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DOCTORAL STUDIES AT CATIE

A REPORT

Prepared by:

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A.A. Moslemi, PhD
Professor and Director of Graduate Programs
College of Forestry, Wildlife and Range Sciences
University of Idaho
USA

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1. Objectives of This Report:

In his letter dated January 5, 1995, Director General of CATIE, Dr. Ruben Guevara Moncada, addressed to the author of this report, outlined his desire to examine the opportunities for offering a doctoral program at CATIE. He, in part, set the objectives:

- (a) Work with Program Director and other personnel [at CATIE] to consolidate the development of a PhD program at CATIE.....in Sustainable Agricultural Production and Integrated Natural Resources Management.
- (b) Review all academic administrative processes that CATIE uses to recommend the necessary adjustments to improve the efficiency and quality of the educational program at CATIE's Graduate School.
- (c) Work with Program Director [at CATIE] and other personnel to establish the terms of accreditation of CATIE's graduate program by a well-known U.S. accreditation board.

2. Background:

For some time, CATIE has considered initiating a doctoral degree program to compliment its already successful masters degree program. The master's program at CATIE was initiated in 1942 and has graduated some 1,100 individuals since its inception. CATIE graduates have done well professionally and many hold positions of leadership in their chosen field.

In addition, CATIE has carried out research in a number of areas in tropical agriculture and natural renewable resources management over the same period. Some of the work completed by CATIE faculty are of the high scientific standards and comparable with those carried out in North American and European universities and other research institutions.

With strong academic and research foundations built since 1942, CATIE administration and many of its faculty-scientists feel that the time has come to offer a doctoral program at CATIE. This position is also based on the fact that Central American resource requirements (which CATIE serves) have undergone significant changes since 1942. In addition to the education offered at the masters degree level, agriculture and natural

resources now require a cadre of highly educated professionals. These professionals are needed to staff university faculties, administer major organizations, carry out research and development and serve in other key public and private entities.

PART II - EXISTING SITUATION AT CATIE

1. CATIE's Mandate:

CATIE's mandate was originally established by the Inter-American Board of Agriculture (IABA) with the aim of carrying out research and graduate studies in agriculture and natural resources. This work is to benefit the member states of the Inter-American Institute for Cooperation in Agriculture.

Specifically, under this mandate, CATIE seeks to "...stimulate and promote research and education in agricultural and related sciences for development, conservation and sustainable use of natural resources in the American tropics....".

It is clear that education at the graduate level is envisaged as a primary "pillar" on which CATIE stands.

2. General and Specific Objectives:

CATIE's mandate leads to general and specific objectives noted in the institution's 1994 Strategic Plan. The general objective reaffirms CATIE's twin pillars of education and research in agriculture and natural resources and encourages technical cooperation which contribute to finding solutions to socioeconomic and agroecological problems in the American Tropics.

Among the specific objectives, the Plan calls for preparing graduates at postgraduate level to contribute to the development of knowledge and execution of programs required for the solution of socioeconomic and agroecological problems in tropical America. These objectives also envisage a continuing education program for CATIE designed to disseminate the latest technical information.

3. CATIE's Educational Objectives:

In its 1994 Strategic Plan (in segments addressing CATIE's educational mission), a lack of adequately trained human resource has been noted. To manage and sustain fragile ecosystems in the American tropics, availability of highly educated professionals is required.

There is a pressing need for training these professionals in agriculture and natural resources throughout the region that CATIE serves. Currently, CATIE's educational activities include not only graduate education but also continuing education (as already pointed out) as well as communication and information systems.

4. BACKGROUND:

CATIE continues to be a ~~Private~~^{public}, non-profit international research and education center focussed on tropical agriculture and natural resources sciences with emphasis on Central America and the Caribbean areas.

Its original mandate on research and education in certain areas of tropical biosciences and associated social sciences and technologies remains relevant today.

Historically, CATIE depended on Inter-American Institute for Agricultural Sciences until 1973 when it became an autonomous center with a continuing mission on education and research. The educational activities of CATIE have centered on the masters program while also developing a program of continuing education for practicing professionals on a variety of topics related to agriculture and natural resources.

In 1991, the governing body for CATIE was modified to an independent Board of Directors and a Council of Ministers to ensure that the interests of the participating countries are protected in CATIE's strategic planning.

CATIE's latest published Strategic Plan (in 1994), covers the decade of 1993-2002. This Plan was developed in a participatory process taking into account input from the interested governments, the private sector, non-governmental organizations, local communities, peer organizations and other international entities.

This Plan delineates three focus areas for CATIE for the period noted earlier. These are:

- > Sustainable Agricultural Production
- > Natural Resources Management and Conservation
- > Strategic Management of Resources and Education

The primary aim of the Strategic Plan is to continue and further enhance CATIE's activities in education, research and continuing education (service) activities to member countries and others. The Plan further challenges CATIE to a vision which aims at rising to a higher level of achievement in its mission of education and research. It further recommends integration of research and education as an important approach for sustainable development.

5. Present Organization of CATIE:

The Inter-American Board of Agriculture (IABA), composed of all the Ministers of Agriculture, Natural Resources and/or the Environment serves as CATIE's General Assembly. A Council of Ministers is selected by IABA to represent the interests of member countries who, in turn, oversee the Board of Directors. This Board is composed of eight prominent scientists and businessmen (four selected from the international scientific community and four scientists or businessmen from the member countries), one selected by IABA and one by IICA for a total of 10 members.

Board members serve for a period of three years upon which they could be reappointed for additional 3-year terms.

Director General of CATIE acts as ex-officio Secretary. CATIE is administered by the Director General who is the Chief Executive Officer (CEO). He is selected by the Board of Directors and confirmed by the Council of Ministers. Director General serves for a term of up to five years and may be reappointed for only one additional term.

One educational and two research programs are the major divisions in CATIE carrying out the instructional and research responsibilities of the institution. In the educational division, CATIE offers the masters degree program and a series of continuing education activities.

In addition to these three primary divisions, a number of other administrative offices are set up to deal with auditing, finance and other matters.

6. Graduate Studies at CATIE:

CATIE has had a productive five decades in graduate education. Most of its graduates have come from Central and South America; others have come from Europe and North America. CATIE has not, so far, offered a doctoral program.

Over these five decades, masters degree graduates have entered professional, administrative, business and political roles and have made substantial contributions to regional societies, national programs and international organizations. Throughout Central and South America, CATIE's graduates can be found among outstanding researchers, noted scholars, effective teachers, business and political leaders. CATIE's international recognition is based on its educational achievements coupled with its research programs.

Graduate education at CATIE is focused and consistent with the aims of its Strategic Plan. Study and research plans are concentrated in one of the following areas:

- > Tropical Crops
- > Plant Protection
- > Agroforestry Systems
- > Watershed Management
- > Biodiversity Management and Conservation
- > Tropical Forest Management and Silviculture

Training in Management and Administration, Sustainability and Environmental Studies are envisioned as additions to the programs offered by the graduate school.

To be considered for graduate studies, applicants must be university graduates from a recognized institution of higher learning in areas in or related to agriculture or natural renewable resources. An entrance examination is required which is weighted heavily (60%) in connection with admission considerations.

Time needed to complete all the requirements for the masters degree is 24 months with the first 12 months devoted to courses while the second 12 months invested in research in preparation of a thesis.

All graduate students are appointed as research assistants and, as such, are involved in on-going research under the direction of a major professor. Students are assigned an initial advisor

for the first quarter who may or may not become the students permanent advisor. A candidacy exam is given to every student when at least 80% of the coursework has been taken.

Students are encouraged to present their research plan in a seminar prior to initiating data collection or any other research activity. Once the research plan is refined, each student devotes approximately the next 12 months to the completion of the thesis requirement. Data collection and other aspects of the thesis research could be completed in the student's country or in Costa Rica.

All thesis projects must be approved by the Graduate Office and a Graduate and Training Technical Committee. Once the thesis has been completed, a final defense examination is scheduled. In addition to the thesis, each student is required to prepare an article following a format available at the Graduate Office.

7. Course Offering at CATIE:

The 1994 Graduate catalog at CATIE lists 65 formal courses plus another in directed research. These courses are divided as follows:

General and Basic Courses:

- > Number of courses: 23**
- > Total number of credits: 54 credits**
- > Average number of credits per course: 2.35 credits*
- > Special topics: 1-2 credits
- > Directed Research: 30-32 credits

(*) Does not include special topics or thesis
(**) Two courses carry (0) credits

Tropical Crops:

- > Total number of courses offered: 7
- > Total number of credits: 21
- > Average number of credits per course: 3

Plant Protection:

- > Total number of courses offered: 8
- > Total number of credits: 22
- > Average number of credits per course: 2.75

Agroforestry Systems:

- > Total number of courses offered: 7
- > Total number of credits: 21
- > Average number of credits per course: 3

Watershed Management:

- > Total number of courses offered: 7
- > Total number of credits: 22
- > Average number of credits per course: 3.14

Biodiversity Management and Conservation:

- > Total number of course offered: 6
- > Total number of credits: 15
- > Average number of credits per course: 2.50

Tropical Forest Management and Silviculture:

- > Total number of courses offered: 8
- > Total number of credits: 22
- > Average number of credits per course: 2.75

With the exception of General and Basic courses, the distribution (weighting) of courses in all areas is somewhat similar among the remaining topics with no one area being significantly emphasized. Based on the number of courses offered and the credit hours per course, again, variations are small.

8. Faculty:

Based on the 1994 graduate studies catalog, 71 faculty members have been listed under "Academic Staff". Of these, 42 have doctoral degrees (59%).

The faculty has an international character with the following 30 institutions granting doctoral degrees to the 42 faculty members:

University of Paris (France)
Cornell Univesity (USA)
University of Minnsota (USA)
University of Montplier (France)
University of Wageningen (Holland)

Oxford University (UK)
Iowa State University (USA)
North Carolina State University (USA)
University of Strasburg (France)
University of Science and Technology (France)
Cambridge University (UK)
University of Lovaina (Belgium)
University of Waterloo (Canada)
University of Washington (USA)
University of Idaho (USA)
University of California - Riverside (USA)
Sherbrook University (Canada)
University of California - Berkeley (USA)
Georgia August University (Germany)
University of Edinburgh (UK)
University of Florida (USA)
University of Hohenheim (Germany)
University of California - Davis (USA)
Colorado State University (USA)
University of Guelph (Canada)
University of Goettingen (Germany)
University of Wisconsin (USA)
University of Arizona (USA)
University of Silsoe (UK)
Oregon State University (USA)

Out of this total, 17 (about 40%) obtained their PhD's from North America (USA and Canada) with the rest receiving their doctoral degrees from five European nations. This appears to provide excellent diversity for an international institution such as CATIE.

In addition to the 42 faculty members holding doctoral degrees, CATIE lists an additional 10 doctoral degree holders under the heading "Academic and Scientific Support Personnel". These additional 10 doctorates could conceivably be available to serve on graduate advisory committees including doctoral students studying at CATIE.

9. Institutional Support Facilities at CATIE:

With over five decades of history in carrying out research and graduate studies, CATIE has developed a host of services that enhance graduate education offerings including doctoral studies. These support services are:

(a) Orton Memorial Library:

Founded in 1943, this library has a significant collection of library resources on tropical agriculture and natural renewable resources (more than 87,000 volumes and 11,000 publications and periodicals). It has also the capability to obtain documents through the interlibrary loan system in North and South America and elsewhere. As a member of the International Network of Agricultural Libraries, Orton Library serves libraries world-wide through mail and electronic capabilities.

(b) Computer Center:

The computer Center provides scientific and administrative computer services to faculty, students and the administration of CATIE. Students can access capabilities on statistics, experimental design, sampling techniques and other biometrics and computer programming capabilities. The center offers Geographic Information Systems, Digital-Image Processing, biometrics, databases and general computer services.

Administrative and scientific computer services are merged into a single administrative unit.

(c) Biotechnology Unit:

This unit is equipped to offer services in tissue culture, molecular and genetic engineering in plant diseases management, genetic improvement, species transformation and vitro germoplasm conservation. A variety of research projects are underway on forestry, coffee, plantain, banana and other commercial species. A number of projects are of basic and fundamental nature suited for doctoral studies.

(d) Plant Genetic Resources Bank:

This live collection occupies a 46-hectare farm containing nearly 5,000 separate classes of 350 species. This bank is a depository for world-wide collection of seeds for coffee, fruit, bananas and plantains.

(e) Seed Laboratory:

This laboratory has capabilities for short-term as well as long-term storage of seeds. Currently, there are 29,000 samples from about 160 horticultural and forestry species. It conserves world-wide collection of seeds of peppers, tomatoes and pumpkins. This Laboratory offers a variety of services for the analysis of seeds based on international standards.

(f) Plant Protection Laboratories:

These are a collection of laboratories dealing with integrated pest management (Pest Management Diagnosis Laboratory), parasitic nematodes (Nematology Laboratory), insect breeding, sample processing and diet preparation (Microbial Control Laboratories). These laboratories are capable of carrying out both applied and fundamental research projects.

(g) Soil Laboratory:

This service facility provides support for teaching and research activities. It carries out physical and chemical analysis of soils, plant tissue and water samples. It provides chromatography and spectrophotometric services and hydraulic measurement devices.

(h) Animal Nutrition Laboratory:

Milk analysis and nutritional evaluation of forages are carried out in this Laboratory. This facility contains equipment and instrumentation on protein digesters, ebb systems for fat analysis, high pressure liquid chromatography, gas chromatography, infrared and ultraviolet spectrophotometer and others.

(i) Meteorological Stations:

There are three meteorological stations at CATIE capable of gathering scientific data with electronic and mechanical instruments. Stations were established in 1942, 1947 and 1977. These facilities are used for

teaching and research activities at CATIE. Data is collected on precipitation, solar radiation, photosynthetic radiation, direct sunlight, relative air humidity, air temperature, wind velocity and evaporation.

(j) Experimental Farms:

These farms (nearly 1000 hectares) support the educational and research functions of CATIE and produce crops for market. There are a variety of crops, plant resources, animal farms (cattle and goat) that are used in the teaching and research at CATIE.

(k) Media Production Unit:

This unit provides a variety of basic services in the preparation of teaching materials for instructional purposes. It also prepares material for other educational and scientific activities for the personnel at CATIE.

PART III - DOCTORAL PROGRAM

1. Objectives:

The objective of the doctoral program is to provide the educational and research opportunities for the award of the degree of Doctor of Philosophy (PhD) to qualified students in recognition of high achievement in scholarly and research activities.

2. Academic Requirements:

To offer a high quality doctoral program, CATIE must develop institutional requirements that are similar to those offered at accredited universities in the United States. These requirements must address:

Credit requirements
Transfer of courses from the masters program or other institutions
Time limit
Foreign language requirements
Appointment of major professor and the Doctoral Oversight Committee (DOC)
Qualifying examination
Preparation of Study Plan
Preliminary examination
Advancement to candidacy
Final defense
Dissertation (doctoral thesis)

Doctoral students are expected to perform original and fundamental research and to exhibit individual responsibility in planning and conducting their program of study. The student carries the responsibility for meeting all institutional requirements.

(a) Credit Requirements:

For the doctoral degree, many universities in the United States require a minimum of 78 semester credits or equivalent beyond the bachelors degree. This generally includes a minimum of 30 semester credits for the masters degree with an additional approximate 48 semester credits for the doctoral degree (beyond the masters degree).

Some universities in the U.S. permit a maximum of 45 semester credits for the research portion of the degree (dissertation). However, this is not recommended, particularly for students at CATIE. The basic philosophy for this recommendation is that the doctoral students very likely require adequate coursework in order to lay a strong foundation for the dissertation research. For example, at the College of Forestry, Wildlife and Range Sciences at the University of Idaho, most doctoral dissertations carry approximately 18-25 semester credits.

Some universities allow the bachelors degree graduates to directly enter the doctoral program working toward the completion of the 78 minimum credit requirement. Here again, this is not recommended. It has been our experience that, in spite of rigorous screening of the applicants, some of the students are unable to effectively carry out

the responsibilities of the doctoral program, especially its research requirements.

Thus, it is recommended that CATIE carefully select doctoral students based on, among other factors, the individual's ability to carry out fundamental and original research.

CATIE may wish to designate certain courses to be doctoral level courses intended to enhance and supply the advanced information needed by doctoral students. Also, it is recommended that CATIE develop a cooperative relationship with a university in the U.S. where the courses designated on official Study Plans are taken by the doctoral students within a specific time frame.

Thus, a doctoral student must normally complete a minimum of 30 semester credits of structured coursework beyond the masters degree and carry a dissertation research worth at least 18 semester credits (a rather significant project).

In summary, a CATIE's doctoral student should meet the following minimum course requirements:

1. Must have a masters degree from a recognized institution.
2. Must meet other institutional requirements set by CATIE.
3. Must complete a minimum of 30 semester credits of graduate courses.
4. Must complete a doctoral research requirement worth at least 18 semester credits.

Some universities (or some departments within the same university), may allow students to complete a smaller dissertation (which carry a smaller number of credits) than that noted above. For example, the Doctoral Oversight Committee (DOC) for a particular doctoral student, (considering the doctoral research plan) may not wish to allocate more than, for example, 15 credits to the dissertation research. In this case, the student must carry additional coursework to total the minimum number of 30 semester credits (or equivalent) beyond the masters degree.

It has been our experience that less than 5% of the students are able to meet the requirements of the doctoral degree with the minimum number of course credits. Many

find it necessary to carry more than the minimum and some as many as 90 semester credits (beyond the Bachelor's degree) or more to be able to knowledgeably handle the dissertation research.

CATIE may also wish to consider the European model for its doctoral degree program. It may perhaps wish to adopt a hybrid model between the U.S. and the European models. This is an issue that, after discussion within CATIE, could be resolved satisfactorily. However, the U.S. model suggested in this report, has proven successful in the U.S. universities and specially the land-grant institutions with agricultural and natural resource programs.

(b) Transfer of Courses:

It is clear that all courses that appear on the student's Study Plan, and which may have been taken at a U.S. or European cooperating institution, are to be transferrable to CATIE's doctoral program. The Study Plan, which is an official document, is a semi-contractual agreement between CATIE, the cooperating institution and the student. All courses noted on the Study Plan, regardless of the institution where the courses have been taken, are considered an integral CATIE requirement for the doctoral studies for the particular student.

(c) Time Limit:

There should be a time limit established during which all requirements of the doctoral program are satisfied.

Also there should be a policy as to how old a course can be accepted into the official Study Plan. This varies at different U.S. institutions; at the University of Idaho, for example, no course shall be more than eight (8) years old at the time of graduation. Graduation must occur within five (5) years after a student has successfully taken the preliminary examination and has officially been admitted to the Candidacy (a doctoral student becomes an official Doctoral Candidate after passing the preliminary examination). These time limits are not easily changed and can be extended only with making a successful petition to the Graduate Council at CATIE (Dean of the Graduate School serves as the Chairman of the Graduate Council).

(d) Study Plan:

Study Plan is a very important official document specifying the course requirements for each doctoral student. It is prepared only after extensive discussion between the major professor and the student, considering the student's career objectives and CATIE's doctoral study opportunities, including the opportunities available at the cooperating institution (a Study Plan Form, used at the University of Idaho, is attached to this report, as an example).

Once the Study Plan is drafted between the major advisor and the student, it is submitted to the other members of the student's DOC (including the affiliate faculty member at the cooperating institution). The final Study Plan is signed by the student followed by the signatures of the major advisor and all members of DOC and the Dean of the Graduate School. A copy is made available to the student and the major advisor with the original retained in the Graduate School at CATIE.

Changes to the Study Plan (for legitimate reasons) is made only with the approval of the major advisor and the Dean of the Graduate School at CATIE with a special form filed and signed by the student, the major advisor and the Dean of the Graduate School at CATIE. The original of this form is retained at the Graduate School at CATIE. A copy of the form used for this purpose at the University of Idaho is attached to the back of this report (as an example).

It is recommended that the Study Plan be developed for each doctoral student in CATIE at the start of the student's program so that the student promptly begins his/her program at the cooperating institution (taking the required courses) without any confusion or delay.

(e) Foreign Language Requirement:

Due to the international character of CATIE and the cooperative nature of doctoral studies with international universities, fluency in a foreign language (in addition to Spanish) must be required. If the cooperating institution is a U.S. university, adequate capability in the English Language is a must. It is suggested that a TOEFL score of 550 be required prior to the student taking courses at the cooperating institution. Many universities require a minimum TOEFL score of 500 before they admit students whose

native language is not English. The higher English proficiency (TOEFL score of 550) is helpful in ensuring a greater probability of success in taking courses at universities upon arrival in the U.S.

(f) Awarding of Doctoral Degree to CATIE Staff:

It is recommended that doctoral degrees not be routinely awarded to the members of CATIE staff by CATIE unless the Graduate Council has considered the request and decided to make an exception. This is designed to avoid "in-breeding" and maintaining diversity among the faculty.

(g) Appointment of Major Professor and DOC Committee:

A major professor, who is a full member of the Graduate Faculty, is appointed as early as possible. This selection is consistent with the student's professional interest and CATIE's doctoral research capabilities.

The Doctoral Oversight Committee (DOC) is composed of at least four (4) members. The major advisor is from the student's primary interest area with the second member from the same area of interest. The third is selected from a "support area" such as statistics. The fourth member, if suggested, to be the affiliate professor from the cooperating institution.

Major professor is the chairman of DOC and the doctoral student's primary contact throughout the duration of graduate studies. The members of DOC must all hold doctoral degrees. Although the chairman of DOC must be a full member of the Graduate Faculty, other members may be either full or Associate Members of the Graduate Faculty.

The make up of DOC is approved by the Dean of the Graduate School based on institutional policies.

(h) Qualifying Examination:

A qualifying examination is given to every doctoral student to assess the background of the student in both major and supporting fields. The purpose of this examination is to partially provide a basis for the preparation of the student's Study Plan. This examination is given by the major advisor or CATIE's Graduate School in cooperation with the student's DOC.

(i) Preliminary Examination:

This examination is scheduled after the doctoral student has completed most or all of his coursework. It is designed to assess the student's ability to synthesize the various bodies of knowledge that have been taken during the coursework and determine the student's readiness to carry out the doctoral research requirements. The examination could be written and/or oral with questions supplied by all members of DOC. This is a significant examination and may take several hours or several days. It could be "closed book" or "open book" or both as determined by DOC.

If the student fails this examination, he may be given a second chance within three months. If the second try is failed, the student is dropped from the doctoral program at CATIE.

Upon successful completion of the Preliminary Examination, the student is officially admitted to Doctoral Candidacy (with a special form officially signed and filed with the Graduate School) (a copy of the form used at the University of Idaho has been appended to the back of this report, as an example). The student now can concentrate fully on the research requirement of his doctoral degree under the guidance of his major advisor and the members of DOC.

(j) Doctoral Research Plan:

A Doctoral Research Plan is prepared as soon as possible upon return of the student from the cooperating institution. Initial preparation of the Research Plan could be taking place while the student is taking courses at the Cooperating Institution, laying the principal framework for the study.

Much of this preparation is carried out by the student in close coordination with the major advisor. Once the student and the major advisor (with input received from other members of DOC) have finalized the Research Plan, it is presented in a public seminar to DOC and other interested individuals.

The purpose of this presentation is to receive suggestions for modification to the Research Plan which would enhance the Plan. Input received from this public presentation is

carefully considered by the student and the major advisor and, if appropriate, incorporated into the Plan.

At this time, the student is ready to move forward with the study laying the ground for data collection and other aspects of the doctoral research in accordance with the Research Plan.

In this stage of the study, it is recommended that the student work closely, but as independently as possible, with the major advisor and his technician(s). The doctoral student periodically should meet with other members of his DOC to update them of his progress and receive input in improving and enhancing his research work. This also reduces the possibility of any "surprises" when the time arrives for the student to defend his doctoral dissertation (during final defense examination).

(k) Final Defense Examination:

This examination is held after the doctoral dissertation is in final draft form and prepared in accordance with the format developed by the Graduate School. This implies that the document has been refined between the student and the major advisor. In addition, it is also required that the candidate supply a copy of the draft to each member of DOC and allow adequate time for the members to review the document (about a week) with all suggestions considered and possibly incorporated. The student meets individually with each member of his DOC and receives suggestion for improvement.

The doctoral dissertation is then revised incorporating the suggestions by the DOC members (with the consent of the major advisor) in developing the final draft of the dissertation. At this time, the date for the final defense examination is set and publicized so that interested members of the faculty and students may attend.

During the Final Defense examination, the student is asked to present his dissertation research. This should have the quality of a presentation given at an international conference. This is an important opportunity for the doctoral student to make a significant professional presentation. The presentation, therefore, should be prepared with excellent audio-visual support and have a logical, scientific flow. It is recommended that the

doctoral student undergo a "dry run" with the major advisor before making this public presentaion.

After the public presentation is completed, the major advisor (chairman of the examination meeting) asks the audience for any questions they may have. The doctoral candidate should be able to respond to these questions with professionalism and care. Once public questions are addressed (or when the allotted time runs out), the chairman of the meeting (the major advisor) requests the audience (everyone, except DOC members) to leave the room so that examination could begin in private.

DOC members then begin questioning the candidate. Questions generally deal with the doctoral dissertation (methodology, data collection, data analysis, conclusions, etc.) to assess the depth of understanding of the candidate. Questions, other than those directly related to the dissertation, may also be asked.

Once the questioning is completed, the doctoral candidate is requested to leave the room so that deliberations by DOC could take place. There is no time limit on these deliberations. Generally, it could take from a few minutes to one hour or more.

When DOC reaches its conclusion (as to pass or not pass the candidate), the candidate is called back to the room so that the chairman of the meeting (major advisor) could inform the candidate of the committee's decision.

If the candidate passes (by a vote of the majority, including the major advisor), a special form is completed and signed by all members of the DOC (a copy of this form used at the Universiy of Idaho is appended to the back of this report, as an example). This form is subsequently submitted to the Graduate Dean, who approves the form by signing it.

At this time, the candidate prepares the final version of the dissertation, incorporating any further modifications that the DOC members may have made during the Final Defense. The major advisor ensures that the candidate makes those revisions prior to signing the Approval Form on the doctoral dissertations (a copy of the Approval Form is enclosed with this report). In addition to the major advisor, other members of DOC sign the Dissertation Approval Form appearing at the front of the dissertation.

The required number of copies, based on CATIE's policies, is subsequently submitted to the Graduate Dean for his approval and signature.

(l) Papers in Lieu of Dissertation:

At many North American universities, including the University of Idaho, it is optional that a number of papers be prepared in lieu of a single holistic dissertation. Logically delineated, one to five papers are submitted to international journals from a single dissertation. In this case, the format of the particular journal is followed for each manuscript. The sequence of authorship is decided by the major advisor and the doctoral student. It is important that each manuscript be judged as "publishable" by the DOC.

In addition to the manuscripts, appendices are incorporated to the back of the dissertation providing further details. All elements (front pages, manuscripts, appendices, etc.) are put into a single document comprising the dissertation.

(m) Graduation and Commencement:

Traditional CATIE procedures could be used for graduation. It is recommended that doctoral students be given special and highly dignified recognition during commencement exercises including robing and other ceremonies consistent with traditions that may have already been established at CATIE.

3. Inter-Institutional Cooperation:

As pointed out earlier, there are different views at CATIE as how a quality doctoral program should be constituted. Some believe a European model in which the doctoral dissertation form the major and possibly the only requirement. Others prefer the North American model in which a series of courses are taken prior to initiating the doctoral research. Advocates of a "hybrid" version want elements from both models incorporated into the doctoral program. Yet, others believe that all three options be made available and used for different individuals and circumstances.

The author of this report believes the North American model has produced outstanding scientists, teachers and industrial leaders. World-wide, the North American education in agriculture and natural resources is highly respected. Many

believe that the productive state of agriculture in the U.S. is, in part, due to the quality of its agriculture and natural resources education and research. Thus, it is recommended that a North American model (as practiced by its most respected institutions) be the only model offered at CATIE.

Under this model, applicants are rigorously screened with only the most qualified students allowed entry into CATIE's doctoral program.

Once the students are selected, they are sent to a cooperating institution in the United States for the first phase of the program (coursework). Large selection of courses offered at reputable land-grant universities in the U.S. permits "tailor-making" each study plan. It is mandatory that a carefully crafted cooperative agreement be developed with several (3 to 5) institutions in the U.S. to ensure diversity and timely completion of the coursework and the return of the CATIE students upon completion of the coursework.

It is anticipated that doctoral students will be required to spend 12 months at the cooperating institution taking the courses specified in their Study Plan under the supervision of an affiliate professor who also serves on the student's DOC.

Once students have completed the coursework, they return to CATIE to prepare their Research Plan (under the direction of CATIE's scientists) and carry out data collection and other tasks associated with their research requirements.

CATIE's Graduate School has already made a start in cooperative discussions with Colorado State University. A draft Cooperative Agreement has been developed with CSU. It is recommended that the same model (after it is refined) be used as a basis to initiate several others so that a diversity of cooperating institutions is available best suited to a particular student's study goals.

4. Doctoral Dissertation Research:

A doctoral research is an original, in depth, and often fundamental investigation of a topic. It thoroughly examines existing state of knowledge and deploys well accepted scientific methods in implementing a carefully laid research plan. It is intended to teach a "junior scientist" how rigorous scientific research is planned and carried out.

In every respect, doctoral research should be of such quality that it favorably compares with, and preferably exceeds the best research, carried out at CATIE. It should readily pass peer review process used by prestigious international journals and bring respect and reputation to CATIE. It should be considered "cutting edge" research by international peers in the particular field.

Doctoral research can be an entirely new project conceived by the student and the major advisor. Or, it could be a "sub-project" of a much larger research effort carried out by CATIE's top scientists. It should be supervised by the most experienced and internationally respected CATIE professors.

If done properly, doctoral research is cost-effective. This work should integrate the professor, the technician(s) and the doctoral student in a team effort that conserves the professor's time and resources.

5. List of Requirements for a CATIE Doctoral Degree:

<u>Step</u>	<u>Procedure</u>	<u>Timing</u>
Admission	Established by CATIE	Several months before registration
Appoint major professor	Check with Graduate School	First term
Qualifying Examination	Check with Graduate School	First term
Study Plan	Check with Graduate School	First term
Preliminary examination	Check with major prof and Graduate School	Upon completion of coursework
Advancement to Candidacy	Check with major prof and Graduate School	Preliminary exam completed
Final defense Examination	Check with major prof and Graduate School	Dissertation is in final draft
Graduation	Check with Graduate School	All requirements completed

6. Faculty Development:

To carry out doctoral research at the "cuting edge", the doctoral faculty must remain vibrant, fully informed and be regulary rejuvenated. This indicates the development of a series of policy actions at CATIE to develop and retain a highly competent, active faculty. Suggested actions include:

- (a) carefully planned sabbatical leaves
- (b) faculty leading and organizing international conferences
- (c) awarding tenure to those who meet rigorous standards of performance after a certain period of time
- (d) keeping in contact with the most reputable international colleagues around the world
- (e) initiating a "distiguated visiting scholar" program
- (f) initiating "best researcher", "best teacher" and "best advisor" awards at CATIE and award these judiciously based on performance.
- (g) salary adjustments that are largely based on merit

- (h) award benefits that recognize and reward productivity and quality (such as housing, etc.)
- (i) providing support for the library and other "core" facilities to ensure they are up to date and functioning

7. Faculty Tenure:

Faculty tenure is an important aspect of faculty rights and privileges at North American universities. It is based on the premise that faculty members, after an initial period of 5 to 7 years, and after careful review, should be considered for the award of tenure. This is to ensure freedom of expression and dissemination of information without fear or prejudice.

The fact remains that tenure also implies a degree of job security. Tenured professors can not be dismissed by the universities unless (a) there is a genuine and official financial exigency and (b) the professor is judged incompetent.

Financial exigency is carefully assessed by the Board of Regents (Board of Trustees) of the university and, after exhaustive review, it is officially proclaimed by the Board. The financial exigency so proclaimed is programatic: it eliminates programs with all professors affected. Administrators can not apply financial exigency to individuals.

At CATIE, it may be advisable to consider tenure which would be awarded to outstanding faculty who have shown distinction or the younger faculty who clearly show promise of future distinction. It is part of a reward system for outstanding and consistent performance. CATIE can also retain the right to proclaim financial exigency under careful conditions when programs can be terminated and tenured faculty dismissed.

A careful tenure program gives CATIE a degree of stability and provides an environment for productive faculty to make long-term plans and commitments in their lives and professional careers.

8. Graduate Faculty System:

It is recommended that a system of Graduate Faculty appointments be initiated at CATIE. This system designates:

- (a) Full Member, CATIE Graduate Faculty
- (b) Associate Member, CATIE Graduate Faculty

The Full Members are selected based on a record of accomplishment and recognition among international peers. They hold doctoral degrees and are generally more experienced, productive scientists who have distinguished themselves professionally.

Full Members have an extensive list of publications and books and have led and organized international conferences. They have successfully completed a number of graduate students and have done well in advising and supervising those students.

Associate Members also have doctoral degrees but are generally the younger and the less experienced members of the Graduate Faculty. Associate Members show great promise to "bloom" into highly respected senior scientists. Nevertheless, upon appointment to the Associate Membership, they have a list of publications and are engaged in supervising masters degree graduate students.

Only Full Members are allowed to serve as major advisors for the doctoral students. Associate Members of the Graduate Faculty may serve as a member of DOC but can not, by policy, serve as the major advisor for doctoral students (can not chair DOC). An Associate Member may be nominated by at least three Full Members of the Graduate Faculty. Nominations are submitted to the CATIE Graduate Council for consideration.

It is important that a set of guidelines be developed by CATIE Graduate Council which establishes the criteria for judging the merits of an application for Graduate Faculty appointments.

9. CATIE Graduate Council:

This is a policy-making body for graduate studies at CATIE. It considers policy matters pertaining to both masters and the doctoral degree programs at CATIE. The Dean of the Graduate School serves as the Chairman of the Council and administers policies adopted by the Council.

The Council is made up of elected members of the CATIE Graduate Faculty and operates on a set of bylaws. All policy matters on graduate studies, petitions for exceptions to established policies, Graduate Faculty Appointments are brought before the Council for action. The Council, from time to time, may appoint special committees to address certain issues before bringing their recommendations to the Council.

The membership of the Council should be representative of the areas of CATIE that participate in graduate studies. A membership of 10 (including the Dean of Graduate School) may be a reasonable number (3 from each key Faculty and the Dean of the Graduate School) (see organizational chart for CATIE in this report). However, this number can be adjusted as circumstances change at CATIE.

10. Research Cooperatives:

A Research Cooperative is a concept that focuses its attention on a topic (such as banana or coffee, etc.). It is a "market-driven" concept that enlists a series of cooperators (industry, governments, other interested entities) who agree to pay a regular membership due annually. This participation entitles the members to set the research agenda for the cooperative and receive regular information and feedback from the Cooperative. An RC has several advantages:

- (a) The topics are relevant to the needs of the cooperators
- (b) It provides for a regular system of communication between the cooperators and CATIE
- (c) It provides resources on a regular basis for the work being carried out
- (d) It networks CATIE (graduate students and the faculty) with relevant industrial and government organizations for possible internships and other opportunities
- (e) It "spreads" the cost of research over a number of organizations

Although the research could be applied or fundamental, an RC provides financial and "in-kind" resources needed to carry out research. An RC would benefit graduate studies and research at CATIE at both the masters and doctoral levels due to the participation of graduate students in completing research projects (in connection with their theses and dissertations).

A Research Cooperative may have many members (25 is not unusual).

PART IV - ORGANIZATIONAL NEEDS AT CATIE

To properly "integrate" graduate studies with research carried out at CATIE, a restructuring of its organization is recommended. This restructuring is designed to:

- (a) increase productivity
- (b) improve cost efficiency
- (c) enhance administration of programs
- (d) empower the faculty
- (e) advance graduate education
- (f) better integrate research with graduate studies

To further discuss this topic, it is necessary to first suggest a new statement of vision for CATIE that reaffirms integrating graduate studies with its important mission on research.

1. A Suggested Statement of Vision for CATIE:

It is envisioned that CATIE be a world leader in graduate studies and research in selected tropical biosciences and technologies. These include plant and animal sciences and the understanding of the agronomic and natural ecosystems and associated social sciences. It is also envisioned that CATIE be a leading force in transmitting information to update professionals and facilitate information exchange among leading scientists and other interested individuals. To attain this vision, it is anticipated that CATIE should become a university unique in its structure and goals.

2. Institutional Objectives:

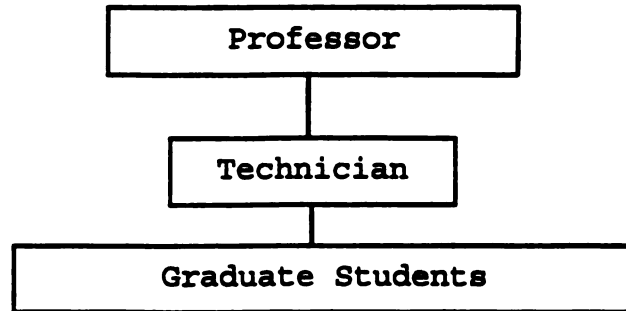
The objectives of CATIE is to:

- (a) engage in applied and basic research on tropical biosciences, technologies and associated social sciences;
- (b) offer graduate studies, at masters and doctoral levels, in areas of its expertise and interest;
- (c) transmit up-to-date scientific, technical and economic information to practicing professionals, as well as private and public entities
- (d) facilitate forums for global gathering of scientists and policy-makers to exchange the latest information on tropical biosciences and technologies.

3. A Case for a New Organization:

Research and graduate studies are a tradition of long standing at CATIE. Research has been the primary force distinguishing CATIE over the last five decades. CATIE has developed a reputation on research in this region of the world.

Integrating graduate studies with its research mission is logical and needed. Professors in association with technicians and graduate students form an effective team that retains high quality, yet conserves professor's time and resources. This team, using the following model, has proved effective in North American universities:



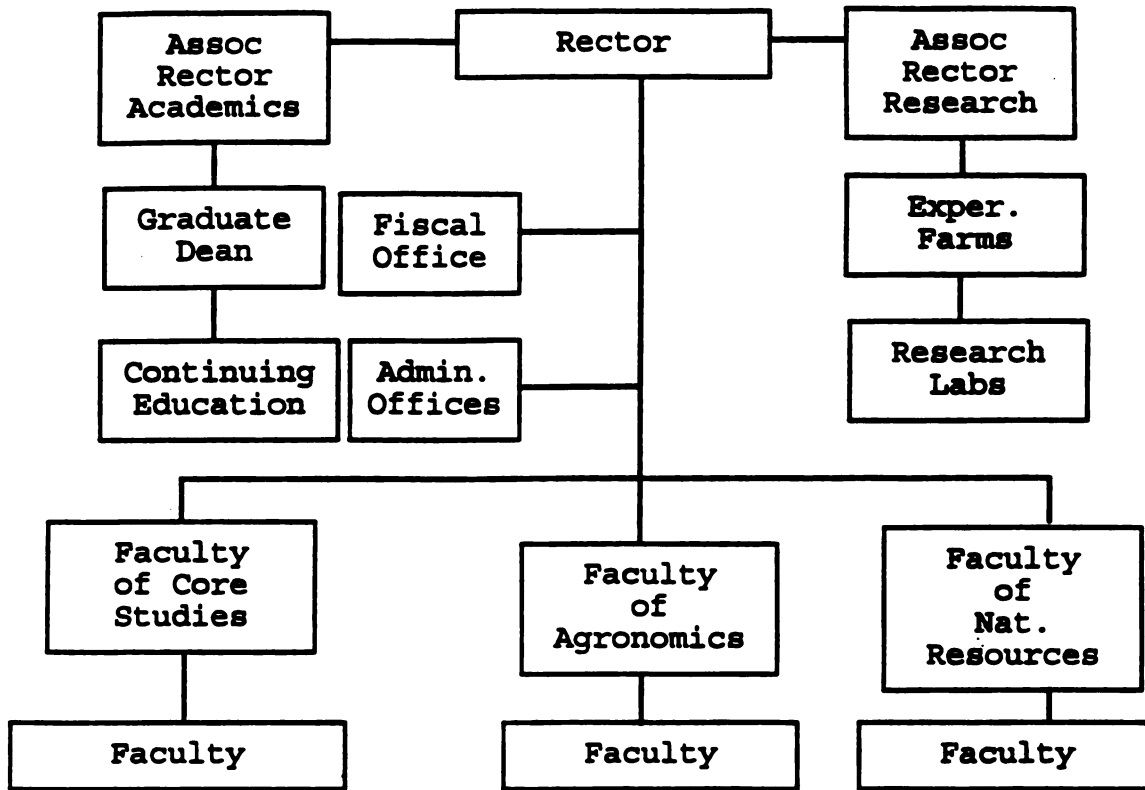
This model permits professors to use a team approach in delineating the work that must be carried out using technicians to attend the regular needs of the graduate students. Graduate students subsequently set up laboratory experiments or field plots and carry out the details under the supervision of the technician. Periodic meetings of this team (professor, technician and the student) ensures that the projects are carried out properly and adjustments are made in procedure to ensure quality and timely completion.

The author has noted that this model is very productive in supervising as many as 10 graduate students (both masters and doctoral students) by a single professor. Papers are published frequently and are of high quality. At least one, and sometimes several, theses or dissertations are completed each year and manuscripts or project reports are filed frequently with sponsoring organizations and government agencies.

To integrate graduate students with this system, it is suggested that an organization be adopted that has proven successful. The change retains and enhances CATIE's strengths in research

and increases its productivity in both research and highly educated graduates.

Suggested Organization for CATIE



Under this organization, each member of the faculty has a Position Description negotiated cooperatively and annually between the Faculty Chairman and individual faculty members.

4. Position Description:

Each year, a Position Description (PD) is prepared. PD incorporates the following elements:

- (a) Name of the faculty member, rank, date of appointment, date of tenure (if applicable), etc.
- (b) Faculty to whom he/she belongs (in the organization above)
- (c) Teaching responsibilities for the year (specific courses to be taught, etc.)

- (d) Percent of time devoted to (c) above
- (e) Graduate students advised
- (f) Percent of time devoted to (e) above
- (g) Research (specific projects, etc.)
- (h) Percent of time devoted to research
- (i) Continuing education, conferencing, etc.
- (j) Percent of time devoted to (i) above
- (k) Any other responsibilities and time percentages.

PD is flexible. Not all members of the faculty may have teaching responsibilities in a given year. For example, faculty member A may have 10% teaching for a given year and be allotting 90% time to an urgent, sponsored research project with tight deadlines. Faculty member B, on the other hand, may have the opportunity to devote 50% of his time to teaching with the other 50% to research.

The PD system permits an annual opportunity for each faculty and the administration to establish the best use of the faculty time in an integrated system that provides the opportunity for each faculty member to reach agreement with the administration on his job responsibilities, including participation in graduate education.

Once the details of the PD have been worked out and approved (signed) by (a) the faculty member, (b) the Chairman of the unit to which the faculty member belongs and the (c) the Rector, it becomes an official document.

A copy of a PD used at the University of Idaho, is appended to this report, as an example.

5. Annual Evaluation:

The PD system must have an accounting element which consists of an Annual Evaluation of each faculty member by the Faculty Chairman, Rector and his Associates. It reviews the PD for the year and evaluates performance and compliance with the PD. Exceptions to the PD allocations of time should be allowed for good reasons.

Special Annual Evaluation forms are filed and become a part of the faculty members personnel file.

6. A Case for University:

CATIE has been a research, graduate and continuing education institution for over five decades. As noted in this report, it has graduated over 1,100 masters degree graduates over that period of time. It has also carried out numerous continuing education activities and held many conferences.

CATIE has also contributed significantly to the economic and social development of its client nations and others through the many research projects it has completed.

Over the years, CATIE has acquired an excellent faculty with a large number holding doctoral degrees. The quality of this faculty is good and is diversity, a definite strength.

In short, CATIE has all the elements of a unique and specialized university capable of offering high quality research and graduate education.

It is the recommendation of the author of this report that CATIE follow the legal processes required to change the status of the institution to an international university with unique structure, objectives and mandates.

The organization and the terminology suggested earlier in this report is consistent with a university structure. With the initiation of a doctoral program the time has come to make this change. Once the university structure has been established, a recognized accreditation organization should be invited to review CATIE's programs and consider giving the new university the recognition, as an accredited university, enhancing its position internationally.

7. Accreditation:

One of the charges given by Director General at CATIE was to "...work with Program Director and other personnel [at CATIE] to establish the terms of accreditation of CATIE's graduate program by a well-known U.S. accreditation board."

The following organizations should be contacted to assess whether one or more of these could conduct an accreditation review of the graduate programs at CATIE.

It should be noted, however, that in the author's view, it is too soon to attempt to obtain accreditation for the doctoral

program. This is due to the fact that the program will be very new with no significant prior experience. CATIE needs to carry out the doctoral program for a number of years and successfully graduate and place its graduates before accreditation is attempted.

The situation for the masters degree program is different. The program has developed many years of experience and it could be evaluated for accreditation.

Some accrediting bodies may wish to consider accrediting CATIE as an institution (not just a specific degree program).

The following organizations should be contacted:

- (a) Commission on Colleges: (Northwest Association of Schools and Colleges)

This Association conducts accreditation activities in Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.

Executive Director: Joseph A. Malik
Address: 3700-B University Way, N.E.
Seattle, Washington 98105
USA
Phone: 206-543-0195
Fax: 206-685-4621

- (b) Commission on Colleges: (Southern Association of Colleges and Schools)

This Association carries out accreditation activities in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

Executive Director: James T. Rogers
Address: 1866 Southern Lane
Decatur, Georgia 30033-4097
USA
Phone: 404-679-4500
Fax: 404-679-4558

- (c) Commission on Institutions of Higher Education: (North Central Region)

This Commission accredits institutions of higher learning in Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North

Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming.

Executive Director: Patricia A. Thrash
Address: 30 North LaSalle Street; Suite 2400
Chicago, Illinois 60602
Phone: 312-263-0456
Fax: 312-263-7462

(d) Society of American Foresters:

This organization has traditionally reviewed, for accreditation, forestry and natural resource programs. However, the focus of this effort is on undergraduate education.

Director of Science and Education: P. Gregory Smith
Address: 5400 Grosvenor Lane
Bethesda, Maryland 20814
Phone: 301-897-8720 Ext 119
Fax: 301-897-3690

PART V - CONCLUDING REMARKS

1. Need for Action:

A casual but experienced visitor to CATIE, quickly discovers that this institution and its faculty are willing and perhaps even eager, to take up the challenge of offering a high quality doctoral program. In meetings with selected administrators and the faculty, this eagerness is readily exhibited. There are those who believe that CATIE is overdue in offering doctoral studies and should have done so "10 years ago".

I have come to the conclusion that doctoral studies could begin as soon as a cooperative arrangement is developed with a participating institution and the details of advertising and admission worked out.

It is recommended that CATIE initially begin conservatively with admitting a small number of doctoral students (possibly no more than 5 students). As experience in offering and completing doctoral studies develops, a gradually larger number of students is admitted. It is emphasized that, at no time, should doctoral students be admitted when a quality program can not be assured.

The time-table for implementing this program is dependant on (a) careful evaluation of CATIE's support facilities (publicity, admissions, etc.), (b) finalization of cooperative arrangements with U.S. universities and (c) initiating organizational and other changes suggested in this report.

2. A Suggested Time-Table:

The following is a set of suggested target dates for implementing the doctoral studies at CATIE. It is based on the author's recommendations. CATIE administration and faculty may wish to alter these suggested dates to better suit CATIE's circumstances.

- (a) Draft and finalize this report: April 30, 1995
- (b) Incorporate suggested changes: May 10, 1995
- (c) Seek Board approval: May 1995
- (d) Finalize cooperative arrangements with one participating U.S. university: June 1995
- (e) Publicize and begin admitting 1-2 doctoral students: July 15, 1995
- (f) Send the students to the participating university for courses in accordance with a Study Plan: Start of Fall Semester 1995
- (g) Develop one additional cooperating university: January-February 1996
- (h) Begin organizational restructuring: September 1995
- (i) Complete structural restructuring: September 1996
- (j) Begin admitting an additional 3 doctoral students during spring (February to June 1996).

3. Concluding Remarks:

It does not take long for a professional visitor, such as myself, to appreciate the contributions that CATIE has made since its inception. CATIE has become an excellent center of scholarship and learning in the tropics and has generated much original and useful information through its research program.

CATIE has also long recognized the need for professionally trained individuals who surely make a substantial difference in their agencies and countries. It has done well: an alumni of over a thousand individuals who have completed CATIE's graduate education and have joined the ranks of professionals in the tropics, international agencies and private organizations.

CATIE's has aimed to be a leader and it shows. It has an excellent and diverse faculty, many with doctoral degrees from

highly reputable institutions in North America and advanced nations of Europe. They are eminently qualified to participate in the research and the educational programs that CATIE offers.

I find myself in agreement with those at CATIE who argue that the development of a doctoral program is overdue at CATIE. Its research facilities, its faculty, its institutional location, its history all point to its qualifications to begin offering a doctoral degree focused on its areas of emphasis.

The cooperative relationship suggested in this report with North American universities to access the diversity of courses at the cooperating institution combined with the selected areas of fundamental research talent and experience available at CATIE point to a high quality program of international acceptance.

CATIE currently enjoys dynamic leadership in its Director General and enthusiastic support of its faculty that are among the key ingredients for a high quality doctoral program.

It is time for CATIE to lead and move forward into a higher plateau in offering a doctoral degree and become a university unique in its mission and structure.

4. A Note About the Author:

The Author brings 30 years of experience in universities in the United States. He has served as a teacher, researcher, director of a forestry school, associate dean for research, associate director of an experiment station (overseeing over 165 research projects) and director of graduate studies.

Last year, he was recognized as a "Distinguished Faculty" member at the University of Idaho. In 1987, he served as a Legislative Fellow in the United States Senate in Washington D.C. advising several committees in the U.S. Senate on legislative matters pertaining to natural resources education.

He has 19 years of experience as director of graduate studies and has implemented a number of innovative programs in that capacity.

As Director of Graduate Studies, he currently oversees a program with about 220 graduate students nearly 60 of whom work toward doctoral degrees.

He has published over 130 technical articles and 2 books and 4 volumes of proceedings. He has been the recipient of the Outstanding Research Award at the University of Idaho and Outstanding Professional Achievement Award by a professional society. As major professor, he has supervised and graduated 61 graduate students including 26 doctoral students.

5. List of Contact Persons for this Report:

The following individuals have been on our "Contact List". Due to time limitations and other factors, the author was not able to meet all. However, attempt was made to contact as many as possible to receive input. The names are presented in no particular order.

(a) At CATIE

Dr. Ruben Guevara Moncada (Director General)
Dr. Assefaw Tewolde (Director of Education)
Dr. Fernando Ferran (Chief, Strategic Planning)
Dr. Pedro Ferreira (Director, Education Programs)
Dr. Marikis Alvarez (Director, Research Programs)
Dr. Juan Antonio Aguirre (Chief, Graduate Studies)
Mr. Arturo Vargas F. (Coordinator, Publications)
Dr. Gerardo Budowski (Special Advisor)
Mr. Jose Arze Borda (Chief, Training Area)
Dr. Jorge Faustino (Chief, Training Area)
Mr. Alejandro Imbach (Chief, Conservation & Management)
Dr. Octavio Ramirez (Unit Head; Pest Management)
Dr. Jean Vincent Escalant (Head of Biotechnology)
Dr. Edgar Kopsell (Agroforestry)
Dr. Jose Joachuin Campos (Siviculture)
Dr. Hans Jansen (Wageningen Accord)
Br. Laura Coto (Orton Library)
Dr. Jonathan Cornelius (Genetics)
Dr. Philip Cannon (Silviculture)
Dr. John Beer (Agroforestry Systems)
Dr. Ramiro Jaramillo (Banana and Plantain Research)
Dr. Rodolfo Salazar (Forest Seed Banks Project)

(b) Outside CATIE

Contact was planned with these individuals to review the report and make comments and suggestions:

Dr. Jorge Camancho

**Dean, College of Earth and Ocean Sciences
Costa Rica National University
Heredia, Costa Rica**

**H.E. Gregorio Contreras
Ambassador and Representative
OAS; Coronado, San Jose**

**M.Ba. Fernando Gutierrez O.
Executive Secretary
National Council for Science and Technology Research
San Jose, Costa Rica**

**Dr. Paulo Galvao
Director of Science, Technology and Natural Resources Division
Interamerican Institute for Cooperation on Agriculture
San Isidro, Coronado**

**Dr. Jorge Leon
Chairman of the Board
Costa Rican National Biodiversity Institute
San Jose, Costa Rica**

**Mr. Ricardo Sol
General Secretary
Central American Higher Education Council
San Jose, Costa Rica**

PART VI - APPENDIX

- Item 1. Application for Admission**
- Item 2. Report of Comprehensive Examination**
- Item 3. Appointment of Major Professor and/or Committee Form (DOC)**
- Item 4. Study Plan**
- Item 5. Graduate Program/Committee Change Form**
- Item 6. Report of Preliminary Examination and Advancement to Candidacy**
- Item 7. Announcement of Proposal Presentation**
- Item 8. Request to Proceed with Final Defense of Dissertation**
- Item 9. Academic Petitions Form**
- Item 10. Doctoral Dissertation Approval Form**
- Item 11. Final Defense Examination Approval Form**
- Item 12. Position Description and Form**
- Item 13. Graduate Student Guide**
- Item 14. Student Publication "The SNAG"**
- Item 15. Graduate Record Examination**
- Item 16. Graduate Handbook for Theses and Dissertation**
- Item 17. GSA Newsletter**
- Item 18. Policies on Tenure and Periodic Performance Evaluation**
- Item 19. Annual Performance Evaluation**
- Item 20. Scientific Misconduct**

Item 1. Application for Admission

This is the application form used for admission to the college of Graduate Studies. It requests information relevant in the admission process. Some items may be relevant to CATIE while others will not be. It is presented as an example. Also, enclosed there is an application for financial assistance.

10. Give a brief statement concerning your activities and employment since your first degree. Account for all periods of time not covered by college transcript, giving dates, and names of your employers. Attach separate sheet if necessary.

11. State your objective/goals in graduate study

12. The following data are not criteria for admission. The information will be used for positive permanent record identification and determination of residency for tuition purposes.

A. Date of birth _____ Social Security No. _____ If an alien, give number of permanent residency card _____

Country of birth _____ Country of citizenship _____

B. Father's name _____ Is he an alumnus of the University of Idaho? Yes No

Present address _____
Street or PO Box _____ City _____ State _____ Zip _____

If father's address is in Idaho, how long has he lived in Idaho? _____

C. Mother's name _____ Is she an alumna of the University of Idaho? Yes No

Present address _____
Street or PO Box _____ City _____ State _____ Zip _____

If mother's address is in Idaho, how long has she lived in Idaho? _____

13. Of what state are you a resident _____

Where have you been domiciled for the past two years? (Account for every month) _____

Idaho residency status may be determined by one or more of the following. Please check all boxes that are applicable if claiming Idaho residency for tuition purposes:

- A. One or more of my parents or legal guardians is a resident of the state of Idaho and has maintained a bona fide domicile in Idaho for at least one (1) year prior to the opening day of the school term during which I plan to enroll.
- B. I receive less than fifty percent (50%) of my support from parents or legal guardians who are not residents of the state for voting purposes and I have continuously resided in the state of Idaho for at least twelve (12) months before the opening day of the school term at the University of Idaho for which I am applying for residency and I have established a bona fide domicile in the state of Idaho primarily for purposes other than educational. Date I entered Idaho for residency _____
- C. I am a graduate of an accredited high school in the state of Idaho and I will attend the University of Idaho during the term immediately following graduation.
- D. I am married to an Idaho resident.
- E. I am a member of the armed forces stationed in the state of Idaho on military orders.
- F. One or more of my parents or legal guardians is a member of the armed forces stationed in the state of Idaho on military orders from whom I receive fifty percent (50%) or more of my support.
- G. I have been separated under honorable conditions from the armed forces after at least two (2) years of service; and, at the time of separation I designated the state of Idaho as my intended domicile or indicated Idaho as my home of record of service; and, I am entering the University of Idaho within one year of the date of separation
- H. I have been away from the state of Idaho for a period of less than one (1) calendar year, and not established legal residence elsewhere; and, I was a resident of the state of Idaho for a continuous twelve (12) month period immediately prior to departure.

Documentation may be required to support the reasons checked for claiming Idaho residency. If there is a question, an applicant will be classified as a non-resident until the details are resolved and the processing of the application will continue. The burden of proving Idaho residency will be on the applicant who should contact the Admissions Office for details.

I certify that the statements in this application are to the best of my knowledge true and complete and that I have attended no educational institutions other than those listed on the reverse side hereof.

Date

Signature of Applicant

The University of Idaho has a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, age, disability or status as a Vietnam era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans With Disabilities Act of 1990, the Civil Rights Act of 1991, and other state and federal laws and regulations. Questions and concerns about the application of these laws and regulations may be directed to Carol Mahn, Affirmative Action Officer, Adm. 104 (885-6591), to Carol Grupp, Director of Human Resources and Risk Management (also ADA Compliance Officer), ADO 306 (885-7177), to Diane Millhollin, Coordinator of Disabled Student Services, Student Advisory Services (885-6757), to the director, Office for Civil Rights, U.S. Department of Education, or to the director, Office of Federal Contract Compliance Programs, U.S. Department of Labor

Application for Departmental Financial Awards

Complete this form only if you are applying for departmental financial assistance. (Use additional paper if needed.) Those wishing to apply for aid that is open to all students should use the Financial Aid Application (FAA) form which is furnished by Student Financial Aid Services.

The following information will be referred to the Department Head concerned. All future correspondence regarding assistantships, fellowships, or other departmental awards should be addressed directly to the head of the specific department. Note: Applicants for financial awards are required to furnish two (2) official transcripts from each college/university attended.

Please print.

Type or print in ink. Please answer every question. Place N/A where the question does not apply.

1. Legal name in full. (Indicate if no middle name. Do not use abbreviations.)

_____ Last First Middle
List other names under which credentials may appear: _____

2. Current mailing address: _____
State or PO Box ()

_____ City State Zip Telephone

3. Permanent address (from which mail will be forwarded): _____

State or PO Box ()
_____ City State Zip Telephone

It is the applicant's responsibility to keep the Admissions Office informed as to change of address.

Date of birth _____ Social Security No. _____
Month/Day/Year

Degree you wish to pursue: _____ and major: _____

Indicate the department and/or person at the University with whom you have been corresponding: _____

Give the semester and year you wish to enter the College of Graduate Studies. _____

Number of dependents _____ General condition of health _____

Health limitations _____

Membership in professional, scientific, or other academic organizations: _____

Awards and Honors _____

Education and experience. In the space below, please give a chronological record of your education and training with degrees and dates.

Schools and colleges Location Dates of attendance Degree granted

Schools and colleges	Location	Dates of attendance	Degree granted

List three professional references. (The first reference listed should be your most recent supervisor.)

Name _____ Position _____ Street/City/State _____ Zip _____

Will you be entitled to veterans financial benefits? _____ How much per month? _____

Check the areas of your main interest: _____ Teaching Assistant
_____ Research Assistant
_____ Research Fellow
_____ Fellowship

Indicate the level of such support needed to attend graduate school: _____ none
_____ tuition and fees
_____ partial support
_____ full support

Indicate amounts and source of funds you will have while attending graduate school:

List below, in chronological order, the positions you have held. Give reasons for leaving.

List major research publications.

List major research activities not covered by publications above

Date _____ Signature of applicant _____

Item 2.

Report of Comprehensive Examination

This form is completed upon the completion of the comprehensive examination. It is used to identify areas of knowlegde that need strengthening and courses that may be required (as deficiencies).

Deficiency courses are normally taken in addition to the courses needed to meet the credit requirements for the doctoral degree.

REPORT OF COMPREHENSIVE EXAMINATION

Date _____

Name _____

ID. No.: _____

In the judgement of the Doctoral Oversight Committee (DOC), the student named above needs to take the following courses as deficiencies:

Major Professor: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

Approval:

Dean of Graduate School: _____ **Date:** _____

Copies to:

- Student**
- Major Professor**
- Graduate School file**

Item 3. Appointment of Major Professor and / or Committee Form (DOC)

This form is used to file the names of the Doctoral Oversight Committee (DOC). All members of DOC agree to serving on the committee by signing this form. In addition, the form is signed by the Dean of Graduate Studies. This form is included here as an example; it needs to be modified to better suit CATIE's circumstances.

GENERAL INFORMATION REGARDING APPOINTMENT OF MAJOR PROFESSOR AND COMMITTEE

The Appointment of Major Professor and Committee form must be completed by all degree seeking students. It precedes or coincides with the submission of the Study Plan.

All members of the committee must be UI faculty or affiliate faculty members. WSU faculty with graduate faculty standing are also eligible to serve.

When the entire committee is formed, at least one-half of the committee must be members of the Graduate Faculty.

COMMITTEE SELECTION

MAJOR PROFESSOR--Every student must have a Major Professor. The Major Professor must be from the same major that the student is seeking. The Major Professor for a master's committee must be at least an associate member of the Graduate Faculty. The Major Professor for a doctoral committee must be a full member of the graduate faculty. Faculty names and their graduate faculty rank are listed in the Graduate Bulletin or you may contact the College of Graduate Studies for clarification.

CO-ADVISOR--Required only for the MAT degree: this person must be from the College of Education.

DEPARTMENT/DISCIPLINE MEMBER--This member is required for thesis, interdisciplinary and doctoral students. This member must come from your department or discipline.

INSIDE/OUTSIDE DEPARTMENT/DISCIPLINE MEMBER--This committee member is required for interdisciplinary and doctoral students. The choice of this member should be made to add strength to the committee.

OUTSIDE DEPARTMENT/DISCIPLINE MEMBER--This committee member is required for thesis, interdisciplinary, and doctoral students. This member must be from outside the department (administrative unit) and discipline. For example, since Geology and Geological Engineering are in the same administrative unit, a professor from Geological Engineering cannot serve as the outside member for a Geology student. The same is true, for example, for Animal and Veterinary Science, Bacteriology and Biochemistry, Math and Statistics, and Counseling and Special Education.

Item 4. Study Plan

This form is used to finalize the courses that are to be taken as a part of the requirements of the doctoral program. It lists the courses and the institution where those courses are to be taken. In addition, it lists the courses that are considered deficiencies that are to be taken in addition to the main course requirements.

This Study Plan is signed by the student, major professor and other members of DOC. In addition, it is signed by the appropriate administrators. Once filed, it becomes an official document.

STUDY PLAN

NAME _____ ID _____ DATE _____

DEGREE _____ MAJOR _____ SEMESTER ADMITTED _____

Are you (check one): Non-thesis master's student Thesis master's student Doctoral student

List below the courses that you wish to apply toward your degree. See the reverse side for instructions.
 Courses taken at WSU that are registered for and paid for at UI are listed as UI courses not WSU.

<u>SUBJECT</u>	<u>COURSE NO.</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>	<u>YR. COMPLETED OR ANTICIPATED</u>	<u>INSTITUTION</u>
----------------	-------------------	---------------------	----------------	-------------------------------------	--------------------

DEFICIENCIES (These courses do not count toward the degree or in the credit total but must be completed prior to the awarding of the degree.)

APPROVAL AND SIGNATURES:

CREDIT SUMMARY:

Student _____ Date _____
 Major Professor _____ Date _____
 Member _____ Dept _____ Date _____
 Member _____ Dept _____ Date _____
 Member _____ Dept _____ Date _____
 Member _____ Dept _____ Date _____
 Department Administrator _____ Date _____
 Vice Provost for Research and Graduate Studies _____ Date _____

<p>Master's Students</p> <p>500 level (do not include thesis) _____ 400 level _____ 300 level _____ Thesis (not to exceed 10; may be less depending on departmental policy) _____ TOTAL _____</p>	<p>Doctoral Student</p> <p>500 level (do not include dissertations) _____ 400 level _____ 300 level _____ Dissertation (not to exceed 45; may be less depending on departmental policy) _____ TOTAL _____</p>
---	---

A copy of this form, after approval by the Vice Provost for Research and Graduate Studies, will be returned to each person listed above via campus mail.

All UI courses, whether they are listed on this study plan or not, are entered on the official transcript and are used to calculate the official grade point average.

All transfer courses must be converted to semester credits.

For all students entering after Summer 1991, credits can be transferred to UI, with the consent of the student's committee and the vice provost for research and graduate studies, only if the institution from which the course credits are being transferred has a graduate program in the course's discipline or, should there be no graduate program in the course's discipline, if an exception has been granted by the vice provost. Transfer credits are subject to all other Graduate College rules and regulations.

It is suggested that a Study Plan be filed as soon as possible in order for the department and the College of Graduate Studies to determine if the student is meeting all rules and regulations.

Courses taken for professional development are not allowed to be used toward graduate degrees at the UI.

Listed below are the general regulations of the College of Graduate Studies. Departments may establish more stringent regulations. Consult the Graduate Bulletin for specific degree requirements.

MASTER'S DEGREES

Unless otherwise specified in a program description, all master's degree programs require a minimum of 30 credits in courses numbered 400 and above; 300-level courses may occasionally be permitted outside the major field. Credit in course 500 (Research and Thesis) cannot be counted toward the minimum of 30 credits for a nonthesis master's degree. No more than a maximum of 10 credits in course 500 (Research and Thesis) can be used to fulfill master's degree requirements.

In master's programs requiring 36 or fewer credits, as many as 12 credits earned in another school, through correspondence study, or while in nonmatriculated status at UI may be included; in master's programs requiring more than 36 credits, as many as a third of the credits may be earned in another school, through correspondence study or while in nonmatriculated status at UI. The student's department may set a lower limitation.

All credits submitted to meet the requirements for a master's degree, except the Master of Fine Arts degree, must have been earned within the eight consecutive years immediately preceding the academic session in which the degree is completed. The Master of Fine Arts programs have a six year limit.

The MFA degree requires a minimum of 60 credits beyond the bachelor's degree. Of these, at least 36 credits must be at the 500-level; the remainder may include 400-level courses in the major and 300- and 400-level courses in supporting areas. A maximum of 10 credits in course 500 (Research and Thesis) may be used to fulfill degree requirements.

DOCTORAL DEGREES

A minimum of 78 credits beyond the bachelor's degree is required; of these, at least 52 credits must be in courses numbered 500 and above, and at least 33 of the 78 credits must be in courses other than 600 (Research and Dissertation). Courses numbered below 300 may not be used to fulfill the requirements for a doctoral degree; courses 300-399 may be used only in supporting areas.

At least 39 of the 78 required credits must be in UI courses while matriculated in the College of Graduate Studies.

Of the credits submitted to satisfy the requirements for a doctoral degree, a maximum of 30 may be more than eight years old when the degree is conferred, provided the student's committee and department determine that the student has kept current in the subjects concerned. All other degree requirements must be completed no later than five years after the date on which the candidate passed his or her preliminary or general examination.

Item 5. Graduate Program / Committee Change Form

This form is used to make changes that may become necessary in (a) the make-up of DOC or (b) the Study Plan. These changes must have the approval of the major professor and may be required to also have the approval of other members of DOC. It is approved by the appropriate administrators before it becomes final.

GRADUATE PROGRAM/COMMITTEE CHANGE

NAME _____ ID _____ DATE _____

DEGREE _____ MAJOR _____

Transfer credit policy for students entering after Summer 1991: Credits can be transferred to UI, with consent of the student's committee and the vice provost for research and graduate studies, only if the institution from which the course credits are being transferred has a graduate program in the course's discipline or, should there be no graduate program in the course's discipline, if an exception has been granted by the vice provost. Transfer credits are subject to all other Graduate College rules and regulations.

CHANGE IN STUDY PLAN

Add the following courses:

<u>Course No.</u>	<u>Title</u>	<u>Credits</u>	<u>Semester</u>	<u>Institution</u>
-------------------	--------------	----------------	-----------------	--------------------

Delete the following courses:

<u>Course No.</u>	<u>Title</u>	<u>Credits</u>	<u>Semester</u>	<u>Institution</u>
-------------------	--------------	----------------	-----------------	--------------------

CHANGE IN COMMITTEE MEMBERSHIP

Add the following member(s):

Name _____ (Typed or printed)	Signature _____	Department _____
----------------------------------	-----------------	------------------

Name _____ (Typed or printed)	Signature _____	Department _____
----------------------------------	-----------------	------------------

Remove the following member(s):

Name _____ (Typed or printed)	Signature _____	Department _____
----------------------------------	-----------------	------------------

Name _____ (Typed or printed)	Signature _____	Department _____
----------------------------------	-----------------	------------------

REQUIRED SIGNATURES:

SIGNATURES, IF REQUIRED BY DEPARTMENT:

Student Signature

Committee member Dept. _____

Major Professor

Committee member Dept. _____

FWR Grad Program Director

Committee member Dept. _____

Vice Provost for Research and Graduate Studies

Item 6. Report of Preliminary Examination and Advancement to Candidacy

This form is used once the student has completed the Preliminary Examination (all, or nearly all, courses have been taken). The form is further used to indicate whether or not the student is to become an official candidate for doctoral studies (prior to the successful completion of the preliminary examination, the student is not considered an official candidate for doctoral degree).

This form is signed by all members of DOC and indicates how the DOC members voted as to whether the student passed or failed the examination.

REPORT OF PRELIMINARY EXAMINATION AND ADVANCEMENT TO CANDIDACY

INSTRUCTIONS: The Major Professor will return this form to the College of Graduate Studies after the completion of the examination and acquisition of the signatures.

REPORT OF PRELIMINARY EXAMINATION

I.D.# _____

We, the undersigned committee, find that _____ Student Name

a candidate for the degree of _____ with a major in _____

(check one) _____ did pass the preliminary examination

_____ did not pass the preliminary examination

that was given on _____ Date

Check here if opinion is in the majority

Committee members' Signatures

Check here if opinion is in the minority (state reason below)

If opinion was in the minority, please state reason below.

ADVANCEMENT TO CANDIDACY

The above named student (check one) _____ should be Advanced to Candidacy

_____ should not be Advanced to Candidacy

If the student should not be advanced to candidacy, please state reason below.

Major Professor Date

Departmental Administrator Date

Vice Provost for Research and Graduate Studies Date

Registrar's Office copy

Item 7. Announcement of Proposal Presentation

The attached is an example of the standard announcement that is distributed to the faculty and graduate students. It is intended as an invitation to faculty and students to attend and ask questions. This meeting is to present the research proposal and receive suggestions.

Attendance by members of DOC is required in this meeting.

Proposal Presentation

Visitor Profile and Use Estimation of the Craig Mountain Management Area

by

M.S. Candidate Randy S. Griffith

**Thursday February 16
FWR Room 200 3:30 p.m.**

Major Professor: Dr. Edwin Krumpe

**FACULTY AND GRADUATE STUDENTS
ARE INVITED TO ATTEND**

FWR Graduate Programs Office



Item 8. Request to Proceed with Final Defense of Dissertation

This form is required to ensure that the review process on the dissertation has properly been completed by the major advisor and other members of DOC. It is signed by members of DOC once the members are satisfied that the draft dissertation is ready to proceed to final defense examination.

Request to Proceed with Final Defense of Thesis/Dissertation

Instructions: Complete and return this form to the Graduate School. You will then be given the "FINAL DEFENSE REPORT" form that the committee will use to indicate the results of the defense. Doctoral candidates must do this 10 working days prior to the defense. There is no time restriction for Master's candidates.

NAME OF STUDENT _____

DEGREE _____ MAJOR _____

The thesis/dissertation of the above named student was reviewed in rough draft form by each committee member as indicated by the signatures and dates shown below, and permission is hereby given to schedule the final defense.

MAJOR PROFESSOR _____

COMMITTEE MEMBER _____

TITLE OF THESIS/DISSERTATION _____

LOCATION OF DEFENSE _____

DATE OF DEFENSE _____

TIME OF DEFENSE _____

Item 9. Academic Petitions Form

The attached form is used if the student and the major advisor are seeking exceptions to established policies. Once completed, it is submitted to the Graduate Council through the Dean of the Graduate School. Additional sheets may be added, if necessary, to articulate the reasons for seeking the exceptions.

University of Idaho
ACADEMIC PETITIONS COMMITTEE

Date _____

Directions:

- Complete form (be specific and concise)
- Obtain adviser and dean signatures
- Pay petition fee at the cashier's window
(Administration Annex)
- Return petition to academic dean's office

Address _____

Phone _____

TO THE ACADEMIC PETITIONS COMMITTEE:

I, _____ ID Number _____

Degree _____ with Major in _____

petition to have the following university regulation waived:

for the following reasons: _____

Student's signature: _____

Adviser's signature: _____

Dean's signature: _____

Comments:

Committee Action:

Note: Approval of this petition indicates the granting of permission for a specific action. Any required supporting documents (e.g., drop/add card, extension-of-incomplete card) must be attached to this petition.

Students who are petitioning to register after the deadline should complete this page:

1. What actions did you take to register by the deadline?

2. If you did not have the money to register by the deadline, what actions did you take to obtain the necessary funds?

The following course instructors will allow me to register for these courses:

Date Began to Attend	Course Abbrev	Course Number	Course Title	Credit Hours	Instructor's Signature	Date Signed

Item 10. **Doctoral Dissertation Approval Form**

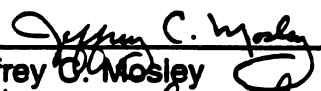
This approval form appears in the front of all dissertations indicating that it has been approved by the major professor, other members of DOC, and the appropriate administrators. These approvals are given only after all revisions and modifications have taken place and the dissertation is completely finished.


**AUTHORIZATION TO SUBMIT
DISSERTATION**

This dissertation of Timothy H. Tear submitted for the degree of Doctor of Philosophy with a major in Forestry, Wildlife, and Range Sciences, and titled "Foraging Strategies, Social System, and Viability Analysis: The Development of a Reintroduced Arabian Oryx Population," has been reviewed in final form and approved, as indicated by the signatures and dates given below. Permission is now granted to submit final copies to the Graduate School for approval.

Major Professor  Date 9 Nov '94
Ernest D. Ables

Committee Members  Date: 9 Nov '94
Edward. O. Garton

 Date 9 Nov '94
Jeffrey C. Mosley

 Date 9 NOV '94
J. Michael Scott

Department Administrator  Date 9 Nov '94
Ernest D. Ables

Discipline's College Dean  Date 10 Nov '94
A. A. Moslemi

Final Approval and Acceptance by the College of Graduate Studies

_____ Date _____
Jean'ne M. Shreeve

Item 11. Final Defense Report

This form is used upon the completion of the final defense examination by the members of Doctoral Oversight Committee (DOC). The DOC could have as many as five (5) members all of whom must sign the form and indicate whether they are in the majority or minority position.

Date: _____

ID# : _____

FINAL DEFENSE REPORT

INSTRUCTIONS: The Major Professor of the candidate's committee will return all copies of this report form to the College of Graduate Studies as soon as possible following the student's defense.

We, the undersigned committee, find that _____
Student Name

a candidate for the degree of _____ with a major in _____.

(check one) _____ did pass the defense
_____ did not pass the defense

that was given on _____
Date of Defense

THESIS/DISSERTATION TITLE: Please type the title of the thesis/dissertation as it should appear on the official transcript.

Check here if opinion is in the majority

COMMITTEE MEMBERS
(signature required)

Check here if opinion is in the minority
(State reason below)

Name: _____

Name: _____

Name: _____

Name: _____

Name: _____

If opinion was in the minority, please state reason:

REMINDER: All IP grades need to be changed to letter grades at the Registrar's Office prior to the student's graduation.

COLLEGE OF GRADUATE STUDIES OFFICE USE ONLY

The thesis/dissertation was approved on _____ Signature: _____

REGISTRAR'S OFFICE COPY

4-83

Item 12. Position Descriptions and Form

The attached has been taken from the University of Idaho's policy handbook on position descriptions. In addition, the form used each year by the faculty and the administration is also enclosed. This form could readily be modified to reflect CATIE's circumstances.

4630

POSITION DESCRIPTIONS

A. GENERAL. A statement establishing the specific responsibilities of each faculty member is prepared at the beginning of each contract year (academic or fiscal, as the case may be). Position descriptions serve a variety of important functions; in particular, they constitute the essential frame of reference in annual performance evaluation of faculty members [see 4745 A-2], periodic review of tenured faculty members [see 4515], and consideration of faculty members for tenure and promotion [see 4510, 4520, and 4522]. (Because annual evaluations normally occur early in the calendar year and cover the preceding calendar year, they are typically based on two position descriptions—one pertaining to the first half of the current contract year and one pertaining to the second half of the preceding contract year.)

B. PROCEDURE.

B-1. Early in the academic year (with a due date announced by the provost) each faculty member's position description is recorded on a form that provides for the classification of responsibilities in conformity with the statewide reporting system. A copy of this form is appended to this section. (An alternate form is available for use when the position description is perceived by the faculty member, departmental administrator, and dean to be exactly the same as for the preceding contract year.)

B-2. The form should be filled out by or under the supervision of the departmental administrator, signed by the faculty member, approved by the dean, and sent to the Office of Academic Affairs.

B-3. When the faculty activity audit is completed in the spring, the departmental administrator should compare the data obtained for each faculty member with the corresponding position description. Perfect agreement between the position description and the record of actual performance is not necessarily expected, but it is desirable that any discrepancy between them be as small as is feasible.

(Form on next two pages)

**CURRENT FACULTY POSITION DESCRIPTION
FOR ANNUAL PERFORMANCE REVIEW**

Date _____

Department _____

Name _____

Position: Title/Rank _____

Appointment: Academic Year _____ Fiscal Year _____ Other _____

Full Time _____ Half Time _____ Other _____

Tenure Status: Nontenured _____ Year Tenured _____

RESPONSIBILITIES**1. Instruction**

Percentage of Time _____

Major Emphasis _____

Minor Emphasis _____

Instructional Load (credit hours per semester) _____

Describe _____

Additional Instructional Responsibilities _____

Undergraduate _____

Graduate _____

2. Research

Percentage of Time _____

Describe _____

3. Advising

Percentage of Time _____

Advising Responsibilities

Undergraduate - (approx. no. of advisees) _____

Graduate - Major Professor (approx. no.) _____

Other Service to Students (organization/program advisers, master's/
doctoral committees, counseling, etc.) _____

Describe _____

Page Two

4. Public Service

Percentage of Time _____

Describe _____

5. Administration

Percentage of Time _____

Describe _____

6. Other Support

Percentage of Time _____

Describe _____

Signature of Departmental Administrator

AUTHENTICATION

1. Incumbent Faculty Member:

I agree that this is a reasonable definition of my responsibilities to the University of Idaho for the current contract year.

Signature of Faculty Member

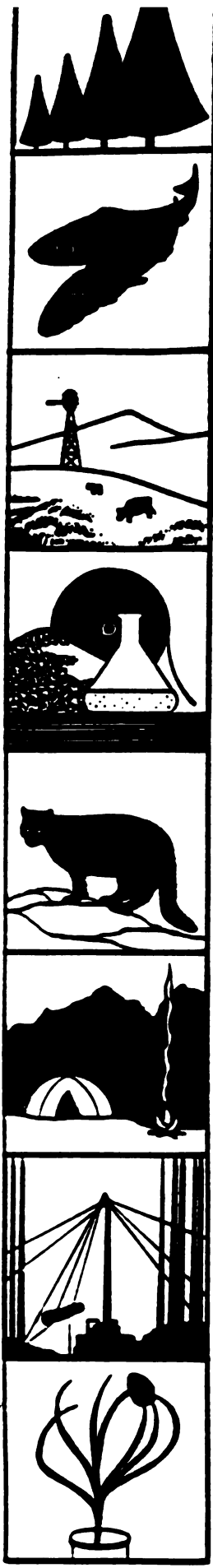
2. Approval of College Dean:

Signature of Dean

(Attach any modifications of items above.)

Item 13. Graduate Student Guide

This Guide is issued by the College of Forestry, Wildlife and Range Sciences periodically. It contains helpful information for graduate students.



1992-94

GRADUATE STUDENT GUIDE

**College of Forestry,
Wildlife
and
Range Sciences**

FWR Graduate Programs Office

COLLEGE OF FORESTRY, WILDLIFE AND RANGE SCIENCES

**DEAN AND DIRECTOR OF FWR EXPERIMENT STATION, Dr. John C. Hendee
FWR Room 201, (208) 885-6442**

**ASSOCIATE DEAN FOR ACADEMICS AND CONTINUING EDUCATION, Dr. Ernest
D. Ables
FWR Room 201, (208) 885-6441**

**ASSOCIATE DEAN FOR RESEARCH AND ASSOCIATE DIRECTOR, FWR
EXPERIMENT STATION, Dr. Leon F. Neuenschwander
FWR Room 201, (208) 885-6442**

**DIRECTOR, GRADUATE PROGRAMS, Dr. Ali A. Moslemi
FWR Room 102, (208) 885-6126**

**FISH AND WILDLIFE RESOURCES DEPARTMENT, Dr. George W. Klontz, Head
FWR Room 104, (208) 885-6434**

**FOREST PRODUCTS DEPARTMENT, Dr. Leonard Johnson, Head
FWR Room 102, (208) 885-6126**

**FOREST RESOURCES DEPARTMENT, Dr. Joseph Ulliman, Head
FWR Room 204, (208) 885-7611**

**RANGE RESOURCES DEPARTMENT, Dr. Kendall Johnson, Head
FWR Room 205, (208) 885-6536**

**DEPARTMENT OF RESOURCE RECREATION AND TOURISM, Dr. John Hunt, Head
FWR Room 19, (208) 885-7911**

August 17, 1992

To the FWR Graduate Student:

Welcome to the College of Forestry, Wildlife and Range Sciences (FWR) at the University of Idaho. We are proud of the educational and research programs in our college, and we look forward to your participation in our work on natural resource problems and solutions.

This Student Guide has been prepared with the objective of answering many of the questions you may have, especially during the early weeks and months of your stay with us. It is important to note that individual departments may have additional requirements for students in their departments. Make sure to check with the Department Head for information regarding such additional requirements.

We are a source of help and guidance, especially with difficulties that have not been resolved by visits with your major adviser and respective department heads. Our phone number is (208) 885-9402, and our office is located in FWR Room 102.

We are pleased you are here with us.

Sincerely,

**A. A. Moslemi, Professor
Director, Graduate Programs**

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GRADUATE STUDENT GUIDE COLLEGE OF FORESTRY, WILDLIFE AND RANGE SCIENCES

INTRODUCTION

This guide has been prepared by the College of Forestry, Wildlife and Range Sciences to supplement the Graduate Bulletin (issued by the College of Graduate Studies). It includes general information and regulations pertaining to graduate studies at the University of Idaho, as well as information pertaining to students in this college.

An applicant is not admitted to a degree program without the concurrence of at least one faculty member who accepts the responsibility of major program adviser. If the applicant's interests are multiple and more than one professor accepts the candidate, the major adviser should be selected during the first semester of the student's program. Check with Dr. Moslemi if you need assistance.

A graduate student is expected to perform independent work and to exhibit individual responsibility in planning and conducting a program of study. The student, not the adviser, is responsible for meeting all deadlines. The student is urged to study carefully the deadlines noted in the calendar in the Graduate Bulletin (available from the College of Graduate Studies) and Time Schedule (available from Registrar's Office) for the current academic year. In consultation with the major adviser and the advisory committee, the student should prepare a study plan for the entire program as soon as possible after beginning the program. The student's educational objectives should be well-defined, and, if possible, a tentative schedule of courses should be selected before he or she sees the adviser. The College of Graduate Studies administers all graduate programs. Approval for registration, degree, thesis (Master of Sciences) or dissertation (Doctor of Philosophy) completion and petitions must be obtained from the Dean of the College of Graduate Studies.

ACADEMIC ADVICE AND INFORMATION

Relationship With Your Adviser

It is important that you maintain a friendly but professional relationship with your adviser. Advisers want you to be productive and successful during the course of your graduate studies. Many have extensive experience in working with graduate students and rely on that experience to assist you in making your graduate education rewarding.

In addition to providing advice, often the adviser is contacted when you apply for a job. Good recommendations are important factors in determining whether a person is selected for a given position.

It is best to try to resolve any problems that may develop with your adviser. If that is not possible, you should contact the appropriate department head to seek the resolution. The director of graduate programs should be contacted if attempts to resolve the matter with the adviser and the department head have not been successful.

Registration

Registration materials are prepared in the Registrar's Office when students are officially accepted. You should receive a letter from the Admissions Office indicating whether your acceptance is final or tentative. If you have tentative acceptance, you will also be notified as to the requirements for final acceptance.

Consult with your major professor to select a schedule of courses. Computer registration is encouraged. If you have preregistered by computer, you will be notified by mail of your total payment due. You must remit a payment by August 15 or you will be purged from classes and will be required to reregister and pay a \$50 late registration fee. Residual registration will take place from 9 a.m. to 4 p.m. Friday, August 21, by telephone or computer. A correction supplement (available from the Registrar's Office) is circulated prior to registration, specifying classes canceled or added, as well as other revised information. It is very important to check this supplement. A correction sheet for the College of FWR classes is available from the Dean's Office (FWR Room 201).

Full-time Load

A student is considered to be engaged in full-time study when registered for nine credits of courses and/or thesis work. Instructional or graduate assistants are considered full-time students and are limited to an average of 12 credits a semester, not including audited courses. Normally a full-time academic load for a graduate student who is not an instructional or graduate assistant is considered to be 12 to 15 credits a semester. Special permission from the Associate Dean of the College of Graduate Studies is necessary to take more than 16 credits.

Registration Requirement

Graduate students engaged in any activity requiring faculty time or use of UI equipment or facilities must register for the number of credits appropriate to the activity. Students engaged in any phase of research, such as writing a paper, a thesis, or a dissertation, must register for such work in a credit amount reflecting the effort required, even though the minimum research requirements may have been completed. This requirement applies whether the student is doing the work on- or off-campus.

A student must be registered at UI for an appropriate number of credits in the major field during the term in which his or her requirements are completed (including

the acceptance of the thesis or other terminal project and the taking of final examinations).

DEGREE PROGRAMS

Master of Science

Credit Requirements. The minimum program consists of 30 credit hours, of which 18 credits must be 500-level courses. See the Graduate Bulletin for additional credit requirements. It is often necessary to take more than the minimum number of credit hours to attain educational objectives, to meet prerequisite requirements for other courses, or to satisfy deficiencies within a field of study.

Both thesis and nonthesis options are offered. The thesis option requires the completion of a thesis (course number 500) which is the result of original work carried out by the student under the supervision of the major adviser and the graduate advisory committee. The nonthesis option does not require the completion of a thesis; however, the completion of an agreed upon project and/or professional paper (course number 599) is a requirement. Study programs in both options are tailor-made to the student's individual needs and the availability of courses at the University, and jointly developed by the student and the major adviser in consultation with the student's graduate advisory committee.

Appointment of a Graduate Advisory Committee. Before the beginning of the second semester of an M.S. program, a graduate advisory committee consisting of at least three faculty members should be appointed for both thesis and nonthesis options. The committee structure must include the major adviser, one member from the major field of study, and one member from a supporting field. The functions of this committee are to: 1) aid the student in developing a study plan, 2) advise and evaluate performance throughout the program, and 3) review the thesis (for thesis option) or the professional paper (for the nonthesis option).

Preparation of Study Plan. The study plan is a listing of courses to be taken during the graduate program. It is prepared by all graduate students. Careful thought should be given to the focus and objectives for the student's graduate program. A completed study plan form and a form for the appointment of the major professor are to be filed in the College of Graduate Studies Office well before the end of a graduate student's second semester, but preferably during the first semester. After the initial graduate advisory committee meeting and approval of the study plan, the student should meet with his/her committee at least once every six months to review progress of coursework and research. Committee approval of a written research proposal is required of all graduate students in the M.S. thesis option.

Thesis. In general, a thesis is a scholarly report describing the development and testing of a hypothesis by the scientific method, and demonstrating originality and creativity by the student. A student in the thesis option must submit a thesis or publishable manuscript(s) at the discretion of the candidate's graduate advisory committee. Thesis research may be prepared as a publication. However, the report submitted to the department and to the College of Graduate Studies prior to graduation must be formatted according to the Graduate Handbook guidelines for a thesis. A maximum of 10 credits of Research and Thesis (course number 500) can be counted toward the 30-credit requirement. Normally, 6-9 credits are granted for an M.S. thesis or publishable manuscript(s).

Nonthesis Papers (professional papers). One or more papers or projects may be required for the nonthesis student. A Professional Paper may use completion, library research, critical analysis of other work, application of theory or conceptual model to existing problems, or experimental or descriptive approaches to problem analysis. Normally, 3-5 credits of Research (course number 599) are granted for the paper(s). Credits for Research and Thesis (course number 500) are not acceptable in the nonthesis program.

Public Presentation of Research. Students in the thesis option nearing completion of their graduate program are required to present the results of their research in a forum open to students and faculty. This requirement can be fulfilled in a departmental seminar or at the final oral examination (see below).

Exams. A final examination is required for both thesis and non-thesis options, and is administered by the student's graduate advisory committee. This examination must be taken during the final semester in residence. The student must be registered for at least one credit of Research and Thesis 500 (thesis option) or Research 599 (nonthesis option). The final examination should not be scheduled until the major adviser has approved a complete version of the thesis or professional paper and the other graduate advisory committee members have expressed satisfaction with the draft document. A copy of this draft must be given to each committee member at least one week prior to the final examination. (The final draft of the thesis is prepared after the final examination, and incorporates changes suggested by the committee.)

The format of the final examination should be agreed upon beforehand by the student and the graduate advisory committee. For students in the thesis option, an oral examination or "thesis defense" is required. All of the student's advisory committee members must be present for the exam. If any member is unable to attend, special rules apply (check with the College of Graduate Studies). Students in the nonthesis option generally take an oral comprehensive examination. An announcement of the date, time, place, and subject of the examination shall be made to all FWR faculty and students. All FWR faculty may attend. Students and others may be invited to the oral examination at the discretion of the student and the major adviser. Thesis defenses

typically begin with a 30-40 minute formal slide presentation of research findings. If the exam is open to faculty and students, this presentation can be used to fulfill the requirements for public presentation of research (see above).

At the discretion of the graduate advisory committee, a written examination may be given in addition to (and generally prior to) the thesis defense, or instead of an oral comprehensive examination for students in the nonthesis option. Written exams are composed of questions submitted by the committee and, at the discretion of the committee, other instructors from whom the student has taken significant courses. The format of questions from individual faculty members is flexible. However, the entire written examination should be completed within one working day.

Professionals, not employed by the University of Idaho, but working for companies or agencies, may be appointed to graduate advising committees. These individuals must first be appointed as "affiliate" faculty members by the University of Idaho. An affiliate faculty member who serves on a graduate advisory committee is normally considered to be a member from the major field of study.

Transition from Master's to Doctor's Program

A student who completes a master's degree in the College of Forestry, Wildlife and Range Sciences must reapply for admission if she or he wishes to begin a Ph.D. program in the College. The application material should include transcripts for the master's program, a copy of the thesis or professional paper, and other relevant documents.

Doctor of Philosophy

Credit Requirements. The Ph.D. degree has one designation -- "Forestry, Wildlife and Range Sciences." However, dissertation topics must be chosen from disciplinary areas within a department. A minimum of 78 graduate credit hours beyond the bachelor's degree, including the dissertation research, is required for the doctoral degree. Of these, at least 52 credit hours must be in courses numbered 500 or above, and at least 33 of the 78 credits must be other than 600 courses. It is also important to note that 39 of the minimum 78 credits must be in UI courses. Proficiency in a foreign language is not required by the College of FWR.

Appointment of Committee. A graduate advisory committee should be selected no later than the end of the second semester following registration in a doctoral program. This committee must include at least the major professor as chairman, a second member from the major department, one member from a minor or supporting area, and a member from outside the major and supporting fields. The functions of this committee are similar to those for the M.S. degree.

Qualifying Exam. A qualifying exam may be required to determine whether the student's background is adequate to enter a Ph.D. program and to ascertain the subject areas which the student needs to strengthen through appropriate courses. The exam may be written and/or oral.

Preparation of Study Plan. A study plan outlining the program of study to be carried out and in line with the student's career objectives must be completed. The special form required can be obtained from the College of Graduate Studies or the FWR Graduate Programs office. Committee approval of a written research proposal is required of all graduate students in the Ph.D. program. The student should meet with his/her committee at least once a year to review progress of the coursework and research.

Preliminary Exam. The preliminary exam ("Prelim") is scheduled after the student has completed the majority of the courses in the study plan. The exam is administered by the graduate advisory committee, all of whom must be present at the oral exam. The exam typically includes both written and oral portions. The format of the exam is agreed upon by the student and the advisory committee. Although the preliminary examination is usually closed, other faculty members may be invited to participate at the discretion of the advisory committee and the student. Subsets of written questions from committee members and others may take up to a day to complete, and the entire written portion of the exam generally takes no more than 3-5 working days to complete. The oral portion of the exam takes place no later than one month (4 weeks) after completion of the written exam. The written portion is normally evaluated by the committee prior to the oral exam and may be discussed with the student, but the student's performance over both written and oral parts of the exam is the basis for evaluating overall performance (passing/failing) on the preliminary examination. If the preliminary exam is failed, it may be repeated only once; the repeat examination must be taken within a period of not less than three months or more than one year following the first attempt. Upon successful completion of the prelim, the student is advanced to candidacy for the Ph.D. degree after which doctoral research normally begins.

Dissertation. A dissertation is required of all doctoral students. A significant level of originality and creativity must be displayed by the student in developing, carrying out, and writing the dissertation research project. As with an M.S. thesis, the dissertation may be written as an article, or articles, for submission to refereed journal(s), but copies for the College of Graduate Studies and the department must be formatted according to Graduate Handbook guidelines.

Final Exam. As in the M.S. program, the final examination is not scheduled until the major adviser has approved a complete version of the dissertation conforming to university format guidelines. Other members of the graduate advisory committee should also be satisfied with the document before an exam is scheduled. A copy of this draft of the dissertation should be given to each committee member at least ten days prior to the

final examination. Final revision of the dissertation typically follows the final exam. The final examination is oral and constitutes a defense of the dissertation. Other topics may be included if the committee desires. All members of the graduate advisory committee must be present for this examination. If any committee member cannot attend due to emergencies, special rules apply. (Check with the College of Graduate Studies.) The exam date, time, place, and subject must be announced through the College of Graduate Studies and College of FWR. All faculty are invited, with others attending at the discretion of the student and the major professor. The format of the final exam is agreed upon by the student and the advisory committee. If the exam is open to students and includes a formal presentation of research results, this presentation can be used to fulfill the departmental requirements for public presentation of research.

Copyright. Generally UI faculty, staff, and students shall retain all rights to copyright and publish works produced by them. Section 3540 of the University of Idaho Faculty-Staff Handbook states the policy in detail.

Completing the Thesis or Dissertation in Absentia. Based on considerable experience, the faculty discourages students from leaving the university before their theses or dissertations are completed. Unfortunately, finishing the work off-campus is often countered by job demands or family responsibilities. Refer to the Graduate Bulletin for maximum time limits for completion.

ORGANIZATION OF THE COLLEGE OF FWR

The College of Forestry, Wildlife and Range Sciences (FWR) is organized into five departments. Each department administers a Bachelor of Science and a Master of Science degree. There is one Ph.D. degree in the college, but doctoral candidates may specialize in a wide array of natural resource topics and are required to associate with a particular department. Each department has an elected head who is responsible for managing departmental affairs. The five department heads, the dean, the associate dean for academics, the associate dean for research, an elected faculty representative and two students (one undergraduate and one graduate) constitute the Executive Council, an advisory body to the dean on administrative matters.

The research function of the college is coordinated by the Idaho Forest, Wildlife and Range Experiment Station, housed within the college but created by a separate state law. The Cooperative Fish and Wildlife Research Unit and the Cooperative Park Studies Unit are joint federal-state-university units, staffed by federal employees who hold faculty appointments. The Wilderness Research Center is a university program housed and administered within the College of FWR. A Policy Analysis Group dealing with natural resources policy issues has also been established within the College of FWR.

Departments, heads and office numbers are as follows:

**FISH AND WILDLIFE RESOURCES DEPARTMENT, FWR Room 104,
(208) 885-6434**

Dr. George W. Klontz, Head.

FOREST PRODUCTS DEPARTMENT, FWR Room 102, (208) 885-6126

Dr. Leonard Johnson, Head

FOREST RESOURCES DEPARTMENT, FWR Room 204, (208) 885-7611

Dr. Joseph Ulliman, Head

RANGE RESOURCES DEPARTMENT, FWR Room 205, (208) 885-6536

Dr. Kendall Johnson, Head

DEPARTMENT OF RESOURCE RECREATION AND TOURISM,

FWR Room 19, (208) 885-7911

Dr. John D. Hunt, Head

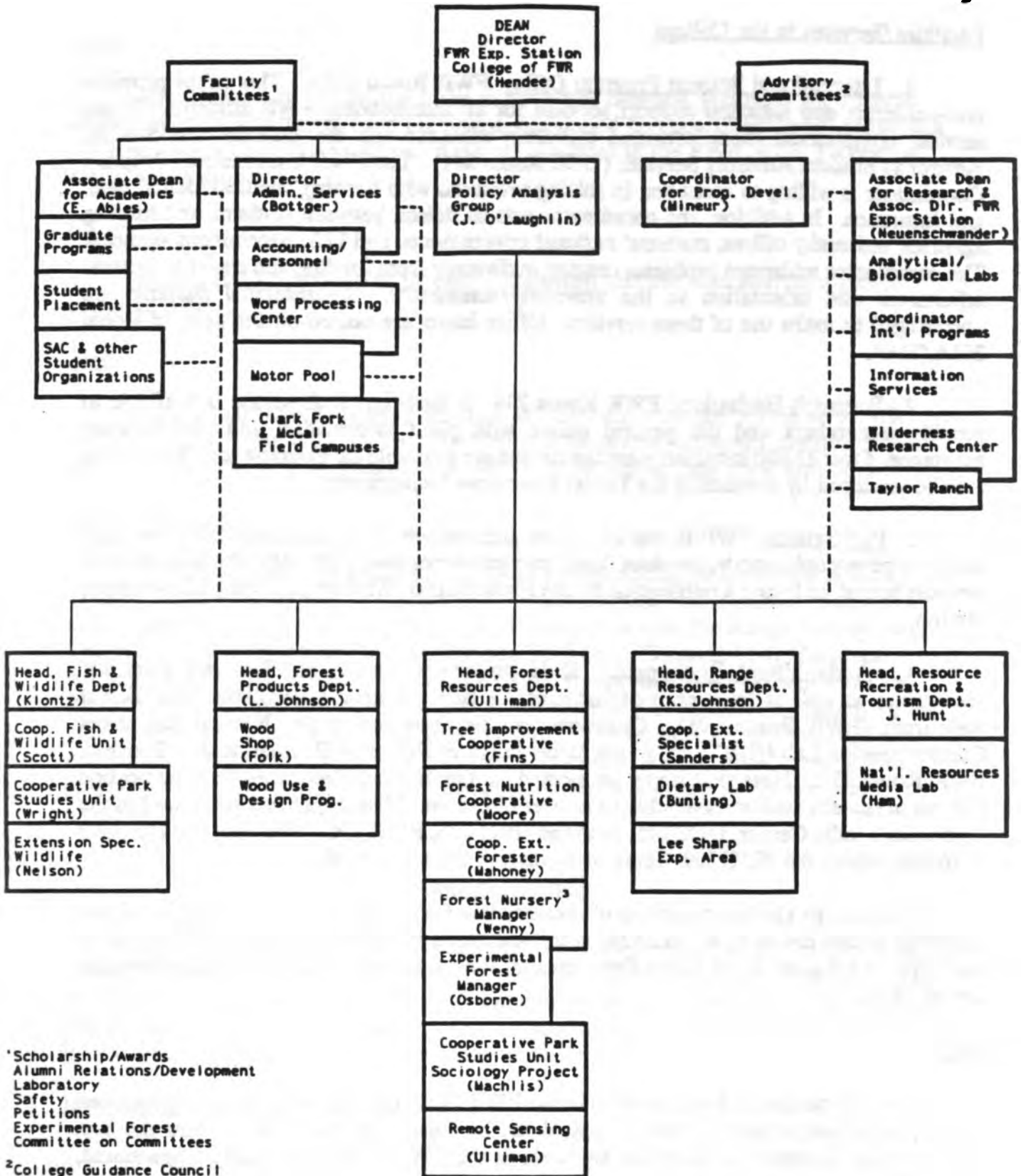
On the following page is an organizational chart for the FWR college which provides an outline of administrative units, programs, facilities, and individuals with respective responsibility.

The dean of the college is Dr. John C. Hendee. He is assisted by associate dean for academics and continuing education, Dr. Ernest Ables, and associate dean for research and international programs, Dr. Leon Neuenschwander. The director of FWR graduate programs is also a part of the dean's office operations.

Office of FWR Graduate Programs

Dr. Al Moslemi is director of graduate programs for the College of FWR. His office is located in FWR 102. The following services are available:

1. Graduate requirements and programs in the College of Forestry, Wildlife and Range Sciences.
2. Forms used by the College of Graduate Studies. Copies of the Graduate Bulletin and College of Graduate Studies Handbook are also available.
3. Schedule announcements of your thesis or dissertation defense.
4. A file of abstract and title pages for each student granted degrees from the College is maintained. You are required to leave a copy of your abstract and title page with this office when you graduate.
5. Graduate student files are located here as well as with each student's major professor.
6. Applications for admission as a graduate student in FWR are handled in this office.



¹Scholarship/Awards
Alumni Relations/Development
Laboratory
Safety
Petitions
Experimental Forest
Committee on Committees

²College Guidance Council
Forest Nursery Advisory
Wood Use & Design Steering Committee
McCall Field Campus Advisory Committee
Policy Analysis Advisory Committee

³Financial Management
Dean's Office

Facilities/Services in the College

1. **International Student Program Office**, FWR Room 216A. This office provides non-academic and logistical support services for all international FWR students. These services complement those provided university-wide through the International Student Adviser in Student Advisory Services (UCC Room 241). The FWR International Program Coordinator is willing to assist you in solving problems with housing, medical/dental care, and insurance. In addition, the coordinator acts as liaison between students and funding agencies, university offices, students' national governments, and U.S. government agencies. The coordinator addresses problems ranging in diversity from funding and travel to cultural adjustment and orientation to the university/community. International students are encouraged to make use of these services. Office hours are posted on the door of Room 201A/216A.

2. **Research Herbarium**, FWR Room 214. A part-time staff person is available to provide researchers and the general public with plant information and identification assistance. Over 15,000 mounted plant specimens are available for examination. Scheduling may be arranged by contacting the Forest Resources Department.

3. **Publications**, FWR Room 22. In the publications office, at reasonable prices, you can have photocopies made, graphics done, transparencies made, get help with editing, have a report bound, or locate a publication by the Idaho Forest, Wildlife and Range Experiment Station.

4. **Audio-Visual Equipment**. Slide projectors can be checked out from the Herbarium as well as from each department. A film projector is available from Forest Resources (FWR Room 204). Questions can be answered in the Natural Resources Communication Lab (NRC Lab) in the Department of Resource Recreation and Tourism, FWR Room 19C. Note that times are posted on the Natural Resources Communication Lab when student staff are available to answer questions. Videotapes can be viewed in the University Media Center, UCC 215, or in the NRC Lab, FWR 19C. You may call 885-7692 to inquire about the NRC Lab hours or to reserve time in the lab.

The college also has a number of research labs for use by students enrolled in related programs within the college. In addition to on-campus facilities, the college makes use of the 7,200-acre University of Idaho Experimental Forest, which is located 15 miles from the city of Moscow.

Keys

Should you need a key to a room in the FWR Building, you must get a memo written by your department head (or person designated by department head) requesting the key. A key deposit is required. Keys are available in the FWR Word Processing Department, Room 22.

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Carrels

Study carrels are assigned by each department and are allocated on a space-available basis.

Mail

Each department provides a mailbox for graduate students. **CHECK YOUR MAIL!** You may use inter-departmental mail envelopes for university business if you need to mail something to someone on campus or to Washington State University.

Student Organizations

Student activities in the college are coordinated through the Student Affairs Council, which is composed of officers of student clubs and organizations. Student organizations include: Society of American Foresters; Society for Range Management; The Wildlife Society; American Fisheries Society; Forest Products Club; Technical Association of Pulp and Paper Industry (TAPPI); Range Club; Idaho Recreation and Parks Society; and the Resource Recreation and Tourism Association. Xi Sigma Pi, the honorary forestry fraternity, has an active chapter. The Graduate and Professional Association (GPSA) is a recognized campus-wide student organization. Two student publications, The Idaho Forester and the Snag, are always interested in new staff members.

ASSISTANTSHIPS

Teaching and research assistantships are often awarded on a competitive basis. If a student begins a program of study for the M.S. or Ph.D. degree without funding, the student is expected, with assistance from the major adviser, to solicit funds for research. The primary responsibility of the student on a paid instructional or research assistantship is to the teaching or research requirements of the assistantship.

Instructional (Teaching) Assistantships

These assistantships are administered by the department. The stipends are awarded for an academic year or for a semester with the possibility of renewal. Full-

time teaching assistants on campus are expected to work in an instructional capacity an average of 20 hours per week during the period of appointment.

Research Assistantships

The selection process is conducted by each faculty member according to his/her individual research needs. The duration of the appointment is determined by the faculty member who awards the stipend. Most research assistants with stipends are expected to work in a research capacity an average of 20 hours per week during the appointment. Sick leave is accumulated at the rate of 1.848 hours per pay period, and annual leave is accumulated at the rate of 1.534 hours per pay period for a full-time assistantship (20 hours per week). Annual leave should be taken when mutually agreed upon between student and major professor.

Dissemination of Research Results

Students are strongly encouraged to actively participate in the dissemination of research results via publications and/or presentations of papers at professional meetings. Some major professors require this of their graduate students.

Authorship

The student is the sole author of the thesis or dissertation, but authorship of publications from this report is typically multiple. The credit for authorship of publications, i.e. first, second, or third, etc., should be clearly defined between the student and the major research adviser. The person(s) actively involved in proposal preparation, research design, implementation, and manuscript writing should be included as authors, with the order of authorship determined by the degree of involvement. Important factors to be considered when determining authorship include: whose original idea initiated the project; who sought out and procured the funding; who had primary administrative and advisory responsibility for the project; who carried it through; and who continued to provide ideas and leadership in the project.

Ownership of Research Information

All university-funded research records--reports, photographs, data, etc.--are the property of the University of Idaho and cooperating research sponsors. This information must remain with the university. Students are permitted access to and may have copies of this information.

THE UNIVERSITY

Sources of Information

1. **Argument**, the UI student paper, printed twice a week, is distributed in the college. It offers information on issues affecting students and lists weekly student activities.
2. **Snag**, the college's bi-weekly newsletter, is edited by students, with columns written by students and faculty. Regular items on graduate programs appear in this publication under the heading "Grad Corner." Read the **SNAG!**
3. **University of Idaho Register**, a weekly publication for the faculty, contains a weekly calendar of events at the university.
4. **Communique**, printed quarterly by the College of Graduate Studies, informs graduate students of changes in requirements, upcoming deadlines, and other information pertinent to graduate students.
5. **Alumni News**, a bi-annual tabloid-size newsletter, contains alumni, student, and faculty news and communications from the college's administration.
6. **Focus** is the annual report of the Idaho Forest, Wildlife and Range Experiment Station. It contains research briefs and lists of faculty and their publications and current research projects.
7. **Synthesis**, published three times yearly, is a newsletter directed primarily toward professionals in renewable natural resources. It contains articles about research, new developments in the college, faculty achievements and publications, and new publications of the Idaho Forest, Wildlife and Range Experiment Station.
8. **The Idaho Forester: A Magazine of Natural Resources** is an award-winning student publication that features articles written by students and faculty. It is a chronicle of the academic year and informs students in natural resource professions about academic and "real world" issues that will challenge them in the future.
9. **Bulletin boards** in the FWR Building and around campus are another source of information. A bulletin board specifically for graduate students is located on the second floor by the southeast door and in the graduate carrel room.

Medical and Health Information

The University of Idaho Student Health Center provides medical personnel and facilities for student health care. Each regularly enrolled student is eligible to use these facilities during the semester in which he/she has paid the registration fee.

Optional health and accident insurance is offered at reasonable cost and can be purchased at the time of registration each semester, or at any time after that from Student Health Service. This insurance provides coverage for the full calendar year (12 months).

International students must either purchase optional health and extended accident insurance or document coverage by equivalent insurance as part of their obligation to establish proof of financial responsibility for expenses incurred while attending the university.

University Research Office

This office is located in Morrill Hall Room 111A. Although the UI Research Office does not handle financial aid, it does receive information about grants for graduate students. The leaflet URO NEWS (University Research Office) is distributed periodically giving information about grant programs.

Library Resources

The University of Idaho Library contains a collection of books, magazines, documents, maps, newspapers, and other materials, including some from foreign countries. It is organized on a subject division plan according to the classification method of the Library of Congress. The library has several types of study facilities, private study tables, and seminar rooms.

Cooperative arrangements have been made between Washington State University (WSU) and the University of Idaho so that materials at the WSU library may also be used by UI students.

The Moscow Public Library is located at 110 South Jefferson Street and is available to all University students.

Computers

Computer facilities include mainframe terminal services and microcomputer laboratory services. Computer terminals are located in the basement of the FWR Building, Room 11A.

Student computer facilities available campus-wide are listed on pages 18 and 19. Rates charged for the university mainframe computer vary according to the time of day and time of year.

STUDENT HOUSING

The university offers on-campus housing arrangements for graduate students, both married and single. For married students, the university currently operates several housing units, some of which are unfurnished. Contact the Family Housing Office for more information. There is usually a waiting list for these units, and the selection of tenants is on a "first-come first-served basis."

For single students, rooms with cooking facilities are available in the Alumni Residence Center. A graduate residence hall, Shoup Hall, is for men over 21, graduate students and international students. A limited number of single-resident units with kitchenettes will be available this fall in the new Graduate Student Residence facility. These accommodations are open to graduate, law and medical students at the university. Current information on facilities may be obtained from the Director of Housing, Wallace Complex, phone (208) 885-6571, fax (208) 885-6606.

Additional housing is available in Moscow and the surrounding area. The ASUI Housing Referral Office is located in the Student Union Building, University of Idaho. Make arrangements early for off-campus housing for fall semester.

ADDITIONAL FINANCIAL AID

Scholarships.

Several fellowships, scholarships, and assistantships are available to graduate students in the College of Forestry, Wildlife and Range Sciences. Refer to the College Scholarship Bulletin (available in departments) for details.

Irregular Help (IH).

Research funds are often available for employing students on an hourly basis to assist with data collection and analyses. The extent and duration of these funds are determined by the individual researcher.

Work Study.

Funds are available for qualified students through the University Financial Aid Office. The student is awarded a defined amount of money which is paid by hourly

wages earned while working at various jobs on campus. The awarding of funds is administered by the Office of Student Financial Aid.

Financial Aid Office.

The Office of Student Financial Aid is located in the south end of the SUB (Student Union Building). Their phone number is (208) 885-6312 and their fax number is (208) 885-5592.

Questions?

The office of the Director of Graduate Programs, the College of Graduate Studies and the University Bulletin are excellent sources for answers to many of your questions. They may be reached by phone at (208) 885-9402 or by fax at (208) 885-6226.

PLEASE NOTE: We update this publication bi-annually. However, changes occur in academic regulations and other matters from time to time during the year. You are encouraged to check with the FWR Graduate Programs Office or the College of Graduate Studies on the latest changes.

GUIDELINES SPECIFIC TO THE DEPARTMENT OF FOREST RESOURCES

These guidelines are for students in M.S. or Ph.D. programs in Forest Resources without forestry-related undergraduate degrees.

Students entering an M.S. or Ph.D. program without forestry-related undergraduate degrees are expected to satisfy the following:

Students should complete 6 units in each subject area listed in I, II and III below. Courses listed are for guidance only. Specific courses will be designated by the major professor. Such courses should generally be considered deficiencies, but exceptions could be made with the concurrence of the student's graduate committee.

- I. Quantitative Methods**
 - ApSt 251 Principles of Statistics**
 - FOR 374 Mensuration**
 - FOR 476 Forest Investment Analysis**
 - FOR 477 Forest Harvest Scheduling**
 - FOR 494 Models for Resources Decisions**

- II. Biological/Ecological Relationships**
 - WLF 390 Principles of Fish & Wildlife Ecology**
 - FOR 221 Forest Ecology**
 - FOR 320 Dendrology**
 - FOR 367 Fire Control (one Protection course), or**
 - FOR 464 Forest Pathology, or**
 - FOR 467 Forest Entomology**

- III. Management Techniques**
 - FOR 324 Silviculture**
 - FOR 383 Economics of Conservation**
 - FOR 484 Forest Policy and Administration**
 - FOR 430 Forest Engineering and Harvesting**

Seminar

One credit of 500-level seminar is required of all Forest Resources graduate students. FOR 501 Seminar is recommended.

Item 14. Student Publication "The SNAG"

This publication is prepared and published by the students in the College of Forestry, Wildlife and Range Sciences at the University of Idaho. As you note, on pages 4 and 5, it carries an item under "GRAD CORNER" containing information of specific interest to graduate students.

The Snag

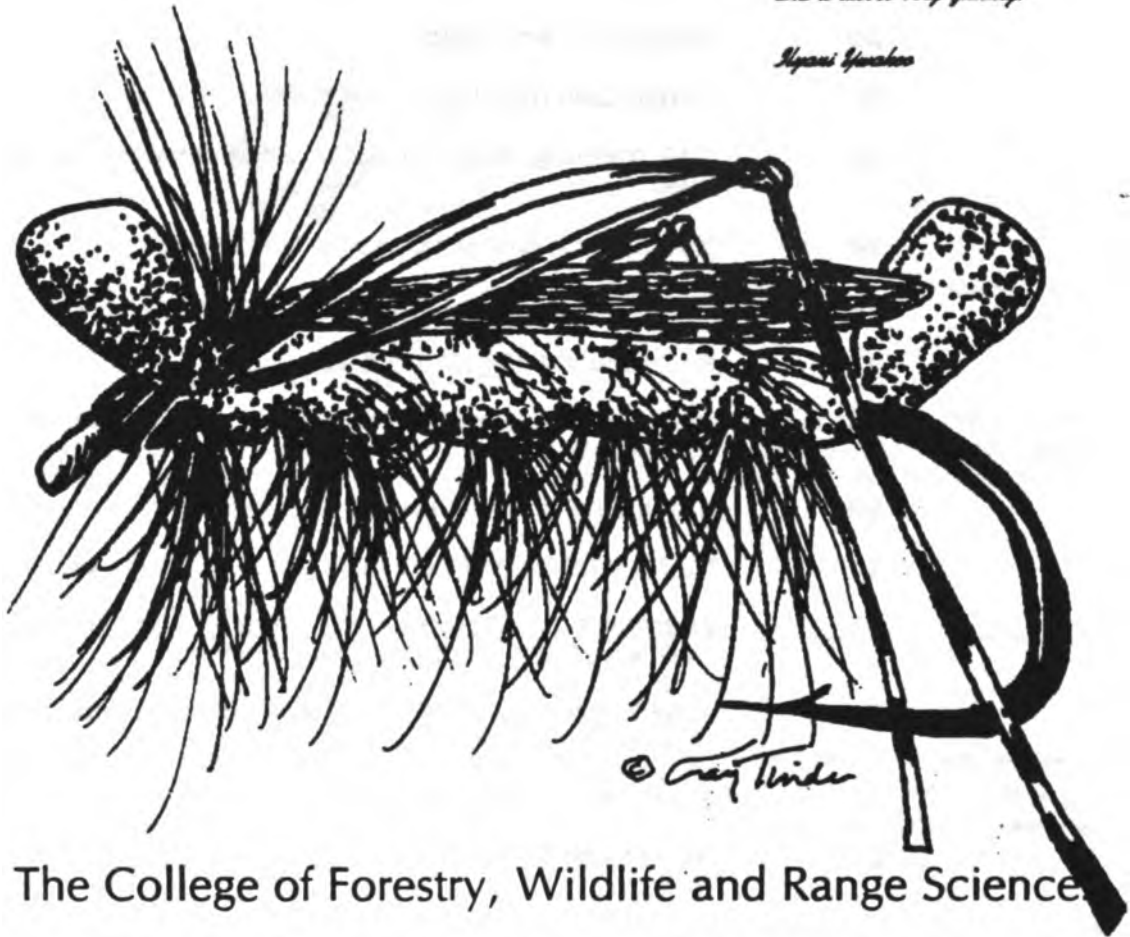
Thursday, February 16, 1995

Spring Semester

Volume 95, Number 8

*The opportunity of life is very precious
and it moves very quickly.*

Japanese Proverb



The College of Forestry, Wildlife and Range Science



University of Idaho

Editors: Lucy Jones and Howard Jennings

Staff: Trevor Martenson, Meribeth Lomkin, Midori Ann Fosella, Youkey Lockwood, Andrew Chang

Word Processing: Tina Tindall and Vanessa Dobbins — **Advisor:** Joe Ulliman

CALENDAR OF EVENTS

Toast Masters meet every friday in CFWR room 200, 12:00 P.M.

Logger Sports Meeting, every tuesday, room 200, 6:00 P.M.

February	16	ICAFS meeting, CFWR room 106, 7:00, Ed Bowles, a UI Graduate who now works for the IDFG will speak. Title: "Backed into a Corner: Managing for Chinook Salmon Preservation."
	20	Presidents Day, Holiday
	21	Range Club meeting, CFWR room 205, 6:00
	22	SAF meeting, room 10, 5:30. Slide presentation and taco feast
	24	ICAFS lunch time soup feed around snag.
	24	Snag Deadline, 5:00 P.M. turn articles into box in room 204
	27	SAC meeting, CFWR room 200, 5:00
	27	John Rausch, President Wilderness society, College of Law Courtroom, 7:30.
March	3-4	SAF Inland Empire Conference, Moscow
	4	ICAFS Wild Game Feed, Moscow Community Center
	4	International Afternoon of Culture and Cuisine, SUB Ballroom, 2:00, tickets \$3.50 for students
	7	ICAFS meeting, CFWR room 209, 7:00, meeting to finalize plans for Boise trip.
	8	SAF meeting, CFWR Reading Room, 5:00
	9	Reed Noss, Editor, J. of Conservation Biology, CFWR room 10, 7:00
	15	Panel Discussion, location to be announced, 7:00
	16-18	ICAFS, Annual Idaho Chapter AFS meeting in Boise.
	17	Green Bugar Day
	18	Spring Break begins
	27	Spring Break ends
	29	SAF meeting, CFWR Reading Room, 5:00

Notice to all Clubs and Organizations: We must start using the Bulletin boards for posting meeting dates and other informational material signs. Bulletin boards have been made available for miscellaneous announcements on all three floors.

We will be having a career fair during Natural Resource Week. If you have employers that you would like to see in attendance (if possible), please leave the name, possible address and contact person with Riva at the main office.

Also be thinking of ideas of whom you would like to receive the Boot in the Butt, Best Advisor, Best Instructor and Best Club Award for Natural Resource Week. Nomination forms will be distributed in the near future.

Please Recycle the Snag



FWR Recycling Stations:

THE SNAG The Reading Room
Outside the FWR Copy Center

All students are encouraged to donate suggestions, opinions, articles or information to the Snag. The next Snag deadline is Friday, February 24 at 5:00 pm. Just drop your materials off in FWR Room 204. Sorry, but we cannot include items that are submitted after the deadline. Thank you!

LETTER FROM THE DEAN

Dear Students:

The current baseball strike brings to mind the importance of good negotiation skills. As the current owner/player situation illustrates, successful negotiations involve all parties in setting goals, standards and responsibilities. Today you can not pick up a newspaper without some reference to natural resource issues that are just as challenging and will require outstanding negotiation skills to successfully resolve.

Everyone involved in a negotiation process must adopt attitudes which increase the opportunity for communication in order to achieve dispute resolution. These skills are important not only as a career skill, but in your day-to-day interactions with teachers and fellow students. Whether you are discussing your point of view in a classroom situation, in student council, planning club activities and events, or in a job situation, good negotiation skills make you a successful communicator.

Gilda Dangot-Simpkin, in a 1992 article from Supervisory Management magazine, identified eight key attitudes that enhance the negotiation process:

4) FIND A WAY TO REACH BOTH PARTIES' GOALS

Effective negotiation should offer an alternative to the win/lose situation. Examine the situation and look for ways in which each party can get what is important to them. Find that common goal where all parties stand to gain.

USE THE OTHER PARTY AS PARTNER

Each party in the negotiation process needs to understand and acknowledge what they will gain from the other's success. This keeps the climate positive and cooperative.

UNDERSTAND THE SITUATION

Take a good look at the entire situation. Try to understand the surface and underlying goals of each party before beginning the negotiations.

ASSESS PERSONALITY OF YOUR NEGOTIATING PARTNER

Individual needs and concerns go a long way in motivating the attitude and behavior of each negotiator. Assessing and understanding personal motivations can make a big difference in successful communications.

HELP THE OTHER PARTY

In order to negotiate effectively, what is important to the other party must also become important to us.

IDENTIFY ALTERNATIVES

Every problem has multiple solutions. Go into the negotiation with more than one possible alternative that could solve the problem. You are more likely to find some common solution on which to agree.

ACCEPT OTHER WAYS

Finding any solution that meets both our needs and the needs of other parties is a "win/win situation." Each party should be genuinely open to more than one way to achieve their ends.

REMEMBER: NEGOTIATING IS AN ONGOING PROCESS

Effective implementation of the negotiated results requires achieving a positive relationship with all parties involved in the negotiation process. Consistent reassessment of needs and goals is part of the building process toward maintaining these partnerships for future successes.

There are a number of good references on negotiating win-win solutions. The popular book—Getting to Yes—is only one. You'll probably find these concepts expressed in current courses and writing on conflict resolution. Our communication skills in effectively presenting our views, our sensitivity to the values and personal motivation of the other party and our openness to innovative solutions point the way to successful negotiations and reduced conflicts.

*Leonard Johnson
Interim Dean*

GRAD CORNER

Dr. A. A. Moslemi, Director of Graduate Programs

CALENDAR

February	20	President's Day, a holiday
	27	Last day to remove or extend incompletes

FINAL EXAMINATIONS

The following students recently completed their final examinations:

Jean Haley and Chris Wall, M.S. candidates in Resources Recreation and Tourism, presented a joint proposal, "Policy Change,

Community Change: Comparative Case Studies in the Columbia River Basin" on February 9th. Jean's major professor is Dr. Bill McLaughlin and Chris' major professor is Dr. Chuck Harris.

"APPOINTMENT OF MAJOR PROFESSOR AND/OR COMMITTEE" FORM

The University of Idaho permits M.S. and Ph.D. students to appoint affiliate or adjunct faculty to their committees. This is acceptable as long as all the paperwork appointing them to faculty status is current. We recommend you check with our office or with Pam Bell in Accounting before filling the committee form to avoid any problems.

REMINDER

All M.S. students, whether on a thesis or non-thesis option, must have a graduate advising committee. Even though the University of Idaho permits non-thesis students to just have a major adviser (not requiring a graduate advisory committee), The College of FWR does require that non-thesis students have an advisory committee similar to that required of thesis option students. Check with our office if you have any questions on this.

STUDY PLANS

The following students recently turned in their study plans:

STUDENT

John Carnes
Theogene Mbabaliye
Zolla Moncada
Ann Rocklage
David C. Smith
Susan Stewart

MAJOR PROFESSOR

Dr. James Peck
Dr. James Kingery
Dr. Terry Armstrong
Dr. E.O. Gerton
Dr. Gary Machlis
Dr. Penny Morgan

GRADUATE STUDENT OPPORTUNITIES

FELLOWSHIPS AVAILABLE

The University of Alberta is advertising for Ph.D. and M.S. programs in Forest Economics in the Department of Rural Economy. Research fellowships sponsored by industry, and by provincial, federal, and international agencies. For more information call (403) 492-4225.

EMPLOYMENT OPPORTUNITIES

The U.S. Department of Agriculture, Agricultural Research Service currently has several positions available, including Postdoctoral Research Associate positions.

For more information, check the Graduate Student Bulletin Board on the second floor, east foyer.

EMPLOYMENT NOTES

by Riva Morgan

SUMMER JOBS WORKSHOP

We got a lot accomplished for the students who were able to attend the workshops we have held so far. Are you confused about applying for summer jobs? I will hold another workshop/question & answer session February 21st in room 14 at 4:00. I'll bring forms and information, you bring your questions. If you cannot attend, but still have questions, come to see me and we will set up another time.

REMINDER

REMEMBER that all announcements are posted in your departmental offices as well as on the employment board or in the employment binders in the basement. Originals are kept in my office in room 201. You are welcome to come in and read through them any time we are open. I am aware that a lot of announcements are disappearing from the main board downstairs. Any help you can give us in

curtailing this problem will help all of our students.

Seasonal job announcements are in for:

Humboldt and Toiyabe National Forests (Nevada)
Intermountain Research Station (work in southern Utah/northern Arizona)
Klamath Forest N.W.R. (fire)
Tule Lake N.W.R. (fire)
Klamath Basin N.W.R. (fire)
Colville National Forest
Lassen National Forest (Calif., w/ bio GS5, GS7, bio tech w/ fish GS4, GS5)
Plum Creek summer internship (inventory and GIS)
Umatilla National Forest (OR and WA)
Routt National Forest (Colorado)
Mendocino National Forest (Calif.)
Nez Perce Tribe (seasonal part-time fisheries aides approx. 3/20-6/30)
Oregon State University research experiences for undergraduates (with stipend)

CFWR Experimental Forest student logging crew (Interviewing 2/23-2/24)

Still open are: Clearwater, Idaho Panhandle, and Nez Perce National Forests; Idaho Department of Lands and Dept. of Parks and Recreation; Oregon Department of Forestry seasonal forester trainees (applications available in room 201 and Career Services, must be received by February 17th), student workers, forest lookouts and laborers; Univ. of Missouri (songbird and vegetation inventories in north-central Missouri); The Nature Conservancy of Oregon internships & seasonal employment;

SEC Inc.(seasonal forest inventory in south-central and eastern OR and southern ID)

Opening March 1st: Bridger-Teton, Caribou, Challis, Salmon and Targhee National Forests.

The Environmental Careers Organization has released a list of the paid internships they will have this year for BLM in the Northwest. A similar list exists for the California region, and we can obtain a copy of that if you are interested. If you are a junior, senior, or graduate, look for this list in your department, on the employment board, or in my office in room 201.

FLY FISHING, ANYONE?

by Trevor Martenson

Have you been interested in the sport of fly fishing? Have you ever wanted to learn to tie flies or cast a fly rod? Due to increasing popularity of fly fishing, a group of students has created the Palouse Hoppers, UI's new fly fishing club. Although not yet officially registered, the organization began collecting new members two weeks ago.

The new club plans to promote today's modern conservationist ideas and offers the chance for both newcomers and experts to

experience the thrills of fly fishing on the Palouse. Combining fly tying and fly fishing seminars along with fishing trips to the St. Joe and Clearwater Rivers this spring, the group will hopefully become a success on campus.

The Palouse Hoppers are currently signing-up new members and welcomes new ideas or concerns. Anyone interested should contact Craig Tinder at 885-2316 or David Brown at 885-2327.

PALOUSE UNIT ICAFS, UPCOMING EVENTS

Submitted by Steve Anglea / Jim Dunnigan

The Palouse Unit is busy planning for our annual Wild Game Feed (March 4) and trip to the Idaho Chapter AFS annual meeting (March 16-18) in Boise. Our participation in both of these events is largely due to the support that has been shown at our soup - feeds and purchase of T-shirts and posters at the club bazaar in December. Thank you to all that have participated in the past and will participate in the future.

Here is a list of upcoming speakers and events:

February 16: Ed Bowies, a UI grad who now works for IDFG will speak to the unit. Presentation will be held in CFWR room 108

at 7 p.m. Title: "Backed into the Corner: Managing Chinook Salmon Preservation"

February 24: Lunch time soup feed around SNAG

March 4: Wild Game Feed at Moscow Community Center. An evening of filled with food and fun. Donated items will be ratted. Keep a look out for a list of raffle items and admission costs.

March 7: Unit meeting to finalize plans for trip to Boise. Room 209 at 7 p.m.

March 16-18: Annual Idaho Chapter AFS meeting in Boise. The best way to meet fisheries professionals and see what else is going on in Idaho.

WRITING CONTEST DEADLINE APPROACHES

Submitted by James R. Fazio

There is still time to enter the competition for the George H. Savage Award for Writing Excellence. So dust off one of your "A" term papers or sit down and put your opinions or summer adventures on paper. The competition is open only to students in the College of Forestry, Wildlife and Range Sciences and there are cash prizes of \$250 for first place, \$125 for second, and \$75 for

third. More importantly, here is a chance to also get published and to have something unique on your resume that is sure to impress potential employers.

For an application form and contest rules, stop in at the front desk in the dean's office. The deadline for submissions is March 27.

EDITORIAL

CFWR, On the Path of Excellence

Kim Reaves, Matt Jones, Andrea Corn and Meribeth Lomkin.

Improving a college institution is like operating an experiment. Trying one way, changing this, that and the other. Consulting experts, directors, professors or veterans. Always being able to fall back on "traditional teaching" as a control. Perhaps though the overlooked path to the paragon of education comes from students, the ones manipulated in the experimentation.

The College of Forestry, Wildlife and Range Sciences (CFWR) has decided not to overlook what students have to say. Leaders from various clubs and organizations were asked specifically "What can CFWR do to improve itself?" And so they answered, focusing on three specific areas. The following is a synopsis of ideas and comments brought forth by the question. Much of the reform can be accomplished by professors and students. Other proposals will require outside help from concerned businesses, agencies and alumni.

The first area under scrutiny was the integration of disciplines within and out of the classroom. Currently the college is revising the integrated Core Curriculum (ICC). ICC fuses students from different departments into required classes. An example of this is the field ecology course, 301-302. There are a collection of other classes offered through various department in which all students are obligated to take. Students however are finding these classes redundant. Over and over again concepts, terms and theories are repeated. Several proposals to eliminate ICC problems are: subjects that overlap should be team-taught to reduce repetition, there needs to be more communication among professors so that in 400 level classes students are not reviewing what they learned

in 200 level classes, and more classes need to be organized so that students are coerced into working on interdisciplinary teams to tackle a common problem.

Outside of the classroom CFWR needs to promote the interaction of students from different departments. Sponsoring college wide activities such as guest speakers, BBQ's and perhaps a softball tourney will serve as a means to draw the students closer. Peer counseling or a "big buddy" system is recommended for transfer and freshman students. A big buddy would be an upperclassman that could lead these fresh faces around, introduce them to clubs, activities and do limited advising on class scheduling.

Job placement and advertising is the second area CFWR can improve. The rat-race of job hunting is not easy and the college can provide more help. During Natural Resources week, a career fair should be organized similar to the one the University puts on, only more specialized to natural resources. Job opportunities need to be more visible. Notification of the employment openings could be sent to each club and department. A central phone could be provided for making calls to possible employers. It could also be used for arranging guest lecturers and seminars so that students are exposed to current issues, innovative science or specialized field techniques.

Lastly, CFWR needs some modernization. Equipment, topics of instruction and teaching technique must be updated. The era of Geographic Information Systems is here, so why are students not required to learn it. Lab classes are centralized around out dated

dilapidated equipment which is not preparing students for what is in the "real" world. There must be a re-evaluation of some classes to determine if the information presented is still relevant.

Not only can equipment be updated but teaching techniques too. Education specialists have proven that people learn best with interactive teaching styles. Year after year students inherit notes from their predecessors because handouts and lectures have not changed. It is hard to change comfortable routines of droning lethargic lectures into high spirited discussions. Science is always changing, so is technology. Therefore teaching style and subject information should change with it. It was suggested that professors and teaching assistants attend workshops that train and improve their interactive teaching styles.

Communication is the key to CFWR's modernization. There must be a link between administrators and students. Utilizing current

publication, such as the Snag and Idaho Forester, to express concerns, pass information and reading it needs to be encouraged. Development of an organization to deal with modernization issues facing the college could ensure the continuing attention to those ideas. The organization would work closely with Student Affairs Counsel, professors, administrators and Natural Resource professionals to provide practical direction.

It is obvious what students of CFWR can do to improve their education, stay informed, get involved and circumspect their educators. Professors and administrators can improve communication among each other so that the curriculum is linear and not circular. As for alumni and other Natural Resource agencies, bequeathal of practical direction is fundamental. All variables; teachers, students and alumni, in the education experiment must work together to make CFWR a paragon.

AN HOUR WITH MICHAEL P. DOMBECK, BLM MANAGER

by Lucy Jones

This past week students from the College of Forestry, Wildlife and Range has been fortunate to have had an opportunity to speak with Jack Ward Thomas, Chief of the USFS via a telephone interview organized by Keith Russell and Dr. John Hendee, and Michael P. Dombeck, Acting Director, Bureau of Land Management (BLM) who was on campus to give an evening lecture on "Wilderness Management of Public Lands Administered by the BLM: Past, Present and Future."

Michael Dombeck and Kieth Corrigan, BLM wilderness expert gave an hour of their time on campus to visit with various local media publications. Mr. Dombeck has been a career "Natural Resource Professional" who started with the BLM in 1989. He has worked in a variety of positions ranging from a science advisor to the recreation department. He has his Ph.D in Fisheries Biology from Iowa State University, M.S., in Zoology from the University of Minnesota, M.S.T. in Biology and Education, and B.S. in Biology and General Sciences from the University of Wisconsin-Stevens Point. He was appointed to his current position in February of 1994. He has many honors, publications, and professional presentations included in his biography.

He offered an opinion on a variety of issues ranging from rangeland controversies to the Upper Columbia Basin project. His answers seemed to all have a common message that I would like to pass on to you. He suggested that the various agencies involved with disputes that arise in today's fast paced, conflict oriented environment must be dealt with by all agencies involved working together as a group towards a common goal. The agencies and stake holders must observe past and present experiences and combine them with public input in order to create a solution that is satisfactory to all involved. The solution may not make everybody totally happy, but it is a compromise situation that will push the issue through and "deliver a product in a simpler, more timely, manner." "A key lesson learned from the Spotted Owl controversy was that the longer you wait, the fewer the options and the money that we spend now will make things easier in the future." We must all have a flexible approach needed to make mid-course corrections to the original plans that were developed when the projects were initiated. We must be able to change our plans as technology progresses and circumstances change ("put in a new window"), with out having to go back and "rebuild the house." Agencies need to build

a consensus and search for common ground when looking at one piece of land.

Education, he believes, is the key role that the BLM will play in the present and future issues that surface. We must take a look at urbanized America, to educate people that do not commonly venture off of the beaten path to see the wildlife that is residing in the stream channels located with in their city surroundings. Educating the urban population as to where their water comes from and that watershed management is the key to quality water resources. "Watershed health benefits everybody". We can only progress as far as people are willing to go and education will function to open peoples minds to change and new ideas, and therefore allowing research to move ahead.

Michael Dornbeck does not worry about a definition for "Ecosystem Management". He says that we must be concerned about the products of the land. The benefits of healthy ecosystems are there for every resource, as in increased production for livestock, wildlife, vegetation etc.

He figures that we should get the heavy hand of Washington out of the issues and work together, build ownership, and educate on a local level. The decision making process should be kept closer to the community level with reports being relayed back to Washington, instead of having people from Washington try to do a job on a site that they have never seen before. If the courts are kept out of the controversies, events occur at a faster rate, making it less costly both financially and in resource utilization.

in the BLM he is encouraging the employees to have the ability to flow through the system in order to have a flexible viewpoint. He recommends diversity in education and in job experience. We must have the ability to look at an issue through anothers eyes to see both sides of an argument. The BLM is presently down sizing in order to "flatten it out". The supervisor to employee ratio will be increased from 1:6 to 1:15, and they are

training their employees to become more adaptable and to work as an interdisciplinary team although they are encouraged to maintain their professional identity.

The skills he recommends for students is to have the ability to keep things simple and in laymans terms. Keith and Mike both agree that people, communication (written and verbal), consensus, and facilitation skills will be important as a natural resource employee. The more complex the world gets, current computer skills will be required. He believes that the people who move the fastest in any organization have the best communication skills. We must be able to separate science from management and regulation, although we want management based on the best science. The earlier that students get involved with the BLM, the better off they will be in the future. The Coop Education program allows for students to gain experience and as well, provides the BLM with current technical expertise and a willing to learn employee.

We must be able to take criticism and face the challenges that are put before us. Conflict resolution, team building, and arbitration will all play an important role in natural resource management. He encourages depth in skills in order to become a more versatile employee in order to increase the efficiency of the organization you are working for. Some of the fields that the BLM require people for are hydrologists, botanists, paleontologists (cultural resource management), GIS, and remote sensing.

Education, team work, communication skills, diversity, and dealing with issues in a timely manner seemed to be a target of all of his recommendations. I am sure that we will see a number of positive changes with in the BLM organization as Mike Dornbeck proceeds with his proposals to increase the efficiency of the BLM. I enjoyed the time that I got to listen to him speak, and realize that he has ideas that seem to agree with the "take home messages" that I am getting out of a few of my classes at this university.

JACK WARD THOMAS, CHIEF: U.S. FOREST SERVICE

By: E.H.Jennings

On February 3, 1995 a telephone interview was conducted at the College of Forestry with Jack Ward Thomas, Chief of the U.S. Forest Service. A gracious, down-to-earth, with a sense-of-humor, Chief Thomas took 30

minutes to answer a prepared set of students questions. The theme of the interview was "preparing for the future in renewable resource management." Students received advice in preparing for a future in a diverse,

rapidly changing, natural resource field from the nation's top resource manager. The interview was coordinated by Dr. Hendee, Director of the Wilderness Research Center (WRC), Maureen Smith and the *Idaho Forester*, and conducted by Keith Russell, a WRC graduate student.

Chief Thomas is no stranger to the Pacific Northwest region as he was the Chief Forest Service Biologist out of LaGrande, Oregon, his home for twenty years. His ties are even closer to us as he was a member of our Guidance Council here at the college during the first years of Dr. Hendee's tenure as Dean of our college.

As introductions were made and the format set for the interview, Chief Thomas was asked if he had the present set of questions and ready to proceed. Jokingly he replied, "I've got them, I can hardly wait to hear what I'm going to say." On that our interview began by asking Chief Thomas about his educational background. He received a Bachelor's degree in Wildlife Management from Texas A & M in 1957. He earned his Master's degree in Wildlife Ecology at West Virginia University in 1967 and in 1969 culminated his formal education with his Ph.D. at the University of Massachusetts at Amherst in forestry with emphasis on land use planning. At the time he was at Texas A & M, which was an all male and military school: the self-discipline he learned there and later in the military service was perhaps the most valuable part of his education.

In responding about important things he learned in higher education that helped him in his career, Chief Thomas pointed out that he has been in the natural resource business for about forty years now and that he has had four careers. First with the Texas Game Department as a wildlife manager, seller of wildlife programs, involved in wildlife research and disease. Second, was in West Virginia on clear cutting and learning people's reactions toward natural resource situations. From there he moved on to Amherst Massachusetts where he headed up the first urban forestry and wildlife research unit in the country. It was onward to LaGrande, Oregon, where he ran a range and wildlife research program. Half of his time at LaGrande was spent leading high powered teams dealing with issues such as the spotted owl management, ecosystem management, and the President's forest ecosystem management assessment team. Chief Thomas points out that when you start out doing the technical work it is important to have the technical background such as the

biology, modeling, and mathematics, as in his case. It became obvious to Chief Thomas early in his career that natural resource management is maybe ten to fifteen percent technical and eighty percent social, political, and economical. Undergraduate courses that he took which at the time he "almost had disdain for..." like economics, sociology, communications, have in the long run turned out to be the more valuable courses. His greatest forte in his careers has been, "you don't have to be the smartest person in the world nor the best educated if you are persistent enough and have enough common sense and that you learn how to meld that technical stuff into an acceptable package that you can actually put to work in management." He finishes up his response by emphasizing the ability to communicate, both verbally and in writing.

Our next question deals with Chief Thomas' views as to the changes in renewable resource management over the next five, ten years and beyond. He sees a period here of turmoil as we move into the era of ecosystem management and gives us his definition of ecosystem management as "...basically looking at things on a broader scale over a longer time frame and finally begin to realize how things fit together across the landscape." Taking care of our natural resources is sustainability which is related to biodiversity and biodiversity has got to be dealt with on a large scale. The challenges are out there and with them will come a great array of controversy. Chief Thomas believes ecosystem management is "...an idea whose time has come and it's certainly a concept and idea that's bigger than biology." Involving more than the biosciences, ecosystem management deals with people's wants and needs, international trade, and economics, with ramifications from the natural resource decisions on a global level. Chief Thomas thinks there has been a certain turning now toward recognition of the environmental laws which most people, if not all, at least support the purpose of. The ecosystem management challenge will be to understand how all the environmental laws interact and to recognize the diversity of the total landscape and the array of possible land uses from intensive agriculture and intensive forestry to wilderness protection, providing goods and services at reasonable social and economic costs.

In discussing the courses of most value for the resource managers and leaders of tomorrow, Chief Thomas points out that it will depend on what you want to do—whether it be a forest manager or production forester

you may want to concentrate on the technical subjects. If you are more inclined to work and deal with the public on a continuing bases you may wish to broaden your subjects to include sociology, economics, history, and communication skills. It would be beneficial for one to have a real appreciation of how the laws fit together and how the system works; the government functions with the interactions between agencies.

Chief Thomas believes strongly in education and outside-the-classroom experiences, sees as beneficial the development of the communication skills, the ability to work with several different organizations or performing different tasks within the same organization. He suggests that experience working outside one's field to understand how it all fits together and interacts is as important as the experiences gained working in one's chosen profession. Internships in administration or in the legislative process provide valuable experiences.

Chief Thomas was then asked about the imposing challenges for us on saving endangered species like the salmon, spotted owl, bringing about the recovery and restoration of grizzly bears and wolves into their former ranges and implementing ecosystem management and restoring forest health.

Breaking this question down, Chief Thomas feels we are going to make significant processes but that progress may be under some limitations. For example, if probability models were run now on the salmon runs, chances would be slim that they would make it. We may end up losing some but others will make it. In saving the spotted owl, for whom Chief Thomas headed the team that wrote the 1990 landmark report, is dependent on whether we stay with the current management strategies and which way the political winds might blow. He thinks that we have the capability to design landscape management plans to deal with these sorts of things.

Recovering and restoring the wolf and grizzly bear to their former ranges is possible in part of their former ranges but he doesn't think it would be politically, biologically, nor economically wise for them to occupy their full former ranges.

Regarding the issue of forest health, Chief Thomas says we should not look back except to learn from it. He admitted being a little amused now about the people's skepticism toward the part of the Forest Service's taking on the forest health issue because, "...you did such a great job at being the cause of the problems why should we think that the Forest Service could do anything to fix it?"

One approach that has some promise is the ecosystem management concept which looks at these things more in a larger sense-in totality and connected-than from a single, individual approach. Ecosystem management is anchored in the United States and we are fortunate to be able to anchor it on the end of the wilderness and parks spectrum.

When Chief Thomas was asked about the importance of research, he replied that "...when we set out to reinvent the Forest Service, I only had one rule and that was that research would remain independent and would remain a significant part of our operations." In his first budget, his proposals were for an increase in the percentage of the Forest Service budget for research. "I believe in research...I don't think the Forest Service is as good an out it as it is or could be nearly what it is if it did not have that research division...."

Our last question for Chief Thomas was for him to reflect on what he would like to be remembered for as Chief of the U.S. Forest Service. His vision for the Forest Service is that it enter the twenty first century as the premiere conservation organization in the world. He believes the Forest Service is better staged than any organization in the world with its big land base, some 40,000 well trained, dedicated employees, with a research division "second to none," an information network capable of extending information to the private sector, and an international forestry operations that takes it around the world. His ambition is to go into the year 2001 as the premiere land manager in the world. He adds that "if we can't do it, I'm not sure anybody can...."

On that note, we wished Chief Thomas the best in his vision for the future of the Forest Service and thanked him for his time and insight into the future of natural resource careers.

COOPERATIVE EDUCATION

by Meribeth Lomkin

This is the sixth in a series of articles about the various student help centers available at the University of Idaho.

The Cooperative Education office is located in room 204 of the Education Building. Their office hours are 10:00 a.m. to 5:00 p.m. Monday through Friday, and their telephone number is 885-5822.

Cooperative Education (CE) serves all undergraduate students and graduate students with a diversity of career interests and majors. Students benefit from Cooperative Education by receiving training which enables them to develop professional skills and knowledge. Internships also give students the skills that assist them in conducting a permanent job search and make a more effective transition from school to work, such as interviewing skills. Academic credit is available based on departmental requirements. To get started in the Cooperative Education program, attend one of their weekly orientations any Tuesday except holidays and finals, from 12:30 to 1:15 p.m. in Education 103. You may also talk with the staff in the CE office to arrange a special session. The orientation provides an overview of the program, the process of applying, and a headstart in completing your Co-op file, which requires a CE student registration form, a typed one-page resume, and a copy of your official transcript(s).

The process of applying for positions and competing for a Cooperative Education position helps students acquire job search skills and strategy, employer contacts, references, practical skills, and knowledge to

make them more competitive in their job search for their first entry-level position after graduation. The Cooperative Education staff helps students acquire these skills as well as providing resume critiques and help with cover letters. They also help students make contacts with employers who provide internships resulting in academically relevant work experience. Compensation is determined by the employer offering the position. Some employers provide limited relocation expenses, assist with housing stipends, or enroll the student in employee benefit programs.

Undergraduates and graduates in all majors who are in good academic standing in their degree program, establish and complete a file at the CE office. Cooperative Education receives information on job openings from federal and state agencies, public and private business, and industry for placements in Idaho and across the country and some international locations. Position announcements advertising specific openings are located on bulletin boards in the College of Forestry and in the Cooperative Education office. Cooperative Education also has resources available for students to research companies.

The Cooperative Education staff and office are quite small but very helpful. They are committed to helping students find an academically-relevant work experience that will enable students to better relate classroom learning to work and to develop career goals. Stop by and visit with them sometime!

MESSAGE TO GRADUATE STUDENTS...OR PERHAPS ALL STUDENTS?

Submitted by Karen Feary, taken from E-mail

The San Francisco Chronicle reports the theft of a doctoral student's dissertation in its January 26, 1995 issue. A UC-Berkeley history student, Eric Avila, had completed about half his dissertation, which summarized six years of painful research. A thief broke into his apartment and stole not only his 3-week-old Powerbook, but the backup disks on which he'd stored an earlier version of the draft. The thief was spotted by a neighbor during the theft but succeeded in getting away. Avila was devastated. He

said, "Now it's gone, and there's no way I can recover it other than what I have in my head." To make things worse, Avila still owes \$2000 for his now-departed new computer.

... the moral of this story seems to be that it's not enough to do your dissertation on a computer; not enough to simply back it up; you've got to back it up and KEEP YOUR BACKUP IN A SAFE PLACE! (Give it to your Mother. She knows what's best.)

HOW TO READ TEXTBOOKS

Survey

Determine the structure, organization or plan of the chapter. You will remember details because of their relationship to the total picture.

1. Think about the title. Guess what will be included in the chapter.
2. Read the introduction. Here the main ideas are presented, the "forest" which must be seen before the "trees" or details make sense.
3. Read the summary at the end of the chapter. (It shows the relationship between the ideas in the chapter.
4. Read the main headings.

Question

Having in mind a set of questions results in: (1) a spontaneous attempt to answer them with information already at hand; (2) frustration until the questions are answered; (3) a criterion against which the details can be inspected to determine their relevance and importance; (4) a focal point for crystallizing a series of ideas into answers.

1. Use the questions at the beginning or end of the chapter.
2. Formulate questions by changing main heads and subheads into questions. Example: Causes of Depression. What are the main causes of depression? What

conditions are usually present before depression occurs?

Read

Read to answer the questions. Move quickly. Sort out ideas and evaluate them. If content does not relate to the questions, give it only a passing glance. Read selectively.

Recite

Answer the questions—in your own words, not the author's—out loud.

"Rite"

1. Write the questions.
2. Write out the answers to them, using only key words to recall the whole idea.

Review

Increase retention and cut cramming by 90% by means of immediate and delayed review. To do this:

1. Read your written questions.
2. Try to recite the answers. If you can't, look at your notes. You can do this in five minutes to ten minutes per chapter.
3. Review again a couple of times a week.

ULTIMATE GAME RECIPE

by Youkey Lockwood

Your successful hunting session resulted in some unusual variety of meats. Here are some delicious recipes to reward yourself on your hard work.

MOOSE NOSE

Moose nose is a great delicacy with the Telegraph Creek Indians. When I first cooked it.... I thought someone was joking but tried it anyway and it turned out to be as good as they said it would be.

The only distasteful part of it is that the nose must be cooked for the first hour or so -

complete with hide and hair - and to peek into the pot and see all that fur bubbling like a drowned muskrat will make you put the lid back on fast!

After at least one hour of cooking, cool the nose till you can skin the hide off easily and wash off thoroughly with cold water. Return to a kettle of cold water to cover, add salt, ground pepper, and a few bay leaves and boil till tender. Remove and chill. Serve chilled on toasted squares or crackers.

Item 15. Graduate Record Examinations

Graduate Record Examination (GRE) is a well-established examination required by many graduate schools in the United States. It is used as an important element to judge applicants' qualifications for graduate studies. The most recent publication on GRE is enclosed as an item of information. It is important to note that GRE scores are used in addition to many other indicators such the Grade Point Average, letters of reference, etc.

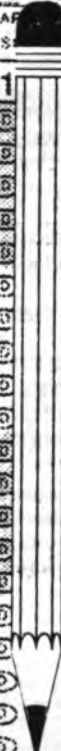
Graduate Record Examinations[®]

GRE

1994-95 Information & Registration Bulletin

BE SURE EACH MARK IS DARK
YOU MAY FIND MORE RES

SECTION 1



1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

Paper-and-Pencil Administration Test Dates:

October 8, 1994
December 10, 1994
April 8, 1995
June 3, 1995

See Deadline Dates on Back Cover.

Computer-Based Testing Administrations:

- year-round testing at least 3 days a week
- approximately 250 test centers in the U.S.
- expanding to test centers outside the U.S.
- convenient scheduling
- see pages 35-46 for details



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Advertisements for Program Services: Graduate School Selector, page 7; Practice Books and *Directory of Graduate Programs*, see back of publications order form (center insert); GRE Forums on Graduate Education, page 47.

This *Bulletin* provides information about 1) the Graduate Record Examinations, which include a) the General Test and b) Subject Tests in 16 subject areas, 2) policies and procedures relative to both the paper-and-pencil and the Computer-Based Testing (CBT) Programs, 3) the GRE Locater Service, a program that matches graduate schools and fellowship sponsors with prospective applicants, and 4) other programs and services.

This *Bulletin* also contains instructions and forms for the paper-and-pencil and Computer-Based Testing Programs and all other GRE services and publications.

The Use of GRE Scores

For information about the use of GRE scores, refer to the *GRE Board Guidelines for the Use of GRE Scores* on pages 5 and 6 of this *Bulletin*.

The New GRE Computer Adaptive Test (CAT)

Over the past five years, the GRE Board has been conducting research on new directions in testing in order to help graduate programs identify talent in new ways.

The first step in this new direction came in October 1992 when the GRE Program began administering a computerized version of the traditional form of the General Test

through the Computer-Based Testing (CBT) Program, a development that enabled the GRE Program to offer greater testing and score reporting flexibility.

The second step came during the 1993-94 testing year with the introduction of a new version of the General Test known as the Computer Adaptive Test or CAT. In an adaptive test, the selection of questions is tailored to an examinee's ability level in each of the three standard General Test measures (verbal, quantitative, and analytical). Initially, an examinee is presented with questions of average difficulty. Thereafter, the computer selects questions based upon 1) the difficulty level of the questions answered correctly and incorrectly, 2) question types, and 3) coverage of specific content.

Introduction of the CAT marks only the beginning of several planned changes in the GRE General Test designed to improve assessments of the abilities of potential graduate students.

It is expected that by 1997, a completely modular CAT will replace the traditional paper-and-pencil version of the General Test. The new General Test will likely consist of revised versions of the current verbal, quantitative, and analytical measures as well as a mathematical reasoning measure and a writing measure.

The phaseout of the paper-and-pencil program will begin with the elimination of the February 1995 administration. In 1995-96, it is likely that only two paper administrations will be offered.

SEE PAGES 35-46 FOR DETAILS ABOUT TAKING THE CAT.

New for 1994-95

- General Test practice materials are now provided in a new free publication, the *General Test Descriptive Booklet*. Obtain a copy of the booklet wherever GRE *Bulletins* are available or write to: Graduate Record Examinations, Educational Testing Service, P.O. Box 6000, Princeton, NJ 08541-6000.
- The February administration has been eliminated.
- Seating is not guaranteed for the paper-and-pencil General Test.
- Special administrations have been eliminated.
- The Revised Music Test will be offered in October and December.
- Services may be withheld for nonpayment of fees.
- The Computer-Based Testing Program will be expanded. Information will be distributed as it becomes available.
- Some Subject Tests may be available through the CBT Program — call 1-800-388-0090 after September 15, 1994.

Fees for Tests and Services

Acceptable Forms of Payment

- Check made payable to ETS-GRE (drawn on a U.S. or Canadian bank)
 - Credit Card (VISA or MasterCard only)
 - Money Order (drawn on a U.S. or Canadian bank)
 - U.S. Postal Money Order
 - UNESCO Coupons
- See page 9 for details.

Fees

\$36	General Test	} Paper-and-Pencil Administrations
\$36	Subject Test	
<i>Foreign Center Surcharge in addition to fees above:</i>		
\$25	Canada*, India, Japan, Korea, Taiwan	
\$20	Other locations except United States, U.S. Territories, and Puerto Rico	
\$35	Standby registration service (see page 14)	
\$17	Test and/or center change service (see center pages)	
\$22	Test date transfer service (see center pages)	
\$11	Test disclosure service (see page 20)	
\$17	Hand-scoring service (see center pages)	
\$13	Additional score report requests — per recipient (see center pages)	
\$96	Computer-based testing test fee	

*Includes GST R131414468

The fees above are subject to change at any time. Services may be withheld for nonpayment of fees. For information on the GRE Fee Waiver Program, see page 20.

The Graduate Record Examinations, the Graduate Student Locater Service, and the Minority Graduate Student Locater Service are administered by Educational Testing Service under policies determined by the Graduate Record Examinations Board, an independent board affiliated with the Association of Graduate Schools (AGS) and the Council of Graduate Schools (CGS).

The Graduate Record Examinations Board and Educational Testing Service are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

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By Telephone:



Call Monday through Friday, 8:30 a.m. to 9:00 p.m. Eastern time or 8:30 a.m. to 4:30 p.m. Pacific time.

Recorded information is available 24 hours a day if you use a TouchTone™ phone.

Phones are busiest between 11:00 a.m. and 2:00 p.m. Eastern time and all day on Monday. You may reach us more quickly by calling at another time.

San Francisco Bay Area, CA 654-1200
Princeton, NJ 609-771-7670

- Registration questions
- Admission tickets
- Score reports
- General information

609-921-9000

(8:30 a.m. to 4:00 p.m. EST)

- GRE Locator Services
- Other testing programs

609-734-9362

- General inquiries for callers who are hearing-impaired and calling from a Telephone/Teletypewriter (TTY).

By Fax:

If a communication needs to

be sent by fax, address it to:
**Graduate Record Examinations
Educational Testing Service, 15J
FAX 609-771-7906**

Registration forms CANNOT be faxed. However, you may fax any other service request if you are paying by credit card (VISA or MasterCard only). Include your credit card number and expiration date with your request. Correspondence by fax will be handled in the same time frame as regular mail.

By Cable and Telex:

Cable address:

EDUCTESTSVC, Princeton, NJ

Telex: Western Union International

TWX5106859592 or

TWX5106859596-01



Computer-Based Testing Program



For all questions about taking tests through the Computer-Based Testing

Program, contact:
**Graduate Record Examinations
Computer-Based Testing Program
Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-6000
Telephone: 609-771-7670
Fax: 609-771-7906**

Test Takers with Disabilities see page 38.



By Mail:

Address general correspondence regarding GRE registration, test centers, admission tickets, score reporting, and the test itself — as well as any suggestions or complaints — to:

**Graduate Record Examinations
Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-6000**

To ensure a prompt and accurate reply to all correspondence, please give the following information *exactly* as you entered it on your registration form or answer sheet: your name, address, date of birth, test date, registration number, and your social security number (if previously supplied).

If you live in the United States, include your telephone number and we will try to reach you by phone. Please allow four to six weeks for written responses.

Address questions about the Graduate Student Locator Service and the Minority Graduate Student Locator Service to:
**GRE Locator Services
Educational Testing Service
P.O. Box 6010
Princeton, NJ 08541-6010**

By Overnight



To send a communication to ETS by Overnight Express Mail, address it to:
**Graduate Record Examinations
Educational Testing Service
P.O. Box *** (See below)
Princeton, NJ 08541**

For Test Takers with Disabilities:
**Graduate Record Examinations
Attn: TTD
Educational Testing Service
P.O. Box *** (See below)
Princeton, NJ 08541**

*** Use P.O. Box number for particular service requested. See forms in center of this Bulletin.

By Courier

(non-U.S. Postal Service):



To send a communication to ETS by courier, address it to:
**Graduate Record Examinations
Educational Testing Service
1440 Lower Ferry Road
Trenton, NJ 08618**

For Test Takers with Disabilities:
**Graduate Record Examinations
Attn: TTD
Educational Testing Service
1440 Lower Ferry Road
Trenton, NJ 08618**

Test Center Complaints:

If you have a complaint about the center at which you tested and/or the conditions under which you tested, please detail your concern in writing and send it to:

**GRE Test Administration Services
Mail Stop 21-V
Educational Testing Service
Princeton, NJ 08541-0001**

Complaints via letter or fax should be received at ETS no later than seven days after you took the test. Please allow four to six weeks for written responses.

Introduction

These guidelines have been adopted by the Graduate Record Examinations (GRE) Board to provide information about the appropriate use of GRE test scores for those who use the scores in graduate admission and fellowship selection processes and for other approved purposes. They are also intended to protect students from unfair decisions that may result from inappropriate uses of scores. Adherence to the guidelines is important.

The GRE General Test and Subject Tests are designed to assess academic knowledge and skills relevant to graduate study. As measures with known statistical properties and high quality technical characteristics, the scores from these tests, when used properly, can improve graduate admission and fellowship selection processes.

Any GRE test, however, has two primary limitations: 1) it does not and cannot measure all the qualities that are important in predicting success in graduate study or in confirming undergraduate achievement, and 2) it is an inexact measure; that is, only score differences that exceed the standard error of measurement of a given score can serve as reliable indications of real differences in academic knowledge and developed abilities.

Although limitations and cautions apply to all admissions measures, the GRE Board has a particular obligation to inform users of the appropriate uses of GRE scores and to identify and try to rectify instances of misuse. To this end, the following policies and guidelines are disseminated to all GRE test takers, institutions, and organizations that are recipients of GRE scores.

Policies

In recognition of its obligation to ensure the appropriate use of GRE scores, the GRE Board has developed policies designed to make score reports available only to approved recipients, to encourage these score users to become knowledgeable about the validity of the tests, to protect the confidentiality of an examinee's scores, and to follow up on cases of possible misuse of scores. These policies are:

Score recipients. Accredited undergraduate and graduate institutions and non-degree-granting organizations that award graduate

fellowships are eligible for consideration as score recipients. Institutions and organizations that do not meet either one of these requirements are, in general, not eligible to be score recipients. The GRE Board retains the right to make exceptions to this policy in special circumstances.

Validity. The general appropriateness of using GRE test scores for graduate admissions, fellowship selection, and other approved purposes has been established by research studies carried out by Educational Testing Service and others, as well as by studies conducted through the GRE Validity Study Service. GRE scores may be appropriate for some other purposes, but it will be important for the user to validate their use for those purposes. To assist institutions in evaluating proposed uses, these guidelines include information about appropriate and inappropriate uses.

Confidentiality. GRE scores, whether for an individual or aggregated for an institution, are confidential and can be released only by authorization of the individual or institution or by compulsion of legal process.

Use of scores in aggregated form. Use of GRE scores in aggregated form as a measure for ranking or rating graduate programs, institutions, university systems, or states is strongly discouraged except when the scores are used as one indicator among several appropriate indicators of educational quality.

Information based on GRE scores may be useful to prospective students, but use of a precise mean or median should be avoided. Graduate programs and institutions are urged to report GRE scores in ranges such as the highest and lowest scores of the middle 50 percent of the admitted students. Presenting information by score ranges emphasizes the diversity of individual scores for any one graduate program or institution, and also makes clear the overlap of scores among graduate programs and institutions.

Encouragement of appropriate use and investigation of reported misuse. All users of GRE scores have an obligation to use the scores in accordance with published GRE Board policies and guidelines. Institutions have a responsibility to ensure that all individuals using GRE scores are aware of the GRE Board score-use policies and guidelines and to monitor the use of the scores, correcting instances of misuse when they are identified. The GRE Program staff is available to assist institutions in resolving score misuse issues.

Guidelines

1. Use Multiple Criteria

Regardless of the decision to be made, multiple sources of information should be used to ensure fairness and balance the limitations of any single measure of knowledge, skills, or abilities. These sources may include undergraduate grade point average, letters of recommendation, personal statement, samples of academic work, and professional experience related to proposed graduate study. GRE scores should not be used in isolation.

Use of multiple criteria is particularly important when using GRE scores to assess the abilities of educationally disadvantaged students, students whose primary language is not English, and students who are returning to school after an extended absence. Score users are urged to become familiar with factors affecting score interpretation for these groups as discussed in the *Guide to the Use of the Graduate Record Examinations Program*.

2. Accept Only Official GRE Score Reports

The only official reports of GRE scores are those issued by Educational Testing Service and sent directly to approved institutions and organizations designated by the test takers. Scores obtained from other sources should not be accepted. If there is a question about the authenticity of a score report, the question should be referred to ETS. ETS will verify the accuracy of the scores and whether an official report was issued.

* Revised and approved by the Graduate Record Examinations Board, June 1989, for implementation in October 1990.

3. Conduct Validity Studies

Departments using GRE scores for graduate admissions, fellowship awards, and other approved purposes are encouraged to collect validity information either by using the GRE Validity Study Service, which is free of charge, or by conducting their own study. The GRE Program staff will provide advice on the design of appropriate validation studies without charge.

4. Maintain Confidentiality of GRE Scores

All individuals who have access to GRE scores should be aware of the confidential nature of the scores and agree to maintain their confidentiality. Institutional policies should be developed to ensure that confidentiality is maintained. For example, GRE scores should not be placed on documents sent outside the institution.

5. Consider Verbal, Quantitative, and Analytical Scores as Three Separate and Independent Measures

Since the level of skills in verbal, quantitative, and analytical abilities required for success in graduate school varies by field or department, verbal, quantitative, and analytical scores should not be combined arbitrarily. In some cases, departments may wish to establish weights for the three measures, given the program's emphasis on particular skills. This is appropriate only when based upon empirical evidence, such as a validity study.

6. Document the Rationale Supporting the Use of GRE Scores as Part of a Composite Measure

When GRE scores are used as part of a numerical cutoff score constructed through the use of multiple criteria, be sure that this composite measure is supported by a documented rationale justifying the appropriateness of its use. Among the factors to be considered in formulating such a rationale should be (1) evidence that the proposed cutoff score for the composite measure usefully distinguishes between individuals who are likely to succeed in graduate school and those who are not and (2) the impact of the proposed cutoff score on the institution's affirmative action goals. A cutoff score based only on GRE scores should never be used as a sole criterion for denial of admission.

7. Conduct Reviews of Subject Test Content

Although each Subject Test is developed and updated regularly by a committee of examiners composed of individuals who are actively teaching in the field, the match between the test and the curriculum in a given department may not be exact and may vary over time. Departments, therefore, are encouraged to obtain free inspection copies of the relevant tests periodically and review them to verify the appropriateness of their content.

8. Avoid Decisions Based on Small Score Differences

Small differences in GRE scores (as defined by the standard error of measurement) should not be used to make distinctions among examinees. Standard errors of measurement vary by test and are available in the *GRE Guide*.

9. Do Not Compare Scores from Different Tests

GRE General Test scores are not directly comparable with scores on other graduate or undergraduate admission tests. Subject Test scores should be compared only with other scores on the same Subject Test. (For example, a 680 on the Computer Science Test is not equivalent to a 680 on the Mathematics Test.) Percentile ranks should be compared only if they are based on the same reference population.

10. Recognize Limitations of Scores Earned on Tests Taken Under Special Conditions

GRE tests are offered with special arrangements and test materials to accommodate the needs of students with visual, physical, hearing, and learning disabilities. Depending upon the nature and extent of the disability, the scores may not accurately reflect a student's educational achievement. For some students, the nature of their disabilities may make it advisable to waive GRE test score requirements.

NORMALLY APPROPRIATE AND INAPPROPRIATE USES OF GRE SCORES

The suitability of a GRE test for a particular use should be explicitly examined before using test scores for that purpose. The following lists of appropriate and inappropriate uses of GRE scores are based on the policies and guidelines outlined above. The lists are meant to be exemplary, not exhaustive in nature. There may be other appropriate uses of GRE scores, particularly for non-admissions purposes, but any uses other than those listed below should be discussed in advance with GRE Program staff to determine their appropriateness.

If a use other than those appropriate uses listed below is contemplated, it will be important for the user to validate the use of scores for that purpose. The GRE Program staff will provide advice on the design of such validity studies without charge.

Appropriate Uses

Provided all applicable guidelines are adhered to, both General Test and Subject Test scores are suitable for the following uses:

1. Selection of applicants for admission to graduate school
2. Selection of graduate fellowship applicants for awards
3. Selection of graduate teaching or research assistants
4. Guidance and counseling for graduate study

Inappropriate Uses

1. Requirement of a minimum score on the General Test for conferral of a degree, credit-by-examination, advancement to candidacy, or any noneducational purpose
2. Requirement of scores on the General Test or a Subject Test for employment decisions including hiring, salary, promotion, tenure, or retention (except for the awarding of assistantships to graduate students)
3. Use of any measure involving a summation of verbal, quantitative, and analytical scores, or any subset of these scores, without first conducting and documenting a validity study to establish an appropriate weight for each measure

Comments, complaints, inquiries, and suggestions about the use of GRE test scores are welcome and should be addressed to: Program Director for Test Score Use, Graduate Record Examinations Program, Educational Testing Service, Princeton, NJ 08541.

1. Will I be guaranteed a seat on the test(s)?
 Seating for the General Test is guaranteed. If we are unable to assign you to a test center for the General Test, you will be sent notification of your status.

2. How can I order study materials?
 Call ETS at 1-800-537-3160 if paying by credit card, complete the GRE publications order form in the center of the Bulletin, or order publications on your registration form (see page 8).

3. Can I take the General Test and a Subject Test on the same day or on different days?
 You may take the General Test and a Subject Test on either the same day or different days. The General Test is offered in the morning and Subject Tests are offered in the afternoon of the same day. If you take the General Test and a Subject Test, you should be aware that your testing day may extend over six hours. Subject Tests are not offered in June.

4. Is there a fee waiver?
 Yes. See page 20 for fee waiver eligibility requirements.

5. How long are the GRE tests?
 Total testing time for the General Test is 3 1/2 hours. Total testing time for each Subject Test is 2 hours 50 minutes except for the Revised Music Test, which has a total testing time of 3 hours. Reporting times are 8:00 a.m. for the General Test and 2:00 p.m. for the Subject Tests. Actual starting times are approximately 30 minutes later.

6. If I don't receive my ticket 10 days before the test, or if I lose my ticket, what should I do?
 Call GRE (page 4), and you will be given your registration number, the location of your test center, the time to report, and requirements for admission (page 11).

7. If there are errors on my ticket or changes to my score recipients, how do I correct them?
 Fill out the correction stub attached to your ticket and mail it to ETS-GRE (page 11) immediately. Always check your ticket thoroughly.

8. What do I need to bring to the test?
 Your admission ticket, two forms of photo ID, your photo file record(s), three or four sharpened soft-lead (No. 2 or HB) pencils or mechanical pencils, and a good eraser. See page 11.

9. How do I transfer my test date?
 You will not be admitted to the test administration without a photo ID. See page 11 for additional details.

10. How soon can I get my scores?
 Scores are mailed to you and your designated institutions about six weeks after the test. They cannot be sent earlier or given over the telephone. For CBT, see page 41.

11. If I'm absent from a test, what is reported?
 You will receive an absence report from GRE. Any previous reportable scores on your file will be reported to your designated institutions, but they will not get notification of your absence.

12. How soon can I get my scores?
 Scores are mailed to you and your designated institutions about six weeks after the test. They cannot be sent earlier or given over the telephone. For CBT, see page 41.

13. How long are my scores on file with ETS-GRE?
 Since 1985, GRE scores are reportable for five years from the date of your test. For information on scores before 1985, see page 15.

14. If I mark my answer sheet to cancel my scores on the day of the test, or if I send in a request for score cancellation, can I change my mind?
 No. Once you have canceled your scores there is no reinstatement. Think carefully before canceling your scores.

15. How can I have scores sent to colleges and universities?
 You can designate four institutions on your registration form (see code lists in Bulletin). You can designate additional institutions by using the Additional Score Report (ASR) Request Form in this Bulletin.

16. Will I receive a full refund if I don't take the test?
 No. You may request only a US \$10 refund. See page 12.

17. What number do I call with questions?
 See "Communicating with Educational Testing Service" on page 48.

GRE GRADUATE SELECT

The smart way to explore options for graduate study.

THE DATABASE

- Includes more than 800 schools and 13,000 programs of study.
- Provides information on admissions and degree requirements, financial aid, tuition, housing, geographic setting, and much more.
- Compiles a list of schools that meet your requirements.



Visit your Career Planning and Placement Office or campus library for information about the Select Database.

ETS Educational Testing Service

Processing Guidelines for Paper-and-Pencil Administrations

(FOR CBT REGISTRATION, SEE PAGE 35.)

Please familiarize yourself with the following guidelines BEFORE completing your GRE test registration form.



Only VISA or MasterCard may be used.

Refer to pages 13, 14, and 20 if you require any of the following special arrangements for taking a GRE test:

- Monday administration
- supplementary test center
- fee waiver
- arrangements for a test taker with disabilities
- standby registration

No Cancellations
Registration forms received at ETS cannot be canceled.

Registration Processing Time
Normal registration processing time is approximately three weeks from the date your registration form is received at ETS.

Early Registration
Seating for the General Test is not guaranteed. If you register early, your chances of being assigned to your first- or second-choice center are greater.

Test Center Selection
If your first- and second-choice centers are filled, and we cannot assign you to a center within 125 miles of your selected centers, ETS will send you notification of your options.

Admission Ticket

- Admission tickets will NOT be produced until September.
- If you HAVE NOT received an admission ticket or notification at least 10 days prior to your requested test date, call ETS at 609-771-7670.

Publications
You may order publications with a credit card by calling ETS at 1-800-537-3160

or by using the order form in the center of this *Bulletin*. Publications ordered on the registration form WILL NOT be processed until mid-September.

Changing the Correct Name
If you have changed your name since last registering for the GRE tests and wish to have scores earned under your earlier name reported to recipients of your new scores, please complete an Additional Score Report Request Form (center of this *Bulletin*) including your present and previous names.

Enclose the completed form with your registration form. There is no additional charge for this service.

Completing Your Registration Form

INTRODUCTION Use the following procedures to complete your GRE test registration form.

WHAT TO COMPLETE All four sides of the registration form.

WHAT TO USE A No. 2 or HB pencil

Important: Be sure to fill in ovals completely. If ovals are not filled in completely, your requests may not be processed.

Answering the Questions

1. What to Register for

- GRE test(s) only
- Graduate Student Locator Service
- Minority Graduate Student Locator Service, or
- Any combination of the three

NOTE: Participation in the Locator Services is FREE. Refer to page 20 of this *Bulletin*.

2. Name
Print your name in the spaces provided and fill in the corresponding ovals under each letter.

3. Test Date

- Fill in the oval for the test date you have selected.
- Select a test date that will allow for timely score reporting.
- Register for only one test date per registration form.

Indicate the month, day, and year of your birth and fill in the corresponding oval. Enter a zero before a single digit.

Optional but important to graduate schools. Enter your U.S. social security number, if you have one.

If you are registering for the Locator Services only, skip to Item 8.

Using the Test Center List on pages 21-25, select two centers that are open on your chosen date. If the test centers are full, ETS may assign an alternate center that could be up to 125 miles away from the requested center. If you cannot be assigned to a center, you will be notified of your options.

Fill in the appropriate oval(s) to indicate the General Test and/or one of the Subject Tests.

- The General Test is offered in the morning.
- Subject Tests are offered in the afternoon.
- You may take only one Subject Test on a given date.
- The Revised Music Test is offered in October and December only.
- If you register for the General Test and a Subject Test but we cannot assign you to a center for the General Test, we will assign you to a center for the Subject Test.

Fill in the appropriate oval.

If registering for the Locator Services only, omit Item 9 and go to Item 10.

Left-handed seating is available but not guaranteed. Fill in the appropriate oval.

Fill in the appropriate oval.

Use the code list on pages 26-31 and the Department Code List on page 33. Enter the code and fill in the corresponding ovals for your current or most recent undergraduate institution. If your institution code is not listed, leave Item 11 blank. Unless you indicate otherwise, both General and Subject Test scores will be reported.

If registering for Locator Services only, go to Item 13.

Test scores are available for five years. Using the Institution Code List on pages 26-31, enter up to four graduate schools or fellowship sponsors as recipients. To avoid additional charges, you must designate these recipients by the test date, using either the registration form or admission ticket correction stub.

Unlisted institutions. If a score recipient is not in the code list, complete the ASR form, including the name and complete mailing address of the recipient, and enclose it with your registration form. Only authorized recipients receive scores. This request must accompany your registration form, and no more than a combined total of four score recipients may be requested.

13. Daytime Phone Number
Enter a daytime phone number.

14. Background Information
Optional but important. The information is used (1) to determine examinees' suitability for inclusion in analysis samples, score interpretation data, and group statistics and (2) research studies.

NOTE: Individual responses are not communicated to any institution or agency unless they participate in the Locator Services. If using the Locator Services, see page 20.

Fill in the appropriate oval and enter the dollar amount for each test, publication, and/or service you are requesting. At the bottom of Item 15, enter the total amount you are remitting. Indicate the required postage where appropriate.

15. Credit Card Payments
Enter the following information:

- type of card (VISA or MasterCard only)
- card number (start with first box to the left)
- expiration date (month and year; zero before a single digit number)
- new expiration date if old date is nearing expiration
- check the accuracy of your information

17. Remittance
Enter the total amount you are remitting and fill in appropriate ovals.

NOTE: Payments in U.S. dollars, complete credit card information, correctly signed checks or money orders drawn on a U.S. or Canadian bank, U.S. Postal Money Orders, or UNESCO Coupons made payable to ETS-GRE MUST accompany your registration form. Do not send cash, foreign currency, stamps, receipts, or proofs of payment.

18. Current Mailing Address and City
Enter your mailing address and fill in the ovals carefully. If the spaces provided are inadequate, abbreviate. Be sure you enter the complete address in Item 20.

19. State or Province
If you live in the U.S. or Canada, enter the appropriate state or province. See page 34 for abbreviations list.

20. Postal Code or ZIP Code
Beginning with the first box to the left, enter your complete postal or zip code.

21. Country Code
Enter the appropriate country code. See page 34 for country codes.

NOTE: For military addresses — in Item 18b (city) and 18c (state), enter the appropriate codes; in Item 18d, enter the correct zip code; in Item 18e (country code), enter 592 for the United States.

22. Daytime Phone Number
Enter your daytime phone number. Fill in the corresponding ovals.

23. Current Mailing Address and City
Print your complete mailing address on the lines provided.

24. Signature
Write, do not print, the statement printed on the registration form in the spaces provided, and sign your full name.

To take a GRE test at one of the following locations, you must be sure to use appropriate registration information and fee payment instructions. (Credit card payment may not be accepted by GRE representatives.) Registration deadlines, methods of payment, identification requirements,

and test regulations may differ with each representative. Be sure to obtain specific instructions well before the test date from the representative in the region where you will take the test.
Testing in Egypt, India, Jordan, Korea, Lebanon, Morocco, People's Republic of

China, Syria, Taiwan, Tunisia, and Yemen can be arranged only through the official GRE representative designated for each country. Registration through an approved representative, fee payment should be in U.S. dollars and monetary arrangements should be made by that representative.

Representative Registration Required

Egypt*

AMIDEAST

6 Kamel El Sheenawy St.
Second Floor, Apt. 5
Garden City, Cairo, Egypt
Telephone: 20-2-3542726 or 3553170

India*

Institute of Psychological and
Educational Measurement (IPEM)
119/25-A Mahatma Gandhi Marg
Allahabad, U.P. 211 001, India
Telephone: 0532-604881 or 604644

Test Dates in India

The General Test and the
Subject Tests are offered:

October 8, 1994

The General Test only is offered:

December 10, 1994

April 8, 1995

June 3, 1995

The test disclosure service described
on page 20 is not available.

Jordan*

AMIDEAST

P.O. Box 1249
Amman, Jordan
Telephone: 962-6-624495 or 623241

Korea*

Korean-American Educational
Commission
K.P.O. Box 643
Seoul 110-606, Korea
Telephone: 82-2-732-7928

Test Dates in Korea

The General Test and the
Subject Tests are offered:

October 8, 1994

December 10, 1994

April 8, 1995

The General Test only is offered:

June 3, 1995

The test disclosure service described
on page 20 is not available.

Lebanon*

AMIDEAST

P.O. Box 135-155
Ras Beirut, Lebanon
Telephone: 961-1-345-341 or 340-137

or

AMIDEAST

P.O. Box 70-744
Antelias, Beirut, Lebanon
Telephone: 961-1-411-676 or 410-438

Morocco*

AMIDEAST

25 bis Patrice Lumumba
Apt. No. 8
Rabat, Morocco
Telephone: 212-7-726-230 or 724-000

People's Republic of China*

China International Examinations
Coordination Bureau (CIECB)
#30 Yu Quan Rd.
Beijing, 100039
People's Republic of China
Telephone: 86-1-821-7122

Test Dates in the People's Republic of China

The General Test and the
Subject Tests are offered:

October 8, 1994

The General Test only is offered:

April 8, 1995

The test disclosure service described
on page 20 is not available.

Syria*

AMIDEAST

P.O. Box 2313
Damascus, Syria
Telephone: 963-11-333-4801

Taiwan

Foundation for Scholarly Exchange
Testing Service Office (GRE)
P.O. Box 5-238
Taipei 100, Taiwan
Telephone: 886-2-332-8188 or 8166

Test Dates in Taiwan

The General Test only is offered:

October 8, 1994

April 8, 1995

June 3, 1995

The Subject Tests only are offered:

December 10, 1994

The test disclosure service described
on page 20 is not available.

Tunisia*

AMIDEAST

BP 351

Tunis-Belvedere 1002, Tunisia
Telephone: 216-1-790-559 or 790-563

Yemen*

AMIDEAST

P.O. Box 22347
Sana'a, Yemen
Telephone: 967-1-216-975 or 203-588

Representative Registration Recommended

(For registration through ETS in Princeton,
New Jersey, follow instructions on pages 8 and 9.)

Europe*

CITO/GRE

P.O. Box 1109
6801 BC Arnhem
Netherlands
Telephone: 31-8-552-1427

Indonesia*

International Education Foundation
Lippo Centre Bldg. 7th Fl, Room 708
Jl. Gatot Subroto 35/36
Jakarta 12950 Indonesia
Telephone: 62-21-520-0364

*You may also obtain a TOEFL® Bulletin through these
representative addresses.

Reporting Times

Reporting times are 8:00 a.m. for the General Test and 2:00 p.m. for the Subject Tests. The actual starting times will be approximately 8:30 a.m. and 2:30 p.m., depending on the amount of time necessary for preadministration procedures. If you report to the center after 8:00 a.m. for the General Test or 2:00 p.m. for the Subject Tests, you may not be admitted.

If a test administration is prevented by weather conditions or other major difficulties, an announcement will be made on local radio stations, if possible, cancelling the testing session. ETS will schedule a makeup administration and notify all registrants of such arrangements.

Admission Policies

Your Admission Ticket

Before the test date, you will be sent an admission ticket containing your name and address, the test center address, the test date, and the test or tests for which you have registered. Check your ticket carefully when you receive it. If your first-choice center is filled or closed by the time your registration is received, ETS will attempt to assign you to your second-choice center. If this center is also filled or closed, we will try to assign you to the nearest available center. If we are unable to assign you to a center for the General Test, you will be notified of your options. If you registered for a Subject Test, you will receive with your admission ticket a booklet describing that test and containing sample questions. Admission tickets are not transferable.

Be sure to take the admission ticket with you to the test center on the day of the examination.

If you lose your admission ticket, or if it has not arrived by ten days before the test, call (609) 771-7670. If you cannot call, you may wish to report to the test center on the test date to see if your name appears on the attendance roster.

Admission Ticket Corrections

Your admission ticket will include a correction stub that can be used to make changes in information incorrectly stated on the registration form. Name changes cannot be made after you submit your registration form. You may correct a misspelling of your name and add, change, or delete score recipients listed on your registration form. Correction stubs must be received at ETS by the test date.



Photo File Records

A photo file record (PFR) must:

- be presented along with your photo identification for admittance to the testing center
- be submitted for each test you plan to take (the General Test PFR in the morning, the Subject Test PFR in the afternoon)
- contain a recent, recognizable photo of your head and shoulders that looks the way you will appear at the test center (e.g., if the photo shows a beard, you must have a beard)
- be 2" x 2" in size, and must be glued or taped to the photo file record (do NOT use staples)
- be signed by you in the designated area

Photos must NOT be:

- photocopies of photographs
- laminated photographs
- computer generated
- stapled to the photo file record

If you do not receive your admission ticket, you must take the required photos to the center for admittance to each test. A blank photo file record will be given to you to complete for each test you plan to take.

NOTE: If your score recipient has reason to question the validity of the scores reported, the recipient may request a copy of the photograph you provided. It will not be sent as part of the admission process.

Identification Policies

FOR PAPER-AND-PENCIL AND CBT ADMINISTRATIONS

Acceptable Identification

For admittance to a test center, you must have two forms of positive identification: 1) identification bearing a recent photograph and signature and 2) identification bearing your signature and either a photograph or a physical description. Acceptable forms of identification include passports, photo-bearing driver's licenses, and photo-bearing employee ID cards.

If you do not have an official photo-bearing identification, you may show the test supervisor or CBT test administrator a letter on your institution's official stationery

verifying your identity, from an official of the college or university you attend or most recently attended. The letter must have a recent photograph glued to it, and the title, signature, and seal (if available) of the official must overlap the photograph. If you are not a college student, you may create an acceptable identification by affixing a recent photo of yourself to a blank sheet of paper, signing the paper, and having the paper notarized. The seal must overlap your photo. In addition, you may be asked to show another identification such as a military identification card, citizenship card, or driver's license.

If you are testing in Pakistan, Bangladesh, or India, you must use a valid passport as your identification document. Acceptable forms of ID in other foreign countries will be printed on the admission ticket for paper-and-pencil administrations.

Unacceptable Identification

Social security cards, draft classification cards, student ID cards, and credit cards of any kind are not acceptable identification. A photo file record is not photo-bearing identification. If you do not have acceptable identification, you will not be admitted to the test center.

ETS may photograph or videotape examinees as they check in or during the actual test administration. This procedure does not eliminate the requirement for appropriate identification documents.

Test Center Procedures and Regulations (for Paper-and-Pencil Testing Centers)

- The test will be given on the day and at the time scheduled. Supervisors will not honor requests for schedule changes.
- Take your admission ticket, photo ID, and photo file record to the test center.
- Take three or four sharpened soft-lead (No. 2 or HB) pencils or mechanical pencils and a good eraser. Pencils and erasers will not be supplied at the center.
- The address on your admission ticket is a reporting address. Some centers that test in more than one room use a centralized address to which you are to report. Upon there you will be directed to the particular test room.
- Test takers will be assigned seats.
- No examinee will be admitted after test materials have been distributed.
- Energy-saving practices vary widely, and you may find the testing room colder or warmer than you expected. Therefore, dress

- in such a way that you can adapt to any room temperature.
- No testing aids are permitted in the testing room. This includes beepers, paper of any kind, pens, calculators, watch calculators, books, pamphlets, rulers, highlighter pens, stereos or radios with headphones, cellular phones, watch alarms including those with flashing lights or alarm sounds, dictionaries, translators, any electronic devices, or keyboards.
- You may not eat, drink, or use tobacco during the administration. Midway through the morning session, there will be a short break. Luncheon facilities may not always be located near a test center or may not have the capacity to serve large groups in a limited time. Therefore, if you are testing in both sessions, you may wish to take your lunch, particularly if you are unfamiliar with the test center locale.
- If you wish to leave the room during the test, you must have the supervisor's permission. You will not be permitted to make up the time you lose.
- You may wish to pace yourself with your own watch, but the supervisor is the official time keeper. You will not be permitted to continue the test or any part of it beyond the established time limit. *Watch alarms are not permitted.*
- During the time allowed for each section of the General Test, you may work *only* on that section. You may *not* go back to an earlier section after the supervisor announces, "Please stop work, and put your pencil down." You may be dismissed if you do so. Failure to comply with a supervisor's directions will result in your scores being canceled.
- Answers to multiple-choice questions recorded in the test book will not be scored. You may use the test book to work out your answers but you must mark *all* your answers on the separate answer sheet before time is called.
- Except for ETS-authorized observers, visitors are not allowed in the examination room while testing is in progress.
- A supervisor is authorized to dismiss you from a test session for:
 - Creating a disturbance
 - Giving or receiving help
 - Using any aids including notes, books, calculators, or paper of any kind
 - Working on one section of a test during the time allotted for another section
 - Working on any part of a test or marking your answer sheet after time has been called

- Attempting to remove test materials or notes from the test room
- Eating and/or drinking
- At the conclusion of the test you will be required to return your test book and answer sheet to the test supervisor. These materials are the property of ETS.

Completing Your Answer Sheet

You are responsible for proper completion of your answer sheet to ensure accurate scoring. Ovals must be completely filled in. Instructions for completing your answer sheet are on the back cover of the test book.

Information on recording your answers to the free-response portion of the Revised Music Test is provided in the descriptive booklet that accompanies your admission ticket.

Refunds

You may **NOT** cancel your registration. If you do not take the test and do not wish to transfer to another test date, you may request a refund of \$10 per test. Fees for the following are **NOT** refundable: change of test center or test, additional score reports, foreign center surcharge, test disclosure, and test date transfer.

This refund policy reflects the fact that certain processing costs are incurred regardless of whether you actually take the test or decide to have your scores reported.

To request a refund, return your admission ticket and check the appropriate box on the ticket indicating that you are requesting a refund. Refund requests must be *received* no later than 60 days after the test date printed on your ticket. You will receive the refund approximately ten weeks after the test date or after your request is received at ETS, whichever is later. If you pay by credit card, your card account will be credited.

Test-Scoring Process

The scoring of tests is essentially a two-step process. First, a raw score is computed. For the paper-and-pencil General Test, a raw score is the number of questions for which the best answer choice was given. For the computer adaptive General Test, see page 40. For Subject Tests, a raw score is the number of best answer choices minus one-fourth of a point for each incorrect answer choice. The second step involves score equating and converting each raw score to a scaled score. The equating process accounts for differences in difficulty among the different test editions; thus, a given scaled score reflects approximately the same level of ability regardless of the edition of the test that was taken.

For information on how the free-response portion of the Revised Music Test is scored, please refer to the descriptive booklet that accompanies your admission ticket.

Inquiries about Test Questions

If you find what you consider to be an error or ambiguity in a test question that affects your response to the question, tell the test supervisor as soon as you finish the test or write to the following address immediately after the test administration.

School and Higher Education
Test Development
Educational Testing Service
P.O. Box 6636
Princeton, NJ 08541-6636

In your letter, state the name and address of the center where you took the test, the test date, the name of the test, the number seal content of the question, and, if it was in the General Test, the section in which it appeared.

ETS will send you a written response after your inquiry has been reviewed thoroughly by subject matter specialists. If the response does not resolve your concern, you can request that the Director of Test Development initiate further reviews of your inquiry. Finally, you can request a formal review of your inquiry by an independent review panel. Copies of ETS's procedure for resolving test question inquiries can be obtained by writing to the address given.

ETS will also retain your letter (with your identification deleted) in a file along with other letters concerning disclosed test questions. Copies of correspondence from this file can be obtained for a nominal fee by writing to the address given.

Retaking Tests

Data on the General Test show that scores often rise slightly as a result of taking the test more than once. Retaking the Subject Tests may also help you in certain circumstances. If you have studied for a considerable period of time in your field since last taking a Subject Test, a retake may be advisable. However, unless your scores seem unusually low compared with other indicators of your ability, taking the GRE tests again is not likely to result in a substantial score increase. In fact, there is some chance that your scores may drop.

Institutions vary in their use of multiple scores; institutions average the scores, consider only the most recent score, or consider only the highest score reported.

THIS INFORMATION APPLIES TO PAPER-AND-PENCIL ADMINISTRATIONS. FOR CBT, REFER TO PAGE 38.

Special testing arrangements and test materials are available for persons with currently documented visual, physical, hearing, or learning disabilities if requested in writing by the registration deadline.

Before requesting special arrangements you may want to contact the graduate school or fellowship sponsor to which you are applying to ask if they are willing to waive the GRE requirement and consider your application based on other information.

If ETS determines that you require only minor adjustments to the testing environment, you may be able to test under standard conditions. For example, if you only need wheelchair accommodations, or if you are hearing-impaired and need to sit where you can lip-read the oral instructions or be given written instructions to follow, adjustments can be made to allow you to test under standard conditions.

Alternate mediums currently available for the General Test include:

- Braille (1972 Nemeth Code)
- Large Print (18 pt.)
- Cassette with Large Print or Braille Figure Supplement for use in Quantitative Sections

Subject Tests are available in enlarged print (14 pt.). If you require a GRE Subject Test in a format other than enlarged print, please contact us as soon as possible.

For further information

Phone 609-921-9000
Test Administration Services,
Services for Disabled Test Takers
Fax 609-520-1092
Graduate Record Examinations,
Educational Testing Service,
Attn: Services for Disabled Test Takers,
Mail Stop 20V
TTY (Telephone/Teletypewriter) 609-734-9362

Large print answer sheets are available for both the General Test and Subject Tests.

NOTE: If you register for the General Test and a Subject Test and request additional testing time, each test may have to be scheduled on separate days.

Most commonly requested accommodations include:

- Additional testing time
- Separate testing room
- Recorder of answers

Other accommodations that can be made available include:

- Test reader
- Interpreter
- Other aids customarily used

Examinees who customarily use a reader or interpreter may request in advance that this reader or interpreter be used.

Any person requesting special accommodations must follow the registration procedures outlined here. All documentation must be approved prior to the test administration date. The following must be submitted together by the registration deadline appearing on the back of this *Bulletin*:

- Complete registration form and proper fee.
 - Recent documentation on official letterhead must be submitted by a licensed or certified professional qualified to evaluate your disability. A description of the disability and explanation of the necessity for the specific accommodation(s) requested should be provided in the letter. The letter must specify the special accommodation(s) needed and additional testing time required. A copy of the professional's certificate or license and their speciality must also be included. The program has the right to request, if necessary, further verification of the professional's credentials and expertise relevant to the recommendation being made.
 - Documentation on official letterhead that recent similar accommodations have been made for you in other educational or testing situations (if no prior accommodations have been made, specify why).
 - Letter from you describing the nature of your disability, specifying the accommodations needed, and whether you require extra time.
- Your registration will be returned to you unprocessed if all the following information is not received together at ETS.
- Registration form and proper fee
 - Documentation from licensed or certified professional
 - Letter describing your disability
 - Documentation of similar accommodations

NOTE: Failure to submit all of the above by the deadline may cause your test date to be delayed, in which case we will schedule you for the next available test administration.

It is to your benefit to register as early as possible so suitable arrangements can be made. Early registration will allow you more time to use the practice test materials that will be sent to you when your registration is processed. The currently available materials include a *Description of the General Test* in braille, large print, or cassette and a full-length version of *Practicing to Take the General Test* in braille, large print, or cassette. If you wish to order priced publications, use the order form in the center of this *Bulletin* or call 1-800-537-3160 if paying by credit card.

Approximately two weeks before the test date, ETS will send you a letter confirming the arrangements made for you and identifying the testing location and testing supervisor.

If you cannot attend the testing session for which special arrangements have been made, please contact your test center supervisor or ETS. You may submit a Test Date Transfer Form and transfer fee for a later test date. Include a note referring to the special arrangements that have been made for you. This request must be received at ETS on or before the tenth day following the test date for which you were absent.

ETS recognizes that when standardized tests such as the GRE tests are taken under nonstandard conditions, the scores may not accurately reflect the examinee's educational ability. Therefore, a statement is included with reports of scores that were earned under nonstandard conditions pointing out the special nature of the score results and the importance of considering other indicators of academic achievement in the admission process. Final responsibility for interpreting your scores will rest with the score recipient.

Separate percentiles are not available for interpreting the scores of test takers who test under nonstandard conditions.

Because of ETS's need to review documentation and provide for appropriate special accommodations, standby registration is not available to registrants who have special needs.

Disclosure service is available only to those examinees who take the GRE General Test under standard testing conditions at one of the international administrations held on December 10 and 12, 1994, and June 3, 1995.

Standby Registration

If you have not registered to take a General or Subject Test and wish to do so, you may be able to test as a standby. Standby registration is not available to registrants who request special accommodations.

You must take with you to the test center, on the day of the test, a completed registration form and your fee payment if you are not paying by credit card. You must also comply with the admission requirements described on page 11. No one will be admitted without identification bearing a recent photograph and signature and a photo file record.

- Supervisors do not have the authority nor the information necessary to admit anyone until the day of the test. If you have questions before the test date, call GRE at 609-771-7670.
- Standby registrants are admitted to the test center *only* if sufficient space, test materials, and adequate staff are available after all registered test takers have been admitted.
- Standby registrants should report at least 15 minutes earlier than other test takers.
- The service fee for standby testing is \$35 in addition to the test fee(s) plus any surcharge for testing outside the U.S. Scores will not be reported unless the correct fee is submitted.
- If paying by credit card, fill in the appropriate boxes on the registration form.
- If not paying by credit card, make payments to ETS-GRE in U.S. dollars. Acceptable forms of payment are listed on pages 3 and 9.

- If you are admitted as a standby for both the morning and afternoon sessions, you must submit a separate check or money order for each session.

Monday Administrations

Monday administrations will be arranged *only* for religious reasons. ETS will try to make arrangements for administrations on October 10 and December 12, 1994, and on April 10, and June 6, 1995 (Tuesday). Enclose your request for a Monday administration with your registration form, fees, and a letter signed by your religious leader on letterhead stationery, confirming your affiliation with a recognized religious body that observes its Sabbath on Saturday. On the registration form, leave the code number blank in Item 6, but indicate the city and state where you wish to test. You will be assigned to the closest available test center within 125 miles. Your request must be received by the special registration deadline on the back cover of this *Bulletin*.

No standby testing is permitted at Monday administrations.

NOTE: Requests for Monday administrations will be considered only for locations that are scheduled for Saturday international test dates.

Supplementary Test Centers

If you are more than 125 miles from the nearest center scheduled to give the GRE tests on December 10, 1994, or April 8, 1995, you may request a supplementary center that is closer to you. Supplementary centers will not be established for the October and June test dates. A letter requesting a supplementary center must accompany your completed registration form and fee and must be received by the special request deadline on the back cover of this *Bulletin*. If you are testing outside the United States or Puerto Rico your letter must explain why the centers listed on pages 21-25 are not suitable, and include the name and complete address of an institution and staff member who may be willing to administer the examination on the test date you are requesting. (NOTE: Supplementary centers are *not* established in countries where registration by a GRE representative is required.) Item 6 on the registration form should be left blank. As ETS cannot guarantee the establishment of a supplementary center, please indicate in your letter your preferred alternative: 1) another test date and the selection of an established center listed in this *Bulletin*, or 2) a refund of your test fee.

GRE TEST SCORES ARE AVAILABLE FOR FIVE YEARS. Score reports will be mailed to you and the institutions or graduate fellowship sponsors that you have designated. Each institution and fellowship sponsor designates the mailing address to which score reports are to be sent. They may request one or more of the following forms of reporting: individual paper reports, paper roster, disk, or magnetic tape. See the calendar on the back cover for the approximate score report mailing dates for paper-and-pencil administrations. Some scores may be delayed for such reasons as late receipt of answer sheets, inconsistencies in identification information, reviews of testing irregularities, missing identification, or insufficient payment of fees. If there is a delay, the words Absent/Delay will appear on the score report sent to you. ETS will mail complete score reports as soon as possible. If score reporting for an entire administration will be delayed by more than ten days beyond the published score reporting date, a letter of explanation will be broadly distributed.

Your copy of your score report is intended only for your information and personal records. Official reports are sent by ETS directly to all score recipients you designate. This procedure is intended to ensure that no questions are raised about the authenticity of a score report.

GRE scores are not the property of the examinee even though the use, reporting, and cancellation of scores are subject to various rights and restrictions as indicated in this *Bulletin*.

Your Score Report

Your GRE Report of Scores will contain separate General Test scores and percentile ranks for the verbal, quantitative, and analytical measures. For the Subject Tests, reports will contain one total score and percentile rank for each test and, in some cases, subscores. GRE scores are three-digit numbers ending in zero, except for subscores on the Subject Tests, which are two-digit numbers.

The percentile ranks indicate the position of your scores relative to those of others who have taken the same test in a recent three-year period. Your scores remain the same whenever you request additional reports, but the percentile ranks may change if they are based on the performance of a more current testing population.

The maximum obtainable score for each measure in the General Test is 800. In a paper-and-pencil administration, a minimum score of 200 is reported if you answer at least

one question in the section(s) contributing to that measure. If no answers are given for a measure, the letters NS (no score) will be reported for that measure. If no answers are given on the entire test, nothing is reported.

NOTE: For CBT, a minimum number of questions must be answered to get a score. See page 40.

The highest reported score on any Subject Test is 990. However, the maximum obtainable score varies from subject to subject. The obtainable minimum varies from subject to subject but never goes below 200. In the case of the Subject Tests, if no answers are given, no scores are reported for that test. A table that includes Subject Test score ranges is provided in *Interpreting Your GRE General and Subject Test Scores*, which you will receive with your GRE Report of Scores.

Cumulative Reporting

GRE score reporting is cumulative. Current GRE Board policy, in effect since October 1985, states that scores are reportable for five years. In practice, this means that all scores earned during the current testing year and the five previous years (i.e., scores earned since October 1, 1989) will be reported to each institution you designate as a score recipient. You may elect to send only General Test scores, only Subject Test scores, or all scores, but you may not elect to have only scores from a specific test date reported.

Cumulative score reporting may be affected by various types of administrations. For example, scores from a computer-based testing (CBT) administration taken after an international administration may be reported before the international administration scores are available. Each initial score report will contain all available scores from prior test administrations. This initial report will not contain scores that have already been reported from a later test date. However, when future additional score reports are processed, all available scores will be reported. Your score reporting acknowledgment will indicate the designated recipients and the cumulative record reported at that time.

Obtaining Older Scores

Between October 1, 1974, and September 30, 1985, GRE Board policy stated that scores would be reported for up to twenty years. If you tested during that time, you may still request that those scores be sent to institutions. A notice will be included in those reports indicating that older scores should be interpreted with caution.

There is no extra charge for reporting earlier scores to institutions listed on a current registration form if you enclose a completed Additional Score Report Request Form with your registration. If an Additional Score Report Request Form is submitted separately, the appropriate fee must be included.

Absence from a Testing Session

If you were absent on the most recent test date, only your report will indicate your absence for that date instead of a score. Reports indicating your absence will not be sent to your designated score recipients. However, if you have previous scores in the GRE computer file, the previous scores will be sent to the recipients you designated on your registration form or correction stub and to recipients on any additional score report requests you have submitted.

If you do not want a report sent, delete the recipient codes on the admission ticket correction stub and return it with your ticket. Note that this request must be received at ETS no later than seven days after the test date printed on the admission ticket. Recipients that were designated at a CBT administration or on additional score report requests cannot be deleted.

How to Have Additional Score Reports Sent

You may have your scores sent to additional score recipients at any time during the five-year period following your test date (i.e., until September 15 following the fifth anniversary of your test date). See the Additional Score Report Request Form in the center of this *Bulletin*.

If you do not have an Additional Score Report Request Form and you submit a written request for additional score reporting, be sure to include your full name as indicated on your original score report, address, date of birth, social security number, and most recent test date along with \$13 per recipient. Credit card payment is acceptable with VISA or MasterCard *only*. Indicate your credit card number, type of credit card, and expiration date. Fax requests will be accepted if paying by credit card. All pertinent information as described above must be included.

ETS will make every effort to process your Additional Score Report Request Form and mail paper score reports to institutions within ten working days after receipt at ETS. However, GRE score recipients may elect to receive scores in one or more of the following reporting forms: paper roster, disk, or magnetic tape. Scores reported in these

formats are sent to institutions approximately twice a month.

Once a request for additional score reporting has been received by ETS, no changes will be possible.

The GRE Program will NOT honor a telephone call, telegram, or mailgram request to send score reports.

Reporting Revised Scores

In keeping with its commitment to prepare high quality tests, ETS routinely follows extensive review and quality control procedures to detect and avoid flawed questions and consequent errors in scoring. Such procedures include independent reviews by qualified individuals, pretesting questions for the General Test, feedback from students after they have taken a test, and careful analysis of performance data on each question after the first administration of a test but before the test is scored.

Nonetheless, occasionally an error may be discovered after scores have been reported. Whenever this happens, ETS recalculates and reports revised scores for students whose scores are affected. Revised scores reported during the current year are reported directly to graduate schools and fellowship sponsors as well as to students because such scores are likely to be part of current applications for admission. Revisions to scores reported in previous years are sent to the affected students, who may request that ETS forward their revised scores to any graduate schools and fellowship sponsors still considering their applications.

Preventing Unauthorized Release of Your Scores

It is a GRE Board policy that your scores be reported only to you, to accredited institutions of higher education granting the baccalaureate or higher degrees, and to approved graduate fellowship-granting sponsors. Score reports will be released only upon your *written* request. Scores will not be released to examinees over the phone. ETS will not release your scores at the request of institutions or fellowship sponsors except for use in research studies that are approved by the GRE Board and that provide anonymity for the test takers and the institutions they attend.

Are GRE Tests Fair?

ETS has designed two procedures for ensuring the fairness of its tests. The first is a sensitivity review process to ensure that tests reflect the multicultural nature of

United States society and that test questions do not contain language that perpetuates stereotypes, offends members of a particular group, or might distract test takers from the task at hand. On the basis of the sensitivity review, any potential test material that might offend people on the basis of their age, sex, disability, ethnic group, or race is eliminated.

The second procedure is called Differential Item Functioning (DIF) analysis. DIF is a statistical procedure that identifies test questions on which one group of test takers (e.g., male) outperforms another group (e.g., female) in spite of similar levels of knowledge and skills as determined by their performance on the test as a whole. Questions that prove unequally difficult for one of the groups are scrutinized for bias by a specially trained committee to determine whether the questions should be eliminated from scoring.

The GRE Program encourages test takers to report concerns about specific test questions directly to the test center supervisor or to the GRE Program immediately following the test administration. Subject matter specialists will review the question and eliminate it from scoring if potential bias is determined. The test specialists will respond in writing to the examinee. If the response does not resolve the examinee's concern, the examinee can pursue the matter further within ETS.

GRE Scores and Minority Students

GRE scores, like those on similar standardized tests, cannot completely represent the potential of any person, nor can they alone reflect an individual's chances of long-term success in an academic environment. It should be remembered that the GRE tests provide measures of certain types of developed abilities and achievement, reflecting educational experience over a long period. Special care is required in interpreting the GRE scores of students who may have had an educational and cultural experience somewhat different from that of the traditional majority.

Research to date indicates that GRE scores are valid predictors of success in the first year of graduate school for all students. Available samples of minority students, however, have been very small. Information regarding test scores and minority groups is reported in *Examinee and Score Trends for the GRE General Test: 1977-78, 1982-83, 1986-87, and 1987-88* by Diane M. Wah and Dawn S. Robinson; *The Validation of GRE Scores as Predictors of First Year Per-*

formance in Graduate Study, by Kenneth M. Wilson; and in *Sex, Race, Ethnicity, and Performance on the GRE General Test*. To obtain copies, write to:

Graduate Record Examinations
Educational Testing Service
P.O. Box 6014
Princeton, NJ 08541-6014

GRE Scores and Foreign Students

Various factors complicate the interpretation of GRE scores for foreign students. Obviously, understanding English is all-important since lack of fluency in English may affect test performance. Moreover, since the GRE tests are developed for students who have been educated in the United States, cultural and educational backgrounds must be considered, along with linguistic factors.

The Test of English as a Foreign Language (TOEFL) is designed to evaluate the English proficiency of students whose native language is not English and is often required for admission by graduate as well as undergraduate institutions. Those who use GRE scores are advised that an indicator of the general level of English proficiency of such students may be obtained by looking at their scores on TOEFL and GRE tests and should provide a better basis for determining the extent to which English proficiency may be a factor in the GRE scores earned by these students. Information about the relationship between GRE and TOEFL scores is available in various TOEFL research reports.

Comprehensive information concerning the characteristics and test performance of non-U.S. citizens taking the GRE is available in various GRE Board Research and Professional Reports.

Institutions and departments are advised that their past experiences should continue to be the best guide to interpretation of GRE scores for foreign students. Institutions are encouraged to monitor student performance at different score levels for both the GRE and TOEFL tests.

Cancellation of Scores by ETS

Educational Testing Service is obligated to report scores that accurately reflect the performance of the test taker. For this reason, ETS maintains test administration and test security standards designed to ensure that all test takers are given the same opportunity to demonstrate their abilities, and to prevent some test takers from gaining an unfair advantage over others because of testing irregularities or misconduct. ETS routinely reviews irregularities and test

scores believed to be earned under unusual circumstances. ETS reserves the right to cancel any test score if there is an apparent discrepancy in photo identification, if the test taker engages in misconduct, if there is a testing irregularity, or if ETS believes there is reason to question the score's validity.

Photo Identification

When there is an apparent discrepancy in photo identification, ETS will not score answer sheets from a paper-and-pencil administration or release scores from a computerized administration. Any scores that were already released from an administration for which there was an apparent discrepancy in photo identification will be canceled.

Test Taker Misconduct

Before test scores are canceled for misconduct, the test taker is notified and given an opportunity to provide additional information. For paper-and-pencil and CBT test center regulations, see pages 11-12 and 39 (respectively) of this *Bulletin* under "Test Center Procedures and Regulations."

Testing Irregularities

When test scores are canceled by ETS because of group irregularities, such as confirmed undertiming or overtiming, defective materials, or preknowledge of test content, deliberate or inadvertent, test takers are given an opportunity to take the test again as soon as possible without charge.

Questioned Scores

When the validity of a test score is questioned by ETS because it may have been obtained unfairly, the test taker is notified of the reasons for questioning the score and is given an opportunity to provide additional information, to confirm the questioned score by taking the test again, or to authorize ETS to cancel the score and refund all test fees.

In addition, the test taker can request third-party review of the matter by asking any score recipient to review the information and make its own decision about accepting a score that may be invalid or by asking that a member of the American Arbitration Association arbitrate ETS's action in accordance with ETS procedures established for this purpose. **NOTE:** The retest option is available only in the United States and Canada. The arbitration option is available only in the United States.

Reviews of questionable scores by ETS are confidential. If it is necessary to cancel a score that has already been reported, score users are notified that the score is canceled, but the reasons for ETS's actions are not disclosed.

The General Test measures skills that have been acquired over a long period of time and that are not related to any specific field of study. The General Test yields separate scores for the verbal, quantitative, and analytical abilities related to success at the graduate level of education.

The Paper-and-Pencil Administrations

The paper-and-pencil version of the test consists of seven 30-minute sections and requires 3 hours and 30 minutes of testing time. Scores on the test are based on the number of correct answers selected.

One 30-minute section of the General Test contains questions to be analyzed for possible use in future editions of the test. Answers to these questions are not counted in the scoring. This section might appear in any position within the test.

Every examinee who responds to at least one question on any section that contributes to a score will receive a score for that measure. If no questions are answered for a measure, the letters NS (No Score) will be reported for that measure. If no questions are answered on the entire test, nothing is reported.

The Computer Adaptive Test

The General Test is also available on a convenient basis through the Computer-Based Testing (CBT) Program. Refer to pages 35-46 of this *Bulletin* for details.

NEW!
New for 1994-95: GRE General Test practice materials are now provided in the *GRE General Test Descriptive Booklet*. The booklet can be obtained wherever *GRE Bulletins* are available.

Subject Test Information

The Test Development Process

Each new edition of a Subject Test is developed by a committee of examiners composed of professors who are actively engaged in teaching the subject, and who are on undergraduate and graduate faculties in different types of institutions and in different regions of the United States. In selecting members for each committee of examiners, the GRE Program seeks the advice of the appropriate professional associations in the subject.

The content and scope of each test are specified and reviewed periodically by the committee of examiners. Test questions are written by the committee and by other faculty who are also subject-matter specialists. All questions proposed for the test are reviewed by the committee and revised as necessary. The accepted questions are assembled into a test in accordance with the content specifications developed by the committee of examiners to ensure adequate coverage of the various aspects of the field and at the same time to prevent overemphasis on any single topic. The entire test is then reviewed and approved by the committee.

Subject-matter and measurement specialists on the ETS staff assist the committee of examiners, providing information and advice about methods of test construction and helping to prepare the questions and assemble the test. In addition, individual test questions and the test as a whole are reviewed to eliminate language, symbols, or content considered to be potentially offensive, inappropriate for major subgroups of the test-taking population, or serving to perpetuate any negative attitude that may be conveyed regarding these subgroups. The test as a whole is also reviewed to make sure that the test questions, where applicable, include an appropriate balance of people in different groups and different roles.

After a new edition of a Subject Test is first administered, examinees' responses to each test question are analyzed in a variety of ways to determine whether such question functioned as expected. These analyses may reveal that a question is ambiguous, requires knowledge beyond the scope of the test, or is inappropriate for the total group or a particular subgroup of examinees taking the test. Answers to such questions are not used in computing scores, and these questions are subsequently revised or replaced.

If you register for a Subject Test, you will be sent a booklet that describes the test and includes sample questions and information to help you understand the scores you earn. Booklets are also available free of charge and may be requested by writing to:
Graduate Record Examinations • Educational Testing Service • P.O. Box 6000 • Princeton, NJ 08541-6000

Subject Test Descriptions

B22 — BIOCHEMISTRY, CELL AND MOLECULAR BIOLOGY. This test consists of about 180 questions and is intended for students who are interested in graduate programs in biochemistry, cell biology, and molecular biology, along with related programs such as microbiology and genetics. The questions are distributed among three subscore areas, Biochemistry (36%), Cell Biology (28%), and Molecular Biology and Genetics (36%).

1. Biochemistry

Chemical and physical foundations; biomolecules: structure, assembly, organization, and dynamics; catalysis and binding; major metabolic pathways of animals, bacteria, and plants; bioenergetics; regulation and integration of metabolism; methodology

2. Cell Biology

Cellular compartments of prokaryotes and eukaryotes; cell surface specialization; cyto-skeleton, motility, and shape; protein synthesis and processing; communication and regulation; division and growth; determination, development and differentiation

3. Molecular Biology and Genetics

Genetic foundations; chromatin and chromosomes; genome organization and maintenance; gene expression; gene regulation in prokaryotes and eukaryotes; bacteriophages, animal and plant viruses; methodology

B24 — BIOLOGY. The test contains approximately 205 questions that are about equally divided among three subscore areas:

1. Cellular and Molecular Biology

Cellular structure and function: biological compounds, enzyme activity, metabolic pathways and regulation, membrane dynamics and cell surfaces, organelles, cytoskeleton, motility, and cell cycle

Molecular biology and molecular genetics: genetic foundations, chromatin and chromosomal structure, genomic organization and maintenance, gene expression and regulation, immunobiology, viruses, and recombinant DNA methodology

2. Organismal Biology

Animal and plant structure, function, and organization; reproduction, growth, and development; characteristics and phylogenetic relationships of organisms in the kingdoms Monera, Protista, Fungi, Plantae, and Animalia

3. Ecology and Evolution Ecology: environment/organism interaction, behavioral ecology, population structure and function, communities, and ecosystems Evolution: genetic variability, evolutionary processes, e.g., natural selection, genetic drift; evolutionary consequences, e.g., fitness and adaptation, speciation

C27 — CHEMISTRY. The test contains about 150 questions designed to cover much of the content of the chemistry courses completed by students before the middle of the senior collegiate year. The questions are classified approximately as follows: analytical chemistry (15%), inorganic chemistry (25%), organic chemistry (30%), and physical chemistry (30%).

C29 — COMPUTER SCIENCE. This test consists of about 80 questions and is intended for students who plan to seek a graduate degree in computer science and who have taken courses in computer science at least to the level of an undergraduate major in computer science. The questions are classified approximately as follows: software systems and methodology (35%), computer organization and architecture (20%), theory (20%), mathematical background (20%), and advanced topics such as artificial intelligence, modeling, and simulation (5%).

E31 — ECONOMICS. The test consists of about 130 questions primarily concerned with assessing a student's ability to understand basic economic analysis. About 60 percent of the test is divided between microeconomic and macroeconomic analysis, 7 percent is devoted to basic statistics, and the remaining 33 percent covers the other fields of economics, including econometrics, labor, industrial organization, public finance, money and banking, international trade, development, comparative systems, economic history, history of thought, alternative approaches to macroeconomic theory, finance, law and economics, and urban and regional economics.

E35 — REVISED EDUCATION. This test has about 200 questions drawn from the core of knowledge most commonly encountered in undergraduate programs in education. Questions are expected to tap cognitive skills (i.e., factual recall, comprehension, application, analysis, synthesis, and evaluation) as they focus on each of three broad categories:

1. Learning and development (about 35 percent of the questions), including human growth and development, the psychology of learning, motivation and social processes, individual differences, and measurement of learning.

2. Curriculum and instruction (about 38 percent of the questions), including philosophy of curriculum and instruction, classroom environment, curriculum and instructional design, curriculum and instructional evaluation.

3. Contexts of education (about 27 percent of the questions), including historical, philosophical, sociological and social-psychological, political, ethical, legal, and economic contexts.

E37 — ENGINEERING. The test contains about 140 questions and yields an engineering subscore based on about 105 questions and a mathematics subscore based on about 35 questions. The engineering questions emphasize material studied by most engineers during their first two college years. Major emphasis is on basic physics and chemistry, mechanics (statics, dynamics, and mechanics of materials), electric circuits and devices, fluid mechanics, and thermodynamics. There are also questions dealing with transfer and rate, engineering economics and judgment, and statistics. The mathematics questions are of two kinds: those that deal with mathematical facts and manipulations needed to work efficiently in engineering and those that deal with applying calculus concepts.

G47 — GEOLOGY. The test includes approximately 195 questions that are about evenly divided among the three subscore areas:

1. Stratigraphy, sedimentology, paleontology, geomorphology, hydrology, oceanography

2. Structural field relations, mechanics, and processes; tectonics; isostasy, gravity, and magnetism; earthquakes and seismology; heat and electrical properties; planetology

3. Mineralogy, petrology, geochemistry, isotope geology, economic mineral deposits and resources

H57 — HISTORY. The test includes about 195 questions. Approximately 100 focus on European history (including Russia) from ancient times to the present, and approximately 75 focus on United States history

from the Colonial period to the present. The test deals primarily with the political, diplomatic, military, economic, social, cultural, and intellectual history of Europe and the United States. A small number of questions (about 20) may deal with the histories of Africa, Asia, or Latin America, including comparisons with the history of Europe or the United States. Two subcores, one in European history and one in United States history, are reported.

L64 — LITERATURE IN ENGLISH. The test contains approximately 230 questions on literature in English from the British Isles, the United States, and other countries. It also contains a few questions on major works, including the Bible, in translation. Factual questions test a student's knowledge of writers typically studied in college courses; for example, a student may be asked to identify a writer or work described in a brief critical comment or represented in a short excerpt. Interpretive questions test a student's ability to read passages of poetry, drama, fiction, and nonfiction prose perceptively; such questions may address meaning, use of language, form and structure, literary techniques, and various aspects of style.

M67 — MATHEMATICS. The test consists of about 66 questions and is intended to measure both the knowledge of content of undergraduate mathematics courses for mathematics majors and the mathematical abilities traditionally expected of anyone who intends to seek a graduate degree in mathematics. In addition to the usual sequence of elementary calculus-based courses, the examinee should have had the mathematics-major courses in abstract algebra, linear algebra, and real analysis that require students to demonstrate the ability to prove theorems and create counterexamples. About a quarter of the questions require knowledge in other areas, such as complex analysis, topology, combinatorics, probability, statistics, number theory, and algorithmic processes.

M72 — REVISED MUSIC. The test consists of about 101 multiple-choice questions and 23 free-response questions. Section I of the test consists of 50 multiple-choice questions and 15 free-response questions. The multiple-choice questions are based primarily on the history and theory of music from the Middle Ages to the twentieth century.

The free-response questions are based on the fundamentals of theory: scales, key signatures, cadences, intervals, clefs, transposition, notation, chord-spelling, and harmonic analysis. Section II of the test consists of 61 multiple-choice questions grouped into 12 sets, each of which is based on a taped excerpt of music, and 8 free-response questions. The multiple-choice questions are based on musical excerpts from the medieval period to the twentieth century; the questions cover such things as phrase structure; cadences; stylistic elements; modulations; key relationships; rhythmic, harmonic, and contrapuntal devices; instrumentation; form; and historical style analysis. The free-response questions consist of one single-voice and one two-voice dictation, two harmonic dictations, two part-writing exercises, and two counterpoint exercises.

The test has three subcores. Subcore 1, History and Theory; subcore 2, Listening and Literature; and subcore 3, Aural Skills. Information on the scoring of both the multiple-choice questions and the free-response questions is given in the descriptive booklet for the Revised Music Test.

P77 — PHYSICS. The test consists of approximately 100 questions most of which relate to the first three years of undergraduate physics. Topics include classical mechanics (20%), fundamentals of electromagnetism (18%), atomic physics (10%), physical optics and wave phenomena (9%), quantum mechanics (12%), thermodynamics and statistical mechanics (10%), special relativity (6%), and laboratory methods (6%). The remaining 9 percent of the test covers advanced topics such as nuclear and particle physics, condensed matter physics, and astrophysics.

P79 — POLITICAL SCIENCE. The test contains approximately 170 questions which are drawn from the courses of study most commonly offered in undergraduate programs. The questions are distributed approximately as follows: United States government (30%), comparative political systems (20%), political theory and history of political thought (20%), international relations (20%), and methodology (10%).

P81 — PSYCHOLOGY. The test has about 220 questions drawn from courses most commonly offered at the undergraduate level, in three categories:

1. Experimental or natural science oriented (about 43% of the questions), including learning, language, memory, thinking, perception, ethology, comparative, sensation, and physiological psychology.
2. Social or social science oriented (about 43% of the questions), including clinical and abnormal, developmental, personality, and social psychology.
3. General (about 14% of the questions), including the history of psychology, applied psychology, measurement, research designs, and statistics.

The test's total score includes the questions in all three categories. The test has two subcores: an experimental psychology subcore consisting of category (1) questions only and a social psychology subcore consisting of category (2) questions only.

S87 — SOCIOLOGY. The test has about 190 questions that cover 12 major subfields included in an undergraduate curriculum, distributed as follows: general theory (11%), methodology and statistics (15%), criminology and deviance (8%), demography (6%), family and gender roles (8%), organizations (8%), race and ethnic relations (8%), social change (6%), social institutions (9%), social psychology (9%), social stratification (7%); urban/rural/community (5%).

Locator Services

The Graduate Student Locator Service (GSLs) and the Minority Graduate Student Locator Service (MGSLs) are computer based search services that match prospective graduate students with participating graduate schools. Both services are free for prospective graduate applicants, and you are not required to register for a GRE test. Anyone considering graduate study may register for the Graduate Student Locator Service. Eligibility for the Minority Graduate Student Locator Service, however, is limited to U.S. citizens. Individuals who are eligible may register for both services.

Institutions eligible to participate in the MGSLs and the GSLs include (1) accredited graduate institutions and (2) non-degree granting organizations that award graduate fellowships who may also be eligible for consideration as score recipients.

Institutions specify the types of students they wish to consider according to educational and other background characteristics. Computer files are searched four times a year in conjunction with each international test date. After each search, the names of individuals whose information matches an institution's specifications are mailed to that institution. Note: GRE scores ARE NOT included with the background characteristics sent to institutions that participate in the Locator Services. See pages 15-17 for score reporting procedures.

Registering for the GRE Locator Services does not take the place of applying for admission to graduate school; nor is registration for either service an application for financial aid or in any sense a guarantee that such assistance will be offered.

To participate in the 1994-95 GRE Locator Services, complete Items 1, 2, 4, 5, 8, 10, 11, 14, and 18 on the GRE registration form.

Fee Waivers

The GRE Board provides a fee waiver service for students who meet the conditions of eligibility.

One certificate is available per person for paper-and-pencil administrations. It waives only the test fees and is available from your undergraduate institution. Two certificates will be needed to waive the test fees for a computer-based General Test and a paper-and-pencil Subject Test. To be eligible you must be:

- 1) a United States citizen or resident alien,
- 2) a senior receiving financial aid through an undergraduate college in the United States, Puerto Rico, or U.S. Territories, and
- 3) a student who meets the GRE Board financial-need guidelines.

Fee waivers are available from your financial aid office once they determine your eligibility.

You may use the certificate to take one General Test and one Subject Test. These may be taken on two different test dates, in which case two registration forms must be completed and sent with your certificate noting both test dates.

Letter requests or photocopies of certificates will not be accepted. Registration form(s) received without a 1994-95 fee waiver certificate will be returned.

General Test Disclosure Service

The disclosure service provides a copy of your answer sheet, a booklet containing the General Test questions that were used in scoring your test, the answer key for those questions, and instructions for scoring your answer sheet. The disclosure service will not provide a copy of your scores.

The paper-and-pencil General Tests administered on December 10 and 12, 1994, and June 3, 1995, will be disclosed.

The test disclosure service costs \$11. The service is not available to those examinees who test under non-standard conditions or to examinees testing in India, Korea, the People's Republic of China, or Taiwan.

The service may be ordered by either filling in the appropriate oval in Item 15 of the registration form when you register to take the General Test or by completing the Test Disclosure Order Form that accompanies your score report.

If you are absent from the test, cancel your scores, or transfer to another test date, only the test disclosure booklet will be sent to you. There will be no refund of the test disclosure fee.

This service is available for six months following the test date. Order processing will begin about eight to ten weeks after the administration. Orders submitted after that time will be filled about three weeks after receipt at ETS.

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Montana (cont'd)

- 10000 Murray, Murray St. U.
- 10001 Oxbow, Oxbow Coll.
- 10002 Phenix, Phenix Coll.
- 10003 Pipe Pass, Alta Lloyd Coll.
- 10004 Richmond, Brown Hg. U.
- 10005 Yellowstone, Cumberland Coll.

MISSISSIPPI

- 10000 Brantley, Brantley Coll.
- 10001 Fort Mill, U. of Miss.
- 10002 Louisiana, State Coll.
- 10003 Madison, U. of Miss.
- 10004 Moss, U. of Miss.
- 10005 Northland, U. of So. Miss.
- 10006 Osage, U. of Miss.
- 10007 Prairie View, U. of Miss.
- 10008 Southern, Southern Coll.
- 10009 University, University Coll.
- 10010 Waterville, Colby Coll.

MARYLAND

- 11363 Annapolis, U.S. Naval Acad.
- 11381 Baltimore, Baltimore City Comm. Coll.
- 11387 Baltimore, Coppin St. Coll.
- 11401 Baltimore, Frederick Douglass Sr. H.S.
- 11361 Baltimore, Johns Hopkins U.
- 11407 Baltimore, Morgan St. U.
- 11375 Baltimore, Towson St. U.
- 11364 Baltimore, U. of Md. (Baltimore County)
- 11372 Bel Air, Harford Comm. Coll.
- 11388 Bowie, Bowie St. U.
- 11362 College Park, U. of Md.
- 11410 Frederick, Hood Coll.
- 11366 Frostburg, Frostburg St. U.
- 11409 La Plata, Charles County Comm. Coll.
- 11386 Princess Anne, U. of Md., Eastern Shore
- 11378 St. Mary's City, St. Mary's Coll.
- 11370 Salisbury, Salisbury St. U.
- 11400 Westminster, Western Maryland Coll.

MASSACHUSETTS

- 12001 Amherst, Amherst Coll.
- 12000 Amherst, U. of Mass.
- 12002 Boston, Northeastern Coll.
- 12003 Boston, Simmons Coll.
- 12071 Boston, Suffolk U.
- 12000 Boston, U. of Mass., Harbor Campus
- 12000 Bridgewater, Bridgewater St. Coll.
- 12000 Cambridge, M.I.T.
- 12000 Chestnut Hill, Boston Coll.
- 10057 Fitchburg, Fitchburg St. Coll.
- 12073 Lowell, U. of Mass., at Lowell
- 12000 Medford, Tufts U.
- 12070 New Rochelle, Manhattan H.S.
- 12001 Northampton, South Coll.
- 12074 North Duxbury, U. of Mass.-Dartmouth
- 10000 Pittsfield, Berkshire Comm. Coll.
- 12002 Salem, Salem St. Coll.
- 12000 S. Hadley, Mt. Holyoke Coll.
- 10004 Springfield, Amer. Int'l Coll.
- 12070 W. Barnstable, Cape Cod C.C.
- 12000 Westfield, Williams Coll.
- 10000 Worcester, Coll. of the Holy Cross
- 10000 Worcester, Worcester St. Coll.

MICHIGAN

- 10414 Afton, Afton Coll.
- 10000 Ann Arbor, Central Coll.
- 10400 Ann Arbor, U. of Mich.
- 10400 Ann Arbor, Washtenaw Comm. Coll.
- 10401 Barab, U. of Detroit Mercy
- 10402 Detroit, Wayne St. U.
- 10400 East Lansing, Mich. St. U.
- 10402 Flint, U. of Mich.
- 10410 Grand Rapids, Calvin Coll.
- 10404 Holland, Vega Coll.
- 10402 Houghton, Mich. Tech. U.
- 10407 Kalamazoo, Western Mich. U.
- 10401 Lansing, Lansing Comm. Coll.

MINNESOTA

- 10100 Duluth, Duluth Coll.
- 10100 St. Cloud, St. Cloud St. U.
- 10100 St. Paul, St. Paul Theological Seminary
- 10101 St. Paul, St. Mary's Coll.

MISSOURI

- 10000 Clinton, Clinton Coll.
- 10001 Cape Girardeau, Southeast Mo. St. U.
- 10002 Columbia, Rose Brigs M.S.
- 10003 Columbia, U. of Miss.
- 10004 Hannan City, Hannan M.S.
- 10005 Kansas City, U. of Mo.
- 10006 Kirksville, Northwest Mo. St. U.
- 10007 Maryville, Northwest Mo. St. U.
- 10008 Rolla, U. of Mo.
- 10009 St. Joseph, Mo. Western St. Coll.
- 10010 St. Louis, St. Louis Comm. Coll.-Marion
- 10011 St. Louis, St. Louis U.
- 10012 St. Louis, U. of Mo.
- 10013 Warrensburg, Warrensburg Coll.

MISSOURI (cont'd)

- 10111 Great Falls, Coll. of Great Falls
- 10107 Hann, Mo. Mont. Coll.
- 10110 Helena, Carroll Coll.
- 10100 Kalispell, Rathbun Wj. Comm. Coll.
- 10125 Missoula, U. of Mont.

NEBRASKA

- 10001 Chadron, Chadron St. Coll.
- 10002 Hastings, Hastings Coll.
- 10003 Kearney, U. of Neb. of Kearney
- 10004 Lincoln, U. of Neb.
- 10005 McCook, McCook Coll.
- 10006 Omaha, U. of Neb.
- 10007 Southard, Western Neb. Comm. Coll.
- 10012 Wayne, Wayne St. Coll.

NEVADA

- 10000 Elko, Northern NV Comm. Coll.
- 10000 Las Vegas, Phillips Jr. Coll.
- 10011 Las Vegas, U. of Nev.
- 10000 Reno, Truckee Meadows Comm. Coll.
- 10004 Reno, U. of Nev.

MICHIGAN (cont'd)

- 10100 Duluth, Duluth Coll.
- 10100 St. Cloud, St. Cloud St. U.
- 10100 St. Paul, St. Paul Theological Seminary
- 10101 St. Paul, St. Mary's Coll.

MISSOURI

- 10000 Clinton, Clinton Coll.
- 10001 Cape Girardeau, Southeast Mo. St. U.
- 10002 Columbia, Rose Brigs M.S.
- 10003 Columbia, U. of Miss.
- 10004 Hannan City, Hannan M.S.
- 10005 Kansas City, U. of Mo.
- 10006 Kirksville, Northwest Mo. St. U.
- 10007 Maryville, Northwest Mo. St. U.
- 10008 Rolla, U. of Mo.
- 10009 St. Joseph, Mo. Western St. Coll.
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- 10003 Kearney, U. of Neb. of Kearney
- 10004 Lincoln, U. of Neb.
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NEW HAMPSHIRE

- 10000 Durham, U. of N.H.
- 10001 Manchester, U. of N.H.
- 10002 Portsmouth, Plymouth Coll. of N.H.
- 10003 Plymouth, Plymouth Coll. of N.H.

NEW JERSEY

- 10000 Camden, Rutgers U.
- 10001 Gloucester, Rutgers Coll. of N.J.
- 10002 Lawrenceville, Rider U.
- 10003 Montclair, Montclair State U.
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NEW MEXICO

- 10000 Albuquerque, Tech/Voc Inst.
- 10001 Albuquerque, U. of New Mexico
- 10002 Gallup, U. of N.M. Gallup Campus
- 10003 Las Cruces, New Mexico St. U.
- 10004 Las Vegas, New Mexico Highlands U.
- 10005 Portales, Eastern New Mexico U.
- 10006 Roswell, New Mexico Mil. Inst.
- 10007 Santa Fe, St. John's U.
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- 10009 Socorro, New Mexico Tech.

NEW YORK

- 12000 Albany, Coll. of St. Rose
- 12001 Albany, SUNY
- 12002 Albany, Alfred U.
- 12003 Amherst, Amherst Coll.
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Table listing test centers in Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, and Texas. Includes columns for center name, address, and phone number.

Table listing test centers in Utah, Vermont, and Virginia. Includes columns for center name, address, and phone number.

Table listing test centers in Virginia (cont'd), Washington, West Virginia, Wisconsin, Wyoming, and Commonwealth of Puerto Rico. Includes columns for center name, address, and phone number.

Table listing test centers in Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, and Alaska (cont'd).

† Please turn to page 10 for registration instructions through: 1 - CTC; 2 - HEP-Indonesia.

* Admission ticket will show exact center address.

TEST AND/OR CENTER CHANGE FORM (FOR PAPER-AND-PENCIL ADMINISTRATIONS ONLY)

To add a test, change the test for which you are registered, or change your test center, complete this form. Changes cannot be guaranteed but will be made as space and materials permit.

- Mail the completed form and correct fees or credit card information in time to meet the appropriate registration deadline on the back cover of this *Bulletin*.
- If the addition or change can be made, a new admission ticket will be issued.

REQUEST FOR HAND SCORING (FOR PAPER-AND-PENCIL ADMINISTRATIONS ONLY)

The number of computer scoring errors for the Graduate Record Examinations is extraordinarily small. Nevertheless, the GRE Program believes that after examinees receive their scores, they should be given an opportunity to request hand scoring to verify their computer-produced scores. If the hand-scored results are higher or lower than those originally reported to you, the revised scores will be mailed to all recipients of the earlier scores. If hand scoring yields revised scores and if your answer sheet was completed according to directions, your hand-scoring fee will be refunded.

Requests to have the free-response portion of the Revised Music Test rescored will not be honored. This is because the free-response questions on this test are routinely scored by a minimum of two expert judges. Requests for hand scoring of the multiple-choice responses will be honored.

Complete the order form on the reverse side and mail it with either complete credit card information or the required fee of \$17 per answer sheet to the address noted at the top of the form. If paying by credit card, this form may be faxed. Fax requests will not be processed unless complete VISA or MasterCard information is provided. The fax number is (609) 771-7906. Your request must be received within six months following the test date. Results of the hand scoring will be available approximately four weeks after receipt of your request and correct fee at ETS.

Use this form to change the date of test center for which you have registered, to add a test, or to change the test date. No changes can be made after the registration deadline. (See the calendar on the back cover.)

CREDIT CARD NUMBER
If paying by credit card, write in credit card number, expiration date, and type. Do not leave any spaces between the numbers. Only VISA or MasterCard will be accepted.

NAME												
LAST NAME (Family or Surname)								FIRST NAME (Given)				M.I.
DATE OF BIRTH			U.S. SOCIAL SECURITY NUMBER				REGISTRATION NUMBER			PHONE NUMBER		
MONTH	DAY	YEAR	ENTER IF GIVEN PREVIOUSLY.				ENTER IF AVAILABLE.			USA ONLY		
YOUR CURRENT MAILING ADDRESS												
NUMBER AND STREET												
CITY												
STATE OR PROVINCE				POSTAL CODE OR U.S. ZIP				COUNTRY CODE				

EXPIRATION DATE		TYPE OF CREDIT CARD	
Month	Year	<input type="checkbox"/> VISA	<input type="checkbox"/> MasterCard

☛ Check amount enclosed (see Fees at bottom of this form).
\$17 \$56 \$73

• To transfer to another test date, use the Test Date Transfer Form in the center of this Bulletin.

TEST DATE
CHECK THE ONE TEST DATE FOR WHICH YOU ARE REGISTERED.
 October 8 December 10 April 8 June 3

ORIGINAL TEST(S)				ORIGINAL TEST CENTER(S)			
Check the box for the General Test if you registered for it. Enter the Subject Test Code if you registered for a Subject Test (See pages 18-19.)		General Test <input type="checkbox"/>		Subject Test Code <input type="text"/>		Indicate the test center(s) for which you originally registered.	
						First choice number and location <input type="text"/>	
						Second choice number and location <input type="text"/>	

CHANGED TEST(S)				TEST CENTER(S) CHANGE			
Check the box for the General Test if you plan to take it. Enter the code of the Subject Test you now plan to take. (See pages 18-19.)		General Test <input type="checkbox"/>		Subject Test Code <input type="text"/>		Indicate the test center(s) where you now wish to test.	
						First choice number and location <input type="text"/>	
						Second choice number and location <input type="text"/>	

Fees: 1. Test and/or Center Change (\$17)
 2. Test Added (\$56)
 3. Both 1 and 2 (\$73)


IF PAYING BY CHECK OR MONEY ORDER, MAKE YOUR REMITTANCE PAYABLE TO ETS-GRE.

MAIL THIS COMPLETED FORM AND FEE(S) TO:
 Graduate Record Examinations
 Educational Testing Service
 P.O. Box 6000
 Princeton, NJ 08541-6000

Retain a copy for your records.

SEE REVERSE SIDE FOR INSTRUCTIONS.

DO NOT SEND CASH OR FOREIGN CURRENCY. Forms received with insufficient information or fees will be returned.

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GRE REQUEST FOR HAND SCORING (FOR PAPER-AND-PENCIL ADMINISTRATIONS ONLY)

MAIL COMPLETED FORM TO:
 Graduate Record Examinations
 P.O. Box 6005 • Princeton, NJ 08541-6005

- Check the appropriate box(es). GRE General Test Answer Sheet @ \$17 GRE Subject Test Answer Sheet @ \$17

Fee: \$17 per answer sheet

I was present on the test date indicated below. I have received my scores, and I would like to have my answer sheet(s) hand scored. I understand that if the scores derived from hand scoring differ from the scores reported previously, the revised scores will be reported to all recipients of the earlier scores.

- Signature _____ Date _____
- Please PRINT all information below.

\$17 \$34

(540-25)

CREDIT CARD NUMBER If paying by credit card, write in credit card number, expiration date, and type. Do not leave any spaces between the numbers. Only VISA or MasterCard are accepted.						EXPIRATION DATE Month Year		TYPE OF CREDIT CARD		
								<input type="checkbox"/> VISA <input type="checkbox"/> MasterCard		
NAME										
LAST NAME (Family or Surname)						FIRST NAME (Given)			M.I.	REGISTRATION NUMBER*
DATE OF BIRTH			U.S. SOCIAL SECURITY NUMBER				PHONE NUMBER			* Registration number is printed below your name and address on your score report.
MONTH	DAY	YEAR	ENTER IF GIVEN PREVIOUSLY.				USA Only			
TEST DATE		MONTH		DAY		YEAR		NAME AND LOCATION OF TEST CENTER		
YOUR CURRENT MAILING ADDRESS										
NUMBER AND STREET										
CITY										
STATE OR PROVINCE				POSTAL CODE OR U.S. ZIP				COUNTRY		

\$
TOTAL AMOUNT ENCLOSED

Copy here the batch number(s) of the answer sheet(s) you want hand scored. (This information appears above your scores on your score report.)

General Test

BATCH -

Subject Test

BATCH -

SEE REVERSE SIDE FOR INSTRUCTIONS.

- Enter the total amount you are enclosing. Incomplete forms or forms received without correct fees or complete credit card information may be returned.
- IMPORTANT** • Make your remittance payable to ETS-GRE. DO NOT SEND CASH OR FOREIGN CURRENCY. Retain a copy for your records.

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TEST DATE TRANSFER (FOR PAPER-AND-PENCIL ADMINISTRATIONS ONLY)

Use this form to transfer to another test date within the same testing year. Transfers cannot be guaranteed but will be made as space and materials permit. A new admission ticket will be sent if the transfer can be made. If you were absent and you do not transfer to another test date, see "Absence From a Testing Session" on page 15 of this *Bulletin*.

- Complete the form using your admission ticket and mail it with a check or money order for the appropriate fees or with the credit card information completed.
- Completed form and fees must be received by the tenth day following the test date for which you were absent.
- If the requested test center is full or not open, you will be assigned to the nearest open center.
- Transfers are not available if you are absent from an April Subject Test or the June General Test.
- Do not use this form if you registered for Monday testing.
- You cannot transfer registration or test fees between paper-and-pencil administrations and CBT administrations.

REQUEST FOR SCORE CANCELLATION (FOR PAPER-AND-PENCIL ADMINISTRATIONS ONLY)

If, after taking a test, you believe that you did not perform up to your capability, you may cancel your scores. Fill in the appropriate ovals, and sign your name in the appropriate place on your answer sheet or complete this form and send it to the address given. The form must be received by ETS in Princeton, New Jersey, within seven days following the test date printed on your admission ticket. Please allow sufficient time for mail delivery. You may not wait until after you have received notification of your scores to have them canceled. Once canceled, scores cannot be reinstated.

No refund of any fees will be made if your test scores are canceled. A new registration form and fee must be submitted if you want to take the test again.

If you took both the General Test and a Subject Test, be sure to specify which test scores you want canceled. If you have previous scores in the GRE computer files, reports of the previous scores will be sent to all designated recipients, but the institution will not receive any information about the GRE scores you canceled.

To ensure receipt in the time required, examinees may wish to fax, cable, or telex a score cancellation to ETS.

- Fax – 609-771-7906
- Cable – EDUCTESTSVC, Princeton, NJ
- Telex – TWX5106859592 or
TWX5106859596-01

Use this form to request a test date transfer. It must be received on or before the tenth day immediately following the test date for which you were absent.

\$22 Test Date Transfer Fee

If paying by check or money order, make your remittance payable to ETS-GRE.

- You cannot transfer registration or test fees between paper-and-pencil administrations and CBT administrations.
- If you were registered to test using special accommodations, include a letter of explanation with this form. (See page 13, "Test Takers with Disabilities.")
- This service is not available in the countries where representative registration is required.
- Transfers are not available if you are absent from an April Subject Test or the June General Test.
- Do not use this form if you registered for Monday testing.

NAME									
LAST NAME (Family or Surname)					FIRST NAME (Given)			M.I.	
DATE OF BIRTH			U.S. SOCIAL SECURITY NUMBER			REGISTRATION NUMBER		PHONE NUMBER	
Month	Day	Year	ENTER IF GIVEN PREVIOUSLY.			ENTER IF AVAILABLE.		U.S.A. ONLY	
YOUR CURRENT MAILING ADDRESS									
NUMBER AND STREET									
CITY					STATE OR PROVINCE		POSTAL CODE OR U.S. ZIP		COUNTRY CODE

Refer to the Country or Region Code List in this Bulletin.

TEST DATE
CHECK THE ONE TEST DATE FOR WHICH YOU WERE REGISTERED.

October 8 December 10 April 8 June 3

GENERAL TEST
TRANSFER TO:

October 8 December 10 April 8 June 3

SUBJECT TEST
TRANSFER TO:

October 8 December 10 April 8

TEST CENTER(S) CHANGE

First choice no. and location	
Second choice no. and location	

MAIL THIS COMPLETED FORM AND FEE(S) TO:
Graduate Record Examinations
Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-8000

CREDIT CARD NUMBER
If paying by credit card, write in credit card number, expiration date, and type. Do not leave any spaces between the numbers. Only VISA or MasterCard will be accepted.

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

EXPIRATION DATE		TYPE OF CREDIT CARD	
Month	Year	<input type="checkbox"/> VISA	<input type="checkbox"/> MasterCard

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SEE REVERSE SIDE FOR INSTRUCTIONS.

DO NOT SEND CASH OR FOREIGN CURRENCY.
Forms received with insufficient information or fees will be returned. Retain a copy for your records.

GRE[®] REQUEST FOR SCORE CANCELLATION (FOR PAPER-AND-PENCIL ADMINISTRATIONS ONLY)

I was present on the test date indicated below, but I would like to cancel the following GRE scores:

- General Test**
(All sections of the test — verbal, quantitative, and analytical — will be canceled; cancellation of only one or two parts of the test is not permitted.)
- Subject Test**
(Total test will be canceled.)

I understand that my fees will not be refunded, and my answer sheet will not be scored. No scores for this test will be sent to me or to any score recipients that I have requested, and no record of this cancellation will be sent to anyone other than myself. I also understand that, once canceled, my test cannot be reinstated.

Signature _____ Date _____

LAST NAME (FAMILY OR SURNAME)										FIRST NAME (GIVEN)			M.I.
Month	Day	Year	ENTER IF GIVEN PREVIOUSLY.			REGISTRATION NUMBER							
DATE OF BIRTH			U.S. SOCIAL SECURITY NUMBER										
Month	Day	Year											
TEST DATE		TEST CENTER NO.		NAME AND LOCATION OF TEST CENTER									

Mail completed form to:
**Graduate Record Examinations
Educational Testing Service
Attn: Score Cancellation
P.O. Box 6000
Princeton, NJ 08541-8000**

Retain a copy for your records.

This form must be received at ETS no later than seven days after the test date. Please allow sufficient time for delivery. Do not send a letter with this form. SEE REVERSE SIDE FOR INSTRUCTIONS.

GRE® PUBLICATIONS ORDER FORM

P-60

1994-95

For credit card orders (VISA or MasterCard only), call 1-800-837-3160, Monday-Friday, 8:00 a.m. to 4:00 p.m. Eastern time. Outside the U.S. or Canada, call 609-771-7243.

Item Number	Publication	Price	No. of Copies	Amount	Total
Practice Test Books (540-01) Available September 1994					
241278	Practicing to Take the GRE General Test — No. 9	\$15.00			
241257	Practicing to Take the GRE Biology Test — 2nd Edition	11.00			
241242	Practicing to Take the GRE Chemistry Test — 2nd Edition	11.00			
241258	Practicing to Take the GRE Computer Science Test — 2nd Edition	11.00			
241249	Practicing to Take the GRE Economics Test — 2nd Edition	11.00			
241236	Practicing to Take the GRE Education Test — 2nd Edition	11.00			
241280	† Practicing to Take the GRE Engineering Test — 3rd Edition	13.00			
241254	Practicing to Take the GRE Geology Test — 2nd Edition	11.00			
241255	Practicing to Take the GRE History Test — 2nd Edition	11.00			
241261	Practicing to Take the GRE Literature in English Test — 2nd Edition	11.00			
241263	Practicing to Take the GRE Mathematics Test — 2nd Edition	11.00			
241265	Practicing to Take the GRE Music Test — 2nd Edition	11.00			
241256	Practicing to Take the GRE Physics Test — 2nd Edition	11.00			
241277	Practicing to Take the GRE Political Science Test	9.00			
241279	† Practicing to Take the GRE Psychology Test — 3rd Edition	13.00			
241264	Practicing to Take the GRE Sociology Test — 2nd Edition	11.00			
Directory of Graduate Programs					
252035	Volume A — Natural Sciences	18.00			
252036	Volume B — Engineering • Business	18.00			
252037	Volume C — Social Sciences • Education	18.00			
252038	Volume D — Arts • Humanities • Other Fields	18.00			

* Postage: In North America and U.S. Territories and for APO addresses, postage and handling to a single address is included. POSTAGE 540-52
 To all other locations (airmail only) for postage and handling to a single address add \$4 for the first book ordered and \$2 for each additional book.
 Canada residents add 7% GST R131414468
 In California add 8.25% sales tax

- Allow three to four weeks for delivery.
- Payment should be made by check or money order drawn on a U.S. or Canadian bank, U.S. Postal Money Order, or UNESCO Coupons.
- Orders received without payment will be returned.
- A returned practice book or Directory of Graduate Programs will be accepted for credit or full refund within 10 days of receipt only if currently in print and in salable condition.

Make your remittance payable to ETS-GRE.

ETS use only

TOTAL AMOUNT ENCLOSED

TYPE OR PRINT CLEARLY YOUR NAME AND ADDRESS BELOW. DO NOT DETACH THIS MAILING LABEL.

**Graduate Record Examinations
 Educational Testing Service
 P.O. Box 6014
 Princeton, NJ 08541-6014**

YOUR NAME: _____

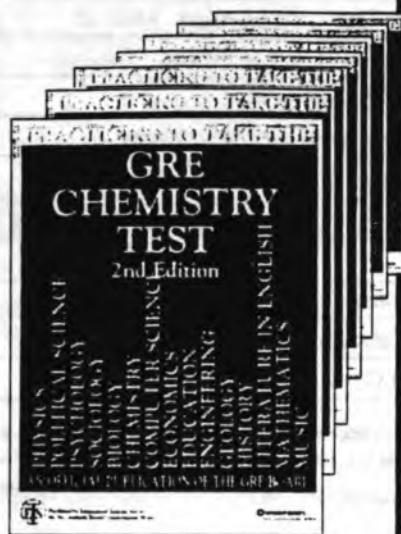
Practice Books...

Practicing to Take the GRE[®] General Test – No. 9 contains six actual tests administered from 1990-92 plus the Math Review.



There are fifteen GRE[®] Subject Test practice books.

- Biology
- Chemistry
- Computer Science
- Economics
- Education
- Engineering
- Geology
- History
- Literature in English
- Mathematics
- Music
- Physics
- Political Science
- Psychology
- Sociology



All practice books include: complete instructions and answer sheets, actual time allotted to complete each test, answers and raw score conversion tables, and student performance data on each question for self-evaluation.

To order any practice book, use the order form on the back of this ad. A practice book for the Biochemistry, Cell and Molecular Biology Test is not available at this time.

For faster processing, you can order any of these publications with a credit card (VISA or MasterCard only) by calling 1-800-537-3160 Monday-Friday 8:00 a.m. to 4:00 p.m. Eastern time. Outside the U.S. or Canada, call 609-771-7243.

Practice materials are developed to familiarize examinees with the types of questions they will see on actual GRE tests, and to help them estimate their performance. The materials consist of previously administered tests. Differences in the number of items and the actual format of the test may be found. Questions in the practice materials may be presented in a different format from that used in the Computer-Based Testing (CBT) Program.

The Official GRE[®]/CGS DIRECTORY OF GRADUATE PROGRAMS

The *Directory of Graduate Programs* has been designed as a comprehensive source of information for students preparing to select and apply to graduate school. Excluded are such advanced professional degrees as J.D., M. Div., M.D., D.D.S., and D.V.M.

The *Directory of Graduate Programs* consists of four separate volumes:

VOLUME A

Natural Sciences
Agriculture; Biological Sciences; Chemistry; Computer and Information Sciences; Earth, Atmospheric, and Marine Sciences; Health and Medical Sciences; Mathematical Sciences; Physics and Astronomy; Natural Sciences — Other

VOLUME B

Engineering
Chemical; Civil; Electrical and Electronic; Industrial; Materials; Mechanical; Engineering — Other
Business
Accounting; Banking and Finance; Business Administration and Management; Business — Other

VOLUME C

Social Sciences
Anthropology and Archaeology; Economics; Political Science; Psychology; Sociology; Social Sciences — Other
Education
Administration; Curriculum and Instruction; Early Childhood; Elementary; Evaluation and Research; Higher; Secondary; Special; Student Counseling and Personnel Services; Education — Other

VOLUME D

Arts
History, Theory, and Criticism; Performance and Studio
Humanities
English Language and Literature; Foreign Languages and Literatures; History; Philosophy; Humanities and Arts — Other
Other Fields
Architecture and Environmental Design; Communications; Home Economics; Library and Archival Sciences; Public Administration; Religion and Theology; Social Work



• Individual volumes of the *Directory of Graduate Programs* may be ordered on the GRE registration form (see page 9 under Order Information and Fees) or on the Publications Order Form (see back of this ad).

• The *Directory of Graduate Programs* is also available for purchase at many retail and campus bookstores across the country.

GRE 1994-95 ADDITIONAL SCORE REPORT REQUEST FORM

540-16
ASR

Complete this form to have score reports sent to institutions in addition to those listed on your registration form or to have previous GRE scores sent to institutions. To avoid delay, do not send a letter with this form. ETS will make every effort to process your score reports within ten working days after receipt of your request at ETS.

FEE: \$13 for each score recipient listed
 \$13 \$26 \$39 \$52
 If paying by check or money order, make your remittance payable to ETS-GRE.

FOR USE IN 1994-95; fees subject to change after 9/30/95

NAME										
LAST NAME (Family or Surname)							FIRST NAME (Given)			M.I.
DATE OF BIRTH			U.S. SOCIAL SECURITY NUMBER			NAME AT TIME OF PREVIOUS TEST DATE, IF DIFFERENT				
MONTH	DAY	YEAR	ENTER IF GIVEN PREVIOUSLY.			Scores under both names will be reported.				
YOUR CURRENT ADDRESS: Print your current address.										
NUMBER AND STREET										
CITY			STATE OR PROVINCE	POSTAL CODE OR U.S. ZIP			COUNTRY CODE		Refer to the Country or Region Code List in the Bulletin.	
PHONE NUMBER (U.S.A. only)		()								

CREDIT CARD NUMBER
 If paying by credit card, write in credit card number, expiration date, and type. Do not leave any spaces between the numbers. Only VISA or MasterCard will be accepted.

EXPIRATION DATE		TYPE OF CREDIT CARD	
Month	Year	<input type="checkbox"/> VISA	<input type="checkbox"/> MasterCard

EFFECTIVE SINCE OCTOBER 1985, GRE SCORES ARE REPORTABLE FOR FIVE YEARS (i.e., until September 15 following the 8th anniversary of your test date). IF YOU TESTED PRIOR TO OCTOBER 1985, SCORES ARE REPORTED ACCORDING TO THE POLICY THAT WAS IN EFFECT WHEN THE TEST WAS TAKEN.

EXAMINEE COPY ONLY — Only one copy may be requested.
 Check this box and include the \$13 fee if you are requesting a copy of your scores for yourself only and do not want your scores reported to any institutions at this time.

SCORE RECIPIENTS An acknowledgement will be sent to you containing a copy of your scores and a list of the score recipients. Choose carefully. Score recipients, department codes, and report codes listed on this form cannot be changed or canceled.

- See Institution Code List and Department Code List in the Bulletin. Check code numbers for accuracy because requests are filled on the basis of code numbers you provide.
- To designate an institution or fellowship not listed in the Institution Code List, enter the name and complete mailing address on this form. If the designated recipient is authorized to receive GRE scores, your request will be honored.
- For each recipient listed, enter one of the following numbers in the "REPT." box below:
 - 1 — to have both General and Subject Test scores reported to the recipient
 - 2 — to have only General Test scores reported to the recipient
 - 3 — to have only Subject Test scores reported to the recipient
 If you leave the box blank, ALL scores will be reported.

INSTITUTION CODE	DEPT. CODE	REPT.	INSTITUTION OR FELLOWSHIP SPONSOR	LOCATION	DEPARTMENT
R			1.		
R			2.		
R			3.		
R			4.		

Subject to your instructions in the boxes labeled REPT. above, your score report will routinely include all available scores earned after 10/1/89. Enter your test date in a. below.

a. ENTER YOUR TEST DATE (see below).	b. ENTER YOUR REGISTRATION NUMBER (if available) FOR THE TEST DATE ENTERED AT LEFT.	c. ENTER LOCATION OF THE TEST CENTER
MONTH YEAR		CITY
		STATE OR COUNTRY

- If you enter a **FUTURE TEST DATE**, those scores and any previous scores earned since 10/89 will not be reported until scores from the future test date become available. However, if you also requested scores under a different name (indicated above) those scores will be reported within approximately ten working days after this request is received at ETS.
- If you enter a **PREVIOUS TEST DATE**, your scores will be reported within approximately ten working days after this request is received at ETS.
- If you enter a test date between 10/74 and 8/85, your scores for that test date will be reported within approximately ten working days after the request is received at ETS. They are reported separately from any scores earned after 10/89.

IMPORTANT: If you want scores reported that were earned between 10/1/74 and 9/30/85 enter in the boxes below the approximate date(s) on which you earned the scores.

MONTH	YEAR	MONTH	YEAR	MONTH	YEAR

By signing this form, I authorize Educational Testing Service to release my GRE scores, under the conditions set forth in the 1994-95 GRE Bulletin, to the graduate schools and fellowship sponsors I have designated on this form.

 SIGNATURE

 DATE

MAIL THIS COMPLETED FORM TO: Graduate Record Examinations, Educational Testing Service, P.O. Box 6006, Princeton, NJ 08541-6006
REQUESTS RECEIVED WITHOUT FEES OR COMPLETE CREDIT CARD INFORMATION WILL BE RETURNED. • RETAIN A COPY FOR YOUR RECORDS.
DO NOT SEND CASH OR FOREIGN CURRENCY.
THIS FORM MAY BE PHOTOCOPIED.

ADDITIONAL SCORE REPORT REQUEST FORM

Current GRE Board policy, in effect since October 1985, states that you may have your scores sent to additional score recipients at any time during the five-year period following your test date (i.e., until September 15 following the fifth anniversary of your test date). Complete this Additional Score Report Request Form or the request form included with your score report. If you tested prior to October 1, 1985, refer to "Obtaining Older Scores" on page 15 of this *Bulletin* for more details. If you only want to obtain another copy of your score report for yourself, complete the form, check the appropriate box under the "Examinee Copy Only" section, and submit your request with the \$13 fee or complete credit card information. Only one examinee copy may be requested.

ETS will make every effort to process your Additional Score Report Request Form and mail paper score reports to institutions within ten working days after receipt at ETS. However, GRE score recipients may elect to receive scores in one or more of the following forms of GRE score reporting: paper roster, disk, or magnetic tape. GRE scores reported in these formats are sent to institutions approximately twice a month.

Keep a record of the names and code numbers of designated score recipients. Once a request for additional score reporting has been received by ETS, the request cannot be canceled or changed.

The GRE Program will **NOT** honor a telephone call, telegram, or mailgram request to send score reports. Fax requests will be honored if payment is made by VISA or MasterCard. The credit card number and expiration date must be indicated on the request. The fax number is (609) 771-7906.

	Oct. 1, 1987	Dec. 15, 1987	April 8, 1988	June 3, 1988	Oct. 1, 1987	Dec. 15, 1987	April 8, 1988	June 3, 1988	Oct. 1, 1987	Dec. 15, 1987	April 8, 1988	June 3, 1988
NEEDLES												
10048 Chelsea, NH&S												
MOROCCO												
See page 10.												
NEOZHELANDE												
10049 Napier, Amer. Sch.												
NORWAY												
10040 Trondheim, Amer. Sch.												
NETAL												
10044 Netshonah, St. Xavier's Sch.												
NETHERLANDS, THE⁽¹⁾												
10045 Amsterdam, OZO												
NETHERLANDS ANTILLES												
Aruba, San Aruba												
10051 Curaçao, U. of the Neth. Antilles												
NEW ZEALAND												
10010 Auckland, U. of Auckland												
10017 Christchurch, U. of Canterbury												
10048 Dunedin, U. of Otago												
10018 Wellington, Victoria U.												
NICARAGUA												
10020 Managua, Amer.-Managua Sch.												
NIGER												
10005 Niamey, Amer. Coll. Ctr.												
NIJERIA												
10040 Ibadan City, U. of Ibadan												
10022 Lagos, Gov't. Tech. Coll.												
10024 Maiduguri, W.A.L.C.												
10049 Lagos, Federal Tech. Coll. of Edm.												
10046 Port Harcourt, W.A.L.C.												
NORWAY⁽¹⁾												
10049 Trondheim, Norgeskole												
10071 Oslo, U. of Oslo												
10048 Trondheim, U. of Trondheim												
OMAN												
10402 Muscat, Holiday Inn												
PAKISTAN												
10080 Islamabad, Islamabad Hotel												
10013 Karachi, Taj Mahal Hotel												
10051 Lahore, Aaral Hotel												
10052 Lahore, U. of Management Science												
PANAMA												
10702 Balboa, Panama Canal Coll.												
10725 Colonada, Oxford Sch.												
PAPUA NEW GUINEA												
10080 Port Moresby, U. of Papua New Guinea												
10042 Lae, Int'l. Sch. of Lae												
PARAGUAY												
10016 Asuncion, Amer. Sch.												
PEOPLE'S REPUBLIC OF CHINA												
See page 10.												
PERU												
10088 Lima, Inst. Coll. Peruano - Nortamericano												
PHILIPPINES												
10052 Baguio City, U. of the Philippines												
10089 Cagayan de Oro City, Xavier U.												
10099 Cebu City, U. of San Carlos												
10054 Davao City, Alamo De Davao U.												
10057 Davao City, Silliman U.												
10055 Iloilo City, Central Phil. U.												
10056 Zamboanga City, U. of the Philippines												
POLAND⁽¹⁾												
10732 Warszawa, Centrum Dostosowania												
Stacyzjal												
PORTUGAL⁽¹⁾												
10080 Lisbon, Amer. Lang. Inst.												
QATAR												
10153 Doha, Ramada Hotel												
ROMANIA												
10072 Bucharest, Inst. De Arhitectura "Ion Mincu"												
10270 Inst. Universitatis "Al. I. Cuza"												
RUSSIA⁽¹⁾												
10236 Moscow, Moscow Int'l. U.												
10441 Novosibirsk, Novosibirsk State U.												
10734 St. Petersburg, St. Petersburg Electrotechnical U.												
10086 Vladivostok, Far Eastern State Tech. U.												
RWANDA												
10326 Kigali, Amer. Coll. Ctr.												
SAUDI ARABIA												
10156 Dhahran, U. of Petroleum & Minerals (Men's Div.)												
10159 Dhahran, U. of Petroleum & Minerals (Women's Div.)												
10283 Jidda, King Abdulaziz U. (Men's Div.)												
10284 Jidda, King Abdulaziz U. (Women's Div.)												
10551 Riyadh, King Saud U. (Men's Div.)												
10550 Riyadh, King Saud U. (Women's Div.)												
SCOTLAND⁽¹⁾												
10020 Aberdeen, U. of Aberdeen												
10211 Glasgow, Strathclyde U.												
SENEGAL												
10141 Dakar, Amer. Coll. Ctr.												
SEYCHELLES												
10086 Victoria, Amer. Emb.												
SIERRA LEONE												
10195 Freetown, Freetown Bay Coll.												
SINGAPORE												
10339 Singapore, Anglo-Chinese Junior Coll.												
SLOVAKIA												
10062 Bratislava, Comenius U.												
SOLOMON ISLANDS												
10086 Honiara, U. of the South Pacific												
SOUTH AFRICA												
10084 Atlas, U. of Port Natal												
10040 Durban, U. of the Western Cape												
10048 Johannesburg, Anglono Canadian												
10110 Cape Town, U. of Cape Town												
10048 Durban, OZO												
10045 Durban-Vanderbilt, U. of Durban-Vanderbilt												
10084 Johannesburg, U. of the Witwatersrand												
10020 New-Burgundy, U. of Zululand												
10084 Durbanville, U. of Rustenburg												
10048 Port Elizabeth, Centre for Continuing Edm.												
10091 Swazini, U. of the North												
10048 Graham, U. of Natal												
SPAIN⁽¹⁾												
10185 Barcelona, Realista Facultat Int'l. Sch.												
10084 Barcelona, Inst. de Estudios Nortamericanos												
10010 Las Palmas, Amer. Sch.												
10091 Madrid, St. Louis U.												
10417 Malvora, Amer. Int'l. Sch. of Malvora												
10086 Pamplona, U. de Navarra												
10085 Sevilla, Amer. Corp. Sch. of Sevilla												
10086 Valencia, Centre de Estudios Nortamericanos												
SRI LANKA												
10110 Colombo, OZO												
SWEDEN												
10020 Stockholm, Central Coll.												
SWITZERLAND												
10086 Fribourg, Summer Inst. of Linguistics												
SWITZERLAND⁽¹⁾												
10048 Geneva*												
10020 Zurich, Realista Sch.												
SYRIA												
See page 10.												
TAIWAN												
See page 10.												
TANZANIA												
10044 Dar es Salaam, Coll. of Soc. Sci.												
THAILAND												
10048 Bangkok, Realista Int'l. Sch.												
10102 Bangkok, Int'l. Sch. of Bangkok												
10121 Chiang Mai, OZO												
TONGA												
10407 Nuku, Amer. Cultural Ctr.												
TUNISIA												
10074 Sfax, Alaha, Lithuania H.S.												
TURKEY/TURKISH												
10074 Fere-Of-Agha, Woodbrook Coll. Soc. Sch.												
TURKEY												
See page 10.												
TURKEY⁽¹⁾												
10020 Ankara, Turk-Amer. Summer												
10020 Istanbul, Realist Coll.												
TURKISH												
10020 Ankara, Amer. Sch. of Ankara												
USAMA												
10048 Memphis*												
USAMA⁽¹⁾												
10020 Memphis, Memphis State U.												
10020 Memphis, Postgraduate Inst.												
10091 U.S. Univ. of Memphis												
10020 Memphis, Memphis Postgraduate Inst.												
UNITED ARAB EMIRATES												
10020 Abu Dhabi, Int'l. Sch. of Chartered												
10020 Dubai, Amer. Sch. of Dubai												
UNITED STATES												
10071 Charleston, Virginia Coll.-OZO		</										

Do not use this list in selecting a test center. See test center list on page 21.

Listing here does not necessarily mean that an institution requires or recommends taking the GRE, but it does mean that it is approved to receive GRE scores. Some other approved institutions are not listed because they receive too few score reports. (Fellowship sponsors are listed on page 32.) See "Unlisted Institutions" in the registration instructions (item 12) if the name of an institution you wish to designate is not included.

If a star (*) appears to the left of an institution's code number, it indicates that, at the time this Bulletin was printed, the institution was not offering graduate programs. Institution codes preceded by a star should not be entered in item 12 on the registration form.

If a triangle (Δ) appears to the left of an institution's code number, it indicates that the institution participated in the GRE Locator Services and has given permission to publish its name.

ALABAMA
R1000 University of Alabama
R1002 Alabama State Univ.
R1004 Alabama State College
ALABAMA
R1005 Auburn
R1006 Montgomery
R1004 Birmingham-Southern
R0025 Forest Institute of Prof.
R0025 Professional Psych.
R1300 Huntington College
R1726 Jacksonville State U.
R1346 Judson College
R1737 Livingston University
R1406 Miles College
R1890 Oakwood College
R1302 Sanford University
R1723 Southeastern Bible
R0776 Southern Christian
R1738 Spring Hill College
R1726 Stillman College
R1800 Talladega College
Troy State University
R1824 Dothan
R0791 European Reg. Of.
R5797 Ft. Barringer
R5791 Harburt Field
R1798 Montgomery
R1916 Phenix City
R1736 Troy
R1813 Tuskegee University
R1895 United States Sports
ALABAMA
ALABAMA
University of Alabama:
R1898 Birmingham
R1904 Huntsville
R1890 Tuscaloosa
R1816 University of Mobile
R1804 University of Montevallo
R1798 University of North
R1898 University of South
ALABAMA
ALABAMA
R4001 Alaska Pacific Univ.
University of Alaska:
R4009 Anchorage
R4009 Fairbanks
R4807 Juneau

ALABAMA
R4001 Alaska Pacific Univ.
University of Alaska:
R4009 Anchorage
R4009 Fairbanks
R4807 Juneau

ARIZONA
R4006 American Grad. Sch. of Int'l. Mgt.
Arizona State University
DeVRY Institute
Phoenix
R4331 Grand Canyon Univ.
Northern Arizona Univ.
Project 1630
R4723 Southwestern College
University of Arizona:
R4009 Optical Science Ctr.
R4912 Planetary Science
R4011 University of Phoenix

ARIZONA
Arizona College
R8009 Arizona State Univ.
R8010 Arizona Tech. Univ.
R3067 Harding University
R8272 Henderson State Univ.
R8272 Hendrix College
R8321 John Brown University
R8649 Ouachita Baptist Univ.
R8678 Philander Smith College
R8321 Southern Arizona U.
University of Arizona:
R8009 Psychology
R8009 Little Rock
R8001 Medical Sciences
R8007 Monticello
R4004 Pine Bluff
R8012 University of Central
Arizona

ARIZONA (cont'd)
R8111 University of the Ozarks
R4898 Williams Baptist College

CALIFORNIA
R4016 American Bapt. Sem. of the West
R4189 American Conv. Theatrical
R7032 Antioch University
R4898 Armstrong University
R4009 Art Cr. Coll. of Design
R4009 Azusa Pacific Univ.
R4001 Bethany College
R4186 Bethel Theological Sem. West
R4017 Blinn University
R4022 Rosemead Sch. of Psych.
R4898 Brooks Institute of Photography
R4004 California Baptist College
R4001 California C. of Arts & Crafts
R4807 California Inst. Integral Studies
R4009 California Inst. of the Arts
R4004 California Inst. of Tech.
R4022 California Lutheran University
R4009 California Maritime Acad.
R4186 California Sch. of Prof. Psych.
California State Universities:
R4110 Bakerfield
R4048 Chico
R4022 Dominguez Hills
R4312 Fresno
R4022 Fullerton
R4011 Hayward
R4048 Humboldt
R4009 Long Beach
R4009 Los Angeles
R4707 Northridge
R4009 Pomona (Polytechnic)
R4671 Sacramento
R4009 San Bernardino
R4009 San Diego
R4743 Calistoga
R4004 San Francisco
R4807 San Jose
R4022 San Luis Obispo (Poly.)
R4186 San Marcos
R4723 Sonoma
R4713 Stanislaus
R4047 Chapman University
R4180 Christian Heritage College
R4009 Church Divinity Sch. of the Pacific
R4009 Claremont Grad. Schol.
R4004 Claremont McKenna Coll.
R4009 College of Notre Dame
R4182 College of Osteopathic Medicine of the Pacific
R4022 Concordia University
R4214 DeVRY Institute, Los Angeles
R4004 Dominican C. of San Rafael
R3292 Dominican School of Philosophy and Theology
R4016 Fresno Pacific College
R4213 Fuller Theol. Sem.
R4022 Golden Gate Baptist Theol. Sem.
R4022 Golden Gate University
R4009 Graduate Theol. Union
R4341 Harvey Mudd College
R4048 Hebrew Union College
R4009 Holy Names College
R4807 Jesuit Sch. of Theology
R4009 John F. Kennedy Univ.
R4009 La Sierra University

CALIFORNIA (cont'd)
R4002 Jesus Linda University
R4402 Loyola Marymount Univ.
R4411 Western College and Seminary, The
R4483 Mariposa College
R4230 Martin Luther Brethren
R4485 Biblical Sem.
R4485 Mills College
R4507 Monterey Institute of Int'l. Studies
R4483 Mount Saint Mary's Coll.
R4257 National University
R4255 New Coll. of California
R4891 Occidental College
R4304 Old College of Art & Design
R4614 Pacific Christian College
R4638 Pacific Grad. Sch. Psych.
R4612 Pacific Oaks College
R4509 Pacific Sch. of Religion
R4682 Pacific Union College
R4688 Paton College
Pepperdine University
Calver City
R4688 Malibu
R4619 Floor College
R4608 Fort Lewis Nazarenes Coll.
R4687 Pomona College
R4648 Ford Grad. School for Policy Studies
R4685 Ford UCLA Ctr. for Soviet Studies
R4682 Rosemead Sch. of Psych.
R4681 Saint John's Seminary
R4673 Saint John's Seminary College
R4673 Saint Mary's C. of Calif.
R4788 Saint Patrick's Seminary
R4388 Sacred Heart College
R4009 San Francisco Art Inst.
R4744 San Francisco Conserv. of Music
R4688 San Francisco Theol. Sem.
R4041 Santa Clara University
R4710 School of Theology of Claremont
R4688 Scripps College
R4681 Scripps Research Inst.
R4048 Scripps College
R4701 Southern California Coll.
R2791 Southern California Inst. of Architecture
R4704 Stanford University: Doctoral Prog. Bus. Adm.
R4688 Thomas Aquinas College
R4009 U.S. Naval University
R4631 U.S. Naval Post Grad. Sch.
University of California:
R4009 Berkeley
R4634 Davis
R4634 Sch. Vet. Med.
R4009 Irvine
R4807 Los Angeles
R4009 Riverside
R4009 San Diego
R4048 Biomedical Sciences Ph.D. Program
R4048 San Francisco
R4009 Santa Barbara
R4009 Santa Cruz
R4678 University of Judaism
R4001 University of La Verne
R4022 University of the Pacific
R4048 University of Redlands
R4009 Johnston Center
R4048 University of San Diego
R4898 University of San Fran.
R4022 University of S. Calif.: Safety & Systems Mgmt.

CALIFORNIA (cont'd)
R4898 West Coast University
R4898 Western St. Univ. Coll. Law
R4898 Westminster Theological Seminary in California
R4898 Westmont College
R4898 Whittier College
R4898 Woodbury University
R4897 Wright Institute

COLORADO
R4001 Adams State College
R4022 Sch.-Eli Coll. of Nursing
R4898 Colorado Christian Univ.
R4072 Colorado College
R4072 Colorado Sch. of Mines
R4075 Colorado State Univ.
R4189 Colorado Tech
R4898 Denver Seminary
R4016 Fort Lewis College
R4898 Hill School of Theology
R4484 Mesa State College
R4022 Metropolitan State Coll. of Denver
R4898 National Tech. Univ.
R4898 Regis Univ.
R4711 Saint Thomas Seminary
R4898 U.S. Air Force Academy
University of Colorado:
R4841 Boulder
R4874 Colorado Springs
R4075 Denver: Health Science Center
R4048 University of Denver
R4874 University of Northern Colorado
R4811 University of Southern Colorado
R4048 Western St. Coll. of Colorado

CONNECTICUT
R3001 Albertus Magnus College
R4898 Central Conn. St. Univ.
R3292 Charter Oak State Coll.
R4004 Connecticut College
R4898 Eastern Conn. St. Univ.
R3292 Fairfield University
R3734 Hartford Graduate Ctr.
R4009 Holy Apostles College
R3712 Quabbin College
R3780 Sacred Heart University
R3734 Saint Joseph College
R3292 Southern Conn. St. Univ.
R3292 Trinity College
R3807 U.S. Coast Guard Acad.
R3914 University of Bridgeport
University of Connecticut:
R3001 Farmington, Health Center
R3915 Storrs
R4009 University of Hartford
R3292 University of New Haven
R3292 Wesleyan University
R3292 Western Conn. St. Univ.
R3001 Yale New Haven Hosp.-Dietetic Internship

Yale University:
R3807 Undergraduate College
Graduate and Professional Schools:
R4004 Divinity School
R3807 Grad. Sch. of Arts & Sciences
R7072 Inst. of Sacred Music
R3292 School of Architecture
R3292 School of Drama
R3292 School of Forestry & Environmental Studies
R3292 School of Music
R3292 School of Nursing
R3809 Sch. of Org. & Mgmt.

DELAWARE
R8103 Delaware State University
R8117 University of Delaware
R8094 Hagley Graduate Program
R8222 Winterthur Program
R8225 Wilmington College
DISTRICT OF COLUMBIA
R8148 Academy of Art Development
R8007 American University
R8104 Catholic U. of America
R8178 De Sales Sch. of Theology
R8240 Georgetown University
R8246 George Washington U.
R8243 Elliott Sch. of Int'l. Affairs
R8288 Medical Ctr.
R8298 School of Education
R8259 School of Govt. & Bus. Adm.
R8244 Georgetown University
R8297 Howard University
R8010 Johns Hopkins Univ. Adv. Int'l. Studies
R8205 Joint Military Intelligence College
R8422 Mount Vernon College
R8700 National Research Council
R8806 Naval Military Post Comm. Ctr.
R824 Ohio College
R8222 Southeastern University
R8332 Strayer College
R8796 Trinity College
R8648 U.S. Army Surplus General
R8229 University of Dist. of Columbia
R4898 University of St. Catharines
R8300 Wesley Theol. Seminary
FLORIDA
R8053 Barry University
R8237 Bay Medical Center School of Nurse Anesthetists
R8061 Bethune-Cookman C.
R8142 Clearwater Christian C.
R8223 Eckerd College
R8182 Edward Waters College
R8190 Embry-Riddle Aero U.
R8235 Flagler College
R8215 Florida A & M Univ.
R8229 Florida Atlantic Univ.
R8005 Florida Beacon Bible College
R5080 Florida Inst. of Tech., Melbourne
R8206 Florida Int'l. Univ.
R8217 Florida Memorial College
R8218 Florida Southern College
R8219 Florida State University
R8171 Fort Lauderdale College
R8325 Institute of Physical Therapy
R8091 Jacksonville University
R8457 Lynn University
R8077 Miami Institute of Psychology
R8479 National-Louis Univ.
R8306 New Coll. Univ. of South Florida
FLORIDA
FLORIDA
Novel University:
R8516 Doctoral Program
R8914 Orlando College
R8346 Palm Beach Atlantic Coll.
R8372 Rollins College
R8346 Saint John Wesley College Seminary
R8392 Saint Leo College
R8372 Saint Thomas University

Florida (cont'd)
 R1007 Subst. Vancat dePaul Regional Sem.
 R1021 Southeastern College of the Assemblies of God
 R1022 Stetson University
 R1027 Tampa College
 R1028 Trinity College of Miami
 R1071 Troy State Univ./North Field
 R1080 University of C. Florida
 R1012 University of Florida
 R1015 University of Miami
 R1020 Coll. Arts & Sciences
 R1023 Coll. Engineering
 R1024 Int'l. Studies
 R1025 Sch. Architecture
 R1026 Sch. Business
 R1029 Sch. Communication
 R1030 Sch. Continuing Studies
 R1031 Sch. Education
 R1032 Sch. Marine Sciences
 R1033 Sch. Medicine
 R1042 Sch. Music
 R1042 Sch. Nursing
 R1400 University of N. Florida
 R1401 University of S. Florida
 R1414 University of Sarasota
 R1510 University of Tampa
 R1506 University of W. Florida
 R1545 Warner Southern Coll.

GEORGIA
 R1009 Agnes Scott College
 R1004 Albany State College
 R1012 Armstrong State College
 R1009 Atlanta Christian College
 R1009 Augusta College
 R1009 Berry College
 R1009 Brenau University
 R1110 Clark Atlanta University
 R1118 Columbia Theol. Sem.
 R1122 Columbus College
 R1124 Covenant College
 R1175 DeVRY Institute, Atlanta
 R1017 Emory University
 R1106 Allied Health Program
 R1106 Candler Sch. Theol.
 R1006 Fort Valley State College
 R1232 Georgia College
 R1246 Georgia Inst. of Tech.
 R1274 Georgia School of Professional Psychology
 R1232 Georgia Southern Univ.
 R1230 Georgia Southwrm. C.
 R1251 Atlanta
 R1284 CBA Ph.D.-EC Program
 R1389 Institute Paper Science and Technology
 R1232 Interdenominational Theol. Cr.
 R1220 Kennesaw State College
 R1006 LaGrange College
 R1232 Life College
 R1406 Medical Coll. of Georgia
 R1009 Mercer University
 R1005 Atlanta
 R1406 Macon
 R1005 Southern School of Pharmacy
 R1415 Morehouse College
 R1420 Morehouse School of Medicine
 R1417 Morris Brown College
 R1407 North Georgia College
 R1321 Oglethorpe University
 R1220 Paine College
 R1337 Piedmont College
 R1331 Savannah Coll. Art & Design
 R1006 Savannah State College
 R1016 Shorter College
 R1025 Southern College Tech.
 R1025 Spelman College
 R1799 Toccoa Falls College
 R1797 Troy State Univ., FL
 R1009 Valdosta State University
 R1222 Wesleyan College
 R1030 West Georgia College

R1008 Bethany Young University
 R1183 Chaminade Univ. of Honolulu
 R1022 Forest Institute of Professional Psychology
 R1022 Hawaii Pacific Univ.
 R1048 University of Hawaii
 R1048 East West Center
 R1022 Hilo
 R1022 Honolulu/Maui
 R1022 West Oahu

ILLINOIS
 R1006 Aberdeen College of Idaho
 R1016 Idaho State University
 R1035 North State University
 R1024 Northwest Nazarene C.
 R1046 University of Idaho

INDIANA
 R1014 Adler School of Professional Psychology
 R1014 American Conservatory of Music
 R1025 Augustana College
 R1027 Aurora University
 R1082 Bethany Coll.
 R1081 Bethany Theol. Sem.
 R1025 Blackburn College
 R1070 Bradley University
 R1112 Catholic Theol. Union
 R1119 Chicago Sch. of Prof. Psych.
 R1116 Chicago State University
 R1180 Chicago Theol. Sem.
 R1180 College of Saint Francis
 R1135 Columbia College
 R1140 Concordia Univ.
 R1165 DePaul University
 DeVRY Institutes
 R1186 Addison
 R1171 Chicago
 R1186 Eastern Illinois Univ.
 R1204 Elmhurst College
 R1208 Eureka College
 R1235 Forest Institute of Professional Psych.
 R1246 Garrett-Evangelical Theol. Sem.
 R1223 Governors State Univ.
 R1226 Greenville College
 R1707 Illinois Benedictine Coll.
 R1316 Illinois College
 R1317 Illinois C. of Optometry
 R1318 Illinois Inst. of Tech.
 R1306 Illinois Sch. of Prof. Psych.
 R1319 Illinois State University
 R1320 Illinois Wesleyan Univ.
 R1351 Judson College
 R1372 Knox College
 R1382 Lake Forest College
 R1009 Lake Forest Grad. Sch. Mngmt.
 R1404 Leola University
 R1406 Lincoln Christian College & Seminary
 R1412 Loyola Univ. of Chicago
 R1900 Basic Medical Sciences
 R1785 Nike College
 R1025 Lutheran Sch. of Theol. at Chicago
 R1435 MacMurray College
 R1405 McCormick Theol. Sem.
 R1435 McKendree College
 R1457 Meadville/Lombard Theol. Sch.
 R1040 Monrovia College of Nursing
 R1470 Millikin University
 R1404 Monmouth College
 R1488 Moody Bible Institute
 R1887 National Coll. of Chiropractic
 R1851 National-Louis Univ.
 R1328 North Central College
 R1306 North Park C. & Theol. Sem.
 R1830 Northwestern Illinois U.
 R1208 Northern Baptist Theological Sem.
 R1009 Northern Illinois Univ.

ILLINOIS (cont'd)
 R1450 Northwestern Univ.
 R1450 Family Institute, The
 R1229 Master of Science in Communications
 R1719 Master of Science Program-Education
 R1089 Medl. Sch.
 R1089 Journalism
 R1518 Physical Therapy (MPT)
 R1807 School of Music
 R1280 Olivet Nazarene Univ.
 R1621 Park Coll. of St. Louis Univ.
 R1630 Principle Coll.
 R1845 Quincy University
 R1850 Ravenswood Hosp. Med. Ctr. Sch. of Anesthesia
 R1855 Rockford College
 R1855 Roosevelt University
 R1867 Roseary College
 Rush University
 R1223 College of Hlth. Scis.
 R1282 College of Nursing
 R1678 Grad. College
 Doctoral Prog.
 R1708 Saint Xavier Univ.
 R1767 Sangamon State Univ.
 R1767 Public Service Inst.
 R1713 School of the Art Inst. of Chicago
 R1714 Seabury-Western Theol. Sem.
 R1718 Shenwood Conservatory of Music
 R1717 Shawnee College
 R1720 Southern Illinois University
 R1720 Edwardsville
 R1720 Edwardsville
 R1689 Trinity Christian College
 R1616 Trinity College
 R1787 Trinity Evangelical Divinity Sch.
 R1689 University of Chicago
 R1610 Comm. Public Policy Sch.
 R1117 University of Hlth. Sci./Chicago Med. Sch.
 University of Illinois
 R1881 Chicago
 R1888 Office of Intl. Agriculture
 R1689 Urbana
 R1672 Vanderbrook College of Music
 R1900 Western Illinois Univ.
 R1689 Wheaton Coll.

INDIANA
 R1019 Anderson University
 R1061 Ball State University
 Bethel College
 Butler University
 R1073 Cabernet College of St. Joseph
 R1141 Concordia Theol. Sem.
 R1186 DePaul University
 R1186 Eastern College
 R1229 Franklin C. of Indiana
 R1251 Goshen College
 R1222 Grace Theol. Sem. & Coll.
 R1280 Hanover Coll.
 R1304 Huntington College
 R1688 Indiana Inst. of Tech.
 R1222 Indiana State University
 Indiana University
 R1304 Bloomington
 R1257 Purdue Institute
 R1019 School of Education
 R1184 East
 R1688 Gary
 R1280 Indiana Univ. Sch. of Medicine
 R1257 Kokomo
 R1389 South Bend
 R1222 Indiana Univ.-Purdue Univ.
 R1228 Fort Wayne
 R1225 Indianapolis
 R1314 Indiana Univ. Southeast
 R1446 Indiana Wesleyan Univ./LEAP
 R1440 Manchester College
 R1442 Marquette College

INDIANA (cont'd)
 R1279 Martin University
 R1285 Oakland City College
 Purdue University
 R1285 Hammond
 R1081 West Lafayette
 R1285 Animal Science
 R1282 Child Development & Family Life
 R1287 Restaurant, Hotel & Inst. Mngmt.
 R1040 Washville
 R1285 Rose-Hulman Inst. of Tech.
 R1088 Saint Francis College
 R1687 Saint Joseph's College
 R1704 Saint Mary-of-the-Woods College
 R1702 Saint Mary's College
 R1702 Saint Meinrad College
 Taylor University
 R1227 Fort Wayne
 R1282 Upland
 R1611 Tri-State University
 R1208 University of Evansville
 R1281 University of Indianapolis
 R1841 University of Notre Dame
 R1285 University of Southern Indiana
 R1674 Valparaiso University
 R1285 Washburn College

ISRAEL
 R1009 Bar Ilan College
 R1047 Beuna Vista College
 R1007 Central College
 R1009 Charles College
 R1011 Cee College
 R1019 Cornell College
 R1074 Divine Word College
 R1071 Doni College
 R1088 Drake University
 R1214 Faith Baptist Bible C.
 R1049 Grandland College
 R1031 Grand View College
 R1022 Grinnell College
 R1009 Iowa State University
 R1009 Iowa Wesleyan College
 R1070 Loma College
 R1070 Luther College
 R1407 Mahanad Intern'l. Univ.
 R1415 Morningside College
 R1417 Mount Mercy College
 R1480 Northwestern College
 R1222 Palmer College
 Chiropractic
 R1017 Saint Ambrose University
 R1400 Simpson College
 R1027 Telpo Marygrove Univ.
 R1025 Telpo Westmar Univ.
 R1025 University of Dubuque
 R1001 University of Iowa
 R1007 Ph.D. Prog. Human Nutrition
 R1007 University of N. Iowa
 R1022 Upper Iowa University
 R1004 Vernald College
 R1025 Warburg College

KANSAS
 R1031 Baker University
 R1025 Barclay College
 R1009 Benedictine College
 R1004 Bethany College
 R1087 Bethel College
 R1025 Emporia State Univ.
 R1215 Fort Hays State Univ.
 R1004 Friends University
 R1215 Kansas Newman College
 R1004 Kansas State University
 R1087 Kansas Wesleyan Univ.
 R1022 Manhattan Christian C.
 R1404 McPherson College
 R1437 Mid-America Nazarene C.
 R1025 Pittsburg State Univ.
 R1030 Saint Mary College
 R1025 Tabor College
 R1022 U.S. Army Com. Gen. Staff Coll.
 R1071 University of Kansas
 R1025 Medical Center
 R1025 Washburn University
 R1004 Wichita State University

KENTUCKY (cont'd)
 R1020 Asbury Theological Sem.
 R1025 Ballantyne College
 R1026 Berea College
 R1071 Brescia College
 R1027 Campbellsville College
 R1169 Centre College
 R1149 Cumberland College
 R1206 Eastern Kentucky Univ.
 R1246 Georgetown College
 R1227 Kentucky Christian C.
 R1285 Kentucky State Univ.
 R1288 Kentucky Wesleyan Coll.
 R1288 Lexington Theol. Sem.
 R1149 Liberty Wilson College
 R1484 Morehead State Univ.
 R1487 Murray State University
 R1574 Northern Kentucky U.
 R1625 Owensboro College
 R1724 Southern Bapt. Theol. Sem.
 R1222 Spalding University
 R1276 Thomas More College
 R1008 Transylvania University
 R1625 Union College
 R1237 University of Kentucky
 R1030 University of Louisville
 R1201 Western Kentucky University

LOUISIANA
 R1002 Centenary C. of Louisiana
 R1184 Dilard University
 R1220 Grambling State Univ.
 R1031 Louisiana College
 Louisiana State University
 R1073 Baton Rouge
 R1035 New Orleans Med. Ctr.
 R1032 Sch. Adv. Hlth. Prof.
 R1033 Sch. Nursing
 R1034 Sch. Dentistry
 R1035 Shreveport
 R1036 Medical Center
 R1032 Louisiana Tech. Univ.
 R1034 Loyola University
 R1403 McNeese State Univ.
 R1472 New Orleans Baptist Theol. Sem.
 R1021 Nicholls State University
 R1482 Northeast Louisiana U.
 R1482 Northwestern State U.
 R1485 Notre Dame Seminary
 R1002 Our Lady of Holy Cross Coll.
 R1009 Saint Joseph Sem. & Coll.
 R1006 Southeastern Louisiana Univ.
 R1003 Southern University
 AAM College
 R1071 Southern University at New Orleans
 R1032 Tulane University
 R1471 Newcomb College
 R1009 School of Public Health and Tropical Medicine
 R1079 University of New Orleans
 R1072 University of Southwrm. Louisiana
 R1075 Xavier Univ. of Louisiana

MAINE
 R1078 Bates College
 R1020 Bowdoin College
 R1020 Colby College
 R1005 College of the Atlantic
 R1340 Husson College
 R1006 Maine Maritime Academy
 R1375 Saint Joseph's College
 R1003 Thomas College
 R1025 Unity College
 R1016 University of Maine
 R1006 Farrington
 R1003 Fort Kent
 R1009 Machias
 R1009 Presque Isle
 R1071 University of New England
 R1007 University of S. Maine

MARYLAND
 R1006 Baltimore Hebrew Univ.
 R1401 Bowie State Univ.
 R1046 Bureau of Health Professions

▲ GRE Locater Services participant.

* Undergraduate only (DO NOT USE IN ITEM 12).

Maryland (cont'd)

- R5094 Capital Bible Seminary
- R5101 Capital College
- R5114 College of Notre Dame of Maryland
- R5090 Columbia Union College
- R5122 Coppin State College
- R5402 Frostburg State Univ.
- R5257 Gateway College
- R5295 Hood College
- R5332 Johns Hopkins Univ.
- R5019 Advanced Intern'l Studies
- R5295 SCMS Training Program
- R5048 Cellular & Molecular Medicine
- R5352 Hygiene & Public Health
- R5332 Peabody Institute
- R5353 Predoctoral Prog. Human Genetics
- R5354 School of Medicine
- R5767 School of Nursing
- R5370 Loyola College
- R5368 Maryland Inst., Coll. of Art
- R5416 Morgan State University
- R5421 Mount Saint Mary's Coll. & Seminary
- R5598 Saint John's College
- R5601 Saint Mary's Coll. of Maryland
- R5602 Saint Mary's Seminary & Univ.
- R5403 Salisbury State Univ.
- R5404 Towson State University
- R5824 Uniformed Services U. of the Hlth. Scs.
- R5809 U.S. Naval Academy
- R5810 University of Baltimore
- University of Maryland:
 - R5068 Augsburg
 - R5848 Baltimore City Coll.
 - R5814 College Park
 - R5804 University College
 - R5400 Eastern Shore
 - R5718 European Div.
 - R5085 Grad. Sch. Baltimore
 - R1681 Master of Int'l Mgmt., Schwabach Grand, Barnary
- R4084 Washington Bible Coll.
- R3292 Washington College
- R3001 Washington Theol. Univ.
- R3292 Western Maryland Coll.

MASSACHUSETTS

- R3002 American Intern'l. Coll.
- R3688 Amherst College
- R3004 Andover Newton Theol. Sch.
- R3005 Anna Maria College
- R3088 Assumption College
- R5010 Atlantic Union College
- R3075 Babson College
- R3086 Bard College
- R3107 Berkshire College of Music
- R3086 Boston College
- R3004 Boston Conservatory
- Boston University:
 - R3887 Arts & Sciences
 - R3105 College of Engineering
- R3113 Doctoral Prog. Bus. Adm.
- R3108 Metropolitan College
- R3086 Sargent College of Allied Health Professions
- R3292 Sch. for the Arts
- R7032 Sch. of Communication
- R3086 Sch. of Education
- R3101 Sch. of Public Health
- R3292 Sch. of Social Work
- R3070 Sch. of Theology
- R3292 University Professors Program
- R3001 Bradford College
- R3002 Brandeis University
- R3057 Florence Heller Grad. Sch.
- R3122 Lumborg Program
- R3517 Bridgewater State Coll.
- R3370 Clark University
- R3322 College of the Holy Cross

Massachusetts (cont'd)

- R3292 Curry College
- R3292 Eastern Nazarene Coll.
- R3292 Elm College
- R3067 Emmanuel College
- R3009 Emmanuel College
- R3070 Episcopal Divinity Sch.
- R1885 F. Sem Nutrition Cr.
- R3018 Fitchburg State College
- R3019 Framingham State Coll.
- R4017 Garden College
- R3484 Gordon-Conwell Theol. Sem.
- R3447 Hampshire College
- Harvard University:
 - Undergraduate Division:
 - R3484 Harvard College
 - Graduate Division:
 - R3481 Arts and Sciences
 - R3400 Biotech., Meta., Coll. & Dev. Biol. Prog.
 - R3292 Chemistry
 - R3400 Dental Medicine
 - R3439 Design
 - R3439 Divinity
 - R3400 Division of Medical Sciences
 - R3427 Doctoral Prog. Bus. Education
 - R3484 J.F. Kennedy Gov't. Public Health
 - R3438 Hebrew College
 - R3448 Hellenic College
 - R3448 Holy Cross Greek Orthodox Sch. Theol. Lealely College
 - R3428 Massachusetts C. of Art
 - R3512 Massachusetts Coll. of Pharm. & Allied Hlth. Scs.
- R3613 Massachusetts Gen. Hosp., Inst. of Hlth. Professions
- R3514 Massachusetts Inst. of Technology
- R3001 Massachusetts Sch. Prof. Psych.
- R3525 Mount Holyoke College
- R3525 Mount Holyoke College
- R3428 New England Conserv. of Music
- R3086 Nichols College
- R3521 North Adams State Coll.
- Northeastern University:
 - Undergraduate College
 - Graduate and Professional Schools:
 - R3686 Bouve Coll. Pharm. & Hlth. Sci.
 - R3070 College of Computer Science
 - R3292 College of Nursing
 - R3630 Criminal Justice
 - R3292 Engineering
 - R3292 Graduate Sch. Arts & Sciences
 - R3086 Five Manor College
 - R3723 Regis College
 - R3772 Saint Hycinth C. & Sem.
 - R3295 Saint John's Sem. Sch. Theol.
 - R3322 Salem State College
 - R3781 Simmons College
 - R3785 Simons Rock Coll. of Bard
 - R3782 Smith College
 - R3763 Springfield College
 - R3770 Stonehill College
 - R3771 Suffolk University
 - Tufts University:
 - R3086 Fletcher School
 - R3001 Grad. Sch. Arts & Sci.
 - R3001 Secker Sch. Grad. Biomed. Sci.
 - R3322 School of Dental Medicine
 - R3013 School of Nutrition
 - R3086 School of Vet. Med.
- University of Massachusetts:
 - R3217 Amherst
 - R3224 Dartmouth
 - R3785 Lowell
 - R3011 Medical School, Worcester.

Massachusetts (cont'd)

- R3047 Graduate School of Nursing
- R3067 Wellesley College
- R3092 Western New England Coll.
- R3074 Hancison AFB
- R3523 Westfield State College
- R3071 Weston Sch. of Theology
- R3063 Wheaton College
- R3064 Wheelock College
- R3065 Williams College
- R3067 Woods Hole Ocean. Inst.
- R3089 Worcester Poly. Inst.
- R3524 Worcester State College

MICHIGAN

- R1001 Adrian College
- R1007 Albion College
- R1010 Alma College
- R1030 Andrews University
- R1018 Aquinas College
- R1095 Calvin College
- R1096 Calvin Theol. Seminary
- R1106 Central Michigan Univ.
- R1123 Cleary College
- R1094 Concordia College
- R1150 Cranbrook Academy of Art
- R1201 Eastern Michigan Univ.
- R1222 Ferris State Univ.
- R1248 GM Engineering & Mgt. Inst.
- R1253 Grand Rapids Baptist Coll. & Sem.
- R1258 Grand Valley State Univ.
- R1295 Hillsdale College
- R1401 Hope College
- R1288 Kalamazoo College
- R1481 Lake Superior St. Univ.
- R1802 Lawrence Technological Univ.
- R1457 Madonna University
- R1480 Marygrove College
- R1618 Michigan Christian Coll.
- R1480 Michigan State Univ.
- R1484 Michigan Tech. Univ.
- R1880 Northern Michigan Univ.
- R1880 Northwestern Univ.
- R1437 Oakland University
- R1085 Olivet College
- R1788 Saginaw Valley St. Univ.
- R1788 Saint Mary's College
- R1732 Spring Arbor Coll.
- R1085 University of Detroit, Mercy
- University of Michigan:
 - Undergraduate Divisions
 - Graduate Schools:
 - R1839 Graduate School
 - R1894 Sch. Public Health
 - R1830 Wayne State University
 - R1902 Western Michigan Univ.
 - R1167 William Tyndale College

MINNESOTA

- R3014 Augsburg College
- R3078 Bemidji State University
- R3030 Bethel College
- R3067 Bethel Theological Sem.
- R3081 Carleton College
- R3104 College of St. Benedict
- R3105 College of St. Catherine
- R3107 College of St. Scholastica
- R3113 Concordia Coll., Moorhead
- R3114 Concordia Coll., St. Paul
- R3030 Crown College
- R3480 Dr. Martin Luther College
- R3233 Gustavus Adolphus Coll.
- R3295 Hamline University
- R3077 Lutheran Northwestern Sem.
- R3009 Macalester College
- R3077 Marquette State Univ.
- R4444 Mayo Grad. School
- R4445 Metropolitan State Univ.
- R4411 Minneapolis Coll. of Art & Design
- R4412 Minnesota Bible College
- R3078 Moorhead State Univ.
- R3428 Northwestern College
- R3078 Saint Cloud State Univ.
- R3244 Saint John's University
- R3292 Saint Mary's College
- R3080 Saint Olaf College
- R3041 Saint Paul Seminary
- R3780 Southwest State Univ.

Minnesota (cont'd)

- University of Minnesota:
 - R3073 Duluth
 - R4444 Mayo Grad. Sch.
 - R3074 Minneapolis-St. Paul
 - R3081 Hosp. & Hlth. Care Adm.
 - R3082 Medical Chem.
 - R3080 Morris
 - R3110 University of Saint Thomas
 - R3080 Women State University

MISSISSIPPI

- R1028 Alcorn State University
- R1028 Belhaven College
- R1028 Blue Mountain College
- R1185 Delta State University
- R1341 Jackson State University
- R1471 Millsaps College
- R1477 Mississippi College
- R1460 Mississippi State Univ.
- R1481 Mississippi U. for Women
- R1482 Mississippi Valley St. U.
- R1040 Reformed Theol. Seminary
- R1882 Rust College
- R1887 Tougaloo College
- University of Mississippi:
 - R1807 Medical Center
 - R1040 University
 - R1478 University of So. Mississippi
 - Hattiesburg/Gulf Coast
 - William Carey College
- R1807

MISSOURI

- R3080 Aquinas Institute of Theology
- R3188 Arika College
- R3321 Calvary Bible College & Grad. Sch. Theol.
- R3292 Central Bible College
- R3009 Central Methodist Coll.
- R3009 Central Missouri St. Univ.
- R30713 College of the Ozarks
- R3292 Columbia College
- R3012 Conception Sem. Coll.
- R3015 Concordia Seminary
- R3041 Covenant Theol. Sem.
- R30123 Culver-Stockton College
- R3292 DeVRY Institute, Kansas City
- R3016 Druy College
- R3016 Everglade College
- R3216 Fortson College
- R3292 Forest Institute of Professional Psychology
- R3089 Harris-Stowe St. Coll.
- R3292 Kansas City Art Institute
- R3047 Konvik-Glennan Seminary
- R3292 Lincoln University
- R3057 Underwood College
- R4008 Maryville Univ. of St. Louis
- R4041 Midwestern Baptist Theol. Sem.
- R4080 Missouri Baptist College
- R3292 Missouri Southern St. C.
- R4013 Missouri Valley College
- R3035 Missouri Western St. C.
- R4080 Northwest Missouri St. U.
- R3439 Northwest Missouri St. U.
- R3074 Park College-Parville
- R3511 Rockhurst College
- R3292 Saint Louis University
- R3785 Saint Paul Sch. of Theo.
- R3086 Southeast Missouri St. U.
- R4044 Southwest Baptist Univ.
- R3005 Southwest Missouri St. University
- R3292 Stephens College
- University of Missouri:
 - R3070 Columbia
 - R3272 Kansas City
 - R4078 Rolla
 - R3292 Saint Louis
 - R3080 Washington University:
 - Biology and Biomedical Sci.
 - Webster University
 - Westminster College
 - William Jewell College
 - William Woods University

MONTANA

- R4041 Carroll College
- R4058 College of Great Falls
- R4298 Eastern Montana Coll.
- R4047 Montana Coll. of Mineral Sci. & Tech.
- R4088 Montana State University
- R4038 Northern Montana Coll.
- R4089 Rocky Mountain Coll.
- R4088 University of Montana
- R4048 Western Montana College

NEBRASKA

- R3003 Bellevue College
- R3488 Chadron State College
- R3048 Clarkson College
- R3108 College of St. Mary's
- R3116 Concordia College
- R3121 Coonrath University
- R3157 Dana College
- R3186 Doane College
- R3248 Grace College of the Bible
- R3270 Hastings College
- R3405 Midland Lutheran Coll.
- R3482 Nebraska Methodist Coll. of Nursing & Allied Health
- R3470 Nebraska Wesleyan U.
- R3488 Peru State College
- R3065 Union College
- University of Nebraska:
 - R3067 Kearney
 - R3077 Lincoln
 - R3010 Law Psychology Center
 - R3085 Medical Center
 - R3088 Wayne State College

NEVADA

- University of Nevada:
 - R4001 Las Vegas
 - R4044 Reno

NEW HAMPSHIRE

- R3004 Antioch U. New England
- R3001 Colby-Sawyer College
- R3001 Dartmouth College
- R3000 Thayer School of Engineering
- R4000 Franklin Pierce College
- R3479 Keene State College
- R3087 New England College
- R3048 New Hampshire Coll.
- R3479 Notre Dame College
- R3048 Plymouth State College
- R3728 Rider College
- R3748 Saint Anselm College
- R3018 University of New Hampshire

NEW JERSEY

- R3072 Caldwell College
- R3006 College of St. Elizabeth
- R3006 DeVRY Technical Institute, Woodbridge
- R3188 Drew University
- Edinburgh University:
 - R3292 Madison
 - R3000 Paterson
 - R3292 Trenton
- R3274 Georgian Court College
- R3006 Immaculate Conception Seminary
- R3016 Jersey City State College
- R3017 Kean Coll. of New Jersey
- R3016 Monmouth College
- R3048 Montclair State College
- R3013 New Jersey Inst. of Tech.
- R3006 Northwestern Bible Coll.
- R3071 Princeton Theol. Sem.
- R3004 Princeton University
- R3780 Rutgers Coll. of N.J.
- R3515 Rowan Coll. of New Jersey
- Peterson-The State University:
 - Undergraduate Colleges:
 - R3006 Camden College of Arts and Sciences
 - R3000 College of Engineering
 - R3780 Cook College
 - R3780 Douglass College
 - R3006 Livingston College

New Jersey (cont'd)
Rowan College of Arts and Sciences
 R2728 Nursing
 R2729 Pharmacy
 R2730 Rutgers College
University Colleges:
 R2746 Camden
 R2777 New Brunswick
 R2782 Newark
Graduate and Professional Schools:
 R2782 Camden
 R2790 New Brunswick
 R2912 Newark
 R2926 Saint Peter's College
 R2911 Saint Hall University
 R2919 Stevens Inst. of Tech.
 R2919 Stevens State College
 R2919 Trenton State College
University of Medicine and Dentistry of New Jersey:
 R2978 Graduate Sch. of Biomedical Sciences, Newark
 R2790 Graduate Sch. of Biomedical Sciences
 R2916 School of Health Related Professions, Newark
 R2926 School of Nursing
 R2919 Upsilon College
 R2974 Westminster Choir Coll., The Sch. of Music of Rider Univ.
 R2918 William Paterson C. of N.J.

NEW MEXICO
 R4116 College of the Southwest
 R4988 Eastern New Mexico U.
 R4988 New Mexico Highlands Univ.
 R4988 New Mexico Inst. of Mining & Tech.
 R4931 New Mexico State Univ.
 R4737 Saint John's College
 R4946 University of New Mexico
 R4988 Western New Mexico U.

NEW YORK
 R2003 Adelphi University
 R2947 Albany Medical College
 R2003 Alred University
 R2014 American Friends of Hebrew Univ.
 R2036 Baruch College
 R2037 Bard College
 R2080 Bard Grad. Center for Studies in Decorative Arts
 R2078 Baruch College
 R2012 Christ the King Seminary City University of New York
 R2479 Baccalaureate Program
 R2084 Baruch College
 R2046 Baruch/Cornell MSBLR Program
 R2046 Brooklyn College
 R2009 City College
 R2778 College of Staten Island
 R2118 Graduate Center
 R2312 Herbert H. Lehman C.
 R2001 Hunter College
 R2115 John Jay Coll. of Criminal Justice
 R2480 Medgar Evers College
 R2404 Mount Sinai Grad. Sch. Biological Sciences
 R2780 Queens College
 R2322 York College
 R2004 Clarkson University
 R2388 Colgate Rochester Div. Sch./Bardley Hall Crozer Theol. Sem.
 R2088 Colgate University
 R2112 College of Insurance
 R2388 College of Mount St. Vincent
 R2088 College of New Rochelle
 R2001 College of Saint Rose

New York (cont'd)
Columbia University:
 R2184 Architecture
 R2188 Arts and Sciences
 R2190 Arts and Sciences at Physicians & Surgeons
 R2008 Baruch College
 R2118 Columbia College
 R2324 Dental & Oral Surgery
 R2111 Engineering
 R2388 General Studies
 R2179 Human Nutrition
 R2191 International & Public Affairs
 R2188 Journalism
 R2142 Nursing
 R2141 Ph.D. Business
 R2137 Physical & Occ. Ther.
 R2137 Public Hlth. & Adm.
 R2188
 R2171 Sch. of Fine Arts
 R2188 Social Work
 R2388 Teachers College
 R2008 Concordia College
 R2387 Cooper Union
 R2348 Cornell University
 R2348 Coll. of Vet. Med.
 R2388 Ithaca
 R2119 New York (Med. C. & Grad. Sch. of Med. Sch.)
 R2782 Daemen College
 R2011 Dowling College
 R2187 DYWIDAG College
 R2324 Eastman Sch. of Music
 R2388 Elms College
 R2387 Fashion Institute of Tech.
Fordham University:
Undergraduate Divisions:
 R2388 Coll. at Lincoln Ctr.
 R2738 Coll. of Bus. Adm.
 R2388 Fordham College
 R2737 Sch. of General Stud.
Graduate Divisions:
 R2228 Graduate School Arts & Sciences
 R2388 Lincoln Center
 R2271 General Theol. Seminary
 R2388 German Academic Exchange Service
 R2228 Hamilton College
 R2388 Hebrew Union College
 R2388 Hobart College
 R2388 Hofstra University
 R2388 Holy Trinity Orth. Sem.
 R2388 Houghton College
Iona College:
 R2388 New Rochelle
 R2388 Orangeburg
 R2388 Rensselaer College
 R2388 Jewish Theol. Sem. of America
 R2388 Julliard School
 R2388 Keuka College
 R2388 King's College
 R2228 La Moine College
 R2388 Long Island University:
 R2388 Brooklyn
 R2370 C.W. Post Center
 R2388 Schwartz College of Pharmacy and Health Sciences
 R2388 Southampton
 R2388 Friends World Program
 R2370 Westchester
 R2388 Manhattan College
 R2388 Manhattan Sch. of Music
 R2388 Marthasville College
 R2388 Maroon College of Music
 R2400 Marist College
 R2400 Marymount College
 R2400 Marymount Manhattan Coll.
 R2422 Medalla College
 R2422 Mercy College
 R2415 Molloy College
 R2428 Mount St. Mary Coll.
 R2404 Mount Sinai Sch. of Med.
 R2388 Nazareth C. of Rochester
 R2388 New Sch. for Social Research
 R2001 Grad. Faculty Political & Social Science

New York (cont'd)
 R2388 Great Sch.
 R2388 Management & Urban Programs
 R2388 Library Science
 R2388 Media Studies
 R2388 Parsons Sch. of Design
 R2388 New York Inst. of Tech.
 R2388 M.A.
 R2388 New York Medical Coll.
 R2388 New York Theol. Sem.
 R2388 New York University:
 R2388 Undergraduate Sch.
 R2388 Graduate Schools:
 R2388 Arts and Sciences
 R2388 Biomedical Sch.
 R2388 Business
 R2388 Dentistry
 R2388 Edu., Health, Nurs. & Arts Prof.
 R2388 Galatin Division
 R2388 Law
 R2388 Medical School
 R2388 Real Estate Institute
 R2388 Robert Wagner School of Public Service
 R2388 SCEAgt. Institute
 R2388 Social Work
 R2388 Teach. School of the Arts
 R2388 Niagara University
 R2388 Nyack College
 Pace University:
 R2388 New York City
 R2388 White Plains
 R2388 Parsons School of Design
 Polytechnic University:
 R2388 Brooklyn
 R2388 Farmingdale
 R2388 Pratt Institute
 R2388 Regent College
 R2388 Degrees Prog. of the Univ. of the State of New York
 R2757 Rensselaer Poly. Inst.
 R2759 Roberts Wesleyan Coll.
 R2780 Rochester Inst. of Tech.
 R2781 Rochester University
 R2784 Russell Sage College
 R2793 Saint Bonaventure Univ.
 R2796 Saint Francis College
 R2798 Saint John Fisher Coll.
 Saint John's University:
 R2799 Jamaica
 R2845 Staten Island
 R2802 Saint Joseph's College
 R2803 Saint Joseph's Seminary
 R2805 Saint Lawrence Univ.
 R2807 Saint Thomas Aquinas C.
 R2810 Sarah Lawrence College
 R2835 School of Visual Arts
 R2824 Seminary of the Immaculate Conception
 R2814 Siena College
 R2815 Skidmore College
 State University of New York:
 R2532 Center at Albany
 R2535 Center at Binghamton
 R2925 Center at Buffalo/Amherst
 R2739 Roswell Park
 R2548 Center at Stony Brook
 R2891 Health Science Ctr.
 R2537 College at Brockport
 R2533 College at Buffalo (Elmwood)
 R2536 College at Cortland
 R2530 College of Environm. Science & Forestry
 R2539 College at Fredonia
 R2540 College at Genesee
 R2541 College at New Paltz
 R2696 College at Old Westbury
 R2542 College at Oneonta
 R2897 College of Optometry
 R2543 College at Oswego
 R2544 College at Plattsburgh
 R2545 College at Potsdam
 R2878 College at Purchase
 R2549 College of Val. Med.
 R2898 Cooperstown
 R2214 Empire State College
 R2534 Health Sci. Ctr., Brooklyn

New York (cont'd)
 R2947 Health Sci. Ctr., Systems
 R2988 Institute of Technology
 R2988 Maritime College
 R2947 San Gidding Grad. Div.
 R2988 Syracuse University:
 R2944 Poughkeepsie Ctr.
 R2988 Team College
 R2947 Union Coll. & Univ.:
 R2988 Albany Medical Coll.
 R2988 Under Thru Seminary
 R2988 U.S. Merchant Marine Academy
 R2988 U.S. Military Academy
 R2988 University of Rochester:
 R2988 Bush Research School of Medicine & Dentistry
 R2988 School of Nursing Technology
 R2988 Wm. E. Stearns Grad. Sch. Bus. Adm., Ph.D.
 R2988 Union C. of Syracuse U.
 R2988 Vassar College
 R2988 Wadhams Hall Sem. & Coll.
 R2988 Wagner College
 R2988 Webb Inst. of Naval Arch.
 R2988 Wells College
 R2988 William Smith College
 Yeshiva University:
 R2988 Aertel Grad. Inst.
 R2988 Fordham Grad. Sch. Psych.
 R2988 See Gidding Grad. Div.

NORTH CAROLINA
 R2910 Appalachian State Univ.
 R2988 Barber-Shea College
 R2910 Barton College
 R2988 Belmont Abbey College
 R2988 Campbell University
 R2988 Catawba College
 R2988 Davidson College
 R2988 Duke University
 R2988 Duke Univ. Medical Center Sch. of Nursing
 R2988 East Carolina University
 R2988 Elizabeth City St. Univ.
 R2988 Elm College
 R2988 Fayetteville State Univ.
 R2988 Gardner-Webb Univ.
 R2988 Greensboro College
 R2988 Guilford College
 R2988 High Point Univ.
 R2988 Johnson C. Smith Univ.
 R2988 Lee-McRae College
 R2988 Lenoir-Rhyne College
 R2988 Livingstone College
 R2988 Mars Hill College
 R2988 Meredith College
 R2988 Methodist College
 R2988 Mount Olive College
 R2988 North Carolina A. & T. St. Univ.
 R2988 North Carolina Central U.
 R2988 North Carolina School of the Arts
 R2988 North Carolina St. U.
 R2988 North Carolina Wesleyan College
 R2988 Pembroke State Univ.
 R2988 Pfeiffer College
 R2988 Piedmont Bible College
 R2988 Queens College
 R2988 Saint Andrews Presbyterian College
 R2988 Saint Augustine's Coll.
 R2988 Salem College
 R2988 Shaw University
 R2988 Southeastern Baptist Theol. Sem.
University of North Carolina:
 R2988 Asheville
 R2988 Chapel Hill
 R2988 Charlotte
 R2988 Greensboro
 R2988 Wilmington
 R2988 Wake Forest University:
 R2988 Biomedical Graduate Studies
 R2988 Woven Wilson College
 R2988 Western Carolina Univ.
 R2988 Wings College
 R2988 Winston-Salem St. U.

NORTH DAKOTA
 R2988 Dickinson State Univ.
 R2988 Dickinson College
 R2988 Mayville State Univ.
 R2988 Mount State Univ.
 R2988 North Dakota St. Univ.
 R2988 University of Mary
 R2988 University of N. Dakota
 R2988 Valley City State Univ.
Ohio:
 R2988 Air Force Inst. of Tech.
 R2988 Antioch Univ.
 R2988 C. W. Post Exp. Lab.
 R2988 Yellow Springs
 R2988 Ashland University
 R2988 Baker-Walker College
 R2988 Ballston College
 R2988 Bowling Green St. U.
 R2988 Capital University
 R2988 Case Western Reserve Univ.
 R2988 Cedarville College
 R2988 Central State University
 R2988 Cincinnati Bible Coll. & Seminary
 R2988 Cleveland Bible College
 R2988 Cleveland Inst. of Music
 R2988 Cleveland State Univ.
 R2988 College of Mt. St. Joseph
 R2988 College of Wooster
 R2988 Columbus Coll. Art & Design
 R2988 Dalhousie College
 R2988 Danison University
 R2988 DeVry Institute
 R2988 Duquesne Univ.
 R2988 Eastern Univ.
 R2988 Franklin University
 R2988 Hebrew Union College
 R2988 Heidelberg College
 R2988 Miami College
 R2988 John Carroll University
 R2988 Kent State University
 R2988 Kenyon College
 R2988 Lake Erie College
 R2988 Malone College
 R2988 Marietta College
 R2988 Medical College of Ohio
 R2988 Miami University
 R2988 Mount Union College
 R2988 Mount Vernon Nazarene Coll.
 R2988 Muskingum College
 R2988 Notre Dame College
 R2988 Oberlin College
 R2988 Ohio C. of Podiatric Med.
 R2988 Ohio Dominican College
 R2988 Ohio Northern University
 R2988 Ohio State University
 R2988 Ohio University
 R2988 Ohio Wesleyan Univ.
 R2988 Otterbein College
 R2988 Pontifical C. Josephinum
 R2988 Rabbinical C. of Torah
 R2988 Saint Mary Seminary
 R2988 Shawnee State University
 R2988 Tiffin University
 R2988 Trinity Lutheran Sem.
 R2988 United Theol. Seminary
 R2988 University of Akron
 R2988 University of Cincinnati
 R2988 University of Dayton
 R2988 University of Findlay
 R2988 University of Rio Grande
 R2988 University of Toledo
 R2988 Ursuline College
 R2988 Walsh University
 R2988 Wilberforce University
 R2988 Wittenburg College
 R2988 Wittenberg University
 R2988 Wright State University
 R2988 Xavier University
 R2988 Youngstown State Univ.

OKLAHOMA
 R2988 Cameron University
 R2988 East Central University
 R2988 Langston University
 R2988 Northeastern State Univ.
 R2988 Northwestern State Univ.
 R2988 Oklahoma St. Univ.
 R2988 Oklahoma Christian Univ.
 R2988 Oklahoma State Univ. of Science and Arts

▲ GRE Locater Service participant.

★ Undergraduate only (DO NOT USE IN ITEM 12).

Virginia (cont'd)
 R5801 Chatham College
 R5128 Christopher Newport Univ.
 R5134 Clinch Valley College
 R5115 College of William & Mary in VA
 R5871 School of Marine Science
 R5702 Defense Systems Mgt. College
 R5181 Eastern Mennonite Coll. & Sem.
 R5728 Eastern Virginia Med. Coll.
 R5185 Emory and Henry Coll.
 R5213 Fernam College
 R5827 George Mason University
 R5291 Hampden-Sydney Coll.
 R5292 Hampton University
 R5294 Hollins College
 R5321 Institute of Textile Tech.
 R5392 James Madison Univ.
 R5386 Liberty University
 R5308 Longwood College
 R5372 Lynchburg College
 R5397 Mary Baldwin College
 R5398 Mary Washington Coll.
 R5405 Marymount University
 R5481 National-Louis Univ.
 R5684 Norfolk State Univ.
 R5128 Old Dominion University
 R5243 Presbyterian Sch. of Christian Ed.
 R5542 Protestant Episcopal Theol. Sem. in Virginia
 R5565 Radford University
 R5568 Randolph-Macon Coll.
 R5567 Randolph-Macon Woman's College
 R5135 Regent University
 R5571 Roanoke College
 R5604 Saint Paul's College
 R5613 Shenandoah Univ.
 R5634 Sweet Briar College
 R5792 Troy State Univ., Atlantic Region
 R5805 Union Theological Sem., U.S. Army Civil Schs. Br.
 R5075 U.S. Naval Supply Systems Command
 R5808 University of Richmond
 R5820 University of Virginia: Engineering & Applied Science
 R5829 McIntire Sch. of Commerce
 Virginia Commonwealth Univ.:
 R5570 Graduate Schools
 Undergraduate Divisions:
 R5570 Academic Div.
 R5408 Health Sciences Div.
 R5877 Virginia Consortium for Prof. Psychology
 R5857 Virginia Intermont Coll.
 R5858 Virginia Military Inst.
 R5859 Virginia Polytechnic Inst. & State Univ.
 R5860 Virginia State Univ.
 R5862 Virginia Union Univ.
 R5867 Virginia Wesleyan Coll.
 R5867 Washington & Lee Univ.

WASHINGTON
 R7030 Antioch Univ., Seattle
 R4044 Central Washington U.
 R4301 Eastern Washington U.
 R3292 Evergreen State College
 R4330 Gonzaga University
 R4044 Heritage College
 R4541 Northwest College
 R4807 Pacific Lutheran Univ.
 R4874 Saint Martin's College
 R4834 Seattle Pacific Univ.
 R4009 Seattle University
 R4067 University of Puget Sound
 R4864 University of Washington
 R4048 Wells Wells College
 R4708 Washington State Univ.
 R4057 Western Washington Univ.
 R4861 Whitman College
 R4009 Whitworth College

WEST VIRGINIA
 R2898 Alderson-Brooks Coll.
 R2380 Bethany College
 R4004 Bluefield State College
 R4008 Concord College
 R4011 Davis and Elkins College
 R4211 Fairmont State College
 R4008 Marshall University
 R2898 Salton-Tolgo University
 R2898 Shepherd College
 R4518 University of Charleston
 R4801 West Liberty State Coll.
 R2898 West Virginia Graduate Coll.
 R2898 West Virginia Inst. of Technology
 R2898 West Virginia State Coll.
 R2898 West Virginia University
 R2898 West Virginia Wesleyan College
 R2898 Wheeling Jesuit College

WISCONSIN
 R1012 Alverno College
 R1038 Beloit College
 R1100 Cardinal Stritch College
 R1101 Carroll College
 R1108 Carthage College
 R1128 Concordia University Wisconsin
 R1282 Edgewood College
 R1282 Lakeland College
 R1208 Lawrence University
 R1448 Marquette University
 R1616 Medical C. of Wisconsin
 R1478 Milwaukee Sch. of Engr.
 R1480 Mount Mary College
 R1688 Neeshah House
 R1881 Northland College
 R1304 Ripon College
 R1708 Saint Norbert College
 R1290 Silver Lake College
 University of Wisconsin:
 R1913 Eau Claire
 R1688 Green Bay
 R1914 La Crosse
 R1846 Madison
 R1630 Plant Pathology
 R1478 Milwaukee
 R1916 Oshkosh
 R1830 Oshkosh
 R1917 Platteville
 R1918 River Falls
 R1919 Stevens Point
 R1740 Stout, Menomonie
 R1838 Superior
 R1821 Whitewater
 R1878 Wisconsin College
 R1913 Wisconsin Lutheran College
 R1984 Wisconsin Sch. Prof. Psych.

WYOMING
 R4008 University of Wyoming

COMMONWEALTH OF PUERTO RICO
 Inter-American U. of Puerto Rico:
 R6873 Hato Rey
 R6848 San German
 R6047 Ponce School of Medicine
 R6210 Pontifical Univ. of Puerto Rico
 R2898 Universidad Central Del Caribe
 University of Puerto Rico:
 R2912 Mayaguez
 R3088 Medical Sciences
 R6873 Rio Piedras

GUAM
 R3292 University of Guam

VIRGIN ISLANDS
 R6873 Univ. of the Virgin Islands

FOREIGN COUNTRIES

ARMENIA
 R6873 American Univ. Armenia

AUSTRIA
 R0704 Carls Univ.
 R0708 Daxner Univ.
 R0712 Royal Melbourne Inst. of Technology
 R0714 University of Melbourne
 R0880 University of New South Wales
 R0887 University of Queensland
 R0892 University of Sydney

CANADA
 R0901 Acadia University
 R0904 Bishop's University
 R0905 Brandon University
 R0905 Brock University
 R0914 Canadian Union Coll.
 R0954 Carleton University
 R2908 Concordia University
 R0912 Concordia University
 R0932 Loyola
 R0958 St. George's University
 R0915 Dalhousie University
 R0959 Grande Prairie Regional College

R0888 Lakehead University
 R0889 Laurier University
 R0935 McGill University
 R0984 Macdonald College
 R0936 McMaster University
 R0885 Memorial University of Newfoundland
 R0939 Mount Allison University
 R0955 Mount St. Vincent Univ.
 R0945 Ontario Inst. for Studies in Educa.
 R0948 Queen's University
 R0888 Ryerson Polytech. Inst.
 R0953 Saint Francis Xavier U.
 R0959 Saint Mary's Univ.
 R0903 Saint Thomas University

R0989 Simon Fraser University
 R0886 Trent University
 R0876 Trinity Western University
 R0963 University of Alberta
 R0965 University of British Columbia
 R0913 University of Calgary
 R0992 University of Guelph
 R0990 University of King's Coll.
 R0931 University of Laval
 R0855 University of Lethbridge
 R0973 University of Manitoba
 R0992 University of Montreal
 R0876 University of New Brunswick
 R0993 University of Ottawa
 R0941 University of Prince Edward Island
 R0830 University of Regina
 R0980 University of Saskatchewan
 R0908 University of Sherbrooke

R0882 University of Toronto
 R0989 University of Victoria
 R0986 University of Waterloo
 R0984 University of W. Ontario
 R0904 University of Windsor
 R0379 University of Winnipeg
 R0983 Wilfrid Laurier Univ.
 R0894 York University

EGYPT
 R0903 American Univ. in Cairo

ENGLAND
 R0551 Boston University
 R0872 London School of Economics & Political Sci.
 R0823 Richmond College

France (cont'd)
 R0448 Southwestern Univ., London Campus
 R0791 Troy State University
 R0729 U.S. Int'l Univ.-Europe
 R0908 University of Birmingham
 R0713 University of Oxford
 R3555 University of Technology
 R0808 University of Warwick

FRANCE
 R0985 American Univ. in Paris
 R0188 Ecole Nationale Superior Telecom
 R0970 INSEAD
 R3244 INSEAD Ph.D. Program

GERMANY
 R2884 Deutscher Akademischer Austauschdienst
 R3567 Johann Wolfgang Goethe Univ.
 R0835 Schiller Int'l. Univ.
 R0791 Troy State University
 R4807 University of Southern Calif., Inst. of Safety & Systems Mgmt.

GREECE
 R5689 University of La Verne, Athens

HONG KONG
 R5183 Chinese Univ. of Hong Kong

INDIA
 R0833 University of Bombay

INDONESIA
 R9475 Cultural Affairs Officer, U.S. Embassy
 R0451 Language Center of IKOP

IRELAND
 R0883 University College Galway

ISRAEL
 R0967 Bar-Ilan University
 R0859 Hebrew U. of Jerusalem
 R0810 Tel-Aviv University
 R0955 University of Haifa

ITALY
 R3710 Bocconi University
 R0791 Troy State University

JAMAICA
 R0890 University of the West Indies

JAPAN
 R0880 International Christian University
 R0712 International University of Japan
 R0819 Sophia University
 R2988 Temple University, Japan
 R4807 University of Southern Calif., Inst. of Safety & Systems Mgmt.

KOREA
 R4807 University of Southern Calif., Inst. of Safety & Systems Mgmt.

KUWAIT
 R0788 Kuwait University

LEBANON
 R0902 American Univ. of Beirut
 R0954 Beirut University College

LIBERIA
 R0793 West African Exams. Council

MEXICO
 R0723 International Univ. of Mexico
 R2898 Universidad de San Carlos de Guatemala
 R2898 Universidad de las Américas
 R2898 Universidad de Oriente

NETHERLANDS
 R0798 University of Groningen

PHILIPPINES
 R0723 University of the Philippines
 R0723 University of the Philippines
 R0723 University of the Philippines
 R0723 University of the Philippines

RUSSIA
 R0723 University of the Philippines

SINGAPORE
 R0677 National Univ. Singapore
 R0673 Singapore Polytechnic

SWITZERLAND
 R0678 American College of Switzerland
 R0678 American College of Switzerland

TAIWAN
 R0629 National Catholic Univ.
 R0629 National University of Taiwan

THAILAND
 R0918 Asian Inst. of Tech.
 R3503 Yenching College

TURKEY
 R0629 Bilkent University
 R0188 Koç University
 R0982 Middle East Technical Univ.

WALES
 R0798 University College Cardiff

WEST INDIES
 R3884 American Univ. of the Caribbean

ZIMBABWE
 R3801 Botswana College
 R3801 Botswana College

FELLOWSHIP SPONSOR CODE LIST (FOR ITEM 12) ON THE REGISTRATION FORM

Various organizations use GRE scores in considering candidates for graduate fellowships. However, test scores should not be directed to a fellowship sponsor unless you have filed an application with that sponsor or have been requested by the sponsor to send scores.

If you are eligible to designate a sponsor not included in this list, see "Unlisted Institutions" in the registration instructions (item 12) for information on how to enter it. For proper handling enter "0000" in the department code boxes.

- R0303 AACSB/GMAC Nil. Dctrl. Flshp. Prog.
- R6149 Academy Educ. Development/PPTP
- R2181 African American Inst.
- R0083 Agency for International Dev.
- R1348 Alabama Public Library Service
- R0415 Amalgamated Lithographers of America, Local 1
- R0083 American Assoc. of Univ. Women
- R0023 American Council of Learned Societies
- R0051 American Nepal Educ. Fndn.
- R5140 American Society Engineering Education
- R0024 American Sociological Association
- R0021 Ames Laboratory
- AMIDEAST:
- R0027 District of Columbia
- R0184 Jerusalem
- R2180 Jordan
- R2182 Tunisia
- R0181 Yemen
- R4000 Andean-Peace Schol. Proj.
- R0335 Asia Foundation USA
- R0224 Assoc. Western Univ.
- ▲ R2041 AT&T Bell Labs
- R2065 AT&T Bell Labs/GDP-LUPT, OYOC
- R3278 Baptist Medical Ctrs. Schirshp.
- R0017 Barr Fellowship Committee
- R0039 Baumberger Endowment Scholarship Funds
- R2033 Bell Communications Research
- R2109 Bureau of Higher & Prof. Educ. Testing (NY State Ed. Dept.)
- R0322 Bush Foundation, The
- R0120 California Grad. Fellowship Program
- R0500 Canadian Bureau for International Education (Elect. Engr.)
- R2210 Catholic Library Assoc.
- R2318 Charles L. Fortescue Fellowship (Inst. of Elect. Engr.)
- R7217 CIC Minority Fellowship Program
- R0418 Commonwealth Fund Exec. Nurse Fellowship, The

- R0254 Crusade Scholarship Program, The
- R7261 Educational Comm. Schol. Found.
- R0123 Environmental & Occupat. Hth. Sol. Inst.
- R0230 Federal Reserve Systems Board Doctoral Fellowship
- R4187 Florence Carlough Schirshp. Fund
- R0054 Florida Endowment Fund High. Ed.
- R0282 Franklin Fellowships/ACTR.
- R0233 Fulbright Kommission, Germany
- R0641 Fundacion Pedro Barridela Maza
- R0306 General Motors Fellowship Prog.
- R0285 Georgia Rotary Student Fund
- R0472 Georgia Student Finance Authority
- R0461 Harvard Yenching Inst.
- R0285 Harvey Fellows Program
- R4308 Hertz Foundation
- ▲ R7454 Industrial Relations Council Goal
- R0086 Institute for Humane Studies
- R0718 Institute of Intl. Education, Mexico
- R2326 Institute of Intl. Education, New York
- R0511 Javits Fellowship Program
- R0164 La Caixa Fellowship Program
- R0492 Latin American Schol. of American Unive.
- R1500 Magnetic Fusion Energy Tech. Fellowships (U.S. Dept. of Energy)
- Mellon Fellowships in the Humanities:
- R2413 Region I
- R0520 Region II
- R0413 Region III
- R1485 Region IV
- R1491 Region V
- R4482 Region VI
- R0071 Miami Inst. of Psych.
- R0654 Ministry of Science & Technology
- R0483 National Consortium for Educational Access
- R2514 National Foundation for Jewish Culture
- R4417 National Physical Science Consortium
- ▲ R0700 National Research Council
- R0145 National Scholarship Trust Fund for the Graphic Arts

- R0480 Naval Health Science Education Training Command
- R2189 New York State Educ. Dept.
- R2084 New York State Fellowships
- R0500 North Carolina Nurse Scholar Program
- R0475 Northeast Consortium for Engineering Education
- R0500 NSF Grad. Research Flsp.
- R1500 Nuclear Sci.&Nuclear Engr. & Hth. Physics Fellowship (U.S. Dept. of Energy)
- R2506 Nurses Educational Funds
- R1363 Ohio Aerospace Institute
- R0541 Partners for International Education & Training
- R0067 Pharmaceutical Mfrs. Assoc. Found.
- R0084 Phelps Stokes Fund
- R0401 Piper Fellowship Prog.
- R0103 Pratt & Whitney of China, Inc.
- R0714 Puerto Rico Inst. of Psych.
- R0083 Royal Thai Embassy Student Department
- R2754 S.S. Huebner Foundation
- R0480 San Francisco Foundation
- R4051 Scripps Research Institute
- R2508 Semiconductor Research Corp.
- R1708 Society of Actuaries
- R0617 South Carolina Reg. Bd. Geologist
- R2782 Southeastern Center Electrical Engineering Education
- R7480 Student Aid. Intl.
- R0023 Teagle Foundation Schol. Prog.
- R0001 Teresa Scholarship Fund/College of Saint Teresa
- ▲ R0335 United States Dept. Agriculture
- R0214 United States Educational Comm. Spain
- R0280 University Mission Tunisia
- R0918 Whittaker Foundation
- R0335 Winrock International
- R0022 Winston Churchill Found.
- R0911 World Wildlife Fund

▲ GRE Locater Services participant.

Note: If you are applying for a fellowship that does not appear in the listing above but is offered by a specific university, please contact the university to determine the appropriate code to use.

STATE AND TERRITORIES CODE LIST (FOR ITEM 14-b) ON THE REGISTRATION FORM

- | | | | | | |
|-------------------------|-----------------------------------|---------------------|-------------------|-----------------------------|-------------------|
| 01 Alabama | 57 Federated States of Micronesia | 18 Kentucky | 28 Missouri | 60 Northern Mariana Islands | 43 Tennessee |
| 02 Alaska | 10 Florida | 19 Louisiana | 27 Montana | 36 Ohio | 44 Texas |
| 58 American Samoa | 11 Georgia | 20 Maine | 28 Nebraska | 37 Oklahoma | 45 Utah |
| 03 Arizona | 59 Guam | 59 Marshall Islands | 29 Nevada | 38 Oregon | 46 Vermont |
| 04 Arkansas | 12 Hawaii | 21 Maryland | 30 New Hampshire | 82 Palau | 55 Virgin Islands |
| 05 California | 13 Idaho | 22 Massachusetts | 31 New Jersey | 39 Pennsylvania | 47 Virginia |
| 06 Colorado | 14 Illinois | 23 Michigan | 32 New Mexico | 54 Puerto Rico | 48 Washington |
| 07 Connecticut | 15 Indiana | 61 Midway Islands | 33 New York | 46 Rhode Island | 46 West Virginia |
| 08 Delaware | 16 Iowa | 24 Minnesota | 34 North Carolina | 41 South Carolina | 80 Wisconsin |
| 09 District of Columbia | 17 Kansas | 25 Mississippi | 35 North Dakota | 42 South Dakota | 51 Wyoming |

NATURAL SCIENCES

Agriculture
 0101 Agricultural Economics
 0102 Agricultural Production
 0103 Agricultural Sciences
 0104 Agronomy
 0105 Animal Sciences
 0106 Fishery Sciences
 0107 Food Sciences
 0108 Forestry and Related Sciences
 0109 Horticulture
 0111 Parks and Recreation Management
 0112 Plant Sciences (Except Agronomy, see 0104)
 0113 Renewable Natural Resources
 0110 Resource Management
 0114 Soil Sciences
 0115 Wildlife Management
 0199 Agriculture — Other

Biological Sciences
 0201 Anatomy
 0221 Bacteriology
 0202 Biochemistry
 0203 Biology
 0204 Biometry
 0222 Biophysics
 0205 Botany
 0206 Cell and Molecular Biology
 0207 Ecology
 0208 Embryology
 0209 Entomology and Parasitology
 0210 Genetics
 0211 Marine Biology
 0212 Microbiology
 0213 Neurosciences
 0214 Nutrition
 0215 Pathology
 0216 Pharmacology
 0217 Physiology
 0218 Radiobiology
 0219 Toxicology
 0220 Zoology
 0299 Biological Sciences — Other

Chemistry
 0302 Analytical Chemistry
 0301 Chemistry, General
 0302 Inorganic Chemistry
 0304 Organic Chemistry
 0306 Pharmaceutical Chemistry
 0305 Physical Chemistry
 0399 Chemistry — Other

Computer and Information Sciences
 0401 Computer Programming
 0402 Computer Sciences
 0403 Data Processing
 0404 Information Sciences
 0403 Microcomputer Applications
 0406 Systems Analysis
 0499 Computer Sciences — Other

Earth, Atmospheric, and Marine Sciences
 0501 Atmospheric Sciences
 0502 Environmental Sciences
 0503 Geochemistry
 0504 Geology
 0505 Geophysics and Seismology
 0507 Meteorology
 0508 Oceanography
 0506 Paleontology
 0508 Earth, Atmospheric, and Marine Sciences — Other

Health and Medical Sciences
 0601 Allied Health
 0602 Audiology
 0603 Chiropractic
 0604 Dental Sciences
 0605 Environmental Health
 0605 Epidemiology
 0607 Health Science Administration
 0608 Immunology
 0606 Medical Sciences
 0621 Medicinal Chemistry
 0610 Nursing
 0618 Occupational Therapy
 0611 Optometry
 0612 Otolaryngic Medicine
 0613 Pharmaceutical Sciences
 0619 Physical Therapy
 0614 Podiatry
 0615 Pre-Medicine
 0618 Public Health
 0620 Speech/Language Pathology
 0617 Veterinary Medicine
 0622 Veterinary Science
 0399 Health and Medical Sciences — Other

Mathematical Sciences
 0701 Actuarial Sciences
 0702 Applied Mathematics
 0703 Mathematics
 0704 Probability & Statistics
 0799 Mathematical Sciences — Other

Physics and Astronomy
 0801 Astronomy
 0802 Astrophysics
 0802 Atomic/Molecular Physics
 0804 Nuclear Physics
 0802 Optics
 0802 Physics
 0802 Planetary Science
 0807 Solid State Physics
 0802 Physics and Astronomy — Other

Natural Sciences — Other
 0802 Natural Sciences — Other

ENGINEERING

Engineering — Chemical
 1001 Chemical Engineering
 1002 Pulp and Paper Production
 1002 Wood Science
 1099 Chemical Engineering — Other

Engineering — Civil
 1101 Architectural Engineering
 1102 Civil Engineering
 1103 Environmental/Sanitary Engineering
 1199 Civil Engineering — Other

Engineering — Chemical and Electronics
 1202 Communications Engineering
 1201 Computer Engineering
 1203 Electrical Engineering
 1204 Electronics Engineering
 1299 Electrical & Electronics Engineering — Other

Engineering — Industrial
 1301 Industrial Engineering
 1303 Operations Research
 1303 Industrial Engineering — Other

Engineering — Materials
 1401 Ceramic Engineering
 1402 Materials Engineering
 1402 Materials Science
 1404 Metallurgical Engineering
 1402 Materials Engineering — Other

Engineering — Mechanical
 1001 Engineering Mechanics
 1002 Mechanical Engineering
 1099 Mechanical Engineering — Other

Engineering — Other
 1601 Aerospace Engineering
 1602 Agricultural Engineering
 1603 Biomedical Engineering
 1604 Engineering Physics
 1605 Engineering Science
 1606 Geological Engineering
 1607 Mining Engineering
 1608 Naval Architecture and Marine Engineering
 1609 Nuclear Engineering
 1610 Ocean Engineering
 1611 Petroleum Engineering
 1612 Systems Engineering
 1613 Textile Engineering
 1699 Engineering — Other

SOCIAL SCIENCES

Anthropology & Archeology
 1701 Anthropology
 1702 Archeology

Economics
 1002 Econometrics
 1801 Economics

Political Science
 1801 International Relations
 1002 Political Science and Government
 1903 Public Policy Studies
 1903 Political Science — Other

Psychology
 2001 Clinical Psychology
 2002 Cognitive Psychology
 2003 Community Psychology
 2004 Comparative Psychology
 2003 Counseling Psychology
 2003 Developmental Psychology
 2007 Experimental Psychology
 2003 Industrial and Organizational Psychology
 2003 Personality Psychology
 2010 Physiological Psychology
 2011 Psycholinguistics
 2018 Psychology
 2012 Psychometrics
 2013 Psychopharmacology
 2014 Quantitative Psychology
 2015 Social Psychology
 2003 Psychology — Other

Sociology
 2101 Demography
 2102 Sociology

Social Sciences — Other
 2206 American Studies
 2201 Area Studies
 2202 Criminal Justice/Criminology
 2203 Geography
 2207 Gerontology
 2204 Public Affairs
 2205 Urban Studies
 2299 Social Sciences — Other

HUMANITIES AND ARTS

Arts — History, Theory, and Criticism
 2301 Art History and Criticism
 2302 Music History, Musicology, and Theory
 2399 Arts — History, Theory, and Criticism — Other

Arts — Performance and Studio
 2401 Art
 2402 Dance
 2405 Design
 2403 Drama/Theatre Arts
 2406 Fine Arts
 2407 Industrial Design
 2404 Music
 2499 Arts — Performance and Studio — Other

English Language and Literature
 2502 American Language and Literature
 2503 Creative Writing
 2501 English Language and Literature
 2503 English Language and Literature — Other

Foreign Languages and Literature
 2601 Asian Languages
 2603 Classical Languages
 2603 Foreign Literature
 2603 French
 2604 Germanic Languages
 2605 Italian
 2605 Russian
 2607 Semitic Languages
 2605 Spanish
 2603 Foreign Languages — Other

History
 2701 American History
 2702 European History
 2702 History of Science
 2799 History — Other

Philosophy
 2801 All Philosophy Fields

Humanities and Arts — Other
 2901 Classics
 2902 Comparative Language and Literature
 2905 Linguistics
 2904 Religious Studies
 2902 Humanities and Arts — Other

EDUCATION

Education — Administration
 3001 Educational Administration
 3002 Educational Supervision

Education — Curriculum and Instruction
 3101 Curriculum and Instruction

Education — Early Childhood
 3201 Early Childhood Education

Education — Elementary
 3301 Elementary Education
 3302 Elementary Level Teaching Fields

Education — Evaluation and Research
 3403 Educational Psychology
 3401 Educational Statistics and Research

3402 Educational Testing, Evaluation, and Measurement
 3404 Elementary and Secondary Research

3405 Higher Education Research
 3405 School Psychology

Education — Higher
 3501 Educational Policy
 3302 Higher Education

Education — Secondary
 3001 Secondary Education
 2902 Secondary Level Teaching Fields

Education — Special
 3701 Education of Gifted Students
 3702 Education of Handicapped Students
 3702 Education of Students with Specific Learning Disabilities
 3704 Remedial Education
 3705 Special Education
 3799 Special Education — Other

Education — Student Counseling and Personnel Services
 3801 Personnel Services
 3802 Student Counseling

Education — Other
 3901 Adult and Continuing Education
 3906 Agricultural Education
 3902 Bilingual/Crosscultural Education
 3903 Educational Media
 3904 Junior High/Middle School Education
 3909 Physical Education
 3905 Pre-Elementary Education
 3906 Social Foundations
 3907 Teaching English as a Second Language/Foreign Language
 3910 Vocational/Technical Education
 3999 Education — Other

BUSINESS

Accounting
 4001 Accounting
 4002 Taxation

Banking and Finance
 4101 Commercial Banking
 4102 Finance
 4102 Investments and Securities

Business Administration and Management

4001 Business Administration and Management
 4002 Human Resource Development
 4203 Institutional Management
 4204 Labor/Industrial Relations
 4203 Management Science
 4203 Organizational Behavior
 4207 Personnel Management
 4203 Business Management — Other

Business — Other
 4301 Science Economics
 4203 International Business Management
 4203 Management Information Systems
 4204 Marketing and Distribution
 4203 Marketing Management and Research
 4203 Business — Other

OTHER FIELDS

Architecture and Environmental Design
 4401 Architecture
 4402 City and Regional Planning
 4402 Environmental Design
 4404 Interior Design
 4402 Landscape Architecture
 4402 Urban Design
 4402 Architecture and Environmental Design — Other

Communications
 4301 Advertising
 4303 Communications Research
 4303 Journalism and Mass Communications
 4304 Public Relations
 4303 Radio, TV, and Film
 4303 Speech Communication
 4303 Communications — Other

Home Economics
 4301 Consumer Economics
 4303 Family Counseling
 4303 Family Relations
 4303 Home Economics — Other

Library and Archival Science
 4702 Archival Science
 4701 Library Science

Public Administration
 4301 Public Administration
 Religion and Theology
 4803 Ordained Ministry/Rabbinate
 4001 Religion
 4002 Theology

Social Work
 8001 Social Work

Other Fields
 8101 Interdisciplinary Programs
 8102 Law
 8199 Any Department Not Listed

NOTE: IF UNDECODED USE 0000.

001	Algeria	128	Cook Island	608	Indonesia	808	Marocco	808	Slovak Republic
008	Algeria	130	Costa Rica	270	Iran	808	Mexico	804	Slovenia
008	Algeria	290	Cote d'Ivoire (Ivory Coast)	270	Iraq	808	Myanmar	808	Solomon Islands
007	American Samoa	133	Croatia	270	Ireland	808	Namibia	807	Somalia
008	Andorra	130	Cuba	277	Ile of Man	808	Nauru	810	South Africa
010	Angola	140	Cyprus	280	Israel	387	Nepal	815	Spain
008	Antarctica	142	Czech Republic	285	Italy	808	Netherlands	808	Sri Lanka
012	Antigua and Barbuda	180	Denmark	285	Jamaica	285	Netherlands Antilles	808	Sudan
015	Argentina	183	Djibouti	808	Japan	280	New Caledonia	807	Suriname
016	Armenia	184	Dominica, Commonwealth of	285	Jordan	408	New Zealand	808	Switzerland
017	Austria	183	Dominican Republic	285	Kazakhstan	408	Nicaragua	808	Sweden
088	Australia	185	Ecuador	810	Kenya	485	Niger	848	Switzerland
808	Austria	170	Egypt	812	Kiribati	485	Nigeria	848	Syria
808	Azerbaijan	178	El Salvador	312	Korea (DPR)	485	Norway	808	Taiwan
030	Azores	128	England	315	Korea (ROK)	484	Northern Ireland	808	Taiwan
285	Bahamas	133	Equatorial Guinea	285	Kuwait	485	Norway	808	Tajikistan
840	Bahrain	182	Eritrea	311	Kuwait	440	Oman	808	Tanzania
045	Bangladesh	184	Estonia	323	Kyrgyzstan	443	Oman	285	Thailand
030	Barbados	185	Ethiopia	285	Laos	440	Pakistan	807	Togo
030	Belgium	107	Federated States of Micronesia	323	Latvia	447	Palestine	870	Tonga
030	Belize	180	FI	330	Lebanon	400	Panama	875	Trinidad and Tobago
030	Benin	185	Finland	323	Lesotho	400	Papua New Guinea	808	Turkey
030	Bermuda	280	France	330	Liberia	485	Paraguay	808	Turkey
030	Bhutan	808	French Guinea	848	Libya	485	Peru	804	Turkmenistan
030	Bolivia	808	French Polynesia	843	Liechtenstein	485	Philippines	808	Turks and Caicos Islands
030	Bosnia & Herzegovina	302	Gabon	344	Lithuania	470	Poland	387	Turkey
070	Botswana	804	Gambia, The	345	Luxembourg	470	Portugal	808	Uganda
078	Brazil	205	Georgia	808	Macao	474	Puerto Rico	808	Ukraine
077	British Virgin Islands	210	Germany	210	Macedonia	477	Qatar	891	United Arab Emirates
081	Brunei Darussalam	215	Ghana	280	Madagascar	485	Raunion	322	United States of America
808	Bulgaria	217	Gibraltar	323	Madeira Islands	485	Romania	807	US Virgin Islands
808	Burkina Faso	330	Greece	285	Malawi	484	Russia	205	Uruguay
082	Burundi	225	Greenland	808	Malaysia	487	Rwanda	804	Uzbekistan
804	Belarus	227	Grenada	361	Maldives	811	St. Helena	808	Vanuatu
287	Camodia	323	Guadeloupe	323	Mali	408	St. Kitts & Nevis	807	Virgin City
082	Cameroon	225	Guam	808	Malta	891	St. Lucia	808	Venezuela
100	Canada	330	Guatemala	327	Marshall Islands	808	St. Vincent and the Grenadines	808	Vietnam
105	Canary Islands	228	Guinea	808	Maritime	485	San Marino	810	Wales
105	Cape Verde	234	Guinea-Bissau	808	Martinique	485	San Tomé and Príncipe	811	West Bank
110	Cayman Islands	233	Guyana	808	Martinique	485	San Tomé and Príncipe	815	West Indies Associated States
113	Central African Republic	340	Haiti	370	Mauritania	485	Saudi Arabia	808	Western Samoa
114	Chad	345	Honduras	375	Mauritius	485	Scotland	808	Yemen
115	Chile	280	Hong Kong	377	Mexico	487	Senegal	225	Yugoslavia
457	China, People's Republic	881	Hungary	375	Moldova	480	Seychelles	808	Zaire
120	Colombia	285	Iceland	375	Monaco	800	Sierra Leone	285	Zambia
122	Coworos	280	India	375	Mongolia	800	Singapore	485	Zimbabwe
125	Congo							808	Other

LISTS OF ABBREVIATIONS

FOR STATES AND TERRITORIES:

Alabama	AL	Florida	FL	Marshall Islands	MH	New Mexico	NM	South Carolina	SC
Alaska	AK	Georgia	GA	Maryland	MD	New York	NY	South Dakota	SD
American Samoa	AS	Guam	GU	Massachusetts	MA	North Carolina	NC	Tennessee	TN
Arizona	AZ	Hawaii	HI	Michigan	MI	North Dakota	ND	Texas	TX
Arkansas	AR	Idaho	ID	Minnesota	MN	North Mariana Islands	MP	Utah	UT
California	CA	Illinois	IL	Mississippi	MS	Ohio	OH	Vermont	VT
Colorado	CO	Indiana	IN	Missouri	MO	Oklahoma	OK	Virgin Islands	VI
Connecticut	CT	Iowa	IA	Montana	MT	Oregon	OR	Virginia	VA
Delaware	DE	Kansas	KS	Nebraska	NE	Palestine	PW	Washington	WA
District of Columbia	DC	Kentucky	KY	Nevada	NV	Pennsylvania	PA	West Virginia	WV
Federated States of Micronesia	FM	Louisiana	LA	New Hampshire	NH	Puerto Rico	PR	Wisconsin	WI
		Maine	ME	New Jersey	NJ	Rhode Island	RI	Wyoming	WY

FOR STREET ADDRESSES:

Apartment	APT	East	E	Laos	LN	Port	PRT	Trailer	TLR
Avenue	AVE	Fert	FT	Mount	MT	Road	RD	Turphis	TPKE
Boulevard	BLVD	Garden	GONS	Mountain	MTN	Route	RT	West	W
Box	BX	Headquarters	HQ	North	N	South	S		
Broadway	BWAY	Heights	HTS	Parkway	PKY	Street	ST		
Court	CT	Highway	HWY	Place	PL	Terrace	TER		
Drive	DR	Lake	LK	Point	PT	Trail	TRL		

FOR CANADIAN PROVINCES AND TERRITORIES:

Alberta	AS	Newfoundland	NF	Quebec	QO
British Columbia	BC	Northwest Territories	NT	Saskatchewan	SK
Labrador	LB	Nova Scotia	NS	Yukon Territory	YT
Manitoba	MB	Ontario	ON		
New Brunswick	NB	Prince Edward Island	PE		

The New GRE® CBT Service: Computerized and Convenient

This information is intended for use by examinees taking the GRE General Test delivered by computer through the Computer-Based Testing (CBT) Program from October 1, 1994, through September 30, 1995. In some cases the policies and procedures differ from those for the paper-and-pencil administrations.

Taking the Graduate Record Examinations (GRE) General Test has been made easier and more convenient for you through the Computer-Based Testing (CBT) Program. Since November 1993, the General Test offered through the CBT Program is an adaptive test, known as the Computer Adaptive Test (CAT). See page 40 for more information about adaptive testing. The CBT Program offers the following features:

- Available all year long
- Over 250 test centers throughout the United States and Canada with plans for further expansion outside the United States
- Faster score reporting
- Immediate knowledge of scores
- Easier procedure for scheduling an appointment to test

Computerized Subject Tests

Beginning in the fall of 1994, computer-delivered versions of many of the Subject Tests will be offered at test centers in the United States and Canada on a limited basis. Call 1-800-808-0090 after September 15, 1994, for more information about this new service.

Computerized Testing Procedures

The policies and procedures contained here are in effect for those examinees who take a CBT administration between October 1, 1994, and September 30, 1995. Some features of the CBT Program may vary as we

expand into test centers outside the United States. There may be some limitations and restrictions associated with providing a computerized version of the GRE General Test in some countries. Information related to available features and service and the procedures for scheduling arrangements to take the CBT at a test center outside the United States will be provided when plans are finalized.

Faster Score Reporting

The score reporting service is faster and improved. With computer-based testing you can:

- Choose to either see your scores instantly after finishing the test or cancel them at that time (before seeing them)
- Choose up to four graduate score recipients right after seeing your scores, before leaving the center, at no extra charge
- Have your score reports mailed to recipients approximately 10 to 15 days after you complete the test (allow for delivery time)

Cost of the Service

The cost of a CBT administration is \$96.

NOTE:

- Fee waiver certificates are available to eligible candidates (see page 44).
- Fees are subject to change at any time.
- Services may be withheld for nonpayment of fees.

Scheduling Appointments to Test By Phone



If you are using a valid credit card (VISA or MasterCard only) or fee waiver certificate for payment, you can simply schedule an appointment to take the GRE General Test by supplying all pertinent information over the telephone. Use the following procedures:

- Select a test center location from pages 45 and 46 of this *Bulletin*.
- Call the test center number directly, or call the Sylvan National Registration Center at 1-800-967-1100 to determine availability of a test center and to schedule an appointment to test. Examinees who use a Telephone/Teletypewriter (TTY) can call 1-800-529-5390. Before calling, note the refund policy explained on page 37.
- Nonstandard testing arrangements for test takers with disabilities must be made by registering through ETS (see page 38).

By Mail

If you are using a check or money order for payment, complete the Authorization Voucher Request Form in the center of this *Bulletin*.



- Complete both sides of the form.
- Insert form and fee payment in the envelope designated for the CBT Program.
- Mail completed form and proper payment to:

Computer-Based Testing Program
Graduate Record Examinations
Educational Testing Service
P.O. Box 6020
Princeton, NJ 08541-6020

YOU MAY NOT REPEAT THE GENERAL TEST THROUGH THE CBT PROGRAM WITHIN SIX MONTHS OF YOUR PREVIOUS CBT ADMINISTRATION. FOR ADDITIONAL INFORMATION, SEE PAGE 41.

ABOUT THE GRE® COMPUTER-BASED TESTING PROGRAM

1. Will I need to be computer literate?

The majority of examinees report that the instructions provided in tutorials give adequate preparation for taking the test on the IBM PC or compatible with mouse interface even if the examinee has never used a mouse before, is a novice computer user, or has had no previous computer experience.

2. Can I take the General Test through the CBT Program again this year?

Yes. You must allow at least six months before repeating the General Test through the CBT Program. Please note that there is no restriction on repeating the General Test in paper-and-pencil administrations.

3. Is computer-based testing replacing the paper-and-pencil test?

The paper-and-pencil test will be given at four administrations during the 1994-95 testing year. In subsequent years, the number of paper-and-pencil administrations will gradually decrease.

4. Can I cancel or reschedule my appointment to test?

Yes, if you notify the test center or call 1-800-967-1100 by noon of the second business day prior to your appointment. You are eligible for a partial refund of \$20 if you cancel an appointment within the acceptable time limit indicated here.

5. Will there be time to practice techniques for taking a computerized version of the test?

Yes. You are encouraged to spend as much time as you need to become comfortable with all sections of the tutorials before starting the actual timed test. For example, you should practice the different techniques for scrolling as explained on page 43 of this *Bulletin*. In addition, you will be asked to respond to background questions before starting the timed test. Answering these questions will allow you to practice such computer test-taking techniques as scrolling through the list of undergraduate institutions to locate and select your undergraduate institution.

6. What are some differences between the traditional General Test and the computer adaptive General Test?

In the computer adaptive General Test the score will be based on one section per measure, not two as in the paper-and-pencil version of the test. Second, you cannot omit any questions or return to a question after confirming your answer in a CAT. Third, for each CAT section, you must answer at least 80 percent of the questions before a score for that section will be reported (see page 40 for more information). If you do not answer at least 80 percent of the questions before time expires, you will receive No Score (NS) for that measure.

7. Are CAT scores comparable to scores earned at paper-and-pencil administrations?

Educational Testing Service has performed studies which have indicated that CAT scores are comparable to scores earned by examinees taking a traditional version of the General Test.

8. Will I be notified when there are only five minutes of testing time remaining?

Yes. The time display will flash briefly and the clock time display will change from HH:MM to HH:MM:SS (hour, minute, second) format. The time will automatically display when there are five minutes remaining for the section.

9. How do I select score recipients?

Included in your test fee is the option of having score reports sent to as many as four graduate schools or fellowship sponsors. See page 41 for details.

10. How soon can I get my scores?

Paper score reports are mailed to you and your designated score recipients approximately 10-15 days after the test date. Allow additional time for delivery. Test centers do not provide official copies of score reports. You will, of course, have the option of canceling or viewing your scores immediately after you take the test.

■ Find out from graduate schools and fellowship agencies the score reporting deadlines you will have to meet. Your score reporting deadlines may not be the same as your application deadlines.

■ Scores earned at a computer-based testing administration are reported approximately 10 to 15 days after the testing date.

■ Allow additional time for mailing scores to designated recipients.

CBT test centers accommodate a small number of examinees and administer a variety of standardized computerized tests. Therefore, it is possible that some test centers may be full at certain peak times during the testing year. Call to reserve your appointment well in advance of the date you plan to test.

IMPORTANT: Make a note of when and where you have been scheduled to test. You are responsible for remembering this information. Failure to keep a scheduled appointment will result in forfeiture of the full \$96 test fee. Be sure to ask for directions to the center if you need them.

When making your appointment to test, you must supply the representative at the CBT test center or the Sylvan National Registration Center with specific identification information. Be prepared to provide: your name as it appears on your photobearing identification, your address, birth date, telephone number(s), and pertinent credit card information. You will be asked to provide your social security number. The photobearing identification you provide when you report to the center to take the test must match the information given when the appointment was made, or you may be denied admission to test.

■ Once an Authorization Voucher Request Form is mailed to ETS, your request cannot be canceled.

■ Allow a minimum of two to four weeks for processing and mail delivery of an authorization voucher.

■ Once you have received your authorization voucher, you may call to schedule an appointment to test.

■ If you are paying by credit card, no authorization voucher is needed.

Rescheduling or Canceling an Appointment

If you must reschedule or cancel an appointment after it has been made, you must notify the test center or Sylvan National Registration Center at 1-800-967-1100 by NOON of the second business day prior to your appointment. After that, no changes will be permitted for any reason and all test fees will be forfeited.

For example, if your appointment is scheduled for a Monday and you wish to reschedule or cancel your appointment, you must do so by noon on the Friday before the Monday appointment. Saturdays are business days for some test centers. If you are unable to contact a test center, you may call 1-800-967-1100 between 8 a.m. and 4 p.m. on Saturdays.

Refunds

If you cancel your appointment within the appropriate time limit and do not wish to reschedule, you may do so and receive a partial refund of \$20. You must notify the test center or Sylvan National Registration Center at 1-800-967-1100 by NOON of the second business day prior to your appointment. If you have an authorization voucher that you do not intend to use, you may return the voucher and receive a refund of \$20. Requests for partial refunds must be received within 60 days of a canceled appointment or of the expiration date appearing on an authorization voucher.

If you paid by credit card and are eligible for a partial refund, you must submit a written request including your name, date of birth, address, daytime telephone number, canceled test date, credit card number, and credit card expiration date. Your partial refund will be credited to your account and will appear on your monthly statement.

Refund requests must be sent to:

Graduate Record Examinations
Computer-Based Testing Program
Educational Testing Service
P.O. Box 6000

Princeton, New Jersey 08541-6000

Allow approximately 10 weeks for receipt of your refund.

Instructions for completing the Authorization Voucher Request Form

The following instructions are provided to help you complete your Authorization Voucher Request Form accurately. Please read them carefully.

Page 1

1. Name. Print your name in the spaces provided, and fill in the corresponding ovals. Enter your name exactly as it appears on your photobearing identification, which you will be presenting at the test center. The name on your CBT record must match the name appearing on your identification.

2. Date of Birth. Enter the month, day, and year of your birth and fill in the corresponding ovals. If using a single-digit number, enter "0" in the first box.

3. U.S. Social Security Number. Enter your United States social security number if you have one. This information is optional but is used by many graduate schools.

4. Daytime Phone Number. Please print your telephone number on this line. It will be used if it is necessary to contact you about processing this form.

5. Fees and Remittance. Acceptable forms of payment are check or money order drawn on a bank in the United States or Canada, U.S. Postal Money Order, or UNESCO Coupons. Do not send cash, foreign currency, stamps, receipts, or proofs of payment.

■ The total CBT fee is \$96.

■ Payment must be made in U.S. dollars payable to ETS-GRE/CBT.

Fee waiver certificates are available to those examinees who meet the eligibility requirements. See page 44 of this *Bulletin*.

Page 2

6. Current Mailing Address.

6a. & b. P.O. Box or Street Address and City. Enter your address and fill in the ovals carefully. This address will be used for mailing your authorization voucher and score report. If your address does not fit in the spaces provided, try to abbreviate it to fit. Be sure you enter the complete address in Item 8.

6c. State or Province. If you live in the U.S. or Canada, enter the appropriate state or province (see page 34 of this *Bulletin* for list of abbreviations).

6d. Postal Code or U.S. Zip. Regardless of the length of your postal code or zip code, start with the first box at the left.

6e. Country Code. Enter the appropriate country code in this item (see page 34).

7. Daytime Telephone Number. Provide a telephone number where you can be reached during the day.

8. Your Current Mailing Address. Print your complete mailing address on the lines provided.

9. Signature. Sign (do not print) your full name and note the date.

Your Authorization Voucher

■ After ETS processes your Authorization Voucher Request Form, you will receive an authorization voucher. You must give the authorization voucher number appearing on this form, in addition to your name as it appears on your photobearing identification (see page 11, "Identification Policies"), when you call a test center or the Sylvan National Registration Center at 1-800-967-1100 to schedule an appointment to test.

■ Be sure to take the authorization voucher and photobearing identification with you to the test center on the day of examination (see page 39). Your admission will be refused without them.

■ The authorization voucher will be valid for one year from the date when it was originally issued.

■ Call 609-771-7670 to report a lost authorization voucher. Only one replacement will be issued.

Standby Testing

Standby testing may be available on a first-come, first-served, space-available basis; it is not guaranteed.

Special testing accommodations are available for persons with currently documented disabilities if requested in writing through ETS. ETS can provide some accommodations if you are able to test using the standard computer equipment provided at the test center.

Before requesting special arrangements, you may want to contact the graduate school or fellowship sponsor to which you are applying to ask if they are willing to waive the GRE requirements and consider your application based on other information.

The nonstandard CBT administration offers the possibility of additional testing time and breaks between sections. The computer adaptive General Test consists of one verbal, one quantitative, and one analytical section. Additional practice time is allotted to become familiar with the test through tutorials.

If the accommodations described above do not meet your specific needs, there are other accommodations available through paper-and-pencil administrations (see page 13).

If ETS determines that you require only minor adjustments to the testing environment, you may be able to test under standard conditions. For example, if you need only wheelchair accommodations, or if you have a hearing-impairment and need to be able to lip-read or be given a written statement of the brief instructions provided by the test administrator, adjustments can be made to allow you to test under standard conditions.

Any person requesting special accommodations must register through ETS by following the registration procedures outlined here. All documentation must be approved prior to scheduling your test date. The following must be submitted to ETS as early as possible:

- Completed Authorization Voucher Request Form and proper fee (see page 37) or credit card information.
- Recent documentation on official letterhead, must be submitted by a licensed or certified professional qualified to evaluate your disability. A description of the disability and explanation of the necessity for the specific accommodation(s) requested should be provided in the letter. The letter must specify the special accommodation(s) needed and

additional testing time requested. A copy of his or her certificate or license and his or her specialty must also be included. The program has the right to request, if necessary, further verification of the professional's credentials and expertise relevant to the recommendation being made.

- Documentation on official letterhead that recent similar accommodations have been made for you in other educational or testing situations (if no prior accommodations have been made, specify why).
- Letter from you describing the nature of your disability, specifying the accommodations needed, and whether you require extra time. Your letter must also include your choice of CBT-center location (see pages 45 and 46). If possible, select more than one center location.

If you choose to use a credit card for payment, the following information must also be provided in your letter: 1) type of credit card, only VISA or MasterCard will be accepted; 2) complete credit card number; 3) expiration date, month and year only. If your card is about to expire, please give the new expiration date.

Please allow three to four weeks from the time your completed request has been received at ETS for receipt of your authorization voucher.

Do not attempt to schedule a test with the test center until you receive your authorization voucher and letter.

Your Authorization Voucher Request Form will be returned to you unprocessed if all the following information is not received together at ETS.

- Authorization Voucher Request Form and proper fee
- Documentation from licensed or certified professional
- Letter from you describing your disability and center where you want to test
- Documentation of similar past accommodations

NOTE: Failure to submit all of the above may cause a delay in scheduling your test date.

Submit your completed Authorization Voucher Request Form with all appropriate documentation and test fee to:

Graduate Record Examinations
Services for Test Takers
with Disabilities
Educational Testing Service
Mail Stop 32
Princeton, New Jersey 08541

For questions about accommodations and specifics on total testing time and type of test offered for test takers with disabilities, call 609-951-1572 or fax 609-951-1690. Hearing-impaired examinees using a Telephone/Teletypewriter (TTY) may call (609) 452-9342.

ETS will send you an authorization voucher and a letter confirming the arrangements made for you (including CBT center) as soon as they are completed. Once you receive your authorization voucher you can call the test center to schedule an appointment. Be prepared to provide the number on your authorization voucher and the information contained in your letter. Examinees who use a Telephone/Teletypewriter (TTY) can call 1-800-529-3590 to schedule a test date.

If you wish to cancel your appointment and do not wish to reschedule, you may do so and receive a refund of \$20. You must follow the cancellation procedures as described on page 37.

ETS recognizes that when standardized tests such as the GRE tests are taken under nonstandard conditions, the scores may not accurately reflect the examinee's educational ability. Therefore, a statement is included with reports of scores that were earned through a CBT administration under nonstandard conditions pointing out the special nature of the score results and the importance of considering other indicators of academic achievement in the admission process. Final responsibility for interpreting your scores will rest with the score recipient.

No separate percentile rank tables are available for interpreting the scores of test takers who test under nonstandard conditions.

On the Test Date

- If you have submitted an Authorization Voucher Request Form to ETS, you must take your authorization voucher with you to the test center on the day of the examination.
- Bring official photobearing identification (see page 11).
- If you are using a fee waiver certificate for payment, you must submit the original certificate on the day of the test.
- Familiarize yourself with information needed to indicate score recipients (see pages 26-31).
- Report to the test center at least 20 minutes before your scheduled appointment time in order to allow time for check-in procedures that are required prior to beginning the test.
- Test center capacity is limited. If you arrive later than the specified time, you may not be admitted because your seat may be taken by a standby examinee. This will result in the forfeiture of your test fees.
- Security measures at the test center may include audio and video monitoring and recording of the test session.
- Be prepared to be photographed at the test center. If your score recipient questions the validity of the scores reported, the recipient may request a copy of the photograph. It is not intended for use in the admissions process. This procedure does not eliminate the requirement for appropriate identification requirements.

Identification Policies

INFORMATION REGARDING ACCEPTABLE AND UNACCEPTABLE IDENTIFICATION APPLIES TO BOTH PAPER-AND-PENCIL AND CBT ADMINISTRATIONS

Refer to page 11 for complete details regarding acceptable and unacceptable identification.

IMPORTANT: In order to be admitted to the test center, you must have *two forms of positive identification*. If you submitted an Authorization Voucher Request Form to ETS, your *authorization voucher* must also be presented.

Test Center Procedures and Regulations

- The test will be given on the day and at the time scheduled.
- Test takers will be assigned seats.
- The administrator will provide you with scratch paper that may be replaced as needed during testing. You may not bring your own scratch paper to the test. You may not remove it from the testing room at any time.
- Energy-saving practices vary widely, and you may find the testing room colder or warmer than you expected. Therefore, dress in such a way that you can adapt to any room temperature.
- You may not eat, drink, or use tobacco during the administration.
- If at any time during the test you believe you have a problem with your computer, need more scratch paper, or need the administrator for any reason, you should raise your hand to notify the administrator.

The test center administrator is authorized to dismiss you from a test session for:

- creating a disturbance
- giving or receiving unauthorized help
- using notes, books, calculators, wristwatch calculators, digital assistants, or other aids

- attempting to remove scratch paper from the testing room
- attempting to tamper with the operation of the computer
- attempting to remove test questions (in any format) from the testing room
- failure to follow the administrator's directions

Failure to comply with an administrator's directions can result in your test being canceled. If this should be necessary, no scores will be reported for this test, and no fees will be refunded.

Test Center Complaints

If you have a complaint about the center at which you tested, promptly write to:

Computer-Based Testing Network
Educational Testing Service (69-D)
Princeton, New Jersey 08541

or Fax:

Computer-Based Testing Network
Educational Testing Service (69-D)
609-734-1066

Breaks

Scheduled Break

There will be an optional 10 minute break, which occurs approximately midway through the testing session. If you wish to take a break at that time, notify the administrator that you wish to leave the room.

Unscheduled Break

If you wish to leave your seat at any time, raise your hand. Section timing will not stop for this type of break.

How Does Adaptive Testing Work?

The design of the GRE General Test (including question types and coverage of specific content) is stored in the computer and provides the framework for the CAT. After you answer each question, the computer uses information about how you answered that question and all the ones you answered previously to determine which question should be given next. The question you receive next will be the one that best satisfies both your previous performance and the test design. This means that different examinees will be given different questions.

Since the computer considers how you respond to each question before selecting the next one, you must answer such question when it is presented. For the same reason, once you answer a question and move on to another one, you cannot go back and change your answer since the computer has already incorporated your answer into the test design.

How to Answer Questions on a CAT

You must answer every question when it is given. You cannot omit any questions, nor can you review previous questions and answers. If you do not know the answer to a question, try to eliminate one or more of the choices, and then select one of the remaining choices. You can change your answer as often as you want until you have confirmed it by pressing the button to move to the next question. If time expires once you have selected an option choice but before you have had a chance to confirm your answer choice, you will be given a chance to decide if you want that answer recorded.

Since the test is tailored to each examinee, time is not wasted on questions that are very hard for you or too easy for you.

Is Computer Selection of Test Questions Fair?

When taking a CAT, every examinee has the same opportunity to get the more difficult questions. The test begins with a question that is about average difficulty for most examinees. Occasionally, you will give an incorrect answer due to a careless error or get a correct answer due to a lucky guess.

However, the adaptive nature of the CAT allows the test to correct itself because your answers to subsequent questions will lead you back to questions that are of the appropriate level of difficulty. In a CAT, your answers to all previously answered questions, in part, determine the next questions that will be administered.

By answering all of the questions, you will be assured of having the opportunity to respond to the maximum number of questions in all content areas of the General Test.

To ensure the validity of the score, such CAT has a minimum number of questions that must be answered for a score to be reported. The minimum number is about 80 percent of the total number of CAT questions. If you do not answer the minimum number of questions, or if you exit the section before time expires and have not answered all the questions, you will receive No Score (NS) for that section.

The table that follows shows a typical CAT. Individual CAT sections may vary by a few questions. The total amount of time allowed for work on each section is adjusted so that the average time per question is about the same, regardless of the number of questions in that section.

TYPICAL CAT

	Number of Questions	Time	Minimum Number of Answers Required for a Score
Verbal	30	30 min.	24
Quant.	28	45 min.	23
Analy.	35	60 min.	28

Read all direction screens carefully. Direction screens will provide details regarding:

- total number of questions in a section
- minimum number of answers required for a score in each section
- time allowed for each section

In addition to the three sections represented in the above table, the GRE CAT may contain unidentified questions or a section being pretested for possible use in future tests. Answers to these pretest questions will not count toward your scores. It is important to note the sequence of sections in the table is an illustration and may vary.

A research section may also be included in your test and will be identified as such before the section is presented. The questions appearing in the research section may require a response other than those presented in the multiple-choice format, for example: essay or paragraph writing, inserting data into a table, or manipulating a graph. Answers to the research section will not count toward your scores.

Plan to allow approximately 4 1/2 hours to complete a test administration, including tutorials and data collection of examinee information.

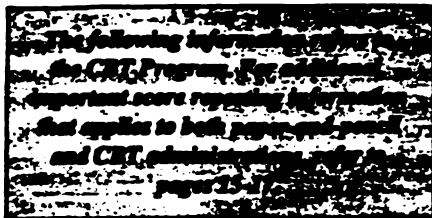
REFER TO THE NEW GENERAL TEST DESCRIPTIVE BOOKLET FOR ADDITIONAL TEST-TAKING STRATEGIES.

How Is the CAT Scored?

In a paper-and-pencil version of the GRE General Test, examinees receive one raw score point for each question they answer correctly, whether the question is easy or hard. An examinee's score is based only on the number of questions answered correctly.

In the GRE CAT, an examinee's score is based on the performance on the particular questions that are presented by the design of the test. The test design factors that influence which questions you will be presented include: 1) the difficulty level of the questions answered correctly and incorrectly, 2) question types, and 3) coverage of specific content. This allows the computer to give you questions that are appropriate for you and to ensure that the overall test content meets the specifications for the General Test. In the GRE CAT, the examinee gets more credit for correctly answering a hard question than for correctly answering an easy question. Your final score will reflect the overall level of knowledge you have demonstrated for the content areas being tested.

The computer does not always select a harder question when you answer a question correctly and an easier one when you miss it. This is because the test design includes several factors other than how hard the questions are.



Restriction on Repeating

- You may not repeat the General Test through the CBT Program within six months of your previous administration. If you do so, the scores from the second or subsequent testing will not be reported, and your test fees will not be refunded. (There is no restriction on repeating the General Test in paper-and-pencil administrations.)

Score Cancellation

- Immediately following the administration of the test, you will have the option to cancel your scores from the administration or to see your scores on the computer screen. This decision must be indicated before you view your scores. A request for score cancellation will not be accepted after that time. Once a test is canceled, scores from that test will not be reported or become part of your GRE record. Once

you choose to display scores on the computer screen, they cannot be canceled.

- No refund of any fees will be made if scores are canceled.
- Educational Testing Service reserves the right to cancel any test score if, in the sole opinion of ETS, there is a good reason to question its authenticity (see page 16).

Reporting of Scores

- If you elect to see your scores, they will be presented on the screen. A printed score report of your cumulative record will be mailed to you and the designated score recipients in approximately 10 to 15 days. Test centers do not provide copies of official score reports. Your examinee score report will contain details regarding your percentile ranking.
- As noted on page 40, if you fail to answer the minimum number of questions required for a score, you will receive NO SCORE (NS) for that section.

Selecting Score Recipients

- After viewing your scores, you may choose up to four graduate schools or fellowship sponsors as score recipients, at no extra charge. The computer will prompt you through this selection process.

- Familiarize yourself with the Institution Code List starting on page 26 of this Bulletin and the Department Code List on page 33 before reporting to the test center. The list presented on the computer will also be in order by state.
- To designate a score recipient that does not appear in the Institution Code List on the computer, ask the administrator for a pink Additional Score Report (ASR) Request form. You must enter the entire name and mailing address of the graduate institution or fellowship sponsor and complete the rest of the information on the form. Give the form to the administrator who will return it to ETS. If the designated recipient is an authorized recipient, your request will be honored. No more than a combined total of four score recipients may be requested as part of the test fee.

If you decide to cancel scores from this administration, no score reporting will occur. However, if you submitted an ASR to ETS prior to taking the test, and you have scores from a previous test date, these scores will be reported to the recipients listed on your ASR.

For Additional Score Report Requests, follow the procedures explained on page 15.

Test-Taking Information

Samples of the types of questions included in the General Test are in a separate free publication, the *GRE General Test Descriptive Booklet*. Both CAT and paper-and-pencil administrations will have questions with the same type of content. Also, refer to the center of this Bulletin for information regarding practice materials.

Some test-taking strategies employed with the paper-and-pencil administration of testing may not work with the CAT administration. It is important to familiarize yourself with the tutorial and testing tool information described here to help you prepare for this type of test.

Since items on the CAT are selected for administration based on your responses to previously administered items, you may not omit an item or return to an item after a response has been confirmed. In addition to doing your best on every item, you should be concerned with time management. The time limits for each measure were set so that the vast majority of examinees would have sufficient time to answer all items. The requirement that a minimum number of ques-

tions be answered, as opposed to requiring that all items be answered, was set so that examinees who work slowly would not be penalized. It is important that you pay attention to (a) the time remaining in the test and (b) the number of items that you have answered. If you do not answer the minimum number of items required for a score for each section before time expires, you will receive a No Score (NS) for that section.

Data Collection of Examinee Information

Before you begin the test, you will be asked to provide the name of your undergraduate institution. In addition, you will be asked to respond to some background questions. They are similar to those asked on the registration form for a paper-and-pencil administration. Computer screen messages will prompt you through this process. After viewing scores at the end of the test, you will have the opportunity to list up to four graduate score recipients. At the end of the test, you may also be asked some questions about your testing experience.

The GRE Computerized Test and Testing Tools

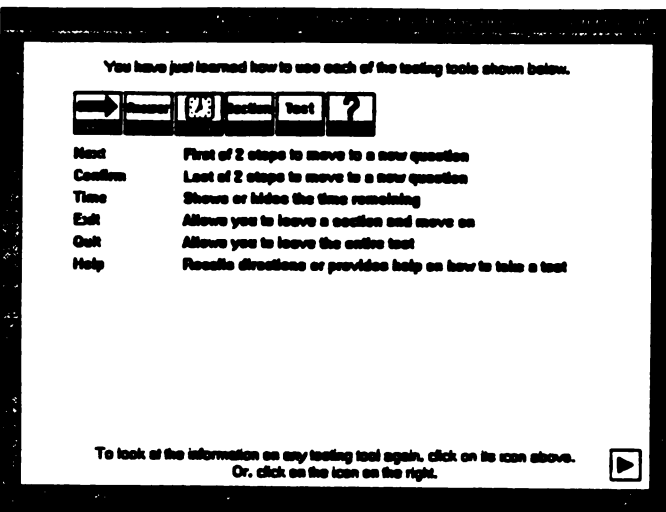
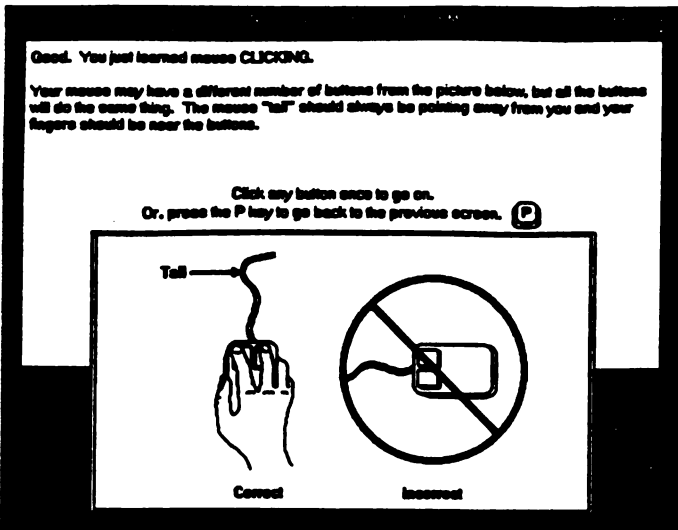
The GRE General Test begins with the following tutorials:

- How to Use a Mouse
- How to Select an Answer
- How to Use the Testing Tools
- How to Scroll

Spend as much time as you need to become comfortable with all sections of the tutorials prior to beginning your timed testing session. You do not have the option of skipping the tutorials, which routinely take 20 to 25 minutes to complete. It is important that you take the time to become comfortable with the functionality of the tools. In addition to the tutorials, it is important that you read the direction and information screens designed to help you move through the test.

You will be using a mouse to record your responses to this test. You may move the keyboard to one side while testing. Use of a mouse for input of information simply requires that you point the arrow by moving the mouse to the appropriate selection and click (press) a button on the mouse to select your choice.

The sample screens shown here provide an example of the appearance of some selected screens on a computer-based version of the GRE General Test.



Testing Tools

Testing tools are a set of functions that you will use to move through a test or to get information about the test session. Icons (pictorial symbols) for the testing tools will be displayed in the bottom section of the computer screen and are activated by clicking the mouse on the selected icon. The available icons are described here.

Note: In the CAT, there is a two-step process for confirming an answer. The steps are:

Next. Clicking on Next is the first of two steps to leave the question you are on and move to the next one.

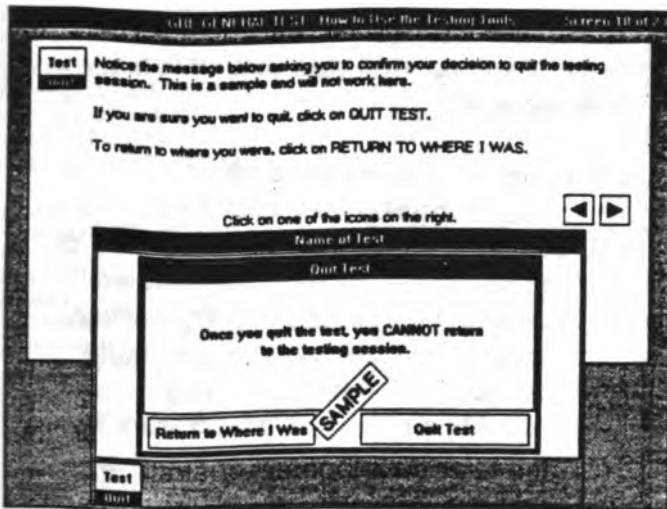
Confirm. Clicking on Confirm Answer is the last of two steps to move to a new question. When you click on Confirm Answer, your answer is saved and a new question appears. You cannot go back.

Time. Allows you to turn remaining time display on the title line on and off. The only notification you will be given that five minutes of testing time remain for a section is a brief flash of the clock. The time display will change from HH:MM to HH:MM:SS (hour, minute, second) format. The time will automatically display when there are five minutes remaining for the section. Between sections you will have an optional pause of 60 seconds, which is not counted as part of your testing time.

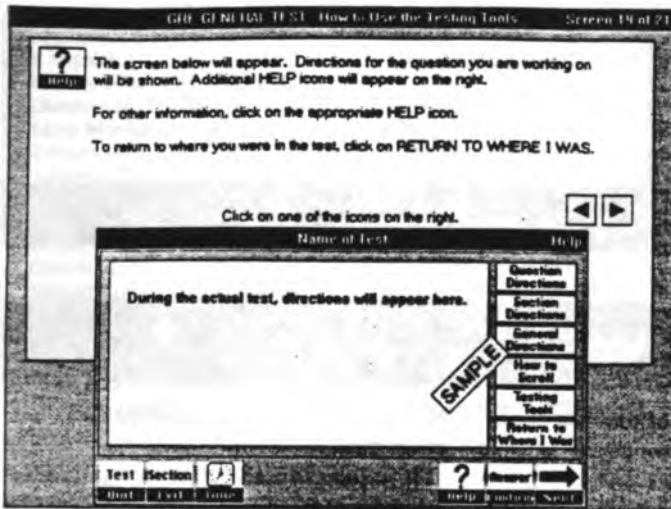
It is a good idea to regularly check the time remaining to be sure you are making good progress through the test. You can note your progress by referring to the right side of the title line at the top part of the screen where the question number on which you are currently working and the total number of questions in that section are indicated. If time expires after you have selected an answer choice, you will be given a chance to decide if you want that answer recorded.

Exit. (section) — Allows the examinee to leave the current section of the test. If you fail to answer the minimum number of questions, or if you Exit the section before time expires without answering every question, you will receive No Score (NS) for that section. When Exit is selected, a message appears that requires the examinee to confirm the decision to exit the section. The examinee cannot proceed without responding to the message. Once you Exit a section, you will not be permitted to return.

Quit. (test) — Allows you to terminate the test administration. When Quit is selected, a message appears that requires you to confirm the decision to quit the test and explains the consequences. If you Quit the test, you get no scores for any of the measures.



Help. Enables you to retrieve previously-presented directions and information about topics covered in the tutorials. For example, retrieving the section directions screen will show the minimum number of answers required for a score in that section.

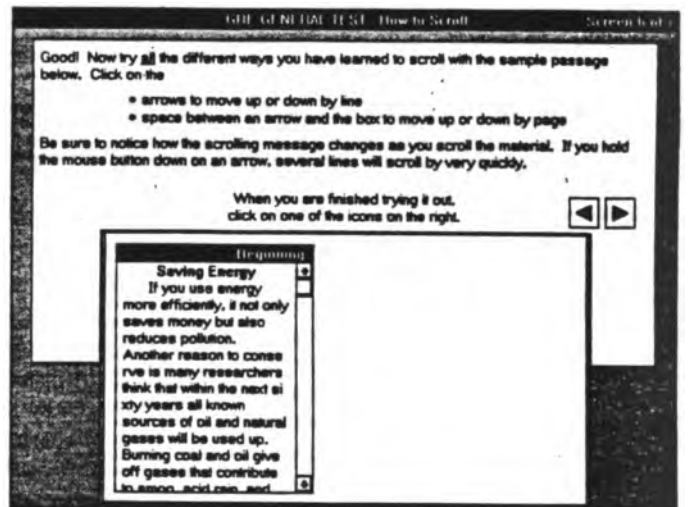
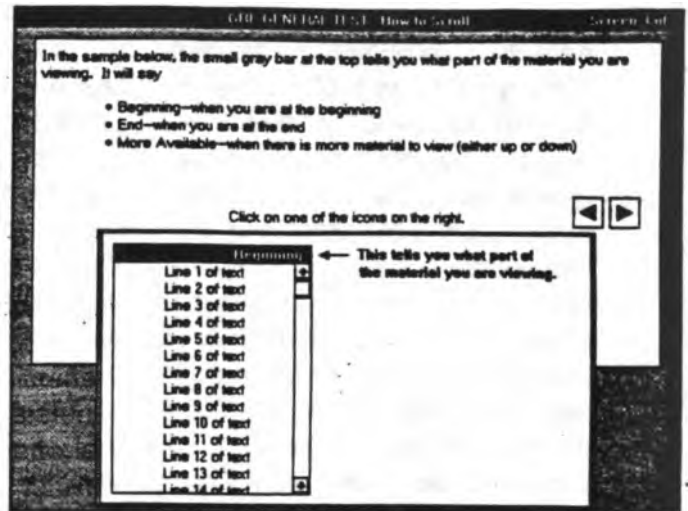


Scroll Bar. When the Scroll Bar appears along the side of a passage or graph, use the scroll bar to view the rest of the material. A scrolling pane has a vertical scroll bar on its right side.

The text and graphics appearing in this portion of the screen (pane) can be moved vertically by scrolling if the amount of information in the pane is larger than the pane can display. Horizontal scrolling is not possible.

In addition, a status bar (gray with white characters) appears at the top of the pane to indicate the position of the text within the pane as the examinee uses the scroll bar. Beginning is displayed if the topmost information is visible in the pane. End is displayed if the bottommost information is visible. More Available is displayed if neither the topmost nor bottommost information is visible.

The sample screens regarding scrolling display information for using the Scroll Bar and how to move to the beginning or end of scrollable material either one line at a time or one page at a time.



Questions 3 to 4

Beginning

The evolution of sex ratios has produced, in most plants and animals with separate sexes, approximately equal numbers of males and females. Why should this be so?

- Line* (5) Two main kinds of answers have been offered. One is couched in terms of advantage to population. It is argued that the sex ratio will evolve so as to maximize the number of meetings between individuals of the (10) opposite sex. This is essentially a "group selection" argument. The other, and in my view correct, type of answer was first put forward by Fisher in 1930. This "genetic" argument starts from the assumption that (15) genes can influence the relative numbers of male and female offspring produced by an individual carrying the genes. That sex ratio will be favored which maximizes the number of descendants an individual will have and (20) hence the number of gene copies transmitted. Suppose that the population consisted mostly of females: then an individual who produced sons only would have more grandchildren. In contrast, if the population

The author suggests that the work of Fisher and Hamilton was similar in that both scientists

- conducted their research at approximately the same time
- sought to manipulate the sex ratios of some of the animals they studied
- sought an explanation of why certain sex ratios exist and remain stable
- studied game theory, thereby providing important groundwork for the later development of strategy theory
- studied reproduction in the same animal species

Program Services

Locator Services

The Graduate Student Locator Service and the Minority Graduate Student Locator Service are two free services that help to bring together students who are searching for graduate programs to continue their studies and graduate institutions interested in recruiting qualified applicants for their programs. It is possible to register for these services on-line during your test administration. If you wish to register sooner than your test date, you must complete the four-page, paper-and-pencil registration form in the center of this *Bulletin* and send it in the corresponding envelope. Refer to

page 20 for an explanation of how the services operate and how you can participate.

Fee Waivers — CBT

The Computer-Based Testing Program accepts the GRE fee waiver certificate in lieu of the \$96 CBT fee. Refer to page 20 for details about eligibility and obtaining a fee waiver.

You can contact the test center directly or call 1-800-967-1100 to schedule an appointment to test by providing the pre-printed number on your fee waiver certificate. You must bring the original fee waiver certificate to the test center on the day of your test. You will be denied admission without it. Letter requests

or photocopies of certificates will not be accepted.

If you plan to use a fee waiver certificate to take both the CBT administration of the General Test and a paper-and-pencil administration of a Subject Test, you should request two fee waiver certificates: one for the General Test and one for the Subject Test.

GRE General Test Disclosure Service

The GRE Program has designated two administrations for disclosure. Only the General Test administered at paper-and-pencil administrations held on December 10 and 12, 1994, and June 3, 1995, will be available for disclosure.

Listed below are metropolitan areas where CBT testing centers are now available or proposed for opening. There may be additions, changes, and deletions to the test center list.

Most of the testing locations are at Sylvan Technology Centers. Exceptions are noted as follows: # = ETS Field Service Office; † = Higher Education Institution.

UNITED STATES

ALABAMA

Birmingham (205) 871-9042
Decatur (205) 355-7323
Mobile (205) 344-6284
Montgomery (205) 262-0043

ALASKA

Anchorage (907) 563-6601

ARIZONA

Phoenix
Chandler (602) 963-6260
Phoenix (602) 252-9299
Tempe† (602) 965-7146
Tucson (602) 293-6505
Univ. of Arizona† (602) 621-7589

ARKANSAS

Ft. Smith (501) 484-6799
Little Rock (501) 663-8280

CALIFORNIA

Anaheim
Anaheim Hills (714) 637-7323
Brea (714) 255-1155
Garden Grove (714) 530-9700
Fresno (209) 298-3224
Irvine
Irvine (714) 552-0500
Laguna Hills (714) 768-7766
Los Angeles
Beverly Hills (310) 843-9110
Glendale (818) 240-7323
Santa Monica (310) 829-0797
Tarzana (818) 609-8226
Torrance (310) 373-0073
Westlake (805) 497-3216
Oakland
Emeryville# (510) 654-1200
Oakland (510) 834-7075
Walnut Creek (510) 934-3000
Pomona
Diamond Bar (909) 861-1146
Rancho Cucamonga (909) 944-9763
Riverside-San Bernardino
Redlands (909) 792-9669
Riverside (909) 353-8600
Sacramento
Fair Oaks (916) 961-7323
San Diego
La Jolla (619) 454-4384
San Francisco
Burlingame (415) 344-7323
San Jose (408) 257-2740
Santa Rosa (707) 528-6000
Ventura

COLORADO

Boulder (303) 449-1700
Colorado Springs (719) 593-1272
Denver
Littleton (303) 972-4040
Pueblo (719) 545-0838

CONNECTICUT

Hartford
Glastonbury (203) 659-0400
New Haven
Hamden (203) 287-9677
Stamford
Danvers (203) 655-3276

DELAWARE

Dover (302) 734-7494

DISTRICT OF COLUMBIA

Washington (202) 659-8044

FLORIDA

Daytona Beach
Ormond Beach (904) 677-6990
Ft. Lauderdale
Davie (305) 423-0782
Gainesville (904) 371-6891
Jacksonville (904) 642-7323
Miami
Miami† (305) 237-1015
Miami Lakes (305) 825-2708
South Miami (305) 665-9226
Orlando
Winter Park (407) 671-2332
Sarasota (813) 925-4415
Tallahassee (904) 385-8696
Tampa
Temple Terrace (813) 989-9988
West Palm Beach
Wellington (407) 795-4334

GEORGIA

Atlanta
Jonesboro (404) 478-2336
Smyrna (404) 478-5356
Tucker# (404) 934-0160
Augusta (706) 868-1888
Columbus (706) 363-9850
Macon (912) 474-1725
Savannah (912) 355-2267

HAWAII

Hilo† (808) 933-3370
Honolulu
Kailua (808) 263-6656
Maui
Wailuku (808) 244-6119

IDAHO

Boise (208) 322-3555

ILLINOIS

Bloomington (309) 663-8584
Carbondale (618) 457-7417
Chicago
Carpentersville (708) 426-6606
Chicago (312) 663-5632
Evanston# (708) 492-5130
Evergreen Park (708) 272-0297
Homewood (708) 798-0238
Westchester (708) 947-2800
Peoria (309) 682-6464
Springfield (217) 698-1978

INDIANA

Evansville (812) 479-1150
Ft. Wayne (219) 485-1330
Gary
Merrillville (219) 736-1113
Indianapolis (317) 247-7664
South Bend
Mishawaka (219) 254-1055

IOWA

Cedar Rapids (319) 393-0000
Des Moines
West Des Moines (515) 223-6650

KANSAS

Topeka (913) 272-6284
Wichita (316) 681-2880

KENTUCKY

Lexington (606) 269-3933
Louisville (502) 423-0340

LOUISIANA

Baton Rouge (504) 293-8489
New Orleans
Gretna (504) 392-7501
New Orleans (504) 245-2600
Shreveport
Bossier City (318) 742-7323

MAINE

Augusta (207) 623-4661

MARYLAND

Baltimore
Columbia (410) 740-8331
Pikesville (410) 486-7666
Bethesda
Frederick (301) 662-2727

MASSACHUSETTS

Boston (617) 345-8980
West Springfield (413) 739-1079
Worcester (508) 795-1140

MICHIGAN

Ann Arbor (313) 665-8916
Detroit
Livonia (313) 462-2750
Troy (313) 643-7323
Utica (313) 739-0270
Grand Rapids (616) 957-4617
Lansing
East Lansing† (517) 355-8278
Lansing (517) 372-7410
Marquette† (906) 227-2970

MINNESOTA

Duluth (218) 723-1494
Minneapolis-St. Paul
Bloomington (612) 831-7068
Maplewood (612) 770-1577
Moorhead† (218) 236-2119
St. Cloud† (612) 255-3111

MISSISSIPPI

Jackson (601) 366-6400

MISSOURI

Kansas City
Gladstone (816) 468-7901
St. Louis
Ballwin (314) 394-3104
Creve Coeur (314) 997-3035
Dellwood (314) 867-0234
St. Charles (314) 441-2319
Springfield (417) 882-0740

MONTANA

Billings (406) 259-1659
Helena

NEBRASKA

Kearney† (308) 234-8462
Lincoln (402) 489-9255
Omaha (402) 334-9449

NEVADA

Las Vegas (702) 876-4090
Reno (702) 829-2700

NEW HAMPSHIRE

Concord (603) 228-2911

NEW JERSEY

Newark (201) 621-7117
Princeton# (609) 951-1800
Teaneck (201) 837-0049
Toms River (908) 349-8111
Trenton
Hamilton Township (609) 588-9037
Verona (201) 857-5412

NEW MEXICO

Albuquerque (505) 268-7200
Roswell† (505) 624-7276

NEW YORK

Albany (518) 462-1728
Binghamton (607) 798-8378
Buffalo
Tonawanda (716) 835-9458
Long Island
Garden City (516) 746-7323
New York City
Manhattan (212) 779-8309
Queens (718) 520-8707
Staten Island (718) 442-6232
Poughkeepsie
Wappingers Falls (914) 297-8666
Rochester (716) 454-7310
Syracuse
Fayetteville (315) 446-0755

NORTH CAROLINA

Charlotte (704) 364-7758
Greensboro (919) 288-1311
Greenville (919) 756-9383
Raleigh (919) 846-1975

Call 1-800-967-1100 for updated information.

NORTH DAKOTA
Bismarck (701) 224-1171

OHIO
Akron
Akron (216) 784-2626
Cuyahoga Falls (216) 929-6554
Cincinnati
North (513) 745-9000
West (513) 598-2470
Cleveland
Mentor (216) 255-0055
Solon (216) 349-4153
Strongsville (216) 238-0530
Columbus
Columbus (614) 451-4131
Reynoldsburg (614) 864-4035
Dayton
Kettering (513) 256-0237
Toledo (419) 539-7211
Youngstown-Warren
Niles (216) 652-1886

OKLAHOMA
Oklahoma City (405) 947-6248
Tulsa (918) 250-7323

OREGON
Eugene (503) 485-4589
Portland (503) 254-2009

PENNSYLVANIA
Allentown (215) 791-5320
Erie (814) 833-6025
Harrisburg (717) 652-0646
Philadelphia
North Wales (215) 855-5251
Philadelphia (215) 238-8380
Pittsburgh
Edgewood (412) 247-4463
North Hills (412) 367-4620
Scranton (717) 341-8874

PUERTO RICO
San Juan
Hato Rey (809) 753-6394

RHODE ISLAND
Cranston (401) 942-8552

SOUTH CAROLINA
Charleston (803) 766-7323
Columbia
Irmo (803) 781-7323
Greenville (803) 676-0011

SOUTH DAKOTA
Sioux Falls (605) 338-1446

TENNESSEE
Chattanooga (615) 894-8333
Knoxville (615) 690-0671
Memphis (901) 767-5006
Nashville
Madison (615) 860-0376

TEXAS
Amarillo (806) 359-1037
Arlington (817) 572-5777
Austin (512) 441-3898
Beaumont (409) 899-9798
Corpus Christi (512) 993-3793
Dallas
Dallas (214) 350-3455
Irving (214) 650-3579
El Paso (915) 587-7323
Fort Worth (817) 370-9073
Houston
Clear Lake (713) 488-6144
Houston† (713) 743-5444
Houston (713) 528-7653
Longview (903) 236-7323
Lubbock (806) 794-7366
Midland (915) 520-9418
San Antonio (210) 494-4357
Waco (817) 772-2467

UTAH
Provo (801) 373-4600
Salt Lake City (801) 944-1222

VERMONT
Burlington (802) 864-5422

VIRGINIA
Falls Church
Newport News (804) 873-2181
Norfolk† (804) 683-8248
Richmond (804) 750-1024
Roanoke (703) 344-3688

WASHINGTON
Seattle
Bellevue (206) 747-3494
Everett (206) 348-6767
Mountlake Terrace (206) 774-3922
Spokane (509) 467-8715
Tacoma
Puyallup (206) 848-0771

WEST VIRGINIA
Charleston (304) 345-4412
Morgantown (304) 292-1097

WISCONSIN
Madison (608) 833-8445
Milwaukee
Wausau (414) 475-6361
Oshkosh† (414) 424-1401
Stevens Point† (715) 346-4472

WYOMING
Casper (307) 235-0070

OTHER LOCATIONS

AMERICAN SAMOA
Pago Pago

GUAM
Agaña 477-0700

NORTHERN MARIANAS
Saipan

U.S. VIRGIN ISLANDS
St. Croix (809) 692-9920
St. Thomas (809) 777-9100

CANADA

ALBERTA
Calgary (403) 640-4250
Edmonton (403) 444-6110

BRITISH COLUMBIA
Vancouver
Delta (604) 943-6022

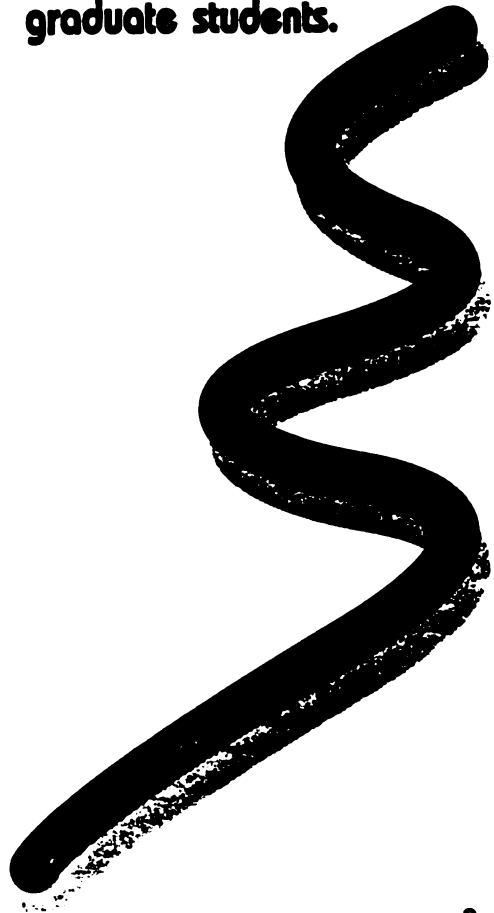
ONTARIO
Toronto
Etobicoke (416) 236-2629

Call 1-800-967-1100 for updated information.

EXTEND YOUR REACH

Come to the 1994 GRE/CGS Forums on Graduate Education
and Meet with Graduate School Representatives

- Obtain catalogs, applications, brochures, and financial aid information.
- Learn how to prepare for the GRE tests.
- Attend workshops geared to the interests of prospective graduate students.



1994 Forums Locations

CHICAGO • September 17
Palmer House • State and Monroe Streets

NEW YORK CITY • October 15
Holiday Inn Crowne Plaza • 1605 Broadway
(at 49th Street)

SAN FRANCISCO • October 22
San Francisco Hilton • 333 O'Farrell Street

ATLANTA • November 5
Westin Peachtree Plaza • Peachtree
at International Blvd.

WASHINGTON, DC • November 19
Capital Hilton • 16th & K Streets

Workshop Schedule

- 8:30-10:00 PRE-FORUM Workshop on Admissions and Financial Aid
- 10:15-11:15 Minorities in Graduate Education
- 11:30- 1:30 GRE Test Familiarization
- 1:45- 2:45 Issues Facing the Returning Student

Discipline Discussions

Institutional representatives will be available to discuss graduate study
in specific disciplines according to the following schedule:

- 10:30-11:30 History • Psychology • Education
- 1:30- 2:30 Biological/Health/Physical Sciences • Sociology
• Political Science
- 2:30- 3:30 Psychology • Computer Science/Engineering

Registration begins at 8:00 a.m.

Graduate school table exhibits will be open from 10:00 a.m. until 3:30 p.m. Fee is \$5, payable at the door.

Forums on Graduate Education, 32-V,
Educational Testing Service, Princeton, NJ 08541
(609) 771-7670

Individuals who are hearing impaired and wish to request an interpreter must contact ETS at least four weeks prior to the forum date.

1994-95 CALENDAR GRADUATE RECORD EXAMINATIONS

(FOR PAPER-AND-PENCIL ADMINISTRATIONS ONLY)

BE SURE TO CHECK THE SCORE REPORT MAILING DATE WHEN SELECTING A TEST DATE.
DEADLINE DATES ARE RECEIPT DATES. THERE IS NO LATE REGISTRATION SERVICE.

GRE TEST DATES NOTE: The February test date has been eliminated.	GRE ADMINISTRATIONS IN THE U.S. AND PUERTO RICO		GRE ADMINISTRATIONS IN OTHER LOCATIONS INCLUDING U.S. TERRITORIES ^a		APPROXIMATE SCORE REPORT MAILING DATE
	RECEIPT Date at ETS for Special Requests	RECEIPT Date at ETS for Regular Registration	RECEIPT Date at ETS for Special Requests	RECEIPT Date at ETS for Regular Registration	
	Supplementary test centers ^b and Monday administrations ^c		Supplementary test centers ^b and Monday administrations ^c		
Oct. 8, 1994 ^d	Aug. 19	Sept. 2	Aug. 12	Sept. 10	Nov. 18
Dec. 10, 1994 ^{d,†}	Oct. 21	Nov. 4	Oct. 14	Oct. 28	Jan. 20
Apr. 8, 1995 ^d	Feb. 17	Mar. 3	Feb. 10	Mar. 10	May 19
June 3, 1995 ^{d,†}	Apr. 14	Apr. 28	Apr. 7	Apr. 21	July 14

^a No supplementary test centers will be established for the October and June test dates.

^b Monday administration dates will be October 10, 1994, December 12, 1994, April 10, 1995, and June 6, 1995 (Tuesday).

^c The Revised Music Test will be administered these two dates only. Score reports for the Revised Music Test will be distributed as soon as they are available after the *approximate score report mailing date* for each administration.

^d Only the General Test will be offered.

^e Test dates and tests offered are limited in some locations. See page 10.

[†] The General Test will be disclosed.

Note: Not all test centers are open on all test dates. Refer to pages 21-25 for test center information.

Please allow 7 to 10 days for delivery of mail within the continental United States. Allow more time for delivery from other areas.

1994-95

GRADUATE STUDENT LOCATER SERVICE AND MINORITY GRADUATE STUDENT LOCATER SERVICE

REGISTRATION DEADLINES (See page 20 of this *Bulletin* for details.)

RECEIPT DATE AT ETS:

TO BE INCLUDED IN
ROSTERS MAILED:

September 2, 1994

Late October

November 4, 1994

Mid-December

March 3, 1995

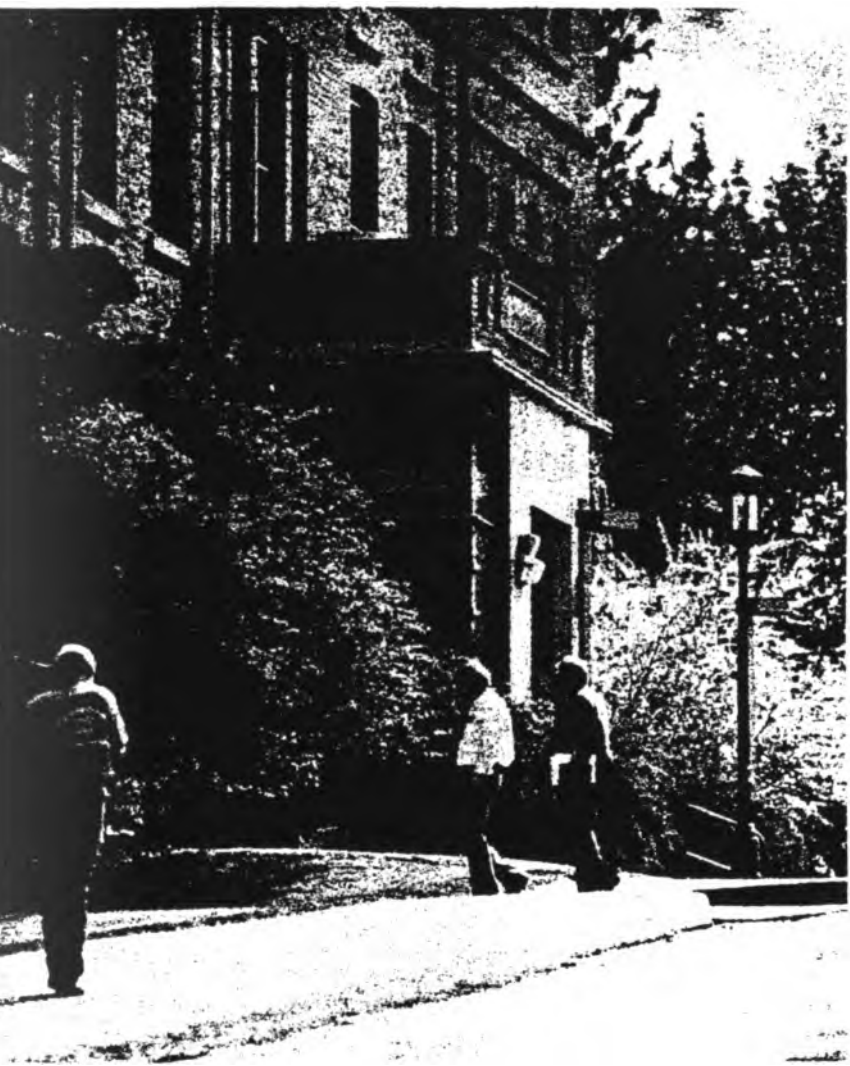
Late April

April 28, 1995

Early July

Item 16. Graduate Handbook for theses and dissertations

This booklet contains information important in preparing theses and dissertations. It describes the format, timing and other items that are helpful to the student as he or she begins preparing the dissertation. It is enclosed here as an item of reference as CATIE considers its own format and policies.



COLLEGE OF GRADUATE STUDIES

Graduate Handbook for Theses and Dissertations



Revised 1993

PREFACE

Greetings. This Graduate Handbook for Theses and Dissertations has been prepared to assist you in the production of your work. It provides you with the guidelines required for format and appearance. These guidelines have been established to insure that theses/dissertations (hereafter referred to as "document[s]") presented to the University of Idaho reflect the standards of excellence instituted by the Graduate Faculty.

The staff of the College of Graduate Studies strives always to be objective and fair in its judgments. Questions of neatness are judgment calls by the staff. If you have any questions about the material in this Graduate Handbook, please call us or visit us before proceeding any further in your work.

The goal of the graduate college, as well as that of the student's committee members, is to ensure that a document has been produced that will reflect credit on the student, the student's committee, the department, and the College of Graduate Studies.

We urge you to plan your work carefully in order to avoid any last-minute problems. In particular, it is advisable that you turn your defended document and any paperwork in to the College of Graduate Studies in person at least several days before you plan to leave town. If you inform us that you do have plans to leave town, we will make every effort to review your document before you depart so that, if any corrections are required, you will have ample time to do them. This responsibility should not be passed on to your major professor or to a friend. We are happy to review your document during any phase of writing to help you avoid any possible problems.

This edition of the handbook has a number of changes throughout. For example, please note that names must now also be typed on the "Authorization to Submit...." page. Please read all sections applicable to your document.

We are here to help you. We look forward to working with you to provide you with an excellent graduate education.

Valerie Roberts, Administrative Secretary
Barbara George, Receptionist/Interviewer
Roger P. Wallins, Associate Dean

STUDENT RESPONSIBILITY

It is your responsibility to read and follow the requirements presented here and to submit a document of the highest quality. Besides being careful to eliminate misspellings and typographical errors, you are responsible for the correct arrangement of materials; correct grammar and punctuation; proper footnote and bibliographic form as determined by your department; the accuracy of quotations, tables, and other illustrative materials; and neatness. The spelling in any standard college dictionary of American English is acceptable and must be followed consistently.

It is also your responsibility to meet the deadlines for submission.

The following requirements cover the general rules for format and appearance. Please consult your department for specific content requirements.

PLEASE DO NOT USE THESES OR DISSERTATIONS FROM THE LIBRARY OR DEPARTMENTS AS MODELS FOR CORRECT FORMAT. It sometimes happens that errors have been overlooked, exceptions to rules have been allowed for reasons which may not apply in all cases, or rules have been subsequently changed to provide greater efficiency for both the authors and the readers.

The statements in this edition of the University of Idaho Graduate Handbook for Theses and Dissertations (hereafter referred to as the "handbook") take precedence over statements in previous handbooks.

If you have any questions about material in this handbook, please ask the staff of the College of Graduate Studies (Morrill Hall 112, 885-6243).

If you plan to do research or development activities that involve human or animal subjects you must have your work reviewed and approved by the Human Assurances Committee or the Animal Care and Use Committee before you begin your research. You must submit a copy of the protocol approved by either committee when you file your final copies of the document. For more information call the chairpersons of the Human Assurance Committee or the Animal Care and Use Committee.

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I. PREPARATIONS FOR COMPLETION

REGISTRATION REQUIREMENTS

If you are engaged in any phase of research for your document, you must register for such work in an amount reflecting the effort required, even though the minimum research requirements stated on your study plan may have already been met and completed.

You must be registered for 500 (Research and Thesis) or 600 (Research and Dissertation) the semester in which you defend and/or submit your document.

DEADLINES

If you do not complete all requirements by the end of the semester, but do so before the official opening date of the new semester, you are awarded the degree at the end of the following term without further registration.

Deadlines are absolute. If the document is not in by the deadline for a semester or is in but not in acceptable form, it will not be accepted for that semester but will instead be held for approval in the following semester or session. You may be required to register for the following academic session. Please try to have all work in well before the deadline in order to be ready for the unexpected.

APPLICATION FOR ADVANCED DEGREE

Consult the Time Schedule for the deadline for filing the Application for Advanced Degree. If you file the form but do not graduate, the form is placed on hold until you complete the degree requirements. No further application fees are required. Please notify the College of Graduate Studies office at the beginning of the semester in which you plan to graduate. Delay in this process may cause a delay in the granting of the degree.

COMMITTEE REVIEW OF DRAFTS

You are urged to arrange with each committee member for review of individual drafts prior to submitting them for review. Normally it is expected that a minimum of four weeks will be allowed for the review of each draft. You should be aware that many faculty members are on academic year appointments, and may not be available during intersessions or summer sessions. Such review periods should not extend into interims or summer sessions except with prior approval by the committee member if he/she is on academic year appointment.

FINAL DEFENSE

Complete the "REQUEST TO PROCEED WITH FINAL DEFENSE OF THESIS/DISSERTATION" form on page 17. Bring it to the College of Graduate Studies. **Doctoral Students: This must be done at least 10 working days in advance of your defense.** You will be issued a "REPORT OF FINAL DEFENSE" form to be used for grading purposes at your defense.

The "REPORT OF FINAL DEFENSE" form is to be submitted to the College of Graduate Studies after the defense (regardless of the results). If the defense is successful, the IP grades need to be removed once the document is acceptable to the committee.

The "AUTHORIZATION TO SUBMIT THESIS/DISSERTATION" form (see page 21) is a form that you type yourself with your information inserted. It is to be of the same type as the document. It is page ii of your document and all the signatures, except for the signature from the College of Graduate Studies, are required before the document is submitted to the College of Graduate Studies. The Vice Provost for Research and Graduate Studies places an original signature on the copies. If you want an extra page signed and returned to you, please include one when you submit your document. After signature, it will be returned to you.

A document is due for submission to the College of Graduate Studies within six (6) months after the defense. Reminder: you must be registered for 500 or 600 the semester in which you submit your document.

All degree requirements must be completed by the stated deadline for you to be granted a degree for a specific semester. Please check the Time Schedule or ask in the college office for the deadlines.

PAPER

All document copies deposited at the College of Graduate Studies must be on or folded to 8 1/2 inch x 11 inch white bond paper of at least 25% rag content. Since the paper normally used in copy machines is not, you must specifically request this quality paper when having the document reproduced. The same brand of bond paper must be used to copy the entire document.

Bond paper that is 11 inch x 17 inch is available but advanced planning is required to be sure the paper is in stock.

Erasable bond paper is not acceptable for copies submitted to the College of Graduate Studies.

DUPLICATION

Copies must be neat, clean, and without streaks, smudges, spots, dots or other marks. The print must be consistently dark throughout the document. Some duplicating machines may enlarge the text slightly, thus altering the margins. You would do well to check with the place where you will have your document duplicated before you type or word process it, for help in establishing margins that meet Graduate College format requirements.

DUPLEXING

Although a document may be printed on both sides of the paper ("duplexing"), this option is not recommended. If you choose to duplex, please contact the College of Graduate Studies staff before you begin typing.

NUMBER OF COPIES REQUIRED

Master's candidates: Two copies of the thesis and one extra title page and abstract.

Doctoral candidates: Two copies of the dissertation and two extra copies of title page and abstract.

Students with majors in the College of Mines and Earth Resources and in programs involving animals, birds or fish, such as wildlife, fisheries, animal science, and zoology, have a publication form to complete which requires a separate title page and abstract. This form is available from the College of Graduate Studies.

SUBMISSION OF FINAL COPIES AND APPROVAL OF THE COLLEGE OF GRADUATE STUDIES

You must have successfully completed the final oral and/or written defense prior to submitting the final copies of the document to the College of Graduate Studies.

The College of Graduate Studies staff will review the document for compliance to the requirements. The document will be given final approval after all necessary corrections have been made.

After review and acceptance by the College of Graduate Studies, the document will be forwarded to the University Library. The library will bind the copies, placing one copy in circulation and one copy in the archives. You should retain your original copy.

You will be recommended for the degree sought when the document completely satisfies the requirements stated in this handbook, you have completed the approved study plan, you have met all departmental requirements, and you have applied for the degree.

ADDITIONAL COPIES AND BINDING

All other copies of the thesis/dissertation, including any required by the department and/or major professor, are produced and bound through arrangements made personally by the student. The major professor or departmental secretary can help determine who expects copies and how they should be bound. Most photocopy outlets can provide information on binding services.

MARGINS (information below was inadvertently deleted from the handbook): Documents must be typed with the following margins: 1 1/4" on the left and 1" at the bottom and right. For top margin, see page 5 ("Pagination").

II. SPECIFICATIONS FOR THESES AND DISSERTATIONS

LANGUAGE

The document must be written in English. Only under exceptional circumstances and with prior written approval by the Vice Provost for Research and Graduate Studies may another language be used. Having a native language other than English does not constitute an exceptional circumstance.

FORMAT

The document consists of three main parts: the preliminary pages, the text, and the reference section. You, in consultation with your committee chair, determine the internal arrangement within the text and reference sections. You should be guided on matters of style by the chair and members of your committee.

The handbook takes precedence in all matters of format. If you are advised by your department to use a format different from the acceptable graduate college format, special permission must be obtained from the graduate college. In this case, it is your responsibility to obtain written permission prior to submission of the document to the college. Failure to obtain prior approval may result in rejection of your document.

MARGINS

Margin requirements apply to ALL materials to be bound with the document, including figures, tables, illustrations, plates, and all material in appendices. If you use a facing caption page for illustrations, the left and right margins are reversed since this page will be reversed in the final copy of the document.

Allow adequate space for footnotes if they are to be added to the bottom of the page.

A RAGGED RIGHT MARGIN IS PREFERRED. Because the right margin must be close to one inch, hyphenation of words is acceptable to avoid large spaces at the ends of lines.

If you do justify the right margin, use only proportional justification. Proportional justification adjusts the spaces occupied by individual letters, but maintains equal spacing between words. If you use non-proportional justification, you will have large spaces between words. The copies of the document will be returned to you and you will need to re-format.

TYPING AND SPACING

Documents must be printed using a clean black type. The contents must be double-spaced or space-and-a-half. Tables, block quotations and bibliographic entries may be single-spaced with a double space between entries, unless a different format is being used.

The spacing of the preliminary pages must be consistent with the spacing of the document. If you have double-spaced the document, the preliminary pages must also be double-spaced. If you use 1 1/2 spacing, the preliminary pages must also be 1 1/2 spaced.

Block quotations may be single-spaced, set off from the text without quotation marks, and indented. Methods of indentation spacing and of spacing between quotations and text vary. Any style is acceptable to the graduate college, but style usage must remain consistent throughout the document.

PAGINATION

Use lower case Roman numerals on all preliminary pages, situated on the page in the same location as are the text pages. Numbering is continuous including the title page; however, no page number is put on the title page. Text pages use Arabic numbers placed in the upper right-hand corner of the page, one inch in from the right edge of the paper end on the line that is 3/4" from the top.

The text on all pages of the document begins a double-space after the page number (except for the dedication and a more than-two-line appendix title).

The pages of the text, including the introduction (if present) or the first page of Chapter I, through all supplemental materials, appendices, notes, and bibliography pages, must be numbered continuously and consecutively with Arabic numbers beginning with the number 1. The page numbers are typed without embellishment or punctuation. **NUMBER THE FIRST PAGE OF THE TEXT** as well as chapter heading pages regardless of journal style recommendation. Every page in the document has a number on it except the title page. Page insertions using subnumbers (10a, 10b, 10c, etc.) are not acceptable. These pagination rules are required to aid the binder should any pages get out of the correct order.

If a page within the text has been reduced, the page number must remain full-size and must appear in the same location as all other page numbers.

If, in pagination, a page number has been skipped, a sheet properly paginated should be inserted. This inserted page should contain the following note, typed four inches down from the top of the page, centered, and signed by the major professor:

This page inserted for pagination

(Signature of Major Professor here)

Typed name of major professor

No more than one missing page correction may be inserted.

Each chapter or its equivalent must begin on a new page.

TYPEFACE

Any legible typeface, except script, italic, or ornamental fonts, is acceptable. The chosen typeface should be used consistently throughout the manuscript. Type used for charts, drawings, graphs, and tables may differ from that used for the text, but should be consistent for these items. The print should be letter quality with dark black characters that are consistently clear and dense.

LETTER SIZE

Two letter sizes, traditionally available on typewriters, are acceptable: elite and pica. Elite is generally equivalent to a ten-point font on the computer and pica to a twelve-point. Script, italics and boldface may not be used to type the entire text but may be used for special purposes.

HEADINGS

The placement of the titles of each preliminary page must be consistent with the placement of chapter titles in the main text: all must be centered or all must be at left margin, and all must begin two lines after the page number, except for the dedication page if you choose to have one.

UNDERLINING

Underlining must be done with a solid line.

SYMBOLS

With the increased capabilities of personal computer software, all symbols are expected to be computer- or typewriter-generated.

READABILITY

Spacings, headings, graph and table styles should be selected for their readability. A heading or title that can be confused with the text is not acceptable. Graph lettering must be legible. The final copy must be neat and correct in grammar, punctuation, and format. The print must be of the same intensity throughout the entire document. Consistency in all areas mentioned is required throughout the document. Dirty type, messy corrections, strike-overs, and similar problems will not be accepted.

CORRECTIONS

The following corrections to the copies submitted to the graduate college can not be accepted: pen or pencil corrections, discernible erasures, use of any coverup or whitening substance, strike-overs, or interlinear insertions. However, liquid white-out or correction tape may be used on the master copy before final copies are made.

DOT MATRIX PRINTERS

Dot matrix will not be approved. The University of Idaho has laser printers which provide excellent letter quality print. If you have any doubt at all whether the printer you wish to use will be accepted, please check with the College of Graduate Studies' staff before you begin your document.

III. ORGANIZATION OF PRELIMINARY MATERIALS

TITLE PAGE

The title page (the first typed page in the document) is page I, but the number is not placed on the page. For the title page and for the "authorization to submit" page, the correct name is the College of Graduate Studies, not the Graduate School. Pages using the incorrect name will not be signed and will be returned for retyping.

The title page must appear as per example in Appendix B, page 19. If it does not it will be returned to you for correction. Please be sure to list the major professor's name.

AUTHORIZATION TO SUBMIT THESIS OR DISSERTATION

See Appendix C, page 21, for the correct format. You must type this form with your individual information inserted by making the choices appropriate to your document. Insert only enough lines for the number of your committee members. There should be no blank lines. The names of those people who will be signing the page are to be typed under each of the lines. Obtain the signatures, except for the graduate college, and insert a copy after the title page into each document that is being submitted. The page is numbered II, and must be of the same typeface as the rest of the document. It must also be on the same type of paper as the document. The committee does not sign this page until after the defense and all corrections have been made. Black ink is strongly recommended because it photocopies most legibly.

ABSTRACT

The abstract includes a statement of the problem, describes procedure of methodology, and summarizes the results. It should be written in narrative style rather than outline form, and be no longer than 350 words (150 words if it is a master's thesis to be published by UMI). Grammar, punctuation, and spelling must be correct, as the abstract best characterizes the scholarship of the document. This page is numbered III (and IV, etc., where necessary) and must be spaced exactly as the rest of the document.

VITA

This is a brief summary of your academic background. It is not an autobiography. Inclusion of a vita is optional.

ACKNOWLEDGMENTS

Acknowledgments recognize the individuals to whom you are indebted for guidance and assistance, those to whom you are grateful for any special or non-routine aid, and any grant support you may have received for your work. Acknowledgments should be expressed simply, tactfully, and professionally. This page is also spaced according to the rest of the document.

DEDICATION

Also an optional page, the dedication precedes the Table of Contents. When using a dedication, place the statement 4" from the top.

TABLE OF CONTENTS

This table lists all the contents of the document including the preliminary pages, first-order subheadings, appendices, notes, and bibliography.

The title of each entry must correspond exactly to that of the text. If it is necessary to list some second-order subheadings in the Table of Contents, list all second order subheadings. All page numbers are listed flush right.

LISTS OF TABLES, GRAPHS, ILLUSTRATIONS, AND/OR OTHER ILLUSTRATIVE MATERIALS

Each list must appear on a separate page. State the item number, caption, or title, and page number. Include all items in these lists, even those appearing in the appendices. If a table or illustration extends beyond one page, only the first page number is entered in the Table of Contents. Tables must be numbered consecutively throughout the document. The title should match that of the text; however, if a title or caption is lengthy, a shortened form may be substituted. The shortened form may be truncated, but the order of the words must be retained.

IV. ILLUSTRATIVE MATERIALS, TABLES, AND GRAPHS

These items are numbered consecutively throughout the document and are labeled with a caption, as listed in the List of Tables, List of Graphs, List of Figures, or List of Maps. They must also conform to the regular margin, paper, and pagination requirements explained elsewhere in this handbook.

Tables, graphs, figures or maps may be placed on separate pages or within the text, depending on size and the student's preference. Materials placed on a separate page should cover at least half of the page or be centered on the page. Wide tables, oversized tables, or figures may be placed broadside on a separate page, or they may be continued from page to page. If they are placed broadside, the top is toward the binding. It may be necessary to use a reducing copier in order to maintain proper margins. Lines on a graph should be identified by labels or symbols rather than colors. Shaded areas, such as countries on a map, will have better contrast during microfilming than will color.

ILLUSTRATIONS, PHOTOGRAPHS, SLIDES, AND COLOR PHOTOCOPIES

All illustrations, photographs, and photocopies must be of high quality; "washed-out" pictures and unclear photocopies are not acceptable.

If illustrations are placed together as a special section of the text, they must continue the sequential pagination from the text.

Because photocopying has improved so significantly in the past decade, the preferred method of illustration is to photocopy a photograph or a print of a slide onto the same bond paper as the rest of the document. This is clearly the direction in which graduate schools across the nation are moving, especially since mounted photographs tend to fall out of documents once they are shelved in the library, and slides tend to fade toward the red end of the spectrum. And it is clearly the direction we are moving, in order to provide documents of lasting quality for our students and for those people in the future who wish to consult our theses and dissertations.

However, we are still—hesitatingly and begrudgingly—accepting slides, even though they DO fade, and photographs if spray mounted onto the same bond paper as the rest of the document. Tape, rubber cement, muclage or other household glues are not acceptable. The use of corner tabs is not acceptable.

However you choose to include illustrations, slides, and photographs—and we strongly urge you to photocopy onto bond paper—you must conform with margin requirements, and you must avoid causing the document to be bulky or unwieldy.

Because color cannot currently be effectively microfilmed, color copies, color photographs, or color-coded charts, maps, graphs, etc., are not preferred. If color is used as a descriptor, a non-color descriptor should also be used. For example, "The red line, marked A, is a river." In this way people reviewing black and white copies of the document can also understand the meaning.

CAPTIONS

The caption style adopted must be used consistently throughout the document. The caption should be single-spaced. The placement of captions, either above or below the table, figure, etc., must be consistent throughout the document.

CAPTIONS ON FACING PAGES

Occasionally, full page illustrations, charts, plates, etc., are placed in a document with a caption on the facing page. The illustrative materials thus appear on the right-hand page; the caption appears on the left-hand facing page in the final copy of the document. The caption page is paginated sequentially with the rest of the document, but on the front side, which is blank. Please note that right- and left-margin requirements must be reversed for the caption side of the facing page.

Please place on the top of the document a list of page numbers of all facing pages; this list is for the binder's information and will not be bound into the document.

SIZE REQUIREMENTS

Illustrative material must conform to the required text margins. If it cannot, we suggest two alternatives:

Reduction. This is the preferred method. Print shops with photocopying equipment can photographically reduce items to fit within the margin requirements. Remember: page numbers must remain full-size on pages with reduced materials.

Folding. If it is not possible to reduce the materials, an oversized page may be used. Please contact the College of Graduate Studies personnel for specific instructions because folding incorrectly may result in important parts of the material being inadvertently trimmed by the binder.

POCKETS

In very rare situations, you may request that the library provide a pocket in the back binding of the document for oversized material that cannot be reduced. The addition is to be folded so it is no larger than 7 1/2 x 10 1/2 inches. The material must be listed in the Table of Contents after the Bibliography or final textual listing.

The use of a pocket is not recommended: materials placed in a pocket are frequently lost from the bound copy, and hence serve little purpose for subsequent readers.

EXHIBITS

A document may include an exhibit such as a film, tape, videotape, etc., if the exhibit is an integral part of the document. Please contact the College of Graduate Studies staff for specific instructions. Such exhibits also are frequently lost from the bound copy, and hence serve little purpose for subsequent readers.

APPENDICES

Auxiliary material gathered into appendices continues sequential pagination from the main body of the document. The appendices must conform to paper, pagination and margin guidelines, but may be typed single- or double-spaced. The spacing, however, must be consistent within the Appendices. Appendix material must be titled. When more than one appendix is used, each of the appendices must be numbered or lettered in sequential order, i.e., Appendix A, Appendix B, Appendix C, or Appendix 1, Appendix 2, Appendix 3, as well as by title.

FOOTNOTE AND ENDNOTE STYLE

The styles for footnotes, endnotes, and reference citations vary among disciplines; hence, the College of Graduate Studies normally accepts any advisor-approved style from a leading journal in the student's field. The format described in any major publication guide such as Turabian, Chicago, APA, or MLA is also acceptable. But the style chosen must be clear, logical and consistent in its presentation of publication throughout the document. **NOTE:** Regardless of the style selected, the student must cite the exact page number of a source when documenting a direct quotation.

FOOTNOTE AND ENDNOTE PLACEMENT

You may use footnotes or endnotes, depending on your committee's preference.

Footnotes may be placed at the bottom of the page or at the end of each chapter, but placement must be consistent throughout the document. When at the end of the chapter, footnotes begin a new page and are titled Notes. Entries are to be single-spaced with a double-space between each entry.

Footnotes placed at the bottom of a page are typed as follows: single-space a solid line from the left margin; leave a double space below the solid line; type the footnotes single-spaced, with a doublespace between each entry.

Endnotes are placed as a group after the text and appendices and before the Bibliography. They begin a new page and are titled Endnotes. The placement of this heading must be consistent with the placement of chapter headings; it must be listed in the Table of Contents.

BIBLIOGRAPHY OR REFERENCES

As with footnotes, any bibliographic style used by a leading journal in the student's field and approved by the advisor is accepted by the College of Graduate Studies provided it is clear, logical, and consistent in its presentation.

Bibliographic entries are to be single spaced; a double space is used between entries. The Bibliography is listed in the Table of Contents.

V. THESES AND DISSERTATIONS IN THE FORM OF JOURNAL ARTICLES

SPECIAL CONSIDERATIONS

A thesis or dissertation may include articles submitted or about to be submitted to professional journals. Some guidelines apply, however.

The individual papers must be integrated into a unified presentation, which may be done through an introductory chapter which might contain, among other things, a detailed literature review of the type not presented in journal articles. Additionally, one or more connecting chapters might be used to expand upon the methodology or the theoretical implications of the findings presented in the individual articles. A uniform style of headings, reference citations, and bibliographical format—in compliance with this handbook—must be adopted for the document, even though the individual papers may have been prepared for submission to different journals. Each paper may be listed as an individual chapter within the document or may be treated as a part or separate unit, with its own chapters, figures, tables, bibliography, and appendix. If chapter divisions are used, one Bibliography or List of References, including all references from the various articles, is presented at the end of the text. Finally, appendices may be added to present information not included in the chapters. Pages must be numbered consecutively throughout the manuscript.

VI. COPYRIGHT AND PUBLICATION

MICROFILMING

Microfilm publication by University Microfilms International (UMI) is required for all doctoral dissertations and is optional for master's theses. The microfilming is in addition to any previous or planned publication of any or all of the document and provides world-wide distribution of the work. UMI keeps a master microfilm of your document and makes copies on demand. Microfilm publication by UMI in no way precludes your publication of the document as a whole or in part in journals or by other presses, except in microform.

For UMI purposes, abstracts for doctoral dissertations are limited to 350 words; abstracts for master's theses are limited to 150 words.

UMI forms are available from the College of Graduate Studies and are to be presented in completed form with your document at the time you submit it to the graduate college.

COPYRIGHTING AND USE OF COPYRIGHTED MATERIALS

(Adapted with permission of the Faculty Secretary of the University of Idaho from the Faculty-Staff Handbook, Section 3546.)

Copyright laws and their legal interpretations seem to be constantly shifting. The following discussion was believed to be accurate as of December 15, 1992. Having said that, we are compelled to add that, when in doubt, seek permission of the copyright holder.

Copyright is a form of protection provided by the laws of the United States to authors of original works, and applies to both published and unpublished works. The copyright law grants owners of copyright the right to do or allow others to do the following: reproduce all or part of the work; distribute copies; prepare new or derivative versions based on the original work; perform or display the work publicly.

Copyright protects works that are fixed in any tangible form of expression, including but not limited to literary works; musical works; dramatic works; pictorial, graphic, and sculptural works; audiovisual works, including motion pictures and sound recordings. Please note that computer programs and most compilations are registrable as "literary works," and that maps and architectural plans are registrable as "pictorial, graphic and sculptural works."

Registration with the Copyright Office is no longer required for a work to be protected by U.S. copyright law, nor is it necessary for any indication of copyright to appear on a work created since March 1, 1989.

Unpublished works, such as theses and dissertations, may be protected by copyright. Such work created before January 1, 1978, but never copyrighted or published without copyright notice, is protected for the life of the author plus fifty years, or until December 31, 2002, whichever is later. Works created after January 1, 1978, and not published enjoy copyright protection for the life of the author plus fifty years.

All copyrights prior to 1908 have expired. Copyrights granted after 1908 may have been renewed, even though no notice of renewal may appear in the work. You are advised to assume that all materials dated 1908 or later are covered by a valid copyright, unless information to the contrary is obtained from the owner or from the U.S. Copyright Office.

Acknowledging the source of copyrighted material does not substitute for obtaining permission. Because the shelving of your document in the university library or its being made available by UMI may constitute a form of publication, you have to obtain permission to include in your dissertation copyrighted material such as that in most journal articles or books unless you are the owner of the copyright. You are responsible in the matter of copyrighted materials used in your document. The agreement form you sign with UMI, if you are a doctoral student or have decided to submit a master's thesis, specifically absolves them of any such responsibility.

Please understand that no one factor determines a person's right to use a copyrighted work without permission. Additionally, the distinction between "fair use" and "infringement" may be unclear. Educational use is not sufficient to make a particular use a "fair use."

Civil and criminal penalties may be imposed for copyright infringement, and may total up to \$100,000 per work infringed, or actual damages.

For additional questions concerning the opportunity to copyright material, contact the Idaho Research Foundation.

A statement from the copyright owner giving you permission to use the material must be submitted with the document if you are doing a dissertation or submitting a thesis to UMI. The permission letter must state that the copyright owner is aware that UMI may supply single copies on demand and may proceed under the contract on the agreement form. This statement should be attached to the UMI form.

PUBLISHING

The university holds to the tradition that you have an obligation to make your research available to other scholars. This obligation is met when the College of Graduate Studies submits your document to the university library to be bound and shelved for public use. However, we also encourage you to make your research available through publication in refereed journals and presses.

WITHHOLDING YOUR DOCUMENT

Occasionally, urgent and unusual circumstances cause a student and a major professor to prefer that the document not be immediately released to the library. These circumstances may involve the disclosure of patentable rights in the work before a patent can be granted, or similar disclosures detrimental to the rights of the author. It may involve disclosures of facts about persons or institutions before professional ethics would permit such disclosures. The Vice Provost for Research and Graduate Studies may, under substantiated circumstances of the kind indicated and with the endorsement of and an explanatory letter from the chair of the committee, permit the document to be held from shelving for a six month period.

CHECKLIST FOR FINAL SUBMISSION OF DOCUMENT

Listed below are the most common problems that are encountered by students in the final preparation. Be aware that other problems may also exist. Please be sure that your document:

1. has conformed to all margin requirements.
2. has been properly paginated and that every page has a number on it.
3. has the preliminary pages listed in the Table of Contents as well as all major chapter headings, bibliography and appendices.
4. has been duplicated on white paper of at least 25% rag content and that the same paper has been used for the entire document (including the "Authorization to Submit Thesis/Dissertation" form).
5. has no dots, spots, marks, etc., that would prevent it from being accepted.
6. has an "Authorization to Submit Thesis" or "Authorization to Submit Dissertation" form in each copy of the thesis or dissertation. Original signatures are not required on the pages but the copies must be legible.
7. is deposited at the College of Graduate Studies unbound. Two copies and one extra title page and abstract are required for a master's thesis. Doctoral students must submit a second title page and abstract to accompany the University Microfilm International forms. The UMI forms are available in the College of Graduate Studies office as is a Survey of Earned Doctorates, and they must be submitted with the dissertation. If you are earning degrees in the College of Mines and Earth Resources or in programs involving animals, birds or fish, such as fisheries, wildlife, animal science or zoology, the completion of a form requesting information regarding your document, obtained from the Graduate College office, is required and another title page and abstract are attached to it.

In order for a document to be accepted you must meet the registration requirements as stated on page 1.

If you do not plan to attend commencement (held every May for the previous summer, fall, and current spring), please complete a commencement excuse form with the College of Graduate Studies, so that the university will have your correct address.

APPENDIX A
REQUEST TO PROCEED
WITH FINAL DEFENSE OF THESIS/DISSERTATION

REQUEST TO PROCEED WITH FINAL DEFENSE OF THESIS/DISSERTATION

Complete and return this form to the College of Graduate Studies. You will then be given the "FINAL DEFENSE REPORT" form that the committee will use to indicate the results of the defense.

Doctoral candidates must file this form at least 10 working days prior to the defense. There is no time restriction for master's candidates.

NAME OF STUDENT _____ ID _____

DEGREE _____ MAJOR _____

The thesis/dissertation of the above named student was reviewed in rough draft form by each committee member as indicated by the signatures and dates shown below, and permission is hereby given to schedule the final defense. NOTE: All committee members must be present at the time of the defense.

MAJOR PROFESSOR _____

COMMITTEE MEMBERS _____

TITLE OF THESIS/DISSERTATION _____

LOCATION OF DEFENSE _____

DATE OF DEFENSE _____

TIME OF DEFENSE _____

COLLEGE OF GRADUATE STUDIES OFFICE USE ONLY

_____ Final Defense Report Form issued

_____ Notice sent to Idaho Register for doctoral students

APPENDIX B
EXAMPLE OF A
TITLE PAGE

MRS. OLIPHANT AND THE ELEPHANT MAN

A Thesis

Presented in Partial Fulfillment of the Requirements for the

Degree of Master of Arts

with a

Major in English

in the

College of Graduate Studies

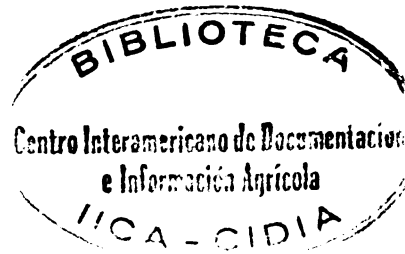
University of Idaho

by

Johannes Schmidt

April 1999

Major Professor: John S. Doe, Ph.D.



APPENDIX C

AUTHORIZATION TO SUBMIT THESIS

OR

AUTHORIZATION TO SUBMIT DISSERTATION

AUTHORIZATION TO SUBMIT
THESIS OR DISSERTATION
 (choose one throughout this form)

This (thesis or dissertation) of (your name), submitted for the degree of (state degree) with a major in (state major) and titled "(title of thesis or dissertation)," has been reviewed in final form, as indicated by the signatures and dates given below. Permission is now granted to submit final copies to the College of Graduate Studies for approval.

Major Professor _____ Date _____
 John S. Doe

Committee Members _____ Date _____
 John S. Doe II

_____ Date _____
 John S. Doe III

_____ Date _____
 John S. Doe IV

Department Administrator _____ Date _____
 Jane Doe

Discipline's College Dean _____ Date _____
 Jane Doe II

Final Approval and Acceptance by the College of Graduate Studies

_____ Date _____
 Jean'ne M. Shreeve

Item 17. GSA Newsletter

The University of Idaho Graduate Student Association is an organization that promotes the welfare of graduate students across the campus. It publishes a newsletter that contains items of information of possible interest to CATIE. Once a year, GSA sponsors a research contest by graduate students which is judged a special panel of faculty and prizes and recognition given to winners.

GSA Newsletter



University of Idaho Graduate Student Association

Vol. 5, No. 1 February 1995

Editor: Mohammed Kaleemullah • 885-9446

1995 GSA Research Exhibition

By: Tom Hennigan,
Exhibition Chair

The Graduate Student Association is pleased to announce its **FOURTH ANNUAL RESEARCH EXHIBITION**. The exhibition will held on Thursday and Friday, April 6-7, 1995. Any graduate student may enter a 2-day presentation of your research or project to be shown Thursday and Friday, April



6 & 7, 1995 in the Idaho Union.

GSA wishes to advocate academic excellence, promote

interaction among graduate students, offer graduate students a chance to practice presentation skills, and increase awareness of the role that graduate students play productivity of the university.

Continued on pg. 3

In This Issue:

Research Exhibition
Teaching Excellence
Name for Newsletter
GSA Office update
Meeting Schedule
Bowling Party

GSA

Teaching Excellence Awards Call for Nominations

By Ted Munsch, Teaching
Excellence Award Chair

The U of I Graduate Student Association (GSA) is seeking your assistance in recognizing graduate teaching assistants (TA) who exhibit a commitment to teaching excellence at the University of Idaho. We have established a fund that will provide \$100 (and seek an additional \$50 departmental contribution) towards the



recognition of graduate student teaching excellence. These individual awards, totalling up

to \$150, will be presented at the GSA Research Exhibition banquet to be held on April 7, 1995. The GSA Teaching Enhancement Committee is soliciting nominations from departments in various award divisions (details already sent to respective departments).

Continued on pg. 2

The GSA Newsletter is a monthly publication of the Graduate Student Association, University of Idaho. The newsletter is printed on 100% recycled paper.



Please Recycle your newsletter!

Teaching Excellence (Cont. from front page)

To nominate a TA, a department must submit a letter of nomination to the GSA for each TA that they wish to have evaluated. Each letter should address the nominee's teaching abilities according to the criteria listed below.

Departments may nominate as many students as they deem qualified. Departments with less than 20 TAs are eligible to receive one teaching excellence award per division and departments with 20 or more TAs may receive 2 awards per division. Departments should also indicate whether they are able to provide matching \$50 contributions. Department letters of nomination, together with the names and phone numbers where both the nominee and the department sponsor can be reached should be submitted to: GSA Teaching Excellence Awards, GSA office Idaho Union. Deadline for submittal is March 3, 1995.

Upon receipt of the departmental letter of nomination, each nominee will be notified and asked to solicit a second letter of nomination from a person of their choice. This second letter must come from someone who has first hand knowledge of the abilities of the nominee and can address the student's teaching abilities according to the criteria listed below. **Deadline for receipt of the second letter of nomination is March 27, 1995.**

Information for evaluating nominees will be derived from specific examples contained in the two letters of nomination. Each criteria category will be weighted equally. The GSA Teaching Enhancement Committee realizes that the criteria are demanding and that it is unlikely that any one nominee will exhibit outstanding proficiency in all of the categories. Letters of nomination should therefore outline the nominee's strong points. The following selection criteria have been established.

Amount and variety of teaching experience: Preference will be credited to nominees who have had the primary responsibility for lecture, lab, or recitation. In addition, the amount and variety of teaching experience are considered important. Only teaching experience gained while enrolled at the U of I will be considered.

Clarity of communication: Demonstrate effective written, visual and verbal communication skills and

demand the same of their students.

Academic quality and fairness: Fair and objective in assigning work loads and in evaluating their students, while at the same time maintaining the academic standards set forth by the department.

Enthusiasm: Routinely display genuine enthusiasm and vigor for the subject matter under their direction.

Ability to motivate students: Demonstrate ability to stimulate interaction and discussion with/among their students.

Creativity/Innovation: Demonstrate creativity and innovation in the design and implementation of their courses and in their effort to foster creativity and independent thinking among their students.

If you need additional information, please see the author in the Education dept.

Suggest A Name for the Newsletter Win a Prize!

By: Mohammad Kaleemullah, Secretary GSA



The GSA Newsletter is entering its fifth year. It seems time to give the newsletter a name that should reflect its unique character and promote its identity across the campus community. GSA Executive Board approved the proposal. The name will be selected through a competition. All the students registered at the UI can participate in the competition. The process is quite simple. Send the name you think best suits the newsletter. Explain the reasons why you think it is the best name. Seal it in an envelope and mail to GSA office in the Student Union. You can send as many names as you want. Mark the envelope "Newsletter Name". The last date to send entries is Monday, March 13, 1995. The entries received after the due date will not be entertained. All the entries will be opened by Human Resource Committee (HRC) of GSA on Tuesday, March 14, 1995 at 1:30 PM in the GSA office. Anybody can

Continued on pg. 4

Research Exhibition (Cont., from front page)

We welcome entries in these

Competition Divisions:

Arts/Music/Architecture

Engineering and Computer Science

Natural, Physical and Agricultural Sciences

Education, Social Sciences and Humanities

Prizes for Each Division:

First Place: \$300

Second Place: \$200

Third Place: \$100

Entry Rules/Guidelines

1. Any currently registered graduate student may enter.

2. The research or project entered must be your own work, or you must be the primary author. Past graduate work is acceptable, as long as the work was completed at the U of I. Work presented need not be completed as long as you can present preliminary results.

3. You may enter only one project. Enter under the division listed above that BEST describes your subject area. Divisions may be reassigned. Notification of your acceptance and exhibitor number will be sent to you via e-mail by March 28, 1995.

4. Each accepted entrant will receive one ticket for the Awards Banquet to be held Friday, April 7, 1995. Additional tickets may be purchased from the GSA through the Union ticket office prior to April 1, 1995.

Exhibition Format:

1. All presentations for the science, humanities, and education fields shall be in the form of a poster session. Poster board (4' by 6') can be provided, but you should arrange your own poster board provided you do not exceed the size limitations by more than 25%. An exception may be made to this rule *by vote of the exhibition committee.*

2. The presentations for art, architecture, music and theatre will be in the form proposed by the participant and approved by the Research Exhibition committee. Suggested forms include video tapes, architectural models and artwork. Assistance in providing equip-

ment such as televisions or easels will be available. Additionally, this year's exhibition will provide for a performance/reading night for appropriately oriented entries.

3. A written paper is not required, but all entries must include a brief (less than 500 word) interpretive summary that is easily comprehended by the public. Other handouts or minor supplements to your exhibit are allowed if necessary to accurately and adequately explain your exhibit.

4. Entries will be arranged by division and in the order that the entrants are approved for that division. Tables will be provided and poster will be set up in the assigned places. Non-poster entries will be assigned space by the Research Exhibition committee. All exhibits must be set up by 10 am. Friday.

5. Judging will take place during the day on Thursday and Friday. You will be asked to be present for one portion of the judging, which will consist of a 15 minute period during which you may explain your work and answer questions from the judges. You will be held to the 15 minute time limit. You will be asked to be absent for the judging of your exhibit on its own merit. You will be scored separately for exhibit quality and for your 15 minute session with the judges. No ties will be allowed.

6. The exposition will be open to the public from 10 am until 5 pm. You are asked to be present as much as possible during the day in order to explain your exhibit to visitors.

Abstracts/Descriptions:

1. Abstracts for posters and exhibit descriptions for art, architecture, music or theatre entries are to be submitted to GSA Research Exhibition, Idaho Student Union, **NO LATER THAN MARCH 17, 1995.** Call GSA 885-9446 if you will be unable to complete your entry by this deadline.

2. Entries are to be one page, typed and to include your name, campus, e-mail, and home addresses and phone numbers, the division you wish to enter, and title of project. The abstract of the poster is to include the reason for the work, the objectives, meth-

ods, results and significance. Exhibit descriptions for the arts and architecture are to include the method or techniques utilized, a thematic statement or a short interpretive summary. The names of your committee members must be included in order to avoid inequity in judging.

3. Submit the original and six copies. Acceptance of your entry will be based on the abstract.

Schedule of Events:

Here is a working schedule of events for this year.

April 5- Union Ballroom

Set up exhibition walls	morning
Set up exhibits	afternoon

April 6 - Union Ballroom

Judging	all day
Performance exhibits	evening

April 7 - Union Ballroom

Judging	morning
Strike exhibition	afternoon

April 7 - University Inn

GSA Awards Banquet	evening
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The exhibition committee needs your help to set up the exhibition and to help facilitate the judging. If you're unable to participate this year, please consider making a contribution in one or both of these ways.

Last year's exhibition and Teaching Excellence Awards proved to be a valuable showcase for the role graduate students play in fulfilling the university's mission. We hope that this year's celebration of teaching and research will exceed the mark set last year. If you have any question or suggestion, please feel free to contact me at GSA office on Thursdays between 12-3pm.

Note: There was a mistake in some early flyers about the research exhibition. April 6th and 7th are Thursday and Friday, not Friday and Saturday. Please make this correction and we are sorry for any inconvenience it may have caused.

GSA Office Update

The office hours for the semester are 1-3pm Monday through Friday. One executive board member will be available every day. Efforts are underway to ensure the presence of committee chairs at least once a week. They will be in a better position to answer questions relating to their committees. The office phone is working. The number is the same: 885 - 9446.

Meeting Schedule

March 14, 1995 Gold Room

April 17, 1995 Gold Room

and May 02, 1995 Borah theater

All the meetings start at 5pm and refreshment is provided.

Name (Cont. from Page 2)

come to the meeting. The selected names will be presented to the GSA and ultimately GSC for final approval. The winner will be awarded a cash prize of \$100 and a certificate appreciating his creativity. The winner will also be awarded a free pass to the GSA award banquet. Please ensure that the name you are suggesting is not being used as name of any newsletter, magazine, journal or newspaper. Your participation is again requested in this historic event. However, the name will not affect the status of the newsletter in any way.

Bowling Party!

The Student International Association (SIA) has planned a bowling party on Friday February 10, 1995 from 4-6 pm in the Union Recreational Area. The SIA invites all the students for the event. Pizza will also be served. See you there! -Kaleem.

Item 18. Policies on Tenure and Periodic Performance Evaluation

The attached policies from the University of Idaho policy handbook are intended as a reference for CATIE. It is possible that some elements of these policies are applicable to the conditions in CATIE. Careful discussion within CATIE needs to take place before any final policies are adopted.

4510

FACULTY TENURE

Contents

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A. DEFINITIONS.

A-1. Board. As used throughout this section, "board" refers to the State Board of Education and Board of Regents of the University of Idaho.

A-2. University. As used throughout this section, "university" and "UI" refer to the University of Idaho.

A-3. Faculty Member. For the purposes of this section 4510 and certain other sections that contain references to this subsection, "faculty member" is defined as any member of the university faculty [see 2110 II-1] who holds one of the following ranks: instructor, senior instructor, assistant professor, associate professor, or professor.

A-4. Tenure. "Tenure" is a condition of presumed continuing employment that is accorded a faculty member by the regents, usually after a probationary period, on the basis of an evaluation and affirmative recommendation by a faculty committee with concurrence by the faculty member's departmental administrator and college dean and by the president. After tenure has been awarded, the faculty member's service can be terminated only for adequate cause, the burden of proof resting with UI [see 4550], except under conditions of financial exigency as declared by the board [see 4580], in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the board has authorized the elimination of, or a substantial reduction in, an academic or vocational program.

B. PURPOSE OF TENURE. Tenure has as its fundamental purpose the protection of academic freedom in order to maintain a free and open intellectual atmosphere. The justification lies in the character of scholarly activity, which requires protection from improper influences from either outside or inside the university. A tenure policy strengthens the capability of a university to attract and retain superior teachers and scholars as members of the faculty. UI's tenure policy also improves the quality of the faculty by requiring that each faculty member's performance be carefully scrutinized before tenure is granted and periodically thereafter [see 4515 and 4522].

C. CRITERIA FOR TENURE. Tenure is granted only to faculty members who demonstrate that they have made and will continue to make significant con-

FACULTY TENURE (Continued)

tributions in their disciplines through their teaching, research, service, publication, and performance or other creative activity in a domestic or international context, as appropriate and specified in their position descriptions. The college and departmental criteria [see 4522 C and D] must also be met.

D. TENURABLE RANKS. The tenurable ranks are: senior instructor, assistant professor, assistant research professor, assistant extension professor, associate professor, associate research professor, associate extension professor, professor, distinguished professor, research professor, and extension professor. Administrative and service positions, as such, are not tenurable.

E. TENURE ELIGIBILITY. Full-time faculty members who hold tenurable ranks are eligible for appointment to tenure under the conditions and through the procedures described in this section; appointments to tenure may not be made, however, that will cause the number of faculty members with tenure to exceed 75 percent of the total number of faculty members.

E-1. Tenure is not awarded automatically, but only on the basis of explicit judgment, decision, and approval. A faculty member who is eligible for consideration for tenure must be evaluated by the departmental tenure-recommending committee [see G-3] in accordance with the schedule in F-1. That committee's recommendation, together with the recommendations of the faculty member's departmental administrator and dean, is forwarded to the president for review. In the event that the administrator submitting the recommendation has not had at least one year to evaluate the candidate, he or she will, except for reasons clearly stated in writing, rely on the evaluations and recommendations of the tenure-recommending committee when submitting his or her own recommendation. Tenure is awarded only upon recommendation of the president and final approval by the board. Before attaining tenure, the burden of proving worth rests with the appointee. A faculty member eligible for tenure is to be informed in writing of his or her appointment (by proffered contract) or nonappointment to tenure not later than June 30 of the year of review for tenure. [See G-4.]

E-2. The granting of tenure to a librarian, student counselor, other academic officer, or a member of the Cooperative Extension Service does not provide tenure in the particular position held.

E-3. To serve as the administrator of an academic department, the appointee must hold academic rank in a discipline; a departmental administrator is never granted tenure in his or her administrative capacity.

E-4. An administrative or service officer may be appointed with or without academic rank, except that an administrator of an academic department must hold academic rank in a discipline. [See E-3.] If the appointment carries academic rank, evaluation for tenure is conducted by the department in which the rank is held. In such cases, tenure will be granted only upon

FACULTY TENURE (Continued)

favorable recommendation of the department or upon successful appeal of an unfavorable departmental recommendation. In the event that tenure is not granted, the appointee may continue to serve in the administrative or service capacity (except as administrator of an academic department), but without academic rank.

F. TIME REQUIREMENTS FOR TENURE ELIGIBILITY.

F-1. Probationary or term appointments may be for one year, or for other stated periods not exceeding one year, and are subject to renewal. [See 4530.] Ordinarily a faculty member is not considered for tenure until the fifth full year of probationary service, and consideration is mandatory no later than the seventh full year of service. Credit for prior service may be given in accordance with the provisions in F-4. Associate professors are ordinarily considered for tenure during the fifth full year of service, assistant professors during the sixth, and senior instructors during the seventh. Faculty members initially employed as full professors can be appointed with tenure when this action is supported by a majority of the tenured faculty in the department or equivalent unit and by the university administration; otherwise, professors are considered for tenure during the fifth full year of service. In this context, the term "year" means the appointment year, whether that is an academic, calendar, or fiscal year. A faculty member who is not awarded tenure may be given written notice of non-reappointment, or be offered a one-year terminal appointment, or be granted an additional short-term probationary appointment by mutual agreement between UI and the faculty member. Such actions are subject to final approval by the board. [See 4530.]

F-2. Tenure evaluation procedures must be started in sufficient time to permit completion by the end of the time periods indicated in F-1.

F-3. Satisfactory service in any professorial rank may be used to fulfill the probationary periods required for awarding tenure. A maximum of two years of satisfactory service in the rank of instructor at UI may be recognized in partial fulfillment of the time requirement in the professorial ranks. For the purposes of tenure eligibility only, the rank of senior instructor is considered as a professorial rank.

F-4. In cases involving prior equivalent service, tenure may be granted following less than the usual period of service. In particular, new faculty members from other institutions--educational, governmental, and others--with comparable service in instructional, research, or service positions may be granted credit for such service up to a maximum of four years and may be considered for tenure after a minimum of one full year of service at UI.

F-5. In the event that a nontenured faculty member's period of service at UI has been discontinuous, prior years in the same or a similar position may be counted toward tenure eligibility, subject to the conditions that:

FACULTY TENURE (Continued)

- a. Not more than three years have passed since the person left UI.
- b. Applicability of the prior service toward tenure must be stated in writing before reappointment.
- c. At least one additional year is to be served before tenure is recommended.

F-6. When a nontenured faculty member moves from one department to another within UI, his or her status is determined by the new department in the same manner as for initial appointment. Before reassignment the faculty member is informed in writing as to the extent to which prior service will count toward tenure eligibility.

F-7. If a tenured faculty member leaves UI and later returns to the same or a similar position after not more than three years, the appointment may be with tenure, or he or she may be required to serve an additional year before a tenure decision is made. Notification of probationary or tenure status is to be given in writing before reappointment.

F-8. When a tenured faculty member moves from one position to another within UI, or accepts a change from full-time to part-time appointment, his or her tenure status does not change. While a tenured faculty member is serving as a departmental administrator, college dean, or in some other administrative or service capacity, he or she retains membership, academic rank, and tenure in his or her academic department. Should the administrative or service responsibilities end, the faculty member would take up duties in his or her academic discipline.

G. EVALUATION FOR TENURE.

G-1. All faculty members, tenured and nontenured, are reviewed each year by the appropriate departmental administrators [see 4522 and 4745]. In most cases, the principal basis for evaluation is performance in relation to the position descriptions for the period under consideration where such descriptions have been developed according to the policies stated in 4522 and 4630. In the case of members of the resident instructional faculty (those who teach courses in the regular program on the Moscow campus), the annual student evaluation of teaching is carefully weighed in this review. Each college must have procedures that guarantee that the student evaluations are considered (college procedures are subject to review and approval by the president and the board). The departmental administrator's annual evaluations, together with the judgments of higher administrators, are used as one of the bases for recommendations concerning salary, reappointment, nonreappointment, promotion, tenure, or other personnel actions, as appropriate. The departmental administrator communicates to each faculty member evaluated an assessment of strengths and weaknesses.

G-2. A more thorough review by a nontenured faculty member's colleagues

FACULTY TENURE (Continued)

is held during the third full year of service at UI. The procedures for conducting the third-year review are developed by the faculty of each department, and the nontenured faculty member is informed in writing of strong and weak points that are brought out by this review.

G-3. The formal evaluation for the granting of tenure is made on the basis of the faculty member's potential effectiveness as a continuing member of the UI community. To initiate the formal evaluation for the granting of tenure to a faculty member, the departmental administrator (or college dean if the departmental administrator is under consideration for tenure) obtains the position descriptions for the relevant period (maintained in the departmental office) and the curriculum vitae (maintained by the secretary of the faculty) and reviews the latter as to its completeness and accuracy with the person concerned. Additional pertinent information may be appended. Copies of these documents are forwarded to each person participating in the review at the departmental and higher levels. The results of the student evaluations of teaching must be carefully weighed and used as a factor in judging the teaching component in tenure determinations. It is expected that the departmental administrator making the recommendation concerning tenure will, insofar as practicable, have sought and considered the evaluations of the candidate made by all tenured faculty members of the department and the departmental tenure-recommending committee. This committee includes the following, each with full vote: one or more tenured faculty members, one or more nontenured faculty members, one or more persons from outside the department, and, in cases involving the evaluation or review of members of the resident instructional faculty [see G-1], one or more students sufficient to ensure equity of representation and who have had experience in the department with which the faculty member being evaluated is associated. Students are to comprise no less than 25 percent and no more than 50 percent of the committee. No faculty member serves on the departmental tenure-recommending committee when it is considering his or her own case. Each department is responsible for developing procedures that meet the requirements of this subsection (departmental procedures are subject to review and approval by the president and the board). A copy of the form that is to be used in transmitting the recommendations made at each stage of evaluation for tenure appears as the last two pages of this section. Included in the criteria for formal evaluation is participation in international activities. [See also 4525 D.]

G-4. The departmental administrator forwards his or her completed copy of the recommendation form for each person being considered to the dean along with the recommendation of the departmental tenure committee. The individual recommendations submitted by tenured faculty members are also forwarded.

G-5. If a departmental administrator is under consideration for tenure, the forms completed by the departmental tenure committee and the tenured faculty members concerned are forwarded directly to the dean and the dean is responsible for making the summary.

FACULTY TENURE (Continued)

G-6. All individual recommendations, together with the summary recommendations, are forwarded for review by the provost. Any individual signed recommendations that are confidential are placed in the faculty member's closed file.

G-7. The awarding of tenure to an eligible faculty member is made only by a positive action of approval by the board upon the recommendation of the president. The president gives notice in writing to the faculty member of the board's approval or denial of tenure no later than one week following the meeting of the board at which the action is taken. Notwithstanding any provisions in this section to the contrary, no person is deemed to have been awarded tenure solely because notice is not given or received by the prescribed times. No faculty member may construe the lack of notice of denial of tenure as signifying the awarding of tenure. If the president has not given notice to the faculty member as provided herein, it is the duty of the faculty member to make inquiry to ascertain the decisions of the president and the board.

H. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL. In each college, the dean considers the recommendations made by the college's committee on tenure and promotion [see 4522 B and C]. The recommendations of the college committee and those of the dean are forwarded for review by the provost.

(Form on next two pages)

**REPORT OF EVALUATION AND RECOMMENDATION
FOR AWARDING OF TENURE**

Date _____

Candidate's Name _____

Rank _____

Department or Unit _____

VERIFICATION OF ELIGIBILITY FOR TENURE

Criteria of eligibility for tenure are met as follows:

_____ Candidate holds a tenure-track position and a tenurable rank [see section 4510 C of the Faculty-Staff Handbook].

_____ Candidate has served one full year, or more, at UI in the rank of senior instructor or above.

Candidate has completed _____ full years of probationary service at UI by serving _____ full years in the rank of _____ (from _____ to _____), _____ full years in the rank of _____ (from _____ to _____), and _____ full years in the rank of _____ (from _____ to _____) [not more than two years in rank of instructor at UI may be counted]; and by being credited with not more than four years of equivalent service for _____ full years as _____ (rank) at _____ (institution) and _____ full years as _____ at _____.

We concur in the foregoing statements.

(Candidate)_____
(Departmental Administrator)

REQUIRED ELEMENTS OF EVALUATION

Having reviewed the candidate's curriculum vitae, we concur in its completeness and accuracy. Other documentary material deemed by either of us to be pertinent has been appended to the curriculum vitae.

(Candidate)_____
(Departmental Administrator)

Copies of the curriculum vitae and attachments, if any, were made available to the persons or groups called upon to participate in the evaluation of the candidate and to make recommendations on the awarding of tenure. Statistics and comments derived from student evaluations of the candidate's teaching performance were furnished to the same persons and groups. Files of student evaluations were made available for inspection in the college or departmental office.

(Departmental Administrator)

RECOMMENDATIONS

Each reviewing person or group enters its recommendation below. If there are any considerations that support this conclusion, other than those contained in the records presented to the reviewers, a brief statement of those considerations should be appended.

The departmental tenure-recommending committee (does)(does not) recommend that tenure be granted: there were _____ votes in favor of and _____ votes against recommending that tenure be granted, and there were _____ abstentions.

(Committee Chair)

The tenured faculty members of the department (do)(do not) recommend that tenure be granted: there were _____ votes in favor of and _____ votes against recommending that tenure be granted, and there were _____ abstentions.

(Departmental Administrator)

I (do)(do not) recommend that tenure be granted.

(Departmental Administrator)

The college committee on tenure (does)(does not) recommend that tenure be granted.

(Committee Chair)

I (do)(do not) recommend that tenure be granted.

(Dean)

I (do)(do not) recommend that tenure be granted.

(President)

4515

PERIODIC PERFORMANCE REVIEW OF TENURED FACULTY MEMBERS

A. POLICY. The Board of Regents requires that, at intervals not to exceed five years following the award of tenure, the performance of each tenured faculty member be reviewed by the faculty members of his or her department or equivalent unit, the unit administrator, and other specified administrators. The faculty member's performance is reviewed as to its continuing effectiveness in teaching, research or creative activities, professionally related service, other assigned responsibilities, and overall contributions to the unit. The explicit bases for the review are the faculty member's position descriptions for the period covered by the review. (If a faculty member is serving full time in an administrative or institutional service capacity, e.g., as president, provost, vice president, or dean, and would otherwise be scheduled for performance review, that review will be deferred until the second full year of service after the faculty member takes up duties related to his or her academic discipline.)

B. PROCEDURES.

B-1. Each year the provost notifies departmental administrators (the dean in the case of a college that is not departmentalized), in writing, as to the members of their units whose performance is to be reviewed during the year and as to the dates by which review procedures are to be completed. Each administrator communicates the names to the unit's faculty members and asks them to indicate whether they question the performance of any member who is under review.

B-2. Preliminary Review.

a. If a member of the unit questions the performance of a fellow member who is under review, or if the appropriate dean, the provost, or the president questions the faculty member's performance, that fact is communicated, in writing, to the unit administrator.

b. If a majority of the members of the unit, the unit administrator, or any of the officers named in a questions the faculty member's performance, the unit administrator reports that fact, in writing, to the provost. It is the responsibility of the provost to determine whether the questions raised warrant a more thorough review of the faculty member's performance and to inform the unit administrator, in writing, of that determination. If it is determined that further review is called for, the procedures described in B-3 are followed.

c. If the faculty member's performance is not questioned as described in b, or if it has been so questioned but the provost determines that a more thorough review is not warranted, the performance review is concluded.

PERIODIC PERFORMANCE REVIEW (Continued)

d. On completion of the preliminary review, the unit administrator completes Form 1 (a copy of which is reproduced on page 3 of this section) and transmits it to the provost; a copy of the completed form is provided for the faculty member concerned.

B-3. Thorough Review.

a. If the provost has determined that further review of a faculty member's performance is required, that review will be conducted in accordance with the procedures prescribed for initial evaluation for tenure [see 4510 G-3]. However, under these circumstances, the burden of proof of unsatisfactory performance lies with those who questioned the faculty member's performance.

b. On completion of the thorough review, the unit administrator completes Form 2 (a copy of which is reproduced on page 4 of this section) and transmits it to the president; a copy of the completed form is provided for the faculty member concerned.

C. ACTION BY PRESIDENT AND REGENTS.

C-1. The president may approve implementation of recommended actions, if any, contained in the report of thorough review or may direct that other courses of action be initiated. Within 45 days after receiving the report, the president informs the faculty member and the administrators concerned, in writing, of the actions that are to be taken.

C-2. If, in the president's opinion, the thorough review has clearly established the faculty member's performance to be so unsatisfactory as to constitute adequate cause for dismissal [see 4510 A-4], the procedures prescribed in 4550 will be followed.

(Forms on next two pages)

REPORT OF PERFORMANCE REVIEW

Form 2

Date _____

Name _____ Title _____

Department _____

1. The performance of the above-named faculty member has been thoroughly reviewed in accordance with section 4515 B-3 of the Faculty-Staff Handbook.

2. The review committee has found the faculty member's performance to be

satisfactory unsatisfactory

(If unsatisfactory, comments and recommendations must be recorded here.)

(Committee Chair)

I (do) (do not*) concur in the foregoing recommendation.

(Departmental Administrator)

I (do) (do not*) concur in the foregoing recommendation.

(Dean)

I (do) (do not*) concur in the foregoing recommendation.

(Provost)

*Attach statement of reasons for not concurring.

REPORT OF PERFORMANCE REVIEW

Form 1

Date _____

Name _____ Title _____

Department _____

1. The performance of the above-named faculty member has been reviewed in accordance with section 4515 B-2 of the Faculty-Staff Handbook.

2. The faculty member's performance was questioned by
 - a majority of the members of the unit
 - the unit administrator
 - the appropriate dean
 - the provost
 - the president
 - none of the above

3. The faculty member's performance not having been questioned by a majority of the members of the unit or by any of the officers listed in 2, no further review is to be conducted at this time.

 The faculty member's performance having been so questioned, the provost has nevertheless determined that no further review is warranted at this time.

4. The faculty member's performance having been questioned as indicated above, and the provost having determined that further review is warranted, a thorough review will be conducted in accordance with section 4515 B-3 of the Faculty-Staff Handbook and is expected to be completed by _____
(date)

 (Departmental Administrator)

Item 19. Annual Performance Evaluation

This report points out the use of an annual evaluation system that makes the faculty accountable in connection with their position descriptions. These pages from the University of Idaho policy manual are intended as suggestions for consideration by CATIE. These policy guidelines are intended as a reference for CATIE as it evaluates its own situation and conditions.

4745

ANNUAL PERFORMANCE EVALUATION AND SALARY**DETERMINATION FOR FACULTY MEMBERS**

A. PERFORMANCE EVALUATION. Annual evaluation of the performance of each member of the faculty is, primarily, the responsibility of the faculty member and the departmental administrator concerned. The provost is responsible for preparing supplementary instructions each year, including the schedule for completion of the successive steps. The forms to be used (#1, "Teaching-Research"; #2, "Extension and Service"; #3, "Administration"; #4, "Summary Evaluation"; and #5, "Salary Recommendation") are appended to this section. [See also 4525 C.]

A-1. Forms Distributed. Supplies of the forms to be used in the evaluation process are procured by deans and departmental administrators. The immediate administrative officer is responsible for ensuring that each faculty member receives the proper form(s) together with a copy of the supplementary instructions. This officer may also provide additional interpretation of the procedure as it is to be applied in the unit.

A-2. Evaluation of Faculty by Departmental Administrators. Departmental administrators evaluate their faculty members, and the performance of each faculty member over the period covered by the evaluation is judged on the basis of the position description(s) in effect during that period. Ratings are determined by comparing the faculty member, primarily, with other members of the UI faculty in various fields and, secondarily, with other members of the same profession nationally. The results of the student evaluation of teaching are carefully weighed and used as a factor in this evaluation. The ratings and additional comments or narrative as the evaluator deems appropriate are entered as indicated on the form(s).

A-3. Self-Evaluation and Conference. Each faculty member is given an opportunity to use the forms and procedures described in A-2 and make an evaluation of his or her own performance. Individual conferences are then arranged for each faculty member with the departmental administrator. Together they go over the administrator's evaluation and the self-evaluation, if any; the administrator explains his or her ratings and comments, and the ratings may be modified as a result of the discussion. (Suitable alternate arrangements are made for off-campus personnel.) A copy of the administrator's final evaluation is given to the faculty member. In smaller UI colleges, deans may have conferences with individual faculty members to discuss the evaluation and possible means of improvement; also, a faculty member may request a conference with the dean.

A-4. College-Level Action. Copies of the performance-evaluation forms (1, 2, or 3, as applicable, and 4) are forwarded to the dean for evaluation at the college level. The dean enters an evaluation in the space provided

FACULTY PERFORMANCE EVALUATION (Continued)

on Form 4. A copy of that form is given to the faculty member and another copy is forwarded to the President's Office for permanent filing. The evaluation forms (1-3) are retained in the college office.

A-5. Annual Faculty Evaluation of Academic Administrators. The procedures for the annual faculty evaluation of academic deans and departmental administrators are covered in 4746.

B. SALARY DETERMINATION. This process is carried out at the departmental and higher levels of academic administration. Each year the provost specifies the definitions of the salary-increment categories to be used and prescribes their proportionate distribution. A "Salary Recommendation" form is completed for each faculty member according to the schedule established by the provost. [See also 4525 E and 4749.]

B-1. Departmental Action. The departmental administrator enters a recommended salary-increment category in the space provided on each Form 5. This recommendation will reflect the performance evaluation described in A, relative salary position, and other relevant factors. Special considerations should be noted in the "Comments" section at the bottom of the form or by an accompanying written statement. The departmental administrator will submit written justification if his or her assignment of specified salary-increment categories departs substantially from the prescribed distribution. Such justifications are taken into consideration by the dean in arriving at an equitable college-wide distribution among the categories. The departmental administrator forwards the Form 5 for each faculty member to the dean, together with a listing of all members of the unit.

B-2. College Action. Deans, at their discretion, may require administrative officers under their jurisdiction to supplement their salary-increment recommendations by such means as copies of the evaluation forms, written statements, or personal conference. The dean enters a recommended salary-increment category in the space provided on each Form 5. The dean's distribution of faculty members among the salary categories is guided by the recommended proportions and takes into account possible differences in qualifications and merit among departments; e.g., it may be that the average members of an outstanding department are given consideration equal to that accorded the top members of an average department. When this stage has been completed, the dean meets individually with each departmental administrator for review of the dean's recommendations. The dean forwards the Form 5 for each faculty member to the provost.

B-3. Presidential Action. Review and action by the provost consists primarily of making adjustments necessary to arrive at an equitable distribution of faculty members among salary-increment categories for UI as a whole. After a recommended salary-increment category has been established at the departmental, college, and presidential levels, a copy is sent to the faculty member. The president determines, on the basis of funds available, the salary-increment range applicable to each category.

FACULTY PERFORMANCE EVALUATION (Continued)

B-4. Budget Office Action. The Budget Office provides computer print-outs showing current salary and tentative salary for the coming year and sends the appropriate list to each dean.

B-5. Review and Adjustment. The dean, in consultation with each departmental administrator in the college, makes corrections and minor adjustments as necessary to place each faculty member on the proper salary basis within the department. The aggregate of final salary recommendations must fall within the total salary-increase budget established for the college.

B-6. Final Approval. The provost, after consultation with the deans, approves the corrected lists. When they have been approved by the president and the regents, faculty members are officially notified of their salaries for the coming year and "Salary Agreement" forms [see 4315 D-2] are sent to them for completion.

(Forms on next five pages)

(FORM 1) ANNUAL EVALUATION OF TEACHING-RESEARCH PERSONNEL

(Confidential)

Name: _____
 Department: _____
 Date: _____
 Evaluator: _____

Position Description	
Percentage of Time	
Teaching	_____
Research	_____
Advising	_____
Service	_____
Administration	_____
Other (specify)	_____

TYPE OF WORK. The items under each major heading are optional. Variations may be more appropriate in individual cases.	NUMERICAL SCORE*	COMMENTS (Use back if necessary)
TEACHING 1. Effectiveness in class presentation 2. Mastery of subject areas 3. Keeping courses up to date 4. Organization of courses 5. Recent professional improvement 6. Other (specify)		
RESEARCH 1. Publications, creative or other scholarly accomplishments 2. Research in progress 3. Grant proposals and other outside funding activity 4. Recent professional improvement 5. Other (specify)		
ADVISING		
SERVICE		
ADMINISTRATION		
OTHER		

NARRATIVE EVALUATION (Use back if necessary)

- *Scoring Key
 1 - Needs improvement
 2 - Satisfactory
 3 - Excellent

(Plus or minus may be added)

SUMMARY SCORE. Should reflect a weighting—not necessarily a mathematical average—of the numerical scores by the appropriate position-description percentages. To be transferred to the summary form (4).

Score

Item 20. Scientific Misconduct

These policies were adopted in 1991 at the University of Idaho in connection with fabrication, falsification, plagiarism and deception by either the students or the faculty. It is included here as a reference for CATIE as it considers its own policies.

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SCIENTIFIC MISCONDUCT**A. PREAMBLE.**

A-1. Science rests on a foundation of mutual trust. To an extraordinary degree, that trust is thoroughly justified. But scientists are subject to all human frailties and temptations, including at times the temptation to engage in scientific misconduct. Though such misconduct is thought to be rare, once misconduct is suspected it must be dealt with quickly and forcefully in order to sustain the atmosphere of trust necessary for science.

A-2. Not only must individual scientists behave in a trustworthy manner, scientists must also take collective responsibility for detecting, investigating, and judging scientific misconduct. This is not an easy task for an enterprise founded on integrity; trust must not be replaced with suspicion. However, when there is ample reason to suspect misconduct, that information should be brought to the attention of persons responsible for ensuring that scientists connected with their institution are behaving responsibly. To that end, the University of Idaho has established a policy on scientific misconduct, has designated an officer responsible for receiving allegations of scientific misconduct, and has created a process for resolving such allegations.

A-3. A crucial element of any policy on scientific misconduct that is to be fair and effective is a process that will distinguish instances of genuine and serious misconduct from insignificant deviations from acceptable practices, technical violations of rules, simple carelessness, and other such minor infractions. It is the intent of this policy to allow such distinctions to be made in a manner that minimizes disruption and protects the conscientious, honest scientist from false or mistaken accusations.

B. DEFINITIONS.**B-1. Misconduct.**

a. Fabrication, falsification, plagiarism, deception, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research.

b. Material failure to comply with federal requirements that uniquely relate to the conduct of research, e.g., the protection of human subjects, recombinant DNA research, and the welfare of laboratory animals.

B-2. Inquiry. An information-gathering and initial fact-finding to determine whether an allegation or apparent instance of misconduct warrants an investigation.

SCIENTIFIC MISCONDUCT (Continued)**b. Responsibilities.**

- (1)** To work with a complainant to develop a specific, written complaint.
- (2)** To maintain records of all complaints and institutional responses.
- (3)** To serve without vote on the Inquiry Board.

D-3. Investigative Board. When the Inquiry Board recommends an investigation, the provost appoints an ad hoc Investigative Board to conduct the investigation. At least one member of this board shall not be affiliated with UI. In order to ensure separation of the inquiry and investigative phases of the process, members of the CSM shall not serve on the Investigative Board.

E. DESCRIPTION OF PROCESS.

E-1. Complaint. The misconduct policy officer works with individuals who have a specific scientific misconduct complaint against a UI administrative official, faculty or staff member, or student. The officer will assist the complainant in the development of a signed complaint for presentation to the CSM. Only a signed complaint describing the allegation in sufficient detail will initiate an inquiry.

E-2. Inquiry.

a. Protection of Complainant's Identity. The institution diligently protects the identity of the complainant during the inquiry. If an investigation occurs, the right of the respondent to confront the complainant requires that the identity of the complainant be revealed. During the entire process, UI makes every reasonable effort to protect the livelihood and well-being of anyone making a complaint in good faith.

b. Initiation of the Process. When the misconduct policy officer receives a signed written complaint, he or she informs the chair of the CSM. The chair appoints three faculty members from the CSM to conduct an inquiry. No member of this Inquiry Board may have a primary appointment in the respondent's department.

c. Notice to Respondent. The Inquiry Board notifies the respondent that a complaint of scientific misconduct has been received.

d. The Inquiry. The Inquiry Board meets with the respondent and complainant separately and reviews all necessary and reasonable documentation to determine whether an investigation should be recommended. While an inquiry is informal, the respondent is allowed to have representation during the inquiry phase. Refusal by the respondent to allow the

SCIENTIFIC MISCONDUCT (Continued)**E-3. Investigation.**

a. Appointment of Investigative Board. The vice provost for research and graduate studies submits the report of the Inquiry Board to the provost who notifies the appropriate dean and departmental administrator. An ad hoc Investigative Board is appointed by the provost with one member appointed as chair. The provost and the chair secure the necessary and appropriate expertise to carry out a thorough and authoritative evaluation of the relevant evidence. At least one person who is not affiliated with UI is appointed to this board.

b. Notification of Federal Granting Agency. When federal funds are involved, the vice provost for research and graduate studies notifies the granting agency in writing that an investigation is underway to determine whether scientific misconduct has occurred. This notification must occur at or before the time the investigation begins. UI keeps the funding agency apprised of any developments during the course of the investigation that disclose facts that may affect current or potential funding for the person(s) under investigation or that the funding agency needs to know to ensure appropriate use of federal funds and otherwise protect the public interest.

c. Investigation. The inquiry report is submitted by the provost to the Investigative Board. The investigation must be initiated within 30 days of the completion of the inquiry. The board has the authority to call and examine witnesses.

d. Imminent Danger to Persons or Animals. When an allegation indicates there may be immediate danger to humans or animals, the chair of the CSM alerts the vice provost for research and graduate studies who takes appropriate actions to protect those at risk.

e. Time Limit. The Investigative Board shall take no more than 120 days from its initiation to complete the investigation, prepare a report of its findings, and obtain comments from the respondent. The board observes appropriate granting-agency regulations. If the board determines that it is unable to complete the investigation within 120 days, it must submit to the funding agency a request for extension, as well as an interim report on the progress to date and an estimate of the date of completion of the report.

f. Right to Representation. The respondent has a right to be represented during the investigative phase, to present evidence and testimony, and to question the complainant.

g. Report. The Investigative Board submits to the provost a report and documentation on the findings of the investigation. This report must describe the policies and procedures under which the investigation was conducted and must include the actual text or an accurate summary

SCIENTIFIC MISCONDUCT (Continued)

of the views of any person(s) found to have engaged in misconduct. The board also presents its report to the respondent, and the respondent may comment on the findings of the investigation to the provost. The provost retains the documentation that substantiates the findings of the investigation.

h. Sanctions. If misconduct is confirmed, the provost imposes appropriate sanctions against the respondent. If misconduct is not substantiated, the institution makes diligent efforts to restore the reputation of the respondent.

i. Report to Federal Granting Agency. A report is filed with the granting agency, if any, when the Investigative Board has submitted its report to the provost and all attendant actions have been completed. The institution is responsible for notifying the funding agency as soon as it ascertains that any of the following conditions exist: (1) there is an immediate health hazard involved; (2) there is an immediate need to protect federal funds or equipment; (3) there is an immediate need to protect the human or animal subjects of the research; (4) there is an immediate need to protect the interests of the person(s) making the allegations or of the person(s) who is the subject of the allegations as well as his or her co-investigators and associates, if any; or (5) it is probable that the alleged incident is going to be reported publicly. If the inquiry indicates possible criminal violation, the Office of the Inspector General must be notified within 24 hours.

j. Appeal Procedures. After the Investigative Board has submitted its report and the provost has announced sanctions, the respondent may use the appeal process described in the Faculty-Staff Handbook to appeal the sanctions [see 4761, 4762, and 4763].

k. Retention of Investigation Record. Documentation of an investigation will be prepared and will be maintained in the office of the provost for at least three years after the acceptance of the final report by the relevant funding agency.

SCIENTIFIC MISCONDUCT (Continued)

Inquiry Board to review relevant research documents shall be grounds for recommending an investigation.

e. Time Limitation. The Inquiry Board shall complete its inquiry and submit its report within 60 calendar days of the receipt of the signed complaint. If circumstances clearly warrant a longer period, the record of inquiry should include justification for exceeding the 60-day period. The board's report shall consist of the complaint, the board's factual findings, a statement of reasons explaining the findings and including relevant documentation, and a recommendation for future action by UI.

f. Decision to Begin an Investigation. An investigation is triggered if the inquiry establishes information that tends to support the accusation or that raises questions of possible misconduct that can be resolved only by an investigation. The Inquiry Board makes a report consisting of the complaint, the board's findings, and a recommendation on future actions. The report can recommend either that:

(1) Information collected during the inquiry phase does not substantiate the complaint and an investigation is not warranted. The report documents the reasons for the decision; the findings from the inquiry are filed with the misconduct policy officer. Copies of the report are sent to the respondent and complainant. The respondent is given the opportunity to comment on allegations or findings of the inquiry. The misconduct policy officer maintains in a secure manner the detailed documentation of inquiries to permit a later assessment of the reasons for determining that an investigation was not warranted.

(2) An investigation should be conducted. A report to that effect is submitted to the vice provost for research and graduate studies. The respondent and complainant are notified that an investigation will follow.

g. Confidentiality. The inquiry is confidential. No one other than the misconduct policy officer, the chair of the CSM, and the members of the Inquiry Board are informed of the charges unless the board concludes that an investigation is warranted by the facts. To maintain confidentiality, all meetings of the Inquiry Board are closed to everyone whose attendance has not been specifically requested by the board. Before any recommendation for an investigation, the board informs and, if possible, interviews the appropriate departmental administrator or dean.

h. Retention of Inquiry Record. Detailed documentation of an inquiry will be maintained in the office of the provost for at least three years and will be made available to authorized personnel of the relevant funding agency upon request.

SCIENTIFIC MISCONDUCT (Continued)

B-3. Investigation. A formal examination and evaluation of all relevant facts to determine whether misconduct has occurred. If misconduct is confirmed, the investigation should determine the seriousness of the offense and the extent of any adverse effects resulting from the misconduct.

C. GUIDING PRINCIPLES.

C-1. To maintain integrity in scientific research.

C-2. To maximize confidentiality for the respondent and complainant during the full process and during the inquiry phase.

C-3. To assure the respondent and complainant a full and fair hearing with the option of assistance by counsel.

C-4. To minimize the number of individuals involved in the inquiry and investigative stages.

D. APPOINTMENTS.**D-1. Committee on Scientific Misconduct (CSM).**

a. The vice provost for research and graduate studies will nominate, with appointment by the Committee on Committees and confirmation by the Faculty Council, six tenured faculty members to the CSM with one member appointed as chair. The vice provost will initially nominate two tenured faculty members to one-year terms, two tenured faculty members to two-year terms, and two tenured faculty members to three-year terms. Thereafter, tenured faculty members will be nominated for three-year terms. A departmental administrator may not chair the CSM.

b. Responsibilities.

(1) For any specific allegation or set of allegations, a three-member Inquiry Board is appointed by the chair from among the members of the CSM. This board conducts an inquiry to determine whether an investigation is warranted.

(2) If the Inquiry Board determines that an investigation is warranted, it recommends that the provost appoint an ad hoc Investigative Board to conduct a full investigation.

D-2. Misconduct Policy Officer.

a. The provost appoints a person to serve as the misconduct policy officer.