

UNIVERSITY OF MINNESOTA
Graduate School
Minutes of the Executive Committee
Tuesday, October 18, 1966
11:30 A.M. Campus Club

Present: Professor Clarence M. Stowe, Agriculture Group Committee; Professor Dwain W. Warner, Biological Sciences Group Committee; Professor Maynard C. Reynolds, Education Group Committee; Professor David W. Thompson, Language, Literature, and Art Group Committee; Dr. Leslie Zieve, Medical Sciences Group Committee; Professor Warren S. Loud, Physical Sciences Group Committee; Professor George Seltzer, Social Sciences Group Committee; Professor John G. Darley, General Research Advisory Committee; Dr. R. Drew Miller, Mayo Graduate School of Medicine; Dean Thomas W. Chamberlin, University of Minnesota Duluth; Deans Francis M. Boddy and Millard L. Gieske; Dean Bryce Crawford, Jr., presiding; Mrs. Shirley McDonald, secretary.

Dean Crawford opened the meeting mentioning several items to be considered by the graduate group committees throughout the year. Dates for the November and December Executive Committee meetings were set. These meetings will be held at 1:00 P.M. in the Graduate School Conference room on November 10 and December 16.

1. The Foreign Language Requirement - Dean Crawford commented on the fine report produced by the ad hoc committee which worked diligently throughout this last year. The dean will meet with the committee shortly and the item will be carried forward.
2. Ph.D. Normal Pattern - Another committee appointed to study the subject of Ph.D. candidacy has met regularly to discuss methods of reviewing and evaluating student progress by the departments. The establishment, by departments, of directors of graduate studies or departmental committees on graduate studies to carry out such evaluation has been suggested. In this same connection, the dean reported that the Graduate School staff involved with student programs and progress (Group Committee area) is making a detailed study of current procedures in handling the ever-increasing volume of work. It is hoped that with more extended use of computer methods, new actions on student progress can be recorded quickly and that the Quarterly Progress Reports can be kept up to date. The group committee chairmen were asked to discuss scheduling their meetings and the feasibility of secretarial assistance and to work with Miss Paula Grivna and Mrs. Shirley McDonald in establishing a pattern which will enable our staff to improve its services.

Continuing the discussion on the Ph.D. normal pattern, Deans Boddy and Crawford reported that the Ford Foundation had invited proposals for funds which might become available to a number of universities to assist Ph.D. students in the humanities and social sciences. During the summer the deans worked with several departments and a normal and desirable pattern in coursework, teaching experience, and research was outlined so that types of support could be indicated.

A "package approach" was taken, i.e., non-service fellowship support tied in with teaching-assistant support, and travel assistance for students in certain areas of research.

The Executive and group committees and faculty will be informed of future developments.

3. Group Committee Structure - The need for some restructuring in the group committees, special, and subcommittees has become apparent, especially in those committees where there is considerable overlapping into others. Perhaps it would be useful to define or clarify some of the major fields to determine where they most logically belong within the group committee organization. Some reconstitution has already taken place and other committees, which have some interrelationships, might find some re-division desirable. Dean Crawford noted the recent transfer of music from the Education Committee to the Language, Literature, and Art Committee. A biochemist and geneticist have been added to the Biological Sciences Group Committee which will now include the new biology major. In speaking of possible restructuring in some of the special or subcommittees, the dean reported that the Graduate Faculty in statistics has been reconstituted. The statistics program has developed over the years to the point where a special committee is no longer necessary. Student programs and other matters in statistics will now be considered by the Physical Sciences Group Committee.

Dean Crawford asked that the group committees continue their deliberations and report any specific suggestions they may have.

4. Proposed Programs

- A. Master of Arts in Art, Plan B (Studio) at Duluth - the proposal is before the Language, Literature, and Arts Group Committee.
- B. Master of Science in Analytical Chemistry (Plan A) at Duluth - the proposal is before the Physical Sciences Group Committee.
- C. Master of Arts (Plan A and Plan B) and Ph.D. Minor in Recreation this proposal is an identification of a concentration which has been in existence under the Physical Education major. It is felt that distinguishing between these majors will eliminate confusion since the recreation major is not seeking a teaching position. Recreation courses now have a prefix to distinguish them from the Physical Education courses.

The Education Group Committee reviewed the proposal at its July meeting and recommends that it be accepted. The Executive Committee APPROVED the Master of Arts with a major in Recreation. A copy of the proposal is bound with the permanent file of these minutes.

- D. Master of Science with a Major in Biology (Plan A and Plan B) - copies of the proposal were sent to the Agriculture and Medical Sciences Group Committees. The proposal will also be considered by the reconstituted Biological Sciences Group Committee.
- E. Ph.D. in Public Administration - the proposal is before the Social Sciences Group Committee.
- F. Proposed Revision in Existing Majors of Medical-Surgical Nursing and Psychiatric Nursing - the proposal was considered by the Medical Sciences Group Committee in the late spring and approval recommended. The Executive Committee APPROVED the changes in these two majors. A copy of the proposal is bound with the permanent file of these minutes.
- G. Proposed change in title of Major - from Dairy Industries to Food Science and Industries - the proposal is before the Agriculture Group Committee.

5. Items for future consideration include:

- A. Proposed Doctor of Education Degree - An ad hoc committee appointed by Dean Keller of the College of Education, and chaired by Professor Richard Donnelly, has prepared a preliminary report on doctoral work in Education. The rationale for a professionally oriented degree was discussed to some extent; further study will continue after the final report has been produced. As soon as this report is available, copies will be distributed to the Executive Committee.
- B. Master of Engineering - an ad hoc committee, chaired by Professor Richard A. Swalin, has been asked to reactivate its study of the need for Master's programs in Engineering. Earlier meetings produced some conclusions, but the committee suggested at that time that a period of experience with the new four-year undergraduate engineering program was necessary.
- C. Proposed Candidate's Degree - Discussion on a proposed intermediate degree was initiated in the Executive Committee last spring. Copies of The Candidate's Degree, a statement prepared by Dean Stephen H. Spurz in August, 1966, were distributed to the Committee at this meeting.

Dean Boddy emphasized that the proposed Candidate's Certificate is not intended to handle a different kind of teaching degree, nor is it intended to be a lesser degree for those who cannot complete all requirements for the Ph.D. successfully. Instead, this Certificate would be issued automatically to all Ph.D. candidates at the time they pass the preliminary examination as a recognition of achievement at this stage. The majority of Ph.D.

candidates would expect to complete the doctorate, but it would be useful to have the Certificate during the time between the passing of the preliminary examination and the awarding of the degree.

If the CIC institutions agree upon a title to recognize this stage in the Ph.D., it will establish a single meaning for this kind of thing and other universities may wish to establish this intermediate step also.

Dean Boddy told the Committee that discussions will be resumed in the Association of Graduate Schools meeting this month and by the Council of Graduate Schools in December. The Graduate School will issue a newsletter and continue to circulate any information coming into the Graduate School.

- D. Duluth Programs - Dean Crawford talked with the Committee about considering the next steps in the establishment of additional Master's programs at Duluth as well as future components toward doctoral programs. While it is not possible in the immediate future for a student to carry through an entire Ph.D. program at Duluth, it is feasible with the strengthening of offerings and staff that some portion of the doctoral program can be accomplished.
- E. Adjunct Professors - Dean Boddy mentioned the new plan for "adjunct professor" with the University and Twin City private colleges. This plan provides the possibility that certain faculty members of Twin City private colleges might also teach, at the graduate level, for specified terms in a corresponding department at the University of Minnesota. Normal departmental and Graduate School review and approval is provided for.
- F. Cooperative Programs - Dean Crawford reported that the deans and the administrative staff and faculty at Mankato State College have begun exploratory discussions about the most useful ways to develop cooperative Ph.D. programs using resources on both campuses

The meeting was adjourned.

Respectfully submitted,
Shirley McDonald
Secretary

Oct. 21, 1966

UNIVERSITY OF Minnesota

*It appears
to be revision
to be used
in proposed
program*

COLLEGE OF MEDICAL SCIENCES
SCHOOL OF NURSING • MINNEAPOLIS, MINNESOTA 55455

September 12, 1966

Mrs. Shirley McDonald
Principal Executive Secretary
Graduate School

Dear Mrs. McDonald:

This is a thermofax copy of the material we submitted to the Group Committee in May. Should you have need of a better copy, I shall be glad to forward to you either a typewritten or a zerox copy, or if it needs to go to the Executive Committee, we can supply multiple copies.

As I indicated, it is our plan, if the program is approved, to admit students at the beginning of the 1967-1968 academic year. Our students plan for some time ahead, so we feel that we should get out information about any change this fall.

Thank you very much for your assistance and we shall look forward to hearing from you.

Sincerely yours,

Isabel Harris
Isabel Harris
Assistant Director

IH:mh

UNIVERSITY OF Minnesota

COLLEGE OF MEDICAL SCIENCES
SCHOOL OF NURSING - MINNEAPOLIS, MINNESOTA 55455

May 6, 1966

Dr. Leslie Zieve, Chairman
Graduate Group Committee

Dear Dr. Zieve:

Included with this letter are twelve copies of our proposal for revision of existing graduate programs in nursing. The major change involved is the provision of options for the student to elect, in combination with graduate clinical study, preparation in the functional areas of teaching or supervision in nursing. The number of applicants for graduate study in nursing is increasing and we have been urged by many of the students to make these options available. In order to offer both clinical instruction and courses designed to provide beginning skill in teaching or supervision, the proposed program is one quarter longer than our present graduate school programs in nursing.

In order to provide for orderly transition, it is our intent to initiate this change in Fall 1967, if it meets with approval of the Graduate Group Committee and the Executive Committee of the Graduate School.

Generally, the public senses the need for greater numbers of nurse practitioners; a more vital need however is nursing faculty to prepare practitioners, and nursing supervisors to safeguard patient care when increasing numbers of minimally prepared workers are employed in the health field. A recent survey of four upper mid-west states indicates that as of May 1, 1966, there were more than 70 nurse faculty vacancies and that sixty-six percent of incumbents lack graduate preparation.

In addition to the existing medical-surgical and psychiatric nursing majors, we anticipate adding a maternal-child nursing major within the next several years. Hopefully the framework proposed for the present program can encompass this addition without substantial change.

We shall look forward to hearing about action taken by the committee.

Sincerely yours,

Isabel Harris, Chairman
Graduate Programs in Nursing

OVERVIEW OF PROPOSED GRADUATE PROGRAM IN NURSING

The purpose of this program is to provide opportunity for nurses to prepare for leadership positions in nursing as faculty members of schools of nursing, supervisors in institutions where nursing care is given or as nurse clinicians. The proposed program represents to some extent an amalgamation of present graduate programs in nursing, but a plan which permits more flexibility of program planning for students, as well as, hopefully, some economy of effort for faculty. It will be a six quarter (2 year) program requiring successful completion of 72 quarter credits in courses numbered 100 or above.

As illustrated in the accompanying sample programs, this proposal offers the student the option of majors in medical-surgical nursing or in psychiatric nursing. The first year of the program is devoted to study of the major areas together with supportive science courses, research content, and courses in selected related fields. One of three alternatives may be elected by the student during the second year: preparation for faculty positions in nursing, study of nursing supervision, or further work in clinical nursing. This format would lend itself to the addition of a third major in the area of maternal-child nursing as this becomes feasible. Lack of financial support and qualified personnel constitute the major blocks to development of the maternal-child nursing program at present.

In order to comply with the pattern of Plan B programs, nursing education and nursing supervision have been developed as related fields. For each of these fields two courses have been designated as foundational. Thus the individual electing a related field in nursing education will need to take psychology of learning and educational measurement; in nursing supervision, social organization and sociology of medical institutions.

This masters program is viewed as a terminal educational program for the majority of those enrolled. Since doctoral programs in nursing are not yet developed here, we would encourage the nurse who wishes to go directly on in doctoral study in the social or natural sciences, to take a masters program in science and minor in nursing.

Related fields appropriate to the two majors have been designated and a listing of these is attached. Selection of related fields is, of course, dependent upon the student having completed prerequisite courses.

CHANGES IN COURSE OFFERINGS*

For the related fields in nursing education and nursing supervision, six new courses have been developed (24 credits). Concurrently with addition of these new sequences, nine nursing education and nursing administration courses (30 credits) will be dropped. In addition to elimination of these courses, nursing faculty will no longer need to teach three College of Education courses for nurses (19 credits) because we will no longer have nursing students enrolled in the Master of Education program.

New Courses:

Nursing Education 190 Nursing Education in the United States. Study of educational programs in nursing within higher educational institutions. Examination of the relationship between professional and liberal education. (3 cr; prereq grad and registration in EPsy 193 or 195).

Nursing Education 191 Instruction in Nursing. Identification of the role of the teacher in a clinical setting; use of resources of the clinical area; selected experiences in a school of nursing. (6 cr; prereq Nuld 190)

Nursing Education 192 Evaluation in Nursing Education. Determination and evaluation of educational outcomes in terms of the goals of programs in nursing and the institutions in which these programs are located. (3 cr; prereq 191)

Nursing Supervision 190 The Supervisory Process in Nursing. Exploration of theory and research relevant to the membership role in organized health services and the leadership role in small groups rendering health care. (3 cr. regis in Soc 140)

Nursing Supervision 191 Clinical Supervision I. Observation and practice in individual supervision; definition of goals, appraisal of needs; exploration of alternative enabling actions; evaluation of outcomes. (6 cr; prereq Nuld 190)

Nursing Supervision 192 Clinical Supervision II. Examination of the nature and function of small groups providing nursing care to patients. Selected observation of and practice in leadership of groups within organized health services. (3 cr; prereq Nuld 191)

*Course titles and descriptions are tentative and subject to minor changes.

RELATED FIELDS SUGGESTED FOR STUDENTS
IN THE TWO MAJOR FIELDS IN NURSING

Medical-Surgical Nursing

Anthropology
Educational Psychology
History and Philosophy of Ed.
Education
Physiology
Biochemistry
Genetics
Physiological Hygiene
Microbiology
Zoology
Psychology
Sociology
Philosophy
Nursing Education
Nursing Supervision
Curriculum and Instruction
Educational Administration
Public Health

Psychiatric Nursing

Anthropology
Educational Psychology
Child Psychology
History and Philosophy
of Education
Education
Genetics
Psychology
Sociology
Speech
Philosophy
Nursing Education
Nursing Supervision
Curriculum and Instruction
Educational Administration

It is assumed that in order to elect any related field, the student will have completed courses stated as prerequisite.

First Year - Major sequences in Medical-Surgical and Psychiatric Nursing

Medical-Surgical Nursing

Psychiatric Nursing

Fall

Nursing 190 Foundations of Nursing Physiology (course to be developed)	3 cr.	Nursing 190 Foundations of Nursing 3-5 cr.	3 cr.
Eduay 159 Personality Development, Mental Hygiene or Eduay 259 Personality Theory in Mental Hygiene	3 cr.	Nursing 191 Foundations of Psychiatric Nurs. Statistics	3 cr.
Related Field		Related Field	3 cr.
			<u>12 cr.</u>

Winter

Nursing 185 A Medical-Surgical Neg. I Statistics	6 cr.	Nursing 192A Psychiatric Nursing Seminar and Field Practice: Individuals & Groups	6 cr.
Related Field	3 cr.		
	<u>3 cr.</u>	Nursing 193 Seminar: Psychopathology	3 cr.
	<u>12 cr.</u>	Speech 169 Speech and Language in Human Behavior	3 cr.
			<u>14 cr.</u>

Spring

Nursing 185B Medical-Surgical Neg. II Nursing 181 Research in Nursing	6 cr.	Nursing 192B Psychiatric Nursing Seminar and Field Practice: Groups	6 cr.
Related Field	3 cr.	Nursing 181 Research in Nursing	3 cr.
	<u>3 cr.</u>	Social Work 275 Group process	3 cr.
	<u>12 cr.</u>	Related Field	<u>3 cr.</u>
			<u>14 cr.</u>

Examples of Alternative Programs
for the Second Year

Nursing Education (Field)

Nursing Supervision (Busu)

Fall

Hurs. 185C	Med-Surg Nursing	6 cr.	Hurs. 185C	Med-Surg Nursing	6 cr.
or		or	or		or
Wurs. 192C	Psych. Nursing	4 cr.	Wurs. 192C	Psych. Nursing	4 cr.
Wurs. 199	Nursing Education in the United States	3 cr.	Wurs. 190	The Supervisory Process in Nursing	3 cr.
EdPsy 193	Psychology of Learning	3 cr.	Soc 140	Social Organization	3 cr.
or			or		
EdPsy 293	Related Field (optional)	10-13 cr.	Wurs. 195	Problems in Nursing	3 cr.
			or		
			Wurs. 195 Problems (optional)		10-13 cr.
					12-13 cr.

Winter

Wurs. 191	Instruction in Nursing	6 cr.	Hurs. 191	Clinical Supervision I	6 cr.
or			or		
EdPsy 110	Educational Measurement	3 cr.	Hur. 152	Sociology of Medicine and Medical Institutions	3 cr.
or			or		
EdPsy 117	Wurs. 193 Problems in Nursing	3 cr.	Wurs. 195 Problems in Nursing	3 cr.	3 cr.
or			or		
Wurs. 195 Problems in Nursing Educ.	3 cr.	Wurs. 195 Problems in Nursing	3 cr.	12 cr.	12 cr.

SPRING

Wurs. 192	Evaluation in Nursing Education	3 cr.	Wurs. 192	Clinical Supervision II	3 cr.
or			or		
Wurs. 195 or Wurs. 195 (cont'd.)	Related Field Courses	3 cr.	Wurs. 195 Problems (Cont'd.)	3 cr.	3 cr.
or			or		
Related Field Courses	3 cr.	Related Field Courses	3 cr.	12 cr.	12 cr.

selected courses in which
selected courses are offered.

UNIVERSITY OF Minnesota

JUN 14 1966

Office of the Director

COLLEGE OF EDUCATION
SCHOOL OF PHYSICAL EDUCATION
MINNEAPOLIS, MINNESOTA 55455

June 9, 1966

TO: Graduate Group Committee in Education and Psychology
Dr. Clifford Hooker, Chairman

FROM: School of Physical Education
Richard J. Donnelly, Director

SUBJECT: Graduate Program in Recreation

For many years the University of Minnesota has offered B.S. and M.Ed. degree programs with majors in recreation leadership. There have also been a few M.A. degree candidates in this field and most recently two doctoral candidates who are emphasizing work in this area.

A perennial problem has been associated with the recreation major programs because the recreation content courses have carried the prefixes PEM and PE (Physical Education for Men and Physical Education). This has resulted in much confusion to students, particularly prospective women students, and to employers of these graduates. The physical education major is headed for a teaching position for which state certification standards must be met. The recreation major is not on a certificated program, but may be headed for a position in recreation that could be in a variety of settings such as municipal recreation or park departments; youth serving agencies such as Y.M.C.A., Y.W.C.A., Boys Clubs, Youth Clubs, Camp Fire Girls, Boy Scouts, Girl Scouts, etc.; or in hospitals, both private and public.

Recently, the College of Education Curriculum Committee took action that will clarify some of the confusing aspects of the recreation major programs. It voted approval of a distinguishing prefix for the recreation content courses at both the undergraduate and graduate levels. In so doing, the College of Education has removed the mask that concealed the identity of the recreation courses lost under the physical education prefix. In the next College of Education and Graduate School Bulletins the recreation courses will be listed under the prefix "Rec."

For the Recreation Leadership Department we are requesting that Recreation be listed as a major field of study for the M.A. Plan A and B, and also for the Ph.D. minor. We believe that this is not the same as requesting an entirely new program of graduate study, but rather is a request to

clarify a graduate program already operating in the field of recreation. There would be no changes in the pattern of M.A. courses or in the pattern of courses in education except that the use of courses now called Recreation (formerly called PE) would make up the major and not courses called Physical Education. A listing of these courses, now called Recreation, is attached. These courses would be taught by the appropriate faculty who already hold rank in the graduate faculty. The recreation major students would be under the direction of only appropriate recreation advisers who are members of the graduate faculty. These are the same faculty who currently advise M.Ed., M.A., and Ph.D. candidates in this field, except that there will be one additional adviser this coming fall, namely the new head of this department.

It is probably important to note that Recreation Leadership is an already separately budgeted department within the School of Physical Education, just as are Physical Education for Men and Physical Education for Women. While it is possible to combine the resources of the Men's and Women's Physical Education Departments into one integrated graduate physical education program, it is neither feasible nor desirable to combine the recreation program with physical education at the graduate level. Recreation and physical education are two separate fields of study with the needs and demands in the two fields quite distinct from each other.

In years past, the professional M.Ed. degree has been the favored vehicle for advanced work in recreation at the University of Minnesota; however, the M.A. program has received limited use. One of the primary reasons for the recreation students' preference of the M.Ed. route has been that this program has been identified as a recreation major, while the M.A. program has carried the physical education major label instead.

Present and future demands in the field of recreation indicate that advanced students in recreation should be encouraged to follow the M.A. route rather than the M.Ed. The principal reason is the type of positions available today in recreation and the kind of training needed to best prepare individuals for such positions. Students majoring in recreation at the M.A. level should be encouraged to take work in related fields such as horticulture, fisheries and wildlife, geography, sociology, economics, public administration, political science, hospital administration, and the like. This sort of inter-disciplinary study is much more easily worked out in an M.A. rather than an M.Ed. program.

The need for greater numbers of competently trained recreation personnel has increased steadily in the last three decades. In my judgment, only a university with the broad and varied resources such as the University of Minnesota is equipped to provide an effective program of graduate study in recreation. Many departments at this University offer courses and have professors in areas closely, and in some cases, directly related to recreation. The societal need for planned development of recreation facilities, resources, and programs is great. I believe that the Department of Recreation Leadership will be well equipped next fall to play a leading role in meeting this need for competently trained recreation personnel.

The Central Administration of the University of Minnesota has strongly supported Dean Keller in his request of additional funds to secure an outstanding leader as head of the Recreation Leadership Department. With an outstanding national leader as head of this department, a competent faculty, and strong undergraduate and graduate programs, this university in the years ahead should contribute a significant part to the development of recreation programs in the state of Minnesota and throughout the entire country.

RJD/mam

Enclosure

RECREATION COURSES AT GRADUATE LEVEL

- 105 Conservation of National Resources. Their importance and relation to recreation, and outdoor education. (2 cr; prereq 64A-B)
- 107 Camp Administration. Prepares qualified personnel for responsibilities of camp administration. (3 cr; prereq 46, #)
- 110 Recreation Surveys. Techniques and practice. (3 cr; prereq 57, 58)
- 111 Recreation Areas and Facilities. Orientation, design, planning, and standards for recreation buildings and areas. (3 cr; prereq 57, 58)
- 112 Programming in Recreation. Principles of program planning for an organized offering of recreation opportunities. (3 cr; prereq 57, 58)
- 116 Community Recreation Resources and Organizations. Agencies and their inter-relationship in the field of recreation. (3 cr; prereq 110, 111, 112)
- 121 Principles of Recreation Methods. Leadership methodology in all aspects of recreation. (3 cr; prereq EdT 84)
- 131 Industrial Recreation. History, scope, place, and relationship of management-employee recreation. (3 cr; prereq #)
- 137 Readings: Recreation. Independent study under tutorial guidance. (1-3 cr; prereq sr honor, grad, #)
- 141 Introduction to Hospital Recreation. General field of recreation in hospitals as background for the recreation leader, hospital administrator, and other personnel. (3 cr; prereq #)
- 142 Leadership in Hospital Recreation. Application of leadership methodology. (3 cr; prereq 141)
- 143 Programming in Hospital Recreation. Planning recreation programs for various types of hospital patients. (3 cr; prereq 141)
- 224A* Research Problems. Designing, reporting on individual problems. Required of all M.A. and Ph.D. candidates. (3 cr; PE 136, EPsy 116 or #)
- 224B* Research Problems. Individual problems. (cr ar; prereq 224A or #)
- 240 Legal and Financial Aspects of Recreation. Federal, state, and local recreation laws; sources of funds for public and private recreation agencies; agency liability. (3 cr)
- 241 Administration of Public Recreation. Basic principles in administration of recreation as a governmental service. (3 cr)
- 242 Community Organization for Recreation. Nature, scope, pertinent principles and procedures. (3 cr; prereq #)
- 261B Seminar: Contemporary Problems in Recreation. (Cr ar; prereq consent of adviser)

GRADUATE FACULTY IN RECREATION

B Full

Chapman, Frederick M. Associate Professor

Donnelly, Richard J. Professor

A 2

Schultz, John H. Instructor

A 1

Giles, H. Robert Associate Professor

Osell, Clarence R. Associate Professor

Ostrander, Maurice E. Associate Professor

Note: Dr. Jackson M. Anderson will join our faculty this fall as Professor and Chairman of this Department. We plan to recommend him for full membership on the Graduate Faculty.

Mr. John H. Schultz has passed his preliminary oral examination and is now working on his dissertation.