

UNIVERSITY OF MINNESOTA  
Graduate School

Minutes of the Executive Committee Meeting  
Tuesday, February 21, 1978, 11:30 a.m.  
Room 626 Campus Club

Members present: Faculty representatives--Professors Larry L. McKay, Lanny D. Schmidt, Robert Schreiner, Peter Reed; student representative--Donna Gomien; administrative representatives--Deans Warren Ibele, Chair, Edward Foster, Kenneth Zimmerman; civil service representative--Dianne Krogan; guest--Professor Marjorie Brown; support staff--Andrew Hein, James C. Nichol, Shirley McDonald, DeeAnn Olson; secretary--Beverly Miller

I. FOR ACTION

A. Approval of the Minutes of the Meeting of January 19, 1978

The minutes were approved without correction.

B. Proposal for a Ph.D. Degree in Education with Emphasis in General Education Aspects of the Vocational Fields

Dean Ibele reviewed the origin of the proposals being submitted for doctoral programs, pointing out that they concern programs already in existence. As they involve major modifications approval by the Executive Committee and the Policy and Review Councils is required by the constitution.

Professor Schreiner mentioned that the earlier approval of the proposal in higher education was not considered entirely appropriate by the proposing faculty as it stipulated an approval in principle. He suggested that this be changed. Accordingly a motion to reconsider the matter was approved and a motion to approve the higher education proposal originally considered at the December 15, 1977 meeting was passed without qualification.

Professor Brown described the proposal briefly pointing out that it differs from the doctoral program in Vocational Education in its emphasis on general education aspects.

Dean Hein asked for a clarification of the statement regarding a 12 credit minimum in courses in the Department of Vocational and Technical Education (page 16 of the proposal). Professor Brown responded that the intent was to prevent a student taking all of her/his work outside the department of the

sponsoring faculty. Dean Hein also asked whether it was intended that the supporting program or minor would be taken outside the subareas of the Department of Vocational and Technical Education. Professor Brown responded that this was correct.

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

## II. FOR DISCUSSION

### A. Proposal for Graduate School Thesis Credits

Professor Foster reported that the proposal for Thesis Credits was going to the Policy and Review Councils for discussion. Professor Schreiner suggested that a document which began with an historical perspective might be helpful in guiding the Policy and Review Council discussions. In particular he thought it would be useful to point out the legislative concerns, and the failure of the "Research Credit" procedure because students paid no tuition.

Donna Gomien pointed out that on page 5, item I, third paragraph the phrase should read doctoral "students" rather than "candidates". This change was made. A question was raised as to whether registration would be required of students once they have taken the maximum number of thesis credits required. Dean Foster said no. There was a discussion of the cost impact in certain areas. Professor McKay was concerned that there would be a large increase in the cost in many science areas. He felt that 16 credits was a high measure of faculty effort on a master's thesis, but probably low as a measure of student effort. Dean Foster suggested that a comparison with faculty effort involved in 8-level courses was one means of obtaining a perspective on the assignment of thesis credits. Dean Ibele pointed out that any proposal such as this, because it attempts to compensate for a number of factors, may not be wholly accurate in individual cases. He suggested that it is possible that those areas in which costs would increase the most may in fact not be paying their fair share under the current system.

### B. Proposed Memorandum "Attendance at Graduate School Examinations"

Dean Ibele informed the committee that this memo was intended as a reminder to the graduate faculty of Graduate School requirements with regard to examination attendance. He pointed out that the results of an examination can be set aside if these requirements are not met; and the Graduate School had recently had occasion to do so. The memo will be distributed to all members of the graduate faculty. (Copy of memorandum of 3/1/78 attached.)

C. Proposed Memorandum "Interpretation and Reaffirmation of Graduate School Policy on Master's Degree Written and/or Oral Examinations"

It was proposed that this memo be sent to the Directors of Graduate Study to bring to their attention the Graduate School requirement with regard to final examinations for the master's degree. The intent is to reaffirm the policy and to obtain compliance with it. Dean Ibele said that it was believed that faculty who objected to the requirement should meet the issue directly and request exceptions. It was pointed out that exceptions to the policy are on board. Agreements exist with English and Social Work, for example. Professor Schreiner asked what agreement exists with Special Education. Dean Hein said that there is no agreement to waive the final examination in that program.

The memo will go to Directors of Graduate Study and will be forwarded to the Policy and Review Councils for information.  
(Copy of memorandum of 28/2/78 attached.)

III. FOR INFORMATION

A. Report from the Council of Graduate Students

Donna Gomien mentioned that the Council of Graduate Students continues to be interested in the problems of placement and is pursuing this matter. They have met with Eldred Smith to discuss problems with library facilities; they are also meeting with President Magrath and Dean Ibele to discuss general issues. They have received encouraging word from the Fees Committee having to do with the approval of their submitted budget. They will be meeting with the committee chairman to work out permanent budget arrangements.

B. Confirmation of the Next Meeting Date, March 16, 1978

C. Interim Report on Outreach

Dean Ibele reported that comments about the interim report may still be made; he said that this is a very good time to offer comments as the final report will not be submitted until June and it is much easier to obtain alterations in the recommendations at this preliminary stage.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

College of Education

Department of Vocational and Technical Education  
Peik Hall  
159 Pillsbury Drive S.E.  
Minneapolis, Minnesota 55455

November 23, 1977

MEMORANDUM

TO: Members of the Policy and Review Council for  
Psychology and Education

FROM: Marjorie M. Brown, Chairman of Committee for  
Developing the Proposal for the PhD in Education,  
Department of Vocational and Technical Education

SUBJECT: Change in Part of the Proposal for the PhD in Edu-  
cation with Emphasis in the General Education  
Aspects of the Vocational Fields.

Copies of the proposal for the Ph.D. in Education program submitted by the Department of Vocational and Technical Education have already been distributed to you. Since that time, the Graduate Studies Committee of our Department has met and considered a recommendation voiced in the Graduate Sub-Council and written by Dean Zimmerman. This recommendation concerned certain admissions standards for the program.

In our original proposal, we had emphasized minimal standards acceptable rather than the modal standards sought. We believe this criticism to be warranted and submit herewith a page to replace the original in the proposal. The new standard for GPA and MAT scores have been endorsed by our Graduate Studies Committee. However, we have not had time to reach our Department faculty yet so that they are subject to approval by that faculty. By the time you meet to consider our proposal, we will be able to indicate whether the faculty has approved.

MMB:mid

Enclosure

cc: Dean Piche

Members of the Graduate Studies Committee

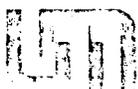
Decisions on admission to the program shall be based upon all evidence available as to the probability that the applicant has the qualifications for success in the program. Standards of admission shall be applied with equality to all applicants in accordance with the provisions of Article 1, Section 3 of the Graduate School Constitution. Applicants for admission to the program generally shall have attained a Master's degree.

In making judgments regarding admissions, the graduate faculty will rely upon the following sources of information:

1. Transcript(s) of previous academic work beginning with the undergraduate program.
2. Personal essay.
3. Miller Analogies Test score.
4. Application for admission form.

With respect to certain of the sources of information, the general level of academic expectation sought for applicants is a 3.0 total undergraduate GPA, a 3.5 total graduate GPA, and a raw score on the Miller Analogies Test which converts to about the 50th percentile on the "all score" norms.

Where deemed appropriate, students may be asked to submit additional information such as recommendations from persons qualified to judge ability to perform at an advanced graduate level and/or samples or written papers of a conceptual or research nature.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

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

15 November 1977

TO: Professor David Bjorkquist  
Professor Marjorie Brown

FROM: *K. Zimmerman*  
Kenneth Zimmerman, Assistant Dean

SUBJECT: Admissions Section of Vocational Emphasis Proposal (Education Ph.D.)

One of the unresolved points of dispute stemming from the Education Sub-council meeting of last week which examined your proposed emphasis in the Education Ph.D. is the admissions requirements section. Since full discussion of your proposal by the Education and Psychology Policy and Review Council is not likely to occur until the Council's third meeting of the year (probably about the last week of classes), I would like to suggest a different approach to your admissions section. Rather than emphasizing minimum requirements as you have done, I recommend that you state the general level of expectation that you seek--i.e., describe the characteristics of the normal student. Knowing what I do of your several subfields I would think you could specify 3.0 total undergraduate GPA, 3.5 graduate GPA, and an MAT raw score that converts to at least the 50th percentile on the "all-score" norms. This approach has the advantage of striving for quality and reflecting a positive attitude to the admissions arena. It has the additional merit of relegating exceptions to the case of individual students; that is, the Graduate School Admissions Office would entertain recommendations for admission of students with less-than-the-above characteristics on a student-by-student basis rather than a "class" basis. Your present scheme has the disadvantage that it conveys almost a legal implication that meeting the minimums is tantamount to actual admission.

I hope you will have the opportunity to give more thought to this problem before formal consideration of the entire document by the Policy and Review Council.

KZ:ss

cc: Professor Jerry Moss, Department Chairman  
Dean Gene Piche, Subcouncil Chairman  
Professor Robert Schreiner, Policy and Review Council Chairman



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Department of Vocational and Technical Education  
Peik Hall  
159 Pillsbury Drive S.E.  
Minneapolis, Minnesota 55455

November 11, 1977

MEMORANDUM

TO: Members of the Policy and Review Council, Psychology and Education

FROM: Marjorie M. Brown, Professor and Chairman of the Committee to Develop the Proposal for the Ph.D. in Education, Department of Vocational and Technical Education

SUBJECT: Proposal for Ph.D. Degree in Education with Emphasis in General Education Aspects of the Vocational Fields

In behalf of the graduate faculty in the Department of Vocational and Technical Education, I am transmitting herewith copies of our proposal for a program for the degree of Ph.D. in Education. The proposal has been reviewed and officially approved by the graduate faculty of the Department. Recently it was reviewed and endorsed by the Graduate Sub-Council in the College of Education as Dean Piche's accompanying letter of transmittal will indicate. We now submit it to you for your consideration.

For an overview of the program content, a brief summary is presented in Appendix B (p.41). Details of policy and procedure as well as the rationale for the program and its need are presented in Parts A through F of the proposal.

Two related points may be helpful as background for examination of the proposal: (1) the distinction of the proposed program from the Ph.D. in Vocational Education and (2) the focus and administrative location of the foundations courses. These points are elaborated upon in the next two paragraphs.

The fields which comprise the Department of Vocational and Technical Education have had a continuous history of two very different orientations to education for more than half a century. One orientation has been that of general education to provide those educated with a common universe of understanding and a development of intellectual and social responsibility. This view is held, for example, by educators in family life education, general business and economic education, industrial arts, Agricultural and Home Economics Extension Service, and parts of agricultural education. The second orientation is that of vocational education defined as preparation for specific income-earning occupations. There are great differences between the two groups in world-view, in professional and personal interests, in conceptualization of educational purpose and means, and in implementation of professional roles. While the Ph.D. in Vocational Education is appropriate in name and design for those with the second orientation described, it is inappropriate for those of the first orientation described (and considered inappropriate by them). It is necessary to accommodate those doctoral students (and, indirectly, those educational institutions and segments

Policy and Review Council

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November 11, 1977

of society) concerned with the general education aspects of agricultural education, business and distributive education, home economics education, and industrial education. The proposed program for the Ph.D. in Education with emphasis in the General Education Aspects of the Vocational Fields is designed for this purpose; it replaces the Ph.D. in Education which has been available to students with general education interests and goals.

With the general education emphasis, the foundations or common conceptual areas for the program must bear on that emphasis. It is appropriate and necessary, therefore, that the content and processes of the foundations area be basic to general education and shared by various specialized fields in education. Courses in this area, therefore, are chosen from the foundations of education and from any of the basic disciplines which have bearing on the intellectual context described in the proposal.

Should members of the Policy and Review Council wish to have some of us represent the Department at the time you consider the proposal, we would be glad to do so. Professors David Bjorkquist and Charles Hopkins, who have also served on the development committee, would join me in meeting with you as would Professor Moss who is chairman of our Department.

MB:md

Enclosures

Minutes of the Subcouncil on Graduate Studies Meeting  
November 8, 1977

Present: Frederick Chapman, Mary Corcoran, Gene Piche, Herbert Pick, Robert Schreiner, John Stecklein, Gordon Swanson, Kenneth Zimmerman; Vocational-Technical Education representatives: David Bjorkquist, Marjorie Brown, Jerome Moss, Charles Hopkins

The purpose of this meeting was to focus discussion on those items identified at the Subcouncil's meeting (10-25-77) and in the subsequent memo (11-2-77) to faculty sponsoring the proposed emphasis area for the Ph.D. in Education in Vocational-Technical Education. Revisions as prepared by Vocational-Technical Education were distributed.

1. With respect to the Subcouncil's concern with the title of the proposed emphasis area (general education aspects of the vocational fields), sponsoring faculty decided to leave the name unchanged. This was not considered a substantive issue by Vo-Tech faculty. Additionally, faculty representatives stressed the problem of choosing a title encompassing the diverse fields incorporated in the department.

2. In response to the Subcouncil's suggestion, Vo-Tech submitted a list of faculty appropriate to advise students and deliberate regarding graduate faculty status.

3. Vo-Tech included, at the Subcouncil's suggestion, two additional prototype programs, home economics education and career education. Vo-Tech representatives indicated that these prototype programs should be viewed as examples, rather than models, of possible programs. Concern was expressed here that the foundations coursework in these programs included no coursework at the 8xxx level; the department assured the Subcouncil that because the proposal was prepared hastily, this was an omission which would be rectified.

4-5. The Subcouncil's suggestion of an explicitly identifiable common core of coursework or other aspect which characterizes each track within the proposal was reiterated. Vo-Tech representatives responded with reference to page 13 in the proposal ("Common to all programs" section) and also to page 34 regarding examinations which states, "Composition of the examination will be in three parts devoted to: (1) the learnings common to all programs identified in the objectives . . ." Some Subcouncil members questioned the need for the proposed Ph.D. degree emphasis area in view of the existence of a Ph.D. in Vocational Education. Faculty representatives explained that this degree would serve an audience whose needs were different than those served by the Ph.D. in Vocational Education, i.e., the orientation would be to general education rather than to vocational education. Admissions criteria for the two degrees may differ, and research interest and methodology were cited as additional differences.

6. Reservations were expressed about the admissions standards listed. Faculty representatives insisted that these figures are only meant as floors.

7. A statement regarding the affirmative action policy of the department was included in the revised proposal as suggested.

A motion was accepted to forward the proposal with endorsement to the P&R Council with a record of the Subcouncil's deliberations. There was one vote in opposition.

Meeting adjourned 4:30 p.m. Next scheduled meeting is December 6, 3:00 - 4:30, 108 Burton Hall.

dd

PROPOSAL FOR THE PH.D. DEGREE IN EDUCATION WITH EMPHASIS  
IN GENERAL EDUCATION ASPECTS OF THE VOCATIONAL FIELDS

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PROPOSAL FOR THE PH.D. DEGREE IN EDUCATION  
WITH EMPHASIS IN GENERAL EDUCATION ASPECTS OF THE VOCATIONAL FIELDS

A. INTRODUCTION

This introductory section includes (1) a brief statement of the planning and developmental activities which produced the proposal submitted here and (2) an outline of the social, educational, and intellectual contexts of the proposed program.

Planning and Development Activities

A sub-committee of the Graduate Studies Committee, Department of Vocational and Technical Education, initiated and conducted planning and developmental activities for the proposed degree program. Suggestions and criticisms were solicited and received at several points from the remainder of the Graduate Studies Committee as well as from members of the graduate faculty of the Department. The sub-committee consisted of directors of graduate studies in three Divisions where students have frequently chosen the Ph.D. in Education in the past, one other graduate faculty member, and two doctoral students. Two additional students serving on the Graduate Studies Committee also offered suggestions and criticisms.

Each of the Divisions in the Department for many years has had a program in the Ph.D. in Education with emphasis in the field represented in the Division, e.g., in business education, in home economics education, in industrial education. The sub-committee began its work with an analysis of the doctoral program needs of the various Divisions which were not served through other degree programs available to students of the Department (the Ph.D. in Vocational Education or the Ed.D. in Vocational Education). It was generally agreed that

(1) certain concerns of each of the fields comprising a Division in the Department were not served with a degree emphasizing vocational education and (2) there were many students in each Division whose major educational interests and goals lay outside those served by the other degree programs. Data on students currently enrolled (and, in some Divisions, over a longer period of time) supported the second point. Data on types of positions students assumed after completing the degree also reflected interests and responsibilities not served by a doctoral degree program in vocational education.

While continuing the former Divisional emphasis for the program of the Ph.D. in Education was attractive, it was recognized that programs in some of the Divisions were and will probably continue to be small. The sub-committee then turned its attention to comparing the programmatic needs of the various Divisions for a Ph.D. in Education by analysis of the underlying principles common to them. These principles evolved after extended discussion of the nature of professional services which graduates of the program might be expected to provide (based on data about recent graduates as well as on anticipated future needs). These services were considered not only as types of positions the graduates should fill but also in terms of the intellectual, social, and educational perspective they would bring to bear on educational services provided in those positions. Historically, several of the fields of study represented in the Department have been viewed (primarily or in part) as general education because of a broad conception of "vocation" and "work" within the fields or segments of them. The principles outlining general education and the roles of the various fields of the Department in contributing to general education became the bases for the educational, social, and intellectual contexts of the program for the Ph.D. degree in Education with emphasis in the General Education Aspects of the Vocational Fields.

With development of the educational, social, and intellectual contexts in the sub-committee and in the larger Graduate Studies Committee, they became

the rationale for planning the proposed program. Objectives of the program were identified in general terms with the realization that they would require further analysis and translation. Concern has been expressed, however, for retaining generalized cognitive-affective understandings and processes rather than using the management-by-objectives model of excessive specificity of overt activities. Consistent with the rationale and with the objectives, a program outline for the degree was agreed upon after examination of alternatives for content and organization. Plans for evaluating the program were built into the proposal.

#### The Educational Context of the Proposed Program

In approaching the design of the Ph.D. degree in Education which would serve students of the Department of Vocational and Technical Education, consideration was given to (1) the educational perspective of doctoral students who would be enrolled and (2) the arena of leadership which they would enter. These two points which distinguish the educational context of the proposed program for Ph.D. in Education with emphasis in the General Education Aspects of the Vocational Fields are elaborated below.

##### (1) The "general education" perspective of fields within the Department.

The "general education" perspective is one in which programs for youth and adults in agricultural education, business education, distributive education, home economics education, and industrial education are viewed as having purposes other than selection and preparation for wage-earning occupations. These purposes concern that part of the student's whole education which provides for a common universe of understanding and for intellectual and social responsibility as a person and as a citizen. There are programmatic orientations in these fields concerned with providing the public with general education in such areas as consumer education, family life education, career education, general

business and economic education, and industrial arts education. While it is recognized that a general education perspective may be provided in other degree programs in the Department, the educational context of the program proposed here is distinguished by the degree to which emphasis on general education is primary or central in the preparation of the doctoral student.

Three dimensions of the nature of general education of concern to advanced students in the fields in the Department of Vocational Education are defined briefly in the next three paragraphs.

One dimension related to general education programs is the concern for developing complex cognitive-affective thought processes in students (youth and adults). The formation of concepts, the utilization of what is learned in critical judgment, creative planning and problem-solving, and the development of a sense of personal autonomy and moral responsibility are not limited to particular subject matters. Further, they are processes and modes of thinking which generalize to use beyond one subject matter. This focus on thought processes within the fields of vocational education (as distinguished from mastery of subject matter and from the production of an efficient worker) provides an interface between the special fields and general education.

A second general education dimension of the fields within vocational education concerns the cooperative contribution which each can make to total planning and curriculum for education of the student as a responsible human being and citizen. There is need in general education to consider a full range of social occupations and their total significance in the lives of individuals and to society. The consideration of occupations in this dimension is in the context of intelligent and socially responsible decision-making and action necessary for people in a free society. Involved in this view is a holistic conception of life so that any occupation, for example, farming or business or parenting

or being in industry, is seen not merely as a job but as a way of life. As a way of life, for each person engaged in it, it should engross his/her own purposes and creative use of potential, provide a sense of intellectual and aesthetic satisfaction, and contribute to the person's own personal growth and sense of dignity as well as to a humane society. When a social occupation does not provide these qualities, then something is wrong with the conditions under which it is performed, with its cultural context, or with the occupation itself; such inhibiting conditions need to be changed. Therefore, the general education aspect of the various occupations does not stop with understanding any occupational area of society as it is; it provides a means for students to examine critically the relevant cultural norms, social conditions and operating values in terms of their human consequences. The examination is made not in terms of self-interest but in terms of responsible citizenship and membership in human society. Further, social problems and problems of the citizen are not unidisciplinary in their subject matter. Knowledge and value perspectives from agriculture, business and distribution, home economics, and industry (as well as from other areas) have bearing on such social concerns as dwindling world resources, pollution, loss of community, personal alienation, and poverty.

A third dimension related to general education is focused on the personal and creative use of some of the knowledge and crafts with which practitioners of the fields in the Department deal. The social, economic and technological understandings and the aesthetic appreciations involved, the sense of personal purpose and accomplishment, the challenge of adapting to new materials and unforeseen conditions, and the self-involvement in planning and making judgments are all elements in education for personal re-creation and for creative involvement and decision-making in everyday life activities.

(2) The arena of educational leadership. The arena in which the future professional leadership role is to be exercised clearly influences the function the advanced degree program is to serve. Many of those concerned with general education aspects of one of the fields now grouped in the Department of Vocational and Technical Education enter teacher education and related activities of research, development, and supervision in colleges and universities or in state departments of education. Both home economics and agriculture also prepare leaders in the Cooperative Extension Service. In several of the fields, the leadership role is assumed in administration of higher education units of the parent professional subject matter field, e.g., colleges of agriculture, business, and home economics. Some positions combine teacher education and instruction in the parent subject matter field as is true especially in small liberal arts colleges.

The Ph.D. in Education with an emphasis in the General Educational Aspects of the Vocational Fields would provide an important complementary orientation to leadership in teacher education and research in the various fields represented in the Department. This is true in such areas as those mentioned previously, i.e., consumer education, family life education, career education, general business and economic education, and industrial arts education. It would also permit continuing attraction of doctoral students whose interests and future plans combine education and the parent professional fields or the Cooperative Extension Service; for these people the proposed degree is essential to meet their needs.

#### The Social Context of the Proposed Program

There are two senses in which a program of professional education has social context: (1) the set of conditions in the society and the culture for

which education is designed and (2) the set of conditions in the social group made up of members of the profession engaged in education including those in vocational education.

Conditions of the larger society have relevance for a program of professional education when it is believed that education is a key to the improvement of society and that there is a reciprocal influence between society and the individual having a bearing on education. Not only is the individual's learning influenced by his culture; to create, maintain, and protect a free and humane society, it is necessary that its members be intellectually and morally enlightened in the practical evaluation and direction of social conditions and norms. Ours is a very diverse society with different sub-cultures and different interests and ways of life. Yet there are points at which there must be common understandings and concerns and basic agreement regarding the society as a whole. Students of the human significance of trends in social conditions point to the conflict in values between overall societal goals and operative goals of segments of society, to the loss of personal sense of being a useful and necessary member of a social whole in work as well as in citizenship, to great disparity in distribution of power and wealth, to forces of irrationality which increase rather than relieve social problems, to the questionable survival of basic institutions in the social fabric. The role of education about the conduct of daily life activities (including work) in relation to social responsibility and personal fulfillment is highly significant for practical decision-making and action in the existing social scene. The proposed degree program takes cognizance of the broader social context and the cognitive-affective tools for assessing those conditions and determining the role of education with respect to them.

Among those who work as practitioners in education and among those responsible for their professional education and for related research, there is often a conceptual and attitudinal split between those concerned with theoretic knowledge and those concerned with practical knowledge. This split leads to diminished educational effectiveness of both in promoting integration of activities of the mind with the practical activities of judgment and action. There is need for a program of professional education which seeks to close this gap in the social organization of educators. This need is recognized by many in the fields which comprise the Department of Vocational and Technical Education. There is concern for scholarship in interrelating theoretic knowledge and practical knowledge in the interest of personal and social development of adults and youth served in education. There is also interest in collaborating with other educators in planning and implementing educational programs which have purposes held in common. There is interest, too, in interpreting one's own field of education in the context of critical intelligence and socially responsible decision-making and action. That these interests exist among students in the fields of vocational education is attested by the number who have chosen the Ph.D. in Education when other degree programs have been available to them. (See data in section on Educational and Social Need for the Program.)

#### The Intellectual Context of the Program

Given the general education context in which leadership will be exercised by those entering teacher education and given the broad educational concerns of those entering arenas of leadership other than teacher education, the intellectual context of the program of the Ph.D. in Education becomes clear.

The educative process by its nature involves certain basic factors: the learner, the society, and knowledge in interaction with each other. Conceptualization of these factors and of their interaction, critically examined for meaning and for values through philosophy, serves as the base for educational theory and inquiry and, subsequently, influences educational aims and practices. Upon the assumption that intellectually and morally responsible professional educators base their decisions and action regarding educational aims and practices on a defensible rationale, those who provide leadership in education need certain understandings and critical abilities which serve as foundations of educational planning and practice. These understandings and critical abilities are in conceptual areas which provide cognitive and evaluative systems regarding the learner, society, and knowledge, not merely separately but also in interaction. There is need to examine alternative conceptions in each of these areas for their underlying assumptions and to formulate a coherent and justifiable perspective regarding the aim and nature of education. It is also necessary to examine the learner as not fixed in time and state. Similarly, conceptually based research needs to be examined regarding the interactive relationship between the learner and his cultural milieu (including the society and the culture created by the school or other educational agency). Another intellectual need is conceptualization of the role of different modes of inquiry in contributing knowledge (a) which formulates the substantive content and processes of learning in the various fields represented in the Department, and (b) which contributes to the professional study of education.

It is not enough, however, to identify the conceptual areas basic to all programs with the proposed degree emphasis; certain perspectives regarding thought processes are also necessary. Active conceptualization (rather than attention

only to concrete behaviors and educational practices) is highly important. Also needed is the use of concepts in critical examination of professional and cultural beliefs and practices and in the generation of new insights and fresh professional and social approaches. The perspective cannot be completely ahistorical for to do so would be to fail to grasp the significance of human efforts at self-improvement and the "grand ideas" which have evolved over time. To be ahistorical would also make the professional educator unable to benefit from the ideas (and their testing) from those who have gone before. The perspective in thought needs to acknowledge and to clarify the interaction between the values which regulate conduct or action and beliefs verified through scientific inquiry for such interaction is the mode of thinking which guides professional (as well as personal) decisions and action.

With the above intellectual perspective and with variations in the special interest and goals of those who enter the program, the nature of the major field is conceptually proposed as consisting of three parts in addition to the thesis: foundations, modes of inquiry and an area of concentration.

Foundations. One area of study is needed as foundational to the degree program in which the orientation is as follows: (1) There needs to be understanding of human personality and its development in which (a) behavior is viewed in terms of the context and the state of the individual rather than in absolute terms, and (b) the idealized conceptions which have evolved in Western intellectual history are recognized as underlying assumptions. (2) Understanding of the nature of contemporary society is necessary, not only from a positivistic social science and technocratic ideology but also from the viewpoint of a critical or reflective social science which makes explicit its political and moral commitments. (3) Reciprocity in influence between the individual and his culture needs to be clearly conceptualized. (4) Knowledge needs to be examined as both process and emergent

product from a multidisciplinary and an interdisciplinary view as well as from the view of the single discipline or field. (5) Practices in education need to be examined critically (a) for their underlying cognitive and value assumptions as well as (b) for support of the purported relationship between means and ends in conceptually based research.

Modes of inquiry. More than one mode of inquiry is necessary for improving knowledge and practice in education, e.g., philosophic analysis and criticism, anthropological field studies, historical research, policy research, as well as empirical-analytic science. The student should have an appreciation of the contributions which various modes of inquiry can make and be familiar with the general nature and uses of two or more. To remove the naiveté of accepting research findings at face value, the student needs to conceptualize basic standards and processes of research but also to recognize and evaluate the cognitive and value perspective of the researcher as reflected in his inquiry. In addition to these general attitudes and abilities common to all students, each should become competent in the use and direction of at least one mode of inquiry.

(It must be remembered that each of the Divisions in the Department of Vocational and Technical Education is concerned with an established field of study, most being associated with "parent" fields which are professional colleges in the University, such as the College of Agriculture, the College of Business, and the College of Home Economics. Each, therefore, has scholarly concerns and interests which bear on the history of the educational field as well as the "parent" field and on related philosophical issues and problems. As is true in other fields in education, each has other concerns and problems for which analytical-empirical research may sometimes be helpful. However, such problems as those underlying curriculum decisions, evaluation, and understanding of the

personal and cultural or community contexts of thought, feeling, and behavior require still other modes of inquiry. The neglect of any of the above areas of problems or their fallacious treatment by an inappropriate mode of inquiry is antithetical both to disciplined inquiry in a field and to the educational context of the proposed degree. It is intellectually limiting for a professional educator not to be aware of alternative paradigms of research beyond the familiar perspective taken for granted. To educate as if there were only one view of inquiry is to make a dogma of that conception of research.)

Area of concentration and supporting program or minor. There are two important variations among the students which must be accommodated in the focus of parts of the program of study: (1) the field within education in which the student has previously majored and may wish to continue and (2) the probable arena of leadership in which the student will work in the future. Therefore, there needs to be flexibility with respect both to the area of concentration in the major and to the supporting program or minor. That these areas of choice open to students enhance the intellectual and social focus indicated above is important.

B. THE PROPOSED PROGRAM AREA OF EMPHASIS

Objectives of the Program

With the context of the degree program as outlined above, it is possible to identify certain objectives which should be common to all students' programs. However, most objectives must be identified at the time of each student's program planning relative to the area of concentration and the particular student's learning needs.

Common to all programs\*

1. Conceptualization of the role of values and knowledge in educational decision-making and action.
2. Evaluation of the assumptions underlying educational programs and practices for their truth and moral defensibility.
  - alternative conceptions of the nature of man
  - alternative conceptions of the nature of society
  - alternative conceptions of knowing and learning
  - alternative assumptions about the relation of man to nature and to society
3. Comprehension of the role of intellectual-social history in shaping educational concepts and practices.
4. Evaluation of alternative roles of education with respect to social conditions and cultural norms.
5. Commitment to judging the significance of ends served in economic, technological, political, educational and other forms of social activity.
6. Application of knowledge of human development and social environments to understanding educational problems and to the design and evaluation of educational programs.
7. Comprehension of the relation between the development of complex cognitive-affective processes and maintaining a free society.

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\*Because these common program objectives are conceptualized at a broad, general level, they are viewed as involving integration from different subject matters in professional education rather than specific to educational philosophy, psychology, sociology, and other separate areas.

8. Conceptualization of the contribution which disciplinary, cross-disciplinary, and interdisciplinary approaches can make to education.
9. Recognition of the potential contribution of various modes of inquiry to improving knowledge and values guiding educational practice.
10. Conceptualization of the detailed nature, processes, and standards of at least one mode of inquiry appropriate to educational problems.
11. Conceptualization of the effects which the prevailing perspective in a field of inquiry has upon the selection of problems and the conduct of inquiry and subsequently on educational practice.
12. Evaluation of the intellectual and moral implications involved in the selection, conduct, and results of an inquiry.

Specific to area of concentration

13. Evaluation of the existing conceptual and practical orientations of the specific field for their intellectual and moral defensibility.
14. Ability to justify with validity and objectivity one's own intellectual and value orientations in the designing and evaluation of educational programs in one's own field.
15. Other objectives (to be identified by the student and adviser) specific to:
  - (a) the student's probable leadership roles(s)
  - (b) the student's learning needs with respect to the chosen area of concentration

Admission Requirements

In light of the rationale and objectives set for the program of Ph.D. in Education degree with emphasis in the General Education Aspects of the Vocational Fields, applicants will be evaluated for manifestations of the following qualities:

1. Intellectual competence and interests.
2. Concern with professional, philosophical, and social issues in education.
3. Commitment to high standards of workmanship.
4. Social concern for individual and community welfare.
5. Ability to organize and express ideas.

Decisions on admission to the program shall be based upon all evidence available as to the probability that the applicant has the qualifications for success in the program. Standards of admission shall be applied with equality to all applicants in accordance with the provisions of Article 1, Section 3 of the Graduate School Constitution. Applicants for admission to the program generally shall have attained a Master's degree.

In making judgments regarding admissions, the graduate faculty will rely upon the following sources of information:

1. Transcript(s) of previous academic work beginning with the undergraduate program.
2. Personal essay.
3. Miller Analogies Test score.
4. Application for admission form.

Certain standards currently used with other doctoral programs in the Department will be applied as minimum requirements with respect to certain of the evidence as follows:

Requirement	Minimums		
	Total Undergrad. GPA	Graduate GPA	MAT - Raw Score
At least two of these three --	3.0	3.4	44
None lower than --	2.8	3.1	35

Where deemed appropriate, students may be asked to submit additional information such as recommendations from persons qualified to judge ability to perform at an advanced graduate level and/or samples or written papers of a conceptual or research nature.

### Description of the Curriculum

Three requirements for the program of Ph.D. in Education with emphasis in the General Education Aspects of the Vocational Fields include coursework, examinations, and thesis. These are described in the paragraphs which follow.

Coursework. It should be understood that the Ph.D. in Education degree with emphasis in the General Education Aspects of the Vocational Fields is not granted on the basis of the successful completion of a specified amount of prescribed coursework. Formal coursework, however, is an important component of the requirements for the degree. For that reason, certain minimum specified coursework requirements have been established in certain areas. Each candidate, with the assistance of an advisor, plans and submits for approval a program of study that includes these requirements together with a rationale for course selection in terms of common program objectives and objectives specific to the area of concentration. A minimum of twelve credits must be earned in the Department of Vocational and Technical Education excluding any credits earned toward the dissertation. The program of study, including the minimum specified coursework requirements, is outlined below.

### Major

The major is made up of three parts: an area of concentration, foundations of education, and inquiry with respect to educational problems.

Area of Concentration. An area of concentration shall consist of study within a specialized field or across the fields represented in the Department of Vocational and Technical Education. It may also reflect a functional role emphasizing the generation of knowledge in the specialized field, e.g., curriculum development, research, or instruction. In the latter case, courses included in the area of concentration may also be selected from relevant areas outside of the Department. The student will complete a minimum of about 20 credits in an area of concentration.

Foundations. Foundational courses are those in conceptual areas which develop cognitive and value systems upon which the construction of knowledge in education and the design and justification of educational practice are based. Courses for this part of the program, and appropriate to the objectives, are selected from those which provide understandings and critical abilities with respect to the social, anthropological philosophical, economic, and psychological bases of education. (These courses are not specified as being the same for all students for these reasons: (1) students come with different backgrounds in these conceptual areas so that what needs emphasis in the doctoral program varies; (2) the broad general learnings of concern can be accomplished through more than one set of choices; and (3) the courses offered in the College in these conceptual areas do not remain constant in emphases and objectives.) The student will also complete an integrating seminar or course in the Department of Vocational and Technical Education designed to help synthesize foundational studies and to apply them to the area of concentration. The student will complete a minimum of approximately 20 credits in the foundations of education.

Inquiry. The student is expected to develop appreciation and conversant knowledge of two or more modes of inquiry appropriate to the study of education. It is expected that the student will develop special competence in the use and direction of at least one mode of inquiry. Possible areas of study include, among others, philosophic analysis and criticism, ethnographic field studies, historical research, policy research, and empirical-analytic research. While statistics is a tool appropriate to some modes of inquiry, statistics alone should not be confused with a mode of inquiry into educational problems.

There must be assurance that the courses would yield knowledge appropriate to the study of educational problems. Approximately 20 credits of the program is required as a minimum in the inquiry area.

It is expected that understanding gained of modes of inquiry will not be limited to the courses specific to such a purpose; some other courses in the students' programs, being graduate level, will supplement the minimum requirement of approximately 20 credits. In such cases, this will be done both by making explicit the mode(s) of inquiry on which the content of the course is based and by giving opportunity for students to examine examples of such inquiry in the course.

#### Supporting Program or Minor

In addition to the major, the student will complete a supporting program or minor.

Supporting Program. A student may choose to complete a supporting program. Courses for the supporting program should be selected so that they complement and/or supplement the student's major to form a coherent program. They may be selected from within or outside the College of Education with at least half of the program outside the College. A supporting program will be comprised of approximately 18-24 credits.

Minor. The completion of a minor is an option available to those students who wish to develop depth in a single special interest area chosen from a field of graduate study related to the field of major interest. The minor will be comprised of approximately 18-24 credits.

### Examinations

Preliminary Written Examination. The written preliminary examination is designed to require application and integration of what is learned as well as the expression of organized thought. Because of this, it is scheduled to be taken when a substantial part of the coursework has been completed. Composition of the examination will be in three parts devoted to: (1) the learnings common to all programs as identified in the objectives, (2) the mode(s) of inquiry in which comprehensive competence is sought by the student, and (3) the objectives of the area of concentration (and the minor or supporting program, where appropriate).

Since the Ph.D. degree is not a coursework degree, the purpose of the examination is to determine whether (1) adequate conceptualization in the program areas has occurred and (2) the student is sufficiently scholarly in the search for information and sufficiently creative and evaluative in the use of information that he/she is ready to complete the dissertation. Procedures regarding the examination are described in a later section.

Preliminary Oral Examination. The purpose and scope of the preliminary oral examination are the same as that of the written preliminary examination. However, the oral examination is expected to provide opportunity for more spontaneous organization and expression of thought and defense of views in an interpersonal setting. It is taken after satisfactory completion of the written examination. Procedures regarding administration and completion of the examination are described later.

Final Oral Examination. The final oral examination will generally focus on the candidate's thesis. The candidate is expected to defend the dissertation in terms of the conceptual framework underlying the inquiry and the procedures used as well as the results of the inquiry. The examination may also cover the area of the candidate's concentration.

Thesis

The third requirement for a Ph.D. in Education with emphasis in the General Education Aspects of the Vocational Fields is the thesis. The thesis is expected to show originality and reflect the candidate's ability to conduct an independent inquiry the results of which make a contribution to knowledge in the student's field. The thesis must exhibit mastery of appropriate literature of the subject of inquiry and familiarity with the sources.

Prototype Program\*

Home Economics Education, with Supporting Program

<u>Area of Concentration:</u>	Home Economics Education Curriculum	<u>Credits</u>
HEEd 5300	Home Economics Curriculum	3
HEEd 5315	Evaluation: Theoretical & Technical Aspects	3
HEEd 5325	Trends in Home Economics Education	3
HEEd 5500	Proseminar: Home Economics Education	2
HEEd 8500	Seminar: Curriculum Development	2
HEEd 8900	Problems: Home Economics Education	6
HEEd 8631	Practicum: Home Economics Teacher Education	3
SeEd 5113	Introduction to Curriculum Development	3
PsyF 5125	Principles and Methods of Evaluation	3
PsyF 5621	Practicum: Instruments and Procedures for Evaluation	3
 <u>Foundations</u>		
Phil 5312	Facts, Values, the Objectivity of Ethics	5
PsyF 5170	Social Psychology of Education	3
PsyF 8562	Personality Development and Socialization	3
H Ed 5141	Critical Issues in Contemporary Education	3
H Ed 5155	History of Western Educational Thought	3
H Ed 5182	Comparative Philosophies of Education	3
H Ed 5190	Sociology of Education	3
VoEd	Integrating Seminar: Foundations	3
 <u>Inquiry:</u> Special competence in hermeneutic and interpretive science, appreciation of critical or policy science**		
Anth 8531	Philosophic Anthropology	3
PsyF 5110	Introduction to Statistical Methods	3
H Ed 5171	Anthropology & Education	3
H Ed 5174	Method in Anthropology & Education	3
H Ed 8170	Seminar: Research Methods in Anthropology and Education	3
HEEd 8300	Research Methods	3
HEEd 8520	Seminar: History and Philosophy of Home Economics Education	2
 <u>Supporting Program:</u> The Family and Anthropology		
CPsy 5343	Cognitive Development	4
FSoS 8201	Stage Development with Application to the Family	3
Anth 5258	Anthropological Analysis of American Culture	5
Anth 5165	Perspectives in Human Behavior	5
Anth 5732	Symbolic Anthropology	5
TOTAL CREDITS		99

\*A prototypic program for this degree can only be an exemplar for students with similar backgrounds and similar professional goals. The program here is appropriate for students who have graduated recently from an undergraduate program in Family Life Education and who have professional goals of providing leadership through curriculum research and instruction in family life education. The student would bring (if from the University of Minnesota) a background in such courses as Anth 1102 (or 5102), Anth 5141, Anth 5112, FSoS 5210 (same as Anth 5312) as well as at least 50 additional credits in other basic or interdisciplinary social sciences related to the family.

\*\*These methodological approaches to science differ from empirical-analytic or positivistic science. In addition to the courses listed under Inquiry, Anth 5132, 5165, and 5268 would aid in the area of hermeneutic or interpretive science. Appreciation of policy or critical science would come through HEEd 8300, and 8520 as well as courses listed in other categories: HEEd 5315 and 8500, H Ed 5141, and Phil 5312.

Prototype Program

Business Education, with Minor in Business Administration

<u>Area of Concentration</u>		<u>Credits</u>
BsEd 5100	Research and Methods in Teaching Accounting and Data Processing	3
BsEd 5102	Teaching the Basic Business Subjects	3
BsEd 5103	Consumer Education in the Schools	3
BsEd 5106	Organization and Supervision of Business Education	3
BsEd 5108	Curriculum Construction in Business Education	3
BsEd 5117	Trends in Business Education	3
BsEd 5130	Business and Distributive Programs for Adults	3
BsEd 8900	Problems: Business Education	3
Educ 5110	The Status and Role of Women in American Society	3
Educ 5180	Analysis of the Teaching Process	3
Educ 8250	Higher Education in the United States	3
Educ 8251	Curriculum Trends in American Colleges	3
Educ 8252	Effective College Teaching	3
<u>Foundations</u>		
PsyF 5170	Social Psychology of Education	3
PsyF 5182	Learning and Educational Practice: The Child and Adolescent	3
PsyF 5149	Behavior Analysis in Education	4
PsyF 5162	Personality and Social Development	3
PsyF 8554	Instructional Psychology	3
H Ed 5155	History of Western Educational Thought	3
H Ed 5156	History of Ideas in American Education	3
VoEd	Integrating Seminar: Foundations	3
<u>Inquiry</u>		
PsyF 5110	Introduction to Statistical Methods	3
PsyF 8110	Statistical Methods	3
PsyF 8111	Statistical Methods	3
PsyF 8112	Statistical Methods	3
PsyF 8120	Methods in Educational Research	3
BsEd 5115	Research in Business Education	3
BsEd 8300	Seminar: Research in Business Education	3
H Ed 5171	Anthropology and Education	3
<u>Minor</u>		
Mgmt 8006	Psychology in Management	4
Mgmt 8007	Small Group Process in Organization	4
Mktg 8047	Marketing Strategy	4
IR 8002	Industrial Relations Systems: Labor Markets and the Management of Human Resources	4
IR 8004	Organizational Theory and Analysis	4

TOTAL CREDITS 114

C. EDUCATIONAL AND SOCIAL NEED FOR THE PROGRAM

More doctoral students in the Department of Vocational and Technical Education have chosen the Ph.D. in Education than any other degree program open to them, as may be noted in Table 1. In 1976-77, 59.5 percent of the doctoral students in the Department were in the program for the Ph.D. in Education. At the present time there are 44 Ph.D. students with majors in Education reported by faculty members as advised in the Department. By estimate of the advising faculty, 37 of these 44 students would enroll in this proposed Ph.D. in Education if they were entering the Graduate School now. It is anticipated that students with goals and interests like those described above will provide the bulk of enrollments in the program. No other group of prospective students has been identified, but individuals with other backgrounds might also choose this emphasis. Based on present estimates, there will probably be from 30-50 students enrolled in the program.

TABLE 1  
NUMBERS OF STUDENTS ACTIVE AND GRADUATED IN  
DOCTORAL PROGRAMS IN VOCATIONAL AND TECHNICAL EDUCATION

	Ph.D. in Education	Ph.D. in Vocational Education	Ed.D. in Vocational Education	Ed.D. in Industrial Education
Active Students	44	27	24	7
Graduated 1972-77	58	7	10	4

Individuals who have completed the Ph.D. in Education in the area of emphasis represented by this proposal have been successfully placed in a variety of positions in the past (see Table 2). Most graduates have had the opportunity to consider more than one position of employment and have not had a period of

unemployment between graduation and their first position. Notices of positions appropriate for graduates of this proposed program are received on a weekly basis. In some Divisions, the demand for graduates in the area of emphasis has been greater than the supply of qualified graduates. The market appears to be expanding, in that many positions requiring an educational background like that of the proposed program are being upgraded to employ a person with a doctorate where one was not employed before. In addition, many students are on leave of absence from a position while they are enrolled in the Ph.D. program. The employment prospects for graduates are bright and it is expected that all will be placed quickly after successfully completing programs.

Such personnel are needed in state departments of education in each of the states and in teacher education in more than 200 colleges and universities in the United States. They are needed also in higher education positions where personnel have responsibilities which combine education and the professional subject matter of business, home economics, etc. This latter is true for many administrative positions (e.g., dean or associate dean) in the large land grant institutions and for instructional positions in the many liberal arts colleges. State level Extension Service personnel in the 50 states are expected to have advanced degrees which combine education and the subject matter of agriculture or home economics. What has been said about the need in the United States can also be said about professional personnel in foreign countries. Several of the Divisions have had for many years numbers of foreign students in the special field who have sought the degree of Ph.D. in Education in preparing for positions in their own countries. Large school districts throughout the country have coordinators and curriculum or evaluation specialists in the various fields represented in the Divisions of the Department; the proposed degree program is consistent with the type of advanced preparation which has been and is being sought by school boards and administrators for such positions.

TABLE 2

POSITIONS ASSUMED BY GRADUATES WITH Ph.D. IN EDUCATION, 1972-1977  
(DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION)\*

Program Emphasis	Number of Graduates	First Positions After Graduation	Present Positions
Agricultural Education	11	Rural development/Extension Service	Extension Service
		5	Corrections
		1	State Dept./Ministry of Education
		3	Private Industry
		1	World Bank
		1	Vo. Ag. Instructor
		1	
Business Education	11	Teacher Education Administration	Teacher Education
		4	University Teaching (non-Education)
		1	Private Business
		5	Community College Teaching
		1	
Distributive Education	4	Teacher Education Supervision (secondary school)	University Administration
		2	Administration (VoEd)
		1	
Home Economics Education	10	Teacher Education University Home Economics	Teacher Education University Home Economics
		4	Teacher Education and University Home Economics
		2	Supervision City Schools
		3	
		1	

TABLE 2 (con't)

POSITIONS ASSUMED BY GRADUATES WITH Ph.D. IN EDUCATION, 1972-1977  
(DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION)\*

Program Emphasis	Number of Graduates	First Positions After Graduation	Present Positions
Industrial Education	22	Teacher Education State Department of Education	10 Teacher Education State Department of Education
		Research	4 Research
		University Teaching (non-Education)	2 University Teaching (non-Education)
		Staff Development (AVTI)	2 Staff Development (AVTI)
		Administration (community college)	3 Administration (community college)
		Graduate Study	1 Graduate Study
			1 Graduate Study
			1 Graduate Study
Total	58	Teacher Education University/Community College Teaching (non-Education)	23 Teacher Education University/Community College Teaching (non-Education)
		State Dept./Ministry of Education	11 State Dept./Ministry of Education
		Research	6 Research
		Administration	3 Administration
		Supervision City Schools	3 Supervision City Schools
		Extension Service	2 Extension Service
		Other	5 Other
			5 Other
			7 Other

\* Positions classified to show major responsibility.

The social need for the program is presented in part in the earlier statement of social and educational contexts. Professional educators are needed who can provide leadership in general education. Both youth and adults are seeking, through education, ways of meeting such pervading problems as alienation, fragmentation in living, conflicts in values. Benefits can accrue individually to those served by a general education program in which thought and knowledge interact with practical decision-making and action and in which there is concern for autonomous and responsible thought about meaningful problems. Social benefits accrue in uniting people through shared knowledge and common concerns in an otherwise diverse and specialized educational curriculum. To produce such an educational program for youth and adults requires the preparation of professional educators with the perspective and conceptual competencies outlined in the proposed program. Such a conceptually based and humanistic orientation is a supplement to specialism in education. In recent years, efforts at such supplements have been largely atheoretical and faddist leaving professional educators open to criticisms of incompetence and bandwagon irrationality. The need for the program exists in vocational education (as indicated earlier) where many students in the various fields are concerned for the general education aspects of their respective fields.

In the rationale of the proposed program, research in education could have a different orientation than that frequently held. (1) The concerns of educational practice are practical and moral concerns and if research is to help by providing knowledge appropriate for educators to use for such concerns, positivistic and empirical-analytic science alone is inadequate for the purpose. As students of contemporary schools of metascience point out, the cultural sciences and critical science are logically appropriate for professions engaged in understanding people and in policy-making. (2) The paradigms

for research are complex in that variables from multiple sources (e.g., personal variables and environmental variables) are conceptualized as interacting to produce psychological and social effects. To consider one or two environmental variables out of personal or cultural context, e.g., in the study of human behavior, is both logically and empirically inadequate.

(3) The role of concepts from a variety of disciplines in research is recognized so that there is more cross-disciplinary and, perhaps, interdisciplinary investigation. Educational problems and concerns are not so simple that they can be resolved by studying from the view and the substance of a single discipline.

Some variation in modes of inquiry has already been demonstrated by recent graduates with the Ph.D. in Education as may be seen in Table 3. The need for more use of alternative modes of inquiry within and across the fields represented in the Department is recognized as pointed out in the section on Intellectual Context of the proposed program.

TABLE 3

TYPES OF DISSERTATIONS COMPLETED BY GRADUATES WITH Ph.D. IN EDUCATION, 1972-1977  
 (DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION)

Program Emphasis	Empirical*	Historical**	Philosophic	Model Building***	Total
Agricultural	8			3	11
Business Education	11				11
Distributive Education	3		1		4
Home Economics Education	7	1	2		10
Industrial Education	18			4	22
	—	—	—	—	—
Total	47	1	3	7	58

\* Some of the empirical studies were done in a framework of theory; others were not. Some were conceptually based; others were not. It was not possible with the data provided to classify more precisely.

\*\* This study was both historical and philosophical.

\*\*\* The nature of model building (whether theoretical or operational) was not specified in the data provided.

D. COMPARISON WITH SIMILAR PROGRAMS

Doctoral programs offered at the University of Minnesota (other than the Ph.D. in Education) are in particular fields, e.g., educational psychology, educational administration, and vocational education. The proposed program differs from these degree programs in two respects. (1) It provides opportunity for advanced graduate students whose professional goals and interests are in fields different in substance and orientation from the others. As pointed out earlier, the emphasis is on the general education aspects of each of the fields administratively grouped in the Department of Vocational and Technical Education (e.g., business education, home economics education, industrial education). (2) By program as well as by title, the proposed program is concerned with the preparation of professional personnel who will have a perspective and linkage to education broadly and generally rather than only to the special field described in (1). It is not possible to compare the proposed program with others for the Ph.D. in Education at the University of Minnesota since there is neither specification nor current knowledge of what those programs are to be.

There is no doctoral program similar to the one proposed here in any other educational institution in Minnesota.

Similar (although not identical) programs do exist in some of the large institutions in other states. The name of the emphasis area differs, however. For example, at institutions such as Ohio State University, Cornell University, the University of Illinois, and Pennsylvania State University, it is possible for students to obtain the Ph.D. degree in Education with a major or emphasis in the special field such as agricultural education, home economics education, or industrial education. Unless the general education interests of students in the special fields can be accommodated at the University of Minnesota, such students are likely to choose other institutions in the country.

## E. QUALITY CONTROL

### Qualifications of Faculty

A member of the College of Education faculty may be nominated for associate or full membership in the faculty of the Graduate School, to serve in the Ph.D. in Education program.

In initiating this new doctoral program, a faculty will be assembled from among those members who presently constitute the faculty for the Ph.D. in Education and who indicate a desire to participate in the new program. Such persons shall be recommended for full or associate membership as appropriate. Commitment through continued teaching, service on examining committees and/or advising in the program is a necessary condition for retention of graduate faculty status.

Associate Membership. A member of the College faculty or a visiting faculty member who (1) holds the Ph.D. or equivalent doctoral degree, (2) has met the requirement of approval by the graduate faculty of the program in accordance with the Graduate School Constitution, and (3) has demonstrated commitment to the general education functions of his/her field of specialization in education shall normally be eligible for associate membership. All other nominations for associate membership must be accompanied by evidence of comparable professional qualifications. Associate members of the graduate faculty may teach graduate level courses; may serve on examining committees for graduate degree candidates; and may serve as co-chairpersons on Ph.D. in Education programs with a full member of the Graduate Faculty.

Full Membership. Full membership will be granted only to regular faculty members in the College of Education who meet all criteria for associate membership and who show strong evidence of competence in each of three areas:

research or scholarship, advanced teaching, and advising of graduate students. Scholarly competence must be demonstrated by a strong record of research and developmental activity, documented by publications whose quality and standards of scholarship have been scrutinized and attested to by reputable scholars in the field. Experience in advising at the master's level, service on Ph.D. examining committees, and co-advising at the Ph.D. level should generally precede appointment to full membership. Teaching competence will be documented by student or peer evaluation and/or evaluations of developmental change in students attributable to the individual's instruction.

#### Procedures by Which the Program Will Be Governed

Quality control in the procedures by which the program will be governed is exercised through admission to and retention in the program through the residence requirements, through the planning of individual programs, through the certification of satisfactory performance as reflected in the preliminary and final examinations and in the dissertation, and through the procedures for nominating the reviewing graduate faculty as described below. In addition, procedures consistent with University policy regarding affirmative action will be used throughout the governance of the program.

Admission of students. Procedures as stated in the Graduate School Bulletin will be used for application for admission. In addition to the application form and transcripts of all previous college or university records, the student is expected to provide additional information on a special form supplied by the Department. The application for admission is routed from the Graduate School to the Director of Graduate Studies in the Department who then sends the application to the Director of Graduate Studies in the appropriate Division. After faculty review of the application in the Division, the appraisal form and credentials will be returned to the Department Director of Graduate Studies who,

after determining that the admission recommendations conforms to minimum Department-wide requirements, sends them to the Graduate School.

Retention of students. Progress of each student toward the completion of the degree will be reviewed annually by the faculty of the Division in which the student is advised. Retention in the program is dependent upon maintaining a 3.0 average in all course work and satisfactory progress toward completion of the degree within a reasonable period of time. Decision regarding retention will be made only after discussion of rate of progress and underlying reasons between the student and the student's advisor. In the event of decision against retention, this decision will be reported to the student, to the Graduate School, and to the Department Director of Graduate Studies by the Division Director of Graduate Studies. Normal procedures of redress and grievance are open to the student who wishes to use them.

Residence. A student is expected to complete at least part of the requirements for the degree in residence at the University of Minnesota. Minimum requirements for residence will be in accord with those established by the Graduate School.

Planning of individual student programs. Each student's program will be planned individually by the student and advisor to meet the objectives common to the program and those identified as specific to the student's specialization and particular needs. To facilitate planning for the area of concentration and minor or supporting program, the student, with his/her advisor, will identify the specialized interest(s) and learning needs for the student to become professionally competent. These learning needs will serve as bases for objectives for the area of concentration and the minor or supporting program. A rationale for course selections, including these objectives, will be

presented with the program of study through the advisor and the Director of Graduate Studies in the Division or field where the student is advised, for approval by the standing committee of the Department concerned with graduate education. Changes in individual programs, if any, will be submitted in the same way (i.e., with rationale in relation to the total program) and through the same routing.

Preliminary written examination. The written preliminary examination will be administered once each quarter, and the first summer session, by the standing committee of the Department concerned with graduate education (or by a sub-committee thereof). The examination shall be designed to require application and integration of what is learned as well as the expression of organized thought. Composition of the examination will be in three parts devoted to: (1) the learnings common to all programs as identified in the objectives including foundations and certain aspects of inquiry, (2) the modes of inquiry in which conversant knowledge as well as more comprehensive competence are sought by the student, and (3) the objectives of the area of concentration (and the minor or supporting program, where appropriate). Part 1 of the examination will be the same for all students. In preparing for it, the committee in charge of the examination will solicit items and readers from appropriate faculty in the College of Education including appropriate faculty in the Department. All students taking Part 1 of the examination at a given time will be evaluated by the same faculty group. Part 2 of the examination will be specific to the particular modes of inquiry which each student has chosen to emphasize. Items and readers for Part 2 will be solicited from appropriate faculty in the College of Education at large as well as in the Department. Part 3 of the examination will be planned by the student's advisor who will use other faculty in the area of specialization (and the minor or supporting program where appropriate) in preparing and reading this part of the examination.

Students will indicate to the committee in charge of the examination, at least five weeks prior to the scheduled examination, their plans to write the examination and indicate the elective areas of their program for Parts 2 and 3 of the examination. Students may complete all three parts of the examination at the times specified within one quarter or the parts of the examination may be divided and completed at the specified times over two consecutive quarters.

The committee in charge of the examination will administer the examination, assemble the recommendations from readers, and report the results for each student to the student's advisor. In the event of failure to pass any section of the examination (i.e., Part 1, Part 2, or Part 3), at the discretion of the examinations committee and the student's advisor, the student may have one other opportunity to retake that part of the examination but only after at least one quarter has elapsed.

Preliminary oral examination. The preliminary oral examination of the student will be scheduled by the student and his advisor only after satisfactory completion of all three parts of the written examination. The examination will be administered according to regulations stated in the Graduate School Bulletin. Results of the examination shall be reported to the Director of Graduate Studies for the Division in which the student is advised as well as to the Department Director of Graduate Studies and to the Graduate School.

The Ph.D. thesis. A brief statement of the proposal for the thesis should be submitted by the student in accordance with regulations of the Graduate School. It should have the approval of the student's major advisor and the Director of Graduate Studies in the Division in which the student is advised, indicating both the student's qualifications to carry out the proposed inquiry and satisfaction with the quality of the proposal. The proposal is then transmitted to the standing committee of the Department concerned with graduate

studies together with recommendations for members of the final oral examining committee including readers. Upon approval of the thesis proposal by the Department's standing committee, it is transmitted together with recommendation of the examining committee to the Graduate School. Subsequent change in the substance of the thesis proposal shall go through the same procedure.

The final oral examination. The final oral examination is scheduled by the student only after unanimous agreement of the thesis readers that the thesis is ready for defense. All other requirements as stated in the Graduate School Bulletin shall be met for eligibility prior to scheduling, for conduct of the examination, and for reporting the results. Results of the final oral examination shall be reported to the Director of Graduate Studies for the Division and the Department as well as to the Graduate School.

Graduate faculty status. A faculty member is nominated by any person who holds membership status in the graduate faculty of this program equal to or higher than that for which the nomination is made. The nomination is sent to the Director of Graduate Studies in the Division to which the nominee is assigned. After consultation with other Graduate Faculty in the Division, the Division Director of Graduate Studies forwards the nomination with a letter of recommendation to the standing committee of the Department concerned with graduate studies. The recommendation of the committee (including a summary of its vote) is then transmitted to the Department Chairperson, who signs the nomination and forwards it, together with all letters of recommendation, to the Graduate School.

#### Accrediting Agencies

There are no accrediting or certification agencies whose requirements must be met in the design of the program. While there may be requirements to

be met for particular positions in particular states, these are not universal nor are they imposed by an accrediting agency.

Plan for Systematic Review and Evaluation of Program

In order to carry out this function, a self-study committee will be appointed from the graduate faculty approved for the Ph.D. in Education by the standing committee of the Department concerned with graduate studies. The committee will be chaired by the Director of Graduate Studies for the Department.

Committee responsibilities include:

1. Continuous monitoring of program with annual report to the graduate faculty of the program and the College Sub-council on Graduate Studies including such activities as:
  - a. Making decisions regarding annual data-collection activities.
  - b. Drawing up specifications for the collection of data in areas included in the annual report.
  - c. Determination of methods for obtaining data.
  - d. Collection, tabulation, and summarization of data.
  - e. Preparation and dissemination of annual report.
  - f. Formulation and reporting of recommendations for consideration to the standing committee of the Department for appropriate action.
2. Comprehensive internal review conducted in conjunction with periodic formal review by the Graduate School. The first review will take place approximately four years from the implementation of the program. Evaluation results will be disseminated to the graduate faculty of the program and any recommendations for consideration will be forwarded to the standing committee of the Department for appropriate action. Questions which may be addressed by the evaluation include:
  - a. Are program rationale, objectives, learning experiences and evaluation procedures consistent and philosophically acceptable?
  - b. Is degree program implementation congruent with stated objectives and governing procedures?
  - c. Is the program relevant in view of social needs and the nature of the field?
  - d. Is the program implementation efficient and effective?
  - e. Are the students adequately prepared for professional roles (leaders with specified qualities)?
  - f. What cost/benefits accrue to the program faculty?

F. IMPLEMENTATION

Time schedule for implementation:

1977-78

- Develop student-faculty handbook for new program (fall quarter)
- Advise students concerning orientation, policies, and procedures of new program (fall, winter, and spring)
- Develop form to submit in application for admission (fall quarter)
- Recommend faculty nominations for the program (winter and spring)
- Begin development of seminar on foundations applied to fields in the Department
- Begin preparation for administering part of preliminary examination common to all students (winter and spring)
- Begin admitting students to the program (spring)

1978-79

- Begin enrolling students
- Continue development of seminars
- Continue preparation for preliminary examinations
- Conduct end-of-year evaluation

1979-80

- Offer seminars for the first time
- Administer preliminary examinations for the first time
- Evaluate policies and procedures as they have functioned to date

College resources. Inasmuch as there has been a functioning Ph.D. degree in Education open to students in all Divisions of the Department and as that degree program is to be replaced by the proposed one, most, if not all of the College resources (faculty and other resources) for the new program will be reallocated from the previous program which will no longer exist. However,

implementation of the new program and operation with a new system for closer monitoring of the program, including preliminary examinations, will require allocation of personnel for the following:

Developmental activities in 1977-78 and 1978-79:

- Student-faculty handbook
- Application form to secure information prior to admission
- One departmental seminar
- Preparation for preliminary examinations

Conduct of seminar beginning in 1979-1980

Evaluation activities beginning in 1978-1979

The Director of Graduate Studies in the Department can assume responsibility for certain of the activities (such as evaluation). However, approximately four faculty, each employed one-quarter time for one quarter of one year, will be needed for other developmental activities in 1977-78 and 1978-79. Full-scale operation of the program should require no greater resources than currently used for the Ph.D. in Education with the exception of the seminar to be offered and the additional time to administer written preliminary examinations. However, reallocation of resources within the Department may well be necessary. Faculty from other departments in the College of Education have previously been supportive; services for courses and for examinations will continue to be required from these people. Support staff would presumably remain the same as those currently used for the Ph.D. in Education as would space and equipment and educational services.

Extra-College resources. No further demand on extra-College resources is required than with the present program for the Ph.D. in Education. Study in the basic disciplines and in the parent fields for each of the Divisions is done in the existing program; both will continue.

APPENDIX A

Graduate Faculty Now Advising in Ph.D. in Education

<u>Name</u>	<u>Title</u>
Ashmun, Richard D.	Professor
Bear, Forrest	Professor
Bjorkquist, David	Professor
Brown, Marjorie M.	Professor
Copa, George H.	Professor
Hopkins, Charles R.	Professor
Kavanaugh, William A.	Professor
Klaurens, Mary K.	Professor
Lambrecht, Judith H.	Associate Professor
Leske, Gary W.	Associate Professor
Marvin, R. Paul	Professor
McFadden, Joan R.	Associate Professor
McLean, Gary N.	Associate Professor
Moss, Jerome Jr.	Professor/Chairperson
Norenberg, Curtis	Professor
Persons, Edgar A.	Professor
Peterson, Roland L.	Associate Professor
Pucel, David J.	Professor Director, Special Services
Smith, Brandon B.	Associate Professor Director, MRDC
Swanson, Gordon I.	Professor
Tennyson, W. Wesley	Professor
Wentling, Tim L.	Assistant Professor
Whiteford, Emma B.	Professor

APPENDIX B

Summary of Program for the Ph.D. in Education  
With Emphasis in General Education Aspects  
of the Vocational Fields

Requirements

How Requirements Are to Be Met

Course requirements

Major (General Education Aspects of the Vocational Fields)

Area of concentration in the Department (minimum of about 20 credits)

Foundations to General Education (minimum of about 20 credits)

Inquiry (special competence in one mode, appreciation of one or more other modes)

Minor, i.e., depth in a single special interest area (about 18-24 credits)

or

Supporting program to complement the major in forming a coherent program (about 18-24 credits)

Examinations

Preliminary written

- 3 parts administered separately:
  - (1) common to all students, based on common program objectives (see pages 13-14 in the proposal)
  - (2) modes of inquiry chosen by the students
  - (3) area of concentration planned by student (and minor or supporting program where appropriate)

Preliminary oral

Scope same as for written examination as outlined above

Final oral

Defense of the dissertation or thesis

Thesis

Original and independent inquiry which makes a contribution to knowledge in the student's field (using the mode of inquiry in which the student has developed special competence)

.....

Requirements common to all students

In course work

Foundations to General Education and certain aspects of inquiry as identified in common objective (pages 13-14 of the proposal)

In preliminary written examination

Part 1 of the examination on common objectives administered and evaluated by the same faculty group for all students taking this part of the examination in any given quarter

Requirements which vary according to student's background and professional goals

Course work in the area of concentration, modes of inquiry, and minor or supporting program

Parts 2 and 3 of the written preliminary examination

Oral preliminary examination

Nature of the thesis

Final oral examination



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of the Dean

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

March 1, 1978

TO: Graduate Faculty  
FROM: Warren Ibele, Dean  
SUBJECT: Attendance at Graduate School Examinations

It is difficult to find a time when all members of an examining committee can come together for a period of two hours; even having found such a time, there are occasional examinations with one or more examiners absent for all or part of the exam. The purpose of this memorandum is to remind you that a student sitting for a preliminary or final oral examination is entitled to examination by the full committee, who should be present for the full examination. A student who is failed on an examination in which these conditions are not met, can with justice complain that the procedures specified in the Graduate School bulletin have not been followed and that therefore the failing grade should be set aside, and a new opportunity given for a proper examination. Such a student would, in my opinion, have both justice and law on his side. In fact, I have recently found it necessary to set aside the results of an examination conducted with a reduced committee.

I recognize that the obligation imposed on faculty members by their examining responsibilities can frequently cause great inconvenience; nevertheless, I ask that you be as accomodating as possible to the student who is attempting to schedule an examination, and then to schedule your other obligations so that you can be present for the full examination.

I appreciate your continuing assistance, which is essential to the success of our graduate program.



UNIVERSITY OF MINNESOTA  
TWIN CITIES

Office of the Dean

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

28 February 1978

TO: Directors of Graduate Studies

FROM: Warren Ibele, Dean

SUBJECT: Interpretation and Reaffirmation of Graduate School Policy on  
Master's Degree Written and/or Oral Examinations

On a number of occasions the Graduate School has discovered that the policy pertaining to the written and/or oral examinations at the master's degree level is being eroded by graduate faculty in an unknown but, I hope, limited number of graduate programs. The abuses appear to be confined to the Plan B option but in truth the full extent of the erosion is not clear.

The Graduate School policy regarding Plan B master's degree final examinations runs as follows (and its principles if not its exact wording go beyond the M.A. and the M.S. to the various professional master's degrees and to the specialist certificate programs in Education): "Final Examinations--The Graduate School requires a final examination for Plan B candidates which may be written, oral, or both, at the discretion of the graduate faculty in the major field. A committee of at least three examiners is appointed by the dean upon recommendation of the program faculty at the time of the approval of the official degree program. The committee will include one member from outside the major field. Students will make available to the examining committee for its review the Plan B project(s). A majority vote of the committee, all members voting, is required to pass the student. The vote is reported to the Graduate School on the form the student must obtain from the Graduate School Office before the examination. In the case of failure, unanimous consent of the examining committee is required to retake the master's final examination." (From Page 13 of 1976-78 Graduate School Bulletin)

There are several points to be emphasized about the nature of this policy. In the first place, an examination is required. The choices are three: written only, oral only, or written and oral. (For the Plan A master's degree the choice is the same but for all practical purposes the choices are two: oral only or written and oral. We know of no cases in which a program with a Plan A master's degree chooses to hold only a written examination.) Having made its choice the graduate faculty in a given program can only apply it to the entire class of students. It is not permissible to require one student to take the oral examination only, another to take the written only, and yet a third to take both. In the second place there is a prominent role for the outside examiner. (Please note that there are two outside examiners on specialist certificate committees.) If a major program elects the oral examination only or both the written and oral examinations, the outside examiner performs his functions on the oral examina-

tion committee. If a major program elects the written examination only it must solicit written questions from the outside examiner and make suitable arrangements for him to be able to grade them. So that the integrity of the master's degree is protected, the examination process does not permit the outside examiner to waive the inclusion of written questions from his field. Thirdly, the projects or papers of the master's student serve as a useful ingredient in the examination scheme. If a major program relies on the oral examination only or on both the written and oral examinations, the projects or papers may provide a central focus for the oral examination. If a major program relies on the written examination only, the projects may partially stimulate the nature of the written questions, particularly for the outside examiner. Technically speaking, it is the student that is being examined not the projects or papers. Hence when the policy states that "students will make available to the examining committee for its review the Plan B project(s)," the projects or papers should be regarded as an expression of the student's capabilities but not an exclusive expression. Thus "review" of the projects or papers looms large if there is an oral examination only or written and oral examinations. Where written examinations only prevail, the place of the projects and papers is considerably diminished except as a possible foundation for written questions.

Two forms of abuse have become apparent with respect to the policy on final examinations for the M.A., M.S., and professional master's degrees--the one likely willful and the other likely a misunderstanding of the policy. With respect to the former, apparently several programs are ignoring the requirement altogether and are conducting neither written nor oral examinations. Instead their approach has been to circulate the papers or projects to the members of a student's committee and thence to obtain signatures for the examination form. With respect to the latter, the context is the reliance on the written examination only. Some major programs have made no effort to draw the outside examiner into the written examination process but seek rather the outside examiner's signature if the student has successfully passed the written examinations of the major program. Under such circumstances outside examiners rightly ask, "What is my function supposed to be?" Conversely, some major programs do attempt to draw outside examiners into the written examination process but the outside examiners show no interest in providing questions or generally participating, believing it their option to join or not as they choose. In both instances either the program or the outside examiner assumes discretionary powers that are not in fact available to them. No doubt there are other forms of behavior inimical to the master's degree final examination policy but the ones referred to here seem to be more widespread.

This brings us to the purpose of the memorandum at hand. Please convey to your graduate faculty the necessity of adhering to Graduate School policy as it pertains to the master's degree final examination(s). Insofar as abuses and irregularities are known to you kindly use your good offices to see that they are eliminated, particularly the practice of offering no final examinations whatsoever. Quality must be the hallmark of graduate education today no less than it has been in the past, but unchecked abuses such as those

Directors of Graduate Studies  
28 February 1978  
Page 3

noted in this memorandum will inevitably undermine the integrity of the master's degree and have adverse and far-reaching consequences for the doctorate. Insofar as there appears to be confusion about the interpretation of the master's degree final examination(s) policy, please use the contents of this memorandum to provide appropriate clarification for your graduate faculty members.

Also, please fill out the attached sheet with respect to which final examination options your program employs so that the Graduate School can have a complete inventory of program practices. If you and your faculty believe the examination policy would benefit from any changes please provide your suggestions on the lower half of the sheet.

Thank you for your assistance.

WI:KZ:ss

cc: Department Chairmen  
Policy and Review Council Members

Attachment

TO: Dean Warren Ibele, Graduate School

FROM:

1) Program practice with regard to final examination options at master's degree and specialist certificate levels (answer only in categories relevant to your program)

a) Plan A	b) Plan B	c) Professional Master's	d) Specialist Certificate
<input type="checkbox"/> use written only			
<input type="checkbox"/> use oral only			
<input type="checkbox"/> use both			

2) Suggestions and comments (optional)