for a report from the Policy and Review Council chairs as to the current status of the proposal.

Professor Lewis responded that the Social Sciences Policy and Review Council was concerned that it addressed only the master's degree, that the doctorate was not covered.

Professor Lange asked how the 40 percent figure was determined. Dean Ibele responded that it was a practical decision representing a compromise between the desire to give wide recognition to work completed while not believing it was desirable to award two or more degrees for the same work. Because the current rule on transfer credits is 40 percent of the work offered for a master's degree, that figure was chosen to try to simplify the rule on double-counting credits for degrees. Professor Lange added that the Education and Psychology Policy and Review Council was concerned about the amount proposed. Professor Storch pointed out that the individual programs may limit that percentage. The rule is intended to be permissive not compelling. Mr. Pogoff said he thought the 40 percent was probably high. At the institution where he did his earlier work a distinction was made between one degree with two majors and two degrees.

Professor Lewis said that the Social Sciences Policy and Review Council also thought it would be more useful to state the rule positively in terms of how much new work would have to be taken--that is 60 percent of a second degree program would have to be work not offered for the first degree.

Dean Jankofsky suggested that a clarification should also be made regarding the simultaneous pursuit of two degrees. He added that at Duluth, some 5-level courses which are a part of the professional graduate programs there may not be offered for Graduate School degrees. Dean Hein pointed out that the latter should not be a problem since the individual programs may decide what work an individual student may offer for a second degree.

Professor Lewis asked about the applicability of the rule to the doctorate. Dean Hein responded that it was true that in specific instances, a doctoral student would be disadvantaged if, after the fact, he wanted to reorganize his courses for a second degree at a lower level, but since the assumption is that graduate degree programs are planned in advance, and agreed upon by the program and the student, such a situation should not often arise.

Professor Sucoff reported that the Plant and Animal Sciences Policy and Review Council had no additional comments.

Dean Zimmerman reported for Professor Simpson that the Language, Literature and Arts Policy and Review Council had just started its discussion of the proposal.

Dean Wallace pointed out that a problem is likely to arise in areas where there are a number of degree programs with closely related subject matter, often created in response to professional demands. Since the institution has established these programs, he said, it would be unfair to disadvantage the student by limiting the extent to which they could respond to these same professional pressures by obtaining a second degree for the same work.

Dean Hein pointed out that part of the problem is one of recognition--how in the long range these policies will affect the perception of the degree programs outside the University; both the integrity and credibility of the degree in the larger community may be brought into question.

Professor Storch added that he thought it was a matter to be taken seriously. He suggested that internal pressures will probably lead to a proliferation of such rearrangements even among the University's own faculty.

Dean Ibele suggested that recommendations for changes be sent forward to the Dean's office so that they can be incorporated into a redraft for later consideration.

B. Graduate Courses Offered at Off-Campus Locations or in a Workshop Format

Dean Ibele reviewed the situations which had led to a consideration of this issue. He pointed out that it tends to focus on the area of two councils, Education and Psychology and Language, Literature and Arts.

Professor Lange reported that a subcommittee of the Education and Psychology Policy and Review Council was reexamining the issue after an inconclusive first report.

Dean Zimmerman said that the Language, Literature and Arts Policy and Review Council would be reporting on the issue shortly.

Professor Storch pointed out that at Duluth the Uniform Credit Hour Value, defined by the University Senate is enforced in offering all such courses off-campus or in workshop format. Dean Jankofsky said that Duluth's problem has been when the Twin Cities campus has offered courses in the Duluth region which do not appear to adhere to the rule.

The issue will be taken up at a later meeting when consideration by the Education and Psychology and Language, Literature and Arts Policy and Review Councils is completed.

IV. FOR INFORMATION

A. Resolution of Faculty Advisers of Moroccan Doctoral Students

Professor Sucoff, chair of the Plant and Animal Sciences Policy and Review Council which sent the resolution forward with its endorsement, reviewed the issues. Students from Morocco complete work required by the University of Minnesota for the Ph.D., but return home to do the dissertation research. That research is to be presented to the Institut Agronomique et Veterinaire Hassan II for the award of the doctorat by that institution. The student will then return to the University of Minnesota, submit this research in fulfillment of the dissertation requirement, and receive the Ph.D. from Minnesota. Professor Sucoff pointed out that while an agreement was entered into with Hassan II, that agreement does not oblige the University to award the Ph.D.

Dean Hein said that a political problem does exist if one degree or the other is denied the student though that may not have been a part of the original agreement. The other issues aside, the basic issue, he added, is whether a dissertation offered elsewhere for a comparable degree may be accepted at the University of Minnesota for the Ph.D. The prohibition against this has always been a basic one at virtually all U.S. institutions.

Professor Thompson, who advises one of the students, said that he believes they are very interested in obtaining the Ph.D. Professor Lewis said that he thought it appeared that to stand by the contract the University must award the Ph.D. Dean Wallace said that he saw no problem with the University's doing so.

Dean Zimmerman said that he understood that the College of Veterinary Medicine was looking into a similar arrangement and asked Professor Sucoff what he would advise. Professor Sucoff said that in some instances students may be unable to return to complete the program. He added that other institutions will undoubtedly cooperate in the project and that the decision of the University may set the tone.

Professor Schofield asked what part the faculty had in drawing up the agreement. Professors Thompson and Sucoff responded that the faculty had no part in drawing it up, but were involved after the fact.

There was a further discussion of the problems associated with the agreement as it was drawn up; with the fact that neither the faculty nor the Graduate School was a party to the original agreement; and, in light of the existence of the agreement, with the difficulties associated with refusing to grant the Ph.D. if the research is offered first at Hassan II for the doctorat.

A motion was made that, for the duration of the current five-year agreement only, the University agree to ignore the award of the doctorat by Hassan II and to consider Moroccan students participating in the program for the award of the Ph.D. degree on the basis of work completed at the University and research for the dissertation done in Morocco.

The vote on this motion being tied at four to four (four being absent or representatives not voting) the chair cast an aye vote to approve the motion. (Copy of Plant and Animal Sciences P & R Council Resolution attached.)

B. Final Approval of the Proposals for an M.A. Program in Religious Studies and an M.M. Program in Music

Dean Zimmerman reported that the Board of Regents had granted final approval to the establishment of programs for the M.A. degree in Religious Studies and for the M.M. degree in Music.(Copies of proposals attached with these minutes.)

C. Report on Spring Quarter Computerized Registration--Twin Cities Campus

Dean Zimmerman said that the Office of Admissions and Records, which has been responsible for the development of the computerized registration system, will be having information sessions with groups within the University to describe the way the new system will work. As soon as the Graduate School can determine the content of these sessions and the extent to which they may answer questions which deal specifically with graduate students, a decision will be made about whether to conduct Graduate School sessions in addition.

Dean Jankofsky reported that the system was working smoothly at Duluth where winter registration has already opened. He added that it was important that complete information be given to graduate advisers, directors of graduate studies, and students.

Dean Zimmerman added that one of the disappointments of the system thus far was that many of the fringe benefits that would have particularly benefitted the colleges have disappeared or have been deferred in development.

D. Report on Hill Professor Awards

Dean Zimmerman said that awards for the 1981-82 academic year were made to five programs. The following individuals are the Hill Visiting Professors for this year: Robert Irwin, Studio Arts; John Lacey, Plant Pathology; Anthony Kenny, Philosophy; J. P. Sullivan, Classics; and Joseph Gani, Statistics.

E. Report on Actions of the Directors of Graduate Studies Advisory Committee and the Task Force on Doctoral Programs

A summary of issues being taken up by the two committees as well as a list of the memberships were distributed to the Executive Committee.

F. Report on Fellowship Competitions

Ms. Myrna Smith, Director of the Fellowship Office, referred to a handout which had been distributed to all Policy and Review Councils at their initial fall meetings. She mentioned that that handout was issued before the latest information about budgetary problems was available. The expectation is that approximately 80 Graduate School Fellowships and 55 Doctoral Dissertation Fellowships will be awarded.

She said that a proposal that resident tuition be granted to Graduate School fellowship holders had been approved in principal by central administration but that implementation was not possible before the next biennium.

G. Statement of Graduate School Criteria on Admissions

Dean Ibele said that the statement of Graduate School criteria had been drafted at the request of the Social Sciences Policy and Review Council. The statement is for distribution to the Policy and Review Councils. There was a brief discussion of the statement. A redraft was suggested of the segment dealing with the admission of marginal students to recast it from the viewpoint of the institution rather than the student. The selective use of the interview was also discussed briefly. Dean Hein pointed out that most court cases seem to be concerned with the equitable application of criteria, as much as with what the criteria actually are, and that there could be serious problems with using interviews only in specific instances. Students rejected without an interview could reasonably plead that they had not been given an equal opportunity to present their qualifications.

H. Report from the Council of Graduate Students

Mr. David Pogoff, new president of the Council of Graduate Students, informed the committee of the appointment of new officers. He reported that the new Graduate Student Handbook would be published shortly; that a tax workshop is planned; and that the possibility of a child care referral service which would serve students at all levels, staff and faculty, is being examined. He reported that the assistant in the COGS office, Ms. Diana Dearing, had resigned and that Ms. Ellen Flanigan had taken over some of the responsibilities.

There followed a discussion about the health of the organization and about COGS' ability to find necessary student representation for the various Policy and Review Councils and committees. Mr. Pogoff said there was a problem with obtaining program representatives. Professor Sucoff suggested that this was not necessarily a problem but a sign that COGS was adequately representing students. He added that it was important to keep the organization reputable so that as issues arise students can use COGS as a vehicle for expressing their concerns.

I. December Executive Committee Meeting

The December meeting date was set for the 10th.

J. Graduate Students with Graduate Teaching Appointments

Dean Ibele mentioned that a suggestion had been made that in those instances in which graduate students appointed to limited teaching status to teach graduate courses are nominated for renewal, student evaluations be required with the nomination. Some Policy and Review Councils already require such evaluations with LTS renewals. The Dean asked that those which do not, consider this matter.

The meeting was adjourned.

Respectfully submitted,

Beverly D. Miller  
Assistant to the Dean



UNIVERSITY OF MINNESOTA  
TWIN CITIES

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GRADUATE SCHOOL

OCT 26 1981

OFFICE OF THE DEAN

October 23, 1981

TO: Dean Warren Ibele

FROM: John Alexander, D.O.G.S.

RE: Proposal for the Introduction of Emphases Within the  
Existing Program for the M.A. in Education (6-9-81  
Minutes of Executive Committee of the Graduate School)

This is to advise that all the recommendations contained on page 2 paragraph 4 relative to our proposal have been reviewed and accepted as revisions in the original proposal submitted to the Graduate School.

In response to the recommendation for a listing of courses required of students before completing the M.A. degree, we are submitting an addendum concerning background experiences for students entering the M.A. program in Education with emphases in Health Education. You will note that the expectation (Appendix A) could be essentially met by the University of Minnesota undergraduate degree program requirements in School and Community Health Education. We would hold these as exit requirements for those without an undergraduate major in Health Education.

JFA:rme



ADDENDUM TO PROPOSAL FOR  
OFFERING AN M.A. IN EDUCATION WITH  
EMPHASIS IN HEALTH EDUCATION

Students applying for the M.A. program in Education should have taken, as undergraduates, a core curriculum that encompasses components of the behavioral and social sciences, biological sciences, educational theory and effective field experience - all of which integrate Health Education concepts. The major components and sub areas of preparation (core curriculum) applicable to all health educations are outlined in Appendix A\*. Applicants whose records show deficiencies will be advised to take the necessary requirements as prerequisite undergraduate or graduate courses or as part of the M.A. program.

The undergraduate program (Appendix B) in School and Community Health at the University of Minnesota has a core curriculum in health education that is consistent with new directions in the field as outlined in Appendix A.

Appendix B reflects the current undergraduate curriculum in School and Community Health Education which satisfies the requirements set forth in Appendix A.

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\*These "core curriculum" were developed by professional health educators from a variety of settings who came together under a grant from the Bureau of Health manpower to begin to discuss the development of guidelines for the professional preparation and procedure of health educators functioning in various education settings.

## APPENDIX A\*

### Behavioral and social sciences

- . Educational
- . Cultural anthropology
- . Sociology
- . Humanities
- . Abnormal psychology
- . Economics
- . Human relations
- . Psycho-social understanding of the human system

### Biological Sciences/Health Sciences

- . Public health and health sciences
- . Epidemiology
- . Statistics
- . Biological understanding of the human system
- . Health problems

### Educational Theory

- . Education
- . Group and interpersonal theory and skills
- . Communication skills
- . Current issues and trends in education
- . Program/curriculum planning
- . Research and application of statistical methods
- . Foundations of all specialities of health education

### Field Study

The participants concurred that a field experience should be included in the "common core" curriculum. However, there were varying views as to the length, type and settings of the practicum. Opinions on length ranges from one term to a full year (to be completed after four years of study). Although many of the participants felt the field experience at the baccalaureate level should involve several settings in order to give the student a broader range of experience, several others disagreed, stating this kind of practicum would perpetuate the "I can do anything and everything" health educator.\*

\* Proceedings of a workshop in Commonalities and Differences on Preparation and Practice of Community, Patient, and School Health Educators, U.S. Department of Health, Education and Welfare, Public Health Science Division of Associated Health Professions, 1978.

APPENDIX B

MAJOR IN SCHOOL AND COMMUNITY HEALTH EDUCATION

AT THE UNIVERSITY OF MINNESOTA

Related Course Requirements

Course #

Spch 1101	Fundamentals of Speech Communication: Oral Communication	4 cr.
or		
Spch 1102	Fundamentals of Speech Communication: Communication Process	4 cr.
Biol 1011	General Biology	5 cr.
or		
EBB 3001	Introduction to Ecology	4 cr.
GCB 3002	Genetics	4 cr.
Chem 1004, 1005	General Principles of Chemistry	5 cr. (each)
or		
Chem 1008	The Physical World: Chemistry	4 cr.
or		
Phys 1004	The Physical World: Physics	4 cr.
MicB 3103	General Microbiology	5 cr.
or		
MicB 1101	Elementary Microbiology	4 cr.
Soc 1001	Introduction to Sociology	4 cr.
Anth 1102	Introduction to Social and Cultural Anthropology	5 cr.

Major Courses (minimum 40 credits)

Hlth 1500	American Red Cross Standard First Aid and Personal Safety	2 cr.
Hlth 3100	Curriculum in School Health Education	3 cr.
Hlth 5069	Community Health Education Practicum for School Hlth Ed Stu	6 cr.
Hlth 5072	Introduction to School and Community Health Education	3 cr.
Hlth 5120	Role of the School Health Educator in Health Appraisal	3 cr.
Hlth 5140	Administration of the School Health Program	3 cr.
PubH 3385, 3386	Physiological Hygiene (human physiology)	8 cr.
or		
Phsl 3051	Human Physiology for Nursing and Physical Therapy Students	5 cr.
PubH 3600	Human Nutrition	3 cr.
or		
FscN 1012	Food for Thought	4 cr.
or		
FscN 1602	Principles of Nutrition	4 cr.

Course #

PubH 5152	Environmental Health	2 cr.
or		
PubH 3151	Introduction to Environmental Health	3 cr.
Anat 1027	Anatomy for Physical Education Students	4 cr.
or		
PE 3110	Human Anatomy	3 cr.
FSoS 5001	Human Sexual Behavior	4 cr.
PsyF 5162	Personality and Social Development	3 cr.
or		
CPsy 5303(or 3303)	Adolescent Psychology	4 cr.

Professional Education Courses (minimum 34 credits)

Hlth 3300	Instructor's Course in Standard First Aid and Personal Safety	3 cr.
Hlth 3320	Methods and Materials of School Health Education	3 cr.
Hlth 3601, 3602, 3603	Student Teaching	9 cr.
Hlth 3600	Pre-Fall Student Teaching	3 cr.
Hlth 5150	Family Life and Sex Education in Secondary Schools	3 cr.
PsyS 5130	Introduction to Guidance	3 cr.
or		
PsyG 5110	Counseling Procedures	3 cr.
SeEd 3155	Psychological Foundations of Secondary Education	5 cr.
PsyS 3106	Exceptional Students in Regular Classes	2 cr.
SPFE 3090	The School and Society	3 cr.
<u>Special Requirements for All Students</u>		

Physical Education		3 cr.
PubH 3004	Basic Concepts in Personal and Community Health	5 cr.
PsyF 3380	Introduction to Human Relations	3 cr.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

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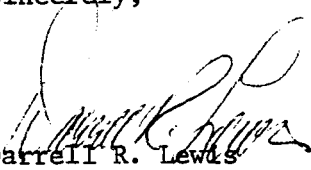
May 27, 1981

Professor Vernon Hendrix, Chairperson  
Policy and Review Council for Education  
and Psychology  
321 Johnston Hall  
Campus

Dear Professor Hendrix:

The College of Education Subcouncil on Graduate Studies has carefully reviewed the accompanying proposal for the M.A. in Education with an emphasis in Health Education. The Subcouncil endorses the proposal and forwards it to you with a recommendation for its approval.

Sincerely,

  
Darrell R. Lewis  
Associate Dean

DRL:mf

Attachment

cc: Kenneth Zimmerman

## INTRODUCTION

The proposed M.A. Program in Education with an emphasis in Health Education, will prepare a selected group of graduate students for teaching, research and for leadership positions at the state and local levels. The proposed curriculum combines content from a multidisciplinary perspective within a health education framework that incorporates courses from education, health, and behavioral, social and natural sciences and focuses on disease prevention and health promotion through educational processes.

The health education faculty believe the changing health, medical and social problems of school-aged children, youth and other major age groups in our society, and the reassessment of national health goals and objectives emphasizing disease prevention and health promotion has created both new opportunities for health educators and an obligation among academically based health health educators to design curricula to prepare prospective professionals for their future roles. For example, today American children and youth are healthier than ever before-- certainly as measured by the usual morbidity and mortality indicators. However, there are different threats to the health of children and youth, often characterized as the "new morbidity," for which environmental (social, physical, familial and economic) and behavioral factors have been identified as causative or contributing. Some special childhood problems of concern to those who will work with these age groups are learning disorders, inadequate school functioning, behavioral problems, speech and vision difficulties, mental retardation, child abuse, and neglect, accidents and injuries. And for youth, the principal threats to health are violent death and injury, abuse and neglect, alcohol and drug abuse, unwanted pregnancies, sexually transmissible diseases, and the environment. Adolescents experience unique health problems, and our traditional indices do not represent well the nature of their problems. For adults, chronic and degenerative diseases and alcohol abuse are the major health problems.

Characteristics developed during childhood can lead to adult diseases and disability. As many as 40% of youth 11 to 14 are now estimated to have already present one or more of the risk factors associated with heart disease.\* It is the family that has profound effects on the health and educational status of its members. And it is clear that the national goals to improve the health of children and youth, and prevent consequences of the "new morbidity," are closely associated with the familial environment. But the family is no longer seen as the sole agent of children's socialization; the emerging view is that both the child and the family are affected by every institution of society. With the focus now on children in context, living in a complex world of family interactions and societal forces, attention to the impact of families and school on children and youth's health will be seen as targeted units for delivery of health and educational services.

The Surgeon General, identifying strategies for better health for children, youth and other age groups, clearly recognized the importance and potential of health educators. Increased interest in health education has been due to many contemporary influences. The rising consciousness about the role of individual, group and organizational behavior in influencing health status, rapidly rising health care expenditures and no significant improvement in indices measuring health status has led to a shift in health policy toward prevention of health problems through health education and health promotion.

More than 40 million children and youth spend most of the day in school and "no group is more able than schoolteachers to provide information and instruction that can help young people make decisions that promote good health and prevent disease."\*

Dr. Robert ten Bensel of the University of Minnesota, School of Public Health, Maternal and Child Health Program hosted the National School Health Conference in 1977, at which time the then Secretary of Health, Education, and Welfare focused attention on the important roles for both health professionals and educators and volunteered support of the federal agencies in health and education to state and community levels to improve school health programs.\*\* He also stated that "The President is interested in exploring these possibilities for using schools to provide a full range of services to children and families, including health and social services as well as education." Our proposed curricular program is an attempt to operationalize this important policy and programmatic concept and to translate the resolution adopted at the conference which, in part, stated that the school is a setting where a major portion of the unmet needs for health care and health education could be met and that the school personnel can be, with additional training, a very effective health educational professional. The Surgeon General's Report on Health Promotion and Disease Prevention also highlighted the importance of other school personnel in achieving healthier children and youth.

The Minnesota Department of Health has established a committee to identify and discuss the facts and issues related to planning for health promotion and health services for school-aged children in Minnesota to meet their Goals for the 80's one of which is: "All children and young adults should have the information and encouragement necessary for long term health through development of positive attitudes and behavior that will maintain health and reduce risks."\*\*\* To accomplish the objectives related to this goal, relevant educational opportunities must be available to interested professionals.

In addition to the school being a major setting for health education, in recent years health educators are being employed in industry, labor unions, health planning agencies and in many federal, state and local governmental bodies. The College of Education has recognized the need for providing professional education for people who will benefit substantially from exposure to a curriculum centering around the knowledge base of professional education but who are not preparing for teaching roles in the schools.

In summary, there are new opportunities for health educators created by changing health problems among different age groups and by shifts in national health policy toward prevention of disease and promotion of health. These opportunities create new responsibilities for institutions preparing health educators to design curricula so that students will acquire the knowledge and research, and teaching skills necessary to perform their roles. The curriculum described below represents the health education faculty's effort to respond to the new directions in health education.

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\*U.S. Department of Health, Education and Welfare, Public Health Service. The Surgeon General's Report on Health Promotion and Disease Prevention, Healthy People. Washington, D.C.: U.S. Government Printing Office, 1979.

\*\*University of Minnesota. National School Health Conference. Minneapolis, Minnesota. University of Minnesota Press, 1979.

\*\*\* Minnesota Department of Health. Goals for the 80's.

M.A. IN EDUCATION AND MASTER OF PUBLIC HEALTH: A COMPARISON

Health education programs beyond the bachelor's degree presently exist in the College of Education and in the School of Public Health. The current program structure at the University of Minnesota reflects the two major tracks that have evolved in the brief history of health education: school health education and community (or public) health education. With increasing public awareness of the importance of health and increased interest in health education as a major health strategy, health educators have begun to address the commonalities and differences in the roles and functions of health educators in various settings. Most health educators in academic institutions agree that there is a base of knowledge and information, professional responsibilities and functions which constitute the generic role of the health educator regardless of the work setting. Health educators also agree that, at the graduate level, specialized preparation should be established. Curricula at different institutions (or different programs within a single institution) should reflect this common knowledge base of our discipline, and programs should be designed around these core concepts.

Both programs - M.A. in education and MPH - share the goal of health education, which is to maintain, promote and improve individual and community health through educational processes. Our programs also share the idea that health education programs are effective only to the extent that they influence the health practices found by research to be causally related to desired health outcomes. And both programs are committed to preparing competent health educators. We share not only philosophies, but faculties and students are involved in both programs simultaneously.

Although beginning from a reasonably comparable base and a shared philosophy, justification for the two health education programs rests on the differences in emphasis of the programs -- primarily on educational focus and research emphasis in the College of Education degree administered through the Graduate School, and a public health focus and program planning and evaluation implementation and evaluation emphasis in the School of Public Health professional degree program. The differences between the programs are reflected in the unique missions of the College of Education and the School of Public Health, and the core courses required in each of the programs.

The core courses required in each health education program are consistent with the goals and objectives of the respective College or School. The core courses in the master's program in education with an emphasis in health education focus on the foundations of education (history, philosophy and sociology); the process of teaching and learning and organizing to do so (psychology of student learning, principles and procedures in learning curriculum and the design and management of education services). The core course in the School of Public Health include philosophical and conceptual basis of public health practice, environmental health, biological bases and epidemiology of health and disease, vital and health statistics, biometric methods, and principles of organization and management in health service organizations. The emphasis area courses in the College of Education program focus on public health, social science, and health education knowledge bases, whereas the public health education students devote much of their remaining curricular choice to coursework in their specialities -- health education in the health and medical care setting, the workplace, family and community, and planning and health policy formation.



The M.A. in Education with an emphasis in health education emphasizes a research component examining questions about the linkages between health behaviors and health problems and the efficacy of various educational strategies to facilitate development and maintenance of health behaviors. The School of Public Health-health education degree is a professional degree which emphasizes understanding, and application of research findings to the problems of interest.

In conclusion, although emphasis has been placed on the differences between the two graduate programs, it should be kept in mind that, given the common knowledge base, shared philosophies, and interests of the College of Education and the School of Public Health in providing high quality academic preparation and career opportunities for students, these programs are complimentary.

#### INQUIRIES AND ENROLLMENTS

Over the last several years there have been many requests from prospective students about a master's degree in EDUCATION with emphasis in HEALTH EDUCATION. Such interest comes from health educators working in a variety of settings, including school and community health educators, nurses, health education coordinators, specialists in other aspects of higher education, and drug education counselors. An advanced M.A. degree should provide greater employment opportunities, added expertise for continuation of present employment, and new learning opportunities related to becoming more effective health educators.

During 1980-81 there were 24 inquiries into the M.A. in Education with an emphasis in School Health Education, 4 of whom have been admitted. There are approximately 17 M.A. students in this program with an average term enrollment of 5. The range of yearly graduation since 1970 has been 3-6 students. It is anticipated that, with the availability of the M.A. proposed program and the added faculty, these numbers would be increased.

ADMISSION OF STUDENTS

Based on:

- . overall undergraduate GPA minimum of 2.8
- . Miller Analogy Test raw score preferably above 50
- . undergraduate major or minor in health education or related health education background
- . professional letters of endorsement regarding assessment of potential for graduate study
- . submission of form on professional goals and background experiences

DESCRIPTION OF PROGRAM

The M.A. in Education with a health education emphasis will consist of study in the following areas:

1. CORE IN EDUCATION

A common core of knowledge related to historical, humanistic, philosophical, and multicultural perspectives in the field of education, will be required of all M.A. students in this emphasis. The core courses are foundational and relate to the professional knowledge base of education as reflected by teaching, learning and evaluating. Based on background and in consultation with the adviser appropriate courses will be selected from the following or equivalent.

<u>credits</u>	<u>course</u>	<u>title</u>
1	CISy 5000	Educational Technology: Instructional Systems
4	CISy 5209	Principles and Procedures in Designing Instruction
3	CISy 5605	Principles and Procedures in Designing Curriculum
4	PsyF 5152	Knowing, Learning, and Thinking
4	PsyF 5170	Social Psychology of Education
3	PsyF 5182	Psychology of Student Learning
3	SPFE 5101	Historical Foundations of Modern Education
3	SPFE 5110	Intercultural Education: Social Science and Systems Perspectives
3	SPFE 5131	Comparative Education
3	SPFE 5141	Critical Issues in Contemporary Education
4	SPFE 5171	Anthropology and Education
3	SPFE 5172	Anthropology of American Education
3	SPFE 5182	Comparative Philosophies of Education
4	SPFE 5190	Sociology of Education

## 2. EMPHASIS AND RESEARCH PREPARATION

The emphasis area represents an integrated curriculum plan utilizing existing courses from the broad discipline of Health Education. Five courses will be required (Hlth 5xxx Theory in Health Education - Contemporary Perspectives, Hlth 5xxx Health

Education: Programming, Planning and Evaluation, Hlth 5980  
Research Methodology, Hlth 8980 Research Seminar and PsyF 5110  
Introductory Statistical Methods, or PsyF 8110 Statistical Methods).  
In addition to appropriate courses from School Health Education,  
a minimum of one course in 1) epidemiology, and 2) the social/  
behavioral sciences will be required.

Research and discipline inquiry skills will be developed through  
appropriate courses in research methodology and statistics, in-  
dependent projects, participation in a research seminar, and  
exposure to on-going research of faculty in Health Education.

3. MINOR OR RELATED FIELDS

Because of the cross-disciplinary nature of health education,  
it is suggested that related fields of studies will most likely  
be appropriate for the majority of candidates. Courses might be  
selected from psychology, family social science, adult education,  
educational psychology, higher education, home economic education,  
educational administration, and public health.

4. RESEARCH COMPONENT

Plan A - Thesis

Plan B - Hlth 8981 - Research Problems 6 credits

5. EXAMS

Plan A - written (course work) and oral (thesis)

Plan B - oral (course work and plan B project)

The courses in education and the emphasis in health education are  
consistent with current NCATE Standards for the Accreditation of Teacher

Education that emphasize the need for humanistic, behavioral, and multi-cultural experiences, and preparation for research activities.

Because of the interdisciplinary nature of this program and the possibility of the need for a large number of courses it is anticipated that most students will select the Plan B option. Plan A would be used by candidates 1) with more extensive academic backgrounds, 2) wishing to enter a doctoral program, and 3) desiring more extensive research involvement.

Most programs in similar institutions emphasize course offerings in research methods, design of experiment and fundamental statistics, and an area of emphasis in school or community health education, safety education, or health care. Representative courses are in the behavioral, social, and biological sciences, and educational theory.

FACULTY

<u>Name</u>	<u>Department</u>	<u>Graduate Program</u>	<u>Grad Status</u>
John Alexander	PE	PE/EDUC	FM/AM
*Michael Baizerman	PubH	HE/PubH	FM/AM
*William Bart	SPPFE	EDUC/Psy	FM
Robert Cobb	SHE	PE/EDUC	FM/AM
Eloise Jaeger	PE	PE/EDUC	FM/FM
Richard Needle	SHE	PE/EDUC	FM/FM
G. Alan Stull	PE	PE/EDUC	FM/FM
*Robert ten Bensel	PubH	Ped/PubH	FM/AM

\*prospective faculty

ADDITIONAL FACULTY CONSULTED

Robert Beck	SPPFE
Robert Bruininks	PsyS
Paul E. Johnson	SPPFE
Jack E. Merwin	SPPFE
Gerhard Newbeck	F SoS
Clyde Parker	SPPFE
S. Jay Samuels	SPPFE

SAMPLE M.A. PROGRAM (PLAN A)  
MAJOR: EDUCATION  
EMPHASIS: HEALTH EDUCATION

MAJOR

<u>Course</u>	<u>Title</u>	<u>Credits</u>	<u>Satisfies**</u>
*Hlth 5xxx	Theory in Health Education - Contemporary Perspectives	3	1,3,5
*Hlth 5xxx	Health Education - Programming, Planning and Evaluation	3	1,5
*Hlth 5980	Introduction to Research	3	2,5
*Hlth 8980	Research Problems Seminar	1	2,5
PsyF 5152	Knowing, Learning, Thinking	4	1,4
PsyF 5182	Psychology of Student Learning	3	1,4
*PsyF 8110	Statistical Methods	3	2
Anth 5187	Theories of Disease Causation and Treatment	4	1,5
SPFE 5190	Sociology of Education	4	1,3,5
PubH 5332	Fundamentals of Epidemiology	$\frac{3}{31}$	1,5
MINOR			
PubH 5610	Principles, Problems, and Issues in Maternal and Child Health	3	1,5
PubH 5611	Problems and Programs in Maternal and Child Hlth	3	1,5
PubH 5616	Rights of Children: Neglect and Abuse	$\frac{3}{9}$	1,5
or			
<u>RELATED FIELDS</u>			
PsyF 5330	Computer Programs	3	2
Fsos 5200	Family Relationships	5	1,5
PubH 5610	Principles, Problems, and Issues in Maternal and Child Health Care	$\frac{3}{11}$	1,5

\*required course

- \*\*1. Humanistic and Behavioral Study  
2. Research Methods  
3. Multicultural Study  
4. Core in Education/Commonalities  
5. Emphasis

MAJOR

<u>Course</u>	<u>Title</u>	<u>Credits</u>	<u>Satisfies</u>
* Hlth 5xxx	Theory in Health Education - Contemporary Perspectives	3	1,2,5
* Hlth 5xxx	Health Education - Programming, Planning and Evaluation	3	1,5
* Hlth 5980	Research Methods	3	2,5
* Hlth 8980	Research Seminar	1	2,5
Hlth 5140	Administration of School Health Programs	3	1,5
CISy 5605	Principles and Procedures in Designing Curriculum	3	1,4
PubH 5332	Fundamentals of Epidemiology	3	1,5
Anth 5185	Med Anthropology	3	1,5
SPFE 5101	Historical Foundations of Modern Education	3	1,4
SPFE 5171	Anthropology and Education	4	1,3,4
* PsyF 5110	Introductory Statistical Methods	<u>4</u>	2
		33	

RELATED FIELDS

FSOS 5200	Family Relationships	5	1,5
PubH 5615	Health of School Age Child	3	1,5
PubH 5038	Communication Skills Development for Helping Professionals	<u>3</u>	1,4
		11	

PLAN B REQUIREMENT

Hlth 8981	Research Problems	<u>6</u>	3
		50	Total Credits

\* required course

- \*\* 1. Humanistic and Behavioral Study  
 1. Research Methods  
 3. Multicultural Study  
 4. Core in Education/Commonalities  
 5. Emphasis



Minutes of the Subcouncil on Graduate Studies Meeting  
May 21, 1981

Present: J. Alexander, R. Beck, V. Hendrix, D. Lange, D. Lewis, M. Snoke,  
G. Swanson, R. Voelker, K. Zimmerman

Guest: R. Needle

Minutes for the April 30, 1981 meeting were approved.

Dr. Alexander distributed copies of the third draft of the Health Education M.A. proposal. After lengthy discussion, the Subcouncil gave preliminary approval to the proposal with the understanding that the program area and/or DGS would make the following corrections, clarifications and editorial changes:

1. On page four, the second paragraph should be deleted and a sentence should be added to the first paragraph on this page which would emphasize the complimentary nature of this proposal with existing programs in the School of Public Health.
2. There should be a letter of support attached to the proposal from either the appropriate DGS or program coordinator in the School of Public Health. This letter should be carbon copied to Deans Lewis and Zimmerman.
3. On the bottom on page five, the last sentence should give a more specific definition of the courses required in/from the common core of education courses. For example, "Based on background and in consultation with the adviser, at least two courses will be selected from the following list or comparable courses."
4. At the top of page six, the menu of core courses should be expanded to identify the most appropriate core education courses. Course syllabi and program area heads should be consulted regarding the appropriateness and availability of these courses.
5. On the sample programs, humanistic and behavioral studies should be designated by one code number since this is a single NCATE requirement.
6. Similarly, commonalities in M.A. programs and the core in education may be designated by one code number.
7. Sample programs need to include and identify the education core course requirements. This requirement is not met in the proposal's Plan A protocol.

8. The proposal should state if a written and/or oral examination is required.

Regarding a question posed to the Subcouncil at a previous meeting, the group unanimously agreed that with the above corrections and clarifications this is an appropriate Education degree program.

Assuming that all of the concerns as expressed above are resolved, the Subcouncil recommended that Dean Lewis write a letter of support and that the Health Education M.A. proposal be submitted to the Graduate School's P&R Council for review and action. It should be noted that this program cannot be advertised until it is approved by the P&R Council and until after the two proposed Health Education core courses are approved by the College's Curriculum Committee.

The next agenda item, clarification of C&I's M.A. programs, was then considered. After Dr. Lange distributed copies of C&I's latest draft proposal, he reviewed the various changes and clarifications in the document as previously requested by the Subcouncil. The Subcouncil gave preliminary approval to the proposal with the following conditions and comments:

1. Protocol programs for each emphasis area should be included and have a standard format and be consistent with the text. The Subcouncil asked Dean Lewis and Dr. Lange to monitor these protocols so that they would not have to be reviewed by the entire group.
2. In response to a question about the appropriateness of applying the NCATE multicultural education standard to Mathematics Education, the Subcouncil agreed that NCATE standards written for graduate programs should be visible in some way in the protocols. There was also consensus that NCATE graduate program standards could not be satisfied by undergraduate work.
3. The proposal should state if written and/or oral examinations are required.

Assuming all of the concerns as expressed above are appropriately resolved, the Subcouncil recommends that Dean Lewis write a letter of support and the C&I proposal be submitted to the Graduate School's P&R Council for review and action.

For the last item on the agenda, the Health Education Ph.D. proposal, Dr. Alexander distributed copies of the preliminary draft proposal and gave a short introductory presentation. He said that the Ph.D. in PE has not been a satisfactory vehicle for the Health Education major. Also, health educators throughout the country have sought a separate identity from physical education. If this proposal is approved, he said it could be one of the best and most prestigious degrees of its kind in the nation.

A brief discussion followed in which the Subcouncil expressed concerns about prior consultation with the School of Public Health, student enrollments, admission procedures, adviser assignments, course requirements and statistical method emphases. The Subcouncil then suggested the proposal should include the following:

1. A statement which expressed the support of the School of Public Health;
2. Past, present and future enrollment profiles;
3. Program faculty profiles;
4. A statement on the uniqueness of this degree;
5. A statement specifying how and why it is intended to be a Ph.D. degree in education.

The next Subcouncil meeting will be held early next Fall Quarter. The Health Education Ph.D. proposal and the Vocational Education graduate program review will head the agenda.

DRL:RKV:mf

Resolution of the Plant and Animal Sciences Policy and  
Review Council Regarding Moroccan Doctoral Students

The Plant and Animal Sciences Policy and Review Council would like to convey to the Dean of the Graduate School that it supports the purpose of the Contract between the University of Minnesota and IAV and supports the general procedures contained in it for the training of a Moroccan faculty. The Council concurs that neither the conduct and presentation of the research in Morocco nor the award by IAV of its own diploma for work done by University of Minnesota students should in any way prejudice their rights to earn and, if merited, be awarded a University of Minnesota degree. Further, the Council suggests that the Graduate School adopt the position that Moroccan students who are enrolled in the Ph.D. program be encouraged to complete requirements for the Ph.D. at Minnesota.

Resolution approved May 28, 1981



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of the Dean

College of Liberal Arts  
215 Johnston Hall  
101 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

November 5, 1980

Vice President Kenneth Keller  
Academic Affairs  
213 Morrill Hall

Dear Ken:

This note accompanies a proposal from the School of Music to replace the degree of M.F.A. in performance and choral conducting with the degree of Master of Music (M.M.). I have read over the proposal and have approved it. The proposed new degree is, as the School's presentation points out, more in keeping with the general practice of music programs across the country. The requirements for the degree strike us as reasonable and appropriate. We support the proposed change, and hope that it will be approved by each of the appropriate bodies.

Sincerely,

A handwritten signature in cursive script that reads "Fred E. Lukermann".

Fred E. Lukermann  
Professor and Dean

FEL:mm

UNIFORM PROGRAM  
INVENTORY AND  
PROPOSAL FORM

SECTION I  
Program Proposal Abstract and Cover Sheet  
(See Attached Instructions)

1 Unit, Campus or College Graduate School Code No. \_\_\_\_\_

I. General Information

A. Program Title Master of Music (MM)

B. Program Review Category:  Regular  
(check one)  Experimental (If Experimental, give Reporting Date: \_\_\_\_/\_\_\_\_/\_\_\_\_)

C. Proposed Implementation Date: 9 / 16 / 80

D. Program Length: Total Cr/hr 44 Classroom 44 Laboratory \_\_\_\_\_

E. Administrative Unit Immediately Responsible for Program: School of Music

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

The Master of Music degree, presently unavailable at Minnesota, is  
the standard, professionally-oriented masters-level degree in music -  
the logical companion to the BM and DMA programs. Emphases:  
performance and choral conducting. The MM, requiring 44 credits,  
will provide advanced professional training, personal enrichment, and  
preparation for DMA studies.

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

	80- 81 (Yr.)		82- 83 (Yr.)	
	Number (Headcount) Expected	Student Credit or Contact Hours	Headcount Capacity	Student Credit or Contact Hours
a. Enrollment				
Program Enrollees	40	1760	60	2640
Other Students	0	0	0	0
Total	40	1760	60	2640
b. Program Graduates/Completers	40	-	40	-

A. Projected Costs of the Program:

II. Budget Data

6

7

	First Year <u>80-81</u>								Full Operation <u>82-83</u>							
	New				Re-assigned				New				Re-assigned			
	No. FTE	Annual Cost		No. FTE	Annual Cost		No. FTE	Annual Cost		No. FTE	Annual Cost		No. FTE	Annual Cost		
a. Faculty		\$		3.37	\$	84751		\$		5.05	\$	127127				
	10	12	16	20	57	59	63	67	10	12	16	20	57	59	63	67
b. Civil Service		\$		0.47	\$	6274		\$		0.7	\$	9406				
	13	15	21	25	59	62	68	72	13	15	21	25	59	62	68	72
c. Equipment, Supplies, etc.		\$			\$	4135		\$			\$	6199				
			26	30		73	77				25	30		73	77	
Total Direct Costs (a+b+c)		\$			\$	95160		\$			\$	142732				
			31	35		78	82				31	35		78	82	
d. One-time Costs		\$			\$	-		\$			\$	-		\$		
			35	40		83	87				35	40		83	87	
e. Space Rental		\$			\$	-		\$			\$	-		\$		
			41	45		88	92				41	45		88	92	
f. Indirect Costs		\$			\$	38868		\$			\$	58298		\$		
			45	50		93	97				45	50		93	97	
g. Total Program Costs (a+b+c+d+e+f)		\$			\$	134028		\$			\$	201030		\$		
			51	56		98	103				51	56		98	103	

B. Expected Sources of Funds for Program:

8

9

	First Year: <u>80-81</u>						Full Operation: <u>82-83</u>					
	Dollar Amount		% of Annual Expend.	One Time Input		Dollar Amount		% of Annual Expend.	One Time Input			
a. Local	\$			\$		\$			\$			
	10	14	51	65	69	10	14	51	65	69		
b. State	\$	101861	76.0	\$	152783	76.0	\$		\$			
	15	19	53	70	74	15	19	53	70	74		
c. Tuition	\$	32167	24.0	\$	48247	24.0	\$		\$			
	20	24	55	75	79	20	24	55	75	79		
d. Federal	\$			\$			\$		\$			
	25	29	57	80	84	25	29	57	80	84		
e. Private	\$			\$			\$		\$			
	30	34	59	85	89	30	34	59	85	89		
f. Dedicated Fees	\$			\$			\$		\$			
	35	39	61	90	94	35	39	61	90	94		
g. Other (Specify)	\$			\$			\$		\$			
	40	44	63	95	99	40	44	63	95	99		
h. Total	\$	134028	100.0	\$	201030	100.0	\$		\$			
	45	50	103%	100	105	45	50	100%	100	105		

10

C. If there are any formal arrangements with other institutions or agencies, (e.g. clinical sites, cooperation, joint programs) explain, giving names of institutions: \_\_\_\_\_

D. System Verification:

8	15	22
-----	-----	-----
Authorized Institution or System Signature	Title	Date
-----	-----	-----
29	40	42
39	47	47

## SECTION II

### Program Title - Master of Music Degree

#### 1. Summary Description of Program

The Master of Music degree (M.M.) is the standard, professionally-oriented masters-level degree in music and is the natural link between the Bachelor of Music degree and the Doctor of Musical Arts degree, both currently offered by the University.

The principal objective of the M.M. is to provide a period of organized focused study to students who have been concerned with the development of their general cultural and musical education. The M.M. will be used by students preparing to be instrumental solo and/or chamber music performers; vocal artists in opera, oratorio and solo performance; church organists or choir directors; orchestral musicians; teachers in the various instrumental and vocal areas; as well as students seeking advanced study for personal enrichment.

This degree is offered with emphasis in any of the twenty-two instruments or voice in which the School of Music offers instruction at the Graduate Performance level (Mus. A 83xx), and in choral conducting. Admission to the program is dependent upon audition and satisfaction of the general requirements for admission to the Graduate School and the School of Music. Questions concerning audition and admission requirements should be directed to the School of Music.

Requirements: The emphasis, in all instances except choral conducting, consists of 16 credits in the major instrument or voice (Mus A 83xx) plus 8 credits in ensemble, literature and pedagogy of the instrument or voice, or an appropriate secondary instrument. The choral conducting emphasis consists of 12 credits in conducting courses and 12 credits in choral literature. Additional course-work necessary to complete the required minimum of 44 credits must include at least 8 credits in the Divisions of Musicology and/or Theory-Composition. A maximum of 8 credits from non-music fields (including Music Education) may be applied toward the 44 credit minimum. Applicants are reminded, however, that a designated minor, certified on the transcript, may be earned by completing 9 or more credits approved by the Director of Graduate Studies of the minor field. A solo recital is required except in choral conducting where a conducted performance is used. All emphasis require a final examination.

Enrollment is expected to number 40 students in the first year and 60 students when the program is fully operational.



Support for the program (including funds, faculty, library resources, facilities, and supporting services) will be achieved by reallocation of resources presently dedicated to the M.F.A. program. (The M.F.A. program will be substantially reduced in its number of students, but will continue to be offered - at least for the immediate future).

Costs of the program during the first year will be: faculty (3.37FTE), \$84,751; Civil Service (0.47FTE), \$6,274; equipment and supplies, \$4,135; indirect costs, \$38,868.

When fully operational, costs will be: faculty (5.05FTE), \$127,127; Civil Service (0.17FTE), \$9,406; equipment and supplies, \$6,199; indirect costs, \$58,298.

State support at 76%, will be \$101,861 in the first year; \$152,783 when fully operational. Tuition support, at 24%, will be \$32,167 in the first year; \$48,247 when fully operational.

## 2. Need for the Program

Students in the proposed program will be seeking entry-level or advanced skills in their chosen careers. For those preparing for college-level teaching positions, the M.M. represents minimum entry-level preparation; for those in private teaching, performance and church choir work, advanced training will be provided. Many of the students in the M.M. program will continue their study through the D.M.A. As is often true of masters-level programs in the arts, it is expected that the M.M. degree programs, will attract and serve many students pursuing life-goals of personal enrichment in addition to those in pursuit of career-oriented goals.

The M.M. degree is the standard, nationally recognized degree in performance and conducting. It is the expected degree in the job market. Its implementation will therefore be an advantage to students at the University of Minnesota in their pursuit of job opportunities and doctoral level studies. The M.M. requiring 44 credits, as compared with M.F.A. at 65 credits, offers a cost/benefit advantage to the student as well as the institution. In spite of the credit differential, the M.F.A. is not as prestigious in the job market as is the M.M.

The M.M. is the degree recommended by the National Association of Schools of Music and was specifically recommended for implementation at the University of Minnesota by the Internal-External Review Committees (1974). Its immediate implementation was again strongly urged by the NASM during its review of the School of Music curriculum in 1980.

## 3. Mission

The M.M. degree is the logical link between the B.M. and D.M.A. degrees currently offered at the University. Adoption of the proposed degree will provide a structure for our degree programs that is nationally understood and is comparable to the structure for degree programs in respected institutions throughout the nation. The proposed structure, supported by the faculty strengths and library resources of the University, and drawing upon the rich musical environment of the Twin Cities metropolitan area, will provide the best possible climate for the nurture of musical

### 3. Mission - continued

talent in Minnesota. The community, state, and region will benefit from the products of such a program.

### 4. Comparative Program Analysis

The M.M. program will replace the M.F.A. programs in performance and choral conducting.

Mankato State University is the only other Minnesota institution offering the M.M. degree. Mankato does not offer a doctoral program.

### 5. Duplication

The University's M.M. program will be unique in the breadth of the area it serves, in the numbers, variety and geographical origins of students it attracts, and the richness of the environment upon which it can draw. It also enjoys the advantage of existing within a principal job market for its products.

### 6. Cost/Benefit

Music programs are evaluated by the National Association of Schools of Music at various stages during implementation and at minimal intervals of ten years thereafter. The NASM is the national accrediting body for programs in music.

The program will also be subjected to review through the usual mechanisms of the University, the Graduate School, the College of Liberal Arts, and the School of Music - e.g., student evaluation, faculty evaluation, internal-external review processes. Follow-up studies of graduates of the program are planned.

The cost per student for the M.M. degree is expected to be \$3,350.60 (\$76.15 per credit times 44 credits). The cost per student for the M.F.A. is \$4,949.75 (\$76.15 x 65 credits). Given the same resource base, more students will be better served by the M.M. degree than by the M.F.A. The M.M. degree, as the nationally recognized and most frequently sought masters-level degree in music, can be expected to attract students of the highest quality. Students, the University, the community, and the State will benefit by normalization of the degree structure in music at the University.

May 7, 1980

(Date)

Proposal for: (name of new program) Master of Music

Submitted by the: (name of department or departments) School of Music

of the: (name of the college or campus) College of Liberal Arts

through the: Graduate School

The proposal has been reviewed and approved by:

\*\*\*\*\*

APPROVAL CERTIFICATION

ADDITIONAL APPROVALS (as appropriate)

Lloyd Leland  
(Department Chairman or Equivalent) (Date)

\_\_\_\_\_  
(Dean, Graduate School) (Date)

Red Ruben  
(Dean) (Date)

\_\_\_\_\_  
(Vice President, Institutional Relations) (Date)

\_\_\_\_\_  
(Vice President, Academic Affairs) (Date)

\_\_\_\_\_  
(Vice President, Health Sciences) (Date)

\_\_\_\_\_  
(Deputy Vice President, Agriculture, Forestry and Home Economics) (Date)

Approval by Regents: \_\_\_\_\_  
(Date)

First Reading by CAC: \_\_\_\_\_  
(Date)

Second Reading by CAC: \_\_\_\_\_  
(Date)

Recommendation by the MHECB: \_\_\_\_\_

\_\_\_\_\_  
(Date)

Confirmation by Regents: \_\_\_\_\_  
(Date)

## SECTION III

### MASTER OF MUSIC DEGREE

#### A. Introduction

The School of Music recommends institution of a Master of Music degree at the University of Minnesota. Such a degree plan in combination with the Doctor of Musical Arts degree, would bring graduate professional degrees at the University into alignment with national practice. The Master of Music degree is the natural link between the Bachelor of Music degree and the Doctor of Musical Arts degree, both currently offered by the University.

The Master of Music (M.M.) degree is the standard, professionally-oriented masters-level degree in music and is offered by schools of music and many graduate schools throughout the country. It most commonly emphasizes performance-related subject matter, but in many fine institutions it is a functioning degree program for theoretical, historical, and pedagogical emphases as well. This proposal is for an M.M. with emphases in choral conducting and in each of the following performance areas: piano, harpsichord, organ, voice, violin, viola, cello, double bass, flute, oboe, clarinet, saxophone, bassoon, french horn, trumpet, trombone, baritone, tuba, percussion, harp, and guitar.

The above emphases are currently offered at the University of Minnesota through programs under the Master of Fine Arts (M.F.A.) degree. The M.M. will replace the M.F.A. in performance and choral conducting. The M.F.A. degree is historically associated more with the plastic and visual arts. Its requirements traditionally fall beyond those of other masters degrees but short of the doctoral level, both in course work and research/creative content. At the University of Minnesota it is a 65 credit program administered by the Graduate School in certain areas of Music, Theater Arts and Studio Arts. For Theater and Studio Arts it is the terminal degree in areas of practical concentration (as opposed to scholarly). Since 1974, however, Music's terminal degree in such areas (applied music) has been the Doctor of Musical Arts (D.M.A.). It should be noted that other departments' continuation of the M.F.A. degree should in no way be jeopardized by our proposal. However, it is important that the structure of our principal degree programs become consistent with the structures of sister institutions within our own discipline.

The masters-level programs in Music Education (the M.A. administered by the Graduate School and the M.Ed. offered through the College of Education) and the M.A. in the areas of music history and theory-composition are unaffected by this proposal.

### Section III - continued

The D.M.A. degree at Minnesota requires 90 credit hours beyond the Bachelors, traditional doctoral examinations and extensive performing. A paper is required. It is offered in clarinet, piano, organ, trumpet and voice. The M.M., requiring 44 credits beyond the Bachelors, is the normal step between the B.M. and the D.M.A.

The School of Music finds itself unable to serve those students who want a standard one-year degree in performance such as is offered at most other schools in the country. A substantial clientele is not being served by the present degree structure.

The External Review Committee (1974) recommended strongly the institution of a Master of Music degree, as did the NASM in its review (1980).

#### B. The Proposed Program

The objectives of the Master of Music degree are essentially the same as the M.F.A.: to provide a period of organized focused study to students who have been concerned at the undergraduate level with development of their general cultural and musical education. The M.F.A. has been (and the M.M. will be) used by students preparing to be:

- 1) instrumental solo and/or chamber music performers
- 2) vocal artist in opera, oratorio and solo performance
- 3) church organists or choir directors
- 4) orchestral musicians

Graduates of Music's M.F.A. program have often gone on to college level teaching positions. Most of these people eventually continue with work toward a D.M.A. degree since they have already devoted so much time to the M.F.A. Many M.F.A. degree holders are active as private music teachers, church musicians, accompanists, and jobbing musicians in the Twin Cities and elsewhere. All of these career objectives will be served as well by the M.M. degree and in much more practical proportions.

Bulletin copy for the M.F.A. degree reads:

"Admission to this program is limited to students who hold a Bachelor's degree in music and who show promise in performance or choral conducting. Applicants must meet the general requirements for admission to the Graduate School. An audition in the major performing medium must have taken place before the application can be considered. In choral conducting an interview is also required."

It is assumed that the same copy will apply for this degree.

The degree would be offered with emphasis in each of the standard solo and orchestral instruments or voice and in choral conducting.

#### MASTER OF MUSIC

This degree is offered with emphasis in any of the twenty-two instruments or voice in which the School of Music offers instruction at the Graduate Performance level (Mus. A 83xx), and in choral conducting. Admission to the program is dependent upon audition and satisfaction of the general requirements for admission to the Graduate School and the School of Music. Questions concerning audition and admission requirements should be directed to the School of Music.

Requirements: The emphasis, in all instances except choral conducting, consists of 16 credits in the major instrument or voice (Mus A 83xx) plus 8 credits in ensemble, literature and pedagogy of the instrument or voice, or an appropriate secondary instrument. The choral conducting emphasis consists of 12 credits in conducting courses and 12 credits in choral literature. Additional course-work necessary to complete the required minimum of 44 credits must include at least 8 credits in the Divisions of Musicology and/or Theory-Composition. A maximum of 8 credits from non-music fields (including Music Education) may be applied toward the 44 credit minimum. Applicants are reminded, however, that a designated minor, certified on the transcript, may be earned by completing 9 or more credits approved by the Director of Graduate Studies of the minor field. A solo recital is required except in choral conducting where a conducted performance is used. All emphasis require a final examination.

Sample programs appear in the appendix.

### C. Educational and Social Need for the Program

It is estimated that 35 or 40 students would enroll in the program in its first full year, including students transferring from the M.F.A. program. Once the M.M. has been fully established, an estimated 60 students might be enrolled. It appears that this number of students could be handled with existing faculty. Enrollment will be controlled according to faculty resources available.

Although a detailed tally of inquiries about graduate programs in Music is not regularly maintained, figures are available for Fall Quarter 1977 and Winter Quarter 1978. During that period inquiries totalled 369. Generally, at least 50% of such inquiries is about study in performance areas. Since the M.F.A. in music is such an unusual degree nationally, we would characterize every inquiry about masters level work in performance as an inquiry about the M.M. In fact, such inquiring students often lose interest and/or go elsewhere when they find that the School of Music does not offer a degree of M.M. proportions.

Several rather distinct groups would be served by this degree: a) those who intend to remain in their present position but desire to improve their performance ability, b) those who intend, as a result of this training, to enter the profession as, for instance, solo performers, orchestral and church musicians, or studio teachers, c) those who will use the work as part of a larger graduate program culminating in a doctorate, and d) those seeking personal enrichment. In all cases, benefit to state and community can be measured not only in terms of the professional training provided to the citizens, but in terms of the cultural enrichment and standard such programs provide for the population of the community, state and entire Upper Midwest region.

The employment record of graduates of the M.F.A. program has been very good. Positions are in the fields of college teaching, private teaching, church musicians, accompanists, orchestral and jobbing musicians. Graduates with the M.M. are expected to find employment in the same areas, with the additional advantage of a nationally recognized degree and at a more reasonable cost-effectiveness ratio.

### D. Comparison with Similar Programs

The relationships between the proposed program and existing programs at the University have been discussed in III, A, above. The M.M. is the logical link between the B.M. and D.M.A. degrees.

The M.M. degree will better serve students who inquire and/or apply for masters-level studies in performance or choral conducting. It will attract students who have gone elsewhere because we did not offer M.M. and will draw from the M.F.A. students whose initial intentions were to pursue a degree of M.M. proportions.

Within the State of Minnesota, Mankato State University is the only other institution offering the M.M. degree. Its concentrations are in performance, composition and theory, and music education. They do not offer a doctorate.

All other "Big Ten" universities offer the M.M. with the exception of Purdue, which offers no music degrees. Following are summaries of M.M. programs at other schools. An attempt was made to group credit requirements as follows: 1) Major within music 2) Other music 3) Electives (in or out of music). Most institutions give credit for the performance project (recital). This would account for the 32 semester hours at Indiana, for instance, as opposed to the 26 at Wisconsin where the recital does not carry credit. We propose following the Wisconsin practice.

INDIANA (using orchestral instruments as an example)

1. The major instrument - 16 semester credits
2. Literature of the instrument - 6-9 semester credits
3. Cognate Field (theory, Music Education, etc.) - 6 semester credits
4. Ensemble appropriate to instrument - 4 semester credits

Total - 32 semester credits

MICHIGAN (using Strings as an example)

1. The major instrument - 10-15 semester credits
2. Orchestra and chamber music - 8 semester credits
3. Electives in and out of music to make a total of 36 semester credits



UNIVERSITY OF SOUTHERN CALIFORNIA

1. Performance courses (solo and ensemble) - 12 semester credits
2. Other music courses - 15 semester credits
3. Electives - 4 semester credits

Total - 31 semester credits

ILLINOIS (using Choral Conducting as an example)

1. Major in music - 20 semester credits
2. Electives in music - 12 semester credits

Total - 32 semester credits

WISCONSIN (using Piano as an example)

1. Major instrument and related courses - 14 semester credits
2. History and/or Theory of Music - 6 semester credits
3. Electives in or out of music - 4 semester credits

Total - 26 semester credits

E. Quality Control

The same faculty would be responsible for the program as are and have been responsible for the M.F.A. Both degrees imply the same faculty qualifications.

The following faculty would serve as major teachers and advisers for the Master of Music degree:

Dr. John Anderson  
Dr. David Baldwin  
Dr. Heinrich Fleischer  
Professor Paul Freed  
Dr. Dwayne Jorgenson  
Dr. Thomas Lancaster  
Dr. Richard Massmann  
Asst. Professor Tanya Remenikova  
Professor Roy Schuessler  
Dr. Clifton Ware  
Professor Bernhard Weiser

The following affiliated faculty, approved by Graduate School, will also teach applied music:

Rhadames Angelucci  
David Eagle  
Elaine Eagle  
Scharles Schlueter  
Henry Smith  
Jeffrey Van  
Constance Wilson  
Lois Wittich

Faculty vitae are presented in the Appendix.

Applicants to this program will be screened by a departmental committee consisting of all faculty in the major field. The screening process will consist of audition, interview, and transcript evaluation. Three letters of recommendation are required by the department.

Individual academic programs must be approved by the adviser, appropriate departmental committees and the Graduate School, as in the M.F.A.

The external accrediting agency for this program will be the National Association of Schools of Music. This organization periodically reviews all degree programs offered by member institutions. Such reviews take place every ten years.

The program will be subject to the usual internal review processes - course evaluation, evaluation of faculty (e.g., for promotion and tenure), program review by the Graduate Studies Committee and by the Council of the School of Music, and the internal-external review processes established by the Graduate School and the College of Liberal Arts. Follow-up of graduates of the program is planned.

#### F. Implementation

The School of Music is prepared to initiate this program immediately upon its official approval. It is hoped that implementation will be effected in the Fall of 1980. Undoubtedly, many students currently pursuing the M.F.A. will want to transfer to the M.M.

The M.M. curriculum does not imply any need for new University or extra-University resources. Library and media resources developed over the years to service the M.F.A. program will be adequate to support the M.M.

Because the M.M. involves fewer credit hours than the M.F.A., a greater number of students can be served by the faculty.

COMPARISION OF COST PER STUDENT  
IN THE M.M. AND M.F.A. PROGRAMS

<u>Degree</u>	<u>No. of credits</u>	<u>Cost per credit</u>	<u>Cost per student</u>
M.M.	44	\$76.15	\$3,350.60
M.F.A.	65	\$76.15	\$4,949.75

It is expected that 40 students will enroll in the M.M. program during the first year (1980-81); 60 students when fully operational (1982-83). Student credit hours will be 1760 in the first year; 2640 annually when fully operational.

Faculty resources required will be 3.37 FTE during the first year, at a cost of \$84,751; 5.05 FTE when fully operational, at an annual cost of \$127,127. (All costs have been estimated in terms of the 1980-81 budget without any attempt to estimate the effects of inflation beyond that point).

Civil Service resources required will be 0.47 FTE during the first year, at a cost of \$6,274; 0.7 FTE when fully operational, at a cost of \$9,406. Supply and equipment costs have been estimated at \$4,135 during the first year and \$6,199 when fully operational. Total direct cost for the first year and when fully operational are \$95,160 and \$142,732, respectively.

A ratio of 71% to 29% has been used for computation of indirect costs. Indirect costs for the first year are estimated to be \$38,868; when fully operational, \$58,298.

Total costs will be \$134,028 during the first year; \$201,030 when fully operational.

Support for the program will come from state funds and tuition at a ratio of 74% to 26% - first year, \$101,861 and \$32,167, respectively; when fully operational, \$152,785 and \$48,247.

All funding will be by reallocation of funds currently supporting the M.F.A. program.

SAMPLE PROGRAM

MASTER OF MUSIC DEGREE WITH EMPHASIS IN TRUMPET

Emphasis:

Mus. A	8-316	Trumpet- Performance	16 crs.
Mus.	5-380	Ensemble	4 crs.
Mus.	8-990	Advanced Topics	4 crs.

Other Courses:

Mus.	5-666	Stravinsky	4 crs.
Mus.	5-182	Baroque Performance Practice	4 crs.
Mus.	8-391	Advanced Conducting	4 crs.
Mus.	5-531-2	Analysis	6 crs.
Mus.	5-550	Composition	2 crs.

Total: 44 crs.

SAMPLE PROGRAM

MASTER OF MUSIC DEGREE WITH EMPHASIS IN PIANO

Emphasis:

Mus. A	8-301	Piano Performance	16 crs.
Mus.	5-357	Graduate Piano Seminar	2 crs.
Mus.	5-358	Graduate Piano Seminar	2 crs.
Mus.	5-359	Graduate Piano Seminar	2 crs.
Mus.	5-440	Ensemble	1 cr.
Mus.	5-440	Ensemble	1 cr.

Other courses:

Mus.	5-641	Music in the Romantic Era	4 crs.
Mus.	5-642	Music in the Romantic Era	4 crs.

Designated Minor:

Arth	5-313	Ital. High Renaissance Architecture Sculpture and Painting	4 crs.
Arth	5-314	Later 16th C. Italian Architecture Sculpture and Painting	5 crs.

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Total: 45 crs.

SAMPLE PROGRAM

MASTER OF MUSIC DEGREE WITH EMPHASIS IN CHORAL CONDUCTING

Emphasis:

Mus.	5-384	Choral Conducting	4 crs.
Mus.	5-385	Choral Conducting	4 crs.
Mus.	5-399	Performance in Choral Conducting with supporting paper	4 crs.
Mus.	5-537	Score Study (Choral)	4 crs.
Mus.	5-754	Choral Literature: Renaissance-Baroque	4 crs.
Mus.	5-755	Choral Literature: Classic through twentieth century	4 crs.

Other Courses

Mus.	5-603	History of Opera	3 crs.
Mus.	5-635w	Music in the Baroque Era	4 crs.
Mus.	5-641	Music in the Romantic Era	4 crs.
Mus.	8-204	Voice (3 quarters of study @ 2 cr)	6 crs.
Mus.	5-531	Advanced Analysis I	<u>3 crs.</u>

Total 44 crs.

## Appendix B

Courses primarily to be used in the major-emphasis component of the MM degree programs.

### Fields of Instruction

Instrument	MusA Principal	MusA Major
Piano		8301
Harpsichord		8302
Organ		8303
Voice	8204	8304
Violin		8305
Viola		8306
Cello		8307
Double Bass		8308
Flute		8309
Oboe		8311
Clarinet		8312
Saxophone		8313
Bassoon		8314
French Horn		8315
Trumpet		8316
Trombone		8317
Baritone		8318
Tuba		8319
Percussion		8321
Harp		8322
Guitar		8323
Accordion		8324

### PERFORMANCE PRACTICE

5182. BAROQUE PERFORMANCE PRACTICES. (4 cr; prereq sr or grad student, 1506, 1606 or #) McClary  
Ornamentation, phrasing, articulation, and improvisation in music of period 1550-1759. Music instruction books of the period; analysis and performance of baroque music in baroque style.

### PEDAGOGY AND CONDUCTING

- 5351f-5352w-5353s. PIANO PEDAGOGY I. (2 cr per qtr; prereq 12 cr in 1101 or 1201 or 1301 or 1151-1152-1153 or #; offered 1980-81 and alt yrs)  
Demonstration and discussion of group piano instruction at the elementary level. Selected literature appropriate to conceptual learning through the discovery approach.

5354f-5355w-5356s. PIANO PEDAGOGY II. (2 cr per qtr; prereq 12 cr in 1101 or 1201 or 1301 or 1151-1152-1153 or #; offered 1981-82 and alt yrs)

Principles of piano pedagogy. Survey of teaching materials and opportunity to apply principles and techniques in a direct teaching setting.

5357f-5358w-5359s. GRADUATE PIANO SEMINAR. (2 cr per qtr; prereq #; offered 1981-82 and alt yrs) Freed, McNab, Weiser  
Recognition and discussion of problems in piano study, instruction and performance. Terminology, repertory, evolution of piano construction, performance practice from baroque to contemporary literature.

5361f-5362w-5363s. VIOLIN PEDAGOGY I. (2 cr per qtr; prereq 12 cr in 1205 or 1206 or 1305 or 1306 or #) Masemann

Private teaching of violin students at beginning, intermediate, and advanced levels. Discussion and demonstrations of pedagogical techniques.

5371f-5372w-5373s. DICTION FOR SINGERS. (2 cr per qtr; prereq 12 cr of 1204 or #)

Introduction to International Phonetic Association alphabet and principles utilized in a singing pronunciation of English, Italian, German, and French. 5371: English and Italian. 5372: German. 5373: French.

5375-5376. VOCAL PEDAGOGY. (4 cr per qtr; prereq 18 cr applied voice, MuEd 3431 or #) Schuessler, Ware

Anatomical study of vocal mechanism. Principles and techniques of vocal production. Survey of teaching methods and opportunity to apply knowledge in directed teaching situation.

5377. THE ADOLESCENT SINGING VOICE. (3 cr; prereq upper division clearance in voice for voice majors or 6 cr of applied voice for non-voice-majors) Jorgenson

Principles of voice in teaching adolescent singers. Directed teaching, required readings, and study of relevant repertoire.

5380. BRASS CHOIR. (1 cr per qtr; prereq #)

Practice and performance of representative brass ensemble literature from the antiphonal music of Giovanni Gabrieli to works of the 20th century.

5384-5385. CHORAL CONDUCTING. (4 cr per qtr; prereq #; offered 1981-82 and alt yrs) Lancaster

Advanced study of the art of choral conducting--hand techniques, sound control, articulation, breath control, intonation, etc.



- 5387-5388. INSTRUMENTAL CONDUCTING. (4 cr per qtr; prereq #) Massmann  
Advanced study of the art of instrumental conducting--conducting techniques, score analysis, performance practice.
5390. PERCUSSION ENSEMBLE. (1 cr; prereq #)  
Practice and performance of standard and contemporary compositions for percussion ensembles in various combinations.
- 5399f,w,s. PERFORMANCE IN CONDUCTING. (4 cr; prereq 5388 or 5385, #)  
Lancaster  
Preparation and conducting, with documentation of an ensemble program.
5950. TOPICS IN MUSIC. (1-5 cr)  
Topics, credits, and prerequisites designated in Class Schedule.
- 8391-8392. ADVANCED CONDUCTING. (4 cr per qtr; prereq #) Staff  
Application of conducting techniques to music from 16th century to contemporary times through analysis of stylistic and technical characteristics of each historical period.

#### ENSEMBLES AND MISCELLANY

5370. VOCAL PERFORMANCE SEMINAR. (2 cr; prereq 18 cr in applied voice and #)  
Vocal performance in seminar setting. Discussion of performance problems--stage deportment, interpretation, vocal technique, and lyric diction.
- 5410f,w,s. BAND. (1 cr per qtr; prereq #) Beniciscutto  
Concert Band Ensemble; Symphony Band Ensemble; Symphony Bands I and II; Marching Band. Concert Band and Symphony Band perform standard and contemporary repertoire. Marching Band performs at University functions.
- 5420f,w,s. ORCHESTRA. (1 cr per qtr; prereq #) Massmann  
Symphonic repertory through performance. Players from all colleges are invited to participate. Performance schedules include major choral works with the University Chorus, guest and student soloists.
- 5430f,w,s. UNIVERSITY CHORUS; CONCERT CHOIR; WOMEN'S CHORUS; MEN'S CHORUS;  
ST. PAUL CAMPUS CHORUS. (1 cr per qtr) Jorgenson, Lancaster
- Sec. 1, 2--University Symphonic Chorus  
Performance of major symphonic works with the Minnesota Orchestra, University Symphony Orchestra, and University Concert Band.
- Sec. 5--Men's Chorus  
Rehearsals and performances of standard material as well as special arrangements. Appearances at on- and off-campus functions.
- Sec. 6--St. Paul Campus Chorus  
At least one public appearance each quarter and special events connected with St. Paul campus.

- 5440f,w,s. ENSEMBLE. (1 cr per qtr; prereq #)  
Performance of chamber music of major and minor composers; concertos, trios, quartets, quintets, other forms. Combinations of vocal and instrumental chamber ensemble materials.
- 5450f,w,s. COLLEGIUM MUSICUM. (1 cr per qtr; prereq #) McClary  
Small ensemble of singers and instrumentalists study and perform early music.
- 5460f,w,s. CONTEMPORARY MUSIC ENSEMBLE. (2 cr per qtr; prereq #)  
Practice and performance of recent music for various combinations of vocal and instrumental ensembles.
- 5467-5468-5469. STAGE MOVEMENT AND ACTING FOR SINGERS. (4 cr per qtr; prereq audition, #) Sutton  
Basic techniques of stage movement and acting styles; application of these techniques to various forms of music theatre.
- 5470f,w,s. OPERA WORKSHOP. (3 cr per qtr; prereq ability to sing arias satisfactorily, #) Sutton  
Preparation and performance of operatic arias and scenes, exploring combined problems of musical and dramatic interpretation. The class prepares a fully staged production.
- 5490f,w,s. CHAMBER SINGERS. (2 cr per qtr; prereq #) Lancaster  
Mixed chorus of 16 to 20 voices. Performances each quarter of works for small chorus.

#### MUSIC THEORY AND COMPOSITION

- 5521f,5522w,5523s. KEYBOARD HARMONY. (2 cr per qtr; prereq 1506, sr or grad student; primarily for piano and organ majors)  
Practical study of diatonic and chromatic harmony at the piano. Realization of figured bass music of the 17th and 18th centuries. Playing of choral, orchestral, and chamber music of classic and early romantic periods from open score using all clefs.
5537. SCORE STUDY (CHORAL). (4 cr; prereq sr or grad student and #)  
Analysis of various choral scores ranging from Renaissance era through the 20th century. Reading of choral and choral orchestral scores at the piano, including scores employing C clefs and transposing instruments.

#### HISTORY AND LITERATURE

- 5741, 5742. VOCAL LITERATURE. (4 cr per qtr; prereq 12 cr in 1104 or 1204 or 1304 or #) Schuessler, Sutton  
Literature and pedagogy; performance of representative songs from major and minor composers. Significant vocal techniques from major schools of singing as they relate to song performance.

- 5744f,5745w,5746s. PIANO LITERATURE. (2 cr per qtr; prereq 12 cr in 1101 or 1201 or 1301 or #; offered 1980-81 and alt yrs) Weiser  
 History of keyboard literature suitable for piano performances from end of 16th century to present; its background and development. Performance illustrations by instructor, recordings.
5747. ORGAN LITERATURE. (2 cr; prereq grad organ and musicology student or #); offered 1980-81) Fleischer  
 Development of organ literature and playing from 14th century to the present. Mutual influence of organ construction and composition as well as various national schools of organ playing.
5748. INTRODUCTION TO PIPE ORGAN BUILDING. (2 cr; prereq organ major... other music students with #; offered when feasible)  
 Construction, scaling, voicing, and tuning of organ pipes; layouts of mixtures; evaluation of specifications; construction and evaluation of different types of chests and actions; historical styles of organ building.
5754. CHORAL LITERATURE: RENAISSANCE THROUGH BAROQUE ERAS. (4 cr; prereq sr or grad student and #) Lancaster  
 Sacred and secular choral works of the Renaissance and baroque eras.
5755. CHORAL LITERATURE: CLASSICAL ERA THROUGH THE TWENTIETH CENTURY. (4 cr; prereq sr or grad student and #) Lancaster  
 Sacred and secular choral works of the classical era through the 20th century.
- 8614,8615. HISTORY OF VOCAL ART. (4 cr per qtr; prereq 18 cr in 1204, 3204, or #; offered 1981-82 and alt yrs) Schuessler  
 Significant schools of singing from 1600 to present.

#### ETHNOMUSICOLOGY AND MUSICOLOGY

- 8990.\* ADVANCED TOPICS. (2-12 cr; prereq 5841) Staff
- 8990x.\* SPECIAL PROBLEMS. (2-12 cr; prereq #) Staff

Other music course work will be selected from existing offerings in the composition/theory and musicology/history and literature divisions.

UNIFORM PROGRAM  
INVENTORY AND  
PROPOSAL FORM

SECTION I  
Program Proposal Abstract and Cover Sheet  
(See Attached Instructions)

1 Unit, Campus or College College of Liberal Arts Code No. 2

I. General Information

A. Program Title M.A. Religious Studies

8 27

B. Program Review Category:  Regular  
(check one)  Experimental (If Experimental, give Reporting Date:      /      /     )  
28 29 30 32 34

C. Proposed Implementation Date: 9 / 16 / 81  
36 38 40 \*

D. Program Length: Total Cr/hr                                
42 45 46 49 50 53  
\*Plan A: ten courses plus thesis  
Classroom Laboratory  
\*Plan B: fourteen courses

E. Administrative Unit Immediately Responsible for Program: Religious Studies program

54 73

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

2 An M.A. degree in the academic and comparative study of religion is pro-  
8 posed, following models already well established in American state and  
65 private universities. No single method, discipline or religious tradition  
64 is considered normative. The university resources upon which the program  
120 will draw include substantial library holdings and thirty graduate faculty  
64 in Religious Studies, nearly all of them senior professors, with budgetary  
8 and tenure homes in other disciplinary units.  
65 120

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

	First Year: <u>    </u> (Yr.)		Full Operation: <u>    </u> (Yr.)	
	Number (Headcount) Expected	Student Credit or Contact Hours	Headcount Capacity	Student Credit or Contact Hours
a. Enrollment				
Program Enrollees	<u>2-5</u>	<u>72-180</u>	<u>5-7</u>	<u>180-252</u>
Other Students				
Total	<u>2-5</u>	<u>72-180</u>	<u>5-7</u>	<u>180-252</u>
b. Program Graduates/Completers				
	<u>2-5</u>	<u>72-180</u>	<u>2-5</u>	<u>72-180</u>

A. Projected Costs of the Program:

II. Budget Data

6  
7

	First Year				Full Operation			
	New		Re-assigned		New		Re-assigned	
	No. FTE	Annual Cost	No. FTE	Annual Cost	No. FTE	Annual Cost	No. FTE	Annual Cost
a. Faculty	10 12	\$ 16 20	57 59	\$ 63 67	10 12	\$ 16 20	57 59	\$ 63 67
b. Civil Service	13 15	\$ 21 25	60 62	\$ 68 72	13 15	\$ 21 25	60 62	\$ 68 72
c. Equipment, Supplies, etc.		\$ 26 30		\$ 73 77		\$ 26 30		\$ 73 77
Total Direct Costs (a+b+c)		\$ 31 35		\$ 78 82		\$ 31 35		\$ 78 82
d. One-time Costs		\$ 1000*		\$ 83 87		\$ 36 40		\$ 83 87
e. Space Rental		\$ 41 45		\$ 88 92		\$ 41 45		\$ 88 92
f. Indirect Costs		\$ 46 50		\$ 93 97		\$ 46 50		\$ 93 97
g. Total Program Costs (a+b+c+d+e+f)		\$ 1000		\$ 98 103		\$ 5537		\$ 9000

\*Start-up costs: printing, mailing, other publicity  
 \*\*Increasing present items: Admin. Assistant, Advisor, Supplies

B. Expected Sources of Funds for Program:

8  
9

	First Year:			Full Operation:		
	Dollar Amount	% of Annual Expend.	One Time Input	Dollar Amount	% of Annual Expend.	One Time Input
a. Local	\$ 10 14	51	\$ 65 69	\$ 10 14	51	\$ 65 69
b. State	\$ 760	76	\$ 70 74	\$ 11048	76	\$ 70 74
c. Tuition	\$ 240	24	\$ 75 79	\$ 3489	24	\$ 75 79
d. Federal	\$ 25 29	57	\$ 80 84	\$ 25 29	57	\$ 80 84
e. Private	\$ 30 34	59	\$ 85 89	\$ 30 34	59	\$ 85 89
f. Dedicated Fees	\$ 35 39	61	\$ 90 94	\$ 35 39	61	\$ 90 94
g. Other (Specify)	\$ 40 44	63	\$ 95 99	\$ 40 44	63	\$ 95 99
h. Total	\$ 1000	100%	\$ 100 105	\$ 14537	100%	\$ 100 105

10

C. If there are any formal arrangements with other institutions or agencies, (e.g. clinical sites, cooperation, joint programs) explain, giving names of institutions: none

D. System Verification:

----- 8 ----- 15 ----- 22 -----  
 \_\_\_\_\_  
 Authorized Institution or System Signature Title Date  
 -----  
 29 39 40 42 47

## Section II: Proposal Abstract

Program Title: M.A. Religious Studies

### 1. Summary Description of Program

The discipline of Religious Studies is devoted to inquiring into the nature, function, and various forms of religion, religion being understood as a fundamental of human experience and imagination rather than as a system of revealed truth. The goals of the field are descriptive, historical, and objective, not normative or prescriptive. Necessarily comparative, it pursues a better understanding of the countless forms religion has taken through the ages and across the globe, with respect for the uniqueness of each religious tradition as well as a keen interest in the common patterns which may emerge. Straddling the Humanities and the Social Sciences, Religious Studies takes as its starting point the recognition that religious ideas, institutions, motivations and aspirations have shaped the quality of countless lives and profoundly influenced the course of history from the Palaeolithic Age to the present. The proposed M.A. degree will provide opportunity for graduate-level study of the history, literature and institutions of the full complement of religious traditions, within the framework of the liberal arts.

The present Religious Studies graduate faculty includes 29 persons, representing seventeen departments of the College of Liberal Arts, plus the College of Education. What is being proposed is an interdisciplinary graduate program relying on present graduate faculty in the more established disciplines and fields; this cooperative faculty has endorsed, supported and staffed the program for the B.A. degree in Religious Studies since its approval in 1971. In its recent Mission Statement (1980), the graduate school went on record as considering it of utmost importance "to facilitate and assist in the development of interdisciplinary graduate programs" such as the one proposed here.

The prerequisites for admission are the bachelors degree and evidence of academic

excellence; standards and minima set by the graduate school must be met as well. Since this M.A. is a research degree, it is expected that candidates will be able to make use of an appropriate foreign language during the large part of their graduate work. In full operation the program would have five to seven students enrolled, with two to five graduates annually.

Since the program is an interdisciplinary one relying on a large number of graduate faculty, there will always be two to three times as many faculty as graduate students. These faculty are already employed by the university.

Library holdings are also adequate for graduate work at the M.A.

## 2. . . Need for the program

It must be emphasized that the faculty for the proposed M.A. are already in place in established departments and programs of the university; most of them already hold tenure. Thus the question of "need" might well be rephrased: should these faculty members be permitted to constitute themselves so that this M.A. degree might be available? We agree with the conclusion of President Peter Magrath's Religious Affairs Advisory Board: with such strength and diversity in the teaching and scholarship of Religious Studies already on its staff, the university may be obligated to make graduate degrees in Religious Studies available to the citizens of this state.

In the decade that the Religious Studies B.A. has been available, the faculty has identified at least three kinds of students who desire the M.A.:

- 1) The student who is preparing for doctoral work in Religious Studies. Our experience is that these students will have an undergraduate B.A. in a field other than Religious Studies, in most cases; they are seeking additional grounding in the methods of Religious Studies, in new subject areas within Religious Studies, or in the necessary languages, where the university has substantial strength.
- 2) Persons looking for academic advancement for professional purposes, those whose present occupation requires continuing education, graduate study and

eventually an advanced degree. Public school teachers are the obvious example here; the steady growth nationally in the academic study of religion in public schools has brought us in contact with a good number of public school teachers who wish to strengthen their academic preparation in religious studies.

- 3) Persons who undertake graduate work for personal reasons: academic enrichment, further study for the enjoyment of it, whether or not it has a connection with a present vocation. The Graduate School's 1980 Mission Statement places high importance on responding to the needs of this newly identified element of its student clientele.

The question of "employment prospects" does not arise for persons in any of these three categories: those in the first group will be going on to doctoral work elsewhere, those in the second group are already employed, and those in the third are in study for personal rather than vocational reasons.

### 3. Mission

There are no similar graduate programs within the University of Minnesota. It has been suggested that the M.A. program in Ancient Studies, American Studies, History or Philosophy might overlap, but the chairs of these units have attested that that is not the case. Five seminaries in the state offer advanced degrees, but these are professional and denominational credentials; their definition of the study of religion must necessarily be greatly different from that given in section one above. The research-oriented graduate degree program proposed here meets an otherwise unaddressed need in the state of Minnesota.

### 4. Comparative Program Analysis

There are no similar programs in the state of Minnesota. The closest major institution offering graduate work in the academic study of religion is at the University of Iowa in Iowa City; it has been offering advanced degrees for over half a century. The two dozen major institutions in North America which offer graduate work in Religious Studies are described in the publication Graduate



Studies in Religion (1979 edition); the advanced degree proposed here makes available to the citizens of the state of Minnesota the same kind of descriptive, historical, objective and comparative study at the M.A. level which these institutions make available elsewhere.

5. Duplication

As has been pointed out, the proposed program duplicates no other degree program available in the state. It does permit a limited amount of reallocation of existing faculty resources under transfer-of-effort; this procedure was pioneered by CLA Dean Fred Lukermann, who has endorsed its use here.

6. Cost/Benefit

The systematic review and evaluation of this program will be carried out under the regulations which govern all graduate degree programs at the University of Minnesota. Most members of the graduate faculty in Religious Studies are already Full Members of the graduate faculty of the University; they have a great deal of experience in teaching graduate students and directing graduate degree programs. This is a new kind of M.A. only in the sense that it is an interdisciplinary graduate program relying on present graduate faculty; in all other respects it is a liberal arts graduate degree of the usual sort, and is subject to the criteria and the regular evaluation procedures which are already in place for such degrees.

Prepared by A.T.Kraabel  
373-3937

October 1, 1980

Proposal for: Master of Arts degree  
Submitted by the: Religious Studies Program  
of the: College of Liberal Arts

This proposal has been reviewed and approved by:

\*\*\*\*\*

APPROVAL CERTIFICATION

ADDITIONAL APPROVALS

Bruce Lincoln Oct. 1, 1980  
(Program Chair) (Date)

Kenneth Zimmerman 12/17/80  
(Dean, Graduate School) (Date)

Ed [Signature] Nov. 5, 1980  
(Dean) (Date)

\_\_\_\_\_  
(Vice President, Academic Affairs) (Date)

Approval by Regents \_\_\_\_\_  
(Date)

First Reading by CAC \_\_\_\_\_  
(Date)

Second Reading by CAC \_\_\_\_\_  
(Date)

Recommendation by MHECB \_\_\_\_\_  
(Date)

Confirmation by Regents \_\_\_\_\_  
(Date)

### Section III: The Proposal

#### A. Introduction:

The discipline of Religious Studies is devoted to inquiry into the nature, function, and various forms of religion, religion being understood as a fundamental dimension of human experience and imagination rather than as a system of revealed truth. The field thus proceeds much as does Linguistics with regard to language, Political Science with regard to politics, or Art History with regard to art, espousing no single position, but seeking to analyze and elucidate a widely varied body of data. Its goals are descriptive, historical, and objective, not normative or prescriptive. Necessarily comparative, it pursues a better understanding of the countless forms religion has taken through the ages and across the globe, with respect for the uniqueness of each religious tradition as well as a keen interest in the common patterns which may emerge. Straddling the Humanities and the Social Sciences, Religious Studies takes as its starting point the recognition that religious ideas, institutions, motivations, and aspirations have shaped the quality of countless lives and profoundly influenced the course of history from the Palaeolithic Age to the present. It is our position that if one is ever to understand and appreciate the totality of human existence, it is an absolute necessity to grant the study of religion a prominent place in one's investigations, alongside the study of literature, philosophy, or political and economic systems.

The present Religious Studies graduate faculty (attachment A) includes 29 persons, average rank somewhere between associate professor and full professor. They represent 17 departments of the College of Liberal Arts, plus the College of Education. The presence among them of an associate dean and nine department heads provides a substantial amount of

organizational and administrative experience. The breadth of the faculty is indicated by samples of their present research (attachment B), and the M.A. theses topics (attachment C) and Plan B paper subjects (attachment D) they have suggested. Few state universities in the country have so much to offer. As President Magrath's Religious Affairs Advisory Board concluded when a preliminary version of this proposal was presented to them a year ago: with such strength and diversity in the teaching and scholarship of Religious Studies on its staff, the university is obligated to make graduate degrees in Religious Studies available to the citizens of the state.

Further, the program here proposed, under active consideration and planning for nearly a decade, turns out now to be directly in line with current graduate school objectives and priorities. In its recent Mission Statement (1980), the graduate school went on record as considering it of utmost importance "to facilitate and assist in the development of interdisciplinary graduate programs relying on present graduate faculty in the more established disciplines and fields and to remove institutional barriers to interdisciplinary inquiry where they exist."

.....

The place of religion in a public university has changed a very great deal since the University of Minnesota required regular chapel attendance of its students during the tenure of its first president, William Watts Folwell. The academic and comparative study of religion is now an accepted part of the curriculum in many state supported institutions, see the Directory of Departments and Programs of Religion in North America (1978 edition), issued by the Council on the Study of Religion, Waterloo, Ont. Some two dozen major institutions also grant the Ph.D. in Religious Studies, see Graduate Studies in Religion (1979 edition), issued by the

Council on Graduate Studies in Religion, Iowa City, Iowa; of these the one in closest proximity to us is the University of Iowa, whose program has been in existence for over a half a century.

On the Twin Cities campus of the University of Minnesota the academic and comparative study of religion has been a visible part of the curriculum for over two decades. In 1962 Dean McDiarmid of the College of Sciences, Literature and the Arts, established a faculty Committee on Religious Studies, chaired by R. S. Hoyt, professor and later chairman of the Department of History. Their recommendations included the establishment of an interdepartmental faculty Religious Studies committee and the appointment of two new faculty, one in Hebrew language and literature and one in early Christianity, each to be housed in an existing department. These appointments were made in 1965 and 1967. An additional appointment at the full professor level was made in 1973, jointly with the Humanities Program.

The following faculty have chaired the Religious Studies since its establishment:

1961-1965	R. S. Hoyt, History
1965-1967	Gareth B. Matthews, Philosophy
1967-1969	Arthur Johnson, Sociology
1969-1976	A. T. Kraabel, Classics
1976-1977	Robert Tapp, Humanities and Religious Studies
1977-1979	Joseph Altholz, History
1979-	Bruce Lincoln, Humanities

The B.A. degree in Religious Studies was approved in 1971, the formal course designator RelS in 1972. The graduate minor in Religious Studies was approved in 1975; appointments to the faculty in Religious Studies began at the same time.

In addition to program organization and administration, the chief work of the Religious Studies committee has been to help students identify the courses and faculty concerned with the study of religions, and to offer essential courses not available in college departments. For example, the Committee did not need to establish a course in the philosophy of religion, since one has been available since the 1889-1890 academic year; currently it is a regular offering of the senior member of the Department of Philosophy. But an introduction to the methods of the study of religion was not available in this fashion, so the committee established RelS 1001, taught at least once a year.

The possibility of a graduate degree in Religious Studies has been discussed informally for nearly a decade, initially in response to a steady stream of student inquiries. In 1975 the Board of Regents also looked into the matter; a college and graduate school response to their inquiry took the form of a letter from the Dean of the Graduate School and the CLA Dean to the Vice President for Academic Affairs (dated January 2, 1976, attachment E). The statement on occasion manifests some blurring of the essential distinction between the academic and comparative study of religion (which is our concern) and seminary-style professional and denominational training which a state university has no right to offer and which this faculty has no interest in providing. At the same time, it does strongly underline the importance of the interdisciplinary and comparative approach to Religious Studies, the dominant theme in the present proposal.

Perhaps the most powerful catalyst for the present proposal has been the appointment of several younger scholars in the College, each with extensive academic preparation in Religious Studies. The current chairman is an example of this new "third generation" of faculty in Religious Studies;

their skill, enthusiasm and conceptual clarity are making a major contribution to what we do, and their concern to serve graduate students in Religious Studies makes the proposed M.A. degree the main vehicle by means of which their considerable talents can be put to the use of the citizens of the state.

The present proposal has been in process for a half-decade. Since the mid-70's several degree designs have been drafted and reviewed. Over the 1978-79 academic year the present proposal was put forward, discussed, modified and finally approved, first by the Religious Studies Executive Committee on May 9, 1979 and then by the full Religious Studies faculty on June 7, 1979. The present elaborated document was first composed at the end of 1979, then discussed and rewritten into its present form in the first half of 1980.

B. The Proposed Program:

Program objectives, generally stated: to provide opportunity for graduate-level study of the history, literature and institutions of the full complement of Religious traditions, within the framework of the liberal arts. In the university, such a curriculum falls into two major sections: Theory and Method, courses dealing primarily with questions of how one studies and interprets religion; and Substantive Fields, courses dealing with the data of religion.

Both the Plan A (or "thesis") MA and the Plan B MA are to be offered. Sample Plan B projects are listed in attachment C, sample Plan A thesis topics in attachment D. For complete sample programs, based on courses available in 1979-80, see attachment F. A complete list of appropriate courses is to be found in the booklet Religious Studies at the University of Minnesota, issued annually in August.

Admission requirements: in addition to a bachelor's degree, candidates must submit scores from the verbal aptitude section of the Graduate Record Examination. Candidates must also submit a statement of purpose and three letters of recommendation. Standards and minima set by the Graduate School must be met as well.

Language requirements: a reading knowledge of one foreign language appropriate to one's area(s) of concentration is required before admittance to the master's examination.

#### Degree Requirements

Core: RelS 5890 and two of the following: Anthro 5131, Phil 5521, Soc 5151.

Concentrations: (one for Plan A, two for Plan B) - four courses.

- I. Comparative Religious Thought and Symbols (courses from at least two departments)
- II. Religious Expression in Literature and Art (courses from at least two departments)
- III. Social Science Perspectives on Religions (courses from at least two departments)
- IV. History and Teachings of Eastern Religions (representing at least two traditions)
- V. History and Teachings of Western Religions (representing at least two traditions)

Electives: three courses. For Plan A two courses must be from the same concentration, one which is other than the primary concentration. For Plan B a third Plan B project may be substituted for two of the electives.

Papers: for Plan A, the required thesis will be written within the selected area of concentration. For Plan B two research essays (normally written in connection with courses) are required, one for each of the selected areas of concentration; these must be presented to the examining committee in fulfillment of the Plan B project requirement.

Final Examination: an oral examination is required for Plan A and for Plan B.



It should be noted that since this is an interdepartmental graduate program, a minor or related field is not required. With this exception, the proposal meets the general graduate school requirements for Plan A (28 quarter credits, plus the thesis) and for Plan B (44 quarter credits).

Advising: any interdepartmental program requires careful and conscientious advising if it is to succeed. The Religious Studies faculty has had over a decade of such experience on the undergraduate level with the Religious Studies B.A., and several have worked with interdisciplinary graduate programs at this university as well, e.g., Ancient Studies, American Studies. The Religious Studies graduate faculty is a large one; there will always be two or three times as many faculty as students in this degree program. The advising responsibilities then should not be burdensome, even though they will be added to the advising which the faculty undertake in their own departments.

#### C. Educational and Social Need for the Program

It is estimated that 2-5 degree candidates will be admitted in any academic year, with 5-7 candidates in residence in any year after this initial one. Ordinarily a full-time student will require two academic years to complete the program; exceptionally qualified candidates will take somewhat less time.

At least three kinds of students are expected; there may be others, but these three have already become familiar to us:

- 1) The student, usually with an undergraduate major other than Religious Studies, who is preparing for doctoral work in Religious Studies. He or she may be seeking additional grounding in the methods of Religious Studies or in the necessary languages, where the university has substantial strength. For example, someone interested in graduate study with an

emphasis on Zoroastrianism would find that the University of Minnesota has the nation's strongest faculty in the thought and languages of this religion: three faculty members, each based in a different department.

2) The person looking for academic advancement for professional purposes. In this category are those whose present occupation requires continuing education, graduate study and eventually an advanced degree. For example, the steady growth nationally in the academic study of religion in public schools has brought us in contact with a good number of public school teachers who wish to strengthen their academic preparation in Religious Studies in order to prepare themselves for such teaching. Dr. Lee Smith of the St. Louis Park Public Schools is the leader of a federally-funded project to prepare curricula for such courses, materials which have recently earned the approval of the U.S. Department of Education; Smith has given us valuable advice in the construction of this M.A. program.

3) Persons who undertake graduate work for personal reasons: academic enrichment, further study for the enjoyment of it, whether or not it has a connection with a present vocation. Those of us who have taught courses in Continuing Education and Extension or Continuing Education for Women can testify to the many students who come to our courses as a part of a personally motivated and designed life-long program of learning. Often these students want something more coherent than a succession of individual courses, and a number of them have asked about the possibility of designing a coherent graduate program in the academic study of religion.

The question of "employment prospects for graduates" does not arise then for persons in any of the three categories above: those in the first group will be going on to doctoral work in another program, those in the second will already be employed, and those in the third are in study for personal rather than vocational reasons.

Again Religious Studies appears to have anticipated the graduate school's Mission Statement: we note that it places high importance on responding "to the needs of a new and changing student clientele (e.g., part-time students, in-service and fully-employed students and homemakers)". We have long expected that some candidates for the M.A. in Religious Studies would come from such groups. In class scheduling and advising, every effort will be made to accomodate MA candidates from this new clientele; we welcome the cooperation and the guidance of the College of Liberal Arts and Graduate School in this regard.

#### D. Comparison with Similar Programs

There are no similar graduate programs within the University of Minnesota. It has been suggested that the M.A. program in Ancient Studies, American Studies, History or Philosophy might overlap, but letters from the chairs of these units (attachments G-J) indicate that that is not the case.

Nor are there similar programs within the State of Minnesota outside of the University. There are five seminaries in the state offering advanced degrees, but these are professional and denominational credentials. United Theological Seminary in New Brighton in addition offers the Master of Arts in Religious Studies (MARS) for lay persons, but its faculty and institutional resources and the design and requirements of the program are far different than what is proposed here.

The present Religious Studies faculty is capable of offering a deeper and far broader academic M.A. than any other institution in the upper midwest, with the possible exception of the PhD-granting institutions in Iowa and Illinois. The 1981 conference on "Religion and Revolution" (attachment K) is a clear example of the kind of probing, comparative study of religion which could be done in Minnesota only on this campus. But the strongest

argument for the uniqueness of the proposed degree is to be found in attachments B-D, which together are a sample of the research presently being conducted by the Religious Studies faculty, and the research possibilities which would be open to our M.A. candidates; they are unparalleled. None of the institutions suggested in the letter of Mr. Paul F. Thomas of the Minnesota Higher Education Coordinating Board (attachment L) offers anything remotely similar, since (with the exception of United Theological Seminary, already discussed) all are undergraduate programs; the research-oriented graduate degree program proposed herein will meet an otherwise unaddressed need in the state.

E. Quality Control

As has already been pointed out in the Introduction, the 29 members of the Religious Studies Graduate Faculty (attachment A) have a great deal of experience in teaching graduate students and directing graduate degree programs; their stature among their peers at the University of Minnesota is indicated by the fact that three-quarters of the Religious Studies faculty are Full Members of the graduate faculty of the university, the highest level attainable.

The administration of the graduate program will be the responsibility of the Religious Studies Executive Committee, with the Director of Graduate Studies carrying out day-to-day responsibilities. The director of graduate studies will likely be the "advisor of record" for all candidates, with administrative responsibilities centered in that office; in practice, however, each candidate will be advised by a small committee drawn from members of the Religious Studies graduate faculty.

There are no relevant external accrediting or certification agencies for this degree program. The systematic review and evaluation of the programs

will be carried out under the regulations which govern all graduate degree programs at the University of Minnesota.

F. Implementation

The Religious Studies faculty is prepared to begin offering this degree with the academic year 1981-1982; the program should be in full operation by September of 1982.

As an interdisciplinary graduate program relying on a substantial number of present graduate faculty, what is proposed here makes no major new demands on university resources. The following would be necessary for an optimum program:

1) Transfer-of-Effort credits for the equivalent of .5 faculty FTE, in order that courses might be offered on a regular basis at the 8000-level (graduate-student only). Transfer-of-Effort is a new device in CLA by which faculty resources may be reallocated with the College.

2) An increase in time allotment for the program's Administrative Assistant, from the present 33% to 50%, and from academic-year to a 12-month basis. Cost: \$ 3816.00 \*

3) Extension of the Student Advisor position to a 12-month appointment. Cost: \$ 1608.00 \*

4) Increase present supply budget 10%. Cost: \$ 113.00 \*

Mr. Douglas White, the library staff member responsible for acquisitions in Religious Studies, has indicated that our library resources are adequate for the degree proposed (attachment M).

\*1980-81 rates

(Prepared by A.T.Kraabel, 373-3937)

Religious Studies MA Proposal: List of the Attachments

- A. List of Graduate Faculty (two pages)
- B. Samples of Faculty Research in Religious Studies
- C. Suggested Plan B Paper Topics, with Advisors
- D. Suggested Plan A Thesis Topics, with Advisors
- E. Ibele/Sorauf Letter on the Possibility of a PhD in Religious Studies, Jan. 2, 1976 (fifteen pages)
- F. Sample Programs
- G. Letter from Peter Patton, Chair of Ancient Studies
- H. Letter from Roland Delattre, Chair of American Studies
- I. Letter from Stanford Lehmborg, Chair of History
- J. Letter from Norman Dahl, Chair of Philosophy
- K. Conference Proposal, 1981 (nine pages)
- L. Letter from Paul Thomas, Minnesota Higher Education Coordinating Board
- M. Letter from Douglas White, Library

Office of the Dean



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Graduate School  
Johnston Hall  
Third Floor  
101 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

June 17, 1980

Dr. Thomas Kraabel  
Department of Religious Studies  
310 Folwell Hall

Dear Dr. Kraabel:

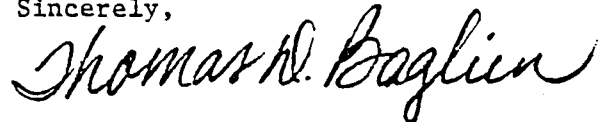
The following is an official listing of the graduate faculty members who currently have "E" status membership in Religious Studies, and their current appointments in other departments.

Altholz, Josef L. --History "FM", Social and Phil Foundations of Ed "AM"  
Asher, Frederick M.--Ancient Studies "FM", Art History "FM", Museology "AM",  
South Asian Languages "FM"  
Bachrach, Bernard S.--"FM" in Ancient Studies and History  
Bagley, Ayers--"FM" in American Studies and Social and Phil Foundations of Ed  
Barker, Muhammad A.--"FM" in Ancient Studies and South Asian Languages  
Bormann, Ernest G.--Speech-Communication "FM", American Studies "AM"  
Delattre, Roland A.--American Studies "FM", Social and Phil Foundations of Ed "AM"  
Farah, Caesar E.--Arabic "AM"  
Hopkins, Jasper S.--Philosophy "FM"  
Johnson, Arthur L. --"FM" in American Studies and Sociology  
Kraabel, Thomas A.--"FM" in Ancient Studies, Classical Area Studies, Classics and  
Greek; "AM" in Latin  
Kwiat, Joseph J.--"FM" in American Studies, Comparative Literature and English;  
"E" in Humanities  
Lincoln, Bruce K.--Humanities "E", South Asian Languages "AM"  
Malandra, William W.--"AM" in Ancient Studies and South Asian Languages  
Mather, Richard B.--"FM" in Ancient Studies, Chinese and Comparative Literature  
McCarthy, Paul F.--Japanese "AM"  
O'Brien, Gordon W.--English "FM"  
Paradise, Jonathan S.--Ancient Studies "AM"  
Prell-Foldes, Riv-Ellen--"AM" in American Studies and Anthropology  
Riedel, Johannes--"FM" in American Studies and Music  
Schneider, Marilyn--Comparative Literature "FM", Italian "AM"  
Shaw, L. Earl--Political Science "FM"  
Sibley, Mulford Q.--"FM" in American Studies and Political Science  
Southall, Geneva H.--"FM" in American Studies and Music  
Spencer, Robert F.--"FM" in American Studies, Ancient Studies and Anthropology

(continued)

Tapp, Robert B.--Humanities "E", Social and Phil Foundations of Ed "AM"  
and South Asian Languages "FM"  
Tracy, James D.--History "FM"  
Yates, Gayle Graham--American Studies "AM", Women's Studies "E"  
Zahavy, Tzvee--Ancient Studies "AM"

Sincerely,



Thomas D. Baglien, Editorial  
Assistant for the Graduate School



Attachment B

Religious Studies Faculty: a sample of present research topics

Asher: Gaya: Monuments of the Pilgrimage Town (a study of the images, mostly dating to the 9th to 12th centuries, from one of the most ancient and sacred Hindu pilgrimage sites in India).

Bagley: Religious Themes in Western Education.

Delattre: Problems in Contemporary Religious Ethics.

Kraabel: Social Systems of Six Synagogues of the Roman Empire.

Lincoln: Priests, Warriors and Cattle: A Study in Ecology of Religions.

Malandra: An Anthology of Old Iranian Religion from the Avesta and Old Persian Inscriptions.

Schneider: A Conversion to Death: Giorgio Bassani's L'airone.

Shaw: The Political Implications of the Theology of H. Richard Niebuhr.

Tapp: Alternative States of Consciousness and Methodology in Comparative Religion.

Zahavy: Tosefta Berakhot

Attachment C

Sample Plan B Projects

Altholz: Vatican I and the English Press.

Farah: Islam and Revolution in Modern Iran.

Hopkins: A Critique of Meister Eckhart's Distinction between God and Godhead.

Kraabel: Teaching Greek with the TERA Micro-computer: Selected Biblical Texts.

Lincoln: Death and Self-sacrifice in the Upanisads.

Malandra: Priesthood in Indo-Iranian Society: A Problem of Sociology?

Mather: Zen Painters of the Twelfth and Thirteenth Centuries.

O'Brien: Allegory and Symbol in Selected Biblical Texts and in Selected Secular Writers.

Prell-Foldes: Symbol and Politics in Swazi Coronation Ritual.

Shaw: Theology as a Foundation for Political Philosophy.

Zahavy: A Computer Assisted Analysis of Mishnaic Texts.

Sample Plan A Thesis Topics

Altholz: Relations between Anglicanism and Greek Orthodoxy in the 19th Century.

Bachrach: Interaction of Spirituality and the Administration of a Convent: A Case Study.

Hopkins: An Examination of Nicholas of Cusa's Christology (related to the project for which Hopkins received a Guggenheim Fellowship in 1980).

Lincoln: Dream-time and Wandering Myth: Themes in Australian Aboriginal Religion.

Malandra: Megasthenes and Indian Religion: The Problem of Dionysos.

Mather: Relations between the Sangha and the State Under the Topa Wei (385-535 A.D.).

O'Brien: Shelley and Coleridge on the Role of the Poet Against the Background of Their Understanding of Selected Biblical Prophets.

Prell-Foldes: Religion and Gender in American Interpretations of Civil Religion.

Shaw: An Empirical Test of the American Civil Religion Hypothesis.

Yates: The Religious in the Novels of Southern American Women Writers.

UNIVERSITY OF MINNESOTA  
TWIN CITIES

Graduate School  
Johnston Hall  
Minneapolis, Minnesota 55455

January 2, 1976

Dr. Henry Koffler  
Vice President  
Academic Affairs  
213 Morrill Hall  
East Bank Campus

Dear Vice President Koffler:

The attached document provides a brief history, status report and context for the program in Religious Studies at the University of Minnesota. In response to the question you posed to us, "Why is there not a graduate major in Religious Studies at the University of Minnesota?" we observe the following:

- 1.) The faculty in Religious Studies, in describing the approach to scholarship in this area, is careful to point out that there is no agreement as to the best way to study religions, that scholars approach them from different paths, using various means, and for a variety of reasons. At the University of Minnesota, the study of religions embraces many methodologies and involves scholars from many disciplines. The present program began and develops by building upon the strength of the supporting disciplines. The Religious Studies Program coordinates the contributions of these disciplines into a coherent focus for the purpose of studying religions. It is an approach which finds favor among interested faculty and students.
- 2.) A full scale doctoral program would require a major allocation of resources. There does not appear to be the student interest in or demand for one which would justify such an allocation at a time of restricted resources. The undergraduate program, for example, is small and not growing. At the same time there are numerous alternative programs in the state and in the region.
- 3.) The opportunities for the formal study of religions at the University of Minnesota appear to exceed those available at six sister, public institutions in the middle-west. Of the three remaining institutions, one is private and of denominational

origin, having a shared interest in religious study and training with a theological school which covers half a century.

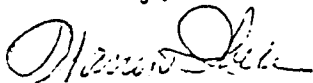
A second, though public, offers a graduate major (M.A. and Ph.D.) through a program established 50 years ago. The approach is objective and similar to that here; "to examine religion and its relation to man and his various cultures from theological, historical, literary and psychological perspectives, in western and non-western societies, in varying forms of religious expression." The organizational structure differs, but as indicated in point one above, there is no preferred structure.

A third public institution offers a program leading to a Master of Arts degree with objectives and approach very like that just described.

- 4.) Theological schools in the State, five of which are found in the metropolitan area, provide a variety of educational opportunities. At three institutions the Master of Arts in Academic Theology is offered. Three other institutions form a consortium which offers a program leading to the Doctor of Ministry, the highest professional degree for persons in the ministries of the churches. These programs, when joined to those represented at the University, constitute an impressive variety of educational opportunities for students interested in studying religions.

In summary, we answer your question by indicating that in the absence of any preferred pattern, the approach to the study of religions at the University of Minnesota has been through the supporting disciplines and resource allocation has been in accordance with that philosophy. Our approach is one we judge to be compatible with the scholarly interests of the faculty in this area and responsive to students with the desire to study religions. It is an approach which recognizes and complements the activities of other institutions in the State concerned with religious training and study.

Sincerely,



Warren E. Ibele, Dean  
Graduate School



Frank J. Sorauf, Dean  
College of Liberal Arts

WEI:FJS:mt

Enclosures

RELIGIOUS STUDIES

I. BACKGROUND

The development of religious studies as an authorized component in graduate degree programs began in 1972. At that time, the Department of Music and the Committee on Religious Studies of the College of Liberal Arts proposed that certain liturgical courses from St. John's University be recognized for inclusion on graduate degree programs at the University. In March, 1973, the proposal was approved and the transfer of St. John's courses was authorized, providing that the University's residence requirement was met.

At this time, the Committee on Religious Studies, by agreement between Deans E. W. Ziebarth of the College of Liberal Arts and Bryce L. Crawford of the Graduate School, became a joint committee of the two colleges and its membership was broadened to include graduate students.

In December, 1973, a proposal for the establishment of a graduate minor in religious studies was submitted to the Graduate School by the Committee. The proposal was recommended for approval by the Social Sciences and Language, Literature and Arts Policy and Review Committees in January, 1974, and was adopted by the Executive Committee of the Graduate School on February 5. Since only a minor program was involved it was held that no further approval was necessary and the program was considered established; the Graduate School Bulletin of that year carried a description of the program.

Approximately one year later it was concluded that HECC and Regents' approval should be obtained and the proposal was placed on the two dockets and was adopted by HECC on July 31 and by the Regents on October 13, 1975.

At the undergraduate level, a major leading to a B.A. in Religious Studies may be developed using both courses specifically designated as ReIS and selected courses in the humanities and social sciences, which examine religion from the perspective of particular disciplines. A major program in Religious Studies is pursued under the guidance of an adviser in Religious Studies.

## II. STATUS OF THE PROGRAM

At the University of Minnesota, Religious Studies is an academic discipline embracing many methodologies and drawing upon scholars from many departments. The intent of the program is to increase understanding of the past, present, and future roles religions play in human experience. There is no preferred approach to study religions; scholars continue to study them from different standpoints, by various means and for a variety of purposes. In any course listed as approved for Religious Studies, religion is investigated by the same means as any other topic or area would be in that department by that professor.

Course of Study - Religious Studies is an interdepartmental program administered by the Religious Studies Committee which is

appointed jointly by the deans of the Graduate School and the College of Liberal Arts. A minor for either the Master's degree or the Ph.D. degree may be earned in Religious Studies when this field logically relates to the field in which major work is being attempted.

Students who wish to minor in Religious Studies should have had substantial study in the methodologies and disciplines of the academic study of religion. Students lacking this preparation may be allowed to supplement previous work with additional formal study in this area while completing the minor requirements.

A minor is composed of graduate-level religious study courses and departmental courses, concerned wholly, or in significant part, with the study of religion, which have been approved by the Religious Studies Committee; for the most part, departmental courses are drawn from those departments with which faculty members of the Religious Studies faculty are associated. Effort is made to suit the minor program to the particular interests and needs of the student. During the development of such minor programs the director of graduate study, who approves all minor programs, consults with the student's major-field advisor.

Faculty - The faculty of the Religious Studies Program number seventeen and come from fourteen different programs. Their names and major departmental or program affiliation are shown on the following roster (page 4).



Religious Studies Faculty

Josef L. Altholz	Professor	History
Frederick M. Asher	Associate Professor	Art History
Ayers Bagley	Professor	Social, Psychological & Philo- sophical Foundations of Education
Roland A. Delattre	Associate Professor	American Studies
Caesar E. Farah*	Professor	Middle Eastern & Islamic Studies
Jasper S. Hopkins*	Professor	Philosophy
Arthur L. Johnson	Professor	Sociology
A. Thomas Kraabel*	Professor, Head	Classics
Joseph Kwiat	Professor	English, Humanities, and American Studies
Richard B. Mather*	Professor	East Asian Languages
Gordon W. O'Brien	Professor	English
Jonathan S. Paradise*	Assistant Professor	Ancient, Near East, and Jewish Studies
Johannes Riedel	Professor	Music
Mulford Q. Sibley	Professor	Political Science and American Studies
Robert F. Spencer	Professor	Anthropology
Robert B. Tapp* (DGS)	Professor	Humanities Program Religious Studies
James D. Tracy*	Professor	History

Those marked with an asterisk, constitute the current faculty represen-  
tation to the Religious Studies Executive Committee which also includes

undergraduate and graduate student representatives.

In addition to the individuals clearly identified as comprising the faculty in Religious Studies, there are many times that total number who contribute to the program through the teaching of courses in supporting areas of study.

Courses - Courses taken by undergraduate students are organized into Central Courses, which may be used to satisfy the major requirements, and Adjunct Courses, which include those often taken by Religious Studies majors to supplement and enrich their major programs.

Since students begin graduate studies with widely varying preparation no fixed graduate curriculum can be stated. Moreover, the individual nature of graduate research requires that a balance be struck between the broad and specialized knowledge. Graduate students arrange a minor program of graduate study from among the many course offerings in Religious Studies according to their major discipline and research interest and in consultation with the Director of Graduate Studies.

The courses bearing a Religious Studies designation follow:

Undergraduate Courses

ReIS 1001 - Introduction to Religious Studies

ReIS 1031, 32, 33 - Religions of the 20th-Century World

ReIS 1034 - Introduction to Judaism

ReIS 1035 - Religions: 20th-Century World: Christianity

Undergraduate Courses (cont.)

ReIS 1036 - Religion of Islam

ReIS 3101, 3102 - Religions of the American People

ReIS 3995 - Major Paper

Graduate Courses

ReIS 5001 - Approaches: Study of Religion

ReIS 5890 - Seminar in Religious Studies

ReIS 5970 - Directed Studies

ReIS 5980 - Directed Instruction

Courses equally central to the program but bearing the designation of related disciplines number in the hundreds, a very restricted list for example is:

Phil 3521 - Philosophy of Religion (undergraduate)

Phil 5521 - Philosophy of Religion

Anth 3131 - Religion and Culture (undergraduate)

Anth 5131 - Anthropology of Religion and Folklore

ArtH 5203 - Early Medieval Art

ArtH 5214 - Gothic Architecture

ArtH 5252 - Byzantine Art

ArtH 5765 - Early Chinese Art

ArtH 5775 - Early Indian Art

Psy 1911 - Psychology and Religion (undergraduate)

Soc 5151 - Religion as a Social Institution

AmSt 5101-02 - Religion in America

- Arab 5121 - Readings in Islamic Theological and Philosophical Texts
- Clas 3070 (5070) - Religions in Antiquity: Advanced Textual Studies;  
3071 (5071) Greek, Hellenistic; The New Testament, Roman,  
3072 (5072) Early Christian  
3073 (5073)
- Clas 5089 - Introduction to Biblical Archaeology
- Engl 3251, 52 - The King James Bible as Literature (undergraduate)
- Grk 5376 - Greek Literature: Religious Texts
- Heb 3111, 12 - Rabbinical Texts (undergraduate)
- Heb 3201, 02 - A Book of the Bible (undergraduate)
- Heb 5104, 05 - Problems in Biblical Studies
- Indc 5511, 12 - Religions of India
- Indc 5520 - Studies in the Religions of India
- MidE 3117 - Dead Sea Scrolls (undergraduate)
- MidE 5545 - Islamic Mysticism
- MidE 5546 - The Theological and Mystical Doctrines of Islam
- Mus 5604, 05 - History of Church Music
- Mus 5607 - Gregorian Chant
- Mus 5608 - Leitura
- Scan 5421 - Finnish Folklore: The Kalevala
- Scan 5501 - Scandinavian Mythology

The above is only a small representative sample of the scope and depth of interest in religious studies by the faculty of

the fourteen closely related disciplines. The total course offerings for the 1975-76 academic year exceeds one hundred courses and is organized under such headings as:

Central Courses:

- A. Phenomenological and Comparative Perspectives on Religions
- B. Philosophical Perspectives on Religions
- C. Social Science Perspectives on Religions
- D. Artistic and Literary Perspectives on Religions
- E. Area and Historical Studies
  - Classical Mediterranean and Near Eastern Religions
  - East Asian Religions
  - European, American Religions
  - Middle Eastern Religions
  - South and Southeast Asian Religions

Adjunct Courses:

These embrace a wide variety of courses at the undergraduate and graduate levels offered by fields of study closely related to and supportive of religious studies.

Students - The following are the enrollments in ReIS courses in 1974-75 and in Fall 1975:

F'74 ReIS 1001	72 (no grad)
1034	6 (no grad)
3101	36 (no grad)
5970	3 (1 grad)

W'75 ReIS 1032	29 (no grad)
1036	14 (no grad)
3102	11 (no grad)
5890	12 (1 grad)
S'75 ReIS 1031	26 (no grad)
1035	100 (no grad)
1035H	1 (no grad)
5970	2 (1 grad)
F'75 ReIS 1001	95 (no grad)
1034	31 (no grad)
3101	46 (no grad)

For the period 1972-75, majors at the junior and senior level have numbered 13 for each class. During the same period, eight students were awarded B.A. degrees with majors in Religious Studies.

### III. RELIGIOUS STUDIES PROGRAMS AT SOME C.I.C. INSTITUTIONS

A number of C.I.C. institutions do not provide an opportunity for study in Religious Studies. These institutions are: Purdue University, the University of Wisconsin, the University of Michigan, the University of Illinois (Champaign-Urbana Campus) and the Ohio State University.

Two institutions, Michigan State University and the

University of Illinois (Chicago Circle Campus) offer certain courses in Religious Studies for graduate credit.

Northwestern University, Indiana University and the University of Iowa offer programs of study leading to graduate degrees. The Northwestern program dates to 1923 when there was a mutual sharing of faculty between the University and the then Garrett Biblical Institute. This relationship developed over time until a formal arrangement was concluded in 1941 and which presently offers study leading to the M.A. and Ph.D. degrees in Religion. Most course work is done in the seminary under seminary faculty approved by the Graduate School Council, with degrees formally awarded by Northwestern University.

The University of Indiana offers an M.S. program in Religious Studies which was established in 1967. There have been 46 M.A. degrees conferred to date; the current degree class numbers 12. There are eight faculty and approximately 30 graduate majors.

The University of Iowa offers a program in Religion leading to the M.A. and Ph.D. degrees. The School of Religion was established in 1925 and authorized to offer graduate study at that time. For the period 1963-1975 the degrees conferred are: M.A. - 16, Ph.D. - 77. There are presently 50 doctoral students and 16 M.A. students enrolled. The present full-time faculty in Religion numbers 15.

IV. THEOLOGICAL SCHOOLS IN THE STATE OF MINNESOTA

The Directory of the Association of Theological Schools in the United States and Canada lists a number of seminaries and theological schools in Minnesota. These include Bethel Theological Seminary, Luther Theological Seminary, Northwestern Lutheran Theological Seminary, St. John's University School of Divinity, St. Paul Seminary and the United Theological Seminary of the Twin Cities.

All of these institutions are carrying on programs which lead to ordination. Some provide work in church music and in religious education as well. Three of these institutions, Bethel, St. John's and St. Paul, also offer work leading toward master's and doctoral degrees in what the Association calls "academic theology" and which probably closely parallels what would be called "graduate work."

Three of the theological seminaries, Luther, Northwestern Lutheran and United constitute the Minnesota Consortium, which offers the Doctor of Ministry Degree. Cooperating in this effort are: Bethel Theological Seminary, St. Paul; Saint Paul Seminary, St. Paul; and St. John's Divinity School, Collegeville.

The presence of these theological schools constitutes a rich and diverse educational resource for the State. When joined to the activities of the Religious Studies Program and the range



of research and graduate study programs in disciplines supporting the study of religions, the total represents a rather impressive array of educational opportunities for a student wishing to study in this field.

V. SUMMARY AND CONCLUSIONS

The University at present offers a Ph.D. minor but no Ph.D. major in Religious Studies. We have been asked why. The answer has to do with considerations both of demand and of resources.

There is at present no sign of sufficient student need or demand which would justify a full-fledged doctoral program. An indicator of that fact is the number of undergraduate majors in Religious Studies. The number of junior and senior majors has averaged 13 over the last four years, and from 1972 to 1975 only 8 B.A. degrees with majors in Religious Studies were awarded. It should also be understood that there are a number of theological schools in the immediate area as well as distinguished programs nearby at St. John's University and at the University of Iowa. Moreover, for many doctoral students with a scholarly interest in religion, it is more appropriate to pursue that interest within a disciplinary doctoral program--in art, anthropology, philosophy, or history, for example.

A full scale doctoral program would probably require a substantial core faculty and thus a major commitment of resources.

(The program at the University of Iowa, for example, has a core faculty of 15.) In setting priorities and allocating limited resources, difficult choices must be made among attractive and legitimate alternatives. Since a limit exists to the number of programs which can be offered, there must be a careful weighing of factors such as the degree of student need and demand, the availability of similar programs nearby, and the interest of students and faculty in established related programs and disciplines.

December, 1975

Sample MA Programs

The samples use courses available during two school years, 1978-80. Each assumes Plan B because 1) that is the more common, and 2) it requires more courses.

First Sample

Core: RelS 5890 Seminar in Religious Studies  
Anth 5131 Anthropology of Religion and Folklore  
Soc 5151 Religion as a Social Institution

Concentration I: Comparative Religious Thought and Symbols

Pol 5663 Political Theory and Utopia  
Scan 5501 Scandinavian Mythology  
WoSt 5910 Women's Spirituality  
RelS 5960 Analysis of Ritual (Lincoln)

Concentration II: Religious Expression in Literature and Art

Arth 5108 Greek Architecture  
Mus 5608 Liturgia  
AmSt 5101 Religion in America  
Scan 5421 Finnish Folklore: The Kalevala

Electives:

Arth 5214 Gothic Architecture  
Clas 5071 Religion in Antiquity: Greek, Hellenistic  
SPFE 8241 Problems: History and Philosophy of Education (Bagley)  
Plan B papers with Lincoln and Bagley.

Second Sample

Core: RelS 5890  
Anth 5131  
Phil 5521 Philosophy of Religion

Concentration III: Social Science Perspectives on Religions

Soc 5151 Religion as a Social Institution  
Psy 5101 Personality  
JwSt 6900 Prayer (Zahavy)  
Pol 5663 Political Theory and Utopia

Concentration V: History and Thought of Western Religions

Eng 5261 Milton  
Arth 5214 Gothic Architecture  
Pol 5665 Development of Political Thought: The Middle Ages  
Clas 5080 New Testament Proseminar: The New Testament and the  
Computer (Kraabel)

Electives:

Mus 5811 Traditional Indian Music: Sacred, Profane  
Clas 5145 Classical Mythology: Methodology, Interpretation and Tradition  
Clas 5072 Religion in Antiquity: The New Testament

Plan B papers with Zahavy and Kraabel.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

University Computer Center  
227 Experimental Engineering Building  
208 Union Street S.E.  
Minneapolis, Minnesota 55455

June 11, 1980

MEMO TO: A. T. Kraabel

FROM: P. C. Patton

SUBJECT: Religious Studies Masters Degree

After review of the program plan and other documentation you sent, we can see no overlap between a MA degree program in Religious Studies and the Center for Ancient Studies. In fact I think such a graduate program fills a gap. We have had to turn away from CAS student applicants who would be very well served by such a program.

I strongly encourage such a program and would expect it to be a popular one that can be well supported at this University.

PCP/md



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Program in American Studies  
225 Lind Hall  
207 Church Street S.E.  
Minneapolis, Minnesota 55455

11 September 1980

Professor Tom Kraabel  
Department of Classics  
310 Folwell Hall

Dear Tom:

This is a belated response to your memorandum of 7 May 1980 regarding the proposed M.A. degree program in Religious Studies.

As I have already indicated to you and to the Religious Studies Committee, this proposal is one that I heartily endorse--both on grounds of my own scholarly interests and in my capacity as Chairperson of American Studies.

This M.A. degree program will do much more than simply introduce at this university a degree program available at other universities in other states; that in itself would be worthwhile. But this proposal has the additional merit of being an imaginative and creative improvement on comparable degree programs elsewhere; it reflects significant recent developments in the field and can serve as a model for other graduate programs in religious studies. In addition, it is conceived in a way that will mobilize to maximum advantage the impressive, diverse, and in many ways distinctive resources already present on our faculty.

I see no conflict between this proposal and the graduate degree programs in American Studies. Indeed, I think it will meet a real need already evident among some of the graduate students in American Studies. I anticipate that some of our students will find it attractive and useful to take the M.A. in Religious Studies as a complement to their M.A. or Ph.D. degree in American Studies. For many years quite a number of our graduate students have taken graduate degrees in religious studies either before or concurrently with their work in American Studies. Now they will be able to do that right here, rather than have to pursue their religious studies elsewhere.

Cordially,

Roland A. Delattre  
Chair and Professor



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Department of History  
614 Social Sciences  
267 19th Avenue South  
Minneapolis, Minnesota 55455

May 19, 1980

Professor A.T. Kraabel, Chairman  
Department of Classics  
310 Folwell Hall

Dear Tom:

I have examined the materials you sent me regarding the proposed M.A. in Religious Studies. I would certainly be happy to see this degree established, for it does seem to me that it would fill a need for students without overlapping in any duplicative way with the existing M.A. programs in the various disciplines. I would support the proposal in any way which might be helpful to you and the committee. I do not think that a formal vote by the entire department is needed, but we will take one if you think it necessary.

The matter of the M.A. provides me with an opportunity to raise another question, tangentially related. I have wondered for some time why none of my courses were listed for Religious Studies students. As you are aware, I have a long-standing interest in English ecclesiastical history, and much of my writing is related to it. My advanced courses include a lot of church history--probably more than most students want!--and present opportunities for students especially interested in religious studies to do their own reading and writing on religious topics. Could I request that the committee determine whether these courses should not be listed, at least as "adjunct courses"? The ones in question are:

History 3651, Henry VIII and the English Reformation  
History 3652, The Age of Elizabeth I  
History 3653, The English Civil War and Restoration  
History 5651, Proseminar in Tudor-Stuart England, I  
History 5652, Proseminar in Tudor-Stuart England, II  
History 5653, Proseminar in Tudor-Stuart England, III

Please let me know if you want more information.

Still another matter: things in the library are so unsettled at the moment that I am not sure whether a meeting of the Wilson Library committee this quarter would serve a useful purpose or not. But I do have your letter on file, and we will talk about it some day.

Yours sincerely,

Stanford E. Lehmborg  
Chairman

SEL:mm



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Department of Philosophy  
355 Ford Hall  
224 Church Street S.E.  
Minneapolis, Minnesota 55455

May 19, 1980

Professor A. T. Kraabel  
Department of Classics  
310 Folwell Hall  
9 Pleasant Street S.E.  
Minneapolis, Minnesota 55455

Dear Tom:

I have reviewed the proposed M.A. in Religious Studies and agree that it does not overlap with Philosophy's M.A. An M.A. in Religious Studies does seem to be a useful degree to offer, provided that its interdisciplinary nature doesn't make study in it too diffuse. The proposed program does, however, provide a way of focusing a student's work, and it is one I can happily support.

Sincerely,

A handwritten signature in cursive script, appearing to read "Norman Dahl".

Norman Dahl, Chair.

ND/rar

PROJECT DESCRIPTION

CONFERENCE ON "RELIGION AND REVOLUTION"

TO BE SPONSORED BY THE UNIVERSITY OF MINNESOTA,  
RELIGIOUS STUDIES PROGRAM

NOVEMBER 6-8, 1981

BRUCE LINCOLN, PROJECT DIRECTOR

In general, studies of revolutionary phenomena, understanding revolution in the sense proposed by Jean Baechler (1970) as a rejection of the established social order by groups and individuals, leading to a struggle between the defender of that order and its attackers over the fundamental definition of life in society, have gone through two phases. The first of these was a fascination with the great upheavals in Western Europe of the 17th-20th centuries, most importantly the French revolution of 1789-99 and the Russian revolution of 1917 (e.g., Sorokin, 1925; Brinton, 1952; Arendt, 1963). In these, with the important but frequently undervalued exception of the English Civil War of 1640-48, religion appeared chiefly in the form of an established church, closely associated with and supportive of the ancien regime, furnishing sacred sanction to the socio-political order and serving through its message of salvation to rechannel social discontent among those excluded from wealth, power, and position, into other worldly aspirations. Study of the church's role within western Europe, particularly Prussia, during this period led Marx to his pungent dismissal of religion as "the opiate of the people" a formulation which found important support in Max Gluckman's study of ways in which ritual serves to defuse potential sources of conflict over social, political, and economic affairs in the religions of South and East Africa (Gluckman, 1962, 1963).

More recently, however, attention has shifted toward revolutionary movements within the third world, particularly those with a messianic or millenarian cast to them.



In these movements, such as the North American Ghost Dance of 1890, the Kenyan Mau Mau (1950-60), or numerous Cargo Cults of Melanesia, indigenous religious traditions have provided a rallying point for opposition to colonial powers. This is not to say that these movements are simply "nativistic" (Linton, 1943), exhuming old systems of belief to confront a disquieting foreign presence. Often they involved conscious and radical reformulation of the indigenous tradition (Wallace, 1956), and often there is considerable syncretism involving Christianity and/or pieces of western commercial-political ideology, as in the Melanesian cargo cults or the Chinese T'ai-P'ing rebellion (1851-64). What is clear in these movements, however, is that religion can play a very different role from that described above, and indeed can be intimately associated with revolutionary thought and action (see Guariglia, 1959; Muhlmann, 1961; Thrupp, 1962; Pereira de Queiroz, 1968; Wilson, 1973).

The analysis of Marx and Gluckman must be rejected, therefore, not as incorrect, but as inadequate to the full body of pertinent data. Ironically, their view of religion and revolution is insufficiently dialectic. Under certain circumstances, religion need not be arrayed among the forces seeking to preserve social stability and the status quo, and need not play a narcotic role. Rather, religious ideology may provide the prime motivation for, and religious leaders may assume active direction of revolutionary forces. Recognition of this dimension within the third world has led to a serious reevaluation of numerous episodes within the western tradition. Messianic, millenarian, heretical, and revivalistic movements within Judaism and Christianity have all be studied recently for their social and political dimensions, often with results that were themselves revolutionary, presenting a sharp challenge to the previous interpretations of orthodox historians and believers alike (see inter alia, Hobsbawm, 1959; Töpfer, 1964; Cohn, 1970; Hill, 1972; Scholem, 1973; Gager, 1975).

Studies such as these leave little doubt that religion can play an almost infinite variety of roles within an revolutionary situation. Far from being a conclusion,

however, such a statement is little more than a challenge thrown down to future research. The crucial question, which it is necessary to confront at this time is the nature of the specific causative factors which determine the roles and coloration which religious institutions, ideologies, symbolic systems, and aspirations assume within a given period of dramatic and/or violent socio-political change? General studies on the problem of religion and revolution (e.g., Lanternari, 1965; Burrige, 1969; Lewy, 1974, Adas, 1979) have only begun to address this issue.

To give but one instance of how vexing the problem can be, if there were one point on which most authorities would have agreed ten years ago, it would have been that an established native clergy, with a strong ecclesiastical organization, regular sources of income, wealth in property, reverence for the past, and a traditional policy of accomodation to the temporal political powers would be unlikely in the extreme to assume leadership of revolutionary movements. Yet, in the ongoing Iranian revolution and within liberationist tendencies in Latin America throughout the last decade, that is precisely what has happened. The interaction of religion and revolution in these examples seems quite different from that with which we are familiar, either in the revolutionary movements of western Europe or the third world, and it richly deserves fuller scholarly attention.

It is not our intention, however, to simply examine the background of one or another set of topical events, but rather to address a general set of issues that has important consequence for our understanding of the place of religion in society. Our goal is to assemble leading scholars from a number of disciplines (history, anthropology, sociology, Asian and Islamic studies, as well as religious studies) who do not normally confront one another, but all of whose work has led them to reflect on the interrelation of religion and revolution, either within a specific historic/geographic context, or as a general theoretical issue. Our hope is that from this confrontation and from the presentation of specific case studies drawn from a variety of historic periods, geographic areas, and religious traditions, we will be able to move beyond

the limitations of past research toward some more sophisticated generalizations regarding ways in which religion both affects and is affected by revolution in the social, political and economic spheres.

Four panels are projected, one devoted to data drawn from the western historic tradition, one to that from the third world, one to that from the Islamic cultural sphere, and one to general theory. None of these panels is expected to provide comprehensive coverage; given a limit of three or four speakers per panel, such is clearly impossible. Rather, particularly instructive examples will be presented from which generalizations may be drawn. Sessions are expected to attract a large number of faculty and students in the social sciences and humanities, not only from the University of Minnesota, but also from numerous institutions of higher learning within the Twin Cities area, and are also expected to be of great interest to segments of the general public. All sessions will be open, and publication of the proceedings in book form is anticipated, so as to make results more fully available to the reading public.

The individuals who have been invited to present papers are:

Norman Cohn, Astor-Wolfson Professor of History, University of Sussex. One of the foremost authorities on radical and religious fringe groups of the middle ages. Also well versed on millenarian movements generally, which he has interpreted in a highly original socio-psychological fashion. Author of exciting, popular, and highly readable but extremely scholarly works, such as The Pursuit of the Millenium (3rd ed., New York, 1970), Europe's Inner Demons (New York, 1975), and others.

Richard Frye, Aga Khan Professor of Iranian, Harvard University. Perhaps the most knowledgeable scholar in this country with regard to Islam in Iran, Afghanistan, and Central Asia. Author of Iran (New York, 1954), The Heritage of Persia (Cleveland, 1963), and other works; editor of The Near East and the Great Powers (Cambridge, 1950). Islam and the West (Cambridge, 1957), and author of more than one hundred twenty articles in a variety of languages.

Michael Walzer, Institute for Advanced Studies, Princeton University. A political scientist with a very strong historical and philosophical bent, Walzer has focused on issues of values, morality, and legitimacy in government, particularly in periods of great upheaval such as war and revolution, touching on such topics as the theological base of kingship ideology, the role of Calvinism in the emergence of radical politics, and so forth. Author of The Revolution of the Saints (Cambridge, Mass., 1965), Regicide and Revolution (Cambridge, England, 1974), and others.

Cristiano Grottanelli, Professor, Istituto di Studi del Vicino Oriente, Università di Roma. Not yet well known in this country due to his tendency to write articles rather than books, Grottanelli is the foremost young historian of religions in Europe. A pupil of Angelo Brelich, his work shows a strong comparative dimension, usually starting from Old Testament materials and proceeding to those of classical antiquity, the ancient Near East, pre-Christian Europe, Africa, and beyond. In addition to mastery of numerous sources and languages, he exhibits a theoretical flair that is dazzling, along with a strong concern for the social, political, and economic context of religious data.

Joseph Jorgensen, Professor of Comparative Culture and Director of the Program in Comparative Culture, University of California, Irvine. Work primarily on the situation of reservation-dwelling North American Indians; particularly the Ute and Shoshone, with special interest in the nature, function, and meaning of religion among them. Author of the best book ever written on a complex religious movement and ritual system, The Sun Dance Religion: Power for the Powerless (Chicago, 1972), for which he received the C. Wright Mills Book Award from the Society for the Study of Social Problems.

Lansine Kaba, Associate Professor of History, University of Minnesota. One of the world's foremost experts on Islam in Africa. Deeply interested in the social, political, and cultural background of religious movements and the role of such movements in producing change, with particular reference to Islam. Author of The Wahhabiya: Islamic Reform and Politics in French West Africa (Evanston, 1974), for which he received the Herskovits Award of the African Studies Association in 1975.

Vittorio Lanternari, Professor of Ethnology, University of Milan. One of the most influential authors to have written on the topic of religion and revolution, Lanternari brings an astute neo-Marxist perspective to a vast wealth of data, drawing on virtually all culture areas and periods of history. Author of The Religions of the Oppressed (New York, 1963), Occidente e Terzo Mondo (Bari, 1967), and La grande festa (Bari, 1976).

Bruce Lincoln, Associate Professor of Humanities & Chair, Religious Studies, University of Minnesota. A historian of religions who has worked extensively on East African and Indo-European religions. Particularly interested in the social and political implications of religious ideology. Author of Priests, Warriors, and Cattle (Berkeley, 1980) and Emerging from the Chrysalis: Studies in Rituals of Women's Initiation (Cambridge, Mass., forthcoming in 1981).

Gananath Obeyesekere, Professor of Anthropology, University of California, San Diego. Has brought anthropological precision and insight to the normally text-bound study of Buddhism, focusing on the Theravada Buddhism of south India and Sri Lanka. Particularly astute and sensitive in his treatment of religious symbolism and political change. Author of Land Tenure in Ceylon: A Sociological and Historical Study (London, 1967), editor of the Two Wheels of Dhamma: Essays on the Theravada Tradition in India and Ceylon (Chambersburg, Pa., 1972).

Fazlur Rahman, Professor of Near Eastern Languages and Civilizations, University of Chicago. One of the deans of Islamic studies in America. Fully conversant with the entire sweep of Islamic social and intellectual history. Author of Prophecy in Islam (London, 1958), and Islam (London, 1967), the latter being the most serious and thoughtful general introduction to the study of Islam, among numerous other works.

Roland Robertson, Professor Sociology, University of Pittsburgh. A highly theoretical sociologist of religions in the model of Durkheim and Weber. Particularly interested in modernization, secularization, and the response of religious systems to rapid cultural change. Author of The Sociological Interpretation of Religion (New York, 1970), Meaning and Change (London, 1977), and others; editor of The Sociology of Religion (Baltimore, 1969).

The conference is not expected to be an isolated event, but the beginning of further research by participants, colleagues, and students. Given the uniformly high calibre of the participants, it may well be an event of international scholarly importance. A projected schedule of events is attached.

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Appendix A  
Projected Schedule

Friday, November 6

- Morning: Arrival of participants
- 12:00-2:00 Lunch
- 2:00-2:30 Introductory Remarks: Bruce Lincoln
- 2:30-5:30 Panel I: The Western Tradition: Joseph Altholz presiding
- \* Norman Cohn: Millenarianism, Mainly Medieval
  - \* Michael Walzer: Religious Dimensions of the English and French Revolutions
  - \* Roland Robertson: Religion and Revolution in the Modern West: A Sociological Perspective
- 6:00-9:00 Reception and Dinner

Saturday, November 7

- 9:00-12:00 Panel II: The Third World: Riv. Ellen Prell-Foldes presiding
- \* Joseph Jorgensen: Sun Dance, Ghost Dance, Peyote: Forms of Resistance among Native American Peoples
  - \*\* Gananath Obeyesekere: Political Activism within Buddhism: The Experience of Sri Lanka
- 12:00-2:00 Lunch
- 2:00-5:00 Panel III: Islam: Sajjida Al'vi presiding
- \* Fazlur Rahman: Factors of Revolution in Islam
  - \* Richard Frye: Religious Dimensions of the Iranian Revolution
  - \* Lansine Kaba: Nineteenth Century Islamic Revolutionary Movements in Africa

Sunday, November 8

- 9:00-12:00 Panel IV: General Theoretical Issues
- Cristiano Grottanelli: On Religion and Socio-Cultural Change
- Vittorio Lanternari: Further Thoughts on the Religions of the Oppressed

Cont. Appendix A

\* Bruce Lincoln: The Dialectic Interaction of Religion and Revolution

12:00-2:00 Lunch

Afternoon Departures

\* Participation confirmed

\*\* Addition of a third paper for this session is considered necessary, and we are seeking to fill this need from within the faculty of the University of Minnesota. Our preferences are for a specialist on Latin America, Melanesia, or Africa, in that order. Since we have not yet had confirmation from Professor Obeyesekere at the date of submission, it is possible that we will make use of a specialist on South Asia from the University of Minnesota and invite an outside participant to speak on one of the areas listed above.



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(612) 296-3974

October 30, 1979

Dr. A. T. Kraabel, Chairman  
Department of Classics  
University of Minnesota  
310 Folwell Hall  
9 Pleasant St. SE  
Minneapolis, MN 55455

Dear Dr. Kraabel:

Thank you for your letter of October 25 regarding your involvement in preparing a program proposal for Master of Arts in Religious Studies. A review of our inventory indicates that the following related/similar programs in religious studies are available in Minnesota:

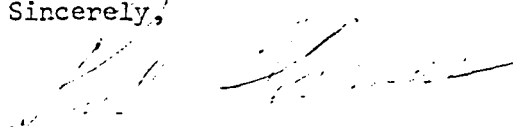
College of St. Benedict  
St. John's University  
College of St. Scholastica  
College of St. Teresa  
United Theological Seminary  
St. Cloud State University

Other specific areas of study are also available, e.g., Jewish Studies at Hamline University and the University of Minnesota.

I would suggest that you work with James Werntz and Kenneth Zimmerman as you develop this program proposal in order to avail yourself of their experience in the program review process. I expect you plan to contrast the proposed program's curriculum with that of existing programs to strengthen your impression of the differences.

Please call (296-9693) if I can be of further assistance.

Sincerely,



Paul F. Thomas  
Manager of Program Review

PFT:cph

cc: Susan Powell  
James Werntz  
Kenneth Zimmerman



UNIVERSITY OF MINNESOTA  
TWIN CITIES

University Libraries  
Reference Division  
Minneapolis, Minnesota 55455

April 15, 1980

Professor A. T. Kraabel  
Director of Graduate Studies  
Religious Studies Program  
309 Folwell Hall

Dear Dr. Kraabel:

This letter is to acknowledge your assurance and to record as fact that the establishment of the Master of Arts degree in the Religious Studies Program at the University of Minnesota will not require any added budgetary outlays nor entail any expansion in the existing program of acquiring books, serials or other library materials in support of religious studies by the University of Minnesota Libraries, more precisely the Wilson Library, within the foreseeable future.

It also records and acknowledges that the establishment of the Masters degree does not prejudice the advocacy by any person for the outlay of additional funds or for enlarging the current program of acquisitions, provided that such advocacy is prompted by the needs of the programs now existing, *viz.*, the Bachelor of Arts candidacy and the provision for full "minors" for master and doctorate degrees.

Please keep me informed on the progress of your proposal for the Masters in Religious Studies.

Yours truly,

A handwritten signature in cursive script that reads "Douglas W. White".

Douglas W. White  
Bibliographer, Ref./Res. Division

DWW/cjc