

Ann J.

UNIVERSITY OF MINNESOTA
Graduate School

Minutes of the Executive Committee
Tuesday, January 9, 1968
1:00 P.M. 306 Johnston Hall

Present: Professors D. W. Thompson, W. S. Loud, C. M. Stowe, D. W. Warner, M. R. Reynolds, George Seltzer, E. W. McDiarmid; Drs. R. Drew Miller and Leslie Zieve; Deans Thomas W. Chamberlin, M. L. Gieske; Dean Bryce Crawford, Jr., presiding; Shirley McDonald, secretary.

1. Educational Administration Programs at Duluth (Refer to Executive Committee Minutes Oct. 10, 1967, Item 13)

The proposal for the Master of Arts degrees with majors in Elementary School Administration and in Secondary School Administration as well as the Specialist Certificates in Elementary, Secondary, and General School Administration have been reviewed by the Education Group Committee.

In the brief review of the history of the proposals it was brought out again that state requirements for school administrators have changed. In the past, school principals could be certified through course work in Curriculum and Instruction. Now a Master's degree in Educational Administration is required.

The Education Group Committee has approved the Master's programs and since there are students who wish to apply and bulletin copy to be prepared, the Graduate School Executive Committee approved the establishment of the M.A. (Plan B) with a major in Educational Administration at Duluth. The establishment of this major constitutes approval of emphases in both Elementary and Secondary School Administration.

A copy of this portion of the total proposal is bound with the permanent file of these minutes.

Study and discussion on the proposed Specialist Certificates in Educational Administration at Duluth will continue.

2. Proposed Revision in Description and Intent of the Master of Arts with a Major in English (Plan B) at Duluth

This major was established, originally, for high school teachers and hence teacher certification was required prior to the receipt of the degree.

Professor Thompson reported that following consultation between the English Departments here and at Duluth and the Language, Literature, and Art Group Committee, it became apparent that the needs of many of the students have changed and that the M. A. in English should be extended to any student who is admissible to the program. Also, the degree should not be terminal.

Upon recommendation of the Language, Literature, and Art Group Committee, the Executive Committee agreed that the Graduate School Bulletin be revised to incorporate the following changes: Remove the statement that the "program is designed for high school teachers," and strike the two references to teacher certification requirements.

3. Proposed Graduate Programs in Process of Review

- A. M.S. degrees with majors in Botany, Biology, and Zoology at Duluth (Life Sciences Group Committee)
- B. M.S. degree with a major in Dietetic Nutrition (Medical Sciences and Life Sciences Group Committees)
- C. Ph.D. degree with a major in History of Medicine and Science (Medical Sciences, Physical Sciences, Life Science, Social Sciences, and Education Group Committees)
- D. M.A. degree with a major in Mathematics Education (Physical Sciences and Education Group Committees)
- E. Designation of three majors in the Department of Entomology:
(1) Entomology; (2) Fisheries; (3) Wildlife (Life Sciences Group Committee)

These items will be carried forward.

4. The Plan B Paper Requirement (Refer to Executive Committee Minutes Oct. 10, 1967, Item 6 & Dec. 5, 1967, Item 13)

Dean Crawford asked the Committee for any further reaction by the group committees. Professors Stowe and Warner, for the Life Sciences Committee, said that within the areas covered by their committees that the consensus is in favor of retaining the current requirement. Professor Reynolds reported that the Education Group Committee is inclined to put the requirement on an optional basis, by departments. The Social Sciences Committee feels that the general requirement now in force be retained. Professor Seltzer mentioned, however, that individual departments might propose variations in the rule where this would be a more sensible arrangement. The proposals would then be considered by the appropriate group committee. Professor Thompson, for Language, Literature, and Art, said that the committee felt that each field or department should have the opportunity to waive the requirement. He mentioned that some of the majors within the L.L. & A. area have written final examinations so that the Plan B papers (which used to be presented at the final oral) are no longer used in that manner. Other areas require a considerable number of written papers throughout the coursework anyway.

After some further discussion, the Executive Committee agreed, in general, that consideration could be given to a proposal by the Graduate Faculty in a given field to waive or change the "Plan B Paper" regulation for students in that field. Any such proposals would be reviewed by the group committee involved and the Executive Committee. ✓ ?

5. Examining Committee Composition (Refer to Executive Committee Minutes Nov. 7, 1967, Item 2 & Dec. 5, Item 10) ✓

Reactions of the group committees in respect to the chairmanship of preliminary oral examining committees were somewhat varied. These ranged from keeping the "traditional" practice to experimenting with a somewhat different pattern.

Opinions expressed at this meeting of the Executive Committee were reported for the Life Sciences and the Language, Literature, and Art Group Committees. Professor Stowe stated that the present system seems to be a satisfactory one and that a chairman from an unrelated field might prove to be an undesirable arrangement. If there is any fear that pressures might be exerted on the minority in the examining committee, a secret vote at the conclusion of the examination could be taken. Professor Thompson said that the group committee for Language, Literature, and Art would not wish to make the choice, but the particular field could certainly make the suggestion that someone other than the adviser chair the examining committee.

Discussion then turned to the number of members on the preliminary oral examining committees. In an effort to conserve manpower, might the minor area be represented by one instead of two members? The heavy examination load is felt particularly in departments serving so many students in their minor fields of study for the Ph.D.

Professor Loud asked whether it would be reasonable to consider the idea of a departmental committee or "pool" which could be established to serve on all preliminary oral examinations for their students throughout a period of, say, a year or perhaps a quarter. Some advantage might be seen in a uniformity of examining procedures and a realistic comparison between students might result.

Professor Seltzer suggested that the real question here is not one of numbers of committee members, but more the question of concept of the examination. Should the coursework and written examinations cover the basic principles, for example; and what is the real purpose of the preliminary oral examination?

Discussion on committee composition and the purpose of the preliminary oral examination will be carried forward.

6. Nomination to the Graduate Faculty and Criteria for Appointment

A letter which Dean Crawford wrote in response to questions about criteria for appointment to the Graduate Faculty was distributed to the Executive Committee during the December meeting. Several of the group committees have had some discussion.

Professor Thompson prepared a memorandum for the chairmen of departments served by the Language, Literature, and Art Group Committee in which he outlined some suggestions which the departments may find useful in the nominating process. Professor Loud said that he had circulated similar information to the departments within the Physical Sciences Group

Committee some time ago.

Two basic criteria brought out by the dean in his letter are: (a) is the person competent for the designated scholarly work in the field; and (b) is he interested in actively participating in the graduate program in the field.

In the course of the discussion, it became apparent that there is confusion as to the Graduate Faculty status required for minor advisers for Ph.D. students. It is spelled out clearly in the Graduate School Bulletin that the Supporting Program requires the approval of a full member (B status) outside the field of the major, and the Graduate School staff checks this very closely. But it is not clear in the traditional minor whether the minor adviser should be a full or an associate (A-3) member. In actual practice, the Graduate School staff checks only for the A-3 status. And in areas where there is no major, there usually are no full members. Many departments designate one Graduate Faculty member to approve all minors in that particular department.

Professor Stowe said that a one page letter, outlining the level of research background and competence in advising, etc. should accompany all nominations for full (B) status and would be helpful in reviewing the A-3 nominations as well.

Because there are a number of points, brought out by the group committees, which need clarification in respect to Graduate Faculty nominations, the Executive Committee agreed that a letter to department heads outlining criteria would be useful. A draft will be prepared and brought back to the Executive Committee for discussion.

7. Graduate School Admissions Office Survey

Copies of a brief survey of grading at the graduate level for the 1966-67 year were distributed to the Executive Committee. The significant portion of Dean Hein's memorandum is reproduced below:

Grade figures provided by Dr. Beatty's office yielded the following information for the 1966-67 year:

Percentage of credits of A, B, C, D and F awarded to graduate students for the 5 terms of the 1966-67 academic year and average G.P.A. for graduate students for each term.

		A	B	C	D	F	Average G.P.A.
SS	'66 (I & II)	50%	42.3	7.1	.5	.1	3.41
F	'66	51%	40.1	7.9	.8	.2	3.41
W	'67	54.9%	38.2	6.1	.6	.2	3.47
S	'67	60.2%	33.4	5.6	.5	.0	3.53

We do our best in selecting students. We didn't know we were this good.

The meeting was adjourned. Date for February meeting is Tuesday, Feb. 6

Respectfully submitted,
Shirley McDonald, secretary

Jan. 12, 1968

INTRODUCTION

The Elementary and Secondary Education Departments at U.M.D. are proposing two Master's Degree programs and three Specialist Degree programs, all in Educational Administration.

II.

REASONS FOR THE PROPOSAL

The main reasons for the above proposal are:

1) Effective September 1, 1967, all persons applying for initial certification in Minnesota as elementary or secondary principals or superintendents must meet increased requirements. In general these requirements are the completion of a Master's Degree in school administration plus enrollment in an approved program of preparation leading to a Specialist Degree (Sixth Year).

2) A study conducted during the Fall Quarter, 1965, revealed 275 persons in northeastern Minnesota are interested in pursuing work in various areas of educational administration. As of the Winter Quarter, 1967, it appeared that the vast majority of this group has not yet begun graduate work at U.M.D. or elsewhere. In addition to the people involved in this study, there is a large number of school people who hold Master's Degrees who have written and stated orally that they wish to take work leading to the Specialist Degree at U.M.D.

3) At the present time, U.M.D. is one of the few colleges and universities in this part of the country that does not offer a complete curriculum for preparation of school administrators. In order to provide leadership, research, and service for the educational needs of this area, it is vital that we offer advanced graduate programs to the potential leaders.

4) Almost all courses involved in the proposed programs have been authorized and are being taught regularly. Thus this proposal will allow students interested

in administration to apply course work towards an administrative degree rather than towards a Master's Degree in Curriculum and Instruction or Educational Psychology.

5) As the enrollment at U.M.D. becomes larger, a greater number of graduate courses should be offered. Courses in Educational Administration should be among these additions. It would seem desirable that these courses should lead to degree programs in a coherent fashion rather than serving solely as electives.

6) The University of Minnesota Graduate School, the administration at U.M.D. and the Educational Administration Department on the Minneapolis campus have encouraged the Elementary and Secondary Departments to prepare curriculums in school administration leading to the Master's and Specialist Degrees.

7) Professional organizations in school administration at the state and national levels are encouraging their members to up-grade their professional preparation, and are requiring increased preparation for new members. The staff in the Elementary and Secondary Education Departments has expressed interest in and concern about, the rapid changes in education and wishes to be involved in developing potential leaders. The faculty of these two departments is sufficient in size, academic preparation, and practical experience to teach all of the courses, supervise the field experiences and direct required research activities in the field of educational administration.

8) Field experiences or internships related to the Educational Administration program will be of mutual benefit to the school districts, the RAND Council and the University.

III.

RATIONALE

The course outlines which follow are structured around three basic premises of programs of preparation for educational administration.

a. Preparation should develop a broad understanding of, and competence in, the task areas of school administration,

b) Preparation should develop a broad background in areas leading to an understanding of our societies and the people comprising them, and the educational administrative role therein, and

c) Preparation should develop an understanding of the role and tasks of the school administration through engaging in supervised field experience.

IV.

PROGRAM FOR MASTER OF ARTS DEGREE IN ELEMENTARY SCHOOL ADMINISTRATION (PLAN B)

A. MAJOR FIELD COURSES (21-27)

<u>Course Number</u>	<u>Title</u>	<u>Credits</u>
Recommended core courses in Educational Administration		
EdAd 115	Elementary School Organization and Administration	3
EdAd 201, 202	Foundations in Educational Administration	6
EdAd 270A	Problems: Elementary School Administration	9
Specialization courses in Educational Administration		
EdAd 116	The Teacher and School Administration	3
EdAd 117	Schools in Rural Areas	3
EdAd 123	Organization of Community School Program	3
EdAd 210	Public School Finance	3
EdAd 224	School Law	3

B. RELATED FIELDS (18-24)

Recommended core courses in Curriculum and Instruction		
EdCI 119	Elementary School Curriculum	3
EdCI 150	Supervision and Improvement of Instruction	3
Specialization courses in Curriculum and Instruction and Educational Psychology		
EdCI 103A	Current Developments in Elementary School Science Instruction	3
EdCI 105	Audio-Visual Materials in Education	3
EdCI 113	High School Curriculum	3
EdCI 118	The Community School	3
EdCI 143B	Material and Instruction Techniques in Reading	3
EdCI 145	Reading Difficulties	3
EdCI 149C	Current Developments in Elementary School Mathematics Instruction	3
EdCI 153	Material and Instruction Techniques of Elementary School Language Arts	3

EdCI 155A	Material and Instruction Techniques in Social Studies in Elementary School	3
EdCI 184	Supervision of Student Teaching	3
EdPsy 119	Automatic Data Processing in Education	3
EdPsy 133	Basic Procedures in Student Personnel Work	3
EdPsy 159	Personality Development and Mental Hygiene	3
EdPsy 182	Education of Exceptional Children	3
EdPsy 183	Education of Gifted Children	3
EdPsy 193	Psychology of Human Learning	3

PROGRAM FOR MASTER OF ARTS DEGREE IN SECONDARY SCHOOL ADMINISTRATION

A. MAJOR COURSES (21-27)

<u>Course Number</u>	<u>Title</u>	<u>Credits</u>
Recommended core courses:		
EdAd 201, 202	Foundations in Educational Administration	6
EdAd 264	The Secondary School Principalship	3
EdAd 265	Administering the High School Program	3
EdAd 270B	Problems: Secondary School Administration	9

Specialization courses:

EdAd 117	Schools in Rural Areas	3
EdAd 210	Public School Finance	3
EdAd 224	School Law	3
EdAd 226	School Plant	3
EdAd 227	Teacher and Employer Administration	3
EdCI 118	The Community School	3
EdPsy 119	Automatic Data Processing in Education	3

B. RELATED FIELD COURSES (18-24)

Recommended core courses:

EdCI 113	High School Curriculum	3
EdCI 266	Supervision of High School Instruction	3

Supportive courses:

EdCI 119	Elementary School Curriculum	3
EdCI 169	Student Organization and Activities	3
EdAd 167	Junior High School	3
_____	History and/or Philosophy	3
Soc 141	The Family	3
Soc 145	Urban Sociology	3
Soc 151	Sociology of Education	3

Soc 161	Rural Community Analysis	3
EdPsy 116, 116A	Statistical Methods in Education	5
EdPsy 208	Methods in Educational Research	3
EdPsy 193	Psychology of Human Learning	3
EdPsy 159	Personality Development and Mental Hygiene	3
EdCI 184	Supervision of Student Teaching	3

LANGUAGE, LITERATURE, & ART GROUP COMMITTEE MEETING
DECEMBER 1, 1967

Present: Professors Thompson (chairman), Glick, Pattison, Menze, Sonkowsky, Waldfogel, Moore, Lehn, Riedel.

I The following items from the recent Executive Committee meeting were discussed:

1. Computer use in Graduate school record-keeping. (Refer to Executive Committee minutes, November 7, Item 1 and December 5, Item 1 for details.
2. The composition of examining committees was discussed. In the M.A. Program, two members are to be from the major field, and one from the minor, or related fields; in the Ph.D Program, the preliminary oral committee is to include three members from the major field, and two from the minor, or supporting program. The final oral committee will consist of a minimum of five members, including two readers from the major field, and one reader from the minor or supporting program. Generally there are three members from the major field; there can be one from the minor and perhaps one representing the collateral field, or one from the minor and one with specialty in the field of the thesis.
3. The thoughts of the LLA committee about Dean Crawford's suggestion of having the chairman of the oral preliminary examination someone other than the adviser are:
 - a. the chairman may rephrase the question to facilitate communication between student and the questioner.
 - b. perhaps the suggestion should be left to the discretion of the department.
4. Professor Lehn suggested that the second sentence in the minutes of the last meeting be changed to read " The committee reached a consensus in favor of departmental options to keep or waive the Plan B requirements." This change was made on the master copy, and will be xeroxed upon request.
5. A request was made by the Duluth English Dept., and seconded by the Mpls. English Dept., to delete the two references regarding teacher certification which appear on page 368 of the Graduate School Bulletin. If there is to be a M.A. with major in English, it should be one that is respectable and will establish standards that are acceptable, and should be available to anyone who can meet the admission standards. Students cannot under the present policy be accepted without certification. The LLA committee agreed that the candidate for the M.A. degree need not have certification. The committee also approved that this degree no longer be designated as "terminal" in literature distributed by the Duluth campus.
6. The LLA committee policy on Graduate Faculty nominations was studied, and the following changes to be made on the rough draft:

That A2 may be granted to new faculty who have the doctorate, or in the case of Studio Arts, have the MFA.
A1 status, if degree is pending.