

**UNIVERSITY OF MINNESOTA  
GRADUATE SCHOOL**

Minutes, Graduate School Executive Committee  
Meeting of Tuesday, November 23, 1993  
1:15 p.m., Room 626 Campus Club

**Present:** Faculty representatives--Professors Kent Bales, Edward Cushing, Laël Gatewood, Kevin Janni, Nancy Johnston, Van Mueller (for Michael Graves); Administrative representatives--Deans Mark Brenner, Stephen Hedman, Ted Labuza, Anne C. Petersen (chair), Kenneth Zimmerman; Duluth representative--James C. Klueg; Student representatives--Yvonne Boldt, Pamela Regan, Anne Sales, Azra Sayeed; Civil Service representative--Karen Starry; staff--Myrna Smith; guests--David Shupe, Dr. William VanEssendelft; secretary--Vicki Field

Vice President Petersen called the meeting to order at 2:17 p.m. Those present introduced themselves in turn for the benefit of members new to the Committee this year.

**I. FOR ACTION**

**A. Approval of the Minutes of the May 25 and June 3, 1993, Meetings**

Professor Gatewood inquired whether Committee members had been sent all of the items alluded to at the June 3 meeting and not discussed due to time constraints. Ms. Field replied that they had. A motion to approve the minutes of both meetings was then made, seconded, and unanimously approved.

**B. Proposal to Discontinue the Designated Master of Science Degree in Anesthesiology (M.S.Anes.)**

Professor Gatewood moved approval of the proposal, which had been recommended by the Health Sciences Policy and Review Council. The motion was seconded. Professor Gatewood explained that the Department of Anesthesiology will continue to offer 8-level courses for students who are seeking degrees in other fields. Recalling that many clinical medical graduate programs had been disestablished in recent years, Professor Gatewood stated that her Council would discuss the general issue of clinical medical training at a future meeting.

Executive Committee members voted unanimously to approve the proposal to discontinue the master's degree program in Anesthesiology. (There was no discussion.) (Request attached to minutes)

**C. Proposal to Discontinue the Master of Science (M.S.) Degree in Public Health and to Instead Offer a Free-Standing Graduate Minor**

It was reported that the Health Sciences Council had recommended the proposal with the understanding that the program faculty would consider expanding the list of courses that might be offered toward a minor in this area. Professor Gatewood stated that in its discussion of this

item, her Council had considered need to clarify the relationship of the School of Public Health to the same-named graduate program. She moved approval of the proposal, and the motion was seconded.

Executive Committee members voted unanimously to approve the proposal to discontinue the master's degree program in Public Health and to offer instead a free-standing minor for the master's and Ph.D. degrees. (There was no discussion.) (PROPOSAL ATTACHED TO MINUTES)

D. Proposal to Discontinue the Master of Arts (M.A.) Degree in Religious Studies and to Instead Offer a Free-Standing Graduate Minor

It was reported that the Social Sciences Policy and Review Council had recommended the proposal without dissent. Professor Johnston moved approval of the proposal, and the motion was seconded.

Executive Committee members voted unanimously to approve the disestablishment of the M.A. degree in Religious Studies and the offering instead of a free-standing minor for the master's and Ph.D. degrees. (There was no discussion.) (PROPOSAL ATTACHED TO MINUTES)

E. Proposal to Add the Plan B Option to the Master of Science (M.S.) Degree in Obstetrics and Gynecology and to Change the Name of the Program to Women's Health Sciences

Consideration of this item was deferred, as the proposal required revision following review by the Health Sciences Council.

F. Proposal for a Master of Liberal Studies (M.L.S.) Degree Program Offered Through Continuing Education and Extension, Twin Cities Campus

Vice President Petersen reported that all six Policy and Review Councils had reviewed the M.L.S. proposal and all had recommended it. Approval of the proposal was moved and seconded. A brief discussion ensued in which Dr. VanEssendelft and Mr. Shupe spoke to use of "M.L.S." to denote similarly named degrees elsewhere. To a question from a committee member, Professor Bales gave assurance that all 8-level seminars would be taught by members of the graduate faculty.

On a unanimous vote, Executive Committee members approved the establishment of an M.L.S. degree program on the University's Twin Cities campus. (PROPOSAL ATTACHED TO MINUTES)

G. Proposal to Offer the Doctor of Education (Ed.D.) Degree in Educational Administration Jointly with St. Cloud State University (SCSU)

Vice President Petersen reported that the Education and Psychology Policy and Review Council had recommended the proposal on a unanimous vote. Professor Mueller moved approval of the proposal; the motion was

seconded. Professor Mueller then commented on elements of the proposal, as set forth in his and Professor Tim Mazzone's letter of October 21, 1993, to Associate Dean Zimmerman. He emphasized that the proposal did not represent a new degree, program, or major field; rather, the program would be unique in its collaborative model and delivery system. Requirements for the degree--the University of Minnesota's Ed.D. degree--would remain the same, and University of Minnesota faculty would have principal responsibility for advising. Core courses for the degree would be taught by University of Minnesota faculty in an intensive summer program. No new resources are required to implement the partnership program.

Discussion ensued that focused on the details of joint delivery of the Ed.D. degree, including advising and the nature of student interaction with University of Minnesota faculty, authority for deciding program admissions, transfer of course credits from SCSU to a Graduate School transcript, and method of course delivery. Also considered were increasing demand on the University to provide outreach opportunities (in this regard, Winona and Mankato State Universities were mentioned as possibly providing similar opportunities for joint delivery of the Ed.D. degree in southern Minnesota), and need to assess the quality and effectiveness of these initiatives. Vice President Petersen expressed her opinion that the Graduate School should respond to demand in areas where it has strength; however, quality must be assured. Professor Gatewood asked that the proposing faculty consider "student identity" issues in terms of both sites, and that they initiate discussions with other University groups concerning the support system structure (e.g., libraries and computer facilities) necessary for such joint programs.

Executive Committee members voted unanimously in favor of the motion to approve the proposed partnership program with SCSU leading to the University of Minnesota's Ed.D. degree in Educational Administration. Following the vote, Committee members engaged in a brief discussion of other graduate-degree providers in the state and the extent to which these institutions' students use University of Minnesota facilities and resources without prior consultation and agreement. Vice President Petersen was encouraged to raise this issue with the Minnesota Higher Education Coordinating Board. Vice President Petersen concurred and said a letter to her stating the problem would be helpful.

## II. FOR DISCUSSION AND/OR ACTION

(PROPOSAL ATTACHED TO MINUTES)

- A. Process to Implement the Graduate School Review
- B. Membership of the Committee to Review Graduate Programs' Management Evaluation Forms

Associate Dean Labuza led the Executive Committee in a discussion of the Graduate School/graduate program "accountabilities" document, the Graduate Program Management Evaluation Form, and the draft form for appointment to the graduate faculty and LTS. Discussion at the November Policy and Review Council meetings had led to suggestions for revisions

in each document; Associate Dean Labuza highlighted these changes.

Committee members first engaged in a discussion of the draft graduate faculty and LTS appointment form. To a query concerning procedures for removal from the graduate faculty for other than routine reasons, Vice President Petersen stated that current procedures would continue, at least for the time being; procedures for routine removals (e.g., due to retirement or relocation) would also remain as at present. Need was emphasized under the new procedures for programs to collect and maintain information on graduate faculty and LTS appointments for a retrospective review of a program's decisions. The mechanism whereby information on teaching would be collected and reported (if teaching is to be a criterion for continued graduate faculty membership) was briefly considered. Also discussed was need for review of program decisions on a shorter (e.g., annual or two- or three-year) timeframe given the longer interval between the comprehensive, Graduate School program reviews that assess overall program quality. Professor Gatewood expressed the continuing concern of the Health Sciences Council that full member appointments, especially, should not be the exclusive purview of individual graduate programs but should be subject to some Graduate School oversight.

Following the discussion, Executive Committee members voted unanimously to approve the revised form for making appointments to the graduate faculty and to LTS. (It had been reported that four Policy and Review Councils had recommended an earlier version of this form; two Councils--Education and Psychology, and Health Sciences--had not taken a vote.)

Attention then turned to the revised Graduate School/graduate program "accountabilities" document and the Graduate Program Management Evaluation Form. Associate Dean Labuza pointed to an omission in section A.1. of the former document, namely that the Graduate School Dean is responsible for issuing to the applicant the formal letter of admission or rejection. Accountability will be facilitated by each program's filling out the management evaluation form, he observed. Associate Dean Labuza described the data the Graduate School would furnish programs to help them complete this form; responses with respect to targets and goals would require a meeting of a program's graduate faculty, however. Also described was the composition of the committee proposed to review the program management evaluation forms: As proposed, each Policy and Review Council would name three faculty and one graduate student representative to review the forms submitted by a Council's member programs; this four-person committee would then recommend the forms to a Graduate School-wide committee comprised of the six Council subcommittees and three Graduate School administrative representatives. When all forms had been approved, authority for admissions could be delegated to programs (to commence with admissions for 1995-96). Associate Dean Labuza reported that three Councils had voted to approve the management evaluation form and committee membership (recognizing that Policy and Review Council members generally and not only DGS's would be eligible to serve), two had not taken a vote (Education and Psychology, and Health Sciences), and one (Physical

Sciences) had voted to approve the form, with the submission date contingent upon a decision about membership of the review body.

Executive Committee members engaged in a lively discussion of the management evaluation form, the form review process, and the Graduate School-wide committee membership. Issues with respect to the form included the following suggestions for items to be included: diversity information; the ratio of male to female students in a program; data on student financial support; GMAT scores and other admissions prerequisites (e.g., background in a particular discipline); with respect to degree progress, specification of master's and Ph.D. requirements; the nature of student participation in decision-making processes within the program; the nature of program efforts to enhance student quality of life; the nature of efforts to attract students of color; and placement of graduates. In regard to international student enrollment, Ms. Sayeed pointed to the absence of mechanisms by which such students might enrich their programs; programs with significant numbers of international students are disadvantaged by the lack of such mechanisms, she suggested. The principal issues identified in regard to the process of implementing program decision-making included: appropriateness of Policy and Review Council assessment of program quality and program outcomes every two or three years, once the management evaluation forms had been approved by the Graduate School-wide committee (it was recognized that these more frequent reviews would not replace the regular program reviews undertaken by the Graduate School); need for some uniform standards across all programs; consequences for programs whose management evaluation forms did not "pass muster" (such programs would not control their admissions process until their protocols did pass); timing of form review, which is expected to be complete for all programs by the end of spring quarter 1994; and the criteria by which program standards would be judged. The main issue with respect to the committee to review program management evaluation forms was whether a separate committee was needed in view of the Executive Committee, which is already representative of all disciplinary groupings and includes faculty, graduate student and administrative members. Also noted in regard to committee review of the forms was the role of the Duluth Graduate Faculty Council, which would review forms from Duluth programs prior to their submission to a Policy and Review Council subcommittee.

On a unanimous vote, Executive Committee members approved the use of a revised management evaluation form and the proposed Graduate School-wide committee structure for review and approval of the forms. Associate Dean Labuza stated that changes would be made quickly in the documents, so that they could be mailed within the next two weeks.

**III. FOR DISCUSSION** (PROGRAM MANAGEMENT EVALUATION FORM, "ACCOUNTABILITIES" DOCUMENT, AND REVISED GS74FORM ATTACHED TO MINUTES)

#### University 2000/Strategic Planning

Vice President Petersen led Executive Committee members in a discussion of University 2000 (U2000) and strategic planning. It was noted that

the University Senate would vote on a revised U2000 plan on December 2 and that the Board of Regents would vote in January. In response to Vice President Petersen's invitation to identify concerns with respect to U2000, the following suggestions were made: If the structure of the proposed University College will follow the Graduate School model, then the Graduate School should provide input as to the effectiveness of the model (are there systemic problems that require attention, e.g., interaction between the budgetary colleges and the Graduate School?). Rather than make University College only for undergraduates, perhaps it would be better conceived as a part-time college of the urban university, administered by CEE and intended for both undergraduate and graduate students. The restructuring effort provides an opportunity to combine CEE and day school registration, thereby resolving long-standing problems associated with CEE versus day school registration at the graduate level. Also cited by some Executive Committee members was a lack of information provided to faculty on the University 2000 initiative.

With respect to University planning and work of the research strategic planning committee, which she chairs, Vice President Petersen stated that she would provide each Policy and Review Council membership with her committee's recommendations and an executive summary of its report. She invited requests for the full report and input by the Policy and Review Councils.

#### IV. FOR INFORMATION

##### A. Dean's Report

Vice President Petersen drew attention to the information distributed with the agenda (included were fall quarter 1993 Graduate School enrollment statistics and information on Graduate School funding for student fellowships, faculty research, and Hill Visiting Professors). A brief discussion followed that focused on the slight decrease in graduate enrollments this fall over last and possible causes. Associate Dean Zimmerman speculated that this change might be due in part to a cut of about 75 teaching assistantships across the institution this fall. Associate Vice President Brenner suggested that a possible shift to hire postdoctoral associates rather than graduate assistants on research grants (because of the change in the fringe benefit rate) might also have contributed to the decrease. Data are needed to analyze these numbers, Vice President Petersen stated.

##### B. Graduate School Fellowship Committee Report

As Ms. Smith had left the meeting to keep another appointment and Professor Louis had been unable to attend, Associate Dean Zimmerman commented on the Fellowship Committee's decision this year to pool a program's first year and doctoral fellowship allotments and permit the program to award the funds for either award as it deems appropriate. Also noted was a list of recipients of doctoral dissertation fellowships

for 1993-94.

C. Report from the General Research Advisory Committee

No report was presented.

D. Council of Graduate Students' Report

Ms. Sales stated that the University 2000 proposal has been an item of concern to COGS; the graduate student organization is formulating a position paper on this topic. The status of the Linguistics graduate program is also of concern to COGS, which will reaffirm its position that graduate admissions to the program should be re-opened.

Executive Committee members engaged in a spirited discussion of the history of this issue and of efforts to re-define the Linguistics program as a prerequisite to re-opening admissions. The Graduate School's role versus that of the College of Liberal Arts in decisions affecting the Linguistics department and graduate program were debated, and need was identified for budgetary colleges to consult with the Graduate School prior to making budgetary decisions that impact graduate degree programs. Professor Bales reported that should the Graduate School fail in its attempt to mediate an acceptable resolution to the Linguistics situation, his Council (on which Linguistics is represented) had this fall authorized a fact-finding committee to examine the issues and present a report to the Council concerning Linguistics. Ms. Sales asked that a graduate student representative be included on this committee.

E. Report of Board of Regents Actions Regarding Degree Program Additions, Deletions, and Name Changes

No report was presented due to time constraints.

F. Date of Next Meeting

The meeting tentatively scheduled for Friday, December 10, was cancelled, as the Committee had concluded its business.

The meeting was adjourned at 3:45 p.m.

Respectfully submitted,

Vicki Field, Assistant to the Dean

*Twin Cities Campus*

*Department of Anesthesiology  
Medical School*

*Box 294  
B515 Mayo Memorial Building  
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Minneapolis, MN 55455-0392  
612-624-9990  
Fax: 612-626-2363*

November 1, 1993

Dr. Anne C Petersen  
Vice President for Research &  
Graduate School Dean  
321 Johnston Hall

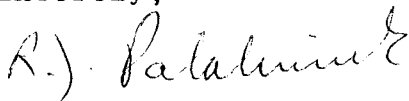
Dear Dr. Petersen:

Due to the decrease in activity and the lack of enrollment in the M.S. Degree Program for Anesthesiology, we would like to request that the Graduate School discontinue this program. This request is supported by the faculty in the department.

We will however continue to offer the following graduate level courses to Medical Fellow Specialists in Anesthesiology (8-265, 8-266, 8-267, 8-268 and 8-269) so that if any of the above students wish to pursue a Ph.D. degree they will have completed the credits for their minor in Anesthesiology.

If you have any questions please contact me.

Sincerely,



R.J. Palahniuk, M.D.  
Professor and Head



001: 8 1993

# UNIVERSITY OF MINNESOTA

*Twin Cities Campus*

*Division of Epidemiology  
School of Public Health*

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612-624-1818  
Fax: 612-624-0315*

October 15, 1993

Kenneth C. Zimmerman  
Associate Dean  
Graduate School  
321 Johnston Hall

Dear Dean Zimmerman:

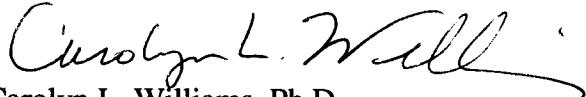
As you are aware, the graduate faculty of the Program in Public Health, after a careful review of recent applicants to the program and its curriculum, decided in its May 17, 1993 faculty meeting to request the de-establishment of the M.S. degree in Public Health and the downgrading of the program to a freestanding minor. This request had the unanimous support of the faculty members present at the spring meeting and has been reviewed by all program faculty. We believe that we would be more appropriately serving student needs with a freestanding minor, rather than offering the M.S. degree in Public Health. We've had relatively few qualified applicants for the M.S. degree in recent years, with many students opting for specialization within one of the programs in the School of Public Health or the M.P.H. degree instead. We would appreciate your presenting this letter, along with the accompanying documentation for the freestanding minor, to the appropriate Graduate School councils and central administration. If these changes are approved, and after they become effective, we also would appreciate your changing the records so that our graduate faculty are listed as examining members of this program. Of course, any students currently enrolled in the M.S. degree program will be permitted to complete their studies under the prior curriculum of the program.

The freestanding minor in Public Health will allow students seeking master's or doctoral degrees to develop a program of study suited to their particular needs and interests, while also ensuring exposure to the core concepts of public health. We are limiting the minor program to students enrolled in graduate programs outside of the School of Public Health because students in graduate programs within the School (i.e., Biostatistics, Epidemiology, Environmental Health, Health Services Research, Policy, and Administration, Health Services Research & Policy) are exposed to the minor program courses as part of their major program of study. We already have several students pursuing this minor degree at the current time. They will be allowed to complete the old requirements for the minor. The new requirements for students pursuing a master's degree are completion of at least 12 graduate credits from courses offered in the School of Public Health; doctoral students are required to complete at least 21 graduate credits from the School. Seven of these credits must include courses in Epidemiology, Environmental Health, or Public Health Administration.

As I understand from Associate Dean Jim Boen, the School would like to continue listing its courses (i.e., Biostatistics, Epidemiology, Environmental Health, Health Services Research, Policy, and Administration, Health Services Research & Policy) under the Public Health program in the Graduate Bulletin.

I appreciate your efforts in this matter. Please do not hesitate to contact me if there are any additional questions or details needing attention.

Sincerely,



Carolyn L. Williams, Ph.D.  
Associate Professor

cc: Graduate Faculty of the Program in Public Health  
Dean Stephen Joseph  
Associate Dean James Boen

## **Freestanding Minor Program in Public Health**

**Course of Study**—Minor in Public Health, applicable to master's (MA and MS) and doctoral programs for students enrolled in graduate programs outside of the School of Public Health (i.e., students enrolled in Biostatistics, Epidemiology, Environmental Health, Health Services Research, Policy, & Administration, and Health Services Research & Policy are not eligible for this minor because these minor requirements are part of their major field of study).

**Curriculum**—A minor for either the master's or doctoral degree may be earned in Public Health when it logically relates to the major field. The minor program is shaped to suit the particular needs and interests of the student, with the exception of seven credits which must be selected from a list of approved courses (see below). Other courses must be selected from among those offered in the School of Public Health (see below and School of Public Health Bulletin) and are chosen in consultation with an appropriate faculty advisor from the minor program, who will be assigned by the Director of Graduate Studies in Public Health. Public Health courses frequently have prerequisites or enrollment limitations, so early planning of a minor in Public Health is important.

**Prerequisites for Admission**—Admission to the Public Health graduate minor is contingent upon prior admission to a master's or doctoral degree granting program within the Graduate School. Students enrolled in graduate programs within the School of Public Health are not eligible for this minor. Admission to the minor program is limited and only by permission of the Director of Graduate Studies in Public Health.

**Special Application Requirements**—Contact the Director of Graduate Studies in Public Health for an Intent to Enroll Form, which students are encouraged to submit as early as possible before filing the student degree program for their major field of study. Enrollment is contingent upon approval by the Director of Graduate Studies in Public Health and assignment of a minor program advisor.

**Minor Requirements**—Master's students are required to complete at least 12 graduate credits from courses offered in the School of Public Health. Doctoral students are required to complete at least 21 graduate credits from the School of Public Health. Both master's and doctoral students are required to complete seven credits from the following list of courses:

5151 Environmental health (3 cr) **OR** 5152 Environmental health (2 cr)  
5330 Epidemiology I (4 cr)  
5700 Public health administration I (3 cr)

Other public health coursework for this minor is to be selected in consultation with a minor program advisor.

**Language Requirement**—None specific to the minor program.

**For Further Information and Applications**—Contact the School of Public Health, Box 197 Mayo, University of Minnesota, 420 Delaware Street SE, Minneapolis, MN 55455 (612-624-6669).

# UNIVERSITY OF MINNESOTA

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*Twin Cities Campus*

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April 4, 1994

Anne C. Petersen, Ph.D.  
Vice President and Dean  
Office of the Vice President  
for Research and  
Dean of the Graduate School  
University of Minnesota  
322 Johnston Hall  
101 Pleasant Street SE  
Minneapolis, MN 55455-0421

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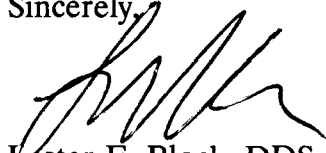
Dear Dean Petersen:

On December 28, 1992, I received a letter from you indicating that the Health Sciences Council suggested that the Graduate Studies Program in Public Health consider expanding its list of core courses from which students might select to form a minor. On January 12th, I responded to your letter indicating that I would place this issue on the agenda of our Winter Quarter Faculty meeting.

This was done and we have, as a result of that meeting, revised our minor requirements to reflect the fact that we agreed with the Council

Enclosed is our newly approved minor requirement policy which received 14 votes in favor of it and one vote in opposition.

Sincerely,



Lester E. Block, DDS, MPH  
Director of Graduate Studies

LEB/slf

**FREE STANDING MINOR  
PROGRAM IN PUBLIC HEALTH  
APRIL 1994**

**Course of Study--** The minor in Public Health is available to students enrolled in master's and doctoral programs outside the School of Public Health. Students enrolled in masters and doctoral programs in the School of Public Health are not eligible for this minor because the minor requirements in the Public Health Minor are part of their major field of study.

**Minor Requirements and Curriculum--**A minor for either the master's or doctoral degree may be earned in Public Health when it logically relates to the major field. Master's student are required to complete at least 12 graduate credits from courses offered in the School of Public Health. Doctoral students are required to complete at least 21 graduate credits offered in the School of Public Health. The minor program is designed to suit the particular needs and interests of the students with the proviso that a graduate level course in Environmental Health and a graduate level course in Epidemiology be included in that requirement. Suggested courses in these two areas are: PubH 5151 Environmental Health (3 cr) or PubH 5152 Environmental Health (2 cr), and PubH 5330 Epidemiology (4 cr). When alternative courses in Epidemiology or Environmental Health are determined by the student and the advisor to be preferable to the above listed courses, alternative courses may be substituted with the approval of both the advisor and the Director of Graduate Studies.

The courses to form the minor requirement should be selected in consultation with an appropriate faculty advisor from the minor program who will be assigned by the Director of Graduate Studies in Public Health.

Public Health Courses frequently have prerequisites or enrollment limitations, so early planning of a minor in Public Health is important. In the event that it is determined by the student and the student's advisor that it would be advisable to include a public health course offered outside the School of Public Health as part of the minor requirement, that is permissible with the approval of both the advisor and the Director of Graduate Studies.

**Prerequisites for Admission--**Admission to the Public Health graduate minor is contingent upon prior admission to a master's or doctoral degree granting program within the Graduate School. Students enrolled in graduate programs within the School of Public Health are not eligible for this minor.

**Special Application Requirements--**Contact the Director of Graduate Studies in Public Health for an Intent to Enroll Form, which students are encouraged to submit as early as possible before filing the student degree program for their major filed of study. Enrollment is contingent upon approval by the Director of Graduate Studies in Public Health and assignment of a minor program advisor.

**Language Requirement--**None specific to the minor program.

**For Further Information and Applications--**Contact the School of Public Health, University of Minnesota, Box 197 UMHC, 420 Delaware Street SE, Minneapolis, MN 55455 (612/624-6669).

# UNIVERSITY OF MINNESOTA

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*Office of the Vice President for Research and  
Dean of the Graduate School*

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May 24, 1994

Professor Lester E. Block  
Director of Graduate Studies,  
Public Health Minor  
Division of Health Management and Policy  
Box 97 Mayo Memorial Building  
East Bank Campus

Dear Professor Block:

Thank you for your letter of April 4 in which you transmitted revised requirements for the recently approved free-standing graduate minor in Public Health. As the changes in the list of core courses for the minor resulted from suggestions made in fall 1993 by the Health Sciences Policy and Review Council, the revised statement of requirements was presented as a point of information to the Council at its meeting on May 18. I am pleased to report that the Council welcomed the revisions.

Sincerely,



Anne C. Petersen, Ph.D.  
Vice President and Dean

ACP/vf

cc: Professor Laël C. Gatewood  
Associate Dean Ted Labuza  
Associate Dean Kenneth Zimmerman

# UNIVERSITY OF MINNESOTA

*Twin Cities Campus*

*Department of Classical and Near Eastern Studies  
College of Liberal Arts*

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9 Pleasant Street S.E.  
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Fax: 612-624-4894  
E-mail: [cnes@maroon.tc.umn.edu](mailto:cnes@maroon.tc.umn.edu)*

26 October 1993

Dr. Kenneth Zimmerman  
Associate Dean  
Graduate School  
325 Johnston Hall

Dear Dean Zimmerman:

On 6 October 1993 the graduate faculty in Religious Studies met to consider the future of our programs in the light of current resources and priorities. It was our unanimous recommendation that the M.A. major in Religious Studies be closed and that the existing M.A. and Ph.D. minors be continued. There is some value in keeping this option available to students majoring in other fields like History, American Studies, or Classics.

We would like to have this recommendation considered by the Social Sciences Policy & Review Council at its next meeting. We believe that the cost of maintaining graduate minors in Religious Studies will be very low or even nonexistent. Members of the graduate faculties in several adjacent fields will continue to offer instruction in areas relevant to the study of religion; any one of these can manage the light paperwork associated with registering minors without difficulty. The existing graduate faculty will continue to exist as Associate Members in Religious Studies and will thus be available to act on such occasional matters as faculty appointments to limited teaching status in CEE, or representation on graduate committees for students with a declared RelS minor.

In the meantime I continue to act as Director of Graduate Studies for continuing students. Professor William Malandra, the Chair of my department, has agreed that Classical and Near Eastern Studies will support the administrative functions connected with that DGS work, along with our ongoing sponsorship of the undergraduate major in RelS in CLA.

Sincerely,



Philip Sellev  
Associate Professor of Classical and Near Eastern Studies  
Director of Graduate Studies in Religious Studies

## **Freestanding Graduate Minor in Religious Studies University of Minnesota**

### **Course of Study**

Minor in Religious Studies for M.A. and Ph.D. students in relevant fields, such as History, Classics, English, Anthropology, Philosophy, or American Studies. The graduate minor in Religious Studies is under the general direction of members of the Graduate Faculty, all of whom hold membership in other fields of study within the University of Minnesota Graduate School.

### **Curriculum**

A minor for either the master's or doctoral degree may be earned in Religious Studies. The minor program is shaped to suit the particular needs and interests of the student. Courses are selected in consultation with the Director of Graduate Studies from a list of existing courses in RelS at the 5-XXX level as well as appropriate 8-XXX courses in adjacent fields (see attachment).

### **Prerequisites for Admission**

Admission to the Religious Studies graduate minor is contingent on prior admission to a master's or doctoral degree granting program within the Graduate School. Interested students should consult with the Director of Graduate Studies.

### **Application Requirements**

Students who wish to plan or declare a graduate minor in Religious Studies should contact the Director of Graduate Studies in the Department of Classical and Near Eastern Studies, which provides the administrative home for the graduate minor. The DGS must approve the applicant's proposed course of study and indicate that approval by signing the student's Degree Program form.

### **Minor Program Requirements**

M.A. students must complete at least 12 graduate credits in approved courses in at least two areas of study. Ph.D. students must complete at least 20 graduate credits in approved courses in at least three areas of study and have a faculty member in Religious Studies on their preliminary examination committees. See attachment for a list of approved courses and distribution requirements.

### **Language Requirement**

No language requirement specific to the minor.

### **For Further Information and Applications**

Contact the Director of Graduate Studies, Department of Classical and Near Eastern Studies, 330 Folwell Hall, 9 Pleasant St. SE, Minneapolis MN 55455. Telephone 612-625-5353.



## List of Courses Approved for the Graduate Minor in Religious Studies

### Distribution Requirements

For the M.A. minor, courses from at least two of Areas I–V.

For the Ph.D. minor, courses from at least three of Areas I–V.

### Area I. Theory and Method

- 5001 Approaches to the Study of Religion. 4 cr.
- 5111 Interpretation of Myth. 4 cr.
- 5112 Interpretation of Ritual. 4 cr.
- 5890 Seminar in Religious Studies. 3 cr.

### Area II. Religions of Asia

- 5031 Traditional Religions of India. 4 cr.
- 5032 Buddhism in East Asia. 4 cr.
- 5232 Early Buddhism. 4 cr.
- 5412 Hinduism. 4 cr.
- 5413 Buddhism. 4 cr.
- 5833 India's Gods and Goddesses. 4 cr.

### Area III. Religion in Europe and America

- 5101, 5102 Religion and American Culture. 4 cr. per qtr.
- 5151 Religious Ethics in America. 4 cr.
- AmSt 8289, 8290. Religion and Spirituality in America. 4 cr. per qtr.
- Hist 5625 The German Reformation. 4 cr.

### Area IV. Classical and Biblical Religions

- 5035 Christian Religious Traditions. 4 cr.
- 5036 The Religion of Islam. 4 cr.
- 5071 Greek and Hellenistic Religions. 4 cr.
- 5072 The New Testament. 4 cr.
- 5073 Roman Religion and Early Christianity. 4 cr.
- 5089 Introduction to Biblical Archaeology. 4 cr.
- 5508 Islam: Iran to India. 4 cr.
- 5546 Theological and Mystical Doctrines of Islam. 4 cr.
- ANE 5501, 5502, 5505 Ancient Israel. 4 cr. per qtr.
- Clas 5080 New Testament Proseminar. 4 cr.
- Clas 5145 Greek and Roman Mythology II. 4 cr.

### Area V. Philosophical and Social-Scientific Study of Religion

- 5113 Experiences, Mystical and Other. 4 cr.
- 5131 Anthropology of Religion. 4 cr.
- 5318 Darwinism and the Theologians. 4 cr.
- 5521 Philosophy of Religion. 4 cr.

### Area VI. Textual Studies

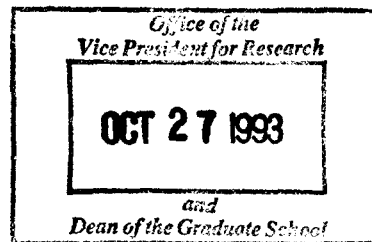
- Copt 5300 Readings in Coptic Texts. 4 cr.
- Grk 5121 Biblical and Patristic Greek. 4 cr.
- Grk 5360 Religious Texts. 4 cr.
- Hebr 5200 Problems in Biblical Studies. 4 cr.
- Lat 5390 Religious Texts. 4 cr.
- Lat 5410 Latin Literature of Late Antiquity. 4 cr.

# UNIVERSITY OF MINNESOTA

*Twin Cities Campus*

*Department of English  
College of Liberal Arts*

*207 Lind Hall  
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October 27, 1993

Anne Petersen, MS, PhD  
Vice President  
University of Minnesota Graduate School

Harold Miller  
Dean  
Continuing Education and Extension

With the forwarding of the attached proposal, the faculty committee appointed to develop a Master of Liberal Studies degree program completes its charge. Since last spring we have met regularly and often, discussing the wide range of issues which need to be covered for developing a sound proposal. We recommend this proposal with unanimity and enthusiasm.

This is an area in which the prospects both for the University and for its students are bright. Discussion of this degree has a long history at the University, and it is important, in a time of many changes, that this proposal be approved by the Graduate School quickly, so that implementation by CEE can accomplish a strong beginning of this program in the fall of 1994.

We look forward to your assistance in making this proposal a reality. If either of you has questions, I would be happy to meet with you to discuss them.

On behalf of the committee,

Kent Bales  
Director of Graduate Studies  
English Department

The committee:

Kent Bales, English *Chair*  
Arthur Caplan, Medical Ethics  
Darrell Lewis, Education  
Thomas Soulen, Plant Biology  
Bill VanEssendelft, CEE *ex-officio*  
Ken Zimmerman, Graduate School *ex-officio*

Ron Aminzade, Sociology  
Jean Kinsey, Agricultural Economics  
Rama Murthy, Earth Sciences  
David Shupe, CEE *staff*  
Peter Reed, CLA *ex-officio*

# REPORT OF THE FACULTY COMMITTEE ON THE MASTER OF LIBERAL STUDIES DEGREE PROGRAM

## ABSTRACT

The faculty committee appointed to develop a Master of Liberal Studies (MLS) degree program for the University of Minnesota's Twin Cities campus unanimously recommends establishing such a program. The committee reviewed the purposes and program structures of other MLS programs and recommends the following statement to guide the development of a degree program which best draws on the strengths of the University:

**The Master of Liberal Studies degree program at the University of Minnesota is for educated adults: persons who have a bachelor's or higher degree, a lively intellectual curiosity, and a desire to begin, continue or resume, on a part-time basis, the "unfinished business" of a liberal education. The MLS program offers these students a rich context for intellectual inquiry and is intended primarily to be education for personal and cultural enrichment. Broadly interdisciplinary and emphasizing ideas based on current research and theory, the program helps students to gain an appreciation of disciplinary perspectives and methodologies and to conduct interdisciplinary inquiry that illuminates and critically examines significant topics.**

This degree program has three major emphases:

- 1) a critical appreciation of disciplinary approaches and methodologies,
- 2) an understanding of the importance and difficulty of inquiry which draws on multiple disciplines, and
- 3) attentiveness to topics which are based on current research and theory.

The Twin Cities benefit through this unique access to University faculty resources. University faculty, in turn, benefit from the program's structured opportunities for interacting with colleagues from other disciplines, an experience that may possibly lead to new lines of research and collaboration.

This is a degree program of the Graduate School, governed by a faculty committee and administered through the department of Extension Classes within Continuing Education and Extension. A part-time Faculty Director, serving as the chair of the faculty committee, is responsible for the progress of the program. It is funded primarily by tuition and commences in the fall of 1994.

## **MLS PROGRAMS IN THE UNITED STATES**

According to the Association for Graduate Liberal Studies Programs (AGLSP), there are nearly 100 active graduate liberal studies programs in the United States. The majority of these offer either a Master of Liberal Studies (MLS) or a Master of Arts in Liberal Studies (MALS). These programs are distributed throughout the country, mainly in medium and large population centers, in institutions ranging from small private colleges to large state universities. Enrollments range from a low of 10 to a high of 1600, with an average of about 100 active students.

A common curricular feature of these programs is the requirement of one or more core courses or seminars. These seminars often deal with a topic such as techniques of investigations employed in interdisciplinary research. A second common feature is the requirement that students select courses which are distributed among several different disciplines. Finally, a culminating project or experience is generally required. The credit requirement for an MLS degree is typically the equivalent of 45 quarter credits.

Graduate liberal studies programs are generally housed in an institution's Graduate School, its School of Continuing Education, or autonomously directly under the chief academic officer for the institution. Most programs have a part-time Faculty Director and an active faculty advisory council.

## **VALUE OF AN MLS PROGRAM AT THE UNIVERSITY OF MINNESOTA**

There is value in an MLS degree program, both for the individual students in the program and for the institution sponsoring the program. The individuals who will benefit from such a degree are those who, for a variety of professional and personal reasons, desire a post-baccalaureate degree, yet wish less to specialize within their chosen profession or to change professions than to broaden and deepen their understanding of their society and world. Perhaps they specialized early and now sense the value of a liberal arts education. Perhaps they have discovered larger implications to their life experiences which

they feel a need to examine. Perhaps they feel a creative desire to bring together perspectives traditionally divided from each other by disciplinary boundaries. Perhaps they have developed an interest in a specific topic which calls for multiple points of view to fully understand it. For these individuals, there is a need for a broadly-based postgraduate degree program different from the Graduate School's other M.A. and M.S. degree programs with their highly structured majors and minors. [For results of a market interest survey conducted by CEE which shows a high level of interest in this degree program, see Appendix A.] There has been much recent emphasis on practitioner-oriented degree programs at the University, and the MLS is uniquely such a degree -- not because it prepares people to practice a particular profession but because it empowers them to understand more fully the business and professional lives they already are leading. It also provides a full-scale graduate program designed for part-time study, through which students can add to what they know while still practicing what they already know.

There is also a value to the institution which offers an interdisciplinary liberal studies program at the graduate level. The MLS program will provide the University's graduate faculty with unusually mature and highly motivated students with whom to work, seasoned adults who will bring perspectives enriched by experience and who may help to stimulate and sustain the research efforts of the faculty. Because of the intended interaction among faculty, such a program provides an opportunity for disciplinary roads to cross. Faculty participating in the program's interdisciplinary seminars will be exposed to other disciplinary methods and will need to "translate" their discipline's assumptions in new ways. New approaches which have invigorated one discipline may be introduced to others. New lines of research and of collaboration may be uncovered.

## **PROGRAM PURPOSE**

Given the value of a strong MLS program, the committee reviewed the stated purposes and principal types of curricular structures of MLS degree pro-

grams throughout the United States. In doing so, it became clear that each educational institution had adopted and adapted a structure best suited to the character of that institution. Thus, while discussing the strengths and weaknesses of each of the principal types of curricular structures used by other MLS programs in the United States, the committee kept in mind the importance of choosing a structure best fitted to the University of Minnesota. Aware that there are other MLS programs in Minnesota and one other in the Twin Cities area, the members of the committee asked, in effect, "What strengths present at the University should be incorporated into an MLS program so as to make it both strong and distinctive?" and "What would make this learning experience distinctive both from other disciplinary programs at the University and from other MLS programs as well?" The proposed answers are suggested in the following statement:

**The Master of Liberal Studies degree program at the University of Minnesota is for educated adults: persons who have a bachelor's or higher degree, a lively intellectual curiosity, and a desire to begin, continue, or resume, on a part-time basis, the "unfinished business" of a liberal education. The MLS program offers these students a rich context for intellectual inquiry and is intended primarily to be education for personal and cultural enrichment. Interdisciplinary and emphasizing ideas based on current research and theory, the program will help students to gain an appreciation of disciplinary perspectives and methodologies and to conduct interdisciplinary inquiry that illuminates and critically examines topics of current significance.**

There are three clear emphases here. The first is a **critical appreciation of disciplinary approaches and methodologies**. Since the development of professional academic disciplines in the nineteenth century, intellectual work within the University, including research and teaching, has occurred primarily within disciplinary structures. Each discipline has its own distinctive terminology, methods, and issues, which have the cumulative effect of shaping inquiries in particular ways. The task set

for graduate students in disciplinary graduate programs is to assimilate a specific disciplinary perspective, with success being understood as internalizing that discipline's approach as second nature, even normative.

MLS studies provide a different experience. For students in this program, disciplinary approaches will be seen and heard as illustrative of differing ways of knowing rather than as normative. MLS students will experience both participation and critical distance, learning (at times) alongside other discipline-based graduate students, but asking additional and different questions: *What are the contributions and advantages of this approach? What does it reveal about the subject at hand? What are the perceived limitations of this approach? What does it conceal about the subject at hand?* Thus, an MLS student should be asking not fewer questions but more questions. If this is done well, MLS graduates will be capable of understanding both the significant advantages of disciplinary work and the limitations of its results.

The second goal or emphasis is **an understanding of the importance and the difficulty of inquiry which draws on multiple disciplines**. There are several dimensions here. One is recognizing that the same subject can look different through various lenses. Another is the capacity to switch the lens, or indeed to combine the effects of lenses, so as to reveal a more fully rounded view of a subject. This raises ongoing questions: *Is there a methodology for interdisciplinary work as well as for disciplinary work? Is it possible to do academic work which synthesizes without subtracting from the value of the analytical work already done? When can one fold together previously separated work, and when does one have to acknowledge irreconcilable differences in approach? When do intellectual concepts in one discipline*

*have implications, analogically or otherwise, for other disciplines? Finally, What difference does it make whether we are able to present a subject from multiple perspectives?*

A third emphasis is **attentiveness to topics that are based on current or “cutting edge” research and theory.** One of the strengths of a research university like the University of Minnesota is its participants’ proximity to “where the action is” intellectually. The faculty are part of a **working** intellectual community, in which teaching is based on research within a broad range of subjects. This allows a strong possibility for students to engage a topic in its most current iteration. To encourage this, the committee believes that liberal learning at the graduate level would do well to add to the humanities and the social sciences an understanding of the impact of science and technology on the thought and method of our larger society.

These three emphases, which build on this institution’s strengths, would give the University of Minnesota’s MLS program a strong and distinctive character, differentiating it not only from other Master’s degree available at the University but also from the other MLS degrees available in Minnesota. With this framework, combined with the extensive curriculum which characterizes a national research university, a strong MLS degree program will be created.

## **PROGRAM DESCRIPTION**

The program model proposed here for the University of Minnesota is similar to most programs in both its curricular and its administrative functions. Having reviewed both those programs and CEE’s experience with adult students, the committee



believes there are several keys to a successful MLS program. One is to design a program which can be completed by part-time students in a reasonable length of time. The program described here will permit students averaging one course per term (including summers) to complete the program in three years. Another key is to encourage MLS students to move through the program in a cohort. This will increase a sense of intellectual community and friendship among students and will encourage timely completion of the degree.

The committee proposes that the MLS degree program require a minimum of 44 quarter credits, which a student can earn, for example, by successfully completing 11 4-credit courses, including a final project. Two 8000-level courses, limited to those who have been admitted to the MLS program, will be required. One of these, an introduction to graduate interdisciplinary liberal education, is intended to initiate a student's program of study. This seminar, offered regularly, will orient students to graduate study, further develop writing and research skills, and explore methodological issues within interdisciplinary study. It will provide a common basis from which students can begin the exploration of significant issues from disciplinary and interdisciplinary perspectives. Participation in the seminar will also provide an opportunity to get to know and learn to work with student and faculty colleagues in the program.

The other is a "capstone" course during which a student will prepare his or her final project, which is intended to complete the student's program. The student's project should show what the student has learned and demonstrate his or her ability to do interdisciplinary inquiry. The course itself will address both substantive and methodological issues as they arise in the preparation of the final projects. The committee

recommends that this final project be read and approved by both the instructor of the “capstone” course and another member of the graduate faculty from a distinctly different discipline or interdisciplinary perspective. (If these two disagree, a third faculty member would be asked to read the project as well.)

The other nine graduate-level courses will be chosen by the student, with advice from a faculty member connected to the MLS program. In choosing these nine courses, MLS students will have two types of courses available to them. Each year several specially designed interdisciplinary courses will be offered, and MLS students will be expected to take at least 3 of these as part of their 9 electives. [It is proposed that these, along with the two required seminars, be offered under a new MLS course designator assigned to this program.] It is anticipated that each year at least one of these special MLS courses will emphasize scientific perspectives. These courses, which will meet criteria set by the faculty committee chosen to oversee the program, will be open to non-MLS students, if space permits.

In addition to these MLS courses, students will choose from the full range of graduate level courses offered by the University. Acknowledging that such a wealth of options may overwhelm some students, the program will prepare a list of graduate courses of an interdisciplinary nature to guide students in choosing. In addition, students may add courses which are particularly suited to their degree plan. Some students may need to enroll in a day course through CEE, if that course is integral to the degree plan and is not offered in the evening.

In summary, the MLS program will look like this:

4 credits	MLS 8000	Introduction to graduate interdisciplinary liberal education
36 credits (minimum)		Electives drawn from 5000- and 8000-level courses, including at least 12 credits of MLS seminars
4 credits	MLS 8001	Capstone course with final project

The following examples illustrate possible student academic programs. (Course numbers with asterisks are hypothetical special MLS seminars. MLS courses indicated as currently Interdepartmental (ID) courses are existing courses whose affiliation with the MLS program still requires discussion and decision.)

**A. Combining a global perspective on agriculture, public health and economics with an interest in the Caribbean:**

MLS 8000	Introduction to graduate interdisciplinary liberal education (4 credits)
MLS 5525	Garbage, Government and Globe (currently ID 5525) (4 credits)
MLS 5526	Garbage, Government and Globe (currently ID 5526) (4 credits)
MLS 5 ***	World Order: the History of an Idea (4 credits)
AgEc 5790	World Food Problems (4 credits)
Econ 5041	The Prospective World Economy (4 credits)
Hsg 5465	Housing in World Perspective (4 credits)
AgEc 5720	Economics of World Agriculture (4 credits)
PubH 5806	Principles of Public Health Research (4 credits)
Hist 5925	Caribbean History Proseminar (4 credits)
MLS 8001	Project: "Jamaican Public Health and the World Economic Situation, 1975-1985" (4 credits)

**B. Combining art history within its historical and economic context with an interest in the work of Edvard Munch**

MLS 8000	Introduction to graduate interdisciplinary liberal education (4 credits)
MLS 5615	Ways of Knowing (currently ID 5615) (4 credits)

MLS 5616	Ways of Knowing (currently ID 5616) (4 credits)
MLS 5617	Ways of Knowing (currently ID 5617) (4 credits)
ArH 5471	Art in Central Europe 1893-1918 (4 credits)
ArH 5641	Scandinavian Art in the 19th and 20th Century (4 credits)
Art H 5960	Topic: Scandinavian Art 1880-1915 (4 credits)
Hist 5793	Readings in European Economic History 1750 - Present (4 credits)
Hist 5794	Readings in European Economic History 1750 - Present (4 credits)
Econ 5701	Money, Banking, and Monetary Policy (4 credits)
MLS 8001	Project: "The Economics of Art: An Examination of European Exchange Rates and the Reception of the Work of Edvard Munch" (4 credits)

**C. Uncovering the models used in describing systemic organization in different disciplines**

MLS 8000	Introduction to graduate interdisciplinary liberal education (4 credits)
MLS 5***	Order and Chaos in Science and Social Science (4 credits)
MLS 5***	World Order: the History of an Idea (4 credits)
MLS 5***	Metaphor and Reason in Literature and Philosophy (4 credits)
GCB 5022	Genetics (3 credits)
CSci 5104	System Simulations: Languages and Techniques (4 credits)
CLit 5241	Theories of Metaphor (4 credits)
Hist 5871	Intellectual History of the U.S. in the 19th and 20th Centuries (4 credits)
HSci 5242	The Darwinian Revolution (4 credits)
HSci 5924	History of 19th Century Physics (4 credits)
PA 5791	Topics in Technology, Energy, and Environmental Policy: Science, Technology, and International Affairs (3 credits)
MLS 8001	Project: "American scientific models which replaced "The Great Chain of Being" (4 credits)

The committee recommends that there be no final written or oral examination.

However, as stated before, the final project must be approved by two members of the graduate faculty.

## **ADMISSIONS POLICY**

The committee anticipates that, in both the initial year and each subsequent year, approximately 40 students will be admitted to the MLS Program. Since part-time students will take about 3 years to complete the program (with the number of students taking longer being offset by a certain amount of attrition), there will be 100 to 120 students in the program at any given time.

Most MLS students will be individuals already well established in a career who wish to pursue interdisciplinary studies for their own enrichment within the context of a formal degree program. A few students may have recently completed baccalaureate degrees. A few will be resuming their liberal arts educations; others will be seeking new learning after having had mainly professional or technical educations. Most will be currently working full time. This is to be expected since (despite the fact that an MLS is technically a professional degree) there are no specific vocational implications related to this program. In certain cases, it may even be best seen as a counterpoint to one's vocation. Some similar programs have attracted a large number of teachers, and there are probably other groups also in which earning an advanced degree, without regard to what field it is in, leads to promotion and/or salary increases. For the most part, any employment implications in earning an MLS will be quite indirect. A previously conducted survey reported by AGLSP indicates that a wide variety of employers would actively encourage advanced, non-specialized study by their employ-

ees, and many would even support such studies with tuition and/or released time. Similar programs across the country have attracted students from a wide range of professions -- engineering, law, health care, librarianship, business and government. Because the Twin Cities area has an unusually large concentration of such highly educated persons, this campus is particularly well-suited for such a degree program.

It should be clear in the program purpose stated above that we seek to attract to the MLS program students of the same level of ability as those sought by other graduate programs at the University. They must be capable of the same quality of work as disciplinary graduate students, and the admissions policy has an important role in assuring that quality. There are reasons why the particulars of the admissions policy ought not match those of other Graduate School programs. Learning from the experience of other MLS programs, we know that, demographically, applicants to this program will be far more diverse than those in disciplinary programs. They will vary in age, education, cultural background, professional work experience, personal experience, and academic interests. Given this variation, it is important that the applicants admitted be those who have best demonstrated the ability to take advantage of what the University's MLS program has to offer, but the means of demonstration may need to vary as much as the demographics.

The applicant's academic record will be carefully reviewed by the admissions committee, especially in the case of recent graduates for whom the GPA is most likely to be an indicator of potential for success in the program. For applicants who completed their baccalaureate studies many years ago, other indicators of the ability to do sustained high quality intellectual work may well be more appropriate and useful. In

addition to the required materials, applicants may present further information about themselves in support of their application -- materials such as a statement of purpose, résumé, personal history, examples of written work, or letters of reference. GRE scores may also be submitted but would not be required. These broad admissions standards seem both necessary and appropriate because we believe that most of the applicants will have been out of school for some time, and a great variety of evidence for the necessary capability to undertake successfully this program should be allowed.

## **GOVERNANCE AND ADMINISTRATION**

The committee recommends that a faculty committee be appointed to oversee the MLS program and that it consist of a minimum six faculty members broadly representing different areas of the University curriculum. This committee will assure the quality of the program in all its aspects. It will review and approve the specially designed MLS courses to be offered. Once the program is underway, proposals for additional MLS courses may be solicited through a Request For Proposal (RFP) process similar to that presently used for CLA Honors courses. Initially and in preparation for the first year, the committee would recruit faculty to develop new courses. The Extension Classes department of CEE is prepared to assist financially with new MLS course development. It is anticipated that newly developed courses will be offered several times.

A part-time Director of Graduate Studies (or Faculty Director) will be underwritten by Extension Classes. This person will administer the MLS program on behalf of

the faculty committee. The committee suggests that there be a three-year term for this position and that it be held by faculty with an interest in the mission of the MLS program and with representation, in turn, from various disciplines within the University curriculum. The Faculty Director will be assisted by an Administrative Director provided by Extension Classes.

## **IMPLEMENTATION**

The MLS degree program will be supported by the Extension Classes department of CEE. (A proposed budget is indicated in Appendix B.) Extension Classes will work with faculty to develop several MLS courses which will be offered in the first year of operation: the introductory seminar, and one or two additional interdisciplinary classes. Existing Interdepartmental Study (ID) courses offered by Extension Classes, such as ID 5615-5616-5617, "Ways of Knowing: Six Disciplines Examined," are prime candidates for inclusion in the initial MLS curriculum. Topics covered in honors seminars are candidates as well. Another is a course to be developed on the science of chaos, as viewed through multiple disciplines. Extension Classes is willing to underwrite the development of new courses during the 1993-1994 academic year, in preparation for their being offered in the MLS program.

Once Graduate School and Regents approvals are received, a Faculty Committee and Faculty Director will be chosen. Public announcement of the program and the opening of a selection and admissions process will take place as early in 1994 as possible.



## MAJOR FINDINGS FROM THE MLS DEGREE PROGRAM MARKET INTEREST SURVEY

- \* 3,456 surveys were mailed to all 5,000-level EC course takers from Fall Quarter 1992. Thirty-seven surveys were returned as nondeliverable. A total of 434 completed surveys were received, which translates to a 13% response rate. This is a fairly typical response rate for a one time mailing and a short field time (only five weeks).
- \* Since every qualified person in the selected population (5,000-level students) was sent a survey and given a chance to respond, the mailing can be considered a total census type of mailing and for a given population of this size (3,456) only 350 to 400 surveys were needed for an adequate sample size in order to see trends and patterns to base decisions on (i.e., the survey results are not generalizable but are indicative of the population).
- \* The sample of 434 respondents was fairly evenly distributed between Day school students (31%), CEE-only students/EC +/-or IS (31%), and those with no official student status (33%). Twenty-one of the respondents (5%) attended other institutions; mostly Twin City area private colleges.
- \* Forty-seven percent of the 434 respondents were currently admitted to a degree program at the U of M; 19% at the undergrad level and 28% at the graduate level. The majority (60%) of these "matriculated" students have Day school status. The undergrads tended to be enrolled in CLA; those at the grad level were predominantly enrolled in the College of Education.
- \* Eighty percent of the 434 respondents either are, or plan on, completing a graduate or advanced degree; particularly in Education (24%) or Business/Management (8%). About one-third (35%) of these 434 respondents planning to pursue a grad/advanced degree were not sure about pursuing a MLS degree, but one-fourth (26%) were definitely interested in the MLS degree program. Those planning to pursue a graduate degree in education, for the most part, were NOT interested in the MLS degree as an option; whereas those still undecided were very interested in a MLS degree option.
- \* One-fourth (25%) of the 434 respondents were definitely interested in pursuing a MLS degree at the U of M. Respondents proportionately more likely to be interested were: males, those 25 to 34 years of age, those with a four-year degree, University employees, and CEE-only students not currently admitted into a program. The top two reasons given for this interest were the interdisciplinary nature of the degree and the evening offerings.
- \* Forty-two percent of the 434 respondents were definitely NOT interested in pursuing a MLS degree. These respondents tended to be female, those 45 years of age and older, those with either some grad school or a graduate degree, and those enrolled in education programs. The top two reasons given for NOT being interested were that they already had a masters degree or were currently working on one and that they see no practical use for such a degree.
- \* One-third (33%) were not sure how interested they were in pursuing a MLS degree at the U of M. These respondents were mostly younger undergrads. The top two comments given for not being sure were that they needed more specific information about the program and that they wondered about the "marketability" of the degree. [Please refer to Figure 1 and the verbatim comments attached].

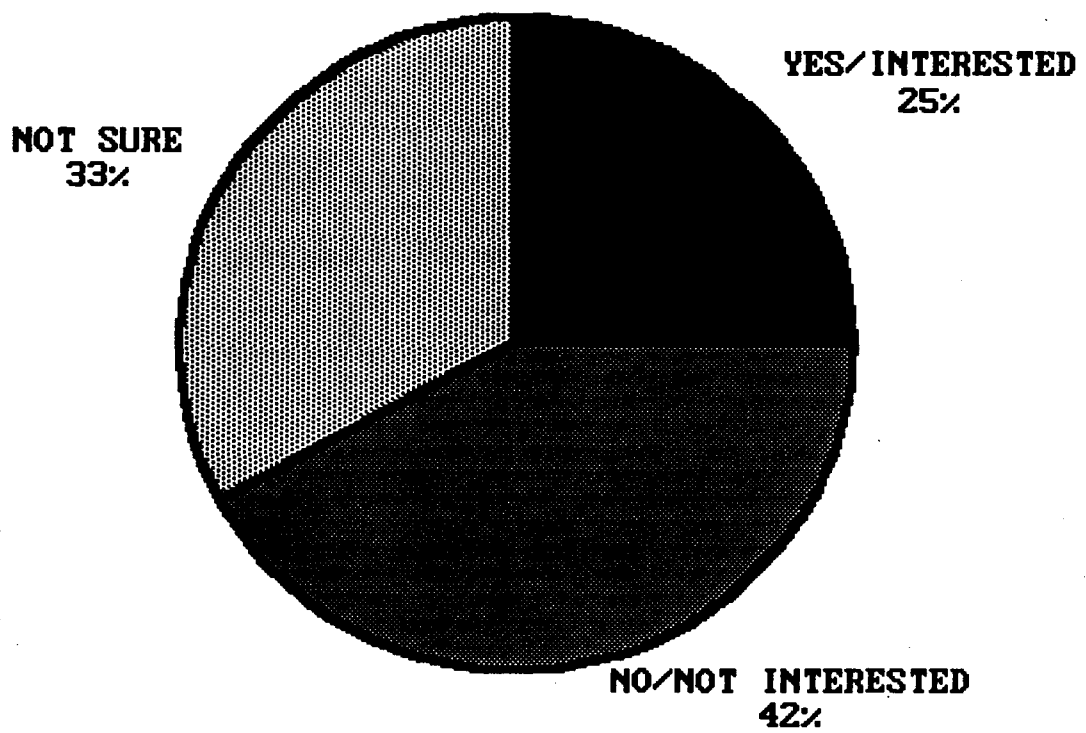
\* When asked what other degree programs CEE should look into developing, nearly three-fourths (74%) of the 434 respondents had no suggestions. The top three programs suggested were: various education certificates, environmental studies, and library science.

**\* DEMOGRAPHICS OF THE SAMPLE:**

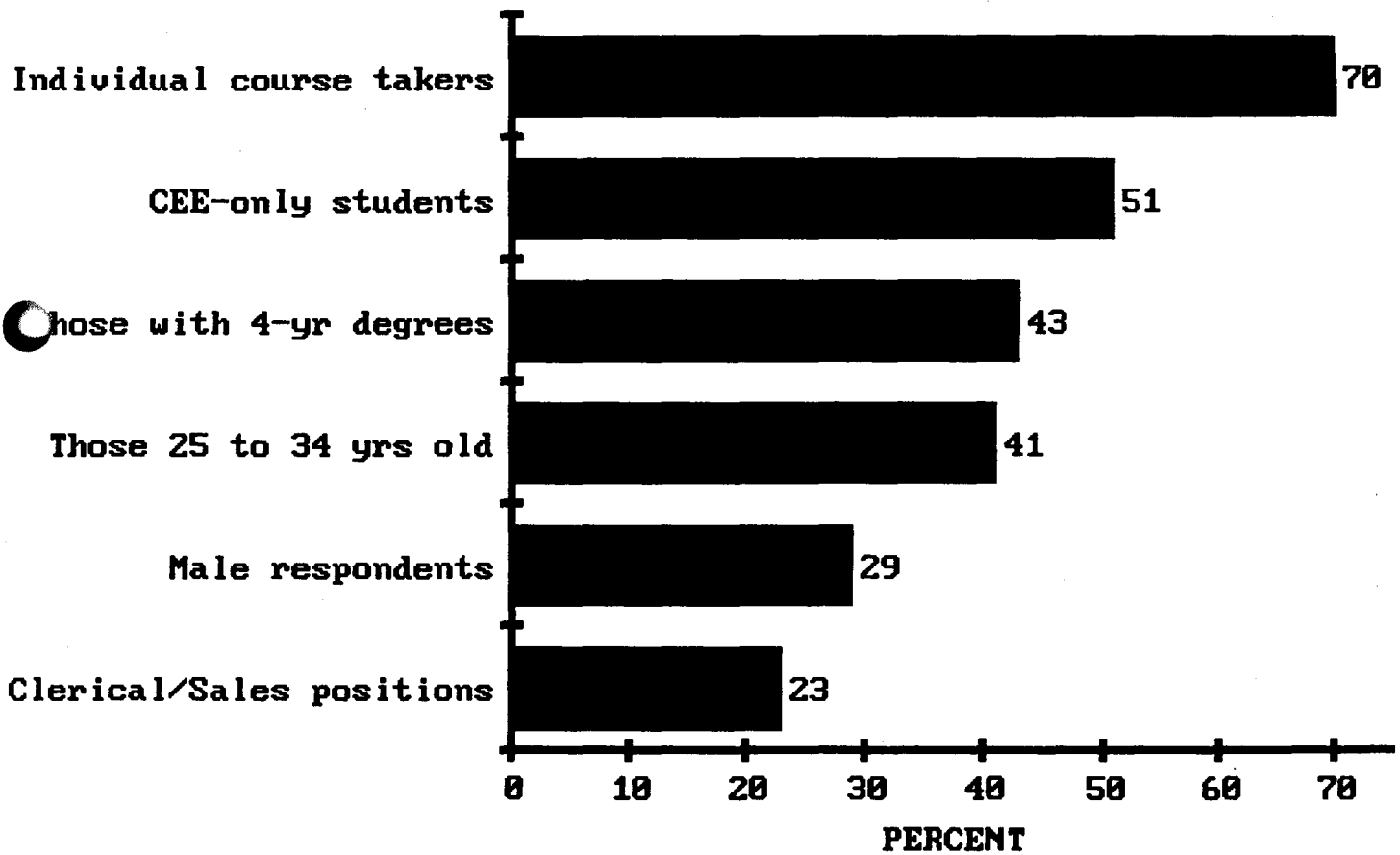
<u>AGE:</u>	<u>Total (N=434)</u>	<u>MLS Interest (N=107)</u>
18 to 24	15%	15%
25 to 34	39%	41%*
35 to 44	30%	28%
45+	16%	16%
 <u>EDUCATION LEVEL:</u>		
Some college/2-yr degree	18%	20%
4-year college degree	29%	43%*
Some graduate school	35%	27%
Grad/Prof degree	18%	10%
 <u>OCCUPATION:</u>		
Professional/Technical	54%	44%
Clerical/Sales	16%	23%*
Full-time student	9%	7%
Manager/Official	7%	8%
Laborers/Service/Craft	8%	9%
Unemployed/Retired	6%	8%
 <u>GENDER:</u>		
Male	24%	29%*
Female	76%	71%
 <u>REGENTS' SCHOLAR STATUS:</u>		
U of M employee	9%	15%*
Non-U of M employee	91%	85%

\* Indicates those proportionately more interested in the MLS degree [Please refer to Figure 2].

**FIGURE 1. INTEREST IN PURSUING MLS DEGREE (N=434)**



**FIGURE 2. THOSE PROPORTIONATELY MORE INTERESTED IN THE MLS DEGREE (N=107)**



Selected comments from those who said "YES" to an interest in the MLS program:

YES: I am a parent with 2 children. Evening courses, due to my job at the U of M limits me (from) day school courses. This option is VERY exciting.

YES: I work full time but want to pursue a graduate degree so I would love to be able to accomplish a graduate degree through Extension Classes.

YES: There are many courses I have found I would like to take which relate to the Environment and Safety, yet they do not currently lend themselves to the pursuit of a graduate degree in any college -- the courses are in several areas of the University. A degree program like this would fit just great.

YES: I'm currently finishing up a BA in English. I'd like to go on to graduate studies, but my interest in English isn't strong enough to motivate me. A broader curriculum would be just the thing for me.

YES: Many people would like to have higher education but not at the expense of their jobs. So the only big university in the state should have a flexible graduate program for the working people.

YES: It may be the only way for me to focus on areas and issues I'm deeply interested in.

YES: I did not pursue true liberal arts education in elem, secondary or undergraduate educational programs. I am really hungry to have an opportunity to study, from an academic perspective, a variety of subjects and to determine the interrelatedness of many fields. I think this would help me adjust to an ever changing world and job market. I think your proposed program is going to appeal to many highly-specialized professionals.

YES: It offers a workable, flexible solution to trying to take classes while employed full time.

YES: Entering grad school in the program field of my choice is nearly impossible without leaving (the) five state area and I have 16 graduate credits accrued. The program sounds ideally suited to me, since I seek to earn a masters on a part-time basis. Please keep me informed if this program materializes soon, as I would very likely be interested in joining.

YES: An MLS would help to give me a wider knowledge in my field. This would be useful as a teacher.

YES: My main interest lies in the study of Medieval Europe -- from history to geography and trade and oral cultural traditions. This program sounds great.

MLS BUDGET

		DEV. YEAR	YEAR 1	YEAR 2	YEAR 3
<b>ADMINISTRATION</b>					
FACULTY DIRECTOR		\$8,250	\$16,500	\$16,500	\$16,500
PROGRAM COORDINATOR		\$8,000	\$16,000	\$16,000	\$16,000
CLERICAL STAFF		\$6,000	\$12,000	\$12,000	\$12,000
REGISTRATION			\$1,500	\$3,000	\$4,500
FACULTY ADVISING			\$2,500	\$5,000	\$7,500
FRINGE at 30%		\$6,675	\$14,550	\$15,750	\$16,950
PROMOTION AND MARKETING		\$10,000	\$10,000	\$10,000	\$10,000
LIBRARY & MATERIALS			\$2,000	\$3,000	\$3,000
PROFESSIONAL CONFERENCES			\$3,500	\$3,500	\$3,500
STUDENT SUPPORT		\$500	\$1,000	\$1,500	\$2,000
MISCELLANEOUS			\$1,500	\$1,500	\$1,500
<b>INSTRUCTION</b>					
	<b>CREDITS</b>				
INTRO SEMINAR	4		\$8,000	\$8,000	\$8,000
MLS PRO-SEMINAR	4		\$6,500	\$6,500	\$13,000
MLS PRO-SEMINAR	4		\$6,500	\$6,500	\$6,500
MLS PRO-SEMINAR	4			\$6,500	\$6,500
CAPSTONE SEMINAR	4				\$6,000
ELECTIVES (PRO-RATED SALARY)	8		\$9,000	\$9,000	\$9,000
	8			\$9,000	\$9,000
	8				\$9,000
INSTRUCTIONAL FRINGE at 10%			\$2,352	\$3,902	\$5,402
PROGRAM DEVELOPMENT		\$15,000	\$15,000	\$15,000	\$15,000
		<u>\$54,425</u>	<u>\$128,402</u>	<u>\$152,152</u>	<u>\$180,852</u>
<b>INCOME</b>					
26 STUDENTS					
TUITION (AT \$160 PER CR)					
1ST COHORT			\$66,560	\$66,560	\$49,920
2ND COHORT				\$66,560	\$66,560
3RD COHORT					\$66,560
TOTAL			<u>\$66,560</u>	<u>\$133,120</u>	<u>\$183,040</u>
NET		(\$54,425)	(\$61,842)	(\$19,032)	\$2,189

# UNIVERSITY OF MINNESOTA

Twin Cities Campus

Summer Session  
Continuing Education and Extension

135 Johnston Hall  
101 Pleasant Street S.E.  
Minneapolis, MN 55455  
612-624-3555  
Fax: 612-624-4000

September 21, 1993

TO: Hal Miller  
FROM: Jack Johnson *JJ*  
RE: MLS Proposal

Thanks for sending me a copy of the latest version of the MLS proposal.

You asked what I think of it, and let me say—right up front—that I think it is a sound and realistic proposal. I'm pleased that it is moving forward and that a specific date (fall 1994) has been set for the launch.

My reactions:

The rationale (pp. 2-3) shows clearly that the committee understands what an MLS is all about. The statement about the kind of student who will benefit from the program is precisely accurate, as is the statement about how faculty can benefit. I would add one other institutional benefit that I'm sure any experienced MLS director would agree with: this kind of program (assuming it's well taught and administered) will carry excellent public relations benefits for the University. Satisfied MLS students typically praise their programs far and wide—and the University can surely use this kind of good will.

The proposal identifies "three clear emphases:"

"critical appreciation of disciplinary approaches and methodologies;"

"understanding of the importance and difficulty of inquiry which draws on multiple disciplines;"

"attentiveness to topics that are based on current or 'cutting edge' research and theory."

These are fine for purposes of the proposal but, honestly, only a professor could love them. My caution is that such language not be used (or that it be put in more inspirational terms) in the promotional literature aimed at prospective students.

I couldn't agree more with the admissions policy. I'm especially pleased to see that the GRE is optional because it is not appropriate and would, in fact, be counterproductive for a program of this kind. I hope the Graduate School agrees.

I recommend that a personal interview be required as part of the admissions process. This proved to be a pivotal element of the process at Hamline—providing important insight into the abilities and readiness of prospective students that could never be gained from a set of paper credentials. It also afforded an opportunity to clarify in personal terms what the MLS was, and was not, to these students.

Also on admissions, will admissions be limited only to the fall? The proposal implies this, but I would argue for more flexibility when dealing with adults.

With respect to the proposed curriculum, a common introductory course that orients and engages the student is an excellent idea, but I hope a more appealing and imaginative title can be found than "An Introduction to Graduate Interdisciplinary Liberal Education." Here's an opportunity for us to model some creative thinking of our own.

I'm glad to see a required "capstone" course to aid students in preparing for their final project. As with traditional graduate degrees with a thesis requirement, uncertainty or difficulty with the final project will derail more students than any other single cause. I assume the committee will eventually set forth some guidelines about what constitutes an acceptable project.

I'm also glad to see that at least three MLS seminars will be required. I predict that MLS students will overwhelmingly prefer such seminars to "off the shelf" elective courses drawn from the existing University curriculum. I'm sure that our existing interdisciplinary courses are very good, but MLS students will favor courses and seminars that only enroll fellow MLS students or that are expressly designed for the MLS program. MLS students are, for the most part, attending the University for all the right reasons, and they are assertive about their preferences and expectations. I hope we will be in a position to gradually replace "off the shelf" courses with more MLS seminars. In this light, it's important to also note that courses exclusively for MLS students keep MLS students in touch with one another as they proceed—generating built-in interpersonal support, comfort, and sense of identity with the program. If we want to prompt a disappearing act, a sure-fire method will be to repeatedly turn MLS students loose upon the University's vast curriculum. They'll feel lost and alone in no time, and they will just fade away.

The model proposed for governance and administration is a good one and should work well. Be forewarned, however, that many MLS students



will require a lot of advising and counseling. (This relates to my warning in the previous paragraph). Provision for advising needs to be structured, lest those relatively few faculty members who teach in the MLS courses and seminars be swamped with one-on-one demands for their time and attention. I would be happy to explain how we tried to address this problem at Hamline.

Another suggestion: In addition to the faculty advisory committee (which will really function as a quasi-department), a student advisory committee will prove valuable. It would serve as a sounding board for curriculum and policy ideas, and as a source of help with occasional special functions, projects, and activities for students.

Finally, I hope that Summer Session will have an opportunity to assist actively with this program. We could, for example, develop and fund one annual MLS seminar to be offered as a Summer Session course during the day. While the program is fundamentally tied to late afternoon or evening classes, we found at Hamline that, at least in the summer, there was a group of students who preferred a daytime alternative. I trust that MLS students can take day classes and will not be restricted to evening Extension only.

Hal, I appreciate the chance to review the proposal. I will be pleased to help in any way I can with this new venture.

# UNIVERSITY OF MINNESOTA

*Twin Cities Campus*

*Department of Agricultural and  
Applied Economics  
College of Agriculture  
(612) 625-0231*

*231 Classroom Office Building  
1994 Buford Avenue  
St. Paul, MN 55108-6040  
612-625-1222  
Fax: 612-625-6245*

October 8, 1993

Dr. Anne C. Petersen  
Vice President  
University of Minnesota  
321 Johnston Hall

Dear Dr. Petersen:

This letter is in support of the proposed Masters of Liberal Studies (MLS) degree program. I was a member of the committee which first proposed such a program about 10 years ago. I was strongly in favor of it then, and I am strongly in favor of it now.

The current proposal, which I have read, is a good one. It outlines a workable program which will meet educational needs for an important group of this state's citizens. It permits and requires breadth and diversity in each individual student's program, yet it contains mechanisms to provide a sense of community and common purpose among the people admitted and enrolled.

In my view, this MLS program promotes the idea of life-long learning, features liberal education as a central goal of this university, and allows an achievable degree to be sought by college students whose educational objectives are not constrained by their vocational choices.

I recommend adoption of this proposal.

Sincerely,



James P. Houck  
Professor & Head of Department

JPH/eljh

# UNIVERSITY OF MINNESOTA

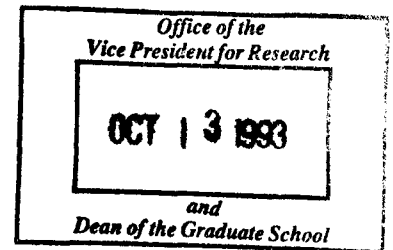
*Twin Cities Campus*

*Office of the Dean  
College of Biological Sciences*

*123 Snyder Hall  
1475 Gortner Avenue  
St. Paul, MN 55108-1095  
612-624-2244  
Fax: 612-624-2785*

October 11, 1993

Anne Peterson  
Dean of the Graduate School and  
VP for Research  
University of Minnesota  
321 Johnston Hall  
Minneapolis Campus



Dear Dean Peterson:

I am writing to support the proposed Master of Liberal Studies degree. This program should fill an important need for mature students, providing them with an interdisciplinary knowledge base which will serve them as they grow intellectually and professionally. Insofar as it includes courses like Garbage, Government and the Globe and Ways of Knowing, it will also provide opportunities for faculty development, especially in stimulating scholars to look at their disciplines from different perspectives. The program thus has great educational strengths. I hope that the Graduate School will approve it.

Yours,

P. T. Magee  
Dean

PTM:jml

cc: Anne Hopkins, V.P., Arts, Sciences and Engineering  
Hal Miller, Dean, CEE  
William VanEssendelft, Extension Classes

# UNIVERSITY OF MINNESOTA

*Twin Cities Campus*

*Department of English  
College of Liberal Arts*

*207 Lind Hall  
207 Church Street S.E.  
Minneapolis, MN 55455-0134  
612-625-3363  
Fax: 612-624-8228*

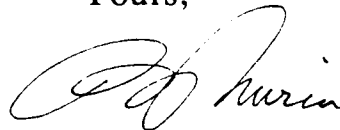
18 October 1993

Professor Harold Miller  
Dean, Continuing Education and Extension  
150 Wesbrook Hall

Dear Hal,

I have read the proposal for a Master of Liberal Studies and wanted to add my support. The rationale and description for an MLS are cogent and persuasive, and I think the focus on students who want interdisciplinary study to enhance their own professional perspective will reach a significant part of our community. I especially like the idea of trying to have such students constitute a cohort as they move through the program, and I hope every effort will be made to create such an intellectual community. I know that English Department faculty will want to be full participants in the program and take pride in the fact that my colleague Kent Bales chaired the committee that developed such a sound and engaging proposal.

Yours,



Philip Furia  
Chair

cc: Kent Bales, David Shupe

# UNIVERSITY OF MINNESOTA

Twin Cities Campus  
October 13, 1993

Department of Classical and Near Eastern Studies  
College of Liberal Arts

331 Folwell Hall  
9 Pleasant Street S.E.  
Minneapolis, MN 55455-0125  
612-625-5353  
Fax: 612-624-4894  
Email: classtud@ux.acs.umn.edu

Harold Miller, Dean  
Continuing Education and Extension  
150 Wesbrook Hall

Dear Dean Miller:

I have just read a copy of the proposal for a Master in Liberal Studies which David Shupe was kind enough to send me. I think that it is a very good and well thought through proposal. This sort of degree seems to have a good track record at other universities, so we are not setting out into uncharted territory. I would like to endorse the proposal particularly from the point of view of Religious Studies.

As you may know the Program in Religious Studies has ceased to exist as an independent entity, but continues as an undergraduate major within the curriculum and administration of Classical and Near Eastern Studies, of which I am currently the chair. Because of the reluctance of CNES to take on the MA in Religious Studies, the graduate faculty of RelS in consultation with Dean Zimmerman in the Graduate School has recommended the abolition of the MA. In its place we have 1) proposed a graduate minor in Religious Studies, and 2) anticipated the success of your proposal for the Master of Liberal Studies. We are confident that this degree will satisfy the academic needs of most of MA students we have had and would anticipate having. It is the sort of degree that is ideal for students who want simply to enrich their knowledge of a field or who are perhaps unsure whether they wish to commit to a seminary or PhD program and would like to test the waters first.

So, the proposal has my enthusiastic endorsement as well as that of the graduate faculty of Religious Studies. If I can be of any further assistance in the passage of this proposal please let me know.

Sincerely yours,



William W. Malandra  
Chair

cc: Dean Anne C. Peterson

# UNIVERSITY OF MINNESOTA

*Twin Cities Campus*

*Department of Art History  
College of Liberal Arts*

*107 Jones Hall  
27 Pleasant Street S.E.  
Minneapolis, MN 55455-0121  
612-624-4500  
Fax: 612-626-8679*

October 20, 1993

Professor William VanEssendelft  
Extension Classes  
200 Wesbrook Hall  
Campus

Dear Bill,

I very much appreciate receiving the report of the faculty committee on the MLS degree program. Clearly as we enter the University 2000, this is the sort of program that fits well with the revised mission.

I also believe that there is a serious audience for an MLS degree and at least the start of a curriculum that might be considered for it. These conclusions come from my experience in the Ways of Knowing course currently offered through Extension. It's a course that you may know--but the MLS Committee may not--involving six faculty and about 18 students, all exploring methodologies of the disciplines represented by the faculty expertise. The course easily draws eager students, most of them adults who already hold a B.A.; some three or four in the current batch also hold law degrees, and a few others hold various other graduate degrees. They are sufficiently prepared to do the work (and it is plenty demanding) that they make a year-long commitment to the course; no grade is issued to anyone who fails to complete all the work of all three quarters. The students are almost invariably bright, articulate, and very curious. They also are eager to pursue other coursework but sometimes express dismay that they can find nothing similar to Ways of Knowing, that is, no other course offered in a similar format. If there were an MLS degree offered, I think many of the Ways alumni would be candidates for it.

Last night the whole class met for dinner about an hour before the 6:20 starting time. We talked a great deal about how the students discovered the class and why they were in it. Almost every one of them had discovered it from the University *Update* article; hardly a one of them, however, could locate the course in the Extension catalogue. But so closely did it meet their needs, they said, that they telephoned Extension as soon as they heard about the course, and almost half of them were on a waiting list from the year before. If you take that as representative of the quest for a serious encounter with continued learning, it seems to me that there is a substantial demand for an MLS degree. All this appears confirmed by the results of the MLS Committee's survey.

If I have a concern it would be that we be sensitive to competing degrees at local institutions. Ours ought to be different.

Best Regards,



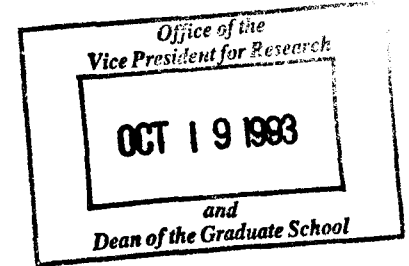
Frederick M. Asher

OCT 20 1993

*Twin Cities Campus*

*Program in American Studies  
College of Liberal Arts*

*104 Scott Hall  
72 Pleasant Street S.E.  
Minneapolis, MN 55455-0225  
612-624-4190  
Fax: 612-624-3858*



October 16, 1993

Dean Anne C. Petersen  
Graduate School  
University of Minnesota

Dear Dean Petersen,

I want you to know that we in American Studies fully support the proposal for a Master of Liberal Studies degree program as outlined in the report submitted to me by David Shupe. It fulfills a need in the college that I have encountered with students in my capacity as undergraduate advisor and chair of our Program. The course of study and requirements are well thought out and appear viable, provided adequate funding is forthcoming for administration and faculty governance and advising.

Sincerely,

Lary May  
Chairperson

# UNIVERSITY OF MINNESOTA

807 1 1993

Twin Cities Campus

Department of Educational Policy and  
Administration

College of Education

275 Peik Hall  
159 Pillsbury Drive S.E.  
Minneapolis, MN 55455-0208

612-624-1006  
Fax: ~~612-624-3496~~ 612-624-3377

October 21, 1993

## MEMORANDUM

TO: Kenneth Zimmerman, Associate Dean, Graduate School

FROM: Tim L. Mazzone, Professor *Tim Mazzone*  
Van D. Mueller, Professor *Van D. Mueller*

SUBJECT: Proposed Joint EdD Program in Educational Leadership  
Offered by St. Cloud State University and the  
University of Minnesota

The enclosed program description provides general information about a joint doctoral program (EdD) to be offered by St. Cloud State University and the University of Minnesota. We are requesting review at this time by the Graduate School Policy and Review Council for Education and Psychology and Graduate School Executive Committee. The program carries the approval of the graduate faculty in Educational Policy and Administration and the corresponding faculty at St. Cloud State University.

This proposal for a collaborative program is the result of over a year of consultation on both institution campuses. Meetings have involved faculty and collegiate and graduate school administrators. Agreement has been reached on program requirements and emphases as well as on a tentative delivery schedule (see program description). The final fiscal and administrative arrangements are currently being worked out.

The proposed joint EdD offering is not a new degree, or new major, or new program. New resources in terms of faculty, courses or services are not being requested. Graduate School faculty appointments at the associate graduate faculty level will be recommended for participating St. Cloud State University faculty. These several appointments will be submitted for normal review by the Policy and Review Council during Winter Quarter 1994.

The projected start-up date for this joint effort is summer 1994. The cohort for the three-year program will be limited to 25 participants. Systematic evaluation of this collaborative effort



will be undertaken, consisting of 1) student evaluations of all course work, 2) an annual progress report and 3) a comprehensive summative evaluation to be completed at the end of cohort 1. Data from these evaluations will be available for Council review.

We will be present at the November 10, 1993 meeting of the Education and Psychology Policy and Review Council to respond to any questions about this joint University of Minnesota and St. Cloud State University program.

TLM:VDM:mf

Enclosure

cc: Karen Seashore Louis  
Dale Lange  
St. Cloud University Planning Group

PROGRAM DESCRIPTION  
October 21, 1993

Joint Ed.D. Program  
St. Cloud State University and the University of Minnesota  
Educational Leadership Emphasis

PURPOSE AND NEED

Educational leadership is the focus for a joint doctoral program offered by St. Cloud State University and the University of Minnesota. Students completing program requirements earn an Ed.D. degree in Educational Administration from the University of Minnesota.

This innovative Ed.D. offering is intended for experienced administrators and leaders in schools and other education-related organizations. It is not a licensure program. Instead, the program is designed as one which, through challenging graduate study, enhances the professional knowledge and leadership skills of current practitioners.

There is a need for a practitioner-oriented Ed.D. program for placebound professionals in Greater Minnesota as their leadership responsibilities become increasingly enlarged, complex, and demanding. This program is a reflection of the desire of faculty at St. Cloud State University and the University of Minnesota to cooperate--and make efficient use of limited resources--in providing advanced educational opportunities to individuals employed in key positions serving children and youth. It responds to innumerable requests over many years that such opportunities in the form of doctoral study be made available outside the immediate Twin Cities area.

MAJOR FEATURES

- \* Joint delivery allowing the program to draw upon a specialized and well qualified graduate faculty--and other academic resources--from two fine universities.
- \* Cohort model of learning where participants remain together for most of their classes.
- \* A diverse group of participants encouraging exploration and exchange across varied perspectives, experiences, and backgrounds.
- \* Course work in summer concentrations so that education professionals can more easily take advantage of the program.

- \* Broad view of leadership development, one which embraces visioning, ethics, and pluralism, as well as a skill building component.
- \* Preparation to apply systematic inquiry to educational problems and to use the results to anchor sound educational policy and practice.

#### PROGRAM REQUIREMENTS

The Ed.D. program requires a commitment to participate for three consecutive summers and their subsequent academic years. The three-year program calls for 51 quarter credits of course work and 36 field project credits beyond the master's degree. The Ed.D. program is divided into cohort learning, elective studies, and an individual research project.

Cohort learning courses, in which all students simultaneously enroll, constitute 33 total credits, 9 credits taken each summer and 1 credit per quarter during the first two academic years. The summer classes are offered in intensive three or four-week sessions (three courses each session). They are organized around four central themes: educational leadership, vision and values, cultural diversity, and systematic inquiry. The academic year cohort experience is used to examine contemporary issues, undertake group activities, explore possible project topics, and facilitate faculty advisement.

Elective studies constitute 18 total credits; they are taken on a course-per-quarter basis during the first two years of the program. These courses, individually chosen by students in consultation with faculty advisers, encourage program participants to undertake seminar and other in-depth study, to complete graduate work outside education to meet collateral field expectations, and to prepare for the research project (6 units of elective studies must be in inquiry skills). Elective courses may be taken at either institution.

Project research registration consists of 36 credits, paid after the student has been advanced to candidacy--i.e., passed the preliminary written and oral examinations which are held in the fall of the third year. Each student, jointly assisted by faculty members from both universities, is expected to complete an Ed.D. research project. Projects include program evaluations, case studies, sample surveys, and other field-based inquiry intended to inform--and improve--educational policy and practice. The Ed.D. program is designed so that a participant, if diligent, can complete and defend (in an oral examination) a project by the end of the third year.

#### ADMINISTRATION AND FACULTY

The directors of the Ed.D. program are Professors [to be appointed] from St. Cloud State University and Professors Van Mueller and Tim Mazzoni from the University of Minnesota.

Professor Judee McMullen is chair of the Department of Educational Administration and Leadership, St. Cloud State University; and Professor Karen Seashore Louis is chair of the Department of Educational Policy and Administration, University of Minnesota.

Administrative offices for the program and the two participating departments are in A131 Education Building, St. Cloud State University, St. Cloud, MN 56301 and 275 Peik Hall, University of Minnesota, Minneapolis, MN 55455.

All program participants will be jointly advised by faculty from St. Cloud State University and from the University of Minnesota. Regular faculty members who will advise students, and who will teach most classes, include:

St. Cloud State University, Department of Educational Administration and Leadership:

Elaine Leach, Ph.D., The Ohio State University  
John McLaughlin, Ph.D., University of Minnesota  
Judee McMullen, Ph.D. candidate, University of Minnesota  
Charles Moore, Ph.D., University of Nebraska

University of Minnesota, Department of Educational Policy and Administration

Gary Alkire, Ed.D., Michigan State University  
Arthur Harkins, Ph.D., University of Kansas  
Vernon Hendrix, Ph.D., University of Texas  
Jean King, Ph.D., Cornell University  
Tim Mazzoni, Ph.D., Claremont Graduate School  
Van Mueller, Ed.D., Michigan State University  
Neal Nickerson, Ed.D., Columbia University  
Charles Sederberg, Ph.D., University of Minnesota

#### ADMISSION REQUIREMENTS AND PROCEDURES

All applicants must meet three general requirements to be considered for admission into the joint Ed.D. program: (1) a master's degree or equivalent from an accredited institution, (2) a grade point average of at least 2.8 in undergraduate course work and 3.4 in master's degree course work, and (3) a minimum of three years administrative and/or leadership experience. With respect to the last, applicants must demonstrate high potential for effective leadership through their professional experiences and recommendations.

Persons interested in being considered for admission into the program should request application materials from St. Cloud State University at (612) 255-2160 or from the University of Minnesota at (612) 624-1006.

Application materials that must be submitted include the following:

- \* Graduate School (University of Minnesota) Application.
- \* Official transcripts of all previous undergraduate and graduate academic study.
- \* Joint Program Application, which includes a statement of purpose, and a current resume of professional experience.
- \* Three letters of recommendation written by persons in position to assess potential for graduate work and educational leadership.
- \* Results of the Graduate Record Examination (GRE) General Test.
- \* An application fee.\*\*

#### SELECTION PROCESS, CRITERIA, AND NOTIFICATION

Applications will be reviewed by an admission committee drawn from program faculty. This committee will recommend potential participants for admission to the School of Graduate and Continuing Studies, St. Cloud State University, and to the Graduate School, University of Minnesota. Selected participants will be notified during March-April 1994.

The cohort of participants will be selected on the basis of academic qualifications and demonstration of educational leadership potential.

#### SCHEDULING

The program begins in Summer Session I 1994 and is scheduled over three years as follows:

##### Summer I (1994)

Cohort learning; emphasis on leadership development and research design; 3 or 4 week session.

##### Academic Year I (1994-1995)

Elective studies, a student-selected course per quarter; and cohort learning, 3 meetings per quarter.

##### Summer II (1995)

Cohort learning; emphasis on social context, critical issues, and educational futures; 3 or 4 week session.

##### Academic Year II (1995-1996)

Elective studies, a student-selected course per quarter; and cohort learning, 3 meetings per quarter.

Summer III (1996)

Cohort learning; emphasis on professional ethics, cultural diversity, and research planning; 3 or 4 week session.

Academic Year III (1996-1997)

Preliminary written and oral examinations (Fall Quarter); field research and writing; final oral examination (Spring Quarter) if student project has been completed and approved as ready for defense.

CREDITS AND COSTS

Graduate quarter credits to meet Ed.D. requirements are distributed as follows:

Entry requirement (masters or equivalent)	45 credits
New course work	51 credits
-Cohort learning	33 credits
-Elective studies	<u>18</u> credits
Project registration	<u>36</u> credits
Total	132 credits

Students will be responsible for the costs of participation. These costs include tuition for graduate credits, related fees, and all instructional materials.

-----  
\* Scheduling will depend on course content, faculty availability, and the instructional time required to meet credit hour standards of St. Cloud State University and the University of Minnesota.

\*\* Applicability of each institution's tuition rates and fees is currently being decided by university administrators at St. Cloud State University and the University of Minnesota.

St. Cloud State University/University of Minnesota  
**Joint EdD Program**  
**Delivery Schedule**  
 Draft 3

10/4/93

Program	Course Designator and Title	Cr	Year 1				Year 2				Year 3			
			SS	F	W	S	SS	F	W	S	SS	F	W	S
<b>Cohort Learning</b>		<b>33</b>												
- Leadership	5130-Leadership Development Seminar		3											
	5139-Laboratory in Decision Making		3											
- Vision & Values	5141-Critical Issues in Contemporary Education						3							
	5211-Social Design and Educational Futures						3							
	5245- Ethics, Morality, and Values in Education										3			
- Inquiry	5222-Introduction to Policy Research		3											
	8238-Seminar: Theory and Research										3			
- Diversity	5090-School and Society						3							
	8XXX-Diversity in Leadership										3			
- Special Topics	5272-Problems: Educational Administration			1	1	1		1	1	1				
<b>Elective Study</b>	At least 6 student-selected courses and seminars*	<b>18</b>		3	3	3		3	3	3				
<b>Project Research</b>	Project registration	<b>36</b>										12	12	12
<b>Examinations</b>														
- Preliminary Exam	Written and oral examinations											X		
- Final Defense	Oral examination on project													X**
<b>Entry Requirement</b>	Previously earned masters or equivalent	<b>45</b>												
<b>New Work Credits</b>	Cohort + Electives + Project registration	<b>87</b>	9	4	4	4	9	4	4	4	9	12	12	12
<b>Total Degree Credits</b>		<b>132</b>												

\* Emphasis on in-depth study and/or collateral field courses (i.e., outside of education); 6 credits must be in inquiry skills.

\*\* If project is complete, approved, and ready for defense.

# GRADUATE PROGRAM MANAGEMENT EVALUATION

Program Name \_\_\_\_\_ DGS \_\_\_\_\_

**Program Characteristics**

	<u>93/94</u>	<u>Target (Goal)</u>
Total # students in program	_____	_____
# doctoral students (full-time)	_____	_____
# master's students (full-time)	_____	_____
#without financial support from U	_____	_____
% international students	_____	_____
# Inquiries (annual)	_____	_____
# Official Applications (annual)	_____	_____
# Admitted	_____	_____
# New Registrants	_____	_____
Total graduate program faculty	_____	_____
# graduate faculty advising	_____	_____
Student/adv.faculty ratio (master's)	_____	_____
Student/adv. faculty ratio (doctoral)	_____	_____
\$ value of current year GS Block grant	_____	_____
<b>Master's:</b>		
Avg # years to complete the master's	_____	_____
Avg # degrees awarded (prior 3 year average)	_____	_____
<b>Doctorate:</b>		
Avg # years from first enrollment to oral prelims	_____	_____
Avg # years from prelims to graduation	_____	_____
Avg # degrees awarded (prior 3 year average)	_____	_____
1993 MS GPA Avg: applicants:_____ admitted _____; actual registered:_____		
1993 PhD GPA Avg: applicants:_____ admitted _____; actual registered:_____		

If target #s above in any category differ from current #, describe reasons and steps to be taken to move toward target.

How is the DGS selected and how often does the program faculty meet?

Indicate the budgetary support and source that is available to the DGS for program management.



**Admissions Criteria**

How will the program insure a top-quality pool of applicants to the program?

Minimum undergraduate GPA required: Doctorate \_\_\_\_\_ Master's \_\_\_\_\_

Minimum GRE scores V \_\_\_\_\_ Q \_\_\_\_\_ A \_\_\_\_\_ Subject ( \_\_\_\_\_ ) \_\_\_\_\_

Class rank (international) \_\_\_\_\_

Other factors considered (check appropriate categories):

- Upper division GPA trend \_\_\_\_\_
- Quality of institution \_\_\_\_\_
- Strength of department \_\_\_\_\_
- Research experience \_\_\_\_\_
- Letters of recommendation(#) \_\_\_\_\_
- Publications \_\_\_\_\_
- Audition/portfolio \_\_\_\_\_
- Writing samples \_\_\_\_\_
- Work experience \_\_\_\_\_
- Competitive merit scholarships/honors \_\_\_\_\_
- Other graduate record \_\_\_\_\_
- Other (identify) \_\_\_\_\_

Describe how the factors checked above are weighted and used in admissions.

Describe admissions decision-making process (e.g., DGS makes decision; sub-committee by area of emphasis, etc.) and, if by committee, its make-up.

**Degree Requirements: Written Statement for Students**

Attach a description of degree requirements that is supplied to all incoming students, if this appears in your manual please copy attach those pages.

**Student Degree Progress**

Describe procedures used for assuring students' timely progress, including, e.g., how/when advisors are assigned, a description of periodic formal reviews of each student by committee, how incomplete coursework is monitored, the program's specific timetables for all milestones (eg MS and PhD program approval, PhD oral etc.) . Describe the nature and process,of the PhD. written, oral prelim, and defense exams. Supply disk and hard copy of program manual .

**Program Faculty**

State criteria used to evaluate faculty for inclusion on your program at all levels. Indicate levels of involvement needed to maintain program faculty status.

**Long-Term Goals**

Characterize your program's goals for the future—e.g., efforts to maintain high standards; components of the field to be emphasized or deemphasized; balance between preparation for academe/"real world"; placement of graduates; and the process for assessing progress toward goals.

# Process to Implement Graduate School Review

## A. Graduate School Responsibilities:

### 1. Application Process:

- a. Collect all applications and fees. Send to program when complete.
- b. Foreign student application analysis with country form put in file before forwarding to program..
- c. Input all admission demographic data into mainframe data base.
- d. Track total requests for applications to U of M, total completed applications, total accepted to U of M, total enrolled after acceptance (including demographics).
- e. Answer all requests for admission status before application is transferred to individual programs. After that programs responsible for informing students as to application progress.
- f. Do quality control check review of all accepted students upon receiving file back from program but before final decision letter is sent to student. If admission standard is below UM or program criteria or the documentation is insufficient. GS will contact DGS for further information if necessary before letter of acceptance issued.
- g. Once evaluated by program and reviewed by GS as in (f), GS to record info in database and issue official U of M letter of acceptance/rejection to student. Notify program by email of date letter sent.
- h. Transfer file of accepted students into Graduate Student Service and Progress Office (GSSP).
- i. Evaluate requests for late admissions when appropriate.
- j. Return files of rejected and no shows to individual programs for record keeping.
- k. Issue timely reports to programs on admissions numbers and demographics.

### 2. Graduate Student Service and Progress

- a. Keep on file and in a database where appropriate, the official records and status of all official graduate students.
- b. Process milestone forms and enter data into GS database (includes filing of degree programs, written and oral examination forms, thesis proposals, petitions, thesis defense forms, graduation clearance etc.
- c. Insure that the student has met the minimum GS requirements for each milestone (eg. student degree programs meet minimum major and supporting program/minor credit requirements)
- d. GS to verify that examination committees proposed by the program DGS meet distribution and graduate faculty status criteria established by the GS. This applies to originally proposed committees as well as any subsequent committee substitutions.
- f. Insure thesis meets publication standards.
- g. GS to handle graduation process and issue degree.

### 3. General Graduate School Responsibilities

- a. Develop a new internal data management system for all records where needed.
- b. Develop a user friendly multi-platform database management tool for use by the programs in maintaining records of student demographics, progress and milestones.
- c. Prepare a manual for the DGSs to use in evaluation of student's undergraduate records from foreign institutions and from non-traditional U.S. schools.
- d. Finalize program evaluation form that will be used to determine ability of programs to process graduate school admissions and manage programs.
- e. Establish through P&R councils, process for giving approval to programs for self management as documented here. One such suggested committee to consist of three DGS members from each of the six P&R councils (18), three Assoc. Deans or Asst. Deans from the Graduate School and three COGS representatives. Minimum of one DGS from each P&R, one dean and one student (total 8) needed to be present to vote on program approval. Graduate School representative or designate to chair committee. Process of review to be completed by July 1 1994 so as to implement for 1994-5 academic year and evaluate 1995-6 admissions although some programs may start earlier.
- f. Train DGS or program administrators on use of the database program and other tools such as a Graduate School Gopher and email system as a means to access the GS database and communicate with the staff. Develop method to help those DGSs who do not now have access to a computer.
- g. Evaluate and prepare any GS forms that can be utilized electronically.

h. Set up and maintain an Official GS Gopher server that will have following files available:

- (1) General Grad School Information and list of programs available
- (2) Application procedure
- (3) Graduate School general program requirements
- (4) Graduate School requirements for master's students
- (5) Graduate School requirements for specialist students
- (6) Graduate School requirements for doctoral students
- (7) Fellowships available
- (8) UM Graduate Faculty with address, phone, fax and email
- (9) UM DGS address, phone, fax and email
- (10) Folders with pointers to programs that have own server with data as in (11)
- (11) Program Folders if no server of own - specific requirements, courses, list of faculty with their research interests
- (12) Tuition and fee structure
- (13) Important deadline dates eg, registration, graduation
- (14) Meeting dates for P&R Councils, DGSs etc.
- (15) Minutes of public P&R meetings, Executive Council meetings
- (16) General correspondence to DGSs
- (17) Jobs available (TA, RA)-to be maintained by Graduate Assistant Office
- (18) COGS Information to be maintained by COGS Office
- (19) Minority and Cultural Diversity Documents
- (20) Women's Special Issues
- (21) Who to contact for program information
- (22) Miscellaneous

i. Set up addresses and internal office process to handle routine questions on milestones and programs by email.

j. Grad School Assoc. Dean or designate to be final arbiter in any questions that may arise from programs. Establish an academic grievance structure at both the program and graduate school level to serve graduate student needs.

k. GS to establish a means for review of how well a program is maintaining it's management of the program.

l. Implement Course 8666 for each program for special registration for thesis credit by PhD candidates.

m. Reward good program management with some funds to carry out the process.

**B. Program Responsibilities:****1. Admissions**

- a. Send recruiting and admission material to prospective students.
- b. Establish recruiting process to attract students (including minorities).
- c. Develop standards for evaluation of students in the admission process for all applicants. Standard must be at least equivalent to or more stringent than the Graduate School suggested limits.
- d. Answer all requests for admission status after application is transferred to individual programs.
- e. Keep evaluation record (3 yr.) on each applicant (rejected or admitted) especially for students who did not meet minimum U of M GPA or higher program standard (including other standards such as # letters, GRE etc.) but was admitted or reasons why student was not admitted. Reasons to become part of official file for student.
- f. Program to make decision on admission/ rejection of all students on basis of U of M GS and program standards, GS to do review of decisions on all accepted graduate students as quality control check. When an application is in question by GS, the information on record as to the reason for acceptance will be reviewed. If questioned, the GS will then contact the DGS for further information. Once finalized, the GS is responsible for issuance of the official letter of acceptance or denial.
- g. Program to issue letter of acceptance of student to program with any financial aid information only after issue by GS of official U of M letter of acceptance as noted in (B1f).
- h. Program to maintain individual file on each applicant that goes through process including all those not admitted with the reasons for the decisions documented and those who were admitted but did not enroll.
- i. Program to maintain database on all applicants including demographics, especially including financial aid and any internal milestones established by program. This data to be used for official program reviews in conjunction with the database maintained by the GS.
- j. Program to maintain individual files of all applicants who are rejected.
- k. GS to provide and maintain a cost effective recruiting program where needed.

## 2. Graduate Student Progress

- a. Prepare and hand out to all new graduate students the program requirements b. Insure that advisors give timely and accurate advice to students as to their status and program requirements for maintaining status.
- c. Insure that students file milestone forms with the GS in a timely manner.
- d. Establish a clear set of policy guidelines for each step in the progress of a student and put it into an official program manual. This includes minimum GPA, filing of program, timeline for passing written and oral prelims, etc.
- e. Program DGS is responsible for designating student examination committees (program, PhD oral, MS oral, PhD defense) which meet the GS distribution and graduate faculty status criteria. Where committee substitutions are necessary, the program DGS is responsible for ensuring that the adjusted committee still meets the above criteria and is responsible for informing the GS of the substitution before examination.
- f. DGS to make final decision on all student program issues as long as they meet the GS requirements but should consult with the GS for information and help in special cases where deviations from those guidelines below the minima required by the GS are proposed.
- g. Program to have a grievance process for graduate student matters.

## 3. General Program Requirements

- a. DGS or designate to become learned in use of computer database program for program management, learn to access GS Gopher server and email for information. GS to supply training program.
- b. DGS to generate database reports on regular basis and compare to GS reports such as to identify any needed changes. Corrected reports to be distributed to program faculty for information on program status. GS will help each program develop database report mechanism relevant to the program.
- c. DGS to insure program manual with all policies exists and that it is maintained both physically as well as on the program file server or the GS Gopher server.
- d. Program to establish criteria for admission and maintenance of graduate faculty status.
- e. Program to be responsible for election of faculty to GS status and notification of GS so as to be included in database. Program to issue letter of election to GS status.
- f. Program to establish a meaningful and timely process for election of DGS and alternate.
- g. Program to have timely and regularly graduate faculty meetings to keep the faculty up to date on issues and to address program goals.
- h DGS to serve as official member to respective P&R Council.
- i. Program should plan to have a timely, periodic review coordinated by the Graduate School to review its processes, progress, status in the field and future goals.



Programs are to complete this form and submit it to the Graduate School, XXX Johnston Hall. A vote of the appropriate graduate program faculty is required for appointments to full, associate and examining membership. Programs may wish to collect additional information to assist them in a periodic review of their Graduate School appointments.

### Notification of Graduate School Appointment

1. Name (Last, First, Middle)		2. Social Security number (this information is necessary to verify employment/ appointment status)				
3. Academic Rank	4. Department (budgetary)	College	Campus Mailing Address			
5. Major Field of this Appointment		6. Level of appointment: <input type="checkbox"/> full <input type="checkbox"/> associate <input type="checkbox"/> examining <input type="checkbox"/> Limited Teaching Status (LTS)				
7. Nominee's area(s) of specialization within the field of appointment						
8. Education, including college, professional school, and foreign study						
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%; border: none;"><u>Name of institution and dates attended</u></td> <td style="width: 33%; border: none;"><u>Degree and year awarded</u></td> <td style="width: 34%; border: none;"><u>Major field</u></td> </tr> </table>				<u>Name of institution and dates attended</u>	<u>Degree and year awarded</u>	<u>Major field</u>
<u>Name of institution and dates attended</u>	<u>Degree and year awarded</u>	<u>Major field</u>				
9. Previous appointments to the graduate faculty and/or to Limited Teaching Status at the University of Minnesota? <input type="checkbox"/> yes <input type="checkbox"/> no						
<table style="width: 100%; border: none;"> <tr> <td style="width: 60%; border: none;"><u>If yes, level of appointment and years held</u></td> <td style="width: 40%; border: none;"><u>Major field</u></td> </tr> </table>				<u>If yes, level of appointment and years held</u>	<u>Major field</u>	
<u>If yes, level of appointment and years held</u>	<u>Major field</u>					
10. Is this appointment for a limited period? <input type="checkbox"/> yes <input type="checkbox"/> no						
If yes, indicate termination date: _____						
(Note: A termination date is required for appointment to LTS.)						
Signature (Director of Graduate Studies)						
(DGS signature indicates that a vote, if required, has been taken on the appointment and that the appointment has been made in accordance with the criteria adopted by the program.)						

November 23, 1993

**MEMORANDUM**

**TO:** Dean Zimmerman

**FROM:** Vicki Field

**RE:** Board of Regents' Actions Since Last Executive Committee Meeting

You will recall that we ran out of time at the June 3 Executive Committee meeting and did not cover the informational items on the agenda. In early July, the attached report was therefore mailed with other materials to Executive Committee members for their information.

Other Graduate School items that the Board of Regents approved subsequent to this mailing are:

- the request to change the name of the Genetics graduate degree program to **Molecular, Cellular, Developmental Biology and Genetics** (meeting of July 9, 1993)
- the request to discontinue the graduate degree program in Genetics (meeting of July 9, 1993), and
- the request to offer the existing Master of Science (M.S.) degree in Nutrition, Plans A and B, at the Rochester Center (meeting of October 8, 1993).

As you know, the Regents in October also gave their initial approval to the proposal for an M.S. and Ph.D. degree program in Scientific Computation, which is now under consideration at HECB. (This proposal will be presented for preliminary review by the Program Advisory Committee on November 29.)

Please let me know if you have any questions.

Thanks!

/vf

**Report of Board of Regents' Actions Subsequent to February 25  
Executive Committee Meeting**

The following Graduate School-related items were approved subsequent to the Executive Committee's meeting on February 25, 1993:

- the proposal for a free-standing minor in **Conflict Management** for the master's and Ph.D. degrees (reported for information to HECB for the PAC meeting on March 26),
- the proposal for a free-standing minor in **Political Psychology** for the Ph.D. degree (reported for information to HECB for the PAC meeting on March 26),
- the proposal to change the name of the graduate degree program in Veterinary Microbiology to **Veterinary Pathobiology** and to simultaneously discontinue the graduate programs in Veterinary Parasitology and in Veterinary Pathology (April 16 Board of Regents meeting), and
- the proposal for a Master of Science (M.S.) degree in **Landscape Architecture**, with attendant modifications in the Master of Landscape Architecture (M.L.A.) degree (May 14 Board of Regents meeting).

The following actions of the Executive Committee at its May 25 meeting have now also been endorsed by the Regents:

- the request to change the name of the graduate degree program in Biochemistry to **Biochemistry, Molecular Biology and Biophysics**,
- the request to change the name of the graduate degree program in Ancient Studies to **Interdisciplinary Archaeological Studies**, and
- the request to change the undesignated M.S. degree with a major in Management of Technology to a designated degree, the Master of Science in Management of Technology (M.S.MOT.).