

**UNIVERSITY OF MINNESOTA
GRADUATE SCHOOL**

Minutes, Graduate School Executive Committee
Meeting of Thursday, February 29, 1996
3:00 p.m., 433 Johnston Hall

Present: Faculty representatives--Professors Sandra Archibald, Kent Bales, Nancy Ehlke, Kevin Janni, Charles Nelson, Mariah Snyder; Administrative representatives--Deans Mark Brenner (chair), Stephen Hedman, Frances Lawrenz, Robert Leik, Charles Louis; Duluth representative--Professor Jean B. Regal; General Research Advisory Committee representative--Wayne Gladfelter; student representatives--Wendy Grebner, Mary Stoikes; Civil Service representative--Andrew LaChapelle; staff--Andrea Scott, Myrna Smith, Karen Starry; Guests--Professors Charles Hopkins, Laura Koch and Wei-Ming Ni, and Dr. Peter Zetterberg; Secretary--Vicki Field

Vice President Brenner convened the meeting at 3:10 p.m.

I. FOR ACTION

A. Approval of the Minutes of the November 30, 1995, Meeting

The minutes were approved as submitted.

B. Proposal to Change the Name of the Master of Arts (M.A.) and Ph.D. Degree Program in Education/Emphasis in Vocational Education to Education/Emphasis in Work, Community, and Family Education, and to Change the Name of the Ed.D. Degree Program in Vocational Education to Work, Community, and Family Education

Professor Nelson reported that the Education and Psychology Policy and Review Council had approved the proposal. He moved acceptance, a second was offered, and Executive Committee members voted unanimously in favor of the motion. (There was no discussion.)

C. Proposal for an Emphasis in Mathematics Education for the Plan B. Master of Science (M.S.) Degree in Mathematics

Professors Nelson and Janni reported that the Education and Psychology, and the Physical Sciences, Policy and Review Councils, respectively, had approved the proposal. This was taken as a motion, which was seconded and unanimously approved. (There was no discussion.)

D. Request to Modify the Ph.D. Degree in Nursing to Permit Completion with the Option of a Supporting Program

Professor Snyder reported that the Health Sciences Policy and Review Council had approved the proposal, and she moved its acceptance. The motion was seconded and unanimously approved. (There was no discussion.)

(As Professor Koch, Chair of the Senate Committee on Educational Policy, and Dr. Zetterberg, Director of the Semester Conversion Project, had not yet arrived, the agenda order was amended to next take up the first discussion item.)

II. FOR DISCUSSION

A. Proposed Changes in Graduate School Tuition Rates and Tuition Benefits for Graduate Assistants

Vice President Brenner reported that an open meeting to discuss the proposed changes had taken place immediately before the present meeting. One representative of the Executive Committee had participated in the special meeting. This discussion pointed to need for two points of clarification: First, the continuous registration requirement would apply only to doctoral candidates and second, the leave of absence permitted master's students could be up to a period not to exceed one year in total. No consensus was reached on the maximum length of the leave period for doctoral students, although two years had been suggested. It had also been suggested that an additional level of approval for the leave (i.e., the Graduate School) might be warranted for students at the all-but-dissertation stage. Professor Nelson reported that a faculty member in his Policy and Review Council area had raised a concern on behalf of several faculty that the new tuition structure and a continuous registration requirement will discourage fully employed students who are seeking degrees in education fields. Different kinds of students may require different kinds of leaves, he suggested. He wished to keep the leave simple, requiring only adviser and DGS approval, Vice President Brenner said. The issue is, what is the normative period of time to "stop out" of a program? Clearly, exceptions will be needed to the one-year limit for master's students. With respect to procedure, Vice President Brenner indicated that the leave would be similar to registration: It would need to be approved within the first two weeks of the quarter and could be requested for up to a year at a time. Faculty will experience pressure to yield to students' needs, however; does this argue for Graduate School oversight, Vice President Brenner asked? (Leaves must be administered in an even-handed and fair way, he noted.) Ms. Grebner believed that including the Graduate School as a third approval level would place an undue burden on students; adviser and DGS approval should suffice. Professor Nelson agreed, citing the analogous procedure with respect to graduate student admissions (the DGS approves and the Graduate School reviews, allowing it to detect any irregularities). Vice President Brenner noted that the Graduate School would also enter the leave of absence into the student database, so that eligible doctoral students would not be charged the continuous registration fee. In regard to implementation of the continuous registration and leave of absence features of the new tuition structure, he said active students who are currently not registered would be grandfathered (that is, these provisions of the new structure would not take effect for these students until after their next quarter of registration). To a question from Ms. Starry about how the leave of absence would affect time-to-degree limits, Vice President Brenner said there would be no effect. In response to a query about when a student would be required to re-apply under the new policy, Vice President Brenner stated that this step would be necessary anytime the student failed to register and had not filed a formal leave of absence. Pointing to perceived complexities in the policy, Ms. Grebner underscored the need to communicate clearly and quickly with students; students must understand the penalties included in new plan and the circumstances under which they are

incurred. Details of the new plan could be included as part of the fall quarter registration process and could be added to the computerized registration screen, Vice President Brenner suggested. Mr. LaChapelle also emphasized the urgency in communicating the new plan to students, and he pointed out that registration for the 1996 fall quarter begins in May. Vice President Brenner drew attention to the proposed cap on tuition remission at the twelfth credit; this is an issue for professional master's degree programs (both within and outside the Graduate School) in which students register for a larger number of credits per term, he said. However, the charge for the thirteenth credit and above would be modest at \$380 for the 13 - 16 credit band.

Also discussed at length was whether the cost of tuition remission should be recovered as a fringe benefit or as a direct charge, and it was noted that high-salary programs would favor the former and low-salary programs, the latter. Vice President Brenner reported that he had proposed at a recent budget hearing a contribution from central administration to ease transition in the first year of the new plan. This could be used to either "buy off" the 3.4% surcharge (intended to pay for the under-recovery of tuition costs in FY96) or, alternatively, to buy down a significant portion of the surcharge to pay the partial cost of research assistants. Provost Shively is pursuing options to effect a similar "buy down" for teaching assistants. These possibilities have only been broached and nothing has yet been agreed upon, Vice President Brenner emphasized. In response to a query about the possibility of prolonged need for the fringe surcharge, he explained that the long-term solution is to secure more fellowship funding to support first-year students. Senior Vice President Infante agrees with this approach in principle, he added. Professor Gladfelter expressed concern over the significant increase in the fringe benefit rate for FY97 and the potentially large number of new students who come here each year and may not be supported under the Graduate School proposal.

Citing need to conclude this discussion, Vice President Brenner asked Committee members whether they favored the proposed tuition plan over the current one. Professor Nelson said the new plan made sense conceptually, as it will lower costs as students move to degree completion and should encourage timely progress. To Associate Dean Archibald's concern about how the proposed tuition structure might affect overall tuition revenues and revenue projections, Dr. Zetterberg indicated that the plan is intended to be revenue neutral at an institutional level. Speaking from his experience as a Graduate School staff member, Mr. LaChapelle voiced concern about potential difficulty in administering the leave of absence and continuous registration features of the new plan. Timely notification of the plan to students also concerns him, he said. In response to a question about whether the plan assumes the hiring of fewer master's students, Vice President Brenner replied emphatically that it did not. Also, master's students will not benefit from the continuous registration requirement, as this registration category will be available only to doctoral students.

Following this discussion, Vice President Brenner asked for a vote on whether to proceed with the proposed tuition plan only (the vote did not include the method of recovering the cost of tuition benefits). The vote was 8 in favor of proceeding and 4 against. Vice President Brenner thanked Committee members for their helpful comments.

[As Dr. Zetterberg and Professor Koch had arrived by this time, Committee members return to the last action item on the agenda.]

FOR ACTION

E. Proposed Guidelines for the Conversion of Graduate School Degree Programs to Semesters

Associate Dean Leik recapped discussion in the Policy and Review Councils on this issue. He reported that one Council elected not to vote on the proposed conversion standards; one voted for a three-course minimum for the minor and related field option for the master's degree but specified no comparable minimum for the doctorate; two Councils voted for a two-course minimum for the minor and related field option for the master's degree and a three-course minimum for the minor and supporting program option for the doctorate; two Councils favored reducing the credit requirement for the minor field requirement for the master's degree from 7 to 6 credits (consistent with the requirement for the related field option); and one approved the standards as proposed. No issues had been raised in the Council discussions about the proposed standards governing time to degree, program filing, transfer limits, "double-counting" of credit between concurrent master's degrees, S/N grading, or GPA. A critical issue in the Council discussions was the timetable for review of 8000-level courses and Graduate School degree programs, Associate Dean Leik recalled: Review of 5000-level courses by the budgetary colleges must be coordinated with 8000-level course review by the Policy and Review Councils, and the Graduate School timetable is ahead of the University timetable for semester conversion. Also of concern was need to focus on conversion of programs, rather than individual courses.

Vice President Brenner called for questions. He noted that the Graduate School standards represented minima and that programs could impose higher requirements. An extensive discussion ensued. Professor Bales commented on the factors that persuaded his Council not to vote on the proposed standards. Of principle concern was uncertainty about the course credit module under semesters (will this be 3 or 4 credits?). The proposed credit minima for Graduate School degrees are meaningless without this information, Professor Bales suggested. Moreover, given that students take courses outside their major department and possibly from more than one budgetary college, the notion of a University-wide norm (with respect to the course credit module) should be reconsidered, he asserted. The Institute of Technology discussed a standard course credit module, but recognized necessary variability among courses due to laboratories and other formats, Professor Gladfelter said. Trying to "re-fit" courses into "one box" will prove to be too difficult, he maintained. If all 8000-level course changes are to be submitted to the Graduate School by December, 1996, programs cannot wait to know what the common course designator will be, Professor Snyder pointed out. Associate Dean Leik reminded those present of the basic principle that will prevail under semesters as under quarters, namely, that one credit shall be equal to three hours of student effort per week; this standard should be sufficient to help decide what is a reasonable requirement. (There is little difference between overall hours worked under a semester-based system and under quarters, he noted.)

Dr. Zetterberg indicated that there will not be a common course module under semesters. There will be variation as at present, although there will probably be more 3 credit courses at the 5- and

8000-levels. The change to semesters will be neutral in terms of faculty workload, he added, and students are to be neither advantaged nor disadvantaged by the change. Dr. Zetterberg also spoke to the early Graduate School deadline for submission of conversion materials, which he said was not feasible. Professor Leonard Kuhl will identify steps in the conversion process according to an 18-month time line for all colleges. The Graduate School will be well-represented in developing this plan; however, it cannot think in terms of its own implementation, Dr. Zetterberg stressed. To a question from Vice President Brenner, Dr. Zetterberg stated that he had no objections to the standards (though he allowed he had not examined them closely); it was the timetable that concerned him.

Following further discussion along these lines, Vice President Brenner expressed his wish to come to closure on the semester conversion standards. He said he detected relative consensus about the standards, except for the minimum requirements for the master's minor and related fields option. In this regard, he recalled one Council's concern that a single 6 or 7 credit course could constitute a minor. A motion was then made, seconded, and unanimously approved to make the minor and related field credit minima for the master's degree both six credits. A follow-up motion was made to also stipulate a two-course minimum for the related field option for the master's degree and none for the minor (the minor field would set specific requirements for the minor). This motion failed on vote of six opposed and five in favor. Committee members then voted unanimously to approve a final motion calling for acceptance of the Graduate School document as amended.

[Attention returned to the discussion items.]

FOR DISCUSSION

B. Status of Discussions Concerning the Graduate School's Role and Responsibilities

Vice President Brenner made a brief presentation on this issue. He reported that the central committee, appointed to examine the role and responsibilities of the Graduate School, has not yet met. The timetable for the review has been adjusted as a result. The Graduate School will revise for the committee's use the overview of services it provides to students and the University, Vice President Brenner indicated. He invited Executive Committee members to contact him with comments and suggestions with respect to this document. (At issue is which Graduate School services and responsibilities should be sustained: What should the Graduate School's functions be? Who should provide these functions if the Graduate School does not? Conversely, are there things the Graduate School is not doing, but should be? In the overview document, are the allocations of responsibility--primary, secondary, and tertiary--appropriate? This terminology will be changed in the amended document, Vice President Brenner noted.)

IV. FOR INFORMATION

A. Report from the General Research Advisory Committee

Professor Gladfelter reported that proposals are now being submitted for FY97 awards. The deadline for submission is March 4, and the committee will meet in April to make its decisions.

Vice President Brenner again mentioned a study commissioned by Assistant Vice President Louis to look at the return on investment of grant-in-aid funds. He briefly described this study and highlighted a few key findings. The payoff on the grant-in-aid funds (a thirty-six fold return) has been "spectacular," he said. Vice President Brenner thanked Professor Gladfelter and his committee for their work.

B. Report from the Council of Graduate Students

Ms. Stoikes reported that graduate students are heavily involved at various levels of the University and with various issues. COGS will soon engage in an examination of the effects of a bi-weekly payroll system on graduate students. She stressed the importance of students' knowing over the summer what implications the change will have for them. Vice President Brenner mentioned that he typically meets once per month with Ms. Stoikes, who also meets with the associate deans on other issues.

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

Ms. Field reported that the Regents in January approved the request to discontinue the Master of Arts (M.A.) degree in Education at Duluth. In February, the Regents approved the request to discontinue the master's degree program in Neurosurgery (M.S. and M.S.Nsurg. degrees); the proposal for a new, free-standing minor in International Education for the Master of Arts (M.A.) and Ph.D. degrees; the proposal for an entry-level, professional education track under the Plan B option for the existing Master of Science (M.S.) degree in Physical Therapy; and the proposal to change the name of the master's and Ph.D. degree program in Physical Medicine and Rehabilitation to "Rehabilitation Science."

V. OLD BUSINESS

No old business was reported.

VI. NEW BUSINESS

No new business was reported.

The meeting was adjourned at 5:05 p.m.

Respectfully submitted,

Vicki Field, Assistant to the Dean

Twin Cities Campus

*Office of the Dean
College of Education and Human Development*

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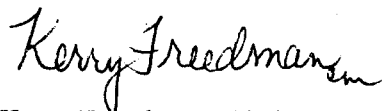
January 8, 1996

Education and Psychology Review Council
Graduate School
c/o Vicki Field
413 Johnston Hall

Dear Council Members:

On January 2, 1996, the Committee on Educational Policy in the College of Education and Human Development approved the request for changes in designator, course titles and descriptions, and majors and emphases by the Department of Work, Community, and Family Education (formerly Vocational and Technical Education). We urge your approval as soon as possible so the new information may be incorporated into the 1996-98 bulletins. A copy of the requested changes is attached.

Sincerely,



Kerry Freedman, Chair
Committee on Educational Policy

Enc.

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Department of Vocational and
Technical Education
College of Education and Human Development

210 Vocational and Technical
Education Building
1954 Buford Avenue
St. Paul, MN 55108
612-625-3757
Fax: 612-624-2231

MEMORANDUM

December 19, 1995

TO: Kerry Freedman, Chair
College of Education and Human Development
Committee on Educational Policy

Chair
Education and Psychology Review Council
Graduate School

FROM: Charles R. Hopkins, Chair
Gary Leske, Director of Graduate Studies

Charles R. Hopkins
Gary Leske

SUBJECT: Change in Course Designator, Degree/Emphasis Titles, Course Titles
and Descriptions

The Board of Regents approved the Department's name change proposal at its December meeting, to be implemented immediately. The new name is:

Department of Work, Community, and Family Education

As part of the process for implementing the new name, Department faculty have approved three program and curricular related proposals at recent meetings:

1. That the Department be identified in all College of Education and Human Development and Graduate School Bulletins as Department of Work, Community, and Family Education with the course designator being changed from VoEd to WCFE. (see Attachment 1)
2. That course titles and descriptions as identified in the attached proposal (see Attachment 2) be changed to reflect the Department name change and the broader scope of the respective courses.
3. That Vocational Education majors and emphases currently identified as such in Graduate School and College of Education and Human Development Bulletins be retitled Work, Community, and Family Education. (See Attachment 2)

As Department Chair and Director of Graduate Studies, respectively, we request early review and approval by the College of Education Committee on Educational Policy and the Graduate School Education and Psychology Review Council. It is very important that these changes be included in the 1996-98 College of Education and Human Development and Graduate School Bulletins.

Multiple copies of the proposals are enclosed for Council and Committee use. If you have questions, please contact either of us. Further, should you so desire we will be happy to attend any meeting where these requests are reviewed.

Enclosures: Attachments 1, 2, and 3

c: Mary Gupta

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MEMORANDUM

November 10, 1995

TO: Academic Staff
Department of Vocational and Technical Education

FROM: Charles R. Hopkins, Chair

SUBJECT: Proposed Change in Course Designator

As you are aware, the faculty voted at a recent meeting to change the name of the Department from Department of Vocational and Technical Education to Department of Work, Community, and Family Education. A formal proposal was submitted to the College Office requesting this change and that it be moved along so that the Board of Regents would have time to review and act upon it such that this change could be included in the College of Education and Human Development and Graduate School bulletins that are now being revised for 1996-1998. The Dean has forwarded our proposal to C. Eugene Allen, Provost for Professional Studies, with a letter of support. He reiterates our request that action be taken as soon as possible given the advantages of being identified in the revised bulletins as the Department of Work, Community, and Family Education.

Given that the name change is moving along, I am proposing a change in course designator for what are now identified as Department courses (VoEd). More specifically, I am requesting approval of the following motion:

The Course Designator for Department courses be changed from Vocational Education to Work, Community, and Family Education and the Designator Abbreviation be changed from VoEd to WCFE.

Should this request be approved, the complete proposal will be developed and forwarded to the College's Committee on Educational Policy for its review and action.

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MEMORANDUM

December 14, 1995

TO: Faculty, Vocational and Technical Education

FROM: Charles R. Hopkins, Chair
Gary Leske, Director of Graduate Studies

SUBJECT: Proposal to Change Graduate Degree Names

In line with the Department name change and the previously approved change in course designator (from VoEd to WCFE), we propose the following changes in degree/major names:

1. From: Master of Education in Vocational Education
To: Master of Education in Work, Community, and Family Education
2. From: Master of Arts in Education - Vocational Education
To: Master of Arts in Education - Work, Community, and Family Education
3. From: EdD in Vocational Education
To: EdD in Work, Community, and Family Education
4. From: PhD in Education - Vocational Education
To: Phd in Education - Work, Community, and Family Education

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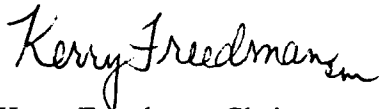
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As Department Chair and Director of Graduate Studies, respectively, we request early review and approval by the College of Education Committee on Educational Policy and the Graduate School Education and Psychology Review Council. It is very important that these changes be included in the 1996-98 College of Education and Human Development and Graduate School Bulletins.

Multiple copies of the proposals are enclosed for Council and Committee use. If you have questions, please contact either of us. Further, should you so desire we will be happy to attend any meeting where these requests are reviewed.

Enclosures: Attachments 1, 2, and 3

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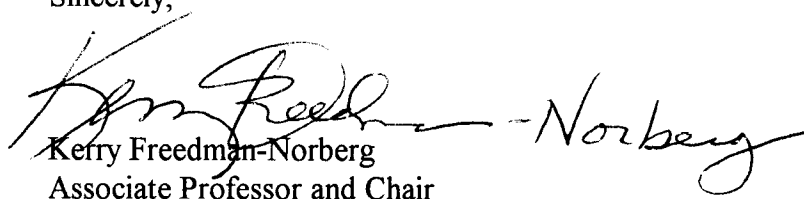
February 20, 1996

Education and Psychology Review Council
Graduate School
c/o Vicki Field
413 Johnston Hall

Dear Council Members:

The Committee on Educational Policy in the College of Education and Human Development has approved the proposal for a Master of Science degree in Math with licensure provided by this College under the conditions specified in the proposal (for example, no more than five students will be enrolled in this program). Any proposed changes to the program as outlined must be returned to our committee for review and approval.

Sincerely,


Kerry Freedman-Norberg
Associate Professor and Chair
Committee on Educational Policy

JAN 29 1996

UNIVERSITY OF MINNESOTA

Twin Cities Campus

*School of Mathematics
Institute of Technology*

*127 Vincent Hall
206 Church Street S.E.
Minneapolis, MN 55455*

January 26, 1996

Professor Mark Brenner
Dean, Graduate School
420 Johnston Hall

Dear Professor Brenner,

I am writing to submit the proposal for a new program -- M.S. in Mathematics with emphasis in Mathematics Education.

Each year, the School of Mathematics receives inquiries and applications from several prospective students, some of whom show very good mathematical ability, who would like to use graduate study in mathematics as the foundation of a career teaching mathematics at the two-year college or secondary level. Some of our current graduate students, while maintaining good academic records, have found teaching mathematics to be more rewarding than mathematical research, and are seeking credentials which will allow them directly to apply their mathematical skills and knowledge to teaching, rather than devoting years to research to pursue the Ph.D. degree. The needs of both of these groups best could be met by a degree program in Mathematics on the M.S. level, but, to ensure the marketability of their credentials, these students should follow a path which includes all work necessary to obtain state licensure to teach high school mathematics. By combining real working knowledge of basic graduate-level mathematics with good teaching skills, these students would have much to offer to any high school or community college mathematics department.

We propose, then, to offer a Plan B Master's Degree Program in Mathematics with emphasis in Mathematics Education, with the cooperation of the faculty in Mathematics Education. We expect that full-time students would complete the requirements for this degree in two years of study, and we are prepared to offer financial support for that period, in the form of teaching assistantships or tuition fellowships, to at least some students in this program. This course of study will be distinguished from the current Master's Degree programs in Mathematics Education by its insistence that students acquire the same basic understanding of and facility with mathematics we expect of all other Master's Degree candidates in our department. Many of our applicants, particularly those planning to teach at the two-year college level, have indicated that they wish to develop themselves as strong students of mathematics, with significant training in education, rather than as students of education with a good background in mathematics. Our new program was designed especially with these applicants in mind.

In mathematics, we shall require students to complete three graduate-level course sequences. All students will be required to take Mathematics 5612/13/14 (Introduction to Analysis) and Mathematics 5282/83/84 (Fundamental Structures of Algebra); exceptionally well-prepared students may be permitted to substitute the courses Mathematics 8600/01/02 (Real Analysis) and Mathematics 8200/01/02 (General Algebra) for this work. These are robust courses which provide basic working knowledge in graduate-level mathematics, and develop a point of view from which rigor is seen as an aid, rather than a deterrent, to the successful use of intuition. Moreover, experience in these courses is valuable in many disciplines outside of mathematics; for example, the Mathematical Economics and Aerospace Engineering and Mechanics graduate programs require completion of Mathematics 5612/13/14 or its equivalent. One further course sequence in mathematics, chosen from our 5-xxx level offerings which carry graduate credit for graduate

students in mathematics, or, for well-prepared students, from our 8-xxx level offerings, will be needed to complete the coursework requirements in mathematics for this degree. Students whose transcripts do not show adequate undergraduate-level preparation in probability theory and in geometry will be required to include appropriate graduate-level course sequences in these subjects; such work is needed to meet state licensure requirements. Depending upon the mix of 5-xxx and 8-xxx level work chosen, 27-36 credits will be included in this mathematics coursework; we expect that students will complete most of this in their first year.

No later than the summer session following their first year, students in this program will begin coursework in the foundations of education and in mathematics education. Such work, including one quarter of full-day student teaching in mathematics, will fill virtually all of the second year of study. At the end of this second year, students will have earned all of the 50 credits in education and mathematics education needed to obtain licensure. We propose to use between 12 and 21 of these credits, earned entirely at the 5-xxx or 8-xxx level, together with the first year's coursework in mathematics to complete the 48 credits we shall require to award a Master's Degree in Mathematics with emphasis in Mathematics Education.

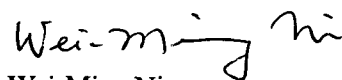
We expect to advertise this program as "...designed for students with substantial talent and interest in mathematics who wish to fulfill the requirements for state licensure to teach high-school mathematics, while expanding their grasp and working knowledge of mathematics to the graduate level." It will be indicated clearly that the licensure program is in the College of Education and Human Development, and the logo of the College of Education and Human Development will appear on all promotional materials for this program. The admission and financial aid process would begin with a review of applications by the Graduate Studies Committee in Mathematics, who then would pass along the files of strong candidates to the faculty in Mathematics Education in the Department of Curriculum and Instruction (C&I), for a decision regarding the suitability of these applicants for the licensure program. It is expected that the applicants meet all the standards or requirements used for the admission process in the licensure program. At this stage we expect that no more than ten students will be enrolled in this program at any one time.

Each student in this proposed program will have two advisers -- one from Mathematics and the other from C&I. While some coordination is definitely necessary, the mathematics adviser is mainly responsible for the first year of the student and the mathematics education adviser will be responsible for the second year's program. In view of the fact that no new courses are needed to operate this program, we can state that the existing faculty and resources in the School of Mathematics and in Mathematics Education in C&I are adequate to support this program.

This program has unanimous strong support from the Graduate Studies Committee in the School of Mathematics as well as the entire C&I faculty. (The memo from Professor Barbara Taylor, Department Chair of C&I, to the Council on Teacher Education is attached.) We intend to eventually develop this program into a joint degree program between Mathematics and C&I. This, of course, will depend on how this program evolves and can only be decided in the future.

Thank you for your consideration of this important matter.

Sincerely yours,



Wei-Ming Ni
Professor & DGS

UNIVERSITY OF MINNESOTA

Twin Cities Campus

*Curriculum and Instruction
College of Education*

*125 Peik Hall
159 Pillsbury Drive S.E.
Minneapolis, MN 55455-0208
612-625-6372
Fax: 612-624-8277*

January 22, 1996

To: Richard Beach & Council on Teacher Education
From: Barbara Taylor^{BT}, Department Chair, C&I
Re: MS in Math with licensure provided by the College of Education & Human Development

The C&I Steering Committee reviewed the Math Department proposal in December 1995 and raised a few questions which were well-addressed by Professor Ni of the Math Department in his January 5, 1996 memo. At the C&I faculty meeting the faculty unanimously voted in support of the Math Department proposal. We feel it is a worthwhile collaborative venture. At the same time, if the program were to expand to more than 5 math MAs per year, we would like to see a joint degree program seriously considered.

Since the proposal has college-wide implications pertaining to licensure programs in general, we felt that the proposal should go to the Teacher Ed Council for consideration before it was forwarded to the CEP for approval. Please do not hesitate to call if you have questions.

cc: Wei-Ming Ni, DGS, Mathematics, Institute of Technology
Rob Orton, Math Ed, Department of C&I
Kerry Freedman-Norberg, Council on Educational Policy
Bob Bruininks, Dean, College of Education & Human Development

Att.

BT:fn

UNIVERSITY OF MINNESOTA

February 2, 1996

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

MEMORANDUM

TO: Professor Wei-Ming Ni, Director of Graduate Studies, Mathematics

FROM: Robert K. Leik, Associate Dean 

As you know, your program's proposal to add an emphasis in Mathematics Education to the existing M.S. degree in Mathematics will be an agenda item for two Policy and Review Councils this quarter: Education and Psychology this Wednesday, February 7, and Physical Sciences on February 14. In accordance with your proposal, the added emphasis would be limited to the degree as completed under Plan B.

The Graduate School would very much appreciate your written response to the following questions prior to the Council discussions this month:

- 1) What will be the admission requirements for the M.S. degree with this emphasis? Please address the planned undergraduate GPA standard, GRE standards, TOEFL requirements, and any additional criteria the faculty will expect for admission to the program with this special focus.
- 2) Will students be encouraged to complete a minor or supporting program for the degree with a Mathematics Education emphasis? Students will certainly have completed sufficient credits in Mathematics Education to declare a minor in this area, for example. (Graduate programs often cite students' enhanced marketability if they are able to include a designated minor on the transcript.)
- 3) What will be the nature of the final examination for the degree? Assurance is also needed that the Education faculty will be represented on the final examination committee for the degree with a Mathematics Education emphasis.

If you are unable to provide a written response to these several questions before the Policy and Review Council meetings this month, then we will look for it prior to February 29, when the Graduate School Executive Committee will vote on the proposal. Your response will be necessary for discussion by that Committee. Please call me (5-4858) or send me an e-mail message if you have any questions about this request.

RKL/vf

c: Vice President Mark L. Brenner
Associate Dean Ted Labuza

UNIVERSITY OF MINNESOTA

Twin Cities Campus

School of Mathematics
Institute of Technology

127 Vincent Hall
206 Church Street S.E.
Minneapolis, MN 55455

February 7, 1996

TO: Professor Robert K. Leik
Associate Dean, Graduate School

FROM: Wei-Ming Ni *Wei-Ming Ni*
DGS, Mathematics

I appreciate very much your thoughtful comments and questions. My response is as follows:

- 1) At present, admission and financial aid decisions are made on a competitive basis. Almost all of the applicants whom we admit have a GPA of at least 3.5 in their major coursework, and a GRE (mathematics subject) test score above 800. We expect that successful applicants to our new M.S. degree program would meet these standards. It is doubtful that we would have many foreign applicants to this program, but, especially to meet the needs of the licensure program, applicants whose native language is not English probably would be expected to score above 600 on TOEFL, and to score well on TSE (the equivalent of our ESL department's "speak test") before admission. A strong interest in teaching mathematics would be required, and documented experience in teaching would be an asset in the admissions process.
- 2) As we indicated in our proposal, we intend to eventually develop this program into a joint degree program between Mathematics and Mathematics Education in Curriculum and Instruction. At this stage, students will indeed be encouraged to declare a minor in Mathematics Education. It probably is not realistic to expect that many students would be able to fulfill the requirements for a minor in any other field, and still complete this program in two years.
- 3) The faculty in Mathematics Education will be involved with all aspects of this program, starting with the review of applications for admission. In particular, the admission of a student to this program includes a commitment, both from the School of Mathematics and the faculty in Mathematics Education, to participate in this student's final oral examination. We will require that each exam committee contain representatives from both departments. The examination will cover aspects both of mathematics and the teaching of mathematics.

If you have any further questions concerning this program, please do not hesitate to direct them to me.

UNIVERSITY OF MINNESOTA

Twin Cities Campus

School of Nursing

6-101 Unit F
308 Harvard Street
Minneapolis, MN 55455-0342

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

Mark Brenner
Dean, Graduate School
420 Johnston Hall

DEC 4 1985

Dear Dean Brenner:

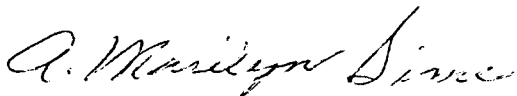
The doctoral program (PhD) in nursing received program approval in 1981. At the time of its approval, doctoral programs in nursing were relatively new. Because of this, the Health Sciences Policy and Review Committee stipulated that students would need to complete a minor and not have the option of Supporting Program Work that was available in most other doctoral programs. However, significant advancements have been made in knowledge development in the discipline of nursing.

The Graduate Faculty in the School of Nursing are requesting that the restriction of "minor only" be removed and that students seeking a PhD in nursing be offered the opportunity to select either a Minor or Supporting Program Work. The basis for our request is that the "minor only" option is not best for many of our students. Many students are doing research where scholars in different disciplines have contributed to the knowledge development in that area of study. These students would be best served by taking courses from these professors and having these scholars on examining committees. A few examples are: research on family health care in other cultures has involved scholars from the departments of family social science and anthropology; research on the development of sexuality in children has involved scholars from the departments of sociology and child psychology; research on health care decision making and uncertainty has involved scholars from the departments of philosophy, psychology, and information sources. Because many of our students take the statistics sequence in Educational Psychology and thus have a substantial number of credits in this department, they select it for their minor. They then must take often additional credits in other departments to obtain the knowledge base necessary to conduct their dissertation research.

The graduate faculty unanimously support this motion as they in nursing believe students would be better served by having the option of either a Minor or Supporting Program Work.

Thank you for consideration of this request. If further information is required, please contact Professor A. Marilyn Sime, Director of Graduate Studies.

Sincerely,



A. Marilyn Sime
Professor and Director of Graduate Studies

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

December 18, 1995

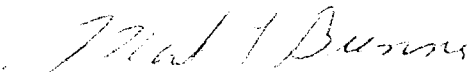
Professor A. Marilyn Sime,
Director of Graduate Studies
School of Nursing
6-101 Health Sciences Unit F
East Bank Campus

Dear Professor Sime:

Thank you for your letter of December 4, in which you propose a modification of the Ph.D. degree in Nursing to allow degree completion with the option of a supporting program. As you point out, the current restriction--which limits the degree to completion with a minor--was imposed on recommendation by the Health Sciences Policy and Review Council. For this reason, I will forward your request to the Council for consideration at the Council's February 28 meeting and will subsequently seek final action from the Graduate School Executive Committee in early March.

Unless you indicate otherwise, I will assume that the credit requirement for the Ph.D. degree with a supporting program will conform to the Graduate School standard and will require 18 quarter credits. If the Nursing graduate faculty wish to impose a higher minimum credit requirement, you should provide this additional information by early February.

Sincerely yours,



Mark L. Brenner,
Acting Vice President and Acting Dean

MLB/vf

cc: Dean Sandra Edwardson
Associate Dean Ted Labuza
Associate Dean Robert Leik
Professor Mariah Snyder

February 6, 1996

Draft

**To: Deans, Department Heads, Directors, and
Directors of Graduate Studies**

From: Mark L. Brenner

**Subject: (1) Proposed new tuition rate structure starting Fall 1996
(2) Proposed new tuition remission policy for graduate assistants
(3) Proposed new fringe benefit rate schedule**

Tuition remission for all academic employees was initiated at the University for the academic year 1986-1987. Tuition expenses are remitted at twice the rate of appointment for graduate assistants holding appointments of 25% time or greater. The cost of this has been recovered through a pooled fringe benefit rate. Originally both the benefit and the fringe rate for recovery of costs were applied to all academic employees, but in practice, the tuition remission program uniquely benefited graduate students. Starting July 1, 1994, in order to comply with the revised Office of Management and Budget Circular A-21, the fringe rate to recover the cost of graduate assistant tuition remission has been applied just to the salary pool for graduate assistants. This resulted in a dramatic jump in the rate to a level of 30% for the current academic year (1995-96). Unfortunately, we have determined this is not adequate to recover the actual costs and the rate must now be adjusted to 42% for the next academic year (1996-1997). For the current academic year, tuition for a full course load costs approximately \$4,300. Numerous expressions of concern have prompted us to explore alternative methods to handle the tuition remission costs. **It must be emphasized that tuition remission is a very expensive benefit and as long as we provide the benefit, there will be significant costs that must be recovered.**

This memo is intended to describe the current problem, to propose new graduate assistant registration requirements and a new tuition structure, and to explore some alternative methods of handling graduate assistant tuition expenses.

- **Announced changes in the fringe benefit rate schedule for graduate assistants**

	FY96 Academic year 95-96	FY97 Academic year 96-97
Tuition remission	30.5%	42.0%*
Health Benefits	5.0%	7.0%
FICA	7.7%	7.7%
TOTAL	43.2%	56.7%
Total when student is FICA exempt	35.5%	49.0 %

* this includes 3.4% to pay for under-recovery of tuition costs for FY96

FICA is not charged for graduate assistants who are full-time students and work no more than 20 hours per week. Graduate assistants who register for at least 6 credits in a quarter including the summer terms (a total of 6 credits taken in any combination during the two summer terms) are considered full-time students. Doctoral candidates (those students who have passed their oral preliminary examinations) who register for at least one credit per quarter /summer term are also considered full-time students. FICA exemption is extended through break periods provided the graduate assistant is already registered for the term immediately preceding or following the break period and the individual does not work more than 20 hours per week.

- **Current problem: the shortfall in the fringe benefit fund for graduate assistants.**

- ◆ The cost for tuition remission was underestimated for FY 96 by 19.5% (the estimated cost was \$18,834,000 and the actual expense was \$22,506,318)
 - ◇ Tuition costs went up higher than original estimates
 - ◇ Graduate assistants took more courses (likely a consequence of students trying to avoid paying FICA)
- ◆ The total amount of funds allocated to support graduate assistants decreased by 13%
- ◆ The fringe rate is calculated by dividing the cost of the benefit by the total salary pool.

- **PROPOSED revised tuition rate structure for graduate students**

Proposed new tuition policy for academic year 1996-97

- Tuition for 1 through 5 credits will be \$750 per quarter (a student taking 1-5 credits would pay \$750 plus the base tuition fee of \$30 for a total of \$780 per quarter).
- Tuition for 6 through 12 credits will be \$1,500 per quarter (a student taking 6-12 credits would pay \$1,500 plus the base tuition fee of \$30 for a total of \$1,530 per quarter).
- A third tuition band of 13-16 credits will cost an additional \$380 (the total cost for taking 13-16 credits would be \$1,910).
- Credits taken above the 13-16 credit band will cost \$200 per credit. (This is an additional cost per credit above the \$1,910.)
- Students who transfer credits from CEE/University College toward their credit program will be responsible to pay any differential in tuition costs to CEE (this continues current policy).
- Once students complete their oral prelim and the required 36 thesis credits, they need to pay only a continuous registration fee of \$300 per quarter for graduate assistants or \$150 per quarter for non-graduate assistants. (These figures include the base tuition of \$30.) At this stage of a graduate student's program, continuous registration must be paid during all quarters the student serves as a graduate assistant. Graduate students who are not graduate assistants must pay the continuous registration fee during the academic year (three quarters or two semesters).
- Doctoral thesis credits (36) will continue to be taken only after passing the preliminary orals.
- The present 7-quarter residency requirement for doctoral students (including current students) will be eliminated.
- A full-time student will be defined for all purposes as one who takes a minimum of 6 credits a quarter until completion of the prelim and the 36 thesis credits. After that, only continuous registration is required to be a full-time student.
- All students must be registered every quarter.
- A graduate student may take a leave of absence for up to two years to pursue non-academic activities. An agreement stating the duration of the leave must be approved by the advisor and DGS.

- Graduate students who have been away beyond the agreed-upon leave or who take an unsanctioned leave will need to reapply for readmission (a \$40 fee) and will also be required to pay 120% of the continuous registration fee for the terms they missed.
- **PROPOSED new graduate assistant requirement**
 - All graduate assistants will be required to register for a minimum of 6 credits per quarter from the time of matriculation until they pass oral preliminary examinations and complete 36 thesis credits.
- **PROPOSED tuition remission changes for graduate assistants**

Proposed new fringe benefit package for graduate assistants

- Health Insurance will continue to be paid as a fringe benefit based on pooled costs.
- FICA (when required) will continue to be paid as a fringe benefit by the unit employing the graduate assistant.
- Tuition remission for graduate assistants will be provided as detailed below:
 - Graduate assistants who hold a 50% appointment or more will have full tuition costs reimbursed. Graduate assistants holding appointments between 25% and 50% will have their tuition costs reduced by twice the rate of their appointment (i.e., 25% appointment will have 50% of their tuition paid by the University). The cost of the continuous registration fee will be reimbursed on the same basis.
 - Tuition reimbursement will be limited to tuition costs for a maximum of 12 credits per quarter. Costs for any additional credits taken in a given quarter will not be reimbursed.

Proposed method to recover the fringe benefit costs including tuition remission for graduate assistants

There are two alternatives to consider for recovering the total cost of tuition benefits for graduate assistants. The first is to continue to pool all the costs and recover them through assignment of a fringe benefit charge based on the pool. However, using the new tuition schedule proposed above, there would be a two-tier fringe rate structure. One rate would be charged for graduate assistants who have yet to pass their oral preliminary exams and have not completed 36 thesis credits. A separate, much lower fringe rate would be charged for graduate assistants who have fulfilled this requirement and must pay only the continuous registration fee.

The second alternative to recover the cost of tuition remission for graduate assistants would be to use a direct charge method, but continue to recover health insurance and FICA (when required) costs through a pooled fringe benefit assessment. For this alternative, tuition costs (for 6-12 course credits per quarter) and continuous registration fees would be paid directly by the unit employing the graduate assistant.

	FY 97, FY 98	FY 99
Tuition remission 6-12 credits	43.8%	43.8%
Tuition remission shortfall	3.4%	
Health Insurance	7.0%	7.0%
Sub Total	54.2%	50.8%
FICA	7.7%	7.7%
Total with FICA	61.9%	58.5%
Tuition remission continuous	8.6%	8.6%
Tuition remission shortfall	3.4%	
Health Insurance	7.0%	7.0%
Sub Total	19.0%	15.6%
FICA	7.7%	7.7%
Total with FICA	26.7%	23.3%

The idea of converting to a direct charge must be carefully examined. There is a strong argument to continue recovering graduate assistant tuition remission costs based on a pooled fringe benefit rate because a direct charge system would involve substantial new administrative costs. Direct charging tuition costs to departments, however, appears to be a better way to help contain the escalating fringe benefit costs and to implement a refined tuition remission policy. If a direct charge method is adopted, for the next two academic years (FY97 and FY98) only there will be an additional charge of 3.4% to units employing graduate assistants to pay for the under-recovery of tuition costs from FY96 (current year).

Alternative Tuition Plan

Unit cost

Running total

Base Tuition	\$30	\$30
1 - 5 credits, band	\$750	\$780
6 - 12 credits, band	\$1,500	\$1,530
13 - 16 credits, band	\$380	\$1,910
Credits above 17 credits; per credit	\$200	\$2,110
Continuous registration for grad. assistants (included base tuition)	\$300	\$300
Continuous registration for non-grad assistants (includes base tuition)	\$150	\$150

	Existing Fringe Charge System FY97	Proposed Change to a Fringe & Direct Charge FY97	Proposed Change to a Fringe Charge for FY97, FY98	Proposed Change to a Fringe Charge for FY99
IA			\$0	
Salary of \$8,271 that is FICA exempt	\$8,271	\$8,271	\$8,271	\$8,271
Tuition Remission for 3 quarters	\$3,474	\$4,500	\$3,623	\$3,623
Health Insurance	\$579	\$579	\$579	\$579
Special Fringe Charge (3.4%)	n.a.	\$281	\$281	n.a.
Base Tuition (\$30)	n.a.	\$90	n.a.	n.a.
Total Cost	\$12,324	\$13,721	\$12,754	\$12,473
IB				
Salary of \$10,000 that is FICA exempt	\$10,000	\$10,000	\$10,000	\$10,000
Tuition Remission for 3 quarters	\$4,200	\$4,500	\$4,380	\$4,380
Health Insurance	\$700	\$700	\$700	\$700
Special Fringe Charge (3.4%)	n.a.	\$340	\$340	n.a.
Registration fee (\$30)	n.a.	\$90	n.a.	n.a.
Total Cost	\$14,900	\$15,630	\$15,420	\$15,080
IC				
Salary of \$12,000 that is FICA exempt	\$12,000	\$12,000	\$12,000	\$12,000
Tuition Remission for 3 quarters	\$5,040	\$4,500	\$5,256	\$5,256
Health Insurance	\$840	\$840	\$840	\$840
Special Fringe Charge (3.4%)	n.a.	\$408	\$408	n.a.
Registration fee (\$30)	n.a.	\$90	n.a.	n.a.
Total Cost	\$17,880	\$17,838	\$18,504	\$18,096
ID				
Salary of \$12,000 that is FICA exempt	\$12,000	\$12,000	\$12,000	\$12,000
Tuition Remission for 4 quarters	\$5,040	\$6,000	\$5,256	\$5,256
Health Insurance	\$840	\$840	\$840	\$840
Special Fringe Charge (3.4%)	n.a.	\$408	\$408	n.a.
Registration fee (\$30)	n.a.	\$120	n.a.	\$120
Total Cost	\$17,880	\$19,368	\$18,504	\$18,216
IE				
Salary of \$14,000 that is FICA exempt	\$14,000	\$14,000	\$14,000	\$14,000
Tuition Remission for 4 quarters	\$5,880	\$6,000	\$6,132	\$6,132
Health Insurance	\$980	\$980	\$980	\$980
Special Fringe Charge (3.4%)	n.a.	\$476	\$476	n.a.
Registration fee (\$30)	n.a.	\$120	n.a.	\$120
Total Cost	\$20,860	\$21,576	\$21,588	\$21,232
IF				
Salary of \$14,000 that is FICA exempt	\$14,000	\$14,000	\$14,000	\$14,000
Tuition requirement completed	\$5,880	n.a.	n.a.	n.a.
Health Insurance	\$980	\$980	\$980	\$980
Special Fringe Charge (3.4%)	n.a.	\$476	\$476	n.a.
Continuous registration fee (4 quarters)	n.a.	\$1,200	\$1,204	\$1,204
Total Cost	\$20,860	\$16,656	\$16,660	\$16,184

Student Services Provided by the Graduate School

The following pages contain a chronological listing (from recruiting through graduation) of services provided to students by the Graduate School. Also included are cross-references to various University Departments involved in each step.

Symbol key:

- P** = Office with primary responsibility for service provided. (For some services, more than one office may be designated as primary. This reflects the coordination of disparate yet vitally important Graduate School expertise needed to address complex issues, procedures, or problems.)
- S** = Office with secondary responsibility for service provided. (More than one office within or outside the Graduate School may share responsibility for support.)
- T** = Office with tertiary responsibility for service provided. (More than one office outside the Graduate School may share responsibility for support.)
- *** = Office which provides critical support to primary, secondary, and/or tertiary offices responsible for service, but which is not directly involved in the service provided.

Note: see appendices 6 and 7 from Value Added Document for numbers

Graduate School (TC/UMD)

External Offices

Service Provided

	Graduate Admissions	Graduate Student Services Progress	Office of Equal Opportunity	Management Information Systems	Fellowship Office	Policy and Review	Graduate Programs	Office of the Registrar	Int'l Student Scholar Services	Disability Services	Student Judicial Affairs	Other
Coordinate recruiting materials process	P						S					
Underwrite publishing of recruiting books, brochures, and posters	P						S					
Coordinate web sites for GS and individual graduate programs				P								
Represent Graduate School programs at national recruiting fairs <i>Comments:</i> Graduate Admissions is responsible for general recruiting. Office of Equal Opportunity is responsible for recruiting students of color.	P		P									
Present application and financial aid workshops <i>Comments:</i> Graduate Admissions and the Office for Equal Opportunity share responsibility. Office of Equal Opportunity workshops are directed toward students of color.	P		P									
Collect/distribute Financial Aid information for students of color			P									S
Distribute requests for application materials	P		S	S								
Coordinate two name exchange programs for students of color			P				S					
Respond to inquiries regarding application status (phone, in-person, and e-mail)	P		S	S			S					
Open applications and assemble files	P											
Deposit application fee	P											S
Determine citizenship and residency	P			*				T				
Application coding and data entry	P			*				*				
Review apps for eligibility and completeness	P											
Provide information to graduate programs regarding international credentials	P											
Distribute complete applications to programs with Admission Appraisal Form	P											
Confirm program recommendations for meeting operational standards or rejects	P											
Review international admissions	P						S					
Prepare and send admit/reject letters and enclosures	P											
Computer entry of final decisions <i>Comments:</i> Admissions and Management Information Systems share responsibility for data entry of final decisions.	P			P				*				

Graduate School (TC/UMD)

External Offices

Service Provided

	Graduate Admissions	Graduate Student Services Progress	Office of Equal Opportunity	Management Information Systems	Fellowship Office	Policy and Review	Graduate Programs	Office of the Registrar	Int'l Student Scholar Services	Disability Services	Student Judicial Affairs	Other
Respond to appeals by rejected applicants	P		S				S			T	T	
Review and approve Financial Certifications for international students	P								S			
Issue I-20s for international students	P											
Establish permanent Graduate School student files <i>Comments:</i> Graduate Admissions, Graduate Student Services and Progress, and Management Information Systems all have equally important but different roles in the process.	P	P		P								
Provide registration information to new Graduate School students <i>Comments:</i> Graduate Admissions and Graduate Student Services and Progress assume responsibilities depending on registration issue.	P	P						S				
Inform students about student progress issues at New Student Orientation <i>Comments:</i> Graduate Student Services and Progress presents information on student progress at workshops The Fellowship Office offers information on Financial Aid opportunities at workshops.		P			P							S
Support Writing Workshop			P									S
Administer Mentoring Program			P									S
Information mailings to students of color			P	S								
Respond to inquiries regarding student progress policies and procedures (phone, in-person, e-mail)		P										
Review/approve Degree Program Forms		P		*			S					
Review/approve transfer of domestic/international credits <i>Comments:</i> Graduate Admissions handles transfer of credits from international institutions. Graduate Student Services and Progress handles domestic credit transfers.	P	P					S	*				
Review/approve changes to Degree Program Forms (via petition)		P		*			S					
Review/approve requests for grade changes, late/retro registrations		P		*			S	*				
Resolve registration problems for students, faculty, and staff	S	P	S	S			T	S	T			T
Post certified foreign languages to Graduate School transcripts and Graduate Record		P		*				*				

Graduate School (TC/UMD)

External Offices

Service Provided

	Graduate Admissions	Graduate Student Services Progress	Office of Equal Opportunity	Management Information Systems	Fellowship Office	Policy and Review	Graduate Programs	Office of the Registrar	Int'l Student Scholar Services	Disability Services	Student Judicial Affairs	Other
Confirm successful completion of Preliminary Written Exam		P		*			S					
Confirm eligibility and successful completion of Preliminary Oral Examination		P		*			S					
Review/approve Thesis Proposal Forms		P		*			S					
Review/approve Committee Substitutions		P		*			S					
Distribute graduation materials and instructions		P						*				*
Advise doctoral students of time remaining for degree completion		P					S					
Confirm eligibility and successful completion of Final Exam		P		*			S					
Inform students of outstanding requirements for degree completion		P					S					
Review/accept theses		P					S					T
Posting of degree awards		P		S				S				
Prepare and send requested letters of certification		P										
Coordinate Graduate School Commencement Ceremonies		P										S
Assemble readmission/change of status files	P	S										
Review/confirm program recommendations for readmission/change of status <i>Comments:</i> Graduate Admissions and Graduate Student Services and Progress assume responsibilities depending on the student's status in Graduate School.	P	P		*								
Send readmission/Change of Status approval/reject letters and enclosures <i>Comments:</i> Graduate Admissions and Graduate Student Services and Progress assume responsibilities depending on the student's status in Graduate School.	P	P										
Computer entry of Change of Status/readmission decision	P			*				S				
Review/approve requests for extension of time to complete degree		P		*			S					
Prepare/review/approve requests for extension of stay and Practical Training Documents <i>Comments:</i> Graduate Admissions prepares the requests. Graduate Student Services and Progress reviews/approves the requests.	P	P					S		S			
Review appeals/grievances/student problems regarding student progress		P	S				S			T	T	

Services to Programs Provided by the Graduate School

The following pages contain a categorical listing of services provided to University Graduate Programs by the Graduate School. Also included are cross-references to various University Departments involved in each step.

Symbol key:

- P** = Office with primary responsibility for service provided. (For some services, more than one office may be designated as primary. This reflects the coordination of disparate yet vitally important Graduate School expertise needed to address complex issues, procedures, or problems.)
- S** = Office with secondary responsibility for service provided. (More than one office within or outside the Graduate School may share responsibility for support.)
- T** = Office with tertiary responsibility for service provided. (More than one office outside the Graduate School may share responsibility for support.)
- *** = Office which provides critical support to primary, secondary, and/or tertiary offices responsible for service, but which is not directly involved in the service provided.

Service Provided

Graduate School(TC/UMD)

External Offices

	Graduate Admissions	Graduate Student Services Progress	Office of Equal Opportunity	Management Information Systems	Fellowship Office	Policy and Review	Graduate Programs	Office of the Registrar	Int'l Student Scholar Services	Disability Services	Student Judicial Affairs	other
Consultation and Training												
DGS Workshops -- general <i>Comments:</i> 4 per year Graduate Admissions, Graduate Student Services, and Progress and Management Information Systems assume responsibilities for workshop presentations based on area of expertise.	P	P		P								
DGS Workshops -- specific <i>Comments:</i> One per quarter. Graduate Admissions, the Office for Equal Opportunity, Graduate Student Services and Progress, and Management Information Systems assume responsibilities for workshop presentations based on need.	P	P	P	P					S	S	S	S
DGS workshops -- International credentials <i>Comments:</i> 4 per year	P											
DGS Workshops -- Fellowships <i>Comments:</i> 4 per year					P							
Consultation/training on the client server reporting environment <i>Comments:</i> ongoing				P								
Graduate School policies and procedures/clarification <i>Comments:</i> daily Graduate School Offices assume responsibilities depending on assistance needed.	P	P	P	P	P	P		S	S	T	T	T
Recruiting Materials and information on cost-effective recruiting	P		S									
Informal and formal grievance resolution <i>Comments:</i> as needed Graduate School Offices assume responsibility depending on assistance needed.	P	P	P		P		S	T	T	T	T	
Development of graduate program student handbooks <i>Comments:</i> as needed		P							S	S	S	S
Review Program Management Evaluations <i>Comments:</i> as needed Graduate School offices share responsibility for entire process.	P	P	P	P	P	P	S					

Graduate School(TC/UMD)

External Offices

Service Provided	Graduate Admissions	Graduate Student Services Progress	Office of Equal Opportunity	Management Information Systems	Fellowship Office	Policy and Review	Graduate Programs	Office of the Registrar	Int'l Student Scholar Services	Disability Services	Student Judicial Affairs	other
Liaison for graduate programs to non-majority institutions <i>Comments: ongoing</i>			P									S
Provide information on retention of students of color <i>Comments: ongoing</i>			P									
Respond to inquiries regarding graduate faculty and 8000 level course processes and criteria <i>Comments: ongoing</i>		S				P	S					

Governance/Program/Policy

Design and implement processes for distance education graduate programs <i>Comments: as needed</i> Graduate School offices assume responsibilities based on need.	P	P		P		P	S	S				S
Development of new graduate programs/disestablishment of graduate programs <i>Comments: as needed</i>	S	S		*		P	S	*				T
External review of departments/programs <i>Comments: 12 to 15 per year</i>				S		P	S					T
Coordinate approval of 8000 level courses <i>Comments: ongoing</i>						P	S					
Produce and distribute to Board of Regents program and related info <i>Comments: quarterly</i>						P	S					T
Report, distribute, and implement Board of Regents actions <i>Comments: quarterly</i> Policy and Review is responsible for oversight of entire process. Graduate Admissions, Graduate Student Services and Progress, the Office for Equal Opportunity, and Management Information Systems share responsibility for implementation.	P	P	P	P		P	S					T
Coordinates membership, agenda, and action of Policy and Review Councils and special committees <i>Comments: ongoing</i>	S	S	S	S	S	P	S					T

Service Provided

Graduate School(TC/UMD)

External Offices

	Graduate Admissions	Graduate Student Services Progress	Office of Equal Opportunity	Management Information Systems	Fellowship Office	Policy and Review	Graduate Programs	Office of the Registrar	Int'l Student Scholar Services	Disability Services	Student Judicial Affairs	other
Reports												
CIC Minority Directory of PhD candidates and recipients <i>Comments: annually</i>			P	S								S
Program demographics and critical measure spreadsheet <i>Comments: twice per year</i>	S	S	S	P	S		S					
Narrative reports based on program management evaluation information <i>Comments: ongoing</i> Management Information Systems assumes responsibility for the majority of reports. Graduate Admissions, Graduate Student Services and Progress, and the Office for Equal Opportunity assume responsibility for reports as needed.	P	P	P	P								
Data entry and tracking of graduate students <i>Comments: 15,000 student; 5 transactions per quarter</i> Graduate Admissions, Graduate Student Services and Progress, and Management Information Systems assume responsibility for process depending on need.	P	P		P			S					
Data entry for graduate faculty appointments <i>Comments: 3,200 faculty; 3 transactions per year per appointment</i> Management Information Systems and Policy and Review assume responsibility depending on need.				P		P	S					
Maintain institutional reporting databases <i>Comments: ongoing</i>				P				S				T
Develop and maintain client-server connections with reporting files and reports for graduate programs <i>Comments: ongoing</i>				P								
Maintain graduate faculty roster (and related responsibilities) <i>Comments: ongoing</i> Management Information Systems maintains the World-Wide Web roster. Policy and Review maintains the hard copy roster.				P		P						

Graduate School(TC/UMD)

External Offices

Service Provided

	Graduate Admissions	Graduate Student Services Progress	Office of Equal Opportunity	Management Information Systems	Fellowship Office	Policy and Review	Graduate Programs	Office of the Registrar	Int'l Student Scholar Services	Disability Services	Student Judicial Affairs	other
Maintain three DGS list-servs and (currently 4) special purpose list-servs <i>Comments:</i> ongoing Management Information Systems is responsible for DGS list-servs. The Office for Equal Opportunity and Policy and Review are responsible for special purpose list-servs.			P	P		P						
Maintain book of currently enrolled students by campus and major <i>Comments:</i> quarterly	*	*		P			*					
Produce active-student report <i>Comments:</i> quarterly		*		P			*					
Distribute transcripts/operational records <i>Comments:</i> quarterly				P				S				
Produce and distribute hold/warnings lists <i>Comments:</i> quarterly Management Information Systems produces the list. Graduate Student Services and Progress distributes the list.		P		P			S					
Produce and distribute advising/committee assignment reports <i>Comments:</i> quarterly		S		P			S					
Produce and distribute summary of advising/committee assignment reports <i>Comments:</i> quarterly		S		P			S					
Data entry and reporting on fellowship funding <i>Comments:</i> ongoing					P							
Produce and distribute Degree Awards Reports <i>Comments:</i> annually		S		P								
Produce and distribute enrollment summaries by gender, ethnicity, residency, etc. <i>Comments:</i> annually			P	S								T
Produce and distribute Institutional Reporting Database Program Profiles <i>Comments:</i> annually				P								
Produce and distribute Degree Progress Reports <i>Comments:</i> annually		S		P			S					

Graduate School(TC/UMD)

External Offices

Service Provided	Graduate School(TC/UMD)						External Offices					
	Graduate Admissions	Graduate Student Services Progress	Office of Equal Opportunity	Management Information Systems	Fellowship Office	Policy and Review	Graduate Programs	Office of the Registrar	Int'l Student Scholar Services	Disability Services	Student Judicial Affairs	other
Produce and distribute Institutional Reporting Database Admissions Statistical Reports <i>Comments: annually</i>	S			P				S				
Admissions Processing Report from the Institutional Reporting Database <i>Comments: weekly from November to March monthly from April to October</i>	P			*								
Respond to requests for student/faculty data for programs, college offices, Central, external agencies, and individuals <i>Comments: ongoing</i>	S	S	S	P		S	S					
Produce and distribute DGS list <i>Comments: quarterly Management Information Systems and Policy and Review are responsible for different steps in the process.</i>				P		P	S					
Collect and distribute Financial Aid information for students of color <i>Comments: yearly</i>			P									S

Funding

Graduate School Fellowships <i>Comments: annual competition, administration ongoing</i>					P		S					
Doctoral Dissertation Fellowships <i>Comments: annual competition, administration ongoing</i>					P		S					
Endowed Fellowship Awards <i>Comments: annual competition, administration ongoing</i>					P		S					
Tuition Scholarships <i>Comments: quarterly</i>					P		S					
Dissertation Special Grants <i>Comments: twice per year</i>					P							
NSF Fellowship Administration <i>Comments: ongoing</i>					P							

Graduate School(TC/UMD)

External Offices

Service Provided	Graduate School(TC/UMD)							External Offices				
	Graduate Admissions	Graduate Student Services Progress	Office of Equal Opportunity	Management Information Systems	Fellowship Office	Policy and Review	Graduate Programs	Office of the Registrar	Int'l Student Scholar Services	Disability Services	Student Judicial Affairs	other
Block Grant and Tuition Fellowship Awards <i>Comments: annual competition, administration ongoing</i>					P		S					T
Coordinate Fulbright and Luce Scholarships, and DAAD(German) Awards <i>Comments: annually</i>					P		S					
McKnight Land Grant Professorships <i>Comments: annually</i>					P		S					
Hill Visiting Professorship <i>Comments: annually</i>					P	S	S					
Distinguished McKnight University Professor <i>Comments: annually</i>					P		S					
Education Opportunity Fellowships <i>Comments: annually</i>			P				S					
Coordinate Ford, GEM, National Physical Sciences Consortium and CIC Fellowship Programs			P									
Coordinate grant proposals for students of color			P				S					T
Pay application fee for disadvantaged students			P									

Graduate Education Issues -- Local and National

Representation on University-wide committees by Graduate School Deans and appropriate Graduate School staff <i>Comments: e.g. Distance Education, Enrollment Management, Critical Measures, Financial Aid Advisory, Registrar's Advisory, Residency</i>	P	P	P	P	P	P						
Representation on CIC committees by Graduate School Deans and appropriate Graduate School staff <i>Comments: e.g. Deans, Admissions Directors, data, minority access</i>	P		P	P								
Representation on National Organizations by Graduate School Deans and appropriate Graduate School staff <i>Comments: e.g. AGS, CGS, NASULGC, AACRAO, NAGAP, NAFSA</i>	P		P									

Service Provided

Graduate School(TC/UMD)

External Offices

	Graduate Admissions	Graduate Student Services Progress	Office of Equal Opportunity	Management Information Systems	Fellowship Office	Policy and Review	Graduate Programs	Office of the Registrar	Int'l Student Scholar Services	Disability Services	Student Judicial Affairs	other
Miscellaneous												
Graduate School Bulletin <i>Comments:</i> bi-annually Graduate School Editor has primary responsibility for production of the Bulletin.	S	S	S	P	S	S	S					S
Visiting Student/CIC Traveling Scholar Applications	P							S				S
Maintenance and storage of active, rejected, incomplete, and historical student files <i>Comments:</i> ongoing Graduate Admissions and Graduate Student Services and Progress are responsible for hard copy files. Management Information Systems is responsible for electronic records.	P	P	P									
Review/approve 75%+ TA appointment requests <i>Comments:</i> ongoing Policy and Review is responsible for preparation of documents. Graduate Student Services and Progress is responsible for review/approval of appointment requests.		P				P	S					
Establish and maintain Graduate School record for evening and weekend programs <i>Comments:</i> ongoing Graduate Admissions establishes the record. Management Information Systems maintains it.	P	S		P				S				
Respond to public inquiries on behalf of other Univ offices (e.g. President) <i>Comments:</i> as needed Graduate School offices assume responsibility depending on assistance needed.	P	P	P		P	P						
Sponsor symposia/receptions for funded faculty and students <i>Comments:</i> ongoing					P							
Sponsor forum for students of color <i>Comments:</i> annually			P									
Sponsor Guy Stanton Ford Lectures <i>Comments:</i> annually					P							

Graduate School(TC/UMD)

External Offices

Service Provided

	Graduate Admissions	Graduate Student Services Progress	Office of Equal Opportunity	Management Information Systems	Fellowship Office	Policy and Review	Graduate Programs	Office of the Registrar	Int'l Student Scholar Services	Disability Services	Student Judicial Affairs	other
Maintenance and storage of active/historical faculty files <i>Comments:</i> ongoing Management Information Systems is responsible for electronic files. Policy and Review is responsible for hard copy files.				P		P						

Graduate School Semesters Conversion

The University Change to Semesters Coordinating Group (CSC), under the leadership of Provost Shively, has recently set timelines for the conversion to semesters that have a bearing on the steps the Graduate School must take in order to meet the 1999 conversion date. In response to those timelines, the Graduate School Executive Operations group met with Associate Vice President Peter Zetterberg, who is responsible for directing the University's semester conversion project, and with Associate Dean Robert Leik, who represents the Graduate School on the Change to Semesters Implementation Task Force (CSI), to define and refine our role in the conversion.

Associate Vice President Zetterberg has indicated that the Graduate School should take responsibility for instituting the conversion standards that will guide the minima for all graduate programs. This information must be established as soon as possible and forwarded to the Change to Semesters Coordinating Group for final action by April 15, 1996. Given our once per quarter Policy & Review Council meeting schedule, this means we need to act on these criteria during the winter quarter P & R meetings. Once the conversion standards are approved, each program must then develop their new program requirements. The programs will have spring quarter, 1996, and fall quarter, 1996, (as well as summer, if possible) to develop their new program requirements. The Graduate School staff will act as consultants when needed.

We would like to have all proposed changes submitted by the programs to the Graduate School no later than December 15, 1996. Because of the nature of the changes (in many cases with respect to courses and minima, no more than credit changes plus some small course content changes), and to avoid undue burden on the faculty, we will not require all courses to go through the normal P & R Council course approval process. However, any new courses or those with major changes will need to be reviewed by the P & R Councils, and all courses will require new A96 forms so we can enter the information into the data base. This is also the time to drop all phantom courses. We will ask each program to prepare a summary of no more than two pages, outlining the changes they have made, for dissemination to the P & R's for the winter quarter, 1997, meetings. At those meetings, which may need to be extended to two sessions, the members of the Councils will review, modify and/or endorse each program's conversion officially, so it can be sent to the Executive Committee for approval.

In addition, you will need to create a semesters conversion manual for your current students. Following the Michigan State University guidelines, the Graduate School staff recommends (and would like your endorsement of) the principle of allowing students present during the transition period to choose whether to complete their degree under quarters or semesters requirements, based on which is the fairest (fastest) way for them to finish. After choosing one credit system's requirements, students will not be permitted to change to the other.

The program conversions approved by the P & R Councils and the Executive Committee must be forwarded to the Change to Semesters Coordinating Group at the beginning of the spring quarter of 1997. The CSC will have about 3 months to make any revisions to the changes, in anticipation of publication of the new Graduate School Bulletin in October, 1998. This Bulletin will be used for semesters advising.

Following on the next page are the basic semesters conversion standards we present for discussion and a vote at this meeting.

Graduate School Semester Conversion Standards

Credits		Current Quarter	Proposed Semester (2/3 of quarter)
	Masters		
	Plan A		
	Credit in major	20	14
	Related field credit	8	6
	Minor	9	6
	Thesis	16	10
		44/45	30
	Plan B		
	Credit in major	20	14
	Related field credit	8	6
	Minor	9	6
	Other credits	16	10
		44/45	30
	Doctorate		
	Supporting Program/Minor	18	12
	Thesis	36	24
	Specialist	90	60

Graduate programs may (currently and) continue to require credit minima beyond those required by the Graduate School. Programs may wish to use the 2/3 conversion model when calculating new minima.

Time Limits to Degree

	Current	Semesters
Masters	7 years	7 years
Doctorate	5 years post prelim	5 years post prelim
Specialist Certificate	12 years	12 years
International Student		
Masters	2 years	2 years
Doctorate	6 years	6 years

Program Filing

	Current	Semesters
Masters	After 15 credits	After 10 credits
Doctorate	After 2nd year	After 2nd year

Transfer Limits

	Current	Semesters
Masters	40%*	40%*
Doctorate	12 credits CEE,* 1st quarter adult special, no limit from completed prior Master's degree	8 credits CEE,* 1st semester adult special, no limit from completed prior Master's degree
Specialist	50%	50%

"Double-Counting" Policy

	Current	Semesters
Two Concurrent Plan A	9	8
Plan A + Plan B	12	8
Two Concurrent Plan B	12	8

S/N Grading

1/3 of total course credits	1/3 of total course credits
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GPA

2.8	2.8
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*Note: Exceptions can be made if approved by the Policy and Review Council.

UNIVERSITY OF MINNESOTA

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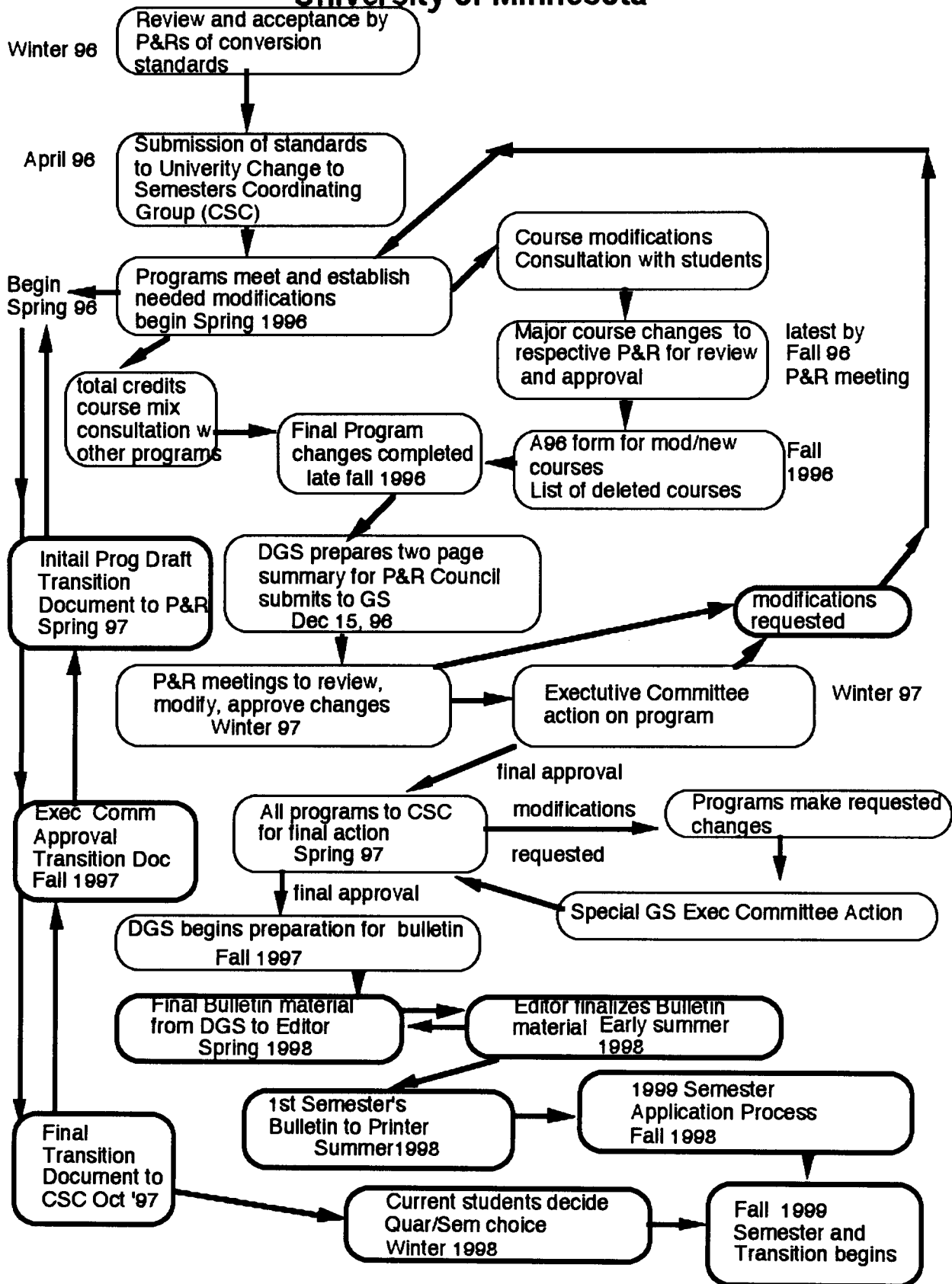
Prior Semester Experience

Of the 3541 active faculty on the CFF roster for the Graduate School, we have degree data for 1071 of them that is accessible by computer. Of those, 654 of them have had some degree from the University of Minnesota. If the same pattern exists for all faculty, and most schools use semesters (> 95%), then less than 40% of our faculty have had semesters experience.

Of the students registered anytime from Winter 1994 to 1996, 2668 have had their prior degree from the U of M (bachelors or masters), 10,667 had degrees from other institutions, 319 have had degrees from both the U of M and elsewhere and there is no existing data accessible for 2766 students. These latter students represent the new Fall' 95 and Winter'96 registrants. Assuming these follow the same pattern, and that again most other schools use a semester schedule, then about 75% of our students have had semester experience.

Given this experience, and the desire of COGS to participate in the semesters dialog, the graduate students would like to be part of the process that reviews courses as illustrated on the following page. It is expected that the students in each program would identify those courses they feel in need of most change and work with the program faculty to help institute that change in a manner consistent with the needed timelines.

Semester Change sequence for Graduate Education University of Minnesota



Implementation Schedule

The first semester will be fall 1999. The CSC has developed an implementation schedule that will be continually refined by the CSI. Major deadlines are as follows.

Semester standards (see below)	Apr. 18, 1996
◆ Revision of lib. ed. requirements	Jun. 30, 1996
◆ Conversion of degree programs	Oct. 31, 1997
◆ Publication of advising materials	Oct. 31, 1998

This schedule allows 18 months for the conversion of degree programs and 12 months for the development of semester-related advising materials. Most importantly, students will have complete information about the revised semester-based programs before they register for their last two quarters.

Semester Standards

The Senate Committee on Educational Policy (SCEP) and the UMD Campus Assembly have been working to develop standards for the calendar conversion. The University Senate will consider the SCEP standards during winter quarter and will make final decisions in April. The UMD Campus Assembly is following a similar timeline.

The semester standards currently recommended by SCEP are available on the semester web page and in collegiate offices. They include standards in the following five areas; additional standards will be developed regarding student transition issues, graduate education, and transfer student issues.

1. Calendar framework (14-week semesters with 55-minute class hours)
2. Standard course module (should the most common course module be three credits or four credits)
3. Standards for credit-hour requirements for undergraduate degrees (120-132 credits) and for the

liberal education component of undergraduate degrees (40 credits).

4. Standard defining work required of average student for one semester credit (three hours of academic work per week, either in class or out of class)
5. Standard regarding contact hours (minimum of one contact hour per one credit hour for most courses)

A possible calendar under consideration would provide two 14-week semesters with a 55-minute class hour, a May term, and two summer terms. The May term would be optional for students. The first fall and spring semesters would be scheduled as follows.

Fall Semester 1999

September 6	Labor Day
September 7	Classes begin
November 25-26	Thanksgiving holiday
December 15	Last day of instruction
December 16	Study day
December 17-23	Final examinations

Spring Semester 2000

January 10	Classes begin
January 17	Martin Luther King holiday
March 20-24	Spring break
April 24	Last day of instruction
April 25	Study day
April 26-May 2	Final examinations

It should be emphasized that these standards have not yet been adopted by the Senate, nor have decisions been made about which standards should be University-wide and which should vary by campus. Comments or suggestions about the standards should be sent to SCEP (kochx001@maroon.tc.umn.edu or 427 Morrill Hall).