

**UNIVERSITY OF MINNESOTA  
GRADUATE SCHOOL**

Minutes, Graduate School Executive Committee  
Meeting of Monday, April 23, 2001  
3:00 p.m., 433 Johnston Hall

**Present:** **Faculty representatives:** Michael Cherlin (for Jean Montgomery), Prodromos Daoutidis, Rodney Johnson, Gary Leske, Judith Reisman, Martin Sampson; **Biomedical Research Advisory Committee representative:** Marc Jenkins; **Graduate School Fellowship Committee Representative:** Christopher Bingham; **administrative representatives:** Victor Bloomfield, Esam El-Fakahany, Shirley Garner, George Green, Christine Maziar, Naomi Scheman; **student representatives:** Melinda Jackson, Michael Jacobs, Dena Sanford; **Civil Service representative:** Jana Pitstick; **guests:** John Budd, Deborah Levison, Marsha Lewis; **staff:** Vicki Field

Dean Maziar called the meeting to order and invited members to introduce themselves.

**I. Approval of the Minutes of the November 28, 2000, Meeting**

The minutes were approved as submitted.

**II. Proposal to Add the Plan A Option for the Master of Urban and Regional Planning (M.U.R.P.) Degree, and to Change the Plan B Option to a Coursework-Only Option**

Professor Levison explained that the change from a Plan B format to a coursework-only model was intended to make the M.U.R.P. program here competitive with the best such programs in the country. The proposed coursework-only option would require a group report for a client, as well as individually-prepared papers with review by both a practitioner and faculty members. Introduction of an optional Plan A was also intended to increase the program's competitiveness by providing an avenue for those few students who wish to continue on to the Ph.D. degree. Brief consideration was given to the absence of a traditional final examination for the coursework-only option and the mechanism by which the student's satisfactory completion of program requirements would be reported to the Graduate School. Professor Levison acknowledged that the program faculty would need to decide on the particular mechanism to be used (e.g., the DGS could sign the final report form attesting to completion of requirements in the absence of a traditional final exam.) Professor Sampson reported that the Social Sciences Policy and Review Council recommended the changes. Executive Committee members then voted unanimously to approve the proposal.

**III. Proposal to Change the Plan B Option for the M.A. Degree in Human Resources and Industrial Relations to a Coursework-Only Option**

Professor Budd stated that the HRIR proposal was similar to the proposal just discussed. It also sought to replace the program's Plan B option with a coursework-only option, both to improve the capstone experience for the student and to eliminate the need for a traditionally constituted final examination with representation by a member of the outside field. Most HRIR students take their related field credits in evening MBA courses taught by non-graduate faculty, who are ineligible to serve on examining committees, Professor Budd explained. Asked to confirm the absence of designated examining committee members on the degree program form, he indicated this would be the case; the program DGS

would simply sign the appropriate Graduate School form attesting to a student's completion of degree requirements. The Social Sciences Council also recommended this item, Professor Sampson reported. His motion to approve the HRIR proposal received unanimous Executive Committee endorsement.

#### **IV. Request to Modify Tracks within the Plan B M.S. Degree in Nursing**

Professor Lewis addressed four changes recommended by the Nursing graduate program in the tracks already in place for the program's Plan B M.S. degree. The changes were to:

1. discontinue the Adult Health Nursing track for students admitted after Summer 2001, and replace it with a track in Adult Health Clinical Nurse Specialist
2. discontinue the Child and Family Nursing track for students admitted after Summer 2001, and replace it with a track in Pediatric Clinical Nurse Specialist
3. add a track in Pediatric Nurse Practitioner
4. add a track in Children with Special Health Care Needs

The first two were name changes in existing tracks to reflect changes in the field, Professor Lewis stated. The second two were designed to broaden study options for students in the area of Pediatric Nurse Practitioner and Children with Special Health Care needs by offering separate tracks in these two areas (in addition to the combined study opportunity that would continue to be available). On a unanimous vote, Executive Committee members approved the request, which had been recommended by the Health Sciences Policy and Review Council. (There was no discussion.)

#### **V. Request to Change the Name of the Free-Standing Minor in Composition, Literacy, and Rhetorical Studies to "Literacy and Rhetorical Studies"**

Professor Cherlin reported that the request was recommended by the Language, Literature and Arts Policy and Review Council and was intended to more clearly indicate the scholarly interests of the programs' faculty and graduate students. His motion to approve the request was unanimously approved. (There was no discussion.)

#### **VI. Request to Change the Name of the M.S. Degree Program in Geology at Duluth to "Geological Sciences"**

Professor Daoutidis stated that the proposal to change the name of the graduate degree program followed a similar change in the name of the Department of Geology at Duluth. If the request is approved, the graduate program and departmental names would correspond. The Physical Sciences Policy and Review recommended the request, he said. Executive Committee members endorsed the request without dissent. (There was no discussion.)

#### **VII. Recommendations for the Administration of Post-Baccalaureate Certificate (PBC) Programs Through the Graduate School**

Associate Dean Green recalled the lengthy discussions of the recommendations in all six Policy and Review Councils, but said there had been little controversy. He drew attention to three related documents included in the agenda packet: the Graduate School recommendations, its current (1998)

policy statement regarding post-baccalaureate certificate (PBC) programs, and draft University guidelines for certificate programs. The first document (the recommendations for the administration of PBC programs in the Graduate School) was for action, he explained. If approved, the minimum credit requirement for a Graduate School PBC program, as specified in the 1998 policy statement, would necessarily change from 15 to 12 credits; however, individual programs could set a higher minimum requirement.

Executive Committee members engaged in a brief discussion of the Graduate School recommendations. Regarding visa requirements, information gleaned from the School of Dentistry led to a suggested change in the first sentence of item 17. of the recommendations as follows: "By federal law, international students are not eligible to come to the U.S. *on an F1 visa* only to pursue a certificate program." Members accepted this change as a friendly amendment to the recommendations. The Social Sciences Policy and Review Council had also voted to exclude PBC students from participating in commencement ceremonies, Associate Dean Green reported; no other Council had agreed with this viewpoint. Following this discussion, Executive Committee members voted unanimously to approve the Graduate School recommendations, with the modification in item 17. regarding visa requirements.

#### **VIII. Proposed Revisions in the Graduate School Component of ECAS (Electronic Course Authorization System)**

Ms. Field spoke briefly to the evolution of ECAS through the semester conversion process, and to the history of the proposed revisions, which had emanated from the Biological Sciences, and the Language, Literature and Arts Policy and Review Councils. The course review committees of each of these Councils had experienced frustration with the current ECAS form and independently embarked on an effort to identify improvements. The proposed version of the form's Graduate School component reflected a melding of recommendations from these two Councils. Also discussed in all six Policy and Review Councils in the spring, the proposed revisions had been approved by all of the Councils, but with some modifications, Ms. Field reported. These included providing a separate box for course objectives; expanding the length of space provided for a course syllabus; including both the current and proposed course information for courses in which changes were proposed; requesting a list of similar courses in the item that asked about the relationship of a proposed course to courses outside the program; and recognizing the possibility of cutting and pasting e-mail exchanges to document consultation in the case of potential course duplication. Also suggested was providing effective term dates farther into the future.

Discussion ensued in which Executive Committee members gave brief consideration to possible jeopardy to the institution if students view a syllabus in ECAS that is outdated (i.e., if no changes are made to the ECAS version of the course subsequent to the initial course approval). Although it was thought few students visit the ECAS site, those present agreed that a disclaimer should be added to the course syllabus box. Executive Committee members then voted unanimously to approve the revised Graduate School component of ECAS with the additional changes recommended by the Councils and identified in the Executive Committee's discussion.

## **IX. Dean's Report**

Dean Maziar presented a report that included several items. The number of completed applications is up by 6 percent this year over last year at this time; other graduate deans are seeing flat or diminished numbers of applications. Response to the Web application has been good, with almost 30 percent of applications in some programs submitted via the Web. To improve the quality of information printed from the Web application, Ms. Scott is exploring enhancements with an outside vendor. The Graduate School will also work with the Office of Undergraduate Admissions and the professional schools in this regard. Applications are also reaching programs in a more timely way this fall. Dean Maziar expressed her appreciation to Ms. Scott for her efforts to improve the admissions process.

Dean Maziar also reported on the capital campaign with respect to graduate fellowships. Sixteen million dollars was raised over the course of the academic year; the endowment target is \$50 million, which will be doubled through matching funds. Interest in graduate education within the external community is also important, she said, and she expressed optimism that in the next campaign, a significant gift will enable naming of the Graduate School. The Senate Higher Education Committee has recommended \$150 million for the University; this amount is still short of the need, but is three times more than the Governor's recommendation and significantly more than the House recommendation, Dean Maziar continued. She encouraged Executive Committee members to contact their representatives about the University's biennial budget request and to urge others to do so as well. She also mentioned efforts to extend the graduate assistant tuition benefit to students appointed at less than 25 percent-time, which is under consideration by the University's Senate Committee on Finance and Planning, and discussion in the Senate Committee on Educational Policy around graduate students' right to expect a syllabus in graduate-level courses.

## **X. Report from the Graduate School Fellowship Committee**

Professor Bingham reported that the block grant committee had met in January and had allocated all of the money available for this purpose. Because of uncertainties surrounding the University's biennial budget request, increases in block grant awards have been suspended for the time being, except in high priority areas. About 75 percent of first-year fellowship nominations were approved; the number of recipients who accept these awards is not yet known. The committee is mid-way through its review of doctoral dissertation fellowship nominations and will finish this week.

## **XI. Reports from the General Research Advisory Committee and Biomedical Research Advisory Committee**

(Professor Carol Bock, new chair of the General Research Advisory Committee, was not present due to an ice storm that prevented travel from Duluth. Associate Dean El-Fakahany made the GRAC report on her behalf.) The fall review was conducted and the spring review will take place shortly. GRAC awards are a good means to support graduate students through research assistantships, Associate Dean El-Fakahany said. In the fall competition, 43 requests were received for BRAC funds and a total of \$376,000 was awarded. The success rate this year was 47 percent (compared to 36 percent last year). 120 requests were submitted for GRAC funds, with a 53 percent success rate; the success rate for Duluth applicants was higher than that for Twin Cities applicants. \$1 million was awarded through GRAC. Most funds (75 percent) went to new faculty (faculty in their first four years here); 17 percent of BRAC

funds went to faculty who were "between grants," while 15 percent of GRAC funds went to faculty with a history of low external funding. Professor Jenkins also spoke briefly to aspects of the fall BRAC review.

## **XII. Report from the Council of Graduate Students**

Mr. Jacobs reported on recent COGS activities, which included the election of new officers and input to SCEP on the matter of providing syllabi for graduate courses. (Several Executive Committee members expressed surprise that University policy did not require syllabi to be provided in graduate courses.) Mr. Jacobs also introduced Ms. Melinda Jackson, the new COGS president for 2001-02.

## **XIII. Report of Board of Regents Actions Regarding Degree Program Additions, Deletions, and Name Changes**

Associate Dean Garner reported that the Board of Regents had approved the following Graduate School proposals at the Board's February 9, 2001, meeting (the Graduate School Executive Committee had recommended all of these items at its meeting on November 28, 2000):

- new free-standing minor in Program Evaluation for the master's and Ph.D. degrees
- new post-baccalaureate certificate program in Transportation Studies
- new post-baccalaureate certificate program in Policy Issues on Work and Pay (the conditions stipulated by the Executive Committee in November had been satisfied)
- formal Teaching track for the M.A. degree in Germanic Studies
- formal track in Religions in Antiquity for the M.A. degree in Classical and Near Eastern Studies
- change in name of the graduate program in Manufacturing Systems to "Manufacturing Systems Engineering" and change in the degree designation from Master of Science in Manufacturing Systems (M.S.M.S.) to "Master of Science in Manufacturing Systems Engineering" (M.S.M.S.E.)
- discontinuation of the M.S. degree in Family Practice and Community Health

Associate Dean Garner also reported that no additional information had yet been provided concerning the proposal for a postbaccalaureate certificate program in Addictions Studies, on which the Committee had tabled action in the fall. The proposal to offer the Ed.D. degree in Educational Policy and Administration in collaboration with Winona State University and Minnesota State University, Mankato was approved by the Education and Psychology Policy and Review Council and Graduate School Executive Committee via a mail ballot in March and April, respectively, and has gone forward for Regents consideration in May. Dean Maziar commented briefly on her expectation of increased Regents involvement in the review of new degree program proposals, and she spoke to need to ensure that the Graduate School can fully justify such proposals.

## **XIV. Date of Next Meeting**

Executive Committee members agreed by consensus that there was no need to hold a second meeting this term.

**XV. Old Business**

No old business was reported.

**XVI. New Business**

Two points of new business were raised. First, on behalf of the Biological Sciences Policy and Review Council, Professor Johnson expressed his Council's concern over student uncertainty regarding required research ethics education. The requirement needs to be clarified and given greater visibility, he said. Monitoring of requirement completion was another issue; the Biological Sciences Council recommended adding a check-off box to the degree program form to document completion. Executive Committee members engaged in a discussion about monitoring of the research ethics education requirement, which to date has been the responsibility of individual graduate programs. Although support was expressed for reporting completion of the requirement to the Graduate School, it was suggested that including this information on the degree program form would be impractical, given timing of form submission (this form could be submitted before the student had completed the training). Also suggested were providing students with pre-addressed postcards that students could submit to their DGS to verify completion, use of an internal (program) record that could be submitted to the Graduate School when the training requirement had been satisfied, and including this information on the thesis title form (which might work for doctoral students, but not those completing master's degrees, it was pointed out). The wide variety of means for satisfying the research ethics education requirement was also viewed as an issue, and it was noted that in some programs, this education occurs over several years. No consensus was reached.

As a second point of new business, Professor Sampson, a member of SCEP and chair of its syllabus committee, invited Executive Committee members to discuss the notion of requiring a syllabus for graduate courses and a contract for independent study courses at the graduate level. Following a brief discussion, a motion was made, seconded and unanimously approved for the Executive Committee to go on record as in favor of mandated syllabi for graduate courses and a statement of expectations for independent study courses.

The meeting was then adjourned at 4:45 p.m.

Respectfully submitted,

Vicki Field, Associate to the Dean

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March 20, 2001

Christine Maziar  
Dean of the Graduate School and  
Vice President for Research  
420 Johnston Hall  
East Bank Campus

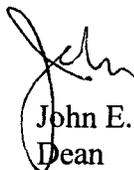
Dean ~~Dean Maziar~~

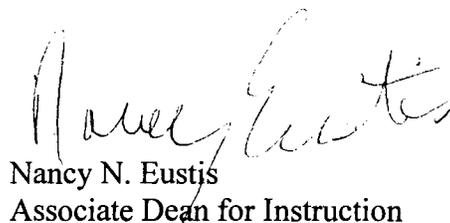
We are pleased to endorse the enclosed revision of the master of urban and regional affairs degree. The proposal was approved unanimously by our faculty on February 15, 2001.

This revision, as well as one you approved last year, completes the needed steps in fully implementing the degree which began in Fall 1999.

If approved, this revised format could serve a few students who choose to graduate with a coursework-only degree this summer. Otherwise, it will go into effect as of Fall 2001. Students enrolling before Fall 2001 will have the option of completing either a Plan B degree or selecting between a coursework-only and Plan A option.

Sincerely,

  
John E. Brandl  
Dean

  
Nancy N. Eustis  
Associate Dean for Instruction

JEB/NNE/sjg

Attachments



## **Proposed Revisions to the MURP Degree**

### **Overview**

The Master of Urban and Regional Affairs (MURP) Degree is now a Plan B degree. The faculty of the Humphrey Institute of Public Affairs proposes to eliminate the Plan B option and replace it with a Coursework Only (CWO) MURP degree option and a Plan A MURP degree option.

Admission, course, and internship requirements for both the CWO and Plan A options would be the same as those in place for the Plan B MURP degree, with the following exceptions.

- All students would be required to take a capstone workshop and would not be given the choice of a capstone seminar or workshop.
- Students in the CWO option would be required to complete a Professional Paper. A Plan B paper and final oral exam would not be required.
- Students selecting a Plan A MURP degree would register for 10 thesis credits and complete a thesis, which would be defended at a final oral exam.

These revisions assure that all students awarded the MURP degree participate in preparing and reporting on a project for a client (the work of the capstone workshop). All students would also complete an individually-prepared professional paper which is reviewed by two faculty members and a practitioner (in the case of those completing a CWO degree) or by three members of the graduate faculty, including one not on the MURP faculty (for those completing a Plan A degree). Plan A students would, of course, complete an oral exam as well.

### **Definition and Preparation of Professional Paper (CWO option)**

The professional paper poses a planning problem, cites relevant literature, documents the methodology used in arriving at the recommendation, presents one or more solutions, policies or plans to meet the problem, and supports the conclusion with relevant argumentation and empirical material. The problem tackled will be of interest to both the student and to a real world or conceptual client, and if possible, an appropriate representative of the client (a public sector agency or non-profit organization, for instance) will serve as a third reader on the paper.

If possible, the student should identify the topic of the Professional Paper by the end of the student's first year in the MURP program, at which time three reviewers of the paper should be identified and approached to serve. Students are encouraged to work on a topic that fits with the internship and to choose internships on this basis. Alternatively, students may choose to rework a paper written in a MURP class or in an independent study as their professional paper. Ordinarily, additional credit will not be given for the paper unless it is written as a part of an independent study with a MURP faculty member. In the beginning of the second year, students will forward a progress report and timetable to their reviewers and ask for meetings and whatever guidance they need

Students should plan to submit a complete first draft of the Paper by the middle of their fourth term and expect to revise substantially in response to feedback from their committee members. The Paper will be written in good professional English accessible to non-academics. The final Paper should not exceed 30 pages, exclusive of bibliography and tables/figures/maps, and is encouraged to be shorter than this. A bound copy will be due the Institute before graduation for our collection.

### **Rationale**

We make this proposed change for three reasons. The faculty notes that graduates of the program need to complete an individually-written professional paper (for their portfolio to show prospective employers), as well as to complete a group project for a client. It is their judgement that the best, most competitive planning programs require both. Further, planning is a field with both the Master's degree and a Ph.D. degree, including approximately 22 Ph.D. degree-granting graduate planning programs and 90 Master's degree granting programs. The professional degree is often the stepping-stone to the Ph.D. Indeed, in almost all Planning Ph.D. programs, the professional master's degree (MURP) is required for Ph.D. admission. Master's theses are an option at the best-known Planning programs. Examples are U.C. Berkeley, MIT, Cornell and North Carolina.

Without the proposed modification, the MURP degree required either a capstone workshop (for doing a client project) or a capstone seminar (in which individual papers were written).

Faculty further recommend that the oral exam now required for the MURP degree does not add value to the student's preparation (unless directed toward review of a Plan A thesis) and that the proposed revisions provide ample opportunity to review a student's performance near the conclusion of their degree. Students make an oral presentation to their instructor and to the client at the conclusion of the capstone workshop. In addition, three reviewers must approve the student's professional paper.

We expect that the majority of students will select a CWO MURP degree. However, each year, perhaps two students express interest in writing a more extensive final paper and/or pursuing additional training, usually in a doctoral program. They will be served by the Plan A option.

"The essence of statesmanship is not a rigid adherence to the past, but a present and probing concern for the future."

Hubert H. Humphrey

**MURP Coursework- Only Option**

**Degree Requirements**

The M.U.R.P. degree requires 48 credits, distributed as follows: Humphrey Institute core courses (12-13 credits); planning core courses (12.5 credits); capstone ~~course~~ <sup>workshop</sup> (5 credits); specialization electives (9 credits); and 10.5-11.5 credits of free electives. See page 18 for specializations.

**Humphrey Institute Core Courses**

(see page 41 for course descriptions)

*Either*

PA 5202 American Cities II: Land Use, Transportation, and the Urban Economy

or

PA 5521 Development Planning and Policy Analysis

PA 5031 Empirical Analysis I

PA 5034 Community Analysis and Planning Techniques

PA 5035 Survey Research and Data Collection

PA 5253 Participatory Management and Public Involvement Strategies

**Planning Core Courses**

PA 5004 Introduction to Planning

PA 5013 Law and Urban Land Use

*Two of the following courses:*

PA 8201 Environment and Infrastructure Planning

PA 8202 Networks and Places: Transportation, Land Use, and Design

PA 8203 Neighborhood Revitalization, Strategies and Theories

PA 8204 Regional, Economic, and Workforce Development Planning

**Internship**

Each student completes an internship by working for a minimum of 400 hours in a public or private planning agency. Internships are normally taken in the summer after the first year of the program.

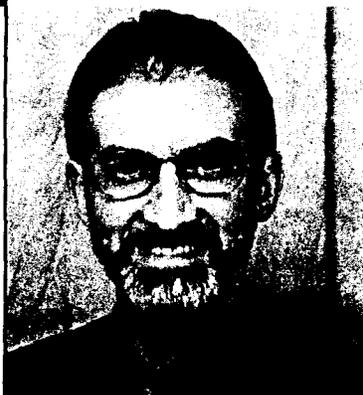
**Seminar, Workshop, or Thesis Requirement**

Students in the final semester of the M.U.R.P. degree program take a capstone ~~seminar or~~ <sup>workshop</sup> for 3 credits ~~that constitutes a final professional-level project, and complete a Plan B (non-thesis) paper.~~ <sup>and complete</sup> ~~paper~~

~~Students may work alone or as part of a team working for a community client concerned with a major development issue.~~

**Sam Listi Assistant City Manager, Temple, Texas**

1979



Aware that career advancement required a master's degree, Listi visited the Humphrey Institute as well as public affairs graduate schools in North Carolina and Wisconsin. "I wanted a degree program with outstanding faculty who strongly emphasize solid practical skills, as well as theory," he said. Listi decided that the Institute would best provide the pragmatic approach to policy process and analysis and decision-making that he desired. As a student, "hands on" experiences such as workshops and planning exercises taught him to evaluate and assess a city's needs comprehensively. Gaining strong capabilities in these areas enabled Listi to assume the city leadership position he holds today.

the past, but a present and probing concern for the future."

Hubert H. Humphrey

## Plan A Thesis Option

### Degree Requirements

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<sup>^ and 10 thesis credits. At least 6 credits must be non-PA courses.</sup>  
Humphrey Institute Core Courses

(see page 41 for course descriptions)

#### Either

PA 5202 American Cities II: Land Use, Transportation, and the Urban Economy

or

PA 5521 Development Planning and Policy Analysis

PA 5031 Empirical Analysis I

PA 5034 Community Analysis and Planning Techniques

PA 5035 Survey Research and Data Collection

PA 5253 Participatory Management and Public Involvement Strategies

### Planning Core Courses

PA 5004 Introduction to Planning

PA 5013 Law and Urban Land Use

### Two of the following courses:

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PA 8202 Networks and Places: Transportation, Land Use, and Design

PA 8203 Neighborhood Revitalization Strategies and Theories

PA 8204 Regional, Economic, and Workforce Development Planning

### Internship

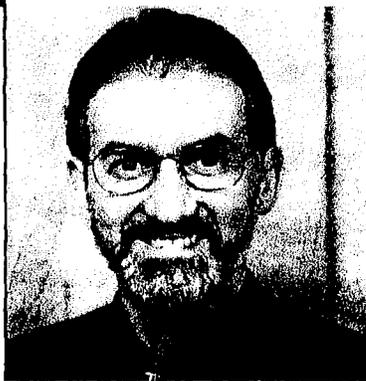
Each student completes an internship by working for a minimum of 400 hours in a public or private planning agency. Internships are normally taken in the summer after the first year of the program.

### Seminar, Workshop, or Thesis Requirement

Students in the final semester of the M.U.R.P. degree program take a capstone seminar or workshop for 3 credits that constitutes a final professional-level project and complete a Plan B (non-thesis) paper. Students may work alone or as part of a team working for a community client concerned with a major development issue.

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# UNIVERSITY OF MINNESOTA

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TO: Professor Shirley Nelson Garner  
Associate Dean of the Graduate School

FROM: Nancy N. Eustis *NNE*  
Associate Dean, Humphrey Institute of Public Affairs

DATE: March 20, 2001

SUBJECT: Response to your February 15, 2001 comments on revisions to the MURP degree

Thank you for your careful reading of our proposed revisions to the MURP degree. The proposal has been revised to respond to your suggestions. Also, I have responded specifically to your questions below.

1. See enclosed letters.
2. Planning is a field with both the Master's degree and a Ph.D. degree. (There are something like 22 Ph.D. degree-granting graduate planning programs and 90 Master's degree granting programs in the U.S.) The professional degree is often the stepping-stone to the Ph.D. Indeed, in almost all Planning Ph.D. programs, the professional master's degree (MURP) is required for Ph.D. admission. Master's theses are an option at the best-known Planning programs. Examples are U.C. Berkeley, MIT, Cornell, and North Carolina. Professor Ann Markusen, director of the MURP, knows of no M.S. degree in Planning.
3. See above.
4. Yes – the oral presentation of the workshop project and the three reviewers' approval of the professional paper are in lieu of the final oral.

Our workshops currently have clients, and it is completely up to the instructor and only the instructor to decide on the course grade.

5. The reference to “from the point of view of the graduate school” is deleted in the revised proposal.
6. There is no change in the credit requirements. As proposed, both a coursework only and a Plan A option would require 48 credits.



7. We have omitted the statement concerning the paper adviser deciding in case of a conflict.
8. Yes, all Plan A's have to complete the internship as well. It is a MURP degree program requirement.
9. The MURP Plan A option would match the current Graduate School policy and not have a practitioner on the committee.
10. The MURP faculty is opposed to making the Professional Paper a credit-bearing requirement. Students will work on these papers during their internships, in a regular course, or with independent study, as their Chair sees fit.
11. There would be no additional credit given beyond the independent study credit.
12. The MURP faculty felt that it was unduly restrictive to require that the student's advisor be on the Professional Paper committee. The student should work directly with the committee chair.
13. There is no relationship, temporal or otherwise, between the workshop project and the professional paper.
14. See revised proposal and attachments to the proposal.
15. There will be no difference in admissions requirements for the CWO and the Plan A options. Students will be admitted to the CWO degree program. We will recommend that students decide by the end of the second semester, if they wish to change to the Plan A option.
16. The revised proposal reflects this change.
17. We hope to make a coursework only option available to students who will finish coursework this spring. We will allow students currently enrolled a choice of Plan B or CWO degree, as stated in the revised proposal.
18. We have omitted the diagram.

# UNIVERSITY OF MINNESOTA

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Dean of the Graduate School*

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February 15, 2001

TO: Professor Nancy Eustis, Director of Graduate Studies  
Master of Urban and Regional Planning (MURP)  
Humphrey Institute of Public Affairs

FROM: Professor Shirley Nelson Garner   
Associate Dean

SUBJECT: Revisions to the MURP Degree

We have reviewed the proposal you sent to the Graduate School for revising your Master of Urban and Regional Planning (MURP) Degree. We would like you to clarify several matters, answer a few questions, and supply some information and documentation before we forward the proposal to the Social Sciences Policy and Review Council.

1. Please send us in a letter the outcome of the faculty vote on February 15 on the proposed changes in the MURP Degree. Please send as well a letter from Humphrey Institute Dean John Brandl expressing his support for the changes.
2. The Plan A is typically an option for the undesignated MS or MA degree; designated master's degrees like the MURP do not include a thesis option. What is common in similar programs elsewhere? Precedent elsewhere make a difference for a degree offered here. Would the proposers be amenable to introducing an MS degree for the thesis option? (Would this be worthwhile for two students annually? Is even the Plan A worthwhile for two students annually?)
3. You say that "the best, most competitive planning programs" require both an individually written professional paper and a group project for a client. Please indicate the university curricula to which you refer.
4. Item 2 of your letter: Is it accurate, then, that the student's oral presentation to his or her instructor and to the client at the end of the capstone workshop and the three reviewers' approval of the professional paper are in lieu of the final oral?

To what extent can the external client's reaction to the student's oral presentation of the project influence the student's project and course grade? (We think that including an external perspective is common in a few similarly structured programs.)



5. Proposal, p. 1, item I: We are not sure about the meaning of "From the perspective of the Graduate School, " so suggest this reference just be deleted.

6. Overall credit requirements for the "coursework-only" (CWO) option should be restated, in addition to the description of the proposed Professional Paper. (Will there be any concurrent changes in credit requirements, or the distribution of credits, for the degree with a CWO option? We assume the degree will be completed without a minor or related field, but the proposal should be clear on this point.)

7. "Option 1": We were not sure what final decision the Chair is making: whether to approve or not approve work done; or whether to approve the source of the report ("on work done in an internship or a paper done in a seminar or course or independently"). If the decision is regarding acceptance of the Professional Paper and the committee chair's role as final decision maker in the case of disagreement, what happens if the other two committee members agree the paper is unacceptable and the chair finds it acceptable? Does the chair in this instance have the power to override the other two? We assume that the chair's role is limited to deciding the outcome only when each of the other two committee members disagree. If so, the proposal should make this clear.

8. You encourage students "to work on a topic that fits with the internship and to choose internships on this basis." What are the internship options? Will Plan A's be required to complete an internship?

9. Point of information: For the CWO option, the three-person committee will not satisfy the Graduate School's requirement of two graduate faculty members from the student's major field and one from the minor or related field, but this is okay. The DGS will simply sign off on the report form attesting to the student's satisfactory fulfillment of degree requirements.

For the Plan A, however, there will be a final oral and there will be an exam committee. It must have two graduate faculty members from Urban and Regional Planning and one graduate faculty member from a related field. Graduate School policy will not allow the substitution of a practitioner from the field for one of these.

10. It is all right for the Professional Paper to be completed either for-credit or not. Given that the Professional Paper is a key requirement of the CWO program, however, we recommend that you consider making it a credit-bearing requirement.

11. In the second paragraph describing the Professional Paper, it says that students may choose to rework a paper written in a MURP class or in an independent study. It continues, "Ordinarily, additional credit will not be given for the paper unless it is written as part of an independent study with a MURP faculty member." When would additional credit be given if the paper is not part of an independent study? Might there be equity issues if some students were given credit for reworked papers written in a MURP class and others were not?

12. In the second paragraph describing the Professional Paper, the student is asked to forward a progress report to his or her committee members and to ask for meetings to discuss progress. Shouldn't this be the responsibility of the student's adviser?

13. For the CWO option, do you care whether the individual professional paper is completed before, after, or concurrently with the team project? If so, you need to be clear on that matter.

14. For the Plan A option, a statement of credit requirements for the degree is needed. How do minor or related field requirements fit with other MURP requirements, for example? How does the capstone workshop course (with its group project) figure into credit requirements for the degree with this option? A sample program or two, showing credit distributions and including representative thesis titles, would be helpful. Even though the diagram says so, we recommend that the text also state that the final oral exam committee for the Plan A option will consist of three members--two from the student's major, and one from the minor or related field. Will the program seek to include the group project client as a fourth, non-voting member?

15. What about admissions requirements for the Plan A? Will these differ from those for the CWO option? (Will students be asked to identify an option for degree completion at the point of admission?) If admissions requirements will be the same for both CWO and Plan A students, the proposal needs to be clear about this.

16. Under III: When you say that the changes dispense with the Plan B oral, you need to add "and Plan B papers."

17. What is the effective date of these changes? Fall 2001? The proposal should provide assurance that currently enrolled students will be given the option of completing their degrees under the modified requirements, or they may finish their degrees under the old MURP structure and requirements. The Graduate School also needs to know which students fall within each category.

18. On the diagram: The diagram is hard to follow. Under "Process," it appears that three of the four options do not require coursework. The narrative description of the CWO option creates the impression that the internship is integral to this option. If so, what is the rationale for recognizing completion without it? "Per Graduate School requirements" is simply too vague.

The final draft of this proposal should be submitted no later than March 16 in order for it to appear on the agenda for the April 9 meeting of the Social Sciences P&R Council. Please address questions you may have to Vicki Field, at 625-6532, or me, at 625-4858.

C: Christine Maziar  
✓ Vicki Field

March 16, 2001

Christine M. Maziar  
Vice President for Research and Dean of the Graduate School  
321 Johnston Hall  
101 Pleasant St SE  
Minneapolis, MN 55455

Dear Dean Maziar:

On behalf of the graduate faculty in Human Resources and Industrial Relations (HRIR), I am asking Graduate School approval to change the current Plan B option for the M.A. degree program in HRIR to a coursework-only completion option. We would like to replace the current Plan B requirement with a capstone project and to replace the current final oral examination with a final oral presentation. The final oral presentation would require two individuals with graduate faculty status, but not necessarily an individual from outside HRIR. Unanimity would be required to pass the final presentation. The capstone project would be similar to our current Plan B requirement in which students analyze and critically evaluate a specific human resources problem, practice, or policy using theory and research to guide implementation.

There is a single yet powerful reason for this request: to make the final presentation a significantly improved capstone experience for the student. Conversations with your office have indicated that while there are other coursework-only degrees, I would like to detail our situation for your consideration.

Under Plan B, the HRIR M.A. degree requires the completion of 48 semester credits, including 8 credits in related fields. This is a professional degree preparing students for careers in human resource management and the vast majority of related field credits are taken in evening MBA courses taught by non-graduate faculty. Thus, it is quite common for HRIR M.A. candidates to not have a single class with a graduate faculty member outside of HRIR. Rather than being a positive capstone experience, the final oral exam has become an exercise in frustration as students make cold calls to professors they have had no contact with. This used to be an isolated case that could be dealt with individually, but the HRIR M.A. program is now one of the largest in the Graduate School and we have 80-100 oral exams per year. This combination of a large number of students and lack of non-HRIR graduate faculty instructors has made it extremely difficult to find outside committee members for Plan B final oral exams. This is detrimental to the student experience and to our relationship with the rest of the Carlson School.

Consequently, we would like to remove the requirement of an external examining committee member via a switch to a coursework-only degree. The graduate faculty in HRIR are confident that the quality of the HRIR M.A. degree will not be compromised. We take the HRIR M.A. degree program very seriously. Our degree requires 48 semester credits which is far above the Graduate School minimum. We are not seeking to end the tradition of a capstone project with a final presentation to faculty. We are only seeking the switch to a coursework-only degree so that an external examining committee member would not be required. We are not proposing to change the current 48 credit requirement nor the current requirement of 8 credits of related field coursework.

Where appropriate, we take the role of the outside committee member very seriously. We are not proposing any changes for the Plan A option because this involves a traditional research-focused thesis and there are important benefits from involving a graduate faculty member from another department in the production and evaluation of original scholarship. For the HRIR Ph.D. degree, we have continued to require two outside committee members even though the Graduate School now only requires one. In contrast, for the professional HRIR M.A. degree under Plan B, the typical related field courses, such as financial accounting or managerial communication, are oriented towards developing the students' professional "toolkits" (conceptual and analytical material is covered in the HRIR coursework). The capstone project is of an applied nature. In this context, we do not feel that the lack of an outside examining member would negatively affect quality.

This proposal will also not erode the standards of our degree relative to other HRIR professional degree programs. Minnesota's HRIR program is widely recognized as being ranked #2 in the country with Cornell, Illinois, and Michigan State rounding out the top four. None of these other programs requires the equivalent of a Plan B paper or final oral examination. In fact, Illinois and Michigan State only require 36 semester credits.

Thus, the HRIR graduate faculty are seeking approval to change the Plan B completion option to a coursework-only option for the HRIR M.A. degree to improve the student experience. Several proposals have been considered and debated by the faculty over the last three years to ameliorate the unavailability of outside members with whom students have taken classes, while preserving the requirement to demonstrate competence in applying theory and appropriate methods in solving problems in our field. The current proposal has been given serious consideration by our internal curriculum committee and by the graduate faculty in HRIR. We believe this change would significantly improve the student experience while not harming the quality of the degree and the proposal was adopted unanimously by our faculty (faculty meeting vote, February 16, 2001). I hope this change will receive your support as well.

If approved, the effective date would be as of Fall semester 2001. HRIR M.A. students who enter Fall 2001 and after will choose between Plan A and the coursework only option. Current students will have the option of completing their degree under either Plan B or coursework only. We will instruct currently enrolled students to notify the HRIR DGS by November 30, 2001 if they want to complete their degree under Plan B and we can forward a list of needed changes to the Graduate School in December (or sooner if need be). Readmitted Plan B students will complete the degree under the coursework only option.

Thank you for your attention to this matter. If you have any questions or concerns, please do not hesitate to contact me at [jbudd@csom.umn.edu](mailto:jbudd@csom.umn.edu) or 4-0357.

Sincerely,



John W. Budd  
Associate Professor and Director of Graduate Studies

04/2/01

## **Proposal for the Revision of Two Formal Tracks and Addition of Two Formal Tracks within the Graduate (Master's Degree) Program with a Major in Nursing**

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### *Introduction*

The Graduate Faculty in the School of Nursing propose several revisions to the formal tracks established in Fall 2000 for the Graduate Program (Master's Degree) with a major in Nursing (see attached 2000 proposal as reference).

The following changes to the current tracks are proposed:

1. Discontinue offering Adult Health Nursing for students admitted after Summer 2001, and add Adult Health Nursing Clinical Nurse Specialist.
2. Discontinue offering Child and Family Nursing for students admitted after Summer 2001, and add Pediatric Clinical Nurse Specialist.
3. Add Pediatric Nurse Practitioner.
4. Add Children with Special Health Care Needs (#3 and 4 currently are included in the Pediatric Nurse Practitioner/Children with Special Health Care Needs area of study).

The graduate faculty reviewed and approved with no dissenting votes the revisions to include Pediatric Nurse Practitioner and Children with Special Health Care Needs as two separate areas of study at the Graduate Faculty meeting of December 18, 2000. The graduate faculty reviewed and approved with no dissenting votes the change from Adult Health Nursing to Adult Health Clinical Nurse Specialist and from Child and Family Nursing to Pediatric Clinical Nurse Specialist at the Graduate Faculty meeting held February 26, 2001.

### *Rational for Changes*

The changes in the areas of study reflect developments in advanced practice in nursing and changes in coursework requirements to prepare students for certification examinations. As stated in the proposal for the establishment of formal tracks, the national examinations are requested for achieving formal "Advanced Practice" status in the State of Minnesota. Further, the changes provide students with options for study in Pediatric Nurse Practitioner and Children with Special Health Care Needs, as well as the combined area (already one of the formal tracks).

### *Explanation of Revised Areas of Study*

1. **Adult Health Nursing will be phased out. Students currently in Adult Health Nursing may complete the program with this track. The new area, Adult Health Nursing Clinical Nurse Specialist, will replace it see sample plan). Two new courses will be developed for the area to provide more clinical practice credit (Adult Health I, 3 credits; Adult Health II, 5 credits)**
2. **Child and Family Nursing will be phased out. Only a few students are currently enrolled in this area and may complete their program in this track. In order to prepare students for the clinical specialist role, two new courses will be developed for a total of 5 credits and several courses from the other areas of study focusing on the pediatric population will be included (see sample plan). The name will be changed to Pediatric Nurse Specialist to better reflect the program of study.**

**The current areas of study in Adult Health Nursing and Child and Family Nursing will be phased out. This means that these areas of study will not be available to students admitted after summer 2001. We will guarantee that students who are currently enrolled in the Graduate School and have selected either area of study may complete their coursework and graduate with the area designated on their transcript as long as they remain active students. If needed, accommodations will be made to ensure students will be able to complete their chosen area of study. Any student who becomes inactive and seeks readmission will need to change to another area of study.**

**Until the proposal is approved, students who apply for admission, but have not been admitted to the Graduate School, are being contacted and options discussed. They are told that a proposal has been submitted to change these areas of study and (1) they may choose to be admitted under the general area of study, with the option to change to the designated area when/if approved, (2) choose another designated area of study, or (3) choose to withdraw their application at this time [I have had a phone conversation with Andrea Scott who authorized telling students that the Graduate School would refund the application fee if a student chose to withdraw].**

**Revised sample plans are attached. The total credits listed are minimum number of credits required. The plans are labeled "sample" because students may have choices in the related field courses, and in the sequence of coursework. The box at the bottom left-hand corner of each sample gives important information about the area of study. In each area, students are required, as part of the graduate program in nursing, to take a minimum of 9 credits of Disciplinary Core courses (DC), 9-10 credits of Advanced Nursing core courses (ANC), and 6 credits of related field coursework (RF). The Specialty Core courses (SC) are courses specific to the area of study. Some of these courses may be used as specialty core courses for more than one area of study. This is where the credits and courses vary most from one area of study to another.**

**The minimum number of credits for each of the proposed areas of study follow:**

Adult Health Clinical Nurse Specialist - 44 credits  
Pediatric Clinical Nurse Specialist - 54 credits  
Pediatric Nurse Practitioner - 51 credits  
Children with Special Health Care Needs - 34 credits

3 & 4. Pediatric Nurse Practitioner and Children with Special Health Care Needs are currently combined into one area. By separating out Pediatric Nurse Practitioner and Children with Special Health Care Needs into two areas, students have more flexibility in choosing.

The revised areas of study will begin in Fall 2001 for newly admitted students. Current students will have the option to choose the revised area of study OR FINISH THEIR DEGREES IN THE TRACK TO WHICH THEY WERE ADMITTED BY COMPLETING THAT TRACK'S ASSOCIATED REQUIREMENTS.

No changes in admission requirements accompany these proposed area of study changes.

University of Minnesota School of Nursing **Areas of Study - Required Courses and SAMPLE PLAN**  
**Adult Health Clinical Nurse Specialist (full-time sample plan)**

Year 1	Fall	Cr	Spring	Cr					
Nurs 8100	The Discipline of Nursing	DC	3	Nurs 8170	Research in Nursing	DC	3		
Nurs 5222	Advanced Physiology	SC	3	EPsy 5115	Psychology of Adult Learning and Instruction or equivalent	RF	3		
Nurs 5200	Holistic Health Assessment and Therapeutics for Advanced Practice Nurses	ANC	3	RF	Related Field: Statistics	RF	3		
Nurs 8240	Advanced Practice Nursing: Roles and Issues	ANC	2	Nurs 5224	Clinical Pharmacotherapeutics or equivalent	SC	3		
Term 01 Total Credits				11	Term 02 Total Credits				12

Year 2	Fall	Cr	Spring	Cr					
Nurs 8140	Adult Health specialty course elective	SC	3	Nurs xxx2	Adult Health II (1 didactic + 4 clinical credits)	SC	5		
Nurs 8140	Moral and Ethical Positions in Nursing	DC	3	Nurs 8242	Population-Focused Health Care Delivery Systems	ANC	2		
Nurs xxx1	Adult Health I (1 didactic + 4 clinical credits)	SC	5	Nurs 8194	Problems in Nursing	ANC	3		
Term 01 Total Credits				11	Term 02 Total Credits				10

credits Advanced Nursing Core (ANC)	10
credits Disciplinary Core (DC)	9
credits Specialty Core (SC)	19
credits Related Field (RF)	6
credits total	44

500 clinical hours completed = 448 hours (in Nurs xxx1 and Nurs xxx2) + 52 hours in Nurs 5200.

Suggested Related Course: Statistics

Example Adult Health Elective Courses: N8241 Health Care Leadership for a Changing World, N8306 Psychological and Immunological Responses in Cancer and Acute Care, Women's Health, Complementary Therapies, N5171 SPSS Programming and Data Analysis, N5802 Spirituality and Nursing Practice

**University of Minnesota School of Nursing 2001-2002 Areas of Study – SAMPLE PLAN**  
**Proposed Pediatric Clinical Nurse Specialist**      **full-time**

**Year 1**

Fall				Spring				Summer			
			Cr				Cr				Cr
Nurs 5200	Holistic Health Assessment and Therapeutics for Advanced Practice Nurses	ANC	3	Nurs 5224	Clinical Pharmacotherapeutics	SC	3	Nurs 8140	Moral and Ethical Positions in Nursing	DC	3
Nurs 5222	Advanced Physiology	SC	3	Nurs 8242	Population-Focused Health Care Delivery Systems	ANC	2	Nurs 8194	Problems in Nursing	ANC	3
Nurs 8100	The Discipline of Nursing	DC	3	Nurs 8450	Primary Care: Health Assessment and Care of Well Children	SC	3	EPsy 5261	Introductory Statistical Methods (example)	RF	3
Nurs 8170	Research in Nursing	DC	3	Nurs 84XX	CNS Clinical	SC	3				
<b>Term 01 Total Credits 12</b>				<b>Term 02 Total Credits 11</b>				<b>Term 03 Total Credits 9</b>			

**Year 2**

Fall				Spring				Summer			
			Cr				Cr				Cr
Nurs 8240	Advanced Practice Nursing: Roles and Issues	ANC	2	Nurs 8456	Health Care for Children and Youth with Special Health Care Needs Pract	SC <i>cln</i>	3				
Nurs 84XX	CNS Clinical	SC	2	Nurs 8457	Assessment and Intervention Models in Families of Children with Special Health Care Needs	SC <i>cln</i>	4				
Nurs 8455	Health Care for Children and Youth with Special Health Care Needs	SC	2	RF	Related Field	RF	3				
Nurs 8453	Primary Care Practicum: Common Acute and Chronic Health Conditions	SC <i>cln</i>	3								
Nurs 8124	Family Health Theory	SC	3								
<b>Term 01 Total Credits 12</b>				<b>Term 02 Total Credits 10</b>				<b>Term 03 Total Credits</b>			

credits Advanced Nursing Core (ANC)	10
credits Disciplinary Core (DC)	9
credits Specialty Core (SC)	29
credits Nurs Elective (Nel)	0
credits Related Field (RF)	6
credits total	54

**Related Fields:** Adult Education  
 Prerequisite for Nurs 8170: Grad level statistics such as EPsy 5261

**University of Minnesota School of Nursing 2001-2002 Areas of Study - SAMPLE PLAN**  
**Proposed Pediatric Nurse Practitioner full-time**

**Year 1**

Fall			Cr	Spring			Cr	Summer			Cr
Nurs 5200	Holistic Health Assessment and Therapeutics for Advanced Practice Nurses	ANC	3	Nurs 5224	Clinical Pharmacotherapeutics	SC	3	Nurs 8140	Moral and Ethical Positions in Nursing	DC	3
Nurs 5222	Advanced Physiology	SC	3	Nurs 8242	Population-Focused Health Care Delivery Systems	ANC	2	Nurs 8194	Problems in Nursing	ANC	3
Nurs 8100	The Discipline of Nursing	DC	3	Nurs 8450	Primary Care: Health Assessment and Care of Well Children	SC	3	RF	Related Field	RF	3
Nurs 8170	Research in Nursing	DC	3	Nurs 8451	Primary Care Practicum: Health Assessment and Care of Well Children	SC <i>cln</i>	3				
<b>Term 01 Total Credits</b>			<b>12</b>	<b>Term 02 Total Credits</b>			<b>11</b>	<b>Term 03 Total Credits</b>			<b>9</b>

**Year 2**

Fall			Cr	Spring			Cr	Summer			Cr
Nurs 8240	Advanced Practice Nursing: Roles and Issues	ANC	2	Nurs 8454	Prim Care Practicum: Synthesis Child/Fam/Comm	SC <i>cln</i>	4				
Nurs 8452	Primary Care: Common Acute Health Conditions Affecting Children	SC	2	RF	Related Field	RF	3				
Nurs 8455	Health Care for Children and Youth with Special Health Care Needs	SC	2								
Nurs 8453	Primary Care Practicum: Common Acute and Chronic Health Conditions	SC <i>cln</i>	3								
Nurs 8124	Family Health Theory	SC	3								
<b>Term 01 Total Credits</b>			<b>12</b>	<b>Term 02 Total Credits</b>			<b>7</b>	<b>Term 03 Total Credits</b>			

credits Advanced Nursing Core (ANC)	10
credits Disciplinary Core (DC)	9
credits Specialty Core (SC)	26
credits Nurs Elective (Nel)	0
credits Related Field (RF)	6
credits total	51

Note: Prerequisite for Nurs 8170: Grad level statistics course such as EPsy 5261

**University of Minnesota School of Nursing 2001-2002 Areas of Study - SAMPLE PLAN**  
**Proposed Children with Special Health Care Needs full-time**

**Year 1**

Cr				Cr				Cr			
Nurs 5200	Holistic Health Assessment and Therapeutics for Advanced Practice Nurses	ANC	3	Nurs 8140	Moral and Ethical Positions in Nursing	DC	3	Nurs 8194	Problems in Nursing	ANC	3
Nurs 8100	The Discipline of Nursing	DC	3	Nurs 8242	Population-Focused Health Care Delivery Systems	ANC	2	EDPA 5356	Contemporary Services for Persons with Disabilities	RF	3
Nurs 8170	Research in Nursing	DC	3								
<b>Term 01 Total Credits 9</b>				<b>Term 02 Total Credits 5</b>				<b>Term 03 Total Credits 6</b>			

**Year 2**

Cr				Cr				Cr			
Nurs 8241	Health Care Leadership for a Changing World	ANC	2	Nurs 8457	Assessment and Intervention Models in Families of Children with Special Health Care Needs	SC <i>cln</i>	4				
Nurs 8455	Health Care for Children and Youth with Special Health Care Needs	SC	2	RF	Related Field	RF	3				
Nurs 8124	Family Health Theory	SC	3								
<b>Term 01 Total Credits 7</b>				<b>Term 02 Total Credits 7</b>				<b>Term 03 Total Credits</b>			

credits Advanced Nursing Core (ANC)	10
credits Disciplinary Core (DC)	9
credits Specialty Core (SC)	9
credits Nurs Elective (Nel)	0
credits Related Field (RF)	6
credits total	34

**Related Fields:** Public Policy. Note: Prerequisite for Nurs 8170: Grad level statistics such as EPsy 5261

**Suggested Nurs Electives:** Note: Nurs 5204 Population Focused Assessment and Intervention (2 cr) may be substituted for Nurs 5200.

# UNIVERSITY OF MINNESOTA

*Twin Cities Campus*

*Office of the Dean  
School of Nursing*

*6-101 Weaver-Densford Hall  
308 Harvard Street S.E.  
Minneapolis, MN 55455*

*612-624-5959  
Fax: 612-624-3174*

April 2, 2001

TO: Shirley Nelson Garner, Professor and Associate Dean, Graduate School

FROM: Sandra R. Edwardson, Dean, School of Nursing

RE: Proposed revisions of Master's degree tracks in nursing

I write to offer my support for the proposals to phase out two tracks in our master's program (Adult Health Nursing and Child and Family Nursing) and replace them with Adult Health Nursing Clinical Nurse Specialist and Pediatric Clinical Nurse Specialist. Both of these changes reflect recent developments in the certification process for advanced practice nursing. The additional courses proposed are necessary to prepare students to be eligible for certification for these two clinical nurse specialist roles.

I also support the proposal to offer the Pediatric Nurse Practitioner and Children with Special Care Needs areas as separate tracks. As the proposal indicates, these areas are currently combined but can stand alone by altering the set of courses completed by students. The separate options permit students to tailor their programs to more closely match their career goals and needs.

Please let me know if there is any other information that you need to make your decision.

Sincerely,



Sandra R. Edwardson, PhD, RN  
Professor and Dean

SRE:rnr:DeanCorrespondence/SGarner



Twin Cities Campus

School of Nursing

6-101 Weaver-Densford Hall  
308 Harvard Street S.E.  
Minneapolis, MN 55455-0342612-624-9600  
Fax: 612-626-2359

DATE: April 2, 2001  
TO: Shirley Nelson Garner  
Professor and Associate Dean  
FROM: Marsha Lewis, Director of Graduate Studies  
RE: Responses to questions of March 22, 2001: Track Proposal

1. Please find attached the support letter from Dean Sandra Edwardson.
2. The graduate faculty reviewed and approved with no dissenting votes the revisions to include Pediatric Nurse Practitioner and Children with Special Health Care Needs as two separate areas of study at the Graduate Faculty meeting of December 18, 2000. The graduate faculty reviewed and approved with no dissenting votes the change from Adult Health Nursing to Adult Health Clinical Nurse Specialist and from Child and Family Nursing to Pediatric Clinical Nurse Specialist at the Graduate Faculty meeting held February 26, 2000.
3. The current areas of study in Child and Family nursing and Adult Health Nursing will be phased out. This means that these areas of study will not be available to students admitted after summer 2001. We will guarantee that students who are currently enrolled in the Graduate School and have selected either area of study may complete their coursework and graduate with the area designated on their transcript as long as they remain active students. If needed, accommodations will be made to ensure students will be able to complete their chosen area of study. Any student who becomes inactive and seeks readmission will need to change to another area of study.

Until the proposal is approved, students who apply for admission, but have not been admitted to the Graduate School, will be contacted and options discussed. They will be told that a proposal has been submitted to change these areas of study and (1) they may choose to be admitted under the general area of study, with the option to change to the designated area when/if approved, (2) choose another designated area of study, or (3) choose to withdraw their application at this time [I have had a phone conversation with Andrea Scott who authorized telling students that the Graduate School would refund the application fee if a student chose to withdraw].

4. Wording, as suggested, was added.
5. Revised sample plans are attached. The total credits listed are minimum number of credits required. The plans are labeled "sample" because students may have choices in the related field courses, and in the sequence of coursework. The box at the bottom left-hand corner of each sample gives important information



about the area of study. In each area, students are required, as part of the graduate program in nursing, to take a minimum of 9 credits of Disciplinary Core courses (DC), 9-10 credits of Advanced Nursing core courses (ANC), and 6 credits of related field coursework (RF). The Specialty Core courses (SC) are course specific to the area of study. Some of these courses may be used as specialty core for more than one area of study. This is where the credits and courses vary most from one area of study to another.

The minimum number of credits for each of the proposed areas of study follow:

Adult Health Clinical Nurse Specialist - 44 credits

Pediatric Clinical Nurse Specialist - 54 credits

Pediatric Nurse Practitioner - 51 credits

Children with Special Health Care Needs - 34 credits

6. No changes in admission requirements accompany these proposed areas of study changes.

March 22, 2001

TO: Marsha Lewis, Director of Graduate Studies  
School of Nursing

FROM: Shirley Nelson Garner   
Professor and Associate Dean

SUBJECT: Proposal for the Revision of Two Formal Tracks and Addition of Two  
Formal Tracks within the Graduate (Master's Degree) Program with a  
Major in Nursing

The Graduate School has reviewed your proposal to revise two formal tracks and add two formal tracks for the M.S. degree in Nursing. We would like you to respond to a few questions and observations before we forward it to the Health Sciences Policy and Review Council.

- 1) New courses will be developed in the areas of the added tracks. Dean Edwardson should provide a letter of support, both of the track changes and additions generally and of this use of resources in the School of Nursing.
- 2) The letter indicates the faculty voted to approve of these changes with no dissenting vote. When did they vote?
- 3) Reference is made to "phasing out" the Adult Health Nursing and the Child and Family Nursing tracks, but you indicate no time frame for doing this. It would be helpful for students (and reviewers of the proposal) if you provided a time frame. (Will students be given a reasonable time in which to finish their degrees with these tracks? The reference to optional completion of the "umbrella" program of study, general," is unclear in this context. It is unclear whether the program is advocating that students in these tracks finish as generalists. Students already admitted for fall pose a similar issue. The program must give these students the same options for completing the program or the option of a refund of their admissions application fee.)
- 4) At the bottom of page 3: We recommend adding wording in caps for clarity, i. e., "Current students will have the option to choose the revised area of study OR FINISH THEIR DEGREES IN THE TRACK TO WHICH THEY WERE ADMITTED BY COMPLETING THAT TRACK'S ASSOCIATED REQUIREMENTS."

5) It would be helpful if the proposal was clear about the minimum credit requirement associated with each of the modified and new tracks (e. g., for Adult Health Clinical Nurse Specialist, the requirement is “approximately” 44 credits; for Pediatric Clinical Nurse Specialist, it will be 53; it is not clear whether the sample study programs for Pediatric Nurse Practitioner and Children with Special Health Care Needs represent the minimum credit requirement in these areas, or if the samples are merely illustrative).

6) I assume that no changes in admission requirements accompany these changes; that is, admission requirements remain those that are basic to the Nursing M. S.

In order to forward your proposal to the Health Sciences Policy and Review Council in time to be considered this spring, we need your response *no later than Monday, April 2, 2001*. Please address any questions you may have to Vicki Field, at 625-6532.

C: Christine Maziar  
Vicki Field

# UNIVERSITY OF MINNESOTA

*Twin Cities Campus*

*School of Nursing*

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Fax: 612-626-2359*

March 17, 2000

Ms. Vicki Field  
Office of the Vice President for Research  
and Dean of the Graduate School  
420 Johnston Hall  
University of Minnesota  
101 Pleasant Street S.E.  
Minneapolis, MN 55455

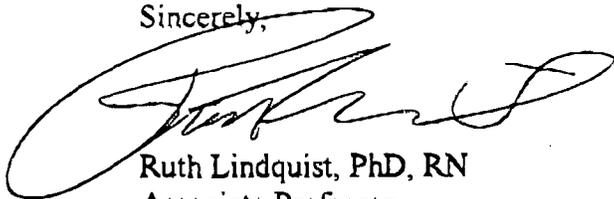
Re: Proposal for Tracks in the Plan B Master's Option for the Graduate  
Program in Nursing

Dear Ms. Field:

Attached is our revised proposal to establish formal tracks for the Plan B Option for the Master's Degree for a Major in Nursing. We have responded to the Graduate School administrative review by incorporating suggested changes in our proposal and have also attached their comments, questions and our formal responses to aid the Health Sciences Policy and Review Council's Program Review Committee in their work.

Please call or write if you have questions or need more information.

Sincerely,



Ruth Lindquist, PhD, RN  
Associate Professor  
Director of Graduate Studies

RL:maw

# UNIVERSITY OF MINNESOTA

*Twin Cities Campus*

*School of Nursing*

*6-101 Weaver-Densford Hall  
308 Harvard Street S.E.  
Minneapolis, MN 55455-0342*

*612-624-9600  
Fax: 612-626-2359*

January 26, 2000

Dr. Edward Schiappa, Dean  
Graduate School  
University of Minnesota  
320 Johnston Hall  
Minneapolis, MN 55455

Re: Proposal for the Establishment of Formal Tracks within the Graduate (Master's Degree) Program with a Major in Nursing

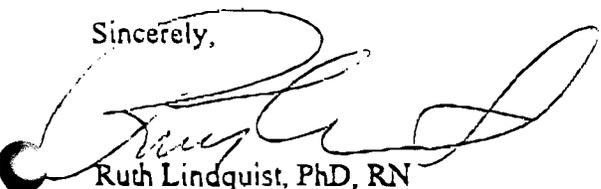
Dear Dean Schiappa:

I am writing on behalf of the Graduate Faculty in Nursing to request your review of our proposal for the establishment of tracks within our graduate program in Nursing at the masters level (Plan B option only). In the December meeting of the Graduate Faculty in Nursing, a motion was passed by a majority of voting members of our faculty to establish formal tracks. I agreed to forward the proposal to the Graduate School/Health Sciences Policy and Review Council. The proposal is comprehensive and includes all of our current areas of study at the masters level. The designation of "tracks" on student records will be beneficial to students throughout their course of study and after their graduation. The designation of tracks will allow students to be accurately identified for notices, relevant scholarship information, and "matched" to appropriate advisors and coursework. Such designation will facilitate the certification of the coursework required in the relevant areas that would identify students as "eligible" to take professional certification examinations at the national level. These national examinations are recently requisite for achieving formal "Advanced Practice" status in the State of Minnesota.

Additionally, the formal tracks will assist faculty and personnel in the student services to identify students for forwarding area-specific information during their course of study. After graduation, the formal tracks will better organize coursework pertaining to eligibility for national certification exams without course-by-course review. Administratively, tracks will assist in resource allocation; faculty can be recruited to areas of high interest noted by enhanced enrollment; this information will be facilitated by designation of tracks. Computer summaries of areas designated by tracks will be important in the process of training grant applications, annual reports, NLN and AACN accreditation, and other administrative strategic planning, (e.g., for faculty searches and recruitment purposes). Without formal designation of tracks, enrollment in areas of study could only be estimated with significant effort. In summary, designation of formal tracks within our masters program smoothes the student course of study, facilitates professional certification processes, eases administrative burden, and improves accuracy of related reports.

Please review the attached proposal. Let me know if you have any questions or if you need more information. Thank you in advance for your time and consideration.

Sincerely,



Ruth Lindquist, PhD, RN  
Associate Professor and  
Director of Graduate Studies

03/17/00

## Proposal for the Establishment of Formal Tracks within the Graduate (Master's Degree) Program with a Major in Nursing (January 2000)

This proposal is submitted by the Graduate Faculty in Nursing Spring Semester 2000 to establish formal tracks for graduate students pursuing a master's degree with a major in Nursing (Plan B option).

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### *Introduction*

The University of Minnesota School of Nursing was established in 1909 as the oldest existing university-based school of nursing in the world. The School continues to produce many nationally and internationally recognized leaders committed to the health concerns of society and to the best interest of the nursing profession. The mission of the school today continues to be what it was in the beginning: to generate and disseminate knowledge for the improvement of nursing care. In the fine tradition of its founders, faculty members and students are dedicated to learning and committed to researching human health concerns and interventions that will maintain and improve health. We value innovation and high standards of scholarship and practice.

At the University of Minnesota, graduate education at the master's level (Plan B) under jurisdiction of the Graduate School was initiated in 1962. The Plan A option was initiated in 1978. Presently, master's Plan B students can focus their study in areas of Adult Health Nursing, Oncology Nursing, Gerontological Nursing, Public Health Nursing, Psychiatric Mental Health Nursing, Child and Family Nursing, Pediatric Nurse Practitioner, Midwifery, Family Nurse Practitioner, Nursing Administration, and Nursing Education. This proposal was written to request that these focus areas listed below be designated as "tracks" on the official graduate transcript of the University of Minnesota and on their graduate program of study.

### *Approval of Graduate Faculty in Nursing*

The members of the graduate faculty in Nursing request approval to have formal tracks designated on Plan B master's degree programs of study. In the meeting of the graduate faculty of December 1999, the motion to approve a proposal to establish tracks was approved by a majority vote.

### *Tracks to be Implemented*

It is proposed that all of the current Plan B "areas" of study offered in the master's program be identified as "tracks" on the official Graduate Program of Study and official University of Minnesota transcript. Currently, these areas include 17 distinct areas of study that we desire to have formally designated on students' records. We have listed the "umbrella" program of study as the 18<sup>th</sup> track for ease of record-keeping (tracking). Terms we would use would be: "generalist/undesigned."

- Acute Care Nurse Practitioner
- Adult Health Nursing
- Child and Family Nursing

- Family Nurse Practitioner
- Gerontological Clinical Nurse Specialist
- Gerontological Nurse Practitioner
- MPH Public Health Administration/MS Nursing Dual Degree
- Nurse Midwifery
- Nursing and Health Systems Administration
- Nursing Education
- Oncology Nursing
- Pediatric Nurse Practitioner/Children with Special Health Care Needs
- Psychiatric-Mental Health Clinical Nurse Specialist
- Public Health Nursing
- Public Health Nursing-Adolescent Nursing
- Public Health Nursing-School Nursing
- Women's Health Care Nurse Practitioner
- Generalist/Undesignated

### *Rationale*

The designation of "tracks" on student records will be beneficial to students throughout their course of study and after their graduation. The designation of tracks will allow students to be accurately identified for notices, relevant scholarship information, and "matched" to appropriate advisors and coursework. Such designation will facilitate the certification of the coursework required in the relevant areas that would identify students as "eligible" to take professional certification examinations at the national level. These national examinations are recently requisite for achieving formal "Advanced Practice" status in the State of Minnesota.

Additionally, the formal tracks will assist faculty and personnel in the student services to identify students for forwarding area-specific information during their course of study. After graduation, the formal tracks will better organize coursework pertaining to eligibility for national certification exams without course-by-course review. Administratively, tracks will assist in resource allocation; faculty can be recruited to areas of high interest noted by enhanced enrollment; this information will be facilitated by designation of tracks. Computer summaries of areas designated by tracks will be important in the process of training grant applications, annual reports, NLN and AACN accreditation, and other administrative strategic planning, (e.g., for faculty searches and recruitment purposes). Without formal designation of tracks, enrollment in areas of study could only be estimated with significant effort. In summary, designation of formal tracks within our masters program smoothes the student course of study, facilitates professional certification processes, eases administrative burden, and improves accuracy of related reports.

## *Program Standards*

Currently, the Plan B master's program is organized by areas of study with three identifiable cores. Based on content deemed necessary to fulfill market needs and professional roles and certification standards, specific courses, content and credits for current areas of study are varied. The program is structured as follows:

### **Plan B**

The goal of the Plan B (non-thesis) option is to prepare students to integrate research into advanced nursing roles and leadership positions. The Graduate School requires a minimum of 30 credits for the Plan B option. The Plan B option distributes credits among the following categories: a disciplinary core (9 credits), an advanced nursing core (9 credits), a specialty core (6 credits minimum), and related fields coursework (6 credits non-Nurs designator). All Plan B students take the disciplinary core and advanced nursing core courses (Appendix 1 and 2). Coursework that is required in the specialty core differs depending on the area of study and role desired by the student. The student and faculty advisor will select specific courses to meet the student's career goals and desired practice role.

A final oral exam is required. The faculty committee is composed of at least two representatives from the School of Nursing and a representative from a related field or minor.

#### **Disciplinary Core: 9 credits**

Nurs 8100 (3 cr.) - The Discipline of Nursing

Nurs 8140 (3 cr.) - Moral and Ethical Positions in Nursing

Nurs 8170 (3 cr.) - Research in Nursing

#### **Advanced Nursing Core: 9 credits**

Nurs 5200 (3 cr.) - Holistic Assessment and Therapeutics for Advanced Practice Nurses  
OR

Nurs 5204 (2 cr.) - Population Focused Assessment and Intervention

Nurs 8194 (3 cr.) - Problems in Nursing (Plan B Project)

Nurs 8240 (2 cr.) - Advanced Practice Nursing: Roles and Issues

OR

Nurs 8241 (2 cr.) - Health Care Leadership for a Changing World

*Note: 8240 or 8241 is required of all students except Nurse Midwifery students, who take a different course in lieu of this requirement.*

Nurs 8242 (2 cr.) - Population-based Health Care Delivery Systems

**Specialty Core: 6 credits minimum** - a knowledge/specialty course, (3 cr.) and a clinical specialty course, (3 cr.)

Specific courses depend on requirements specified by each advanced practice area.

**Related fields: 6 credits (non-Nurs designator).**

### *Graduate Program Objectives*

Graduate study in nursing provides the student with the opportunity for academic inquiry related to a defined area of nursing knowledge and professional practice. The Graduate School of the University, in conjunction with the graduate faculty in nursing, offers the Doctor of Philosophy and the Master of Science degrees with a major in Nursing.

The goal of the Ph.D. program is to prepare graduates to develop and expand the knowledge of the discipline of nursing. Within the master's program two plans are offered with different goals. The goal of Plan A students is that they be prepared to further the development of the discipline of nursing. For Plan B students, the goal is that they will demonstrate competency in an advanced practice role in nursing.

The ways in which the following objectives of the graduate are met will reflect the different emphases of the goals of these degree programs. At the completion of the program, the student will meet the following objectives:

1. Recognize the health patterns of individuals, families and communities as integral to the discipline of nursing.
2. Understand the contributions of philosophic, empiric and esthetic knowledge to the development of the discipline of nursing.
3. Develop and evaluate positions on moral and ethical issues in health care.
4. Understand multiple methods of inquiry
5. Delineate the influence of diverse cultural perspectives on health and nursing practice.
6. Evaluate the relationship of different types of nursing knowledge to nursing practice.
7. Recognize the responsibility to contribute to ongoing development of the discipline and the profession of nursing.
8. Explicate nursing's social mandate to respond to the health concerns of society.
9. Demonstrate competency in advanced practice. (Required only for Plan B students).
10. Contribute to the knowledge of the discipline. (Required only for Ph.D. students).

### *Possible Changes in Administration*

No change in the graduate program administration are proposed nor foreseen. Students, resources, faculty and courses are already organized by these same "areas." The designation of "tracks" will only formalize the student's plan of study to enhance clarity, communications and record-keeping.

### *Similarity of Tracks to Other Programs*

No similarity of these tracks as compared to other tracks or programs (outside of Nursing) has been identified.

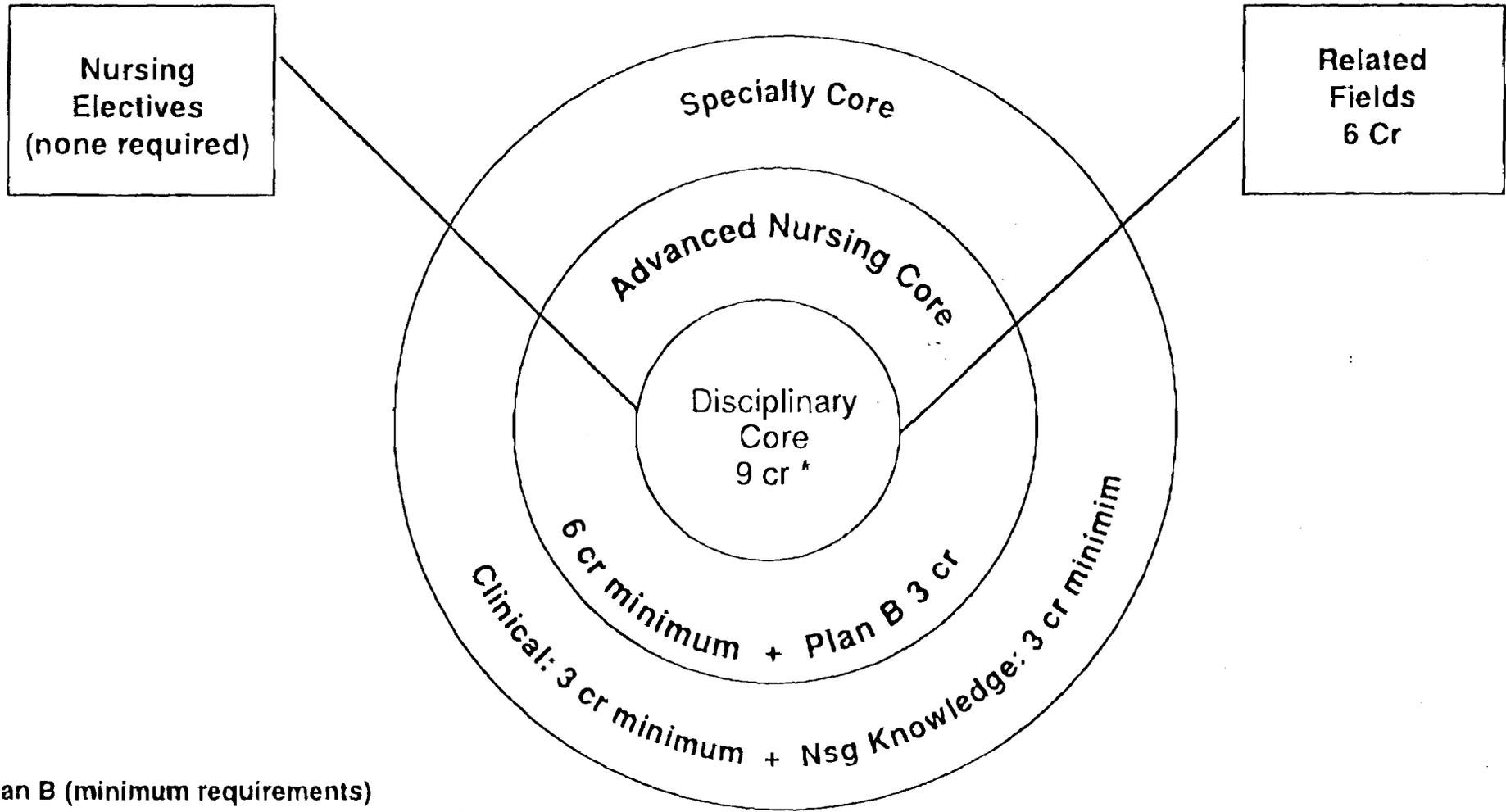
*Student Options*

Students who are currently enrolled will have the option of declaring a track or completing their degrees without a track designation.

*Umbrella Programs from Program Merger*

This proposal aspect is not applicable.

# Model for Graduate Education Plan B Master's



### Plan B (minimum requirements)

Disciplinary Core	9 cr
Adv. Nsg. Core**	9 cr
Specialty Core**	6 cr
Related Fields	6 cr
<b>Total</b>	<b>30 cr</b>

\* Semester credits

\*\* Credits vary by specialty area

University of Minnesota  
School of Nursing  
**CURRICULUM MODEL**  
**MASTER'S PROGRAM (PLAN B)**

Disciplinary Core *9 Credits		Advanced Nursing Core *9 Credits		Specialty Core *6 Credits	
Cr	Courses	Cr	Courses	Cr	Courses
*3	***Nurs 8100 Theoretical Structure of Discipline & Conceptual Frameworks (3 cr)	*2	(Select one) Nurs 5200 Holistic Assessment and Therapeutics for Advanced Practice Nurses (3 cr) Nurs 5204 Population Focused Assessment and Intervention (2 cr)	*3	Knowledge/Specialty
*3	Nurs 8140 Moral and Ethical Positions in Nursing (3 cr)	*3	Nurs 8194 Problems in Nursing (Plan B Project))		
*3	Nurs 8170 Research in Nursing (3 cr)	**2	(Select one) Nurs 8240 Advanced Practice Nursing: Roles and Issues (2 cr) Nurs 8241 Health Care Leadership for a Changing World (2 cr)	*3	Clinical/Specialty
		*2	Nurs 8242 Population Focused Health Care Delivery Systems (2 cr)		Other supportive courses as required by specialty areas

- \* Minimum number of credits required of all students
- \*\* Required of all students EXCEPT CNM students
- \*\*\*Recommended as first course in nursing graduate program

TOTAL CREDITS (MINIMUM)

\*30

RELATED FIELDS (MINIMUM)

\*6

To: Ruth Lindquist, DGS of the School of Nursing  
From: Edward Schiappa, Associate Dean, Graduate School *ES*

Greetings. I am writing to share our reactions to the School of Nursing's proposal for multiple tracks.

To be perfectly honest, there was quite a difference of opinion among the staff on this proposal. Some thought that the idea of administering 18 tracks is outrageous and will create a nightmare both at your end and ours. Others thought that given the size of the MA program that the administrative rationale for these changes is compelling. The MA program in Nursing is huge and tracking every student is, no doubt, a daunting challenge that well-organized tracks would facilitate.

The bottom line is that we will offer our feedback then leave the decision in the hands of the faculty governance process in place; namely, your graduate faculty and the relevant P&R Council. Should the track system be implemented, obviously it might be a good idea to evaluate how well it works in a few years.

Below are some specific suggestions we would like to make to improve the proposal:

1) The most important concern that we wonder about is when students would declare a track. Would they do this from the very beginning when they apply? This needs to be spelled out.

It would appear that the best option would be to have students pick a track from the very start when they apply, because if students have time to delay their decision, many of the advantages of this tracking system could be lost. Students could be reminded that they could always complete a "Change of Status" form to change tracks if they wish to make a change--though there is typically an application fee required if a student changes tracks mid-degree.

Yet at the same time we cannot help but wonder if the typical student starting the MA program knows what track they will want to be in at the start. If not, having many students going through the change of status process at various points in their education will make the administration of the program much more difficult, not easier.

In any case, the time-line of student decisions and when they enter the formal tracks needs to be spelled out.

2) A letter from the Dean of the School in support of this proposal would be appreciated.

3) You might want to add a brief explanation for why only plan B students will have these track options available.

4) The cover letter says "a majority" approved the proposal. We think it advisable to record the precise vote, and even to acknowledge the concerns of those who voted against the proposal and why the majority felt those concerns should not stand in the way of the proposed changes.

5) On page 1 the terms "areas" and "subareas" are used at different times yet are given equal status in the track system. This does not make sense to the average reader. We suggest simply removing "subareas" and referring to all tracks as previously-recognized "areas" of study.

6) Page 5 we suggest changing "under the old program name or the new one" to "without a track designation."

7) The table listed as Appendix 2, "Curriculum Model Master's Program (Plan B)," would be perfect if you could also add the requirement for 6 credits in the related field or minor.

Response and Revisions  
Based on Graduate School Administrative Review (attached)

Operational Considerations

1. *When would students declare a track?*

At the time of application, students include a goal statement in the written materials in the application. It has been observed that many students have a clear career goal in mind that matches well with a defined master's track that has been proposed. These students would be placed in tracks at the time of admission. However, others know that they desire a graduate degree but their specific path is not well-developed. These latter students would be placed in an undesignated or umbrella category that we have labeled "generalist/undesignated." A change in "all designated areas" track would require a "Change of Status" form and fee. A one-time change from the "undesignated" track (our overall umbrella program requirements) to any other track is permitted without a fee.

2. *Include a letter of support from the Dean of the School of Nursing.*

A letter from Dean Sandra Edwardson is attached.

3. *Explain why only Plan B students have track options available.*

The tracks are used to establish a set of courses and content for clinical (Plan B) options. Plan A students in our program are required to take only the disciplinary core and thereafter their program of study is defined by their research interests/proposed thesis as advised by advisor and graduate committee. It is not presently desired nor proposed by the Graduate Faculty in Nursing to have formal tracks for Plan A students. Further, the percentage of students pursuing Plan A is relatively low (no more than 10 %).

4. *Vote to approve the proposal.*

The proposal came from the Graduate Admissions and Progressions Committee with no dissenting vote or position. Likewise, it was approved by the Graduate Faculty without dissenting vote or opinion.

5. *Confusion of "areas" and "subareas."*

The term "subareas" has been removed as advised.

6. *Suggested change in wording.*

We have changed wording from "under the old program name or new one" to "without track designation" as suggested.

7. *Curriculum model addition.*

We have added related fields to the diagram as suggested.

# UNIVERSITY OF MINNESOTA

*Twin Cities Campus*

*Office of the Dean  
School of Nursing*

*6-101 Weaver-Densford Hall  
308 Harvard Street S.E.  
Minneapolis, MN 55455-0342  
612-624-5959  
Fax: 612-626-2359*

March 7, 2000

Dr. Edward Schiappa, Associate Dean  
University of Minnesota  
Graduate School  
420 Johnston Hall  
Minneapolis, MN 55455

Re: Proposal for the Establishment of Formal Tracks within the Graduate (Master's Degree) Program with a Major in Nursing

Dear Dean Schiappa:

I am writing this letter in support of the establishment of tracks for the major in Nursing at the master's level. The request for the designation of formal tracks was initiated by the Graduate Admissions and Progressions Committee in consultation with the Graduate Enrollment Specialist and the Office of Student Services. The question as to whether to establish tracks was brought for discussion and vote to the Graduate Faculty and was soundly endorsed.

Formal tracks have obvious advantages to the conduct of work in our School. Formal tracks will assist faculty and personnel in the student services to identify students to whom we should forward area-specific information during their course of study. After graduation, the formal tracks will better organize coursework pertaining to eligibility for national certification exams without course-by-course review. Administratively, tracks will assist in resource allocation; faculty can be recruited to areas of high interest noted by enhanced enrollment. Computer summaries of areas designated by tracks will be important in the preparation of training grant applications, annual reports, accreditation documents, and other administrative reporting and planning purposes. Without formal designation of tracks, enrollment in areas of study could only be estimated with significant effort. In summary, designation of formal tracks within our master's program smoothes the student's course of study, facilitates professional certification processes, eases administrative burden, and improves accuracy of related reports.

As a result, I heartily endorse the use of tracks in the master's program at the School of Nursing.

Sincerely,



Sandra R. Edwardson, PhD, RN  
Professor and Dean

:GradStudies/Master'sTracks

*Twin Cities Campus*

*Center for Interdisciplinary Studies of Writing  
College of Liberal Arts*

227 Lind Hall  
207 Church Street S.E.  
Minneapolis, MN 55455  
612-626-7579  
Fax: 612-626-7580  
E-mail: [cisw@tc.umn.edu](mailto:cisw@tc.umn.edu)  
<http://cisw.cla.umn.edu>

February 16, 2001

Dean Christine Maziar  
Graduate School  
420 Johnston Hall

Dear Dean Maziar:

We request that the name of the freestanding Minor in Composition, Literacy, and Rhetorical Studies be changed to the Minor in Literacy and Rhetorical Studies.

The Policy Board of the Center for Interdisciplinary Studies in Writing (CISW) unanimously approved this change at its meeting on December 6, 2000; the Minor's graduate faculty has also approved it nearly unanimously by an electronic ballot conducted in early February, 2001.

The changed name more clearly indicates our emphases to our students and to those in the profession across the country. Owing to the presence of new members on the Minor's faculty, and the planning grant we have from the Graduate School, we are moving more into the areas of the histories of literacy and rhetorical studies, as we include more about the "history of the book" (which covers all kinds of writing technologies). By dropping the word "composition," we more clearly indicate the research interests of the Minor's faculty and its students. In this context, "composition" implies various kinds of empirical research on students' writing in school and university courses, which, while important, is no longer our central mission.

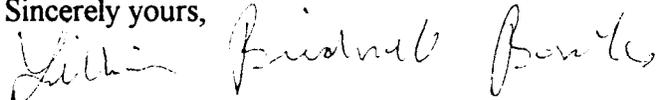
We hope to implement this change formally at the start of the 2001 fall semester. Currently enrolled students who have not yet graduated by fall 2001 and who by that date have filed an official program of study with the Minor will be given the option of completing their degrees with either the old or the new Minor program name. Students who file their program after the start of fall 2001 will be required to complete the Minor program under the new name. Once the name change is approved, we will adjust the program's printed and web-based documentation.

The change in our name does not affect our requirements or other elements of our academic program. We can not identify any programs for which this change might lead to duplication or overlap—the Rhetoric and Speech departments were fully consulted when we originally proposed the minor, and many faculty members from those departments serve on our graduate faculty. The Rhetoric department has recently approved our request.

Please let me know if you have any concerns or questions.

Thank you for considering this request.

Sincerely yours,



Lillian Bridwell-Bowles

Professor of English and Director, Center for Interdisciplinary Studies of Writing

xc: Associate Dean Shirley Nelson Garner, **Vicki Field**, Graduate School  
Donald Ross, Director of Graduate Studies

# UNIVERSITY OF MINNESOTA

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*Twin Cities Campus*

*Office of the Dean  
College of Liberal Arts*

*215 Johnston Hall  
101 Pleasant Street S.E.  
Minneapolis, MN 55455  
Fax: 612-624-6839*

February 15, 2001

FEB 16

Dean Christine Maziar  
Graduate School  
420 Johnston Hall

Dear Chris:

I am comfortable with CISW's proposal to the Graduate School that the name of the free-standing Minor in Composition, Literacy, and Rhetorical Studies be changed to the Minor in Literacy and Rhetorical Studies.

Best wishes,



Steven J. Rosenstone  
Dean

SJR/sk

c: Donald Ross, Professor of English and Director of Graduate Studies  
Kent Bales, Chair, English  
Lillian Bridwell-Bowles, Director, CISW



# UNIVERSITY OF MINNESOTA

*Twin Cities Campus*

**Department of Rhetoric**  
*College of Agricultural, Food,  
and Environmental Sciences*

*64 Classroom Office Building  
1994 Buford Avenue  
St. Paul, MN 55108  
612-624-3445  
Fax: 612-624-3617*

February 6, 2001

Dean Christine Maziar  
Graduate School  
420 Johnston Hall

FEB 12

Dear Dean Maziar:

The graduate faculty in the Rhetoric and Scientific and Technical Communication (RSTC) M.A. and Ph.D. programs and the those in the Scientific and Technical Communication (STC) M.S. programs have been fully consulted about the change of the free-standing Minor in Composition, Literacy, and Rhetorical Studies to Minor in Literacy and Rhetorical Studies.

We fully support this change and believe that it reflects more clearly the emphases of the minor. We see no duplication or overlap with this minor and our mission--in fact, we encourage many of our students to pursue this minor.

Sincerely yours,



Mary M. Lay

Director of Graduate Studies, RSTC and STC programs



*Duluth Campus*

*Graduate School*

*431 Darland Administration Building  
10 University Drive  
Duluth, Minnesota 55812-2496*

*218-726-7523  
FAX: 218-726-6970*

**February 21, 2001**

TO: Vicki Field  
FROM: Steve Hedman; Associate Graduate Dean   
SUBJECT: Name Change

Please find attached the necessary documentation requesting a change in name in our current Geology graduate program from "Geology" to "Geological Sciences".

I fully support this change.

The letter from Professor James Grant (DGS) to me dated 1 February, 2001 describes certain details about the implementation of this change.

Please let me know if you need additional information.

Thanks.

# UNIVERSITY OF MINNESOTA

---

*Duluth Campus*

*Graduate School*

*431 Darland Administration Building  
10 University Drive  
Duluth, Minnesota 55812-2496*

*218-726-7523  
FAX: 218-726-6970*

February 21, 2001

Ms. Vicki Field  
Graduate School  
University of Minnesota  
Johnston Hall  
101 Pleasant Street SE  
Minneapolis, MN 55455

Dear Vicki:

This is to inform you that at the UMD Graduate Council meeting on Thursday, February 15, 2001, the Committee unanimously approved the name change for the graduate program in Geology on the UMD Campus.

Please accept this letter as notification on my behalf as Chair of the Council to recommend approval of this change effective Fall 2001.

If you have any questions regarding this please feel free to contact me directly.

Thank you.

Sincerely,



Faith C. Loven  
Chair, UMD Graduate Council

# UNIVERSITY OF MINNESOTA

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*Duluth Campus*

*Department of Geological Sciences*

*College of Science and Engineering*

*229 Heller Hall  
10 University Drive  
Duluth, Minnesota 55812-2496*

*218-726-7238  
Fax: 218-726-8275  
E-mail: geol@d.umn.edu*

Date: 1 Feb., 2001

To: Steve Hedman, Assoc. Dean of the Graduate School

From: Jim Grant, D.G.S., Geology program



Re: Name change

The graduate faculty of the Geology program voted unanimously to request a change in the name of the program to "Geological Sciences", effective Fall 2001. This follows the change in the name of our department, and both reflect the changing breadth of our research and teaching. This is in part consequent upon the advent of the Large Lakes Observatory, in which we have three half-time faculty with expertise in paleoclimatology, geochemistry and geophysics. In part it reflects our two most recent additions to the faculty, with expertise in isotope geochronology and in modeling of basin-filling and groundwater systems.

Students admitted to the program prior to the effective date may elect to graduate with a degree in "Geology" or "Geological Sciences". This choice will be available to them for three years following their admission to the program.

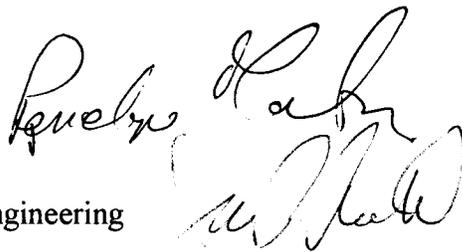
All existing graduate faculty in "Geology" should have their graduate appointments changed to "Geological Sciences".

We have already made the curricular changes reflecting this change in breadth of expertise, and our major courses would continue to be those having a "Geol" prefix.

We would be most appreciative if you would facilitate the approval of this request.

Approved by:

Dr. P. Morton, Dept. Head, Geological Sciences



Dr. J. R. Riehl, Dean, College of Science and Engineering



# UNIVERSITY OF MINNESOTA

---

*Duluth Campus*

*Department of Geological Sciences*

*College of Science and Engineering*

*229 Heller Hall  
10 University Drive  
Duluth, Minnesota 55812-2496*

*218-726-7238  
Fax: 218-726-8275  
E-mail: [geol@d.umn.edu](mailto:geol@d.umn.edu)*

Date: 17 Jan., 2001

To: Steve Hedman

From: Jim Grant, D.G.S., Geology



Re: Request for a change of program name

The graduate faculty of the Geology program voted unanimously to request a change in the name of the program to "Geological Sciences". This follows the change in the name of our department, and both reflect the changing breadth of our research and teaching. This is in part consequent upon the advent of the Large Lakes Observatory, in which we have three half-time faculty with expertise in paleoclimatology, geochemistry and geophysics. In part it reflects our two most recent additions to the faculty, with expertise in isotope geochronology and modeling of basin-filling and groundwater systems.

We would be most appreciative if you would facilitate the approval of this request.

*Duluth Campus*

*Department of Geology*

*229 Heller Hall*

*College of Science and Engineering*

*10 University Drive*

*Duluth, Minnesota 55812-2496*

*218-726-7238*

*Fax: 218-726-8275*

*E-mail: geol@d.umn.edu*

8 March, 2001

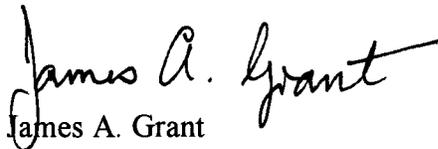
Assoc. Dean Shirley Nelson Garner  
Office of the V.-P. for Research and  
Dean of the Graduate School  
420 Johnston Hall  
101 Pleasant Street S. E.  
Minneapolis, MN 55455-0421

Dear Dean Garner:

Thank you for your response to our request for a change in the name of our program to "Geological Sciences".

In reply to your two concerns, first, I will take your advice, and request that our students express their preference by the end of the Fall semester, 2001. Second, no change in admission or degree requirements accompanies the change in name.

Sincerely,



James A. Grant  
Professor and Director of Graduate Studies

cc. Steve Hedman

# UNIVERSITY OF MINNESOTA

---

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

420 Johnston Hall  
101 Pleasant Street S.E.  
Minneapolis, MN 55455-0421

March 5, 2001

612-625-3394  
Fax: 612-626-7431

Professor Jim Grant  
Director of Graduate Studies  
Department of Geological Sciences  
229 Heller Hall  
10 University Drive  
University of Minnesota  
Duluth, Minnesota 55812-2496

Dear Professor Grant:

We have received and reviewed your request to change the name of your program to "Geological Sciences" and agree with your faculty and dean that given your mission, this change makes sense.

We would like your response to two matters. First, we think the length of time you plan to give current Geology students to decide which major name they want to use is overly long. If the Regents approve this request in June, students would normally be expected to express their preference by the end of fall 2001. The longer students remain undecided, the more likely it is that there will be bureaucratic problems of one sort or another.

Second, may we have assurance that no changes in admission or degree requirements accompany the change in name? If there are attendant changes in admission or degree requirements, the program should describe them. If changes in degree requirements accompany the name change, I assume that currently enrolled students who elect to finish under the new name would also be held to the new requirements.

We need your response no later than April 2. As soon as we receive it, we will forward your request and response to the Physical Sciences Review Council for a recommendation.

Sincerely,



Shirley Nelson Garner  
Professor of English  
Associate Dean

C: Steve Hedman  
Christine Maziar



## **DETAILS OF POST-BACCALAUREATE CERTIFICATE PROGRAM ADMINISTRATION IN THE GRADUATE SCHOOL**

This document on administrative procedures complements two other policy statements in the Graduate School: "Graduate School Policy Governing Post-baccalaureate Certificate Programs" (1998) and "Developing New Academic Programs and Formal Tracks under the Aegis of the Graduate School" (revised 11/28/00).

1. Admissions. Post-baccalaureate certificate programs should be included on the Graduate School admissions application and should be subject to the standard application deadlines and fees. The Graduate School should process applications to certificate programs in the same way it processes other admissions applications. The recommendation to admit or reject should be made by the certificate program graduate faculty according to the procedure specified in the program proposal. Graduate School admissions standards should apply. Currently enrolled master's and doctoral students who wish to pursue a certificate program should file a Change of Status form, either to add the certificate program or to change their degree objective from a master's or doctoral degree to a certificate. Students who begin in a certificate program and subsequently wish to pursue a Graduate School degree must meet the separate admission standards of the degree program to which they are seeking admission.
2. Adviser Assignment. Certificate program students will be advised to program completion by an adviser who may be the DGS or may be another member of the program's graduate faculty. The initial adviser will be identified at the point of admission. As with admission to a degree program, the Graduate School will consider the DGS to be the student's initial adviser, if no adviser is indicated upon admission. The student's adviser-of-record will be identified on the student's program form and officially assigned when the student files this form.
3. GPA for Satisfactory Progress. Certificate program students will be required to adhere to the Graduate School's minimum GPA requirement for satisfactory progress (2.8), in the absence of a higher minimum established by the program.
4. Proportion of Coursework Graded A/F. For master's and doctoral degrees, at least two-thirds of the total number of course credits included on the degree program must be graded A/F. The proportion of A/F-graded course credits offered toward a certificate, however, should be at the certificate program's discretion. The certificate program, not the Graduate School, should also be responsible for monitoring fulfillment of its grading requirement.
5. Eligible Coursework. As with degree programs administered through the Graduate School, only courses at the 4xxx-level and above may count toward certificate completion. At least 50 percent of the coursework must be at the 5xxx-level or above. The certificate program, not the Graduate School, should be responsible for monitoring

fulfillment of this requirement. The Graduate School should only monitor fulfillment of its minimum credit requirement for a post-baccalaureate certificate (12 course credits), and adherence to its policies with respect to transferred and/or double-counted course credits. Courses applied toward certificate completion must have been taught by a member of the graduate faculty, or by someone authorized by the relevant program faculty to teach the particular course(s), in accordance with the criteria of the program's Policy and Review Council.

6. Transfer of Credit. As with master's degrees administered by the Graduate School, it is suggested that certificate students complete at least 60 percent of certificate program coursework as registered University of Minnesota Graduate School students. Only 3 course credits may be double-counted between two certificate programs; however, no restrictions shall apply in the case of double-counting between a certificate program and a master's or doctoral degree program. [Note: a larger number of course credits may be double-counted between certificate programs in the case of officially approved joint programs.]
7. Program Filing. Certificate program students should file an official program of study, signed by their adviser and DGS, in their first semester of study. The Graduate School should develop a separate program form for use by certificate program students.
8. Program Faculty. As with the Graduate School's minor-only programs, faculty who comprise the voting membership of the certificate program (for purposes of program governance) must hold examining membership in the program.
9. Participation in Graduate School Governance. As with minor-only programs, certificate programs are not eligible for representation in the Graduate School's governance structure.
10. Final Examination for Program Completion. As the Graduate School does not require a final written or oral examination for certificate program completion, certificate programs should be considered as "coursework-only" programs. Examination, project, or internship requirements, if any, should be internal to the certificate program, which should also be responsible for monitoring their fulfillment. If a final exam is required, only those faculty members who hold examining membership in the program should be eligible to determine whether the student has passed.

The Graduate School should develop a separate "final report form" for use by certificate program students. Only the signature of the certificate program DGS will be required on this form. If certificate programs require final exams or other non-coursework activities, the signature of the DGS on the "final report form" will indicate that all such certificate program requirements have been successfully completed.

11. Registration Requirement. As with all other Graduate School students, certificate program students must at minimum register once each year in order to maintain their active status.

12. Time Limit for Certificate Completion. Certificate program requirements should be completed and the certificate awarded within four years from the date of certificate program admission. Programs may stipulate an accelerated time-to-completion in the proposal that establishes the certificate program. An individual student may petition for an extension of time for completion under the usual Graduate School procedures.

For students pursuing a master's or doctoral degree through the Graduate School concurrently with a certificate, the four-year limit applies to certificate program completion; however, the separate time limits for the master's and doctoral degrees will apply with respect to completion of these degrees (i.e., seven years for the master's and five years after passing the prelim oral exam for the doctorate).

13. Monthly Graduation. Certificate program students may graduate in any month. Standard Graduate School deadlines for filing the Application for Degree apply. Discussion with the Office of the Registrar is required to determine whether OTR will accept the Application for Degree Form for certificates.
14. Commencement. Certificate program students will be included in the Graduate School's fall and spring commencement ceremonies. Standard Graduate School deadlines for submitting the Commencement Attendance Approval Form apply.
15. Student Support. Certificate program students who are concurrently pursuing a master's or doctoral degree through the Graduate School should be eligible for graduate assistant funding and other graduate student support by virtue of their enrollment as degree-seeking students. Students who are only pursuing a certificate may not be eligible for graduate assistantship funding; this issue requires exploration with Human Resources. Such students should not be eligible for the Graduate School's limited block grant or interdisciplinary program funding, or for first-year Fellowships. Certificate program students' eligibility for financial aid requires discussion with the Office of Scholarships and Financial Aid.
16. Transcript Description. The certificate program name and date of degree clearance will appear on the transcript. Precisely how this information will appear requires discussion with the Office of the Registrar.
17. Visa Requirements. By federal law, international students are not eligible to come to the U.S. only to pursue a certificate program. This and other visa issues require exploration with International Student and Scholar Services.

**Graduate School Policy Governing  
Post-baccalaureate Certificate Programs  
(approved by the Graduate School Executive Committee, 3/5/98)**

Introduction. Post-baccalaureate certificate programs are increasingly being sought by a variety of professionals who wish to enhance their knowledge, skills, and professional credibility without having to devote two or more years to full degree programs. As the University of Minnesota's *Guidelines for Certificate Programs* makes clear, the term "certificate" has a wide variety of uses. Formal certificate programs are included in an institution's list of approved programs and result in an official transcript. Some certificates relate to external certification criteria regardless of whether the coursework results in an award by the education institution which provides that coursework.

This policy concerns post-baccalaureate certificate programs under the aegis of the Graduate School. It is predicated on the assumption that the Graduate School should play an expanded role in encouraging and supporting post-baccalaureate certificate work. Two principles underlie the formulation of the policy.

1. Neither the opportunity nor the encouragement to offer post-baccalaureate certificate programs through the Graduate School implies in any sense an assumption of Graduate School ownership of certificate programs in general. Some post-baccalaureate certificate programs are appropriately housed in collegiate units without involvement of the Graduate School.
2. Programs wishing to offer post-baccalaureate work leading to a certificate which might ultimately be combined with other work to contribute to a masters or doctoral degree should be encouraged to offer that work through the Graduate School. It is the prerogative of the program faculty to decide whether to propose a certificate program through the Graduate School. It is the duty of the relevant Policy and Review Council(s) of the Graduate School to review proposals for certificate programs to determine whether they meet relevant criteria for all programs offered through the Graduate School.

Why via the Graduate School? There are several reasons to offer post-baccalaureate certificate programs through the Graduate School.

1. Students who enroll for post-baccalaureate certificate programs often decide during the course of that work that they would like to continue their education in traditional graduate degree programs. Offering the program through the Graduate School provides seamless educational continuity; questions of credit transferability and integration of records pose no problems.
2. Pairing a certificate program with other requirements, or linking two or more related certificate programs, as the basis for obtaining a graduate degree, decreases the time for a student to obtain the degree after participating in the certificate program(s), hence decreases the cost of obtaining that degree.
3. Existing registration and record keeping capabilities of the Graduate School greatly reduce the administrative burden for the faculty offering the certificate. This is a particularly valuable contribution for interdisciplinary programs which span collegiate boundaries.

Program Requirements. Although post-baccalaureate certificate programs offered through the Graduate School need not be as comprehensive as master's degree programs, they must assure graduate level training. Minimal criteria are:

1. All courses comprising the certificate program must be at a level acceptable for graduate credit; i.e. no course may be below the 4000 level. At least fifty-percent of the program credits must be at the 5000 level or above. Although 6000 and 7000 level courses (primarily professional post-baccalaureate) may count toward a certificate program approved through the Graduate School, they cannot constitute the entire program.
2. The minimum number of semester credits required for a certificate may vary from program to program, but must constitute at least 15 semester credits (the equivalent of half the Graduate School minimum requirement for a master's degree).
3. Courses required by the certificate program must be taught by faculty with a Graduate School appointment.
4. If a certificate program may be used as part of the requirements for a graduate degree, a logical interrelationship must be demonstrated between the content of the certificate program and the requirements of the graduate degree.
5. Graduate school admission requirements must be met by all applicants. However, as with some professional degree programs administered through the Graduate School, relevant non-academic experience may constitute additional evidence of admissibility. Such criteria must be explicit in the application for program approval.
6. Students may be admitted to the Graduate School for a certificate program without being admitted to a degree program, but that status will be made explicit to the student in the letter of admission from the Graduate School. If a student subsequently wishes to apply for admission to a degree program for which the certificate constitutes some portion of total requirements, the Director of Graduate Studies and graduate faculty of the degree program must approve the Change of Status.
7. Program requirements must be approved by the program faculty and the relevant Policy and Review Council(s) of the Graduate School.
8. If it is proposed that two or more certificate programs can be combined to obtain a graduate degree, an additional integrating experience must be required such as a thesis or Plan B papers.

Proposing a Post-baccalaureate Certificate Program. As with any proposal for a new program to be offered through the Graduate School, the following requirements must be satisfied.

1. Demonstration of sufficient student demand to warrant initiating the program.
2. Demonstration of sufficient job market for those who will earn certificates through the program.
3. Documentation of support for any anticipated costs if the new program will require additional faculty, staff, equipment, space or other resources.

4. Specification of courses and related experiences required for the certificate.
5. Specification of admission, good standing and satisfactory progress requirements, in accord with Graduate School policies.
6. Evidence of faculty support for implementation of the program.
7. Identification of a Director of Graduate Studies and participating faculty for the program.
8. Specification of a program review after two years.

Possible Models. As noted previously, post-baccalaureate certificate programs may be offered entirely independently of the Graduate School. Similarly, such programs need not be related to further graduate work even though they are offered through the Graduate School. However, there are many possible models for certificate programs which can potentially contribute to further graduate work if the faculty and the Graduate School so approve.

1. A certificate program may satisfy a minor or related field requirement for a graduate degree.
2. A certificate program may be officially recognized as satisfying part of the major requirements of a graduate degree.
3. Given sufficient integration of content, two or more closely related certificate programs may jointly satisfy virtually all requirements for a master's degree, with the exception of an integrating or capstone experience such as a thesis or Plan B papers, and an oral examination. Although completion of a certificate program may be counted toward some portion of doctorate degree requirements, certificate programs alone may not constitute the major portion of a doctoral degree program.

**University of Minnesota  
Guidelines for Certificate Programs**

Office of the Executive Vice President and Provost  
Graduate School  
March 2001

**A. Introduction and Purpose**

Importance of certificate programs. The University of Minnesota is part of the trend in higher education toward increasing the variety and flexibility of academic programs offered to meet the needs of students and employers. Through its certificate programs, the University can meet its mission-based responsibility to prepare students for 21<sup>st</sup>-century careers, to contribute to the economic well-being of the State of Minnesota, and to compete effectively against the growing number of organizations offering postsecondary, career-oriented education programs. Certificate programs should be viewed as part of the educational mission that works in concert with the service mission to transfer intellectual capital to the society at large; they contribute to, but should not displace, the core educational and service missions.

Career focus. Certificate programs typically address new knowledge or practice areas that emerge as a result of technological, social, or economic changes to which particular professions or occupations must adjust. Some may be more for personal educational enrichment, not necessarily related to career opportunities. Individuals enroll in certificate programs for a variety of reasons – to prepare for a new career, to qualify for advancement in a current occupation, to satisfy continuing education requirements in a particular profession, or just for personal enjoyment of learning. Although many certificate programs are “stand-alone” programs, some may be subsets of formal degree programs; for some professions they may be part of the typical progression in a career ladder.

Purpose of Guidelines. As the number of University of Minnesota certificates increases, it is important to establish an overall set of standards to guide academic units as they consider development of certificate programs. These guidelines are intended to provide a framework to ensure that, within the flexible structures that make certificates valuable to students, faculty, and employers, the programs are subject to the same review and approval procedures that apply to other academic programs. It is expected, in turn, that information about certificate programs will be made available in catalogues, on line, and in other ways that inform the public about the formal status of the University’s certificate programs.

**B. Definitions**

General definition. The word “certificate” has a wide range of meanings. In these guidelines, “certificate” is used specifically to refer to:

“a sequence, pattern, or group of courses or contact hours that focus upon an area of specialized knowledge or information and that are developed, administered, and evaluated by an institution’s faculty members or by faculty-approved professionals.”

This definition is the one commonly used throughout higher education institutions today.<sup>1</sup>

General criteria for certificate programs. Certificate programs should meet the following general criteria:

- They are developed by, administered by, and officially approved by the institution that offers them.
- Each course in the program is designed to meet the occupational, professional, or personal improvement needs of a defined audience.
- Within each course in the program, the student’s understanding of the subject matter is evaluated against stated criteria (whether credit or not-for-credit courses).
- The certificate may be taken independently of any degree program major or minor.
- In its admissions policy, the program does not discriminate against any qualified student.
- A paper certificate, signifying successful completion of the program, should be signed by the institution’s chief academic officer (for Regents’-approved certificate programs) or by an appropriate college representative (for college-based credit and not-for-credit certificate programs).

National standards. All institutions which participate in any Federal financial assistance program authorized by Title IV of the Higher Education Act are required to complete a periodic report on the number of recognized completions in postsecondary education, by type of programs. In this process, the U.S. Department of Education specifically identifies three levels of for-credit certificate programs:

- Graduate or professional programs that do not lead to a post-baccalaureate degree and are at least 8 semester credit hours and 120 contact (clock) hours.
- Undergraduate programs that prepare students for gainful employment in a recognized occupation and provide at least 16 semester hours and 240 contact (clock) hours.
- Undergraduate programs that prepare students for gainful employment in a recognized occupation, provide at least 8 semester hours and 120 contact (clock) hours, AND require completion of an associate degree or higher for admission.

Categories of University of Minnesota Certificates. These guidelines identify two broad categories of certificates for the University of Minnesota:

- **Regents’-approved certificates**, whose development and approval processes correspond to requirements for all academic programs that are to appear on transcripts.
- **College-based certificates**, whose development and approval processes correspond to college-level requirements for program development, approval, oversight, and quality assessment. These may be for-credit or not-for-credit certificates. Notation of completion of the certificate program would not appear on the student’s transcript, although for-credit coursework would.

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<sup>1</sup> The original source is *Peterson’s Guide to Certificate Programs at American Colleges and Universities* (1988).

The guidelines that follow are concerned with for-credit certificates.

### **C. Review, Approval, and Oversight of Certificate Programs**

Criteria for approval. Criteria for approval should follow the University's existing guidelines to ensure connection to mission, relevance to market and disciplinary needs, faculty oversight, and ongoing assessment of quality. Colleges are expected to develop parallel criteria for the development, approval, and administration of noncredit certificates, although these are not subject to central review.<sup>2</sup>

Administrative home and faculty roles. Certificates should be located within departments or graduate programs. If a certificate is interdisciplinary across department, graduate program or college boundaries, it should have its own identified program faculty. If it spans multiple colleges, it is recommended that the participating deans determine tuition attribution and that one dean accept the role of host college with primary oversight responsibility.

Certificate programs should be governed by a faculty oversight committee of at least three members that would be responsible for approving courses and instructors, for electing new program faculty members, and for similar administrative matters. At least 50% of the oversight committee must be tenured or tenure-track faculty of the University. A program advisory committee might also be formed for closer ties to the professional community that the certificate serves; it would consist of a mix of program faculty and external community/professional members. Administration of the program should be located where the primary financial responsibility and revenue are located.

Development process. An initial core group of faculty (and, when appropriate, community representatives) would lead in developing the program structure, usually in cooperation with staff from relevant colleges. For Regents'-approved certificates (appearing on the transcript) the proposed program would be reviewed and approved by the host department/program, by the college curriculum committee or academic council and the dean, by the Provost's office and ultimately by the Regents. For college-based programs, final approval would be at the college dean's office. After the certificate program's establishment, new courses would proceed through the host college's normal approval processes. "Mainstreaming" certificate development and review should ensure faculty engagement and program quality.

Program review. Certificate programs should be reviewed regularly by the host college, perhaps every 3-5 years, to assess program quality and continued or diminished need for the programs. Termination of a Regents'-approved certificate program requires Board of Regents approval.

Fast-track development. Because certificate programs are often designed to meet emerging and fast changing professional training and market opportunities, colleges and host departments/programs will need to develop "fast-track" development and review processes. These might be especially expedited for college-level certificates (whether credit or non-credit)

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<sup>2</sup> The College of Education and Human Development, and the College of Continuing Education have developed certificate guidelines that may provide helpful models for other colleges or campuses. Contact Mary Bents ([mbents@umn.edu](mailto:mbents@umn.edu), 625-3481) and Judi Linder ([linde002@umn.edu](mailto:linde002@umn.edu), 625-3475) respectively.

not requiring Regents' approval. Those certificate programs that are especially designed to meet fast-changing market demands should be reviewed more frequently.

#### **D. Curriculum and Instruction**

Credits. Regents'-approved certificates appearing on a transcript should require at least 12 semester credits. A college or campus may exceed this minimum, based on college standards or the content demands of particular certificate programs, as judged by the internal faculty oversight committee or by an external professional or licensing body. College-level certificates, which afford greater flexibility, should generally require 8 to 12 semester credits, to ensure that the certificate represents substantive preparation in the designated field. Individual certificate programs may require a capstone project or internship experience or comprehensive examination, but such requirements need not apply to all certificate programs. It is understood that in some fields there will be externally administered examinations for the granting of licenses or other external certification.

Credit transfer. Up to 40% of credits toward a certificate program may be transferred from other educational institutions, according to the transfer standards of the host college. The developers of individual certificate programs may propose a lower transfer limit.

Relationship between certificates and degree programs. Many certificate programs are likely to draw upon existing University courses. Thus the credits earned may often be applied to both a certificate and a degree program to which the student has been or will be admitted. Non-degree students enrolled in a certificate program must be clearly notified that their admission to or completion of a certificate program does not guarantee admission to a related degree program. Colleges may adopt different admissions criteria (e.g., relevant professional experience) and/or standards for their certificate programs than for their degree programs in related areas of study. Generally, if many students are likely to move from the certificate to the degree program, it is advisable to keep the standards fairly parallel. (It will be hard to explain persuasively to a student who has completed a certificate program with excellent grades that he or she is still inadmissible to the related degree program.) For similar reasons, certificate students potentially eligible for overlapping degree programs should be encouraged from the earliest stages to obtain academic advising from the degree program's faculty and staff, so that their selections of courses, etc., will work smoothly into any future degree program efforts.

Admission, good standing, and completion standards. Each certificate program must specify its standards of academic performance for admission, good standing and completion. For undergraduate programs, the good standing and completion standard is maintaining a 2.0 grade average; for post-baccalaureate certificate programs the minimum is 2.8. There should generally be a maximum four-year time limit on the completion of all work for a certificate program, although individual certificate programs could specify a shorter (or longer) time limit for completion. Each certificate program should specify a process through which an individual student could apply for an extension of time for completion.

Distributed learning considerations. It is likely that increasing numbers of certificate programs will be delivered partly through technology-enhanced or distance-education methods; some

certificate programs may be delivered entirely by such methods. The best assurance of high quality for such programs is to have them administered and reviewed through regular University channels as described above, with as much involvement and oversight as possible coming from University faculty. External distributed learning courses or experiences that a student wants to transfer into a University certificate program should be subject to the University's normal standards and procedures for transfers of credits in degree programs.

Role of non-tenure-track instructors. Because certificate programs are often designed to provide practical training related to specific professions or labor markets, it is reasonable that some of the instruction would be provided by qualified non-tenure-track faculty with relevant professional experience. The appropriate proportions of regular and non-tenure-track faculty will vary from program to program, within the University's overall framework for academic appointments. To assure that the University is not merely stamping its name on a certificate delivered largely or entirely by non-tenure-track faculty, this matter should be regularly reviewed by faculty oversight committees (and especially their regular faculty members), deans and, as relevant, the Provost's office.

#### **E. Financing of Certificate Programs**

The dean of the college hosting and administering the certificate program bears final responsibility for its financial objectives and viability and for its compatibility with the college's larger mission and goals. Business models, tuition rates and incentives for faculty involvement can match risk structures and market demands for particular programs.

Those planning certificate programs should be aware that:

- By federal law international students are not eligible to come to the U.S. only to pursue a certificate program.
- Federal financial aid may be available to part-time students. Because eligibility relates to certain credit loads, it is advisable for those planning certificate programs to consult with the Office of Scholarships and Financial Aid if part-time students are anticipated in the program.

Draft; 3/15/01

## Proposed Revisions in the Graduate School Course Section of the ECAS Form

[Note: The first part of the Electronic Course Authorization System (ECAS) form is universal and pertains to course submissions at all levels. No changes in this part of the form are proposed. This part of the form is provided for reference only. Please refer to p. 4 for revisions proposed in the Graduate School course component of the ECAS form.]

### Twin Cities Semester Course Modification Form - TC Grad School Approval

Course Information

Grad Information

Proposal/Approval Information

#### Information for Course Description

**Campus:** 1 - Twin Cities

**Institution:** UMNTC - Twin Cities

**College:** TAAF - Academic Affairs  
(Graduate School)

**Acad\_Group:** <college>

**Department:** 341 - Graduate  
School---Administration

**Acad\_Org:** <department>

**Subject and Description:** <pull down menu>

**Catalog Number:** <8xxx>

**Effective Date:** <pull down menu>

**Effective Status:** <pull down menu>

**Course Title Abbr:** (limited to 30 characters, including spaces)

**Course Title Long:** (limited to 100 characters, including spaces)

--

**PLEASE NOTE:** The "consent" field has been eliminated.

Please put any instructor/department consent information in the Semester Prerequisite box, below.

**Units Minimum:**

**Grading Basis:**  
<pull down menu>

**Units Maximum:**

**Course Repeatable:** <pull down>YN

**Units Acad Prog :**

**Units Repeat Limit:**

**Units Finaid Prog:**

**Course Repeat Limit:**

**Contact Hours:**

**Allow Multiple Enroll:** <pull down>YN

**Academic Career:** GRAD - Graduate

**Component1:** <pull down>

**Final Exam1:** <pull down>

**Component2:** <pull down>

**Final Exam2:** <pull down>

**Component3:** <pull down>

**Final Exam3:** <pull down>

**Catalog Description:** (limited to 350 characters, including spaces)

**Cross Listed Courses:**

**Honors Course:** <pull down>

**Topic Course:** <pull down>

**Semester Prerequisite:** (limited to 250 characters, including spaces)

**Quarter Prerequisite:** (limited to 250 characters, including spaces)

**UC Catalog Description:**

**Print both descriptions in UC Catalog? :** <pull down>

**Editor Comments :** (for internal comments in departments, colleges, etc.)

**History Information :** (for ongoing information, etc.)

Course Information

Grad Information

Proposal/Approval Information

[Numbers have been added below for discussion purposes.]

### Information for Graduate School Courses

[Note: Please answer all questions fully. Incomplete responses may delay approval significantly.]

1. Name and e-mail address of the principal faculty member sponsoring the course:

1a. Name any additional faculty members who would be teaching or team-teaching the course.

2. For existing courses, what is the course change being proposed (title, course content, number of credits, etc.)? Clearly indicate the rationale for proposing the change.

**NOTE:** If this is a request for a change in credits to an existing course only, please provide information as to how such a credit addition or reduction is justified using specific examples from current and proposed syllabi and answer #5 completely. The University policy on credits is found under Section 5A of *Standards for Semester Conversion* at <http://www1.umn.edu/usenate/policies/semestercon.html>

3. Is this course or course change temporary? If yes, for what period? (limited to 250 characters, including spaces)

4. When and how often will the course will be offered: (limited to 250 characters, including spaces)

5. Please provide a provisional syllabus for new courses and courses in which changes in content and/or description and/or credits are proposed that includes the following information: course goals, description, and objectives; format/structure of the course (proposed number of instructor contact hours per week, student workload effort per week, etc.); topics to be covered; the scope and nature of assigned readings (texts, authors, how often, amount per week); what are the required course assignments and nature of any student projects; how students will be evaluated. (Please note that the text is limited to 4 pages, and text copied from other sources will not retain formatting, unless saved as an .html WORD document and copied in.) The University policy on credits is found under Section 5A of *Standards for Semester Conversion* at <http://www1.usenate/policies/semestercon.html>

6. If this is a new course, please answer the following questions:

a) What role in the program's curriculum is this course designed to fill (area of expertise in new faculty hire; fills in gap in sequence; students demand; follow-up to another course; other)? In other words, why do you need this course? What is the relationship of this course to existing courses within the program/department? If there appears to be duplication or overlap with existing program courses, please explain:

b) What is the rationale for proposing this course at the 8xxx-level rather than the 5xxx-level? [NOTE: Courses proposed at the 8xxx-level are for graduate students; courses at the 5xxx-level are primarily for graduate students but third- and fourth-year undergraduates may also enroll.]

c) How will the course and instructor will be evaluated? (limited to 250 characters, including spaces)

**d) What is the relationship of this course to courses outside the program, including courses in other units (departments, programs, schools, and colleges) of the University? If there is duplication or overlap, please explain:**

**e) Have other programs where such duplication, overlap, and/or similarity might appear to exist been consulted? Please describe the nature of this consultation.**

**7. Name of the Director of Graduate Studies for the submitting department/program:**

**8. Director of Graduate Studies' e-mail address:**

*Twin Cities Campus*

January 30, 2001

*Department of Educational Policy and  
Administration**College of Education and Human Development**330 Wulling Hall  
86 Pleasant Street S.E.  
Minneapolis, MN 55455-0221  
612-624-1006  
Fax: 612-624-3377*

MEMO TO: Professor Shirley Nelson Garner, Associate Dean  
Graduate School

FROM: Michael Paige   
Director of Graduate Studies

RE: Ed.D. Proposal

Below are the responses to the questions in your January 18, 2001, regarding the Ed.D. cohort collaboratively delivered in the Rochester University Center with Winona State University and Minnesota State University, Mankato. As noted previously, all components of the program (admission standards, curriculum, course delivery, examination procedures, administration plan, etc.) are similar to that of the collaborative cohort with St. Cloud State University, and with the exception of collaboration in delivery of courses, are similar to the Ed.D. cohorts delivered on campus.

1. Program delivery: None of the courses are delivered wholly via the internet; none come close to being delivered chiefly by the internet. The use of the internet has been limited to the enhancement of courses, i.e., the communications among students and faculty about coursework, etc. and the use of web resources. The "contact" hours with faculty in the classroom are the same as the contact hours for the same classes delivered on campus. This is the same type of enhancement of courses as used in the St. Cloud State University cohort. Interactive Television has been used in this cohort to reduce travel for planning meetings of the administrators and faculty.

2. Role of DGS: The DGS does not serve as a "co-director". A regular faculty member in Educational Administration who has had previous Ed.D. cohort experience serves as the co-director. As with all programs, the DGS is involved in the admissions decisions, approval of student programs, recommendation of faculty graduate status, approval of student committees, etc. The DGS role is the same as with on-campus programs (cohort and noncohort). This is the same DGS role as used in the St. Cloud State University cohort.

3 (memo #4). Role of University of Minnesota Graduate School Dean: The Graduate Dean would be welcome to attend any of the meetings; those meetings typically concern scheduling of summer courses, clarification of procedures of the University of Minnesota Graduate School, discussion of preliminary exam procedures used in the department, etc. Much of the agenda in these meetings is spent clarifying the Graduate School and department procedures for the MnSCU institutions. Those procedures are not modified for the cohort. These meetings are time consuming but important. The composition of the meetings is similar to that used in the St. Cloud State University cohort.



4 (memo #5). Prior Course Work: Transfer rules for this cohort are the same as those for all degree students in the department, i.e., courses must have been taken after the baccalaureate degree. The program is structured as a cohort during the course work. Once students enter the prospectus stage, they work at their own schedule with their committees as do students in any other cohort or noncohort program. Thus, they are held to the same rules regarding remaining active, reapplying, time limits for completion of degree, etc. as all other doctoral graduate students. Nothing is different in this regard from the rules for other cohort (including the St. Cloud State University cohort) and noncohort students.

5 (memo #6). Elective Work: Students have six semester credits of electives that can be taken at any of the three collaborating institutions. They register at those institutions for courses in the same manner as other students. As noted above, all rules regarding remaining active and all time limits are the same as for those cohort and noncohort students on campus and for students in the off-campus St. Cloud State University cohort.

6. (memo #7). Operating Guidelines: MnSCU faculty are reviewed by the department before being recommended to the graduate school for associate status. If recommended by the department and approved by the graduate school, they are assigned as co-advisors on committees and work with a full member of the EdPA graduate faculty. This is the same procedure as was used in the St. Cloud State University cohort. It is the same policy as used for on-campus students, if for some reason it is advisable to have an associate member as a co-advisor with a full member.

Please feel free to contact me if you have additional questions. Thank you for your assistance in the efforts to facilitate this review.

Cc: Christine Maziar  
James Hearn  
Alice M. Thomas

Office of the Vice President for Research and  
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January 18, 2001

TO: Professor R. Michael Paige, Director of Graduate Studies  
Educational Policy and Administration

FROM: Professor Shirley Nelson Garner, Associate Dean *ang*  
Graduate School

As I assume you probably know, Vice President for Research and Dean of the Graduate School Christine Maziar spoke to Professor and Chair of Educational Policy and Administration James Hearn recently about the fact that the cooperative arrangement among Winona State University; Minnesota State University, Mankato; and the University of Minnesota for offering the University of Minnesota's Ed. D degree in Educational Policy and Administration (EdPA) has not been approved by the Graduate School. (Graduate School records indicate that a preliminary draft of this proposal was presented to the Graduate School in July 1996, and a final version was to have been submitted by October 1 for consideration by the Graduate School's governance committees that fall. The final draft of the proposal was not received, however, and the Graduate School never approved the program.)

The appropriate staff members in the Graduate School and I have now reviewed the proposal. We understand that this proposed program is the same as the partnership program approved in 1993 – 94 for delivering the Ed. D. degree in this field in cooperation with St. Cloud State University. We are prepared to forward the proposal to the Education and Psychology Review Council and Graduate School Executive Committee for expedited approval via e-mail ballots early this term.

We all agree that you should expect approval of the proposal, but in order to assure that approval is promptly forthcoming from the members of the Policy and Review Council and Executive Committee, we would like you to respond to the following questions and observations.

1. P. 1, bulleted section: Program delivery will be through increased use of distance learning methods and technologies. Do the proposers intend to make any courses available wholly via the Internet? If so, which ones? What proportion of program coursework do these courses represent?



2. P. 2, Section III, first paragraph: Is the program "co-director" at the University of Minnesota the same as the DGS for EdPA? If the "co-director" is not the DGS, what will be the DGS's responsibility with respect to the cooperative program?

4. P. 3, first complete paragraph: Is there some reason why the University of Minnesota Graduate School Dean would not be involved in the biannual meetings?

5. P. 3, Section IV, first paragraph: We are sure that the proposers are aware that the "prior graduate course work" that students may seek to transfer must not only be graduate-level courses, but must be courses taken *after* the awarding of the baccalaureate degree. At the end of this paragraph: What will happen to students who can't complete the program in four years? Will a fifth year of advisement be provided, or will such students be terminated from the program?

6. P. 3, Section IV, second paragraph: How will students be registered for elective courses? To maintain active status at the University of Minnesota, graduate students need to register here at least once per year.

7. P. 5, Operating Guidelines, bullet 6: If MNSCU faculty serve as co-advisors, they must hold at least an appointment as an associate member on the EdPA graduate faculty, and then, they would need to serve as co-advisor with a full member of the graduate faculty in Educational Policy Administration. University of Minnesota faculty serve as primary advisors for students in the cooperative program with St. Cloud State University, and we assume this principle will also apply to the proposed program. It would be helpful if you would confirm this, however.

As soon as you respond to these items, we will forward the proposal and your response to our questions to the Education and Psychology Policy and Review Council for consideration and a vote. If you have questions about any of the items or about the approval process, please call me at 626-0338 or e-mail me at [sngarner@tc.umn.edu](mailto:sngarner@tc.umn.edu).

C: Christine Maziar  
James Hearn  
Alice M. Thomas

THE MINNESOTA DOCTORATE IN EDUCATION (Ed.D.)  
A COOPERATIVE PROGRAM

Institutional Agreement  
for the Southern Minnesota Cohort Program

The Minnesota State Colleges and Universities:  
Colleges of Education/Departments of Educational Leadership of  
Minnesota State University, Mankato  
Winona State University

and

The University of Minnesota:  
College of Education and Human Development,  
Department of Educational Policy and Administration

Rationale

The cooperative program of doctoral study outlined in this Agreement addresses the needs of southern Minnesota schools for highly qualified educational leaders. The program is designed to meet the state's educational challenges of the future, and concurrently takes advantage of the enhanced resources available through the collaboration of the University of Minnesota, Minnesota State University, Mankato, and Winona State University. This cooperative effort to combine resources to meet the educational needs of southern Minnesota is consistent with the University of Minnesota-St. Cloud State University Ed.D. cohort program that serves a northern area.

Purpose

The above named institutions agree to enter into a cooperative effort whereby the Doctorate of Education (Ed.D.) will be made available to persons in leadership positions in southern Minnesota schools. These universities will cooperate to deliver a program that will acknowledge and take advantage of the strengths of each individual program.

This Agreement specifies the arrangements whereby the universities propose to attain the following objectives:

- A common program of doctoral study for leaders in preK-12 education
- Shared resources and administrative support based on level of institutional participation
- Synergistic management of state resources
- A diverse and highly qualified student body
- Program delivery by a highly qualified faculty
- Program delivery through increased use of distance learning methods and technologies.
- Linkages between "best practice" research and program curriculum
- An innovative, performance-oriented approach to programming

**Section I: Nature of Agreement**

This Agreement is for the purpose of delivering a cooperative Ed.D. Program in Educational Policy and Administration involving the University of Minnesota, Minnesota State University, Mankato, and Winona State University. The Agreement outlines roles, responsibilities and operational principles whereby faculty in these universities will collaborate in the education of school leaders. This agreement addresses policies and procedures for only this program and the cooperating institutions.

**Section II: Method of Cooperation**

The University of Minnesota and its Board of Regents award students in this program the Doctorate in Education (Ed.D.). This degree is made available in greater Minnesota by the cooperating universities according to the following principles:

1. The curriculum is consistent among the Ed.D. cohorts and reflects the approved University of Minnesota Ed.D. program. The institutions will collaboratively plan the program where flexibility exists.
2. The program is collaborative in governance, recruitment, admissions, program delivery, evaluation and finance.
3. Instruction is funded by tuition receipts that follow the instructor to his/her institution.
4. Students must be admitted to the Graduate School of the University of Minnesota according to prevailing admission requirements and to the Department of EdPA.
5. Eligible program faculty are accorded status in the Graduate School of the University of Minnesota following the established procedures.

The cohort takes a common core of courses. The specific program core is designed for the cohort, based on cohort characteristics and needs. The common core of courses introduces students to issues on the following: Philosophical and Social Foundation, Leadership, Policy, and Programs and Practices. Co-directors from cooperating institutions will assist in determining the specific University of Minnesota courses to fulfill these areas.

**Section III: Governance**

The governance of the doctoral program is based on a cooperative model in which there is sharing of responsibilities among the participating universities. Specifically, responsibilities for program coordination and management are lodged in co-directors - one representing each university. Persons serving in these positions at the state universities are to be appointed by and report to the education deans of their respective institutions; the co-director at the University of Minnesota reports to the chair of the Department of Educational Policy and Administration.

Co-directors shall be responsible for student recruitment, faculty involvement, course scheduling, performance monitoring, and associated administrative tasks. In undertaking their duties, the co-directors are expected to develop and use mechanisms for regular communication and collaboration with one another. Student advisement, curriculum adaptation, finance, and other matters of program operations shall be so coordinated across the universities.

To give overall policy guidance to the program, individuals responsible for the program at each institution will meet twice a year. Those attending the meetings shall include the education deans - or their designees - from each university, the directors from each university, and the graduate deans from the MnSCU institutions. This group may be expanded to include other persons responsible for the program as appropriate. These individuals will provide advice regarding the long-term direction of the program, financial matters, policy issues going beyond program coordination and management, and evolving issues.

While the co-directors are responsible for the several duties, individual institutions may decide that their co-director will delegate some of the responsibilities. The responsibilities of maintaining contact and communication with other institutions about all issues, however, remain with the co-directors.

#### **Section IV: Organization and Delivery of Instruction**

The doctoral program will be delivered using a cohort model in which students move through a majority of the course work as a group. A cohort of approximately twenty-five (25) students will be admitted to the program. The program will begin at a time mutually agreeable to cooperating institutions (usually during the summer), and will consist of a minimum of 81 semester credits (39 new course credits including 6 elective credits, up to 18 credits applied from appropriate prior graduate course work, and 24 thesis credits). Summer cohort courses will be delivered in intensive four-week experiences during each of three summers. Completion of the student field project will be the focus during the third academic year. Academic work will be designed so that most students can finish all program requirements in three years; however, a fourth year of advisement will follow for those needing longer than three years to complete.

Program courses and seminars required of all students shall be registered and fees collected by the University of Minnesota. Similar administrative responsibilities will be assumed by the MnSCU institutions for elective courses taken at their respective university. The University of Minnesota shall ensure that students are enrolled in the Graduate School of the University of Minnesota. The co-directors shall arrange for publicity and recruitment tailored to each cohort.

As noted in Section II above, all Ed.D. cohorts must complete the same department core as all other doctoral programs in the department. The required Departmental Core courses include the following:

##### Department Core (6 semester credits)

EdPA 5001 Formal Organizations in Education  
EdPA 8002 Critical Issues in Contemporary Education

In addition, Ed.D. cohort programs share common areas within the program core. Specific courses that fulfill the areas are based on cohort characteristics and needs. The areas and list of courses in the Southern Minnesota Illustrative Program are indicated below. Substitutions will be made where they reflect student needs; decisions regarding substitutions will be by the program co-directors from the cooperating institutions.

##### Program Core (min. 18 semester credits)

**Leadership (incl. Management, Planning)**

EdPA 5303 Managing the Learning Organization  
 EdPA 5130 Leadership Development Seminar  
 EdPA 5328 Introduction to Educational Planning or elective  
 EdPA 5272/5095 EdPA Problems

**Policy (Strategic, Legal, Fiscal, Legislative)**

EdPA 5302 Educational Policy: Context, Inquiry and Issues  
 EdPA 5324 Financial Management for Elementary-Secondary Education  
 EdPA 5344 Law and Educational Policy or elective  
 EdPA 8087 Seminar: Educational Policy and Administration

**Methodology (min. 9 semester credits)**

EdPA 8011 EdPA Seminar (Intro. to Policy Research)  
 EdPA 5501 Principles and Methods of Program Evaluation  
 EPsy 5261 Introductory Statistical Methods

**Previous Graduate Course Work (max. 18 semester credits)**

Previous relevant graduate course work taken as part of degree program.

**Ed.D. Thesis Project (24 credits)****Section V: Financial Arrangements**

This agreement and the program management plan will incorporate the following set of guiding principles and operating guidelines regarding the financial arrangements:

**Guiding Principles**

- Revenue should flow to the institution following the respective faculty effort and program costs contributed by each institution.
- Revenue generated by the program should be sufficient to cover the direct instructional costs incurred by each university; and
- Operational policies will be adapted to the circumstances and needs of the program.

**Operating Guidelines**

- All required courses will be offered through the University of Minnesota.
- There will be a single tuition rate for all students in the required courses - set at the University of Minnesota Graduate School rate.
- Tuition revenue from required courses will return to the institution of the faculty member who delivered the course.
- Student credit hours generated from elective courses and tuition generated outside the prescribed program will not be redistributed and will remain with the offering institution.
- All participating institutions have a responsibility for the administration of the program. It is assumed that the costs associated with administrative support are funded by tuition revenues, except for promotion and marketing.
- MnSCU institutions will receive thesis revenue for participation by their faculty on student thesis committees. Below are the proportions of the thesis revenue to be received by the level of the faculty participation for each student's committee.
 

Co-advisor (n=2)	34%
Reader (n=1)	14%
Committee member (n=2)	9%

Projected Timeline for Southern Minnesota Cohort Program

June 1998	Program approval (colleges, universities, system administrators)
June 1998	Finalize schedules and publicize program
July 1998	Prepare management plan
Jan. 1999	Complete recruitment and prepare applicant files
Feb. 1999	Evaluate applications, make recommendations for admission
Feb. 1999	Prepare course schedules and arrange for faculty, space and equipment
March 1999	Admit students
June 1999	Begin program for cohort

Authorizing Signatures**Minnesota State University, Mankato**\_\_\_\_\_  
(Chair, Department of Ed. Leadership, Date)\_\_\_\_\_  
(Dean, College of Education, Date)\_\_\_\_\_  
(Dean, Graduate Studies, Date)\_\_\_\_\_  
(Senior Vice President, Date)\_\_\_\_\_  
(President, Date)**Winona State University**\_\_\_\_\_  
(Chair, Department of Ed. Leadership, Date)\_\_\_\_\_  
(Dean, College of Education, Date)\_\_\_\_\_  
(Director, Graduate Studies, Date)\_\_\_\_\_  
(Academic Vice President, Date)**University of Minnesota**James C. Hoam 4/13/99  
\_\_\_\_\_  
(Chair, Department of Educational Policy and Administration, Date)Steve R. Yusa 4/14/99  
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(Dean, College of Education and Human Development, Date)Robert H. Brumiles 4/16/99  
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(Executive Vice President and Provost, Date)

Authorizing Signatures

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(President, Date)

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*Ray Christensen*  
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(Academic Vice President, Date)

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University of Minnesota

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