

UNIVERSITY OF MINNESOTA
Graduate School

Minutes of Executive Committee
Thursday, April 22, 1971
11:30 A.M. Campus Club

Present: Professors Alfred Caldwell, Frederick Forro, David Berninghausen, E. W. McDiarmid, William Warner, Van Mueller for Robert Dykstra, Walter Lehn for R. J. Schork, Rutherford Aris; Drs. Lewis Wannamaker and Gerald Needham; Deans Francis M. Boddy, Millard L. Gieske, M. Harry Lease; Graduate Student Representatives, Dick Aura, Susan Coiner, and Marguerite Bissonnette; Beverly Miller; Dean Bryce Crawford, Jr., presiding; Shirley McDonald, secretary.

Dates for the next two meetings were confirmed: Thursday, May 20 at 11:30 A.M. in the Campus Club and Thursday, June 3 at 11:30 A.M. in the Campus Club. An agenda will be sent prior to the meetings.

1. Pilot Program for Administrator Development

Dean Crawford reported that this program was approved by the Board of Regents at its April 16, 1971 meeting. A copy of the proposal is bound with the permanent file of these minutes.

2. Course Credit Module Conversions

Vice President William G. Shepherd addressed a memorandum to Deans and Provosts with an overview of collegiate and campus progress on the course credit conversions and a request for some additional data. Dean Crawford distributed copies to the Executive Committee for information. Departments will report through their collegiate channels.

Since half of the college bulletins are prepared and printed in alternate years, those which will not appear until 1972 (Graduate School is one of these) will probably have supplements to include these conversions.

3. Proposed Graduate Programs, Modifications of Programs

A. Physical Therapy -- proposal to extend the M.S. in Physical Therapy to include Plan B. Dr. Wannamaker, for Medical Sciences Group Committee, reported that action has been deferred pending more information. The item will be carried forward.

B. Master of Landscape Architecture -- a subcommittee to review the proposal will be appointed.

- C. Proposal to Disestablish the M.A. with a Major in International Relations -- to be reviewed by the Social Sciences Group Committee at the April 27 meeting.
- D. Extension of the M.S. in Chemistry to include Plan B at Duluth -- this plan, meant primarily for students who wish to teach in junior colleges and secondary schools will provide better training through a broader program of coursework rather than an emphasis on original research. The Physical Sciences Group Committee recommend that the proposal be accepted and the Executive Committee approved.

Copies of the complete proposal and summary sheet will be forwarded to the Minnesota Higher Education Coordinating Commission for review. Final action must come from the Board of Regents.

4. Graduate Major Disestablished

At the March meeting of the Executive Committee, a recommendation to disestablish the major in Agricultural Plant Physiology was approved subject to the approval of the faculty in Plant Physiology. This was agreed upon by that group and reported to Dean Crawford. This formal action will be reported to the HECC.

5. Graduate Student Organization

Dick Aura reported that the Student Activities Bureau recognizes the Graduate Student Council as a University organization. He said that the group is not operational yet, but work toward that end proceeds.

6. A Proposal for a Statement of Policy on Graduate School Admissions

Stephen Carpenter, a graduate student representative on the Executive Committee last year, prepared a proposal for a statement of policy on Graduate School Admissions which was distributed to the Executive Committee.

Dean Crawford remarked about Mr. Carpenter's "fair-mindedness" in his approach; recognizing the difficulties of the admissions procedures, he brought out some good points. The statement proposes that the "Graduate School make a strong public statement to the effect that it encourages admissions from schools which do not grade."

The dean then mentioned some of his own views on admissions criteria. Certainly there are areas in which a portfolio of the applicant's work can be and is considered in the review of the application. As

more undergraduate colleges go to the Pass-No Pass grading system, probably more of our graduate faculty will require the Graduate Record Examination as part of the application. He said he believes that, at the present time, the Graduate Record Examination is not as good a predictor of performance in graduate study as is the undergraduate transcript. As for the P-N grading system, a limited amount of work so taken outside the major field might be satisfactory, but the Dean believes something like the A, B, C, D, & F system is probably useful to stimulate the student to do his best work. As for harmful effects of bad grades outside the major fields, it is true that a few graduate schools used to set a certain overall grade point average for a "cut off" below which applications would not be considered. This foolish practice has been discontinued at all the better institutions.

Aside from his own personal disagreement, Dean Crawford said that he feels that it is not appropriate for the Graduate School as such to make a supporting statement seeking to influence directions of undergraduate college policy.

There was some comment by Mr. Aura and Mrs. Coiner indicating the desire for graduate student groups to discuss the matter. This is encouraged and hopefully comments will come from such group discussion to the Dean and to Professor Martin's Committee.

The Dean mentioned the demand by society for a graduate degree for entry into a career and this has increased the pressure on the student to do well. Certainly the graduate degree is improperly used if it is to be the only way to the career the student desires.

7. Statement on University and College Pressures

Mr. Carpenter had also presented a longer statement on the pressures felt by students and the sources of such pressures. No direct action was proposed; but his thoughtful statement was commended by the group as stimulating and worthy of wider circulation.

8. Graduate School Reorganization

The background materials on the reorganization of the group committee structure and proposed composition, by fields, of the six new Policy and Review Committees have been sent to the Directors of Graduate Study and members of the Graduate Faculty.

Any serious flaws in the groupings were to be communicated to Professor D. W. Thompson, chairman of the Implementation Committee, or Dean Crawford by April 22 and the representatives on the P & R

Committees are to be named by April 30. The Implementation Committee will meet on May 3 and the few requests for changes will be considered.

Dean Crawford indicated that the Language, Literature, and Arts Group Committee could see no real improvement and request to remain as constituted as the Policy and Review Committee. This group also feels that processing of Thesis Titles and plans properly belongs with the P & R Committee. The Medical Sciences Group Committee feels the need for a massive change as indicated by the responses Dean Crawford has received. Otherwise, only minor adjustments seem to be called for. All these reactions will be considered by the Implementation Committee.

Dean Lease asked about terms of service by members of the P & R Committees. Dean Crawford indicated that after the committees have been established, a decision on appropriate rotation of membership will be made. It is hoped that these P & R Committees can begin putting together the Unit Committees by mid-May; Dean Crawford will discuss with the Implementation Committee the possibility of Units containing members from more than one Policy and Review Committee. Since a precise timetable for the "switch over" is not possible, the dean suggests that the present group committees plan to meet again during the spring quarter and also set a date for a summer meeting -- just in case.

Professor Forro asked about the composition of the Executive Committee. The chairmen of the Policy and Review Committees will form the Executive Committee together with the graduate deans and the chairman of the General Research Advisory Committee. Duluth will have representatives on the P & R Committees and the Duluth Graduate Faculty Committee will serve as a "Unit Committee" for Duluth fields.

Dr. Needham, for the Mayo Graduate School of Medicine, presented a proposal for Mayo interaction in the reorganization process. The Graduate Degree Committee can serve as the Unit Committee; Mayo has a Group Committee which has interacted with the Medical Sciences Group Committee in Minneapolis. How the Policy and Review function will be accomplished has not been determined. The proposal will be discussed at the May 3 meeting of the Implementation Committee.

Dean Crawford mentioned progress by the ad hoc committee on Admissions Policies. A survey of admissions practices among the various graduate fields has been completed and a report will be ready by the May meeting of the Executive Committee.

The meeting was adjourned.

Respectfully submitted,
Shirley McDonald
Secretary

JAN 21 1971

GRADUATE SCHOOL • JOHNSTON HALL • MINNEAPOLIS, MINNESOTA 55455

Office of the Dean

January 21, 1971

Dr. Lloyd H. Lofquist
Assistant Vice President
Academic Administration
213 Morrill Hall

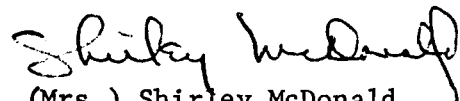
Dear Vice President Lofquist:

Enclosed are 30 copies of the final proposal and the summary sheet for the Pilot Program for Administrator Development. Preliminary notification was sent to your office on December 8, 1970.

This proposal, reviewed and recommended by the Education Group Committee, was approved by the Graduate School Executive Committee at the December 17 meeting. Dean Boddy has looked at this final version and believes that it is now ready for review by the Minnesota Higher Education Coordinating Commission.

Thank you.

Sincerely yours,


(Mrs.) Shirley McDonald
Prin Exec Secretary

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enclosures

SUMMARY SHEET

- A. Title of Proposal: A Pilot Program for Administrator Development
- B. Submitting Institution: University of Minnesota
- C. Type of Institution: Graduate
- D. Interinstitutional Planning: This program was planned in cooperation with state-wide administrator professional organizations and Southwest Minnesota State College, Moorhead State College, Bemidji State College. Facilities planning also involved Rochester State Junior College and Willmar State Junior College.
- E. Similar Existing or Proposed Programs in the State: No programs currently exist in Southwest Minnesota, Northwest/West Central and Southeast Minnesota which provide post-M.A. level training in educational management.
- F. Approval of Institutions' Governing Board: The proposed program has been approved by the faculty of the Division of Educational Administration and College of Education and in addition by the Curriculum Committee, College of Education, Graduate Group Committee and Executive Committee of the Graduate School, University of Minnesota.
- I. General Need: Less than 5% of the principals and superintendents in Minnesota hold the professional administrator's certificate based on two years of post-baccalaureate education. The need for continuing education opportunities is particularly acute in out-state Minnesota.
- II. Program Objectives: To offer courses for students desiring to complete graduate degrees or achieve professional administrator certification and to provide continuing education in educational management for Minnesota school administrators in out-state locations.
- III. Content of Program: Two graduate level courses per quarter will be taught in each of three off-campus centers: Northwest Minnesota, Southeast Minnesota, and Southwest/West Central Minnesota. The program will be governed by the overall policies and procedures of the Division of Educational Administration and the Graduate School. The off-campus courses will be offered in cooperation with the General Extension Division.
- IV. Number and Type of Students: The program of courses has been selected with emphasis on the concerns of present and potential administrators of public and private schools as well as post-secondary institutions. The aggregate enrollment for the initial year is estimated at 300 with increases of 15 per cent projected for the second and third years.
- V. Relationship to Existing Programs: No new degree programs or new courses in educational administration are proposed. All courses scheduled to be taught in off-campus locations are identical to those

taught on-campus. The off-campus course selection was completed in cooperation with staff from Bemidji State College, Southwest State College, Moorhead State College and Rochester Extension Division of the University.

- VI. Departments and Personnel Involved in the Program: All faculty for the program are regular full-time members of the staff of the Division of Educational Administration, College of Education, University of Minnesota.
- VII. Equipment Needed: No additional equipment will be needed to initiate the program or during the pilot period.
- VIII. Laboratory and Classroom Facilities: All classes will be scheduled for late afternoons and evenings or on Saturdays when regular programming does not fully utilize classroom space in existing facilities of the state colleges, junior colleges or public schools. During the initial year classes are scheduled in facilities at Southwest State College, Bemidji State College, Rochester State Junior College and Willmar State Junior College.
- IX. Library Facilities and Support: A traveling library will be assembled to provide adequate reference materials for each course. Resources of regular academic libraries at each off-campus site as well as the Education Library, University of Minnesota will be used to provide library support.
- X. Total Estimated Costs of the Program: No additional state funds are requested for the pilot program. The program will be self-supporting through payment of student tuition and fees.
- XI. Suggested Sources of Additional Program Funds: N/A
- XII. Involvement in Planning and Program Design: The proposed program was planned in concert with state-wide administrator organizations, state colleges, etc. and has been approved by faculty at the Division, College, and Graduate School levels.
- XIII. Proposed Date for Program Establishment: September 1970

FINAL PROPOSAL FOR A PROPOSED
PILOT PROGRAM FOR ADMINISTRATOR DEVELOPMENT
TO THE MINNESOTA HIGHER EDUCATION COORDINATING COMMITTEE

I. General Need Statement

(1) In this final proposal a pilot program for continuing education for school administrators will be described. The program will be offered under the Division of Educational Administration, College of Education in cooperation with the General Extension Division and Graduate School for Minnesota educators who aspire to leadership roles in elementary and secondary as well as post-secondary institutions and for Minnesota educational administrators who desire to continue their education on a systematic basis.

Two recent developments have generated wide discussion and focused attention on administrator preparation in Minnesota. Focal points of the pressures caused by these developments are the Division of Educational Administration at the University and the State Department of Education. The purpose of this document is to describe the current situation and present a proposal which would dissipate some of the pressures and increase the supply of properly qualified school administrators.

The situation which has now reached crisis proportions began in 1963 when the State Board of Education adopted regulations featuring longer periods of preparation for school administrators. In taking this action, the State Board signaled its intent to join a growing number of states in requiring two years of preparation beyond the baccalaureate degree for school administrators. The regulations, which became effective in September, 1967, state specifically, "Every superintendent, assistant superintendent, and principal shall hold an appropriate certificate based ultimately on two years of study beyond the baccalaureate degree." The regulations state further that such work must be completed in "an approved

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program of preparation in school administration leading to a Specialist Certificate." Since certificates in the past have been issued after the completion of but one year of graduate study, the effect of the new regulations is a doubling in the amount of administrator preparation in the state.

The reference to "approved programs" in the State Board regulations set the stage for a second development. In 1963 when this language was approved, there was every expectation that the programs in the five state colleges would receive such approval. However, the North Central Association of Colleges and Secondary Schools has ruled otherwise. During the summer of 1969 all Specialist programs at state colleges were denied approval, leaving this Division, the University of Minnesota at Duluth, and the College of St. Thomas with the task of offering the second year of graduate study for all of the school administrators in the state. Also, this action seriously affected many first and second year graduate students at the state colleges who had enrolled in programs with the expectation that the Specialist certificate would be available. The concern in the State Department of Education which followed the action by NCA was very noticeable. A proposal to lower administrator certification to former levels was presented to the State Board of Education in November, 1969. Testimony by every organization of professional educators in the state resulted in the defeat of this proposal, with the understanding that the subject would be studied during the next three years. The preparation institutions were literally given three years to respond to the critical need for more and better prepared administrators.

(2) There is a growing need for advanced degree patterns and extended avenues for continuing education for both the current and replacement administrators for Minnesota school systems. A significant portion of this audience includes the over 2400 principals and central office administrators now serving Minnesota school districts for whom attendance on the Minneapolis campus is not possible. A recent computer search of State Department of Education certification files indicates that (a) 92827 educators (teachers as well as administrators) are included on active certification files (b) only 151 of this total number hold the specialist certificate based on two years of past-baccalaureate study (c) only 161 educators hold the doctorate as the highest earned degree, and (d) only 110 persons have been issued the professional administrator's certificate based on two years of study beyond the baccalaureate degree.

Even if all of the certificated educators with training at the sixth year or doctoral level were administrators and were currently employed in Minnesota schools the total represents only slightly over 12 per cent of the administrators currently staffing the elementary and secondary schools of the state. It should also be noted that less than 5% of the current principals and superintendents in the state hold the professional administrator's certificate.

State certification records indicate that there is no surplus of potential administrators having sixth year or doctoral level preparation. Since replacements for those now in leadership roles who leave or retire must meet the new certification requirements the need is acute for leadership preparation if the demands of the 1970's and 1980's is to be met.

II. Program Objectives

Recognizing the growing need in out-state Minnesota for additional opportunities for study in educational administration, the University of Minnesota proposes to establish a three-year pilot program of courses in educational administration to be offered initially in three off-campus centers: Southeast Minnesota, Southwest/West Central Minnesota and Northwest Minnesota.

The specific objectives of the proposed program in continuing education for educational administrators are:

1. To offer courses for students desiring to complete graduate degrees or become certified as Minnesota school administrators.
2. To provide continuing educational opportunities in educational management for practicing school administrators in out-state locations.
3. To provide increased opportunities for the University to provide service to the elementary and secondary, as well as post-secondary, institutions of the state.
4. To provide additional opportunities for cooperative study of problems relating to educational administrators through a closer relationship between Minnesota schools and the University.
5. To assist in recruitment of able graduate students to pursue advanced degree programs in educational administration.

III. Content of Program

The Division of Educational Administration proposes to teach two graduate level courses per quarter in each of the three off-campus centers. The courses will be taught in accordance with the usual qualitative requirements of the Division of Educational Administration and the Graduate School of the University of Minnesota. Students enrolled in the Graduate School may apply these courses toward advanced degrees at the University.

Courses to be offered in this pilot program will be specified over a sufficiently long time period to permit students and their advisors an opportunity to coordinate off-campus study with on-campus programs in planning a definite program of study similar to students in residence. Advisor's will also be thus able to coordinate academic objectives set forth by students with their larger career goals.

The proposed course schedule for 1970-71 and extensions for 1971-72 and 1972-73 for each of the off-campus centers follows:

1. Southwest/West Central Minnesota Center:

1970-71 SCHEDULE AND DESCRIPTION OF COURSES

Fall Quarter:

EdAd 8-201 Foundations of Educational Administration: For all students preparing for administrative positions in schools. Sources, meaning, and application of administrative theory, organizational structure, human relations, and leadership roles as they relate to the conduct of school organizations. 3 credits. Instructor-Ammentorp. Wednesdays; 6:00-9:00 p.m. (Sept. 30, Oct. 7, 14, 21, 28, Nov. 4, 11)

EdAd 8-215 The Elementary School Principalship: Problems in elementary school administration and the principal's role of leadership. 3 credits. Instructor-Cross. Wednesdays, 6:00-9:00 p.m. (Sept. 30, Oct. 7, 14, 21, 28, Nov. 4, 11)

Winter Quarter:

EdAd 5-103 Supervision and Administration of Special Education: Procedures in establishing and improving educational programs for exceptional children. 3 credits. Instructor-Weatherman. Tuesdays, 6:00-9:00 p.m. (Jan. 12, 19, 26, Feb. 2, 9, March 2, 9)

EdAd 8-202 Foundations of Educational Administration: For all students preparing for administrative positions in school organizations. Aspects of federal, state and local relationships as they relate to the coordination and operation of public elementary and secondary schools. 3 credits. Instructor-Sederberg. Tuesdays 6:00-9:00 p.m. (Jan. 12, 19, 26, Feb. 2, 9, March 2, 9)

EdAd 8-227 Public School Personnel Programs: Selection, assignment, evaluation and development of school personnel; salary and conditions of service, policies of administrative, instructional and non-instructional personnel. 3 credits. Instructor-Stark. Wednesdays, 6:00-9:00 p.m. (April 7, 14, 21, 28, May 5, 12, 19)

EdAd 8-274 The Junior College: Present status, development, functions, organization, curriculum and trends. 3 credits. Instructor-Morgan. Wednesdays, 6:00-9:00 p.m. (April 7, 14, 21, 28, May 5, 12, 19)

TENTATIVE COURSE SCHEDULE 1971-72 and 1972-72

1971-72

Fall	EdAd 8-224	Legal Aspects of Public School Administration
	EdAd 8-202	Foundations of Educational Administration
Winter	EdAd 8-210	Public School Finance
	EdAd 8-216	Recent Research in Elementary School Administration
Spring	EdAd 5-167	The Junior High School
	EdAd 8-275	Junior College Administration

1972-73

Fall	EdAd 8-203	The Community School
	EdAd 8-218	Seminar: Social Organization of Schools
Winter	EdAd 8-217	Seminar: Elementary School Administration
	EdAd 8-226	School Plant Planning
Spring	EdAd 8-264	The Secondary School Principalship
	EdAd 8-265	Administering the High School Program

2. Southeast Minnesota Center:

1970-71 SCHEDULE AND DESCRIPTION OF COURSES

Fall Quarter:

EdAd 8-224 Legal Aspects of Public School Administration: Constitutional, statutory and common law bases of school administration; principles growing out of fundamental legal procedures. 3 credits. Instructor-Hooker. Wednesdays, 6:00-9:00 p.m. (Sept. 30, Oct. 7, 14, 21, 28, Nov. 11, 18)

EdAd 8-274 The Junior College: Present status, development, functions, organization, curriculum and trends. 3 credits. Instructor-Morgan. Wednesdays, 6:00-9:00 p.m. (Sept. 30, Oct. 7, 14, 21, 28, Nov. 11, 18)

Winter Quarter:

- EdAd 8-210 Public School Finance: Current practices; sources of revenue, types of taxes, theory of taxation; and formulas used for distribution of school aids; federal, state and local support of education. 3 credits. Instructor-Mueller. Tuesdays, 6:00-9:00 p.m. (Jan. 5, 12, 19, Feb. 2, 9, March 2, 9)
- EdAd 8-264 The Secondary School Principalship: The role of the principal: qualifications duties and problems, including current issues, and factors of staff and student relationships. 3 credits. Instructor-Nickerson. Tuesdays, 6:00-9:00 p.m. (Jan. 5, 12, 19, Feb. 2, 9, March 2, 9)

Spring Quarter:

- EdAd 5-103 Supervision and Administration of Special Education: Procedures in establishing and improving educational programs for exceptional children. 3 credits. Instructor-Weatherman. Tuesdays, 6:00-9:00 p.m. (April 6, 13, 20, 27, May 4, 11, 18)
- EdAd 5-128 Workshop: Educational Administration: Laboratory approach provides opportunities for experienced educational administrators to concentrate their study on common administrative and supervisory problems. 3 credits. Instructor-Wakefield. Tuesdays, 6:00-9:00 p.m. (April 6, 13, 20, 27, May 4, 11, 18)

TENTATIVE COURSE SCHEDULE 1971-72 and 1972-73

1971-72

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|--------|------------|---------------------------------------|
| Fall | EdAd 8-237 | Seminar: Educational Law |
| | EdAd 8-275 | Junior College Administration |
| Winter | EdAd 8-222 | Administrative Information Systems |
| | EdAd 8-215 | The Elementary School Principalship |
| Spring | EdAd 8-265 | Administering the High School Program |
| | EdAd 5-128 | Workshop: Educational Administration |

1972-73

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|--------|------------|---|
| Fall | EdAd 8-201 | Foundations of Educational Administration |
| | EdAd 8-227 | Public School Personnel Programs |
| Winter | EdAd 8-202 | Foundations of Educational Administration |
| | EdAd 8-216 | Recent Research in Elementary School Administration |
| Spring | EdAd 8-218 | Seminar: Social Organization of Schools |
| | EdAd 5-167 | The Junior High School |

3. Northwest Minnesota Center:

1970-71 SCHEDULE AND DESCRIPTION OF COURSES

Fall Quarter

EdAd 5-167 The Junior High School: Sources of the movement; purposes, functions, and limitations; fundamental problems, types, and curricular implications of reorganization. 3 credits. Instructor-Popper. Saturdays, 8:00-11:00 a.m. (Sept. 26, Oct. 10, 17, 24, 21, Nov. 7, 14)

EdAd 8-218 Seminar: Social Organization of Schools: Structural components of school organization examined within the framework of social system theory; classification of system properties and observations in operational contexts investigated by means of empirical models. 3 credits. Instructor-Popper. Saturdays, 12:00-3:00 p.m. (Sept. 26, Oct. 10, 17, 24, 31, Nov. 7, 14)

Winter Quarter

EdAd 8-216 Recent Research in Elementary School Administration: Examination of pertinent research literature. 3 credits. Instructor-Alkire. Saturdays, 8:00-11:00 a.m. (Jan. 9, 16, Feb. 13, 20, March 6, 20, 27)

EdAd 8-226 School Plant Planning: Planning educational facilities for public and private school systems and institutions of higher education; emphasis on writing educational specifications. 3 credits. Instructor-Alkire. Saturdays, 12:00-3:00 p.m. (Jan. 9, 16, Feb. 13, 20, March 6, 20, 27)

Spring Quarter

EdAd 8-202 Foundations of Educational Administration: For all students preparing for administrative positions in school organizations. Aspects of federal, state, and local relationships as they relate to the coordination and operation of public elementary and secondary schools. 3 credits. Instructor-Mazzoni. 9:30-12:30 p.m. (April 3, 10, 17, 24, May 1, 8, 22)

EdAd 8-264 The Secondary School Principalship: The role of the principal: qualifications, duties and problems, including current issues, and factors of staff and student relationship. 3 credits. Instructor-Nickerson. Saturdays, 9:30-12:30 p.m. (April 3, 10, 17, 24, May 1, 8, 22)

TENTATIVE COURSE SCHEDULE FOR 1971-72 and 1972-73

1971-72

Fall	EdAd 5-103	Supervision and Administration of Special Education
	EdAd 8-230	School Community Relations
Winter	EdAd 8-265	Administering the High School Program
	EdAd 8-217	Seminar: Elementary School Administration
Spring	EdAd 8-274	The Junior College
	EdAd 8-227	Public School Personnel Programs

1972-73

Fall	EdAd 8-201	Foundations of Educational Administration
	EdAd 8-275	Junior College Administration
Winter	EdAd 8-237	Seminar: Educational Law
	EdAd 8-222	Administrative Information Systems
Spring	EdAd 8-216	Recent Research in Elementary School Administration
	EdAd 8-202	Foundations of Educational Administration

The program will be governed by the overall policies and procedures of the Division of Educational Administration and the Graduate School. The off-campus courses will be offered in cooperation with the General Extension Division of the University of Minnesota. The specific policies and procedures related to this program follow:

1. Admission.

Admission to this program is open to students holding a bachelor's degree or its equivalent from a recognized college or university. Admission will be made in three categories: (1) admission to the Graduate School for a graduate degree at the University of Minnesota; (2) admission to the Graduate School for course work only (the admission of students for course work only does not assume admission to a graduate program or application of credits to a graduate degree); and (3) admission for these off-campus courses only. The program is offered under the policies of the Graduate School and the General Extension Division of the University of Minnesota. Use the "INTENT TO REGISTER" form to request admission materials or write to: Graduate School Office, Room 332 Johnston Hall, University of Minnesota, Minneapolis, Minnesota 55455; telephone (612) 373-2973.

2. Registration.

Students may register in advance by mail with the General Extension Division, with the coordinator at each regional center, or at the initial class meeting. Registration must be completed no later than the first class session. Registration is not complete until total tuition and fees have been paid. Use the "INTENT TO REGISTER" form or call the respective regional center to receive registration materials. Students accepted to the Graduate School of the University of Minnesota may follow joint registration procedures by registering jointly in the Graduate School and the General Extension Division. The Graduate School limitation on number of credits acceptable through the General Extension Division does not apply to the Administrator Development Program for students registered jointly in the Graduate School.

3. Tuition and Fees.

Tuition for 1970-71 courses is \$16.00 per quarter credit hour. The tuition for all courses offered during 1970-71 is \$48.00. In addition, a special fee of \$10.00 will be charged for each 3-credit course. This fee will provide for special instructional costs, including library and other educational materials supplemental to the basic text, which all students will be expected to purchase.

4. Supplemental Library Materials.

A library will be assembled to provide adequate reference material for all courses. Arrangements will be made for student use of regular library facilities at the location of each course.

5. Course Cancellations.

The Division of Educational Administration and the General Extension Division reserve the right to cancel any course where enrollment level does not warrant its offering at a particular time and place. Student cooperation in making advance registrations will assist in developing a program of course offerings with minimal interruption.

6. Program Evaluation.

An evaluation team will be appointed by the Chairman of the Division of Educational Administration and Deans of the Graduate School and General Extension Division. This team will be responsible for the design of evaluative measures pertinent to the objectives of the pilot program. Special attention will be directed toward study of the student input.

IV. Number and Type of Students To Be Served

The course work program planned for the off-campus centers has relevance for a variety of students of educational leadership. The courses in educational administration projected for the three-year pilot program have been selected with attention to the concerns of present and potential administrators of private and public schools as well as post-secondary institutions.

During each year of the program a maximum of 18 courses are scheduled for off-campus centers, two courses per quarter at each regional center. It is anticipated that the aggregate student enrollment for the program will reach 300 for the initial year. Increases of 15 per cent per year are projected for the second and third years of the program. It is not anticipated that the average class size during the 3rd year will exceed 25.

V. Relationship to Existing Programs at the University of Minnesota and Similar Programs Offered by Other Institutions in the State.

The Division of Educational Administration, University of Minnesota currently offers programs in educational administration leading to the Master of Arts degree, Specialist Certificate, and Doctor of Education and Doctor of Philosophy degrees. Programs in educational administration at the M.A. level are available at all Minnesota State Colleges, (except Southwest State College,) the University of Minnesota-Duluth and several private colleges. The specialist certificate programs are available only at the University of Minnesota, University of Minnesota-Duluth and the College of St. Thomas. The University is the only institution in Minnesota offering doctoral level study in educational administration.

No new degree programs or new courses in educational administration are included in this proposed program. All courses scheduled to be taught in off-campus locations are identical to those taught on-campus.

The selection of courses to be offered in Northwest Minnesota was made in cooperation with academic staff from Bemidji State College and Moorhead State College. The courses were selected so as to complement and extend available offerings in educational administration rather than duplicate existing course offerings. Course selections for the Southeast Minnesota off-campus center were identified through the assistance of personnel from the Rochester Extension Center of the University of Minnesota. Courses to be offered in Southwest/West Central Minnesota were selected in consultation with personnel from Southwest State College and the University of Minnesota-Morris.

VI. Departments and Personnel Involved in the Program

The Division of Educational Administration, University of Minnesota is the sole academic unit involved in the proposed pilot program. The faculty for the administrator development program are regular full-time members of the staff of the Division of Educational Administration with appropriate graduate faculty status. The courses proposed for the off-campus centers will be taught by the graduate faculty member responsible for the on-campus instruction in the respective course(s).

During the first year of the program the instruction will be provided by the following faculty members:

Gary F. Alkire	Ed.D.	Michigan State University
William M. Ammentorp	Ph.D.	University of Chicago
W. Ray Cross	Ph.D.	University of Texas
Clifford P. Hooker	Ed.D.	Indiana University
Tim L. Mazzone, Jr.	Ph.D.	Claremont Graduate School
Don A. Morgan	Ph.D.	University of Portland
Van D. Mueller	Ed.D.	Michigan State University

Neal C. Nickerson	Ed.D.	Columbia University
Samuel H. Popper	Ph.D.	New York University
Charles H. Sederberg	Ph.D.	University of Minnesota
Thomas F. Stark	Ph.D.	Michigan State University
Wilbur L. Wakefield	Ed.D.	University of Nebraska
Ricahrd F. Weatherman	Ed.D.	Michigan State University

Additional faculty members scheduled for off-campus instruction during 1971-72 include:

Vernon L. Hendrix	Ph.D.	University of Texas
Ronald T. Lambert	Ph.D.	University of Minnesota
Jon R. Morris	Ph.D.	University of Colorado

It is not anticipated that additional instructional staff will be required to staff the proposed program during the 3-year pilot period.

In addition to instructional staff the following persons will be involved in planning and coordinating activities at the off-campus centers:

1. Southeast Minnesota - Dr. Wilbur Wakefield, Director
Rochester Extension Center
University of Minnesota
2. Southwest/West Central Minnesota - Dr. Arnold Henjum
University of Minnesota-Morris
and Mr. Donald Setterboe
Southwest Minnesota State College
3. Northwest Minnesota - Dr. Ernest C. Plath
Director of Teacher Education
Bemidji State College

VII. Equipment Needed

No additional equipment will be needed to initiate the program or during the pilot period.

VIII. Laboratory and Classroom Facilities

All courses offered as part of this program will be scheduled and taught in existing classroom facilities of the state colleges, junior colleges, and public schools. All classes are scheduled for either late afternoons and evenings or on Saturdays when regular programming does not fully utilize classroom spaces. During the initial year classes will be scheduled in facilities at Southwest State College, Bemidji State College, Rochester State Junior College and Willmar State Junior College. The specific locations for courses to be offered during the 1971-72 and 1972-73 academic years have not been selected.

IX. Library Facilities & Support

A traveling library will be assembled to provide adequate reference material for all courses. Arrangements will be made for student use of regular academic library facilities at the location of each course. In addition off-campus courses will be taught on an alternate quarter basis with on-campus offerings of identical courses in order that the educational administration library holdings in Walter Library on the Minneapolis campus can be made available in the support of off-campus courses.

X. Total Estimated Costs of the Program

No additional state funds are requested for this pilot program. All courses will be offered through the General Extension Division of the University of Minnesota. Therefore the program must be self-supporting through payment of student tuition and fees. The cost of the program for the initial year is computed by multiplying the estimated enrollment by the rate of tuition and fees; i.e. initial year anticipated enrollment (300) x tuition and fees (\$58.00) = \$17,400.

XI. Suggested Sources of Additional Program Funds

Not applicable.

XII. Involvement in Planning and Program Design

The proposed pilot program in administrator development has been planned in concert with representatives of the Minnesota State Department of Education, Minnesota Association of School Administrators (superintendents), Minnesota Association of Secondary School Principals, Minnesota Association of Elementary School Principals, Minnesota Education Association, Minnesota Federation of Teachers, Minnesota Conference for Educational Administration, Southwest Minnesota State College, and Bemidji State College.

The general program plan as well as the policies and procedures for the program have been approved unanimously by the faculty of the Division of Educational Administration, University of Minnesota. This approval was preceded by careful analysis of the possible impact of this off-campus program on the present on-campus program and included consultation with the organization of graduate students in educational administration representing resident students. The proposed program plan was also presented to and approved by the Curriculum Committee of the College of Education and the faculty of the College of Education, University of Minnesota. The program plan has also been approved by the Graduate Group Committee for Education, Psychology and Speech Pathology and the Executive Committee of the Graduate School, University of Minnesota. Concurrent planning activities were conducted with the Dean of the General Extension Division and his representatives.

XIII. The proposed date for establishment of the program is September, 1970.