

UNIVERSITY OF MINNESOTA
Graduate School

Minutes of the Executive Committee
Monday, March 12, 1962
11:30 A.M. Campus Club

Present: Professors W. B. Cheston, E. H. Falk, W. P. Martin, C. L. Nelson, G. B. Ownbey; Dr. C. P. Barnum; Deans Thomas Chamberlin, F. M. Boddy, Marcia Edwards; Mr. D. F. Williams and Miss Marjorie Blackburn, by special invitation; Dean Bryce Crawford, Jr., presiding; Mrs. McDonald, secretary.

1. Mr. David Williams and Miss Marjorie Blackburn of the Management Analysis Division have been working with the Graduate School staff on office procedures in several areas of the Graduate School. They were invited to attend the Executive Committee meeting to present for discussion some suggestions on how the Graduate School might give better service to the graduate students and faculty, particularly in connection with the degree progress of the Master's candidate.

Mr. Williams explained that the present punched card system, set up in 1957, is not now adequate to furnish the kinds of information regarding student degree progress which the Graduate School will need for statistical purposes. He also outlined briefly how the Graduate School can take advantage of the new computer which will be in operation in the Office of Admissions and Records late this year.

In considering the programming at the Master's level for the computer, the specific questions of submission of Master's programs and program forms were discussed. In respect to submission of programs, a stricter Graduate School requirement for early submission might have the advantages of establishing a closer liason between the candidate and his department and provide the computer with information for certain summaries. It might also prevent the student's listing on his program only those courses in which he did well.

Dean Edwards mentioned that in the Education Group Committee area, many students who attend only summers delay filing their programs because they do not know in advance which courses will be offered during summer sessions.

Professor Nelson indicated that the cases where students list only the courses in which they receive good grades can usually be spotted by the group committees; this doesn't seem to be a major cause for concern, at least in the Social Sciences area.

Several Committee members agreed that no more programs are disapproved when submitted early than late. It is also thought that demanding earlier submission, say upon completion of 9 credits, will simply cause more petitions for course changes because of the variety of selection in the various fields.

Mr. Williams spoke of the problem in checking students for commencement when programs are submitted late. It was the sense of the Committee that this problem could be solved by a definite statement in the bulletin setting a "cut-off deadline" as is presently done for the Ph.D. candidate.

Summing up the discussion, the following points were agreed upon by the Committee: (a) that the Graduate School should continue to indicate early filing of the Master's programs, but not demand submission at a specific time; (b) require the student to furnish a transcript of all work completed at the time he does present his program for approval; (c) permit the student to list a number of courses from which he will select a certain number of credits he intends to complete; and (d) that the group committees meet once within the last three weeks of a quarter, and that the student be required to file his program not later than four weeks from the end of the quarter preceding the quarter in which he expects to graduate.

Drafts of the Master's program forms were distributed to the Executive Committee. Professor Cheston questioned the need for the department head's signature on the program. Professor Martin indicated that a departmental signature might be useful in some areas. It was agreed to change the caption to read "Departmental signature, if required." Dean Boddy brought out that the program forms, or (probably necessarily) a separate language requirement form, must also include the statement of justification for certain languages selected to fulfill the foreign language requirement.

Dean Crawford asked that any suggestions or reactions the group committees might have about the proposed program form be directed to Mr. Williams or Mrs. McDonald.

2. The two year program in Special Education leading to the Specialist Certificate-- Dean Edwards explained that when the first program in General Educational Administration was set up, it was submitted to the Executive Committee who recommended the Specialist Certificate with the understanding that similarly patterned programs would be developed. Conforming to this position, the group committee and the Dean of the Graduate School approved the second program in School Psychological Services. Two years ago the Educational Administration Specialist program was revised and the material was sent to the Executive Committee for information, not action.

Dean Crawford APPROVED the program in Special Education and the material will be circulated to the Executive and group committees for information. Any subsequent programs leading to the Specialist Certificate approved by the Education faculty, curriculum committee, and group committee will be submitted to the Dean of the Graduate School for final action.

3. A request to offer an English major under the Plan B Master of Arts degree on the Duluth Campus was considered by the Committee.

Dean Chamberlin indicated that this added major in Duluth would serve to upgrade the English instruction in the public schools in Northeastern Minnesota. The new major would be intended only for teachers and some of the requirements under the regular Plan B program would be substituted by others, or waived. A question was raised concerning the possibility that a student might be working toward teacher certification and at the same time toward certification in subject matter courses. It was pointed out however, that the proposal clearly states that teaching certification requirements would have to be completed before the student could receive the M. A. degree.

Dean Crawford stated that he would confer with Professor Falk, chairman of the Languages and Literature Group Committee, and probably would appoint an ad hoc committee to study the proposal.

4. At the February meeting, the Executive Committee gave tentative approval, pending group committee action, on two matters -- a request for a change in designation in two majors and a proposal for a Ph.D. program in Electrical Science.

Dean Crawford reported to the Committee that the Medical Science Group Committee APPROVED the change in designation from Bacteriology to Microbiology and from Sanitation to Environmental Health.

The proposed Ph.D. degree in Electrical Science was not approved by the Physical Sciences Group Committee because it is believed that establishing a Ph.D. in Electrical Science at this time might hinder the possibility of the development of a wider major in Engineering Physics or Engineering Science. A recommendation for an interdepartmental program without major or minor structure was referred to by Professor Cheston, chairman of the Physical Science Group Committee. The report on their action and their recommendations have been sent to Dean Crawford and will be presented for consideration later.

5. Categories of membership on the Graduate Faculty were discussed. There are at present, two general categories of membership, full and associate. In the category of associate, there are three sub-categories: A-1, authority to teach graduate courses only, A-2, authority to teach graduate courses and serve on committees, A-3, authority to teach graduate courses, serve on committees, and advise Master's candidates. Full membership authorizes all of the above plus the privilege of advising Ph.D. candidates.

There has been some objection by a few members of the faculty to the Graduate School policy governing these appointments. It is common for a faculty member to hold several appointments in different categories and perhaps some dissatisfaction stems from the tendency to feel that an appointment as an associate member in a field indicates incompetence in that area, particularly when the person already has a full appointment in another area. It was also mentioned that in majors where no Ph.D. is presently offered, an appointment to full membership might be taken as authority to offer a Ph.D. in that field. The Committee agreed, generally, that full membership in one area should not automatically call for full membership in another.

Dean Crawford said that he would explain to those faculty members expressing concern that the matter of graduate faculty appointments has been discussed by the Executive Committee and that the entire question of Graduate Faculty status will continue to be considered.

6. Since there has not been sufficient time for group committee reaction on the several questions carried forward from the February meeting, they will be discussed at the April meeting. These include: (a) use of the grade point average; (b) hastening the pre-candidacy period; (c) cooperation with the state colleges; and (d) inclusion of appropriate statements in the Master's Oral Report form recommending that the student continue or not continue to the Ph.D. degree.

The date for the next Executive Committee meeting was set for April 10.

Respectfully submitted,

Shirley McDonald
Secretary

March 15, 1962

The first two pages of the attached description of the program in Special Education have been revised somewhat and incorporated into a general statement on the Specialist Certificates for the Graduate School Bulletin.

UNIVERSITY OF MINNESOTA
College of Education

SPECIALIST IN EDUCATION -- SPECIAL EDUCATION

A two-year graduate program in Special Education which leads to the Certificate Specialist in Education is announced by the College of Education and the Graduate School of the University.

This Specialist Certificate requires completion of a minimum of 90 graduate credits. The M.A. degree must be completed as part of the program, but not necessarily at the University of Minnesota. Credits earned at other accredited graduate schools may be submitted for evaluation as "transfer" credits but are not allowed as part of the M.A. program if that degree is taken at the University of Minnesota. The minimum residence requirement at the University of Minnesota is one year (45 credits). No more than seven years are allowed for the completion of the last 45 credits of the two-year program.

Applicants for the program must meet regular Graduate School entrance requirements. Admission to the Specialist Program requires specific approval of the Department of Educational Psychology and the Graduate School. Although a student who later becomes a doctoral candidate may include in his program courses completed for this Specialist Certificate, candidates for the certificate will not ordinarily be considered as beginning work leading to the Ph.D. degree.

Purpose of the Program: - The Specialist Program is designed for students who wish to prepare for administrative, supervisory, and consultant positions in Special Education. The program is flexible enough to allow concentration in a particular field (such as education of the gifted, the mentally retarded or the blind), but generally students will be expected to develop competencies in several Special Education areas.

Admission to the Program: Applicants must have completed a training program leading to certification for public school work (teaching, School Psychology, or speech therapy, etc.). Ordinarily it will be expected that a student applying for admission to the Specialist Program will have had basic professional preparation and experience in at least one Special Education area. Prior training may have been at the B.A. or M.A. level. For example, a student may have completed a B.A. program leading to certification as a teacher of the mentally retarded, taught the retarded for one or more years and wish now to train for supervisory work in that field. Or, a student may have completed an M.A. program emphasizing education of the blind and wish now to prepare for a general administrative position in the Special Education program of a local or state school system. Other students may have had basic professional backgrounds in Speech Correction, education of the physically handicapped or other Special Education areas.

Students may apply for admission to the Specialist Program at any time after receiving approval for registration in the Graduate School. Students must satisfy all requirements for the M.A. degree either at the University of Minnesota or elsewhere before filing a 'Program of Work' and being admitted to candidacy for the Specialist Certificate.

A special committee of the Education Psychology faculty will review applications for the program and make recommendations to the Graduate School concerning admission to the program. Students will be expected to complete a battery of tests as part of the procedure for admission to the Specialist program, including the Miller Analogies test.

Evidence of high potentiality for successful graduate study and professional leadership will be considered by the special review committee. Maturity of interest and earlier professional experience will also be considered.

The Program: - Considerable flexibility is allowed in forming the 90 graduate credit program. Courses may be taken in various sequences according to background of the student. The total 90 credit program must include a minimum of 66 credits in certain core areas as specified below. The remaining credits should be individually arranged with an advisor. The core areas are as follows:

Area 1. Educational Psychology Core Minimum - 10 credits, including courses in Child Development, Personality Development, Psychology of Learning, Statistics, and Measurement. Students are expected to take the comprehensive examinations for MA candidates in Ed. Psy. to demonstrate competencies in each of the above areas. Courses which should be considered in meeting requirements in this area are as follows:

Ed. Psy. 116 (Statistics)

Ed. Psy. 117 (Measurement)

At least two courses in Child Development (CD 210-211 or selections from CD 180-181-182-183-184).

Ed. Psy. 293 or Psy. 128-129 (Learning)

Ed. Psy. 159 or 259 or Psy. 219-220 (Personality)

Area 2. Area of Concentration in Special Education Minimum - 9 credits.

Students are expected to take a minimum 9 credits of graduate work concentrated in one area of Special Education. It is expected that more than this number will usually be presented, depending on the extent of the students undergraduate background. Included here may be both 'methods' and special content courses. For example, a student having special interests in mental deficiency might list CD 143, Ed. Psy. 184 & Ed. Psy. 191. Similar courses may be organized in the field of visual handicaps, the gifted, etc.

Area 3. Other Special Education Areas - Minimum 12 credits.

Students are expected to develop basic competencies in several Special Education areas other than in their concentration (see above, Area 2).

Included here may be general courses, such as CD 142, Ed. Psy. 102, & Ed. Psy. 209. Specialized content and methods courses such as the following may also be included:

CD 140, 143, 144

Ed. Psy. 140, 150, 151, 152, 183, 184, 185, 186, 187, 190, 191

Ed. C. I. 115, 116, 117, 118, 120, 145, 151, 152, 170, 182

Speech 127, 141, 142, 152, 153, 155, 156, 157, 161, 162

Sociology 118, 119

Area 4. Administration and Supervision - Minimum - 9 credits

Students must complete a minimum of nine (9) credits in course work in School Administration and Supervision. The following courses are recommended:

Ed. C.I. 203 Supervision, Administration of Special Education

Ed. Ad. 101 Public School Administration for Teachers

Ed. C.I. 150 Supervision, Improvement of Instruction or

Ed.C.I. 266 Supervision of High School Instruction

Ed. Ad. 215 The Elementary School Principalship

Ed. Ad. 227 Teacher, Employee Administration

Area 5. Practicum - Minimum 9 credits. The practicum is designed to provide

gradual induction of the student into the leadership role for which he is in training. This involves a program of observations and supervised field experience in supervision and administration in Special Education programs. A seminar type experience for students enrolled in practicum is provided by the Special Education faculty. See Ed. Psy. 208, Practicum: Special Education.

Area 6. Research - Minimum 9 credits. This may include credits earned for

"colloquium" papers presented as part of the MA requirements, courses specifically concerned with research or research seminars.

Electives: The remainder to the 90 credits may be 'elected' by the student in consultation with an advisor.

March 8, 1962

Dean Bryce L. Crawford, Jr.
316 Johnston Hall
University of Minnesota
Minneapolis 14, Minnesota

Dear Dean Crawford:

Frovest Darland and I would like to request your permission to offer an English major under the Plan B Bachelor of Arts degree program on this campus. This proposal has been approved by the English Department, the Division of Education, our Faculty Curriculum Committee, and our Administrative Committee. It is our understanding that the proposal also carries approval by the Minneapolis Campus English Department Graduate Faculty.

We make this request with the intent that the major is intended only for teachers and that if any students are admitted to the Graduate School without previous certification for teaching, they must complete any teaching certification requirements before receiving the M.A. degree.

The Duluth Campus English Department presently consists of 11 assistant, associate and full professors who have their doctorates plus four instructors. Most of our English professors have received either Graduate School research grants or single-quarter leaves. We now have six English professors with associate membership in the Graduate School Faculty who are teaching eight English and two M.A. graduate level courses. In a separate proposal we will request three additional appointments to the Graduate Faculty and the addition of some 14 graduate English courses which previously were offered only at the undergraduate upper division level.

Our library resources are considered adequate for graduate work at the M.A. Plan B level in the fields of our present and proposed graduate courses. Also, many of our students probably will wish to use the resources of the Walker Library at certain stages of their studies.

This request is made only after continuous study of the need for upgrading English instruction in the Public Schools of Northwestern Minnesota. We feel that this added major, if permitted, will be a strong asset to Higher Education in Minnesota.

Sincerely,

T. W. Chamberlin

T. W. Chamberlin
Academic Dean

TWC/blb

cc: W. A. Rosenthal

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UNIVERSITY OF MINNESOTA
COLLEGE OF EDUCATION
MINNEAPOLIS 14

March 1, 1962

OFFICE OF THE DEAN

TO: Dean Bryce Crawford, Jr.

FROM: Associate Dean Marcia Edwards
Chairman, Group Committee for Education, Psychology, etc.

At the meeting of our Group Committee on February 14, 1962, the attached two-year graduate program in Special Education, leading to the Specialist Certificate, was recommended for your approval.

This program was approved months ago by the Curriculum Committee and the faculty of the College of Education, but we delayed a decision by the Graduate Group Committee because we were in conference with Mr. Hein and advisers of all Specialist Certificate programs in an attempt to unify some of the requirements among the fields. We thought we would need to hold the Special Education two-year program for revision of the statements concerning admission, transfer, time allowed, etc., in accordance with the general statement which Mr. Hein was working out. The Group Committee now believes, however, that you should have the original statement concerning the Special Education program, and the Committee recommends that approval be given with the understanding that the sections on pages 1 and 2 will be revised by the Special Education faculty in any materials they provide to students, to conform with the general statement concerning Specialist Certificate programs in the new Graduate School Bulletin. The Group Committee approves the program itself (pages 3, 4, and 5) as it stands.

I hope that you will be able to review this recommendation for approval in time for listing in the Graduate Bulletin (it is included, tentatively, in the copy concerning programs for the Specialist Certificate). Executive Committee review of the Specialist programs has been only as follows:

1. When the first program was set up, the Executive Committee reviewed the plan for two-year programs in detail and recommended the awarding of the Specialist Certificate, with the understanding that additional programs would be developed.
2. The program under School Psychological Services was approved by the Group Committee and the Graduate School Dean, not by the Executive Committee, in conformity with the position they took when the first program was approved.

Dean Crawford
March 1, 1962
page 2

3. Two years ago when the Educational Administration Specialist programs were extensively revised, you and Dean Clark sent the material to the Executive Committee for information, not for action.

Understandably, the Special Education advisers are most anxious to be able to announce their two-year program. It is for this reason that I am mentioning the approval procedure previously followed, in the hope that you may feel free now to take the necessary final action on the present recommendation.

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Applicants for the program must meet regular Graduate School entrance requirements. Admission to the Specialist Program requires specific approval of the Department of Educational Psychology and the Graduate School. Although a student who later becomes a doctoral candidate may include in his program courses completed for this Specialist Certificate, candidates for the certificate will not ordinarily be considered as beginning work leading to the Ph.D. degree.

Purpose of the Program: - The Specialist Program is designed for students who wish to prepare for administrative, supervisory, and consultant positions in Special Education. The program is flexible enough to allow concentration in a particular field (such as education of the gifted, the mentally retarded or the blind), but generally students will be expected to develop competencies in several Special Education areas.

Admission to the Program: Applicants must have completed a training program leading to certification for public school work (teaching, School Psychology, or speech therapy, etc.). Ordinarily it will be expected that a student applying for admission to the Specialist Program will have had basic professional preparation and experience in at least one Special Education area. Prior training may have been at the B.A. or M.A. level. For example, a student may have completed a B.A. program leading to certification as a teacher of the mentally retarded, taught the retarded for one or more years and wish now to train for supervisory work in that field. Or, a student may have completed an M.A. program emphasizing education of the blind and wish now to prepare for a general administrative position in the Special Education program of a local or state school system. Other students may have had basic professional backgrounds in Speech Correction, education of the physically handicapped or other Special Education areas.

Students may apply for admission to the Specialist Program at any time after receiving approval for registration in the Graduate School. Students must satisfy all requirements for the M.A. degree either at the University of Minnesota or elsewhere before filing a "Program of Work" and being admitted to candidacy for the Specialist Certificate.

A special committee of the Education Psychology faculty will review applications for the program and make recommendations to the Graduate School concerning admission to the program. Students will be expected to complete a battery of tests as part of the procedure for admission to the Specialist program, including the Miller Analogies test.

Evidence of high potentiality for successful graduate study and professional leadership will be considered by the special review committee. Maturity of interest and earlier professional experience will also be considered.

The Program: - Considerable flexibility is allowed in forming the 90 graduate credit program. Courses may be taken in various sequences according to background of the student. The total 90 credit program must include a minimum of 66 credits in certain core areas as specified below. The remaining credits should be individually arranged with an advisor. The core areas are as follows:

Area 1. Educational Psychology Core Minimum - 18 credits, including courses in Child Development, Personality Development, Psychology of Learning, Statistics, and Measurement. Students are expected to take the comprehensive examinations for MA candidates in Ed. Psy. to demonstrate competencies in each of the above areas. Courses which should be considered in meeting requirements in this area are as follows:

Ed. Psy. 116 (Statistics)

Ed. Psy 117 (Measurement)

At least two courses in Child Development (CD 210-211 or selections from CD 180-181-182-183-184).

Ed. Psy. 293 or Psy. 128-129 (Learning)

Ed. Psy. 159 or 259 or Psy. 219-220 (Personality)

Area 2. Area of Concentration in Special Education Minimum - 9 credits.

Students are expected to take a minimum 9 credits of graduate work concentrated in one area of Special Education. It is expected that more than this number will usually be presented, depending on the extent of the students undergraduate background. Included here may be both 'methods' and special content courses. For example, a student having special interests in mental deficiency might list CD 143, Ed. Psy. 184 & Ed. Psy. 191. Similar courses may be organized in the field of visual handicaps, the gifted, etc..

Area 3. Other Special Education Areas - Minimum 12 credits.

Students are expected to develop basic competencies in several Special Education areas other than in their concentration (see above, Area 2).

✓ Included here may be general courses, such as CD 142, Ed. Psy. 182, & Ed. Psy. 289. Specialized content and methods courses such as the following may also be included:

CD 140, 143, 144

Ed. Psy. 148, 150, 151, 152, 183, 184, 185, 186, 187, 190, 191

Ed. C.I. 115, 116, 117, 118, 120, 145, 151, 152, 178, 182

Speech 127, 141, 142, 152, 153, 155, 156, 157, 161, 162

Sociology 118, 119

Area 4. Administration and Supervision - Minimum - 9 credits

Students must complete a minimum of nine (9) credits in course work in School Administration and Supervision. The following courses are recommended:

Ed. C.I. 203 Supervision, Administration of Special Education

Ed. Ad. 101 Public School Administration for Teachers

Ed. C.I. 150, Supervision, Improvement of Instruction or

Ed.C.I. 266 Supervision of High School Instruction

Ed. Ad. 215 The Elementary School Principalship

~~Ed. Ad. 225 ~~Prinl~~ Personnel Administration~~

Ed. Ad. 227 Teacher, Employee Administration

Area 5. Practicum - Minimum 9 credits. The practicum is designed to provide gradual induction of the student into the leadership role for which he is in training. This involves a program of observations and supervised field experience in supervision and administration in Special Education programs. A seminar-type experience for students enrolled in practicum is provided by the Special Education faculty. See Ed. Psy. 288, Practicum: Special Education.

Area 6. Research - Minimum 9 credits. This may include credits earned for "colloquium" papers presented as part of the MA requirements, courses specifically concerned with research or research seminars.

Electives: The remainder to the 90 credits may be 'elected' by the student in consultation with an advisor.

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SPECIALIST CERTIFICATE PROGRAMS

Mar 1962

Program forms to be combined into a single form

The Graduate School offers two-year programs in the fields of General Educational Administration (for Superintendents and central office personnel), Secondary School Administration, Elementary School Administration, Special Education, and School Psychological Services, which lead to the certificate Specialist in Education. These programs require the completion of a minimum of 90 credits. Students will ordinarily complete the requirements for the Master's degree with a major in the field of the specialty as the first year of the program. All first year students must meet regular admission, candidacy, and examination requirements for the Master of Arts degree and should specify as their degree objective the Master's degree on the application form. Any decision regarding continuation beyond the Master's degree in a specialist program will be dependent on an evaluation of performance in meeting the Master of Arts degree requirements. The Specialist Certificate Programs now available are the following:*

General Educational Administration (for Superintendents and central office personnel) - In the first year, the student completes the

requirements for the M.A., majoring in educational administration.

The second year's program includes seminars in educational administration; workshops on the improvement of instruction in the elementary and secondary schools, school building planning, and state school administrative problems; advanced courses in educational psychology; field research; and graduate courses dealing with school-community problems and educational philosophy.

Secondary School Administration - This program is planned to prepare students to serve as high school principals, assistant principals, directors

* For detailed information, write to the department concerned.

or supervisors of secondary education and related positions. Students are admitted to the second year of the program after completion of a related program for the Master's degree in secondary school administration and supervision. The program emphasizes secondary school curriculum and instruction with support in educational psychology and child development as well as educational administration. Students who wish to work on this program are urged to plan early on an individual basis with graduate advisers. Special emphasis is possible on the junior high school level and in curriculum development.

Elementary School Administration - Requirements are arranged by areas of study, including emphasis on curriculum and instruction, as well as on administration in the elementary school. Students admitted to the second year of the program will plan individually with advisers for meeting the two-year area requirements through supplementation of work presented for the Master's degree.

School Psychological Services - In the first year, the student completes requirements for the M.A. The second year includes additional work in educational psychology, psychology, child development, diagnostic and remedial procedures, and special education as well as appropriate practicum experiences.

Special Education - The program is designed for students preparing for administrative, supervisory, and consultant positions in Special Education. Flexibility allows concentration in a particular field (such as education of the gifted, the mentally retarded, or the blind), but generally students will be expected to develop competencies in several Special Education areas. Applicants should have had basic preparation and experience in at least one Special Education area, with certification for public school work.

Admission to the program requires the approval of the Graduate School upon recommendation of the graduate faculty in the field of the specialty. A prospective student must complete an application form for admission to the Graduate School to be submitted with official duplicate copies of transcripts of all college work completed to date. As an attachment to the application form the prospective student should indicate the names and addresses of three persons who are able to comment in detail on his qualifications for undertaking this sixth year program. He will also be asked to take a graduate form of the Miller Analogies Test before his admission request will be reviewed. Students who have taken or contemplate the completion of the M.A. degree at Minnesota will request consideration for admission to the specialist program by filing Graduate School form 208, Change of Status Form, available in the Graduate School Office.

After admission to the Graduate School for the specialist program and satisfactory completion of at least 9 credits beyond the Master's degree, the student must file a program for the certificate on the appropriate form available in the Graduate School Office. This program form will list all courses completed beyond the Bachelor's degree which will be presented for the Specialist Certificate, as well as those courses which he proposes to complete in fulfillment of the requirements for the award of the certificate.

Candidates who present Master's degrees or some credits beyond the Bachelor's degree earned at other institutions may be requested by the major adviser and departmental faculty to take qualifying examinations in specified areas as an aid in planning the program. These qualifying examinations will be taken prior to submission of the program for the certificate.

All students in the specialist program must earn in residence at the University of Minnesota a minimum of 45 credits distributed as approved by the adviser and the graduate faculty in the area of specialization. At

least 30 credits of the second year of the program must be earned at the University of Minnesota.

The two-year specialist program must be completed within a period of twelve years. Graduate credits earned previous to the twelve-year span will be evaluated by the graduate faculty in the area of specialization and may be recommended to the Graduate School for acceptance on a full or partial basis. Persons who have completed a Master's degree prior to September 1, 1956, are exempt from the twelve-year completion time, but must complete requirements for the Specialist Certificate (beyond the Master's degree) within seven years after being admitted to the program.