

UNIVERSITY OF MINNESOTA
Graduate School

Minutes of the Executive Committee Meeting
Thursday, November 18, 1976
11:30 a.m. 625 Campus Club

Members Present: Faculty representatives--Professor F. C. McDuffie, L. J. McKay, P. J. Reed, L. D. Schmidt, B. L. Shapiro, W. Simonton (for M. A. Zaidi); Student representatives--Karen Hawley, Teresa Howe, George McCandless, Brett Porter; Administrative representatives--Deans Warren Ibele, Chair, Edward Foster, Andrew Hein, Harry Lease; Civil Service representative--Melissa Hanger; Staff--Shirley McDonald, Myrna Smith; Secretary--Beverly Miller.

I. FOR DISCUSSION AND ACTION

A. Approval of Minutes of the Meeting of October 14, 1976

The minutes of the meeting of October 14, 1976 were approved as submitted.

B. Proposed Policy Regarding Form of Graduate School Thesis

The revised draft of a policy on the format of the thesis, submitted by Dean Foster and dated June 1, 1976, was discussed in brief. The proposal was approved with the stipulation that the final paragraph, page one, would be amended to read "The candidate submitting the thesis shall be its sole author and shall be uniquely identified as such." It was agreed that these changes would remove ambiguity on questions of multiple authorship. (Copy of policy attached to these minutes.)

C. Change in Title of Major from "Veterinary Surgery and Radiology" to "Veterinary Surgery, Radiology and Anesthesiology"

The proposal, submitted by Professor C. R. Jessen, to change the title of the major in "Veterinary Surgery and Radiology" to "Veterinary Surgery, Radiology and Anesthesiology" was approved. The Committee was informed that the change was a question of the name of the major only, providing visibility to an existing component. No changes in the basic degree program are involved. (Copy of Jessen letter proposing change attached to these minutes.)

II. FOR DISCUSSION

Video Cassette Courses in Independent Study for Graduate Credit

There was a brief discussion of the video cassette courses which CEE wishes to offer for graduate credit. Dean Hein reported that he had attempted to trace the history of the courses and could find no record

of any special approval for TV delivery. Other courses have also been offered for graduate credit by TV, but not all are included in the current request to offer them by video cassette.

Dean Ibele suggested that further discussion of this item be deferred pending the recommendations of the Committee Concerning Opportunities for Graduate Study (Odland Committee). He indicated that a letter would be sent to Mr. Young of CEE informing him of this.

III. FOR INFORMATION

A. Retirement of Graduate School Budget Office Administrator

Dean Ibele reported that Mrs. Hertha Jorgensen, Head of the Graduate School Budget Office, had elected to retire January 1, 1977 after more than thirty years of service. Mrs. Jorgensen, he said, was an unusual person of broad interests who had fulfilled her many responsibilities with exceptional talent, skill and tact. He expressed the hope that the Graduate School would succeed in finding a replacement with the same high qualifications.

B. Recruitment Program for Minorities and Women

Dean Foster reported briefly on developments for the new recruitment endeavor. He said that a budget identifying basic financing needs beyond Bush Foundation funds was to be prepared.

C. Graduate School Fellowship Committee

The Dean reported that official confirmation of the award of additional funds from the Bush Foundation, mentioned earlier in the Minneapolis Tribune, had been received. Ms. Myrna Smith, Head of the Graduate School Fellowship Office, indicated that it was expected that the organization of the Fellowship Committee would be completed shortly so that procedures for the award of Graduate School Fellowships for the coming year could be developed and publicized.

D. Conversion of Graduate Faculty Status

Dean Ibele said that, effective January 1, 1977, the Graduate School would begin holding departments to the use of the new graduate faculty nomination forms and constitutional and Policy and Review Council criteria. Although the new graduate faculty regulations were technically effective at the beginning of fall

quarter, additional time had been allowed as the conversion process had not been completed in most Councils prior to the opening of fall term. The Graduate School will send a memorandum to the Directors of Graduate Studies reiterating the requirements and alerting them to the need to use the new forms and conform to the published requirements on criteria and documentation. Professor McDuffie indicated that Mayo would have difficulty in meeting the January 1, 1977 deadline for final conversion due to the large number of A-2 appointments on that campus remaining to be reviewed.

Dean Ibele said that this problem would be considered in publishing the new graduate faculty book, so that individuals are not precipitously dropped from the listings. Professors Schmidt, Shapiro and Simonton indicated that their Councils would recommend the establishment of an "E" category. Professor McDuffie said that final conversion at Mayo would probably require until June, 1977 to complete.

E. Quality of 5-Level Courses

Dean Ibele said that the Graduate School deans and staff would look at the results of the various Council discussions on this issue and would prepare a policy paper for review by the Executive Committee, we hope, by January, 1977. He asked the Councils to consider carefully whether the ongoing volume of 5-level course proposals was such that it might be possible for the Councils to undertake their routine review. He said that consultation with the various collegiate curriculum committees would be sought.

F. Council of Graduate Students

Ms. Hawley reported that attempts to solve the Council of Graduate Students' financial problems were making some headway. The TCSA had approved a bylaw that would finance the Council but this must go for approval to the All-Campus Council. For that reason funding for the current year is uncertain. In the event that this proposal does not meet with approval, alternatives are being examined and COGS is in contact with the Student Services Fees Committee. COGS had representation at a Big Ten Conference which is a governance organization for information sharing, Ms. Hawley said. Among the topics taken up was that of child day-care centers. Southern Illinois University, she said, has a center affiliated with the campus. COGS is also polling departments to determine how students are appointed to various departmental committees.

They are concerned that requests for student representation frequently reach COGS very late; they are trying to determine whether earlier notification is possible.

G. Graduate School Handbook for Directors of Graduate Studies

Dean Ibele said that preparation of the Handbook for Directors of Graduate Studies was in the final stages and that it would be distributed at a winter meeting of the Directors of Graduate Studies. It is intended to make that meeting a joint meeting with departmental Admissions Officers and to include representatives from the Offices of the University Attorney and Equal Opportunity and Affirmative Action, as well as the Graduate School Admissions staff, to discuss admissions issues related to affirmative action.

H. December Meeting of the Executive Committee

The next meeting of the Executive Committee was scheduled for December 14, 1976.

The meeting was adjourned.

Respectfully submitted,

Beverly D. Miller
Secretary

POLICY REGARDING FORM OF GRADUATE SCHOOL THESIS

Introduction

The following policy statement spells out some minimal expectations for all Graduate School theses, master's and doctoral. The policy statement is prompted by the fact that some degree candidates, particularly in the sciences, seek to present their thesis in the form of a short article appropriate for submission to a professional journal. This increases the efficiency and reduces the cost of thesis preparation, and perhaps also increases the likelihood that research results will be made available to a wide audience by means of publication in the professional literature. Such publication is welcomed as the best demonstration of quality in a student's research, and the Graduate School encourages the practice. However, due to the limitation of space in most professional journals, the typescript prepared for submission is unlikely to contain full documentation of the student's work that should be presented for committee consideration in a thesis. This policy statement is, among other things, intended to describe the documentation that is necessary for a thesis.

Form of the Graduate School Thesis

A thesis should include two kinds of documentation. First, in the case of a thesis which builds on a previous body of professional literature, a review and evaluation of that literature, placing the student's own work in its context, should be included in the thesis. This serves two purposes: it assures the committee that the student has carefully studied the relevant literature, and it assists the reader who is not engaged in research in the narrow area of specialization of the thesis, to evaluate the student's contribution to the literature of that specialization.

Second, for any thesis, the research undertaken should be described in sufficient detail so that the knowledgeable and interested reader can confirm its validity. For example, in the case of a thesis which includes formal deductive argument (e.g., mathematical theorems), each new proposition should be proven in sufficient detail so that knowledgeable readers would be able to follow and verify the validity of the argument. In the case of a thesis which refers to or summarizes other scholarly work or written records, sufficient bibliographic reference should be given so that the interested reader could confirm the author's reference. In the case of a thesis reporting on experimental results or statistical analysis, a report should be given in detail sufficient that the knowledgeable reader could replicate the experiment or the procedures; if customary in the discipline, the original data, analysis of error associated with the data, design details of any apparatus used, and calibration information, should also be included.

For a thesis in which the main body of the work is reported in the form of an article for submission to a journal, the requirements described above might be met, with the committee's approval, by inclusion of appropriate appendices. However, requirements as to pagination, and other matters specified in Graduate School form number 16, must still be met.

The candidate submitting the thesis shall be its sole author and shall be uniquely identified as such. Editorial or substantive contributions with general significance made by others should be acknowledged in the prefatory materials; more specific contributions should be acknowledged by footnotes where appropriate.

Please note the continuing Graduate School requirement that publication of all or part of a thesis prior to committee approval of the thesis requires the adviser's approval and notification to the Graduate School (normally accomplished by a declaration of intent to publish, signed by the adviser and addressed to the dean). The intention of this requirement is to assure that a thesis containing previously published material indeed represents research that was carried out as part of a graduate program under the adviser's supervision; Graduate School degrees are not to be granted, ex post facto, for work done outside the graduate program.



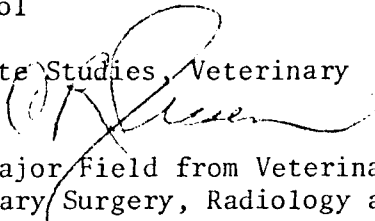
UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Small Animal Clinical Sciences
College of Veterinary Medicine
C306 Veterinary Hospitals
St. Paul, Minnesota 55108
(612) 373-1813

GRADUATE SCHOOL
NOV 1 - 1976
OFFICE OF THE DEAN

October 27, 1976

TO: Dean Warren Ibele, Graduate School

FROM: C. R. Jessen, Director of Graduate Studies, Veterinary Surgery and Radiology 

SUBJECT: Possible Change of Name of our Major Field from Veterinary Surgery and Radiology to Veterinary Surgery, Radiology and Anesthesiology

History:

At one time there existed the Department of Veterinary Surgery and Radiology. There was the approval for the establishment of the M.S. and Ph.D. degree with a major in Veterinary Surgery and Radiology on March 15, 1966. Currently, there are the Departments of Small Animal Clinical Sciences (SACS) and Large Animal Clinical Sciences (LACS), i.e. no Department of Surgery and Radiology.

Because of the close association between surgery and anesthesiology, it is historic that these disciplines are closely associated within our graduate faculty also.

Current Situation:

The discipline of Veterinary Anesthesiology as a distinct entity is a recent development. There is currently an American College of Veterinary Anesthesiology (ACVA) which tests and grants Diplomate status to students interested in the discipline. We have trained one such person and currently have two candidates for the Master's degree where anesthesiology is their chosen area of interest and this training will lead to their Diplomate status in the ACVA. We also expect others in a similar role in the future.

Proposed Change:

We request a change in the title of our major field so that it more truly reflects our endeavors. A change from "Veterinary Surgery and Radiology" to "Veterinary Surgery, Radiology and Anesthesiology" would capture our overall program in the title. We do NOT request a change in the Graduate Faculty nor in any of the requirements for the degrees offered. Our degrees currently are undesignated degrees.

CRJ/laa

cc: Dr. R. Zemjanis, Associate Dean
Research and Graduate Education

UNIVERSITY OF MINNESOTA
Graduate School

Minutes of the Executive Committee Meeting
Thursday, January 13, 1977
11:30 a.m. 626 Campus Club

Members Present: Faculty representatives--Professors L. J. McKay, P. J. Reed, L. D. Schmidt, B. L. Shapiro, J. C. Weidman; Student representatives--Karen Hawley, Teresa Howe, George McCandless; Administrative representatives--Deans Warren Ibele, Chair, Edward Foster, Andrew Hein, Harry Lease, Kenneth Zimmerman; Civil Service representative--Melisa Hanger; Staff--Shirley McDonald, Myrna Smith, DeeAnn Olsen; Guests--Norine Odland, Frederick Forro, Benjamin Bayman.

I. FOR ACTION

A. Approval of the Minutes of the Meeting of November 18, 1976

The minutes were approved as submitted.

B. Duluth Proposal to Drop Existing Master's Programs in Botany and Zoology, to be Replaced by the Addition of a Plan A Option to the Existing Master's Program in Biology

The proposal was reviewed in fall quarter by the Plant and Animal Sciences Policy and Review Council and approval was recommended. A question was raised about the use of an internal minor and the intent with regard to outside examiners. It was pointed out that it was the intention of the Duluth program to use outside examiners as often as possible. The proposal was approved unanimously and will go forward for Regents' review.

C. Proposal for Change in Name of Major from Pathology to Pathobiology (Minneapolis Campus)

This request was submitted by letter to the Dean. Questions were raised about the extent of the discussions on the matter, and as to whether Mayo was involved. It was concluded that additional information was required and the proposal should be submitted to the Health Sciences Policy and Review Council after information is obtained. The Graduate School will contact the department. (Copy of Estensen letter attached)

D. Waiver of the Final Oral Examination for the Doctorate

Dean Ibele reported that the Graduate School occasionally receives requests for waiver of the final oral examination for the doctorate, usually in instances where the student is abroad and a considerable

expense would be involved in returning for the examination. He said that guidelines had been developed for making decisions on such requests. These included the following: that the student is outside North America; that the return for the examination would cause undue hardship to the student; that all of the examiners are agreeable to the waiver; that all committee members function as readers; that all committee members pose written questions to the candidate and that they act as a body to review the responses. He asked the committee whether they would endorse these guidelines; they were approved unanimously.

II. FOR DISCUSSION

Report of the Committee Concerning Opportunities for Graduate Study-- Odland Committee

Dean Ibele introduced Professor Odland, who chaired the committee, and Professors Forro and Bayman, members of the committee, who had been invited to attend to respond to questions about the report and its recommendations. Dean Ibele briefly reviewed the charge to the committee.

Dean Lease expressed concern about recommendation 3 of the report which involves the approval of individual courses for exemption from the 12 credit limit. There followed a lengthy discussion of the probable effectiveness of the controls established under recommendation 3 for maintaining the quality of programs offering substantial work through Continuing Education and Extension (CEE) but not having full degree programs. Concern was expressed that unlike day school, there is no control in CEE on students entering graduate courses; it was suggested that requirements and standards might be affected by offering, on an overload basis, courses which require a minimum enrollment to make them economically feasible; it was pointed out that use of full-time/part-time definitions did not adequately distinguish non-traditional from regular students in fields which have a high component of part-time students in day school; concern was expressed that approval procedures outlined in recommendation 3 were too elaborate to be effective; and the difficulties of making the results of such approvals known to students were emphasized.

The Dean then suggested that recommendations 1 and 2 of the report be discussed since it was apparent that resolution of reservations about recommendation 3 would take further time. Recommendation 1, he pointed out, calls primarily for a memorandum to the graduate programs asking them to reconsider and reassess their present

offerings for non-traditional students. Professor Odland stressed that what the committee had in mind was not necessarily simply an increase in the number of courses available but the development of an awareness of the needs of non-traditional clientele. Dean Zimmerman asked whether such a memorandum would request a response from each of the programs and Dean Ibele said that it would.

With regard to recommendation 2, Mr. McCandless pointed out the difficulties of trying to limit the program component taught by persons having only Limited Teaching Status in the Graduate School. He added that his personal experience with an evening master's program had underscored for him the difficulties of such arrangements, for example, in obtaining advising services even when teaching was on an in-load basis; he also stressed that peer interaction which he believed very important was largely absent from that experience. There was a brief discussion of the importance of contact among students, the difficulties in assessing its value and the extent to which such contact is lost in part-time programs. Returning to the issue of limiting courses taught by persons not having regular graduate faculty status, it was pointed out that this was not administratively possible because of the difficulties in obtaining instructors' names, particularly since program planning is done in advance. It was suggested that a statement be made as to the undesirability of using persons with Limited Teaching Status to teach significant numbers of courses in special evening programs.

Further discussion of the report and its recommendations will be held at the February meeting. (Copy of Odland report attached with these minutes.)

III. FOR INFORMATION

A. Announcement of the Appointment of New Administrative Officer for Graduate School Budget Office

Dean Ibele announced the appointment of Ms. Suzanne Zorn as head of the Graduate School Budget Office, replacing Ms. Hertha Jorgensen who retired in December.

B. Announcement of the Appointment of Special Assistant to the Dean for Equal Opportunity and Affirmative Action

Dean Ibele announced the appointment of Ms. Patricia Mullen as Special Assistant to the Dean for Equal Opportunity and Affirmative Action. Ms. Mullen replaces Ms. Aliniece Crosby, the Graduate School's first Equal Opportunity Coordinator.

C. Council of Graduate Students--Report

Ms. Karen Hawley, president, reported that the Council of Graduate Students has received financial support from TCSA. They are hoping to have regular support by next academic year from the student services fees. COGS has begun an investigation into student attitudes toward 5-level courses, those open jointly to undergraduate and graduate students. They have encouraged TCSA to review the same matter from the viewpoint of the undergraduate students. COGS has scheduled a special meeting to discuss tax matters. They have also informed the special committee inquiring into the two-record system of their support for that system. Ms. Hawley said that one of the reasons they support the two-record system is the high incidence of error in student records and the difficulties in getting records corrected. They have also communicated their support of credit hour tuition proposals to central administration officials.

Ms. Hawley also indicated that a letter was being sent to President Magrath expressing COGS' concern over the proposal to use contingency funds in the NCAA matter.

D. Publication of the 1976-78 Graduate School Bulletin

Ms. Miller reported that the new Graduate School Bulletin has become available and that departments are being polled to determine the number required for their faculty and staff. Students are asked to obtain copies in the Graduate School Office, or in the information booths in Morrill or Coffey Halls.

E. Request from Vice President Koffler for Information on Placement of Recent Graduates

Dean Foster reported that Vice President Koffler has requested information on placement of recent graduates. The Directors of Graduate Studies are being polled to obtain the information.

F. Distribution of New Handbook for Directors of Graduate Studies

Dean Ibele announced that the Directors of Graduate Studies Handbook, which is intended as a supplementary aid to Directors of Graduate Studies on procedures, rules and regulations of the Graduate School, will be distributed at a Directors of Graduate Studies meeting scheduled for later in winter quarter.

The meeting was adjourned.

Respectfully submitted,

Beverly D. Miller
Secretary



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Laboratory Medicine and Pathology
Medical School
Box 198 Mayo Memorial Building
Minneapolis, Minnesota 55455
(612) 373-8623

GRADUATE SCHOOL

JAN - 6 1977

OFFICE OF THE DEAN

January 4, 1977

Warren E. Ibele, Ph.D.
Dean, Graduate School
322 Johnston Hall

Dear Dean Ibele:

The Department of Laboratory Medicine and Pathology would like to change the designation of its graduate program in pathology to the designation of pathobiology. This change would be in name only and would not involve any shifting of emphasis in the program as it now exists.

If you have any questions about this change, please feel free to contact me.

Sincerely,

Richard D. Estensen, M.D.
Director of Graduate Studies
in Pathology

RDE:kp

Report of the Graduate School Ad Hoc Committee
Concerning Opportunities for Graduate Study

Introduction

The Graduate School Ad Hoc Committee Concerning Opportunities for Graduate Study was constituted by Dean Warren Ibele on April 2, 1976 and presented with the following basic charge: "To consider current arrangements and new approaches which appear promising for expanding the opportunities for graduate study, of quality, to non-traditional graduate students; and to recommend those approaches which, in your judgment, respond most effectively to the circumstances which obtain at the University of Minnesota, noting those special practices, procedures, and precautions, should these be necessary, which attend your recommendation in order to provide the expanded opportunities sought and to preserve or enhance the quality of graduate education offered. Doctoral programs are excluded from these deliberations." Professor Norine Odland, Department of Curriculum and Instruction, College of Education, agreed to chair the Ad Hoc Committee. (The membership list of the Committee and its entire charge are appended to this report.) Meetings were held on a weekly basis throughout spring quarter, 1976 and on a fortnightly basis during fall quarter, 1976.

Because Dean Ibele's charge to the Committee contained a wide array of reflections about the non-traditional student in relation to graduate education of quality and because factors outside the Graduate School and Continuing

Education and Extension have a bearing on any recommendations for improvement in this area (e.g., faculty workload, tuition policy, professional post-baccalaureate degrees not under the jurisdiction of the Graduate School, etc.), a subset of the Committee met with Dean Ibele to clarify the scope of the charge. As a result the Committee proceeded with the understanding that its charge was to focus more narrowly on the development of Graduate School guidelines and procedures which would enable and encourage new opportunities in graduate education for non-traditional graduate students and not to undertake the more complex matter of identifying specific needs for programs and modes of implementing those specific needs. While a definitive statement of what constitutes the non-traditional graduate student will always be elusive, for purposes of this report the Committee considers the non-traditional graduate student to be a person who for any number of reasons is unable to take a substantial portion of his academic work within the regular academic year day-time activities of the Graduate School. To a considerable degree this clientele is made up of persons employed full-time but they are by no means the exclusive element.

The Committee was provided with extensive materials describing the several programs serving the non-traditional clientele and the policies of the Graduate School as they pertain to Extension and correspondence classes and the like. In order to draw upon the experience of the several approaches to the non-traditional graduate student used by current programs and to gain an understanding of the consequences both for quality and for opportunity of prevailing policies such as the 12-credit transfer limit on graduate-level work taken in Continuing Education and Extension (CEE), the Committee sought expert testimony from individuals associated with the operation of the several existing approaches and from CEE administrators and students. Thus, for example, meetings were

devoted in whole or in part to the so-called Geography experiment which integrates day, evening, and summer classes on an in-load basis involving regular faculty members; to the Executive (Evening) Master of Business Administration (E.M.B.A.) program which is limited to persons who are full-time employees of business and other organizations in the Twin Cities metropolitan area and which is conducted by the Graduate School of Business Administration and the Graduate School without CEE involvement; and to the M.A. in English program which assumes no day/evening differences at the master's level except the reduced scope of the offerings in the evening and which includes the collaboration of the Graduate School and CEE. In addition briefer consideration was given to the Specialist Certificate program for educational administrators offered at Rochester under the Graduate School and CEE auspices and to the UNITE program (University Industry Television for Education) which provides continuing education in science and technology to engineers and scientists employed in industries and governmental units in the Twin Cities and Rochester areas. Also meetings were set aside for presentations by and discussions with the CEE administration (Harold Miller, Eleanor Fenton, Theodore Campbell) and with representatives of the Extension Classes Student Board (Randy Penrod, Mary Errands, Ann Tounskemper). (A copy of the background and questions sheet sent to CEE administrators in advance of the meeting is attached.) In the course of its deliberations the Committee touched upon the nature and implications of the policies affecting non-traditional students as those policies appear in such non-Graduate School post-baccalaureate degrees as the M.Ed., M.Ag., and M.P.H.

From the outset the Committee approached its assignment constructively; that is, the question was never whether there ought to be expanded opportunities for the non-traditional graduate student--amelioration was generally agreed upon. The issue was rather more the proper conditions within which the improve-

ment should proceed. Put another way, the Committee concerned itself less with ends than with means because both the charge to the Committee and the collective experience of its diverse membership underscored the logic of proceeding directly to specific strategies.

The Committee's recommendations follow below. Given the overlapping responsibilities of departmental, collegiate, and all-University units in attending to the requirements of the non-traditional graduate student and given the necessity of distinguishing between program curricula overall and particular courses, the Committee has divided its points into three categories: general, program-related, and course-related. The first is a plea for all academic segments of the University to examine or reexamine themselves in relation to the non-traditional graduate student. The second and third flow from the first and are meant to delineate effective models of response for possible use at the macro-level and in turn at the micro-level.

Recommendation No. 1: General Considerations

The Committee recommends that faculty and administrators at all academic levels reexamine the nature and intensity of their commitment to the accommodation of needs of the non-traditional graduate student and renew efforts to effect reasonable responses to those needs within the framework of the unit's complete mission and in light of its entire constituency. Specifically, the Committee asks that the Dean of the Graduate School request each of the 175+ programs under Graduate School coordination to review their past performance and future plans with respect to graduate teaching outside of the residential day school enterprise with an eye toward increasing responsiveness to need. In addition the Committee encourages the Dean of the Graduate School to give more prominent identification to the non-traditional graduate student in the functional designation of the Graduate School's administrative structure to

provide day-to-day responsiveness to this clientele's special needs and to provide a focus for associated policy-making. The Committee recognizes that the Graduate School, of necessity, will have to coordinate this call for reevaluation with the undergraduate colleges and Continuing Education and Extension inasmuch as several features of all this--five-level courses, budgetary considerations, faculty personnel assignments--are dispersed well beyond the confines of the Graduate School.

However pivotal the role of the Dean of the Graduate School in stimulating a process of rethinking, the Committee is well aware that the major responsibility for planning and implementing change to benefit the non-traditional student lies with the graduate faculty of the specific department or program. These graduate faculty members, on a program by program basis, must gain an awareness of the needs of this clientele as those needs relate to the discipline, subject matter, field, or profession; and having done so, they must ask whether their program is effectively deploying its energies to meet its share of obligations. For program faculties this may mean surveying special clienteles to determine the exigencies of their circumstances. It may mean reflecting on the shape of a curriculum, pondering the selection, timing, and location of individual course offerings, and giving thought to the cadre of faculty personnel most likely to participate effectively in a redirected effort. And overall it may mean program faculties draw upon the experience of those programs that early on have entered into this arena. As a by-product of its close scrutiny of the program and curricula advances already made, the Committee anticipates that the preponderant activity for the faculty of most graduate programs will be the strengthening of individual course offerings at the five and eight-levels for non-traditional students. In some instances, of course, the occasion will call for a response that relies upon the use of a master's degree program in its entirety but these are likely to be few in number.

In making this general recommendation the Committee thus is seeking thought and action, or better yet, thoughtful action. That is, the Committee believes the non-traditional graduate students' interests will be best served if faculty and administrators approach this matter systematically and build a foundation that will persist over time rather than approach it on a piecemeal basis without consideration of how the elements might best fit together and thus ensure its meteoric rise and fall to no one's lasting benefit.

Recommendations No. 2: Program-related Approaches

The Committee recommends that new graduate programs at the master's level should be designed for the non-traditional student in program fields where the faculty deems it appropriate. All proposals for graduate programs for non-traditional students should be submitted for review and approval by the appropriate Policy and Review Council prior to final action by the Graduate School in order to ensure that high standards of quality are represented in the programs so designed. Specifically, the recommendation applies to the following types of programs: a graduate program to be operated by a department or graduate area of study for a non-traditional audience but with courses not offered through CEE; a graduate program offering with all of the work through CEE; a new or existing graduate program with offerings to be given through CEE and through regular day school. Each of the types of programs may offer either a program different from a regular day school program or a program which is identical to the regular day school program except for time of offerings. The preceding serves to emphasize that even though an existing graduate program implies previous approval by a Graduate School review committee, its extension to a non-traditional audience merits specific review in that context.

Program areas planning to design special programs for non-traditional students should examine programs now in existence as possible models, e.g., the

Master's in Business Administration which has no CEE involvement; the M.A. in English which is entirely within CEE; and the M.A. in Geography which is an attempt to integrate the curriculum with offerings from CEE, day school, and summer session. Copies of programs now in existence are available through the Graduate School.

In order to ensure high standards of quality in the graduate programs designed for non-traditional students, the following criteria should be employed by the Policy and Review Councils in the process of review: (These criteria are those which require particular attention in the case of proposals for non-traditional students. They are not meant to preclude attention to criteria generally applied to traditional graduate programs nor to preclude additional criteria appropriate to the particular program field.)

- A. Need for the program should be demonstrated with evidence that there is a non-traditional clientele who will be interested in the program and who will be admissible to the Graduate School. While there will always be exceptions, students will be those who because of their full-time employment or other commitments cannot attend day school.
- B. Admission to the program should be through the regular procedures of the Graduate School. Criteria used for admission and for granting degrees should be the same as those used for programs in day school in terms of academic qualities expected.
- C. Faculty with full or associate graduate status should be encouraged to teach the majority of the course offerings in the program; no more than twelve credits of work in a master's program should be taken from faculty with limited teaching status. Graduate faculty should be responsible for advising students in the program.

Faculty proposing a program and the Policy and Review Councils should be alert to the abuses of overload teaching and the possible detriment which overload teaching can be to effective teaching in graduate programs. For example, lack of resources would not be sufficient reason to staff new programs largely with faculty on overload basis.

- D. Programs proposed for non-traditional students should provide specific identification of courses available in the program and the structure of anticipated degree programs in terms of these courses. The proposals should include plans for ensuring that the following conditions are met within the program: course prerequisites are satisfied; peer group discussions are possible among students and faculty; 8-level courses enroll Graduate School registrants only; scope and nature of courses coincide with offerings in day school when course is offered at both times; plans are delineated for work in carefully structured minors or supporting fields; agreement has been reached with CEE that courses offered through CEE and required by students in the program will not be canceled because of small class size; the frequency and length of time of class meetings of courses are appropriate to a scholarly approach to learning, e.g., offerings for one weekend only are not good vehicles for courses which employ scholarly approaches to learning.
- E. Facilities and resources should be adequate for study. Resources of libraries, laboratories, computers, etc., should be described with specific information about hours, locations, etc. Proposals involving instruction in off-campus settings bear a special burden in being creditable in this regard.

F. Administration of the program should be done through the Graduate School. Plans for administering the programs, including record keeping, should be worked out completely before the program is begun.

G. Tuition and fees for non-traditional graduate students should be at the same credit-hour cost as for day school graduate students.

Programs receiving Graduate School approval under the recommendation will be considered exempt from the 12-credit limitation on transfer of those courses offered through CEE which are approved as part of the degree program for non-traditional students.

Recommendation No. 3: Course-related Approaches

The previous section was concerned with graduate programs designed specifically for the non-traditional graduate student. However, most of the interaction between the non-traditional student and the Graduate School occurs through individual graduate courses that are part of graduate programs which are already established, particularly those courses delivered entirely or jointly through CEE mechanisms. The object of this section is to consider steps that can be taken to improve this interaction.

I. Evaluation and possible expansion of course offerings

The Committee recommends that the graduate faculty in each graduate program carefully evaluate its contribution to the education of non-traditional graduate students. This evaluation should begin with a review of existing courses. In some cases minor modifications of these existing courses might significantly increase their usefulness to non-traditional students. In addition, if the graduate faculty in a program perceives the need for new courses to serve such students, they should be encouraged to meet this need when it is feasible to do so. Decisions about these courses should be based upon sound

information about the clientele to be served and about available resources. In assessing existing courses and planning new courses, graduate faculty should take into account such aspects of 5 and 8-level courses as balance, sequence, prerequisites, and times of offering. Since it is of utmost importance that all courses offered to non-traditional students for graduate credit be of high quality, those courses should be handled with the same effectiveness as regular day school courses. In particular, attention should be given to making sure that course prerequisites are satisfied and to the qualifications of the graduate faculty who will teach the courses.

II. The 12-credit limit

At present the Graduate School allows no more than twelve credits earned in graduate-level courses in Continuing Education and Extension to be applied towards a graduate degree. The Committee has suggested (p. 9) that credits earned in the graduate programs specifically designed for non-traditional students be exempted from this limit. It is here further suggested that day school programs be allowed to seek exemption from the 12-credit limit for certain of their graduate courses offered in CEE. This exemption is to be applied only to credits earned by students who are registered graduate students at the time they take the courses. The 12-credit limit will continue to apply to any courses taken before admission to Graduate School and/or to courses taken after admission which have not been exempted.

A graduate program seeking exemption for specific courses should submit a proposal to the appropriate Policy and Review Council. If the Policy and Review Council decides to support the proposal, it would forward its recommendation to the Graduate School Executive Committee and the Dean. The criteria that the Policy and Review Council should use to reach its decision include:

- A. Documentation of need for the courses for non-traditional graduate students should be provided.

- B. Graduate faculty should teach most of the courses in any program; evidence to this effect should be provided.
- C. Program planning should demonstrate the appropriateness of the courses. They should be an important part of the total program of graduate study in the field.
- D. Library, laboratory and other facilities needed for the courses should be described in the proposal, with specific information about location and times of availability.
- E. Tuition and fees should be the same as paid by students taking the courses in day school. This is to assure that a student's decision about whether he will take the courses in day school or CEE be based on academic rather than on economic reasons.

Throughout all these considerations, the Policy and Review Councils should determine whether graduate programs seeking exemption for specific courses offered through CEE can maintain the same quality of graduate education as occurs in their daytime offering of the courses.

The Committee recognizes that such exemption will also serve some traditional daytime students by enabling them to include more CEE offerings in their degree programs than would be permitted under the existing 12-credit rule. This option should be available to traditional students. However, it should be clear that the condition for approval of exemption of courses from the 12-credit limit should be the demonstrated need for these courses by non-traditional students.

If approval is given for the waiver of the 12-credit limit for courses offered in a graduate program, that waiver will be available only to students registered in that graduate program. A student registered in another graduate program cannot apply credits earned in these courses beyond the 12-credit limit, unless this other graduate program has also sought and received approval for the

exemption of these courses for its own program purposes. It would be expected that the first graduate program requesting exemption for a course would be the program offering that course.

The Committee recommends that the 12-credit rule be maintained for courses not exempted by the above procedure. Although this rule is restrictive in nature, it still allows appreciable flexibility. For a master's program, Plan B, with a minimum of 44 credits, the 12 credits from CEE would represent 27% of the work for the degree. The Graduate School is not the only college of the University that limits transfer of credits from CEE towards a post-baccalaureate degree. For example, the M.Ed. in the College of Education uses a 12-credit limit and the Master of Public Health uses a 9-credit limit.

The justification for any of these numerical limits is the need to attain and maintain standards of quality in graduate education. Some of the dangers associated with unlimited transfer of CEE credits to graduate degree programs are:

- A. CEE instruction and advising are usually done on an overload basis. It has been generally observed that such an approach places a considerable claim on the vigor of many graduate faculty members and as a consequence may well result in a diminution of quality of effort in those activities of an overload nature--especially in those instances in which the claim is a long-term one.
- B. Admission policies in CEE are generally unrestricted. Thus a student taking a graduate-level course in CEE may generally have classmates who are less well-prepared than if the student were taking the same course in day school.

C. Unguided selection of courses by non-traditional students tends to undermine sound program planning--planning which would occur if the student were admitted to and working in a regular graduate program. It should be noted that in both of the circumstances in which the Committee has recommended that the 12-credit limit be waived, it has been stipulated that the student be registered in a graduate program to ensure that there is adequate advice in program planning.

While it recognizes that the preceding limitation does not apply to all CEE course offerings, the Committee nevertheless believes that the 12-credit limit observed by the Graduate School is a reasonable compromise between the demands for greater flexibility and the obligation to maintain high standards of graduate education. Thus the Committee believes that the 12-credit limit must be maintained, except for the circumstances outlined earlier in this Recommendation and in Recommendation No. 2.

Concluding Remarks

The recommendations of the Ad Hoc Committee focus directly on the task of expanding opportunities for graduate study by non-traditional students while maintaining standards of high quality in that graduate study. This was the Committee's interpretation of the charge made to the Committee by Dean Ibele. The adoption of these proposals is recommended for a trial period of five years. The Graduate School should then assess whether in fact there has been an adequate expansion of opportunities for graduate study by non-traditional students, and whether the relaxation of constraints recommended here has brought about deterioration of academic standards.

As the issues related to this task were reviewed, it became evident that several developments across the University are raising additional related