

UNIVERSITY OF MINNESOTA
Graduate School

Minutes, Graduate School Executive Committee
Meeting of Tuesday, November 19, 1985
2:15 p.m., 303 Johnston Hall

Present: Faculty representatives--Professors Ellis S. Benson, Kendall W. Corbin, Timothy Nantell, Stephen Prager, Clark Starr, Gerhard Weiss; administrative representatives--Deans Robert T. Holt (Chair), Kenneth Zimmerman; Duluth representative--Professor Stephen C. Hedman; student representatives--Peter Dangio, Steven Griffith, Robert Myers; Graduate School Fellowship Committee representative--Professor Mark Snyder; Civil Service representative--Karen Starry; guests--Professors John Cogan, Susan Geiger, Wayne Gladfelter, Mark Luker, Victoria Mikelonis, Naomi Scheman; staff--Dennis Clayton, John T. Hatten, Myrna Smith; secretary--Vicki Field

I. INTRODUCTION OF MEMBERS

Those present introduced themselves for the benefit of members new to the Graduate School Executive Committee this year.

II. FOR ACTION

A. Approval of the Minutes of the June 5, 1985 Meeting

The minutes were approved with the following correction:

p. 8, item I., line 5 of paragraph: Dean Zimmerman reported that since the Executive Committee's last meeting, the Board of Regents had taken final action to approve the proposals for . . . a name change for the graduate degree program in Classical Area Studies to Classical Studies . . .

(Corrected material is underscored.)

B. Proposal for an Emphasis in International Development Education for the M.A. Degree in Education

Professor Starr moved approval of the proposal, which had been endorsed by the Education and Psychology Policy and Review Council. Professor Cogan introduced discussion by noting that an emphasis in International Development Education would meet three objectives: (1) It would serve the collegiate and University-wide mission of providing an international perspective in the curriculum, (2) satisfy graduate student demand for a formal emphasis in this area, and (3) respond to the faculty's conviction that a large research institution should work with developing third-world nations. Both U.S. and international students have expressed an interest in the Education degree with this emphasis, Professor Cogan added. In the past, promising master's-level students have been lost to Stanford and Florida State Universities, and to the University of Pittsburgh, for example, due to the absence here of a coherent and visible program in this area. Professor Nantell inquired about employment opportunities for

graduates with this specialization. Professor Cogan said that most international students return to their home countries following graduation and find jobs in academic settings, while domestic students typically seek employment with the federal government (for instance, with the U.S. Department of Agriculture or the U.S. Information Agency). Professor Starr asked about the program's budgetary affiliation. Professor Cogan said the program would be budgetarily located within the Department of Curriculum and Instruction. The program has developed ties with many related departments and programs of the University, however, he emphasized.

A motion to approve the proposed emphasis in International Development Education for the M.A. degree in Education was unanimously approved. (Copy of proposal attached with these minutes.)

C. Proposal for a Minor in Feminist Studies for the Master's and Doctoral Degrees

Professors Weiss and Nantell reported that the Language, Literature and Arts, and the Social Sciences, Policy and Review Councils, respectively, had approved the proposal. Professor Weiss called attention to a revision on pp. 2 and 9 of the document, where "Minor Program" should be substituted for "Supporting Program." Professor Geiger introduced discussion by noting that a supporting program in feminist studies had been implemented in fall quarter 1984. Faculty from other programs have found the supporting program to be valuable in recruiting graduate students to their own programs, she reported. The curriculum for the minor will include coursework in theory and methods, research and writing, and electives based upon the student's major field. Professor Geiger stated that the program is receptive to, and is seeking, formal association with other interested units of the University.

A brief discussion followed. It was mentioned that unlike other minors, admission to the minor in Feminist Studies would require formal application. Professor Benson inquired about the composition of the faculty in the area of the proposed minor. Professor Scheman explained that at present all of the faculty hold examining member appointments in Women's Studies, as well as full or associate membership in another field. Attention was called to the admission requirements listed on p. 1, Section II of the proposal, and the question was asked to what extent a male applicant could meet the requirement of organizational experience in feminist concerns. Professor Scheman stressed that admission would not be limited to female applicants. Organizational experience would not be a prerequisite for admission, she clarified; prior academic experience that included exposure to feminist studies could be offered instead, for instance.

A motion to approve the proposal for a minor in Feminist Studies was unanimously approved.

D. Proposal for a Master of Science (M.S.) Degree Program in Technical Communication

Professor Weiss reported that the Language, Literature and Arts Council had voted in favor of the proposal. Some questions had been raised concerning possible duplication of existing programs, however it was concluded that the program would meet a unique need and would not result in curricular or programmatic overlap. Dean Zimmerman said that the Social Sciences Council had also passed the proposal on a unanimous vote. Professor Mikelonis stated that the proposed M.S. program would not duplicate the English, Mass Communication or Speech-Communication graduate programs and, in fact, was developed in conjunction with faculty in these programs and has their full support. Professor Prager asked whether students would be required to have some preparation in technical subjects at the point of admission. Professor Mikelonis said that at least 30 credits of undergraduate work in the natural sciences, mathematics, computer science or engineering would be required. Students who did not meet this requirement would be expected to take appropriate courses to correct any deficiencies, and this coursework could not be applied toward the M.S. degree.

Executive Committee members voted unanimously to approve the establishment of an M.S. degree program in Technical Communication.

E. Proposal for a Master of Science (M.S.) Degree Program in Computer Science at Duluth

Professor Prager reported that the Physical Sciences Policy and Review Council had voted without dissent to recommend approval of the proposal. Professor Luker stated that the proposed program meets the requirements of the Association for Computing Machinery, the national accrediting agency, and follows a six-year growth period in the B.S. program at Duluth. The proposal was developed in collaboration with faculty in the Twin Cities-based graduate program in Computer and Information Sciences and is intended to complement this program. In response to a query from Dean Holt, Professor Luker said the program expects to graduate 10 students per year when in full operation.

A motion to approve the proposal for the establishment of an M.S. degree program in Computer Science at Duluth received unanimous Executive Committee endorsement.

F. Request to Discontinue the M.S. Degree Program in Family Planning Administration

Professor Benson reported that the request to discontinue the Family Planning Administration graduate program had been approved by the Health Sciences Council. He explained that Professor Harry Foreman, the program's director of graduate studies, will retire shortly and there

will not be a sufficient number of faculty left to carry on the program. There were thought to be no students in the program at present.

The request was unanimously approved.

G. Policies and Procedures for the Award of Tuition Grants for Graduate Assistants

Dean Holt recalled that the initial proposal, approved in principle by the Policy and Review Councils and the Executive Committee last year, provided tuition benefits for graduate assistants at a rate twice the percentage of the assistantship appointment. This proposal has also been endorsed by President Keller, he reported. In order to gain acceptance by the Department of Health and Human Services, the federal auditing agency for the University of Minnesota, the proposal must be expanded to include all University employees. This would mean an increase of approximately 1.7% in the fringe benefit rate on federal grants and contracts to yield slightly over \$1 million. These funds would be combined with the \$2.5 million already allocated by the State legislature to fund the program in its first year. (The State funds are recurring and will double in the next biennium, Dean Holt noted.) The program would be implemented in fall quarter 1986 and would recognize the different starting dates on the Twin Cities and Duluth campuses.

The taxability of the tuition grants was briefly discussed. Dean Holt said that under current tax law, tuition benefits are not taxable at the undergraduate level but will be taxed at the graduate level beginning January 1, 1986. A bill has been introduced in Congress to also exempt tuition benefits for graduate students from federal taxes, however, and the bill has strong corporate support.

Dean Holt pointed out that the tuition grants will considerably increase graduate students' take-home pay and will also result in an increase in the number of courses taken. This additional registration will not cost the University, however, and should increase the University's legislative appropriation over the long term. Dean Holt mentioned that the tuition grant program was very favorably received by the legislature.

After further brief discussion, Executive Committee members voted unanimously to approve the policies and procedures set forth in the document entitled "Tuition Grants for Graduate Students with Assistantships" and amended as follows:

Item 4. Tuition grants will apply to registration for Continuing Education and Extension courses or to registration in any other college.

Item 6. Appointments of 25 to 50% must be for the full 13 weeks in F,W,S and five weeks for each summer session. ...

Item 2. (under "Unresolved," p. 2) Delete, since it now appears that a mechanism can be worked out to provide tuition grants to graduate assistants paid on miscellaneous payroll.

(Amended material is underscored.) (Copy of material attached with these minutes)

H. Proposed Alterations in the Graduate School Tuition Structure Implemented
Fall Quarter 1984

Dean Holt briefly reviewed the present Graduate School tuition structure and called attention to the proposal to eliminate half-price tuition for master's, specialist and coursework only students. Although half-price tuition has encouraged students who have completed the residency requirement for a Graduate School degree to take additional courses, the policy is complex and virtually impossible to administer for all but doctoral students because of its tuition differential component. Dean Holt elaborated on the problems created by the requirement that coursework only, specialist and master's students pay the difference between half-price and regular tuition if they file programs that contain courses taken previously at the reduced cost rate. In their discussions of the proposed change, the Policy and Review Councils pointed to the hardship that students in high-credit, terminal master's degree programs might experience if they were unable to take additional courses at half-price following completion of the residency requirement. The Councils also noted that many students were recruited here under the present tuition structure and expect to take additional credits at the reduced rate after completion of the residency requirement. Dean Holt said the Graduate School has considered exempting students in high-credit, terminal master's degree programs from a general policy abolishing half-price tuition, however this is not feasible since some of these programs--for instance, the M.A. degree program in Public Affairs--are not clearly distinguishable from other M.A./M.S. degree programs. Therefore, the Graduate School has proposed instead that students wishing to take advantage of half-price tuition formally apply, with the understanding that courses taken at the half-rate could not subsequently be used to meet residency requirements for additional Graduate School degrees. These courses could be used to fulfill credit requirements for other Graduate School degrees, however, Dean Holt clarified. He called attention to the draft application forms, distributed at the meeting, that would be used by doctoral, master's and specialist students who wished to pay tuition at the half-rate, and he commented briefly on these.

Discussion followed. Dean Zimmerman inquired whether the signature of the adviser and/or of the director of graduate studies should be required on the form. Professor Weiss recommended that the DGS be required to sign, to ensure that both the student and the faculty are clearly aware of the ramifications of the student's choice. Mr. Myers

thought that this signature would be unnecessary. Dr. Clayton reported that the Office of Admissions and Records will be able to determine eligibility for half-price tuition by a computer check and said students would present the completed application form at a University registration center. Professor Starr stated his preference for the current half-price tuition policy and suggested that a return to this policy be considered if future technological improvements would simplify administration of the present policy. Dean Hatten urged that any changes affecting half-price tuition be widely publicized to avoid possible misunderstandings.

After further brief discussion, Executive Committee members agreed to meet again on November 26 to vote on the proposed changes in half-price tuition. Those present were invited to call Dr. Clayton with any additional questions. (Copy of material attached with these minutes.)

III. FOR DISCUSSION

A. Impact of President Keller's Commitment to Focus on Graduate Education and Research

Dean Holt reported that President Keller's Commitment to Focus document places a significant emphasis on graduate education at the University, both in terms of student numbers and quality of education. Goals are clearly stated, and additional funding for graduate education is implied. Historically, the ratio of undergraduate to graduate students has been higher here than at the University of California at Berkeley, or at the Universities of Michigan and Wisconsin, for example; President Keller would like to allow undergraduate enrollments to decline in accordance with expected demographic changes, while at the same time making efforts to maintain or even increase graduate student enrollments. An undergraduate to graduate student ratio of 3:1 is planned. Steps already taken by the Graduate School to respond to these anticipated changes include heightened recruitment efforts and the development of a tuition grant program for graduate assistants, to be implemented in fall quarter 1986. A sizable increase in graduate student fellowship funds is also hoped for as a result of the Graduate School's capital fund drive, and the Graduate School will campaign vigorously for additional half-time graduate assistantships, in part to enrich the quality of the undergraduate student experience and to reduce heavy TA workloads in some University departments. President Keller has also publicly expressed his wish to improve the standings of University of Minnesota graduate programs in the national rankings and to put Minnesota among the top five public research institutions in the country. (Currently, Berkeley, UCLA, Michigan, Wisconsin and Illinois lead this list, Dean Holt said.) To achieve this goal, the University will need to increase by six to ten programs the number of its graduate programs ranked among the top ten in the U.S. (At present, six Minnesota graduate programs are counted among the ten best of their kind nationwide.) Dean Holt said that in the near future he will discuss with President Keller possible strategies for

accomplishing this objective. A brief discussion followed that focussed primarily on the national rankings and how they are determined.

B. Graduate School Guidelines Governing the Adviser/Advisee Relationship Under Thesis Credits

Mr. Myers stated that the Council of Graduate Students (COGS) plans this year to examine the relationship between the adviser and the advisee--particularly with respect to thesis credits--and the role of the director of graduate studies in the advising process. Recommendations for improvements in graduate advising generally will be presented to the Executive Committee at a future meeting. Professor Weiss observed that under thesis credits both the adviser and advisee have obligations and responsibilities.

IV. FOR INFORMATION

A. Graduate School Report

Dean Holt called attention to the information sheet distributed with the agenda and to Graduate School enrollment statistics, which show a 2.6% increase in Graduate School enrollments this fall over last.

B. Report from the Graduate School Fellowship Committee

Professor Snyder reported that the Graduate School Fellowship Committee is currently making recommendations for the direct allocation of fellowship funds to departments for the 1986-87 academic year. Departments will automatically receive 65% of their 1985-86 allocation for use next year; the remaining funds will be distributed on a competitive basis. Professor Snyder also mentioned that the deadline for submission of first-year Graduate School Fellowship nominations is February 14. The fellowships were very effective last year in recruiting high-quality students to University graduate programs. The excellent quality of last year's doctoral dissertation fellowship recipients was also cited.

C. Update on Internal Graduate School Developments

Dean Holt reported that a number of developments and issues concerning international graduate students, primarily, have prompted him to make changes in the Graduate School's admissions and prospective student files offices. (These developments include, for example, an increase in applications and enrollments by international students, and the growing number of formal ties between the University of Minnesota and foreign institutions. Related policy issues include the transfer of credit from foreign colleges and universities and the need for additional financial support for non-U.S. graduate assistants.) Because Assistant Dean Andrew Hein is the Graduate School's expert on international student admissions,

he has been asked to oversee this area and to serve as the Graduate School's liaison with the new Assistant Vice President for International Education. Other organizational changes include Ms. Beverly Miller's reassignment as head of the prospective student files office and Ms. Lois Newstrand's charge to oversee problematic admissions and to interact with programs on admission-related issues. Dr. Dennis Clayton will head the Graduate School's student records office, and Ms. Myrna Smith and Ms. Alison Skoberg will continue to direct the student fellowship office.

Dean Holt also mentioned the Graduate School's new Lanier/Harris data- and information-processing system, which will be linked to the University's central student data base. He elaborated on the computing and information-sharing capabilities of the new equipment and said that within several years, the system will change the nature of the Graduate School's interface with departments.

D. Update on Program Reviews

Dean Holt noted that this item had already been addressed through a list of the reviews scheduled for this year that had been handed out earlier in the meeting. In response to a question from Professor Weiss, Dean Holt said he will encourage central administration to use the reviews to a greater extent in University planning and development.

E. Report from the Council of Graduate Students

Mr. Myers reported that in addition to issues related to graduate advising, COGS is also currently studying:

- 1) clarification of the procedures by which graduate students can bring forth and resolve their grievances,
- 2) a proposal for a University-wide training program for teaching assistants, and
- 3) ways in which COGS' interaction with other University organizations might be improved.

Mr. Myers indicated that student interest in University governance appears to be high, and all but four of the 66 available graduate student positions on various University committees have been filled for 1985-86. As a result, 92 graduate programs are represented in some way within the University's governance structure this year.

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

Dean Zimmerman reported that the Board of Regents have voted to grant final approval to the request to discontinue the graduate degree program

in Biology and to the proposed name change of the graduate degree program in Home Economics to Design, Housing, and Apparel. Still under consideration by the Minnesota Higher Education Coordinating Board are the proposals for an M.S. degree program in Clinical Laboratory Science and for an M.A. degree program in the History of Medicine and the Biological Sciences. Dean Zimmerman said he expects these proposals to be forwarded to the Regents for action in January 1986. (Copies of proposals and other correspondence attached with these minutes.)

V. OLD BUSINESS

No old business was reported.

VI. NEW BUSINESS

No new business was reported.

The meeting was adjourned.

Respectfully submitted,

Vicki Field, Assistant to the Dean



UNIVERSITY OF MINNESOTA
TWIN CITIES

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GRADUATE SCHOOL

FEB 8 1985

STANLEY LEE LEE CLAN

February 7, 1985

TO: DR. Robert Holt, Dean of the Graduate School

FROM: Kenneth Howey, Associate Dean for Academic Affairs
College of Education

SUBJECT: New area of emphasis in the Master of Arts in Education,
Department of Curriculum and Instruction

The Committee on Educational Policy in the College of Education approved a new area of emphasis in the Master of Arts degree in the Department of Curriculum and Instruction at its February 5, 1985 meeting. This proposal is being forwarded to you for your information.

It can be seen in the proposal there was broad faculty consultation in the development of the new area of emphasis within and outside of the College. The proposal reflects considerable planning on the part of those faculty who developed it, namely Professors John Cogan, Dale Lange, Michael Paige and Frank Braun. We are pleased with the addition of this new emphasis as it is an important and growing area of scholarly inquiry which is central both to the mission of this University and of our College.

If you have any questions regarding this new area of study at the masters level, I will be pleased to respond to them. Two copies are enclosed; please call our office if more copies are required.

KRH:lee

cc: Dean William Gardner
Dean Carol Carrier
Allen Glenn
John Cogan
Dale Lange
Michael Paige
Frank Braun

PROPOSAL:

Addition of an International Development Education Area of Emphasis to the Master of Arts in Education in the Department of Curriculum and Instruction

Introduction

This proposal is being submitted for the purpose of adding a new area of emphasis in International Development Education to the Master of Arts in Education program in the Department of Curriculum and Instruction. By way of background, the Department of Curriculum and Instruction currently offers a Master of Arts in Education degree program with several areas of emphasis including: Adult Education; Curriculum and Instructional Systems; Elementary Education; English Education; Reading; Science Education; Second Languages and Cultures Education; Social Studies Education. The proposed area of emphasis in International Development Education would be an additional emphasis area within this existing programmatic structure. The broader framework of the Department's Master of Arts in Education program (i.e., its objectives, admission requirements, curriculum, examinations, and Plan B projects) is explained in the document, Clarification of the Master of Arts Programs in the Department of Curriculum and Instruction. For the entire M.A. in Education program, that document also examines the educational and social needs for such a degree program, compares it with similar programs, describes means for quality control, including faculty qualifications, program governance, external review and accreditation, and evaluation. The program described by the document was a revised one which was reviewed by the Graduate School Executive Committee during the Fall Quarter of 1981 and was put into place at the beginning of Winter Quarter, 1982.

In light of the above, this proposal is not intended to restate the information regarding the Department's overall M.A. in Education program. Rather, this proposal will focus on the specifics of the International Development Education area of emphasis. It will describe International Development Education as a field of study, present a rationale for this new area of emphasis, identify the objectives of the program, and present information regarding the coursework structure.

The Area of Emphasis: International Development Education

International Development Education is a field of study that emerged as a distinct discipline in the 1950's and 1960's as an offshoot of Comparative Education. Its primary focus is the relationship between education, broadly defined, and national/international development (political, socio-cultural, economic). While IDE scholars have tended to examine this relationship within developing or Third World nations, the theoretical foundations of the field are applicable to the already industrialized societies as well. Indeed, empirical research has been and is being conducted in almost every country in the world.

In the U.S., M.A. and Ph.D. programs in IDE have been created and are being offered at a number of universities including Stanford, Florida State, Indiana, SUNY - Buffalo, Michigan State and others. During the past ten years, enrollments have remained reasonably steady or increased. At least one institution, Florida State University, has developed a distinguished IDE program within the past decade and the other, well-established programs (e.g., Stanford's SIEEC program) have remained very healthy, attracting a mix of both U.S. and international students to them.

The International Development Education field is served by a major professional association, the Comparative and International Education Society (CIES), and by several scholarly journals, most notably the Comparative Education Review (the official journal of CIES) and Comparative Education. IDE is decidedly interdisciplinary in nature; the common themes of education and development are theoretically explored and empirically studied with the concepts and methods of the social and behavioral sciences. The major areas of inquiry -- economic development, sociocultural change, political development, and the like -- lend themselves to such a multivariate, multimethodological paradigm. At the heart of every inquiry in this field is the concern with the role of education in the process of development.

In summary, International Development Education as a field of study is still young and it is slowly but steadily growing. Although comparatively few universities in the U.S. offer degree programs at the graduate level, those that do have been very successful in attracting students. The best programs have had to turn students away.

Rationale for the IDE Area of Emphasis

This area of emphasis has been under consideration for almost seven years, during which time substantive efforts have been made by faculty members throughout the College of Education to assess the need for the program, the relationship of such a program to the mission of the College, the potential demand for the program, and the departmental location for the IDE program. The College's International Education Committee -- an all-College body -- has reviewed and commented upon various drafts of an IDE program proposal, including those drafts of the 8-xxx level courses attached to this proposal. During 1981-82, the College of Education organized a series of task forces (the International Thrust Project) to deal with the matter of international education within the College. The College was examining its international education posture at the same time that the University was looking more broadly at the question, in light of the fact that international education was a declared priority of the central administration. One of the Thrust task forces was the Graduate Program Task Force, charged to address the question of having a graduate program in IDE in the College and, if appropriate, examining in greater detail what form such a program could take.

The Graduate Program Task Force held several hearings during the academic year, surveyed faculty members, and had detailed discussions with faculty both within and outside of the International Education Committee. The outcome of the Task Force's efforts was a proposal for the development of an IDE specialization, i.e., degree program, which could be fitted into the Master of Arts in Education program in the Department of Curriculum and Instruction. The work of the Thrust task forces was presented to the entire College in an open meeting at the conclusion of the academic year 1981-82. The program in IDE was also discussed with the Dean and his associates, who encouraged the further development of the degree program, now within the Department of Curriculum and Instruction.

During AY 1983-84, faculty members in the Department worked to refine the M.A. program proposal, to develop the coursework protocols, to develop the two 8-xxx level courses, and to continue sharing materials with the Interna-

tional Education Committee. The course proposals were approved by the Department's Policy Committee.

It can be seen that this proposal is the result of elaborate consultations over the years and is congruent with the direction both the University and the College of Education are taking in international education. The need factor is clear -- as the College is moving actively toward a more international orientation, it is appropriate, even necessary for there to be a degree program which explicitly reflects the College's international dimension. Need is also expressed by demand and there has been a consistent demand for such a program from international and U.S. students. At the moment, such students are advised to go elsewhere, or alternatively, they must piece together a program by taking courses here and there. While the program may be reasonably sound, it is not demonstrably an IDE program with a core set of courses, a cohort of students who can interact with each other, a faculty. Moreover, such a program is not identified as an IDE emphasis area, it is merely a collection of courses under another area of emphasis. The inquiries which have been received often come from students already at the University of Minnesota, who would like to remain there. It is discouraging to us and to them not to be able to offer an IDE M.A. program. An exact number of students cannot be predicted, of course, but a reasonable estimate for an entering class would be 10 - 15.

In summary, we believe the time has come for the College of Education to offer an International Development Education M.A. program. The consultations have been extensive. The departmental home has been established and the departmental endorsement of the core courses has been secured (Educ 5-603, 5-605 and 5-607 were approved in 1979; 8-603 and 8-605 were approved in 1984). The need has been established, both in terms of congruency with the international orientation of the College and University, and demand from international and U.S. students for such a program.

Objectives of the IDE M.A. in Education Program

During AY 1980-81 Professor Josef Mestenhauser, then a Fulbright Scholar in Japan, met with educators in various Southeast Asian nations to discuss

an M.A. program in International Development Education and to elicit their views on such a program. In AY 1981-82, the International Thrust Project examined the IDE programs being offered in other U.S. universities. Throughout the years of consultation, various faculty members in the College of Education with extensive international experience have offered their perspectives on this type of M.A. program. The objectives of the proposed International Development Education area of emphasis have been informed and refined by the information derived from our colleagues in the College, the Thrust Project, Professor Mestenhauser, and others who have been interested in seeing such a program implemented within the College, especially prospective students.

Fundamentally, this program is designed to enable U.S. and international students the opportunity to systematically study the relationship between education and development. International students would be able to acquire theoretical knowledge and research skills that would allow them to address research questions about education and development in their own nations. U.S. students would be prepared, in terms of theoretical knowledge and research methods, to serve in development education projects outside of the U.S., to work with government agencies, foundations, or private voluntary organizations with international interests. Both groups of students would also be prepared to continue their IDE studies at the Ph.D. level in other universities. Specifically, the IDE program is intended to:

- (1) enhance the students' cognitive understanding of development and social change theories,
- (2) enhance the students' cognitive understanding of education (e.g., the factors or dimensions that comprise it, the dynamics of teaching and learning, the linkages between schooling and society),
- (3) enhance the students' theoretical/conceptual understanding of the relationship between various educational factors and alternative development outcomes,
- (4) enhance the students' cognitive understanding of the role of formal and non-formal education versus other sociocultural, economic and political influences in the development process,

- (5) promote the development of the students' research skills, i.e., the capacity to conduct educational research using qualitative and quantitative methods appropriate to the particular inquiry,
- (6) promote the students' capacity to be critical consumers of the research and theoretical literatures in the field,
- (7) provide the students with a learning community within which issues of concern to each can be examined in an open, supportive and intellectually stimulating environment.

These specific objectives compliment the eight objectives of the Department's M.A. in Education program as stated in aforementioned document.

Program Description

All students will have to meet the entrance requirements for the Department's M.A. in Education degree program, as stated on pages 3 and 4 of the document. As with other emphasis areas, students will also prepare a program of study to include:

- (1) core, required courses in the area of emphasis (18 credits)
- (2) a related field (8 credits) or a minor (9 credits),
- (3) courses in a. multicultural education, b. preparation for research, c. behavioral and humanistic studies, d. commonalities across M.A. programs (the Department's core courses),
- (4) the Plan B paper,
- (5) an oral examination for the Plan B.

The program is intended to be very flexible so that the students can organize their coursework to meet their specific needs. Only five courses (18cr) are required in the area of emphasis (Educ 5-603, 5-605, 5-607; Educ 8-603, 8-605). Students may complete coursework in the major by taking other courses in the Department as per their needs.

Two protocols are attached which are meant to suggest how an IDE M.A. program might appear for an international student and a U.S. student. Courses are identified in terms of (1) area of emphasis, related field, minor, (2) nature of course by the four elements in the key, and (3) required courses in the major or area of emphasis. With the exception of the five required courses, all of the others are for purposes of example only and are not meant to be prescriptive. Each student would negotiate his or her program with an advisor. It

is expected that international students would be very interested in courses dealing with computer applications in education, in adult education, in educational administration and management. U.S. students might be similarly interested in computer applications, but also in intercultural communication, development administration, intercultural education. Both international and U.S. students would be expected to take courses in other departments in the College.

All students would be strongly encouraged to start their programs at the beginning of the academic year in the Fall Quarter, so that the type of learning community we envision can be established early on in their course of study.

In conclusion, we believe that this proposed IDE area of emphasis deserves the College's support. Extensive time and effort has gone into the development of this proposal. By all estimates, there is a community of international and U.S. students interested in such a program being established at the University of Minnesota. An IDE program would be a highly visible symbol of the College's commitment to international education. In combination with the Global Education Center, the International Education Committee, the International Scholars Program, and the international activities of the faculty, the IDE program ^{would} clearly demonstrate the College's international dimension. The faculty members who would have the primary responsibility for the program are already in place in the Department of Curriculum and Instruction, thus we do not anticipate major costs associated with starting up this program.

Protocol for the Master of Arts Degree in Education
with an Emphasis in International Education
for the U. S. STUDENT

Major Courses (Area of Emphasis)

(1)	CISY 5209	Principles and Procedures in Designing Instruction	4 cr
(1,2)**	Educ 5603	International Education and Development	3 cr
(3)**	Educ 5605	Research Topics: International Development Education	3 cr
(1,2)**	Educ 5607	Applied International Development Education	3 cr
(3)	SeEd 5122	Teaching Culture: Theory and Application	4 cr
(2,3)	*Educ 8603	Seminar: International Development Education	3 cr
(2,3)	*Educ 8605	Problems: International Education Res.3-6	6 cr
(2)	SeEd 5404	Language, Culture, and Education	4 cr
TOTAL			27-30 cr

Related Fields(s) (8 credits) or Minor(s) (9 credits)

(3,4)	SPFE 5173	Anthropological Classroom Methods for Cross-Cultural Education	3 cr
(2)	SPFE 5174	Field Method for the Study of Education	4 cr
(2)	SPCH 5451	Intercultural Speech-Communication	4 cr
(4)	PA 8216	Policy Process I	3 cr
(4)	PA 5401	Development Administration	3 cr
(4)	PA 5301	The Multinational Corporation	4 cr
TOTAL:			21 cr

*New Course

**International Education Core

Examination

The International Education emphasis area follows the departmental policy of an oral examination for the M. A. Plan B.

Plan B Paper

The International Education emphasis area requires a 4 credit Plan B paper; registration is through *Educ 8605 Problems: International Education Research.

- Key:
- (1) Commonalities across M. A. Programs
 - (2) Multicultural Education
 - (3) Preparation for Research Activities
 - (4) Behavioral and Humanistic Studies

Protocol for the Master of Arts Degree in Education
with an Emphasis in International Education
for
the INTERNATIONAL STUDENT

Major Courses (Area of Emphasis)

(1,2)**Educ 5603	International Education and Development	3 cr
(3)**Educ 5605	Research Topics: International Development Education	3 cr
(1,2)**Educ 5607	Applied International Development Education	3 cr
(3) SeEd 5122	Teaching Culture: Theory and Application	4 cr
(1) CISO 5202	Application of Computers in Education	4 cr
(1) CISO 5209	Principles and Procedures in Designing Instruction	4 cr
(3) *Educ 8603	Seminar: International Development Education	3 cr
(1) Educ 5301	Designing the Adult Education Program	3 cr
(3) *Educ 8605	Problems: International Education Research	3-6 cr
TOTAL		30-33 cr

Related Field(s) (8 credits) or Minor(s) (9 credits)

(3) PsyF 5110	Introductory Statistical Methods	4 cr
(2,4) SPFE 5131	Comparative Education	3 cr
EdAD 5200	Design and Management of Education Services	3 cr
(2) Spch 5451	Intercultural Speech-Communication	4 cr
TOTAL:		14 cr

*New Course

**International Education Core

Examination

The International Education emphasis area follows the departmental policy of an oral examination for the M. A. Plan B.

Plan B Paper

The International Education emphasis area requires a 4 credit Plan B paper; registration is through *Educ 8605 Problems: International Education Research.

Key: (1) Commonalities across M. A. Programs
(2) Multicultural Education
(3) Preparation for Research Activities
(4) Behavioral and Humanistic Studies

COURSE PROPOSAL

1. a. EDUC 8-603
 - b. Seminar: International Development Education
 - c. Examination of key theoretical issues in the relationship between education and development throughout the world. Course will examine both formal and non-formal education.
 - d. 3 credits; prerequisite - EDUC 5-603 (This is the basic required theory course and lays the foundation for advanced inquiry at the 8000 level).
 - e. A - N; rationale - required coursework in the major field.
 - f. None
2. Winter, 1986
3. a. At the present time, the only theoretical course offering in International Education is EDUC 5-603. That course is introductory in nature and broad in scope. EDUC 5-603 introduces students to an extensive literature and by design, covers many topics in an introductory manner. Students have requested an advanced course where they could probe these theories in greater depth. Thus, EDUC 8-603 is being proposed as a follow-up course to 5-603. Also, EDUC 8-603 will be a required course for students in the M.A. program in Education with an area emphasis on International Education. EDUC 8-603 will also be available to participants in the International Scholars program.
 - b. The proposed course is directly related to the International Education area of emphasis being proposed as an additional area for the M.A. in Education, Department of Curriculum and Instruction. It builds directly on the course sequence: EDUC 5-603, 5-605, 5-607, which has been offered annually since AY 1979-80. The 5000 level courses and this proposed course, along with 8-605, will be required for the M.A. students and will be available for students in other units of the College and University who have an interest in these theoretical topics.
 - c. Consultation has been carried out both within and outside the College. The protocol for the M.A. program and the course proposal has^{been} shared with the all College International Education Committee and has received their approval. We have also consulted with relevant faculties on campus who are also engaged in graduate level programs in international education and have letters affirming this. (see attached)
4. This course will serve students in the M.A. program in Education with an International Education area emphasis. For those students, EDUC 8-603 will be a required course. It will be available to other interested students, including those in the International Scholars program.

5. The class size is expected to range from 10 - 20 students each offering. The instructional mode will be lecture-discussion with active student participation in critiquing selected readings and presenting on selected theoretical topics.
6. N.A.
7. Objectives include:
 - a. developing students' skills in conducting advanced level analysis (theoretical and metatheoretical) of selected writings in the field of International Education
 - b. conducting critiques of theoretical writings in the areas of: transfer of educational technology; formal education and human resource development; the role of non-formal education in development; education and dependency/cultural imperialism; the relationship of education to sociocultural change, political development and economic development
 - c. developing students' skills in comparing and contrasting theoretical writings
 - d. developing students' skills in generating and refining theory
8. Faculty will be Professor R. Michael Paige and/or Professor John J. Cogan. Professor Paige is the regular instructor for the prerequisite course, EDUC 5-603, has his doctorate in International development education, has conducted research and published in this field. Professor Cogan has had extensive experience in conducting research and publishing in the area of international education.
9. Syllabus
 - Week 1: Course introduction - review syllabus, requirements, readings, etc.
 - Week 2: Review of major theories and concepts presented in EDUC 5-603
 - Week 3: Reading and critiquing theory in depth - a case study
 - Week 4: Theoretical issues in the transfer of educational technology
 - Week 5: Dependency theory and education as cultural imperialism
 - Week 6: Theoretical issues in non-formal education
 - Week 7: Theoretical perspectives on human resource development, economic development
 - Week 8: Education and sociocultural change
 - Week 9: Education and political development
 - Week 10: Summary of key theoretical controversies in the field

The bibliography is attached to this proposal. This will be updated and modified as new materials become available.

10. Student achievement will be evaluated through (1) critique of a theoretical article, (2) development of a student generated theoretical proposition or theoretical extension with accompanying literature review and justification.
11. Course to be staffed from existing faculty.

COURSE BIBLIOGRAPHY: EDUC 8-603

Adams, Don

1977 "Development Education," Comparative Education Review, Vol. 21, No. 1 (February), 296-310.

Carnoy, Martin

1982 "Education for Alternative Development," Comparative Education Review, Vol. 26, No. 2 (June), 160-177.

Carnoy, Martin

1974 "Education for Development or Domination," Education as Cultural Imperialism. New York: Donald McKay Company, Inc., 33-77.

Coleman, James

1965 "Education and Political Development," in James Coleman, ed., Education and Political Development. Princeton: Princeton University Press, 3-17

Coombs, Phillip

1968 The World Educational Crisis. London: Oxford University Press, 3-17, 162-173

Epstein, Erwin H.

1983 "Currents Left and Right: Ideology in Comparative Education," Comparative Education Review, Vol. 27, No. 1 (February), 3-45.

Fry, Gerald W.

1981 "Schooling, Development, and Inequality: Old myths and New Realities," Harvard Education Review, Vol. 51, No. 1 (February), 107-116.

Hanf, Theodore, Karl A. Ammann, Patrick V. Dias, Michael Fremerey, and Heribert Weiland.

1975 "Education -- An Obstacle to Development? Reflections on the Political Function of Education in Asia and Africa," Comparative Education Review, Vol. 19, No. 1 (February), 68-87.

Holsinger, Donald Bruce

1973 "The Elementary School as Modernizer," International Journal of Comparative Sociology, Vol. XIV, No. 3-4 (September-December), 180-202.

Illich, Ivan

1971 "Why We Must Disestablish School," Deschooling Society. New York: Harper & Rowe 1-24,

Inkeles, Alex

1973 "The School as a Context for Modernization," International Journal of Comparative Sociology, Vol. XIV, No. 3-4 (September-December), 163-179

Levin, Henry M.

1981 "The Identity Crises of Educational Planning," Harvard Education Review, Vol. 51, No. 1, (February), 85-89.

Manley, Michael

1974 The Politics of Change, Andre Deutch, pp. 42-51, 138-161.

Nyerere, Julius K.

1968 "Education for Self-Reliance," in J.K. Nyerere, Freedom and Socialism: A Selection from Writings and Speeches, 1965-67. New York: Oxford University Press, 267-290.

Paige, R. Michael

1979 "The Learning of Modern Culture: Formal Education and Psychosocial Modernity in East Java, Indonesia," International Journal of Intercultural Relations, 3, 333-364.

Thomas, R. Murray

1983 "The Symbiotic Linking of Politics and Education," Oxford: Pergamon.

Tinbergen, Jan et al

1976 Reshaping the International Order, New York: E.P. Dutton. 60-71.

1979 Toward a New Strategy for Development, A Rothko Chapel Colloquium, New York: Pergamon, 21-52.

Walters, Pamela Barnhouse

1981 "Educational Change and National Economic Development," Harvard Education Review, Vol. 51, No. 1, (February), 94-106.

Weiler, Hans N.

1978 "Education and Development..." Comparative Education, Vol. 14, No. 3 (October), 179-198.

COURSE PROPOSAL

1. a. EDUC 8-605
 - b. Problems: International Education Research
 - c. Examination of research studies of a comparative nature that focus on major educational issues throughout the world with a special emphasis on development education.
 - d. 3 - 6 credits; prerequisite - EDUC 5-605 (This is the basic required course on international development education research and lays the foundation for advanced inquiry at the 8000 level).
 - e. A - N; rationale - required coursework in the major field.
 - f. None
2. Spring, 1986
3. a. At present, the only available course in this area is EDUC 5-605. That course is introductory in nature and focuses upon: defining a research problem; the literature review; sampling procedures; relevant research design methodologies (e.g., case study, survey, historical, content analysis, experimental, etc.). EDUC 5-605 introduces international educational research, but does not probe it in depth. There have been requests by students following each offering of EDUC 5-605 (4 offerings to date) for a second research course which would result in the completion of the Plan B paper. Also, EDUC 8-605 will be a required course for all students in the M.A. program in Education with an International Education area focus.
 - b. The proposed course is directly related to the International Education area of emphasis being proposed as an additional area for the M.A. in Education, Department of Curriculum and Instruction. It builds directly upon the core sequence for the M.A.: EDUC 5-603, 5-605, 5-607. That sequence and the proposed course, along with EDUC 8-603 (also being proposed) would be required for all students in the International Education M.A. program and would constitute the core area of the major.
 - c. Consultation has been carried out both within and outside the College. The protocol for the M.A. program and the course proposal has ^{been} shared with the all College International Education Committee and has received their approval. We have also consulted with relevant faculties on campus who are also engaged in graduate level programs in international education and have letters affirming this. (see attached)
4. This course will serve students in the M.A. program in Education with an International Education area emphasis. For those students, 8-605 will be a required course. It will also be available to other students in the College and University with interests in this area.

5. The class size is expected to range from 10 - 20 students each offering. The instructional mode will be one of a focused presentation on a particular research issue or topic followed by a critique and discussion of that presentation.
6. N.A.
7. Objectives include:
 - a. To examine selected topics/issues in international education in depth
 - b. to review and critique selected research studies
 - c. to assist students in formulating thesis and plan B proposals in terms of:
 1. problem statement
 2. critical review of relevant literature
 3. questions of appropriate design and methodology
 4. questions of appropriate analysis techniques
 - d. to enable students to relate a specific research problem to appropriate research and analysis strategies.
8. Faculty will be Professor John J. Cogan and/or Professor R. Michael Paige. Professor Cogan is the regular instructor for EDUC 5-605, has conducted research and published in the area of International Education. Professor Paige is the regular instructor for EDUC 5-603, has his Doctorate in International Development Education, and has conducted research and published in this area.

9. Syllabus

Week 1: Course introduction - review syllabus, requirements, readings, etc.
 and
 Review of major concepts presented in EDUC 5-605

Week 2: Examining research in depth - a case study

Week 3: Developing the problem statement
 and
 Examining the relevant literature

Week 4: Selecting the appropriate methodology
 and
 Selecting the appropriate techniques of data analysis ;

Week 5/6: Developing the proposal - drafting, consultation, revision

Week 7
 thru

Week 10: Presentation and critique of student proposals

Note: Candidates for the MA with an emphasis in International Education will register for 6 credits and continue to work independently with an advisor until completion.

The bibliography is attached to this proposal. This will be updated and modified as new materials become available.

10. Student achievement will be evaluated through (1) critique of research piece, (2) development of thesis or research proposal, and (3) completion of the Plan B paper, including the oral examination.
11. Course to be staffed from existing faculty.

COURSE BIBLIOGRAPHY: EDUC 8-605

Journals:

- T. Broadfoot. "The Comparative Contribution." Comparative Education (Vol. 13, No. 2; June, 1977); pp. 133-138.
- Comparative Education Review. (Vol. 18, No. 2; June, 1974); pp. 155-179.
- J. Cogan. "Favored Access to Education and the Maintenance of Class Stratification Within Society: The Case of Jamaica," to be published in Education and Politics: Cases from 11 Nations by Pergamon Press (U.K.), 1982.
- N. Eckstein. "Comparative Study of Educational Achievement." Comparative Education Review (Vol. 21, No. 2 & 3; June/October, 1977); pp. 345-357.
- D. Foley. "Anthropological Studies of Schooling in Developing Countries." Comparative Education Review (Vol. 21, No. 2 & 3; June/October, 1977); pp. 311-328.
- P. Foster and M. Carnoy. "Education Development Symposium." Comparative Education Review (Vol. 19, No. 3; October, 1975); pp. 375-433.
- R. Heyman. "Comparative Education From An Ethnomethodological Perspective." Comparative Education (Vol. 15, No. 3; October, 1979); pp. 241-249.
- T. Husen. "IEA Symposium." Comparative Education Review (Vol. 23, No. 3; October, 1979); pp. 370-421.
- R. Kraft. "Education and Politics and Pre and Post Revolutionary Nicaragua," to be published in Education and Politics: Cases from 11 Nations by Pergamon Press (U.K.), 1982.
- G.W. Parkyn. "Comparative Education Research and Development Education."
- G. Psacharopoulos. "Questionnaire Surveys in Educational Planning." Comparative Education (Vol. 16, No. 2, June, 1980); pp. 159-169.
- J. Singleton. "Education and Ethnicity." Comparative Education Review (Vol. 21, No. 2 & 3; June/October, 1977); pp. 329-344.
- R. Textor. "Development Education and Futures Research."

Books:

- W.R. Borg. Applying Educational Research. New York: Longman, 1981.
- D.T. Campbell & J.C. Stanley. Experimental and Quasi-Experimental Designs for Research. Chicago: Rand McNally, 1963.
- P.D. Leedy. Practical Research: Planning and Design (3rd Ed.). New York: Macmillan, 1984.

NOTE: These are representative of additional courses across the university which candidates could choose from in planning a program.

Courses of Relevance to National Development Offered at the University of Minnesota

Agricultural & Applied Economics (AgEc)

AgEc 3070 - "Agriculture and Economic Growth in Developing Countries"
(4 cr., Purvis, winter, 1400-1530 TTh, St. Paul)

Agricultural development problems; contribution of economics to analyzing these; use of economics in agricultural development policy and planning.

Focus: b

AgEc 5790 - "World Food Supply Problems"

PIPa 5220 - (4 cr., Purvis, Hegarty, Ellenbogen, Sorensen, PIPa not listed for '81-'82)

Soc 5675 -

LACS 5280 - Multi-disciplinary approach to problems of feeding world's population through application of principles of public health, social, economic sciences, FScN 5643 - plant and animal sciences.

(Team taught - same time & place listed for classes in all depts.; spring, 1900-2200 W, St. Paul; prereq major in agri, vet med, nutritional sci, soc sci or #)

AgEc 8278 - "Agricultural, Economic Development"

(3 cr., Ruttan, fall, 1000-1130 TTh, ClaOff 230; prereq Econ 5301)

Focuses: c, b, a

Agricultural Education (AgEd)

AgEd 5023 - "Extension Methods: Agricultural Production in Developing Countries"

HEEd 5023 - (3 crs., Marvin, Persons for both AgEd & HEEd, winter, 1500-1730 M, St. Paul)

Methods to promote rapid adoption of improved agricultural practices; synthesis of research into education; participation in planning extension for a developing country.

Focus: a (Marvin)
a, d, c (Persons)

Agricultural Journalism (AgJo)

AgJo 5600 - "Transfer of Technology"

Rhet 5600 - (4 cr., Schuelke for both AgJo and Rhet, fall, 1600-1845 M, HckrH 302)

Process of scientific and technical communication examined; review of research in diffusion and information transfer; case studies and development of a model program by students.

Focuses: d, b

Anthropology (Anth)

Anth 5151 - "Cultural Change and Development"

(4 cr., Miller, winter, 1245-1400 TTh, East Bank; prereq 1102 or 5102 or #)

Examination of process of cultural change; invention; diffusion and acculturation; effects of colonialism and modernization on developing societies. Applied Anthropology.

Focus: development; other?

Business, Government, and Society (BGS)

BGS 3004 - "International Business"

(4 cr., Holloway, winter & spring, 1015-1145 TTh, West Bank)

International trade and economics in relationship to business; comparative management practices; multinationals and scarcity of world resources.

Focus: b

Economics (Econ)

Econ 5301 - "Economic Development"

(4 cr., Pitt, Aktan; fall, winter; not open to Econ majors; prereq 1001, 1002)

Focus: a

Econ 5331 - "Economic Development"

(4 cr., Pitt, spring, 945-1100 TTh West Bank; prereq 3101, 3102, or #)

Economic growth in low income countries; theory of aggregate and per capita income growth; relationship between population, productivity and capital formation; international trade and aid.

Focuses: f - definition and measurement of economic development, exam. of successful/unsuccessful policies

Econ 5401 - "International Economics"

(4 cr., Smith, fall, 1415-1500 MWF, BlegH 235)

Focus: not given, but goals are

Econ 5421 - "Prospective World Economy"

Intr 5802 - (4 cr., Smith for both Econ & Intr, spring 1315-1400 MWF, West Bank; prereq 5401 or 5431 or #)

Alternative world economic patterns of the future; the role of world institutions

Focus: not given, but goals are

Econ 5431 - "International Economics"

(4 cr., Coen, winter, 915-1000 MWF, West Bank; prereq 5401 or 5431 or #)

Econ 5461 - "International Trade, Payments Theory"

(5 cr., Chipman, fall, 1115-1230 TTh, BlegH 205; prereq 3102, 3103, Math 3211, #; 1 qtr. linear algebra rec; no grad cr.)

Focus: b

Education (Adult, Higher, & Teacher Ed. -- Educ)

Educ 5603 - "International Education and Development"

(3 cr., Paige, fall, 1615-1800 T, BuH 125)

Educ 5605 - "Research Topics: International Development Education"

(3 cr., Cogan, spring, 1615-1800 T, East Bank)

Focus: f - research methods & dev., c, a

Educ 5607 - "Applied International Development Education"

(3 cr., Braun, winter, 1615-1800 T, East Bank)

Family Social Science (FSoS)

FoSt 1120/3120 - "NECUA S. American Urban Semester"
(ar. cr., prereq #, see Chip Peterson)

Focus: a, d, c, b

FSoS 3240/ - "Special Topics"

5240 (3 cr., 9 max.; Topics vary from term to term, including "The Family and Economic Development", Gage)

Focus: a

Family Social Science (FSoS) 5210 - "Family in World Perspective"
(5 cr., Rosenblatt, spring, 900-1030 MW, St. Paul; prereq 5200, Anth 1002 or #)

Family organization and functioning in selected world cultures; economic factors; effects of urbanization; personality formation.

Focus: c

Geography (Geog)

Geog 3351 - "Geography of Food Production"
(4 cr., Weil, winter; Weil on leave - phone as to who will teach it this yr.)

Geog 3331 - "Economic Geography"
(4 cr., Adams, winter, 815-900 MWF, West Bank)

Geog 3341 - "Industrialization, World Trade"
(4 cr., Adams, spring, 945-1100 TTh, West Bank)
Focuses: d, b, f - development models

Geog 3351 - "Geography of Food Production"
(4 cr., Weil, winter, 1115-1200 MWF, West Bank)

Geog 3378 - "Modernization and the Third World"
(4 cr., Scott, spring, 1015-1100 MWF)
Concepts of modernization; historical trends and changes in spatial organization.

Focuses: a, d, b

History (Hist)

Hist 5420 - "Topics"
(4 cr., fall, spring, instructors vary)

In past, topics have included agricultural and development issues. Topics and instructors vary. Instructors have included: Geraldine Gage (Family Social Science), Schwartz (fall '81), & Valdez (spring '82 - topic: "Latin American History")

Focuses: d, a, b: "Precise content changes with each offering; usually focuses on some aspect of development")

Home Economics Education (HEEd)

HEEd 5023 - "Extension Methods for Developing Countries"

AgEd 5023 - (3 cr., winter, Marvin, Persons for both HEEd & AgEd, 1500-1730 M, St. Paul)

Focuses: a & d

International Relations (IntR)

IntR 3111 - "Cross-Cultural Perspectives on Development and Underdevelopment"
(4 cr., Nesterhauser - discontinued; was offered winter 1978)

Interdisciplinary approach to international interdependence; development from U.S. perspective; contact with foreign students and cross-cultural psychology.

Focuses: a, c, b

IntR 5903 - "Analysis of International Policy Problems"

(4 cr., majors only, fall, winter, spring; Krislov, Browne, Knudson)

Topics change from term to term.

Focuses: b (one respondent)

b, c (another respondent)

Journalism & Mass Communication (Journ)

Journ 5801 - "International Communication"

(4 cr., Lindsay, Lee; fall & spring, East Bank; prereq 15 crs. in soc. sci.)

Focuses: a, b, c, d equal focuses

Journ 5825 - "World Communication Systems"

(4 cr., Lindsay, winter, 1015-1100 MNF, East Bank)

Focuses: a, b, c, d equal focuses)

Pediatrics (Ped)

Ped 5525 - "International Health"

(arr. cr., Homer Venters, fall, 1900-2100 Th, OwreH 2210)

The study of public health and nutrition policy in the developing world.

Focuses: b, c, d

Physical Education (P.E.)

P.E. 5750 - "Seminar on Comparative P.E. and Sport"

(Krotee, July 21-24, 1982)

Political Science (PolSci)

PolSci 3773 - "Political Development"

(4 cr., Nimitz, Denmark; fall, spring; prereq 1051 or #)

Focuses: a, b

PolSci 3825 - "International Politics"

(4 cr., Sampson, Job, fall, winter, spr., West Bank; prereq 1025 or 1026 or 8 crs. in pol. sci. or #)

Focuses: b & c; d & e)

PolSci 5881 - "International Law"

(5 crs., McLaughlin, fall, 1115-1300 TTh, BlegH 150)

Focuses: b, c

PolSci 5885 - "International Peace & Violence"

(4 cr., Job, winter, 1315-1400 MWF, West Bank, prereq 1025 or 1026 or 3825 or 3826; 5884 recommended)

Focuses: b, c, a

PolSci 5886 - "International Diplomacy, Bargaining and Negotiation"

(4 cr., Hopmann, spring, 945-1100 TTh, West Bank; prereq 1025 or 1026 or 3825 or 3826; 5884 recommended)

Public Affairs (PA)

PA 5301 - "Multicultural Corporation"

(4 cr., Kudrle, spring, 1315-1500 TTh, West Bank; prereq Econ 1001, 1002)

PA 5401 - "Development Administration"

(4 cr., Warp, spring, 1015-1100 MWF, West Bank)

Public Health (PubH)

PubH 5300 - "Comparative Medicine & Public Health"

(2 cr., Robert K. Anderson, winter & spring, TTh, East Bank)

Recreation (Rec)

Rec 5900 - "Workshop, Contemporary Issues in Leisure Services"

(3 cr., 12 max.; fall, wtr., spr.; Stefanics, Weiss, & Chapman; East Bank)

Focuses: b, c, d, a; this includes focuses on int'l. leisure, recreation, and tourism

Rhet 5600 - "Transfer of Technology"

AgJo 5600 - (4 cr., Schuelke for both Rhet & AgJo, fall, 1600-1845 M HckrH 302, prereq either 5257, 5400, Journ 5133, or #)

Social and Philosophical Foundations of Education (SPFE)

SPFE 5131 - "Comparative Education"

(3 cr., Beck, winter, 1615-1800 W, East Bank)

Focuses: c, b, d

Sociology (Soc)

- Soc 3551 - "World Population Problems"
(4 cr., Kennedy, fall & winter, 945-1100 TTh BlegH 155)
Population policy past and present in Europe, Asia, and U.S.
Focuses: c, b, a
- Soc 3671 - "Comparative Rural Societies: Latin America"
(4 cr., Ellenbogen, fall, 1415-1530 TTh, BlegH 120; prereq 8 crs. in Soc., anth., econ, or pol. sci, or #)
- Soc 5415 - "Comparative Social Structure"
(4 cr., Patton, spring, 1415-1530 TTh; prereq 20 cr. in soc, econ, pol. sci. or #)
- Soc 5511 - "Comparative Family Organization"
(4 cr., fall, Reiss, 1115-1230 TTh BlegH 120; prereq 8 crs. in soc or #)
An examination of family structure related to economic structure of society and industrialization.
Focus: c
- Soc 8714 - "Comparative Sociology; Perspectives in Theory; Research"
(3 cr., Ellenbogen, winter, 1515-1700 Th, St. Paul)
Focus: c

Watch for other new courses in Comparative Sociology - at present, they are in the proposal stage.

Speech-Communication (Spch)

- Spch 5231 - "Comparative Broadcast Systems"
(4 cr., Browne, winter, 915-1100 MW, East Bank)
Focuses: c, a, d
- Spch 5232 - "International Broadcasting"
(4 cr., Don Browne, spring, 1015-1200 TTh, East Bank)
Focuses: b, c

Women's Studies (WoSt)

- WoSt 1155 - "Women in World Cultures"
(4 cr., Rogers, spring, 915-1000 MWF, East Bank)
Focus: no response
- WoSt 3333 - "Women in Liberation Struggles"
(4 cr., Rogers, fall, 945-1100 TTh, ForH 130)
Focus: no response
- WoSt 5911 - "Topics in Women's Studies: Women, Colonialism, and Problems of Underdevelopment"
(max. 12 cr., fall, winter, spring)
Topics change from term to term and in the past have included "Women in Development - Field Methods," Rogers

EXTENSION

"Through Their Eyes: International Students View the World" - Bill Rogers, summer session I

Focuses: c, f - culture

College of Agriculture - Morocco Project

Area Studies Courses of Relevance to National Development

See Area Studies courses listed in the flyer, "International Courses at the University of Minnesota," August 1979, compiled by the Foreign Studies Office, Chip Peterson, Director. Many African, Asian, Latin American, and Middle Eastern Area Studies courses provide attention to development issues and problems.

KEY TO COURSE FOCUSES

- a) focus on some aspect(s) of national development
- b) focus on some aspect(s) of the international system
- c) comparative focus (comparison of an institution in different societies)
- d) area studies focus with implications for development
- e) non-international focus of special concern to developing countries
- f) other (specified by respondent)



UNIVERSITY OF MINNESOTA
TWIN CITIES


College of Education
Division of Home Economics Education
Department of Vocational and Technical Education
325 Vocational and Technical Education Building
1954 Buford Avenue
St. Paul, Minnesota 55108

(612) 373-1530

MEMORANDUM

January 23, 1985

To: John Cogan, Director
Global Education Center

From: Jane Plihal, Assistant Professor 
Home Economics Education

Re: Proposal for an area of emphasis in International Development
Education and proposals for two new courses

I am in full support of the addition of an International Development Education area of emphasis to the Master's of Arts in Education in the Department of Curriculum and Instruction. I believe that such a program is not only consistent with but also very supportive of the stated programmatic directions of the University of Minnesota and the College of Education. My impression is that several students with whom I work would be interested in pursuing an M.A. with an emphasis in International Development Education.

Assuming that this program option is approved, I would like to meet with you to develop one or two additional protocol programs which include courses in home economics education and agricultural education. As you know, we have some courses which would be most appropriate to include in this IDE emphasis. Having a protocol with some of our courses included might decrease the chance that the HEEd and AgEd courses would be overlooked.

I also am in favor of the approval of the two courses proposed, Educ 8-603 and Educ 8-605. As far as I know, these courses do not duplicate other course offerings at the University. The courses are important for strengthening our ability to prepare students for working in the area of international development education.

I look forward to hearing about the outcome of these proposals.

JP:klg



UNIVERSITY OF MINNESOTA
TWIN CITIES

Humphrey North-South Fellowship Program
414 Social Sciences Building
267 19th Avenue South
Minneapolis, Minnesota 55455
(612) 376-7106

4 February 1985

To: John J. Cogan
Director, Global Education Center

From: John S. Adams 
Professor of Geography and Public Affairs
Coordinator, Humphrey Fellowship Program

Re: International Development Education Proposal

I have read the proposal and believe that I understand its goals regarding U.S. and international students interested in studying the relationship between education and development, and in equipping themselves to proceed to doctoral work as well as to professional careers in development and in international education.

The structure of the requirements for the various options seems well informed and appropriate. The geography courses that are listed are appropriate for students in these programs. The Public Affairs courses listed include one by Professor Warp that will probably not be offered regularly. On the other hand, we have some new courses taught by professors Fass, Einsweiler, and myself that focus on the development process, development planning, and problems of modernization and development.

The curriculum of the Humphrey Institute is just now being modified. The new course listings will be available later in the year. When they are available, you will want to adjust your lists of options for the U.S. student, and I believe, for the foreign student. I would be glad to consult with you in making these revisions. I am quite familiar with your program as well as the people and courses in geography and in the Humphrey Institute. In my opinion, there will be several things in both units that can form important elements in the lists of options for the students in these programs.

I am in full support of the proposal, and will be happy to assist in its implementation. Our Humphrey Fellows, from developing countries (see brochure attached) are products of the school systems in the developing world and can be made available for use as resource people and possibly participants in these new programs.



UNIVERSITY OF MINNESOTA

Office of International Programs
Academic Affairs
201 Nolte-West
315 Pillsbury Drive S.E.
Minneapolis, Minnesota 55455
(612) 373-3793

February 4, 1985

Professor John J. Cogan
Director, Global Education Center
110 Pattee Hall
East Bank

Dear John:

I have reviewed your proposal for adding an emphasis in International Development Education within the M.A. degree program in Education, as well as the two course proposals that would complete the core sequence in the major. I believe that this is an important forward step for the College of Education to take. In light of current commitment to enhance the international character of the University, and additionally in view of the extensive contact that the Global Education Center has and is developing with the public education systems, this degree program option is highly appropriate and timely. You are to be commended for your thoughtful planning of this educational opportunity; it seems like a natural counterpart to collegiate efforts to work with educators and the school systems to build understanding of international dimensions.

Your program should attract not only those in the field of education directly, but others who will fill, with greater understanding, a wide range of leadership and support positions in the public and private sector. I am not aware of any overlap with existing courses in the content of the two new offerings you propose.

Best wishes with your program efforts.

Sincerely,

A handwritten signature in cursive script that reads "Carol".

Carol H. Pazandak
Acting Director

CHP/sk



UNIVERSITY OF MINNESOTA
TWIN CITIES

Training and Development Research Center
Department of Vocational and Technical Education
College of Education
420 Vocational and Technical Education Building
1954 Buford Avenue
St. Paul, Minnesota 55108

(612) 373-2487 or 376-5065

January 31, 1985

Dr. John Cogan
Coordinator
Global Education Center
110 Pattee Hall
Minneapolis Campus

Dear John:

I appreciate the opportunity to react to the M.A. in Education/
International Development Education emphasis proposal. I also enjoyed
our recent breakfast meeting during which time we discussed the Global
Education Center and the Training and Development Research Center.

I view your coursework and program effort as complementary to our
Training and Development in Industry and Business emphasis. In fact,
we presently serve quite a few graduate students having an international
perspective with our Training and Development Professional Certificate
Program. So many countries are interested in the employee training and
organization development know-how in America. The reverse is also true
in terms of American's wanting to understand know-how from other
countries.

At minimum, I would suggest the addition of the following courses to
your options of related field electives:

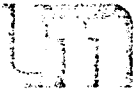
- VoEd 5750 -- Training in Industry and Business (3-4 cr)
- VoEd 5760 -- Organization Development in Industry and Business (3-4 cr)
- VoEd 5770 -- Training and Development: International Perspectives
and Practices (3-4 cr)

I look forward to a continuing and mutually beneficial professional
relationship.

Sincerely,

Richard A. Swanson
Professor and Director

RAS:bw



UNIVERSITY OF MINNESOTA
TWIN CITIES

Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455-0421

February 27, 1985

Professor John Cogan
Global Education Center
110 Pattee Hall

Dear Professor Cogan:

This is to bring you up-to-date on the proposal for an international education emphasis within the Curriculum and Instruction section of the M.A. in Education. The proposal arrived too late for consideration by the Education and Psychology Policy and Review Council at its winter quarter meeting. The Council's next meeting will be in late April. After receiving Council approval the proposal would be put on the agenda of the Graduate School Executive Committee at its early May meeting.

In the meanwhile my colleagues and I here in the Graduate School have some questions and comments to place before you as a means to clarify and strengthen the document.

1. Since the original Curriculum and Instruction M.A. in Education proposal is nearly four years old it would be helpful if you would provide excerpts of those sections that will apply to the international education emphasis.
2. The graduate faculty to be associated with this emphasis and their responsibilities are not clearly specified. Only your name and Paige's appear in the proposal and Lange and Braun's names appear in the transmittal letter from the college office. The critical mass of faculty seems to be quite small, especially since Paige and Braun have other responsibilities. (By the way, Braun is not on the graduate faculty at present and holds an LTS appointment.)
3. As regards number of students, you mention an entering class size of 10 to 15 students. How would these numbers divide between domestic and international students? What numbers would you project for five years hence? What degree output would you foresee?
4. Also on the student side, what are your recruiting plans, if any? Will you be recruiting nationally, for example, for U.S. students or draw upon the seven-county metropolitan area? If you intend to have an international recruiting effort, what

Professor John Cogan
February 27, 1985
Page 2

focus might there be? (Latin America, Africa, etc.) What financial aid will you be providing for these students?

5. In discussing the intellectual need for this program you go on to cite student demand ("there has been a consistent demand"). It would be helpful if you could back up these assertions with some actual numbers (foreign inquiries, national inquiries, local inquiries per year).
6. On page four you mention that courses 8-603 and 8-605 were approved in 1984. There is a time warp somewhere in that the Graduate School just received the materials on February 26. (Again, the Education and Psychology Policy and Review Council will review these course proposals in late April.)
7. Will the Global Education Center have a special role to play in carrying out the international education emphasis? If so, please elaborate.
8. If possible, provide some examples of the topics that might be covered in the Plan B projects.
9. If possible, provide a few more sample programs that make use of the elaborate list of courses in the attachment to the proposal. The two sample programs provided appear to rely heavily on College of Education courses even though "IDE is decidedly interdisciplinary in nature."
10. In the appendix which lists pertinent University courses you state: "these are representative of additional courses across the university which candidates could choose from in planning a program." This, in fact, is incorrect. About 15 or 20 of these courses are 1-level or 3-level offerings--they cannot be used on a graduate student's degree program.
11. There is extensive reference in the proposal to wide consultation on all fronts. To the best of my knowledge, however, no one in the Graduate School was consulted. Had consultation taken place we could have helped improve the document at a far earlier stage than this. So much for past opportunities.

I would appreciate it if you and your associates would provide me with a supplementary document that speaks to the points raised in this letter. Please get this information to me by the end of the first week in April at the latest so we have time to digest it before mailing materials to the Policy and Review Council. If you need any further advice please give me a call at 3-9817 or come over to 325 Johnston Hall and meet with me.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Curriculum and Instruction
College of Education
Peik Hall
159 Pillsbury Drive S.E.
Minneapolis, Minnesota 55455

April 3, 1985

Dr. Kenneth Zimmerman
Associate Dean
The Graduate School
Johnston Hall

Dear Dean Zimmerman:

Professor Dale Lange and I have met regarding your letter of February 27 which listed a number of interrogatories with respect to our proposal to add an international emphasis in education to the M.A. in Education, Curriculum and Instruction. We have tried to reply as specifically and thoroughly as possible to each of the queries and provide further examples where required. We have keyed the responses to the numbers of your questions (see attached-your letter).

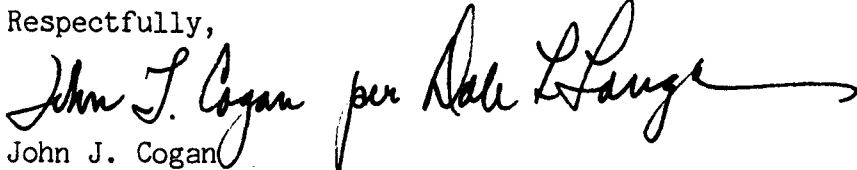
1. Professor Dale Lange and I have examined the original Curriculum and Instruction M.A. in Education document in relation to the addition of the international education emphasis. We believe that all sections of the document apply to the proposed addition just as they apply to every other emphasis which is included.
2. In addition to Professors John Cogan, R. Michael Paige, and Frank Braun, Professors Dale Lange and Constance Walker will be available to serve as faculty for the five core courses. The 5000 level courses will be offered annually as is current practice. The two proposed 8000 level courses will be offered every other year. Professors Lange and Walker would teach the 8000 level courses when the need arose.
3. & 4. The numbers of domestic and international students in the present series of 5000 level courses generally sort out 60% U.S. and 40% international. We would hope to achieve a 50/50 ratio over the next three to five years. The College of Education has established a scholarship fund for international students at the M.A. level. We are currently trying to recruit more international students through this program. We are working through the national Fulbright Commissions in several countries in East and Southeast Asia and East Africa.

5. We have done limited publicity nationally which has generated considerable interest. I have responded to 27 letters of interest during this academic year alone. A professor at Georgetown University contacted me recently and wanted to know exactly when the program would be active. He has five interested candidates who will graduate in June. I told him we hoped the program would be on-line for summer but we really didn't know. The stated reason for interest by individuals and institutional representatives is (1) a quality program as reported by students who have completed the 3-course core sequence and then moved on to other institutions to complete a degree, and (2) a definite focus on development education. At the end of five years of operation, we would hope to be graduating 15-20 candidates annually.
6. Regarding the statement on page four regarding approval of the two 5000 level courses, the approval was by the Department of Curriculum and Instruction, not the Graduate School.
7. The Global Education Center will have no role in this degree program. The International Education Committee of the College of Education will as it screens candidates for the International Scholarship program.
8.
 - a. "The Role of Second Languages in Developing Countries"
 - b. "The Politics of Language in Developing Countries"
 - c. "Bilingual Education in Developing Countries"
 - d. "Education and Development: A Comparison of Two Systems"
 - e. "The Role of Women in Agricultural Development"
 - f. "The Transfer of Technology in Rural Development"
9. See additional examples which are attached.
10. See revised list which is attached.

We hope these responses alleviate your concerns and strengthen the document. We look forward to the consideration of the proposal by the Policy and Review Council at its April meeting and hope for approval so that we can implement the degree program yet this summer.

Thank you for your consideration of our responses.

Respectfully,


John J. Cogan
Professor

JJC:jos

Enclosures

cc: Dean Carol Carrier
Professor Allen Glenn
Professor Dale Lange

Protocol for the Master of Arts Degree in Education
with an Emphasis in International Education
for
the INTERNATIONAL STUDENT

Major Courses (Area of Emphasis)

(1,2)	**Educ 5603	International Education and Development	3 cr
(3)	**Educ 5605	Research Topics: International Development Education	3 cr
(1,2)	**Educ 5607	Applied International Development Education	3 cr
(3)	SeEd 5122	Teaching Culture: Theory and Application	4 cr
(1)	SeEd 5153	New Perspectives in the Social Studies	3 cr
(1)	SeEd 5167	Economic Education Programs	3 cr
(3)	*Educ 8603	Seminar: International Development Education	3 cr
(1)	SeEd 5155	Materials Lab for Social Studies Teachers	3 cr
(3)	*Educ 8605	Problems: International Education Research	3-6 cr
(1)	SeEd 5152	Techniques of Instruction in Social Studies	3 cr
			Total 28-31 cr

Related Field(s) (8 Credits) or Minor(s) (9 Credits)

(4)	Econ 5301	Economic Development	4 cr
(4)	Econ 5421	Prospective World Economy	4 cr
(4)	Econ 5307	Comparative Economic Systems	4 cr
(4)	Econ 5401	International Economics	4 cr
			Total 16 cr

* New Course

** International Education Core

Examination

The International Education emphasis area follows the department policy of an oral examination for the M.A. Plan B.

Plan B Paper

The International Education emphasis area requires a 4 credit Plan B paper; registration is through *Educ 8605 Problems: International Education Research.

- Key:
- (1) Commonalities across M.A. Programs
 - (2) Multicultural Education
 - (3) Preparation for Research Activities
 - (4) Behavioral and Humanistic Studies

Protocol for the Master of Arts Degree in Education
with an Emphasis in International Education
for
the INTERNATIONAL STUDENT

Major Courses (Area of Emphasis)

(1,2)	**Educ	5603	International Education and Development	3 cr
(3)	**Educ	5605	Research Topics: International Development Education	3 cr
(1,2)	**Educ	5607	Applied International Development Education	3 cr
(3)	SeEd	5122	Teaching Culture: Theory and Application	4 cr
(1)	CISy	5202	Application of Computers in Education	4 cr
(1)	CISy	5209	Principles and Procedures in Designing Instruction	4 cr
(3)	*Educ	8603	Seminar: International Development Education	3 cr
(1)	Educ	5301	Designing the Adult Education Program	3 cr
(3)	*Educ	8605	Problems: International Education Research	3-6 cr
				Total 30-33 cr

Related Field(s) (8 credits) or Minor(s) (9 credits)

(3)	EPsy	5260	Introductory Statistical Methods	4 cr
(2,4)	SPFE	5131	Comparative Education	3 cr
	EdAd	5200	Design and Management of Education Services	3 cr
(2)	Spch	5451	Intercultural Speech-Communication	4 cr
				Total 14 cr

*New Course

**International Education Core

Examination

The International Education emphasis area follows the departmental policy of an oral examination for the M.A. Plan B.

Plan B Paper

The International Educational emphasis area requires a 4 credit Plan B paper; registration is through *Educ 8605 Problems: International Education Research.

- Key:
- (1) Commonalities across M.A. Programs
 - (2) Multicultural Education
 - (3) Preparation for Research Activities
 - (4) Behavioral and Humanistic Studies

Protocol for the Master of Arts Degree in Education
with an Emphasis in International Education
for the U.S. STUDENT

Major Courses (Area of Emphasis)

(1)	CISy 5209	Principles and Procedures in Designing Instruction	4 cr
(1,2)	**Educ 5603	International Education and Development	3 cr
(3)	**Educ 5605	Research Topics: International Development Education	3 cr
(1,2)	**Educ 5607	Applied International Development Education	3 cr
(3)	SeEd 5122	Teaching Culture: Theory and Application	4 cr
(2,3)	*Educ 8603	Seminar: International Development Education	3 cr
(2,3)	*Educ 8605	Problems: International Education Research	3-6 cr
(2)	SeEd 5404	Language, Culture, and Education	4 cr
			Total 27-30 cr

Related Field(s) (8 credits) or Minor(s) (9 credits)

(3,4)	SPFE 5173	Anthropological Classroom Methods for Cross-Cultural Education	3 cr
(2)	SPFE 5174	Field Method for the Study of Education	4 cr
(2)	Spch 5451	Intercultural Speech-Communication	4 cr
(4)	PA 8216	Policy Process I	3 cr
(4)	PA 5401	Development Administration	3 cr
(4)	PA 5301	The Multinational Corporation	4 cr
			Total 21 cr

*New Course

**International Education Core

Examination

The International Education Emphasis area follows the departmental policy of an oral examination for the M.A. Plan B.

Plan B Paper

The International Education emphasis area requires a 4 credit Plan B paper; registration is through *Educ 8605 Problems: International Education Research.

- Key:
- (1) Commonalities across M.A. Programs
 - (2) Multicultural Education
 - (3) Preparation for Research Activities
 - (4) Behavioral and Humanistic Studies

Protocol for the Master of Arts Degree in Education
with an Emphasis in International Education
for the U.S. STUDENT OR INTERNATIONAL STUDENT

Major Courses (Area of Emphasis)

(1,2)	**Educ 5603	International Education and Development	3 cr
(3)	**Educ 5605	Research Topics: International Development Education	3 cr
(1,2)	**Educ 5607	Applied International Development Education	3 cr
(1,2)	SeEd 5189	Planning and Assessing Second Language Curriculum	4 cr
(1,2)	SeEd 5382	Second Language Testing, Assessment, and Evaluation	3 cr
(1,2)	SeEd 5385	Planning and Assessing Second Language Instruction	4 cr
(1,2)	SeEd 5404	Language, Culture, and Education	4 cr
(3)	*Educ 8603	Seminar: International Development Education	3 cr
(3)	*Educ 8605	Problems: International Education Research	3-6 cr
		Total	30-33 cr

Related Field(s) (8 credits) or Minor(s) (9 credits)

(3)	EPsy 5260	Introductory Statistical Methods	4 cr
(4)	Spch 5405	Nonverbal Communication: Theory and Research	4 cr
(2)	Spch 5451	Intercultural Speech-Communication	4 cr
(2)	Spch 5452	Workshop in Intercultural Communication	4 cr
		Total	16 cr

*New Course

**International Education Core

Examination

The International Education emphasis area follows the departmental policy of an oral examination for the M.A. Plan B.

Plan B Paper

The International Education emphasis area requires a 4 credit Plan B paper; registration is through *Educ 8605 Problems: International Education Research.

Key; (1) Commonalities across M.A. Programs
(2) Multicultural Education
(3) Preparation for Research Activities
(4) Behavioral and Humanistic Studies

Protocol for the Master of Arts Degree in Education
with an Emphasis in International Education
for
the INTERNATIONAL STUDENT

Major Courses Area of Emphasis)

(1,2)	**Educ	5603	International Education and Development	3 cr
(3)	**Educ	5605	Research Topics: International Development Education	3 cr
(1,2)	**Educ	5607	Applied International Development Education	3 cr
(3)	SeEd	5122	Teaching Culture: Theory and Application	4 cr
(1)	CISy	5202	Application of Computers in Education	4 cr
(1)	CISy	5209	Principles and Procedures in Designing Instruction	4 cr
(3)	*Educ	8603	Seminar: International Development Education	3 cr
(1)	Educ	5301	Designing the Adult Education Program	3 cr
(3)	*Educ	8605	Problems: International Education Research	3-6 cr
				Total 30-33 cr

Related Fields(s) (8 Credits) or Minor(s) (9 Credits)

AgEd 5023	Extension Methods: Agricultural Production in Developing Countries	3 cr
AgEc 5790	World Food Supply Problems	4 cr
AgEc 8278	Agricultural Economic Development	3 cr
FSoS 5210	Family in World Perspective	5 cr
		Total 15 cr

*New Course

**International Education Core

Examination

The International Education emphasis area follows the departmental policy of an oral examination for the M.A. Plan B.

Plan B Paper

The International Education emphasis area requires a 4 credit Plan B; registration is through *Educ 8605 Problems: International Education Research.

- Key:
- (1) Commonalities across M.A. Programs
 - (2) Multicultural Education
 - (3) Preparation for Research Activities
 - (4) Behavioral and Humanistic Studies

Protocol for the Master of Arts Degree in Education
with an Emphasis in International Education
for the U.S. STUDENT

Major Courses (Area of Emphasis)

(1)	CISy 5209	Principles and Procedures in Designing Instruction	4 cr
(1,2)	**Educ 5603	International Education and Development	3 cr
(3)	**Educ 5605	Research Topics: International Development Education	3 cr
(1,2)	**Educ 5607	Applied International Development Education	3 cr
(3)	SeEd 5122	Teaching Culture: Theory and Application	4 cr
(2,3)	*Educ 8603	Seminar: International Development Education	3 cr
(2,3)	*Educ 8605	Problems: International Education Research	3-6 cr
(2)	SeEd 5404	Language, Culture, and Education	4 cr
			Total 27-30 cr

Related Field(s) (8 credits) or Minor(s) (9 credits)

Soc 5415	Comparative Social Structure	4 cr	
Soc 5511	Comparative Family Organization	4 cr	
Soc 8714	Comparative Sociology: Perspectives in Theory, Research	3 cr	
FSoS 5210	Family in World Perspective	5 cr	
			Total 16 cr

*New Course

**International Education Core

Examination

The International Education emphasis area follows the departmental policy of an oral examination for the M.A. Plan B.

Plan B Paper

The International Education emphasis area requires a 4 credit Plan B paper; registration is through *Educ 8605 Problems: International Education Research.

- Key:
- (1) Commonalities across M.A. Programs
 - (2) Multicultural Education
 - (3) Preparation for Research Activities
 - (4) Behavioral and Humanistic Studies

Protocol for the Master of Arts Degree in Education
with an Emphasis in International Education
for the U.S. STUDENT

Major Courses (Area of Emphasis)

(1)	CISy 5209	Principles and Procedures in Designing Instruction	4 cr
(1,2)	**Educ 5603	International Education and Development	3 cr
(3)	**Educ 5605	Research Topics: International Development Education	3 cr
(1,2)	**Educ 5607	Applied International Development Education	3 cr
(3)	SeEd 5122	Teaching Culture: Theory and Application	4 cr
(2,3)	*Educ 8603	Seminar: International Development Education	3 cr
(2,3)	*Educ 8605	Problems: International Education Research	3-6 cr
(2)	SeEd 5404	Language, Culture, and Education	4 cr
			Total 27-30 cr

Related Field(s) (8 credits) or Minor(s) (9 credits)

(4)	WoSt 5911	Women, Colonialism, and Underdevelopment	4 cr
(4)	PA 5404	Development and Change	4 cr
(4)	PA 5401	Development Administration	4 cr
(4)	PA 5301	The Multinational Corporation	4 cr
			Total 16 cr

*New Course

**International Education Core

Examination

The International Education emphasis area follows the departmental policy of an oral examination for the M.A. Plan B.

Plan B Paper

The International Education emphasis area requires a 4 credit Plan B paper; registration through *Educ 8605 Problems: International Education Research.

- Key:
- (1) Commonalities across M.A. Programs
 - (2) Multicultural Education
 - (3) Preparation for Research Activities
 - (4) Behavioral and Humanistic Studies

NOTE: These are representative of additional courses across the University which candidates could choose from in planning a program.

Agricultural & Applied Economics (AgEc)

AgEc 5790 - "World Food Supply Problems"
PlPa 5220 - (4 credits,)
Soc 5675 - A multidisciplinary examination of social, economic, and
LACS 5280 technical problems of feeding the world's growing population.
FScN 5643 Principles sought from the economic and social sciences, plant
sciences, and animal sciences for their application to food
problems.

AgEc 8278 - "Agricultural, Economic Development"
(3 credits, prereq Econ 5301)

Agricultural Education (AgEd)

AgEd 5023 - "Extension Methods: Agricultural Production in
HEEd 5023 - Developing Countries"
(3 credits)
Methods to promote rapid adoption of improved agricultural
practices; synthesis of research into education; participation in
planning extension for a developing country

Agricultural Journalism (AgJo)

AgJo 5600 - "Transfer of Technology"
Rhet 5600 - (4 credits)
Process of scientific and technical communication examined;
review of research in diffusion and information transfer; case
studies and development of model program by students.

Anthropology (Anth)

Anth 5151 - "Cultural Change and Development"
(4 credits, prereq 1102 or 5102 or #)
Examination of process of cultural change; invention; diffusion
and acculturation; effects of colonialism and modernization on
developing societies. Applied Anthropology.

Economics (Econ)

- Econ 5301 - "Economic Development"
(4 credits, (not open to Econ majors;) prereq 1001, 1002.)
- Econ 5401 - "International Economics"
(4 credits)
- Econ 5421 - "Prospective World Economy"
Intr 5802 - (4 credits, prereq 5401 or 5431 or #.)
Alternative world economic patterns of the future; the role of world institutions.
- Econ 5431 - "International Economics"
(4 credits, prereq 5401 or 5431 or #.)
- Econ 5461 - "International Trade, Payments Theory"
(5 credits, prereq 3102, 3103, Math 3211, #; 1 qtr. linear algebra rec; no grad cr.)

Family Social Science (FSoS)

- FSoS 5240 - "Special Topics"
(3 credits, 9 max.; Topics vary from term to term, including "The Family and Economic Development,")
- FSoS 5210 - "Family in World Perspective"
(5 credits, prereq 5200, Anth 1002 or #)
Family organization and functioning in selected world cultures; economic factors; effects of urbanization; personality formation.

Geography (Geog)

- Geog 5145 - "Development in Africa"
(4 credits)
- Geog 5391 - "Rural Geography"
(4 credits)
- Geog 5444 - "Geography of Water Resources"
(4 credits)

History (Hist)

- Hist 5420 - "Topics"
(4 credits)
In past, topics have included agricultural and development issues. Topics and instructors vary.

Home Economics Education (HEEd)

HEEd 5023 - "Extension Methods for Developing Countries"

AgEd 5023 - (3 credits)

International Relations (IntR)

IntR 5903 - "Analysis of International Policy Problems"

(4 credits)

Topics change from term to term.

Journalism & Mass Communication (Jour)

Jour 5801 - "International Communication"

(4 credits, prereq 15 crs.in soc. sci.)

Jour 5825 - "World Communication Systems"

(4 credits)

Pediatrics (Ped)

Ped 5525 - "International Health"

(arranged credits)

The study of public health and nutrition policy in the developing world.

Physical Education (PE)

PE 5750 - "Seminar on Comparative PE and Sport"

Political Science (Pol)

Pol 5881 - "International Law"

(5 credits)

Pol 5885 - "International Peace & Violence"

(4 credits, prereq 1025 or 1026 or 3825 or 3826; 5884 recommended)

Pol 5886 - "International Diplomacy, Bargaining and Negotiation"

(4 credits, prereq 1025, or 1026 or 3825 or 3826; 5884 recommended)

Pol 5889 - "The Politics of Global Economic Relations"

(4 credits, prereq 3835 or non-political science grad or #)

Public Affairs (PA)

- PA 5301 - "Multicultural Corporation"
(4 credits, prereq Econ 1001, 1002)
- PA 5401 - "Development Administration"
(4 credits.)
- PA 5404 - "Development and Change"
(4 credits)

Public Health (PubH)

- PubH 5300 - "Comparative Medicine & Public Health"
(2 credits)

Social and Philosophical Foundations of Education

- SPFE 5131 - "Comparative Education"
(3 credits)

Sociology (Soc)

- Soc 5415 - "Comparative Social Structure"
(4 credits, prereq 20 credits in soc., econ, pol sci., or #)
- Soc 5511 - "Comparative Family Organization"
(4 credits. prereq 8 credits in Soc or #)
An examination of family structure related to economic structure of society and industrialization.
- Soc 8714 - "Comparative Sociology; Perspectives in Theory, Research"
(3 credits)

Speech-Communication (Spch)

- Spch 5231 - "Comparative Broadcast Systems"
(4 credits)
- Spch 5232 - "International Broadcasting"
(4 credits)

Women's Studies (WoSt)

- WoSt 5910 - "Topics in Women's Studies"
(4 credits [Maximum 12])
Topics change from term to term and in the past have included
"Women in Development - Field Methods."

Tuition Grants for Graduate Students With Assistantships

Policy Statement: All teaching assistants, research assistants, administrative fellows, and veterinary medical associates registered in the Graduate School will be entitled to tuition grants prorated to twice their percentage of appointment (e.g., holders of 50% appointments will receive 100% tuition grants, holders of 40% appointments will receive 80% tuition grants, and so forth).

Interpretation:

1. This policy will apply to Graduate School tuition only, not to course fees or student services fees.
2. Appointments less than 25% will not qualify for this grant; appointments above 50% will be treated the same as 50% appointments.
3. Tuition grants will be limited to quarters or summer sessions in which a 25% appointment or above exists.
4. Tuition grants will not apply to registration for Continuing Education and Extension courses or to registration in any other college.
5. Averaging of different appointment percentages over several quarters will not be permitted. Example: a student with F,W,S appointments of 45%, 45%, and 60% will not

be allowed to bring the 45% appointments up to 50% for purposes of tuition scholarship evaluations.

6. Appointments of 25 to 50% must be for the full 12 weeks in F,W,S and five weeks for each summer session. Example: a 100% appointment for six weeks of F, W, or S quarter would not qualify for a tuition grant.

7. Admissions and Records will make final determination of the tuition grants for assistantship holders at the time tuition and fee statements are prepared in Fraser Hall, Coffey Hall, or Darland Administration Building (UMD). Academic Affairs will supply Admission and Records with official position appointment printouts to determine eligible recipients. Late appointments will have to be dealt with individually but likely will require tuition payment at registration and a later refund when the late assistantship appointment clears.

Unresolved

1. Special arrangements will need to be made for potential assistantship holders who take advantage of Admission and Records' anticipated late spring registration for fall classes.

2. Since miscellaneous payroll assistantship appointments are based on hourly rates and fluctuations from payroll period to payroll period are likely to occur, it remains unclear whether tuition grants are applicable here. At best it could mean special handling; at worst it could mean tuition grants cannot apply.

DRAFT 10/31/85

SUMMARY

PROPOSAL TO INCLUDE TUITION AS A
FRINGE BENEFIT TO UNIVERSITY OF MINNESOTA EMPLOYEES

Proposed Policy:

Beginning with Fall Terms 1986, free tuition, prorated to the percentage of appointment, will be extended on all campuses to all University of Minnesota employees with appointments of 25 percent or more. (Employees on 25 percent appointment, e.g., will receive a 50 percent tuition benefit; those on 50 percent or more appointment will receive a 100 percent tuition benefit.) The present Regents' Scholarship program for civil service personnel will be subsumed under this policy.

Definition of University employee --

- (1) Faculty Members.
- (2) Professional and Administrative Academic Staff.
- (3) Civil Service Personnel (who will continue to be eligible for free tuition under the Regents' Scholarship Program).
- (4) Graduate Assistants--teaching assistants, research assistants, administrative fellows, health science fellows, and veterinary medical associates.

This fringe benefit policy does not extend to undergraduate students because their employment at the University is considered financial aid. It does not extend to medical and dental fellow specialists either, because they are technically considered residents in training rather than employees.

Approval and Implementation:

This proposed policy will be sent to the University's federal audit agency for approval, and to the Board of Regents for action.

Once approved, each unit or department would be responsible for developing guidelines (as with the Regents' Scholarship program now), such as the number of credits an employee may take in a given quarter, or the number of hours per day or week that an employee may be absent to attend class.

Costs and Accounting:

A central pool of fringe benefit funds would be created, into which the \$2.5 million for graduate assistant tuition scholarships (already appropriated by the Legislature) would be placed. The balance of the funds, according to MPIS, would come from a slight increase in the fringe benefit rate applied to sponsored research and instructional trust funds, state specials, hospitals, and auxiliary enterprises (i.e., all non-0100 sources of funds). The costs of the current civil service Regents' Scholarship program would also be accounted for as a fringe benefit.

REPORT OF THE COMMITTEE TO REVIEW FINANCING ALTERNATIVES FOR
GRADUATE ASSISTANT TUITION FOR 1986

The committee explored several options for financing a share of the costs associated with creating tuition scholarships for all TA's and RA's at twice the percentage of the appointment (50 percent appointment equals 100 percent scholarship). The Legislature has already appropriated \$2.5 million and, according to MPIS, total funding needed for graduate assistants is \$3,570,504. (See attached table of estimated costs.) The several options discussed were reviewed with an eye toward capturing the proportionate share of funds for RA's on federal grants and contracts.

Option #1: Treat tuition as an indirect cost when calculating the indirect cost recovery rate. This option, which would have the effect of raising the indirect cost rate by a percentage point or two, has already been explored with the cognizant auditors and rejected as not permissible under current A-21 accounting principles. (Despite this fact, some universities apparently follow the practice with or without auditor approval.) The Office of Research Administration and Technology Transfer is continuing to pursue this issue, but the outcome is not promising.

Option #2: Direct charge tuition costs to each grant proposal. It is possible to budget tuition directly on federal and other sponsoring agencies' grant and contract proposals and have the tuition charged directly

to the specific grant for the individual student working on the project. Exact tuition charges for each student would have to be accounted for, and it would not be possible to aggregate the funds into a tuition pool. This practice would also have the negative effect of appearing to inflate the costs of a Minnesota proposal when compared to a proposal from another institution that included tuition either in the indirect cost rate or the fringe benefit rate.

Option #3: Include tuition for graduate students in the fringe benefit rate.

#3a: Add the cost of tuition to the academic fringe benefit rate. This is the method used to capture the cost of graduate tuition at MIT, Cal Tech, and Stanford, and would appear to be the best possible option for Minnesota. It develops that these three universities have a different cognizant audit agency (Defense Department) than does Minnesota (Health and Human Services), and the DCAA permits a practice that HHS does not. While this method can certainly be pursued, negotiations to reconcile two different federal audit agencies' interpretations of A-21 principles could be lengthy and complicated. Nothing could be accomplished in time to make the change for 1986--if, indeed, any change is possible.

#3b: Create a distinct fringe benefit rate for RA's only.

This new rate could probably be established rather quickly and it should not be difficult to gain auditor approval. While it could be put into effect for all new proposals as of a given date, it would be very difficult to impose the rate on current and renewal grants because funds would have to

Recommendation:

The committee recommends that Central Administration provide \$1,443,428 for the 1986-87 year, while immediately initiating a plan of including tuition as a fringe benefit for all University employees at the earliest possible date. This new fringe benefit would become part of the rate applied to all federal grants and contracts.

Although the latter half of the recommendation goes beyond the committee's initial charge, the recommendation to include tuition as an employee fringe benefit appears to have considerable merit. Many of the University's peer institutions already offer tuition benefits to all employees, including graduate assistants, and a number also include tuition for children and dependents. At Minnesota, civil service staff members already enjoy this benefit through the Regents' Scholarship program; the Professional and Administrative Academic Staff Advisory Committee plans to begin discussion of the issue this fall; and we believe there is considerable interest among some faculty members who would like to gain expertise--and, in some cases, another degree--in a field outside their own.

This plan, in keeping with the spirit of Commitment to Focus, would improve the financial support of graduate students, and thus markedly improve our ability to recruit first-rate graduate students, but it would also make the institution a much more attractive employer to prospective faculty and staff.

Tony Potami, Research Administration and
Technology Transfer
Kathy Price, Academic Affairs
Karen Schanfield, University Attorney's Office
Myrna Smith, Graduate School (Chair)

October 15, 1985

be taken from an existing direct cost and transferred to cover fringe benefits. This would leave investigators short of funds originally intended for a different purpose, e.g., supplies or travel. The institution could agree to forego the equivalent amount in indirect cost funds from all these grants; however, this would result in a loss of indirect cost recovery of approximately \$500,000, or about half the amount needed to fund the proportionate share of RA tuition on federal grants and contracts.

#3c: Add tuition to the fringe benefit rate for all University employees. Of all the options investigated, this has the most appeal because it would be acceptable to auditors for federal grant and contract proposals and--perhaps even more importantly--it would have a generally salutary effect on employee morale. Since this option raises a much larger policy issue than graduate assistant tuition (and since it would not be limited to tuition in the Graduate School), however, it is not an issue that can be discussed in the proper forums, approved by the Regents, and implemented in time to generate all needed funds in 1986.

Option #4: Provide the necessary funds through Central Administration, possibly through allocation of indirect cost recovery funds. In the committee's view, this represents the best alternative under the circumstances and fulfills the original expectation that the University would provide the balance of funds needed if the Legislature funded the full request of \$2.5 million.

ESTIMATED TUITION COSTS* FOR GRADUATE ASSISTANT
TUITION SCHOLARSHIPS, 1986-87

Teaching Assistants		\$2,360,748	
Research Assistants			
Federal	\$1,187,010		
Non-federal	<u>\$395,670</u>	<u>\$1,582,680</u>	
Total TA's and RA's		\$3,943,428	
Tuition for University- Administered Fellowships		<u>\$1,092,150</u>	
Total Tuition Costs, Assistants and Fellows			\$5,035,578

*Assumes a 6 1/2 percent tuition increase over 1985-86

Source: MPIS, 10/15/85

Alterations in Tuition Structure Implemented Fall Quarter, 1984

Proposed Change: Rescind items six and eight of the Graduate School tuition plan approved by the Board of Regents in spring quarter 1984 for implementation last fall. (Item 6. "Master's students who fulfill the 4 quarter residency requirement will be allowed to register for additional credits at $\frac{1}{2}$ the full-time or part-time rate. If a master's student uses courses taken at the reduced cost rate on a doctoral program filed at a later date he or she must pay the difference between the regular cost rate and the reduced cost rate before preliminary oral examinations are taken." Item 8. "Coursework only students will be permitted to register for courses at $\frac{1}{2}$ the full-time or part-time rate. If a coursework only student is later admitted to a graduate degree program and uses courses taken at the reduced cost rate on a master's program or doctoral program or to meet residency requirements he or she must pay the difference between the regular cost rate and the reduced cost rate before the master's written and/or oral examination is taken or before doctoral preliminary oral examinations are taken.") In effect this eliminates $\frac{1}{2}$ price tuition for coursework only, masters, and specialist students but retains it for doctoral students after nine quarters of residency are fulfilled.

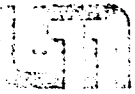
Rationale: In principle $\frac{1}{2}$ price tuition has merit but a year's experience has demonstrated that its complexity makes it virtually impossible to administer for all but doctoral students. The culprit is the tuition differential component. Present policy requires that coursework only, masters, or specialist students must pay the tuition differential between $\frac{1}{2}$ price tuition and regular tuition if they submit programs at a later date containing courses taken at an earlier reduced rate.

There is neither an equitable nor an efficient method to determine this differential. In short a policy that is not administrable must be set aside. Since about half of all masters students go on to doctoral programs the numbers of students potentially affected under the current arrangement are considerable. These cases will involve hand-performed calculations of tuition differentials based on scattered factual sources for situations as diverse as the number of students involved. Student transcripts, for example, do not contain the information necessary to pinpoint the quarters in which students should pay a tuition differential retroactively.

Additional variables include the merging of tuition differential charges from transfers of CEE and Adult Special courses to filed programs; the overlay of Wisconsin reciprocity; and the factoring in of state residency. Taken together this set of variables and the original $\frac{1}{2}$ price tuition arrangement have led to a system that is both impossible to explain to DGSs and students and is unsatisfactory in its reality.

Recommended transition: The elimination of $\frac{1}{2}$ price tuition for coursework only, masters, and specialist students would be effective for all students admitted for fall quarter, 1986 and thereafter. Students in these three categories (a) admitted fall quarter 1983 to II summer session 1984 who opted for the new plan and (b) admitted from fall quarter 1984 to II summer session 1986 would be permitted to use $\frac{1}{2}$ price tuition up to the beginning of fall quarter 1986. Normally such students would be covered by a grandfather clause to allow use of $\frac{1}{2}$ price tuition during the length of

their matriculation in the Graduate School. The complexity of tuition differential requires a cutoff date approach to clear the slate. Two sources of support will be available to ameliorate the condition of those students already affected by the departure of $\frac{1}{2}$ price tuition. The first is the funding already available from the Graduate School for departmental fellowship allocations (over \$1 million per year). The second is the program of tuition grants for graduate assistants registered in the Graduate School which is to be initiated fall quarter 1986.



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Ecology and Behavioral Biology
107 Zoology
318 Church Street S.E.
Minneapolis, Minnesota 55455
(612) 373-5177

22 October 1984

Dr. Kenneth C. Zimmerman
Associate Dean
The Graduate School
University of Minnesota
Minneapolis, MN 55455

Dear Ken:

Several weeks ago, I sent you and the graduate faculty in biology a letter in which I summarized the history of the degrees awarded by the Biology Program since its inception in the 1960s. Let me briefly reiterate here some of the points made in that letter. During the middle and late 1970s, the program functioned both as an option for students who wished to pursue degrees in Cell and Developmental Biology and as a device for the development of that program. With the formal establishment of the Cell and Developmental Biology Program, these functions are no longer a part of the Biology Program. Earlier, the Biology Program served in the same way during the development of the Graduate Program in Ecology. Thus, at this time the primary function of the Biology Program is to offer a degree alternative to those few students who wish to combine two or more areas of biology, or biology and some other field.

At this time there are eight students in the Biology Program, four pursuing Master's degrees and four pursuing Ph.D. degrees. Five of these eight students are currently active, although at least two of them might be better served in a more highly structured departmental program since their research interests fall within the purview of single departmental programs.

With this background and on behalf of the graduate faculty of the Biology Program I write to inform you of our decision to discontinue the program. The vote to disassemble the program was taken by mail ballot, with the following results: 26 votes in favor of disassembly, 2 votes against, and 6 abstentions or non-returned ballots. It is our desire that you convey these results to the Plant and Animal Sciences Policy and Review Committee for further consideration by that body.

Sincerely yours,

Kendall W. Corbin, Ph.D.
Director of Graduate Studies
Graduate Program in Ecology

KWC:lc
cc: Program Files



UNIVERSITY OF MINNESOTA
TWIN CITIES

Office of the Dean

Graduate School
Johnston Hall
101 Pleasant Street S.E.
Minneapolis, Minnesota 55455-0421

February 27, 1985

TO: Dean Robert T. Holt
FROM: Edward I. Sucoff *EIS*
SUBJECT: Discontinuance of the Graduate Degree Program in Biology

At its meeting on February 14 the Plant and Animal Sciences Policy and Review Council voted unanimously to recommend approval of the request to discontinue the graduate degree program in Biology. In making this recommendation, however, the Council recognized that the Graduate School may wish to table further action on the proposal until the present review of the biological/life sciences at the University is completed.

I would be happy to answer any questions you might have concerning the Council's discussion of this matter.

EIS:dks

cc: Dean Kenneth Zimmerman



UNIVERSITY OF MINNESOTA
TWIN CITIES

Design, Housing, and Apparel
240 McNeal Hall
1985 Buford Avenue
St. Paul, Minnesota 55108
(612) 373-1032

GRADUATE SCHOOL

FEB 23 1985

OFFICE OF THE DEAN

February 20, 1985

To: Dean Holt, Graduate School, 322 Johnston Hall

From: Marilyn DeLong, Director of Graduate Study - Home Economics *Marilyn DeLong*

The Graduate Faculty in Home Economics met on January 30 and voted to change the name from Home Economics to a new title, Design, Housing, and Apparel. The vote was 26 yes, 2 no, and 2 abstain.

This change is in keeping with the activity in this program since Family Social Science received approval for their program. This action is also in concurrence with the request of a CSRS review team which visited with Design, Housing, and Apparel faculty this fall.

Will you please submit this name change to the appropriate Policy and Review Councils and to the Executive Committee (Plant and Animal Science, Language Literature and the Arts).

c: Dean Zimmerman
Dean McFarland

MDL/gt