

**Ed.D. Handbook for
Educators in International Schools**

**University of Minnesota
College of Education & Human Development**

2005 / 2006 Cohort

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MEMO TO: New EdPA Students

FROM: Michael Paige, Professor and Chair

DATE: June 15, 2006

RE: Welcome

We are delighted you are joining us in the Department of Educational Policy and Administration! On behalf of the EdPA faculty, I am pleased to welcome all of you to the 2006-2007 academic year.

EdPA has developed nationally and internationally distinguished graduate programs in the areas of educational administration, higher education, evaluation studies, and comparative and international development education. During your studies, you will be working with faculty members who are active scholars, authors, professional association leaders, practitioners and teachers. We are proud of our faculty and expect that regardless of the program you are pursuing, you will find your experience to be exciting, personally fulfilling, and professionally rewarding. The faculty is committed to helping you achieve those ends.

We like to think of EdPA as a departmental community and I hope that each of you will make every effort to become an active, engaged member within it. You can do this, for example, by volunteering for governance committees, participating in departmental professional and social events, and getting involved in faculty research projects. EPASA, the department's student association, is thriving under energetic student leadership and welcomes your participation. One of the joys of graduate school is meeting and learning with your fellow students. In EdPA, our students come from a wide variety of professional and academic backgrounds, cultures, and countries. You will have many opportunities to meet each other in and outside of class.

Critically important to effective participation in our community is good communication. We want everyone to have a shared sense of expectations and responsibilities for graduate education in this department. You can get the information you need by asking questions when something is not clear, meeting with your faculty adviser periodically and at least once every semester, familiarizing yourself with the student handbook for your degree program, and reading the department electronic newsletter. EdPA's handbooks and other key materials for students are on the web, and will be updated as necessary (<http://education.umn.edu/EdPA/>). The department electronic newsletter is sent periodically to all students and faculty.

All of us on the faculty and staff want this year to go well for you. Please don't hesitate to contact us if you have questions or need assistance. My telephone number is 612 626-7456. My e-mail address is r-paig@umn.edu.

Again, welcome to EdPA!

INTRODUCTION

This handbook is designed to provide Ed.D. students in the Department of Educational Policy and Administration (EdPA) with a readily available source of information about their programs, procedures, and graduate student resources. The handbook augments and is not a substitute for other sources of information. Students should refer to the following comprehensive documents for more details: **The Graduate School Catalog, University of Minnesota provides information about major program regulations; available on the web** <<http://www.catalogs.umn.edu/grad/index.html>>; **the Twin Cities Class Schedule includes regulations and deadlines for each semester** <<http://onestop.umn.edu/onestop/registration.html>>; and **The Graduate Student Handbook, <www.grad.umn.edu/Current_Students/handbook/>**, contains details about available resources not found elsewhere.

Students should note that the university-assigned student e-mail account is the university's official means of communication with all students. Students are responsible for all information sent to them via the university assigned e-mail account. The University, graduate school, and department rely on the University student e-mail accounts and not the postal service for important communications, e.g., tuition billing, degree clearances for graduation, department events and position opportunities. **Students are responsible for all information including attachments sent to their University e-mail account.** If students arrange to have their University e-mail account forwarded to a private account, then the student must remember to change the forwarding destination of the university account, if and when, the private account is changed. **The University account mail can be forwarded at <www.umn.edu/dirttools>.**

All advising faculty have a hard copy of this handbook. **Both the graduate school and department forms can be found on the Web (see Chapter 4 for listing of forms and sources).**

CHAPTER 1: The EdPA Department

Department Mission, Purpose, and Goals

The mission of the Department of Educational Policy and Administration is guided by the missions of both the University and the College of Education and Human Development, and is directed by an awareness of being part of a University that is responsive to its national and international opportunities in scholarship.

Three related purposes give direction to departmental activities. A priority of the department is to initiate, sponsor, and support research and development activities that will enhance the body of knowledge and techniques that constitute the four program tracks: Educational Administration, Evaluation Studies, Higher Education, and Comparative and International Development Education.

Central to the purpose of the department is the development and provision of professional preparation programs for persons seeking positions in the four areas. The Department of Educational Policy and Administration is committed to the study of educational policy and to the preparation of leaders who can act effectively and ethically within the structures, processes, and cultural contexts of education. The department prepares administrators, scholars, and analysts for leadership roles in education through the four complementary but distinct program tracks: higher education, comparative and international development education, educational leadership and administration, and program evaluation.

The department also seeks to provide mission-related service through disciplined study of the needs of educational and human service organizations and to provide leadership in the solution of current problems in educational **leadership**, governance and management. All of the above illustrate the commitment of the department to bridging the fields of practice and theory.

The four program tracks in the department work closely together sharing budget, space, office staff, and graduate assistance. Faculty sometimes teach in more than one area in the department as well as in other departments. The Department of Educational Policy and Administration is housed on the third and fourth floors and some offices are also located on the first floor in Wulling Hall on the University's East Bank campus. The College of Education and Human Development's Dean's offices are located in Burton Hall.

Administration and Management of Programs

Governance

The department chair is responsible for leadership of the department and management of resources. The director of graduate studies (DGS), elected by the department faculty, chairs the Graduate Studies Committee and represents the department to the University administration. The committees described below support the functioning of the Department of Educational Policy and Administration. Other ad hoc committees are established as issues evolve, e.g., the Examinations Committee.

Administrative Committee is chaired by the department chair and composed of the DGS, Coordinator of Graduate Studies (CGS), and coordinators of each of the four program tracks. The committee addresses general policies and procedures of the department and considers any special issues that arise.

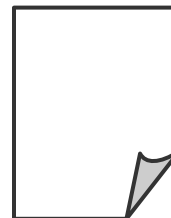
Graduate Studies Committee is chaired by the DGS and composed of the four program coordinators and the coordinator of graduate studies. The committee recommends standards for admissions, reviews applications, and makes recommendations to the Graduate School regarding admissions.

Grievance Committee is composed of faculty members, students, and civil service staff. The committee is an advisory committee that confers with the College Grievance Review Officer to resolve issues when informal attempts have not succeeded.

Advising

Students are assigned a faculty adviser upon entry into their program. The faculty co-coordinators of the Ed.D. program for international school educators serve as advisers until a dissertation adviser is determined (usually after the second year of enrollment in the program). The initial faculty adviser serves as a program adviser providing information and guidance to the student in course selection, filing of program, and general progress.

Once students identify the area of their dissertation research and have become acquainted with department faculty, students may want to select a different faculty member to serve as their dissertation adviser. It is important to note that the initial program faculty adviser is not necessarily intended to continue for the duration of the graduate student's program. To find a good adviser match for their thesis topic, students are encouraged to meet and become acquainted with various program faculty over the first year of their study. >. The faculty believe that the match of a regular adviser and student should be mutually acceptable, ultimately resulting in the advisement or co-advisement of the Ed.D. thesis. A change of adviser form can be found at <http://education.umn.edu/edpa/StudentResources/>



Students who elect to add a program minor will have a minor adviser in addition to their major adviser. The minor adviser must be a member of the student committee and serve on the examining committee.

Annual Student Progress Review

Each spring the department reviews the program progress of all students. This review process is viewed as a way of supporting our students in their professional development, and in their progression and completion of the benchmarks towards their degree. This annual review assures that any progress problems are identified early so that students receive timely guidance when appropriate.

If applicable, faculty will identify a timeline by which benchmarks should be completed. Students are responsible for contacting their advisers to develop plans for making satisfactory progress by the deadlines. Students are strongly urged to develop an electronic portfolio to track their professional development and progress through their graduate program. **An electronic portfolio, e-folio, is available at no cost to university students at <www.efoliominnnesota.com>.**

CHAPTER 2: The International Ed.D. Program

Educational leadership and policy decision-making is the focus of this doctoral program. Students completing program requirements earn an Ed.D. degree (the highest professional degree in the field) in Educational Administration and Policy from the University of Minnesota.

This innovative Ed.D. program is intended for experienced school administrators, teachers, and other educational leaders associated with international schools. It is not a licensure program or a degree in higher education. The Ed.D. program is designed to enhance the professional knowledge and skills of practicing PK-12 professionals through advanced graduate study.

This cohort doctoral program is specifically designed to meet the needs of educational leaders in international schools. Core courses integrate knowledge and skills to prepare students for a leadership role within an international school. The program is made up of 18 relevant credits from previous graduate work, 40 credits of new coursework in leadership, educational policy and administration, comparative education systems, education finance, program evaluation, and a 24 credit applied field study thesis which students individually design to match specific needs and interests. The major features of this program include cohort model of learning, application of systematic inquiry, incorporation of a policy and leadership context for international educators, and concentrations of summer course work. Required courses are delivered online during the fall and spring semesters.

The International Ed.D. program uses a cohort learning model. A cohort is comprised of a group of individuals pursuing the same curriculum and schedule, with some opportunity for individual elective courses. A cohort provides a learning community in which members support and learn from each other.

Program Requirements:

Students seeking admission to the Ed.D. degree program must have completed a master's degree. Students admitted to the EdPA international Ed.D. degree program may be permitted to apply eighteen credits from a master's degree or other graduate-level course work toward the total number of semester credits in course work required for graduation (see later section on transfer credits for details).

Credits of course work:	58	40 credits of new course work
		18 course work credits from relevant previous graduate work
Thesis credits:	<u>24</u>	
Overall Total	82	(81 if EdPA 5048 is taken for two credits)

Maintaining Active Student Status:

The Ed.D. must be completed within five years of the completion of the oral preliminary examination. The Graduate School requires students to register every fall and spring semester throughout their program to remain active. The Web site <www.grad.umn.edu/current_students/registration/active_status.html> contains current information and policies regarding registration to retain “active” status. If students become “inactive” they will automatically be withdrawn from the Graduate School and must reapply for admission to the department and the Graduate School.

If for any reason, you will not be registering for coursework during a semester, be sure to maintain your active status. Contact the department coordinator of Graduate Studies and your adviser should you need to register for 0999 to keep your active status. Information regarding 0999 can be found at the Graduate School Web page: <www.grad.umn.edu/current_students/registration/grad_999.html>.

A Graduate School readmission process is in place, however students should avoid falling out of active status. Readmissions procedures can be found on the department Web site. See <<http://education.umn.edu/edpa/StudentResources/readmit.htm>>.

Ed.D. Enrollment and Fees

Registration for all cohort courses will be completed by each student. Students must register once per semester. Students will receive a bill from the University of Minnesota. Students bringing in 18 semester credits from a previous graduate program are responsible for assuming that official transcripts reflecting those credits are on file in the Graduate School (submitted at the time of application). While the U of MN Office of the Registrar maintains and releases official transcripts, an unofficial transcript may be obtained at no charge online at <www.onestop.umn.edu/onestop/grades.html> with a limit of two per day. There you can also check your grades and total credits.

Finances

Depending on the qualifications and number of registered credits, students may be eligible for loans, grants, scholarships or fellowships. OneStop <<http://onestop.umn.edu>> is the primary source for student issues, including tuition, financial aid, fees and billing. Information regarding financial assistance, awards and scholarships.

Health Insurance

If registering for 6 or more credits for on-campus courses, students must demonstrate that they have hospitalization insurance or they are automatically billed for the student insurance. If you have your own insurance, you must indicate the insurance company and policy number on the paper registration form or on the computer registration screen. **International students must purchase the university sponsored health plan while studying at the university or show proof of insurance coverage in accordance with university guidelines. Up to date immunizations are also required,** see <<http://www.bhs.umn.edu/services/immunization.htm>>.

Course Schedule

This illustrative program is representative of the typical pattern for an International Ed.D. student.

			Credits
Year 1 2005-2006 (14 credits)	Summer 2005	EdPA 5048: Cross-Cultural Perspectives on Leadership, 2-3 cr. EdPA 5044: Economics of Education, 3.cr EdPA 5095: Dissertation Seminar, 1 cr. EdPA 5501: Principles and Methods of Evaluation 3cr.	9
	Fall 2005	EdPA 8002: Critical Issues in Contemporary Education, 3cr. (online) EdPA 8011: Dissertation Seminar I, 1 cr. (online)	4
	Spring 2006	EdPA 8012: Dissertation Seminar II, 1 cr. (online)	1
Year 2 2006-2007 (14 credits)	Summer 2006	EdPA 5001: Formal Orgs in Education, 3 cr. EdPA 5103: Comparative Education, 3 cr. EPsy 5991: Stats Orientation, 1 cr. EdPA 8013, Dissertation Seminar III, 1 cr.	8
	Fall 2006	EdPA 8014 Dissertation Seminar IV, 1 cr. (online) EPsy 5261 Introductory Statistical Methods, 3 cr. (online)	4
	Spring 2007	EdPA 8302, Educational Policy Perspectives, 3 cr. (online)	3
Year 3 2007-2008 (11 credits)	Summer 2007	EPsy 5244: Research Methods: Survey Design, 3 cr. EdPA 5056: Case Studies for Policy Research (option to be considered), 3 cr. EdPA 8095: Problems in Ed Admin., 1 cr. EdPA XXXX: Ed Admin. Elective, 3 cr. (EdPA 5044: Economics of Education also offered)	10
	Fall 2007	Preliminary Written Exam EdPA 8087: Dissertation Seminar V, 1 cr. (online)	1
	Spring 2008	Oral Preliminary Exam Final Oral Exam	
Thesis Credits After Oral Prelim Exam 2008-2009	Students must enroll for a total of 24 thesis credits prior to graduation. Students typically enroll for these credits during years 3 and 4 after the successful completion of the oral preliminary exam.		24
	Transfer credits		18
	Total:		82
Typical Pattern: 18 credits applied from previous graduate work; 40 credits from coursework (above); 24 dissertation credits.			

Course Requirements:

The Ed.D. program for international educators is divided into cohort courses, elective studies and an individual research-based, applied thesis project. The three-year program is comprised of a total of 81-82 semester credits: 39-40 cohort semester credits of new course work, including at least 3 credits of electives, 18 relevant semester credits from previous graduate degree work, and 24 field project semester credits (see below for details).

	<u>Credits</u>	
Departmental Core:	3	EdPA 5001 Formal Organizations An introduction to classical and current theories of organizational behavior and administration in education. Leadership and control, communication, conflict, effects of educational environments, organizational design and change and organizational effectiveness.
	4	EdPA 8011, 8012, 8013, 8014, Doctoral Dissertation Seminar 8011: Introduction and applied field project.
	3	EdPA 8302 Educational Policy Perspectives Public policy issues in education. Historical, international, political, research perspectives. Current policy strategies for reforming education.
Program Core:	2-3	EdPA 5048 Cross Cultural Perspectives on Leadership Examines educational patterns, the implicit and explicit cultural assumptions underlying them; methods and approaches to cross-cultural studies in education.
	3	EdPA 5103 Comparative Education Examination of systems and philosophies of education globally with emphasis upon African, Asian, European, and North American nations. Foundations of comparative study with selected case studies.
	3	EdPA 5044 Economics of Education Costs and economic benefits of education, with a focus on K-12; educational markets, prices, and production relationships; investment and cost-benefit analysis.
	3	EdPA 8002 Critical Issues in Contemporary Education Identification and reflective analysis of critical issues in contemporary U.S. and international education. The historical, social, economic, political, and cultural influences on education issues and the impact of those issues on leadership and policy.
	3	EdPA 8095 Problems in Educational Policy & Administration This course focuses on issues of educational policy and administration (prospectus development seminar). One credit per semester.
Electives:	3	
Methodology:	3	EdPA 5501 Principles and Methods of Evaluation Introductory course in program evaluation; planning an evaluation study, collecting and analyzing information, reporting results, evaluation strategies, overview of the field of program evaluation.
	3	EdPA 5056 Case Studies for Policy Research (an option, or another methodology course)
	3	EPsy 5244 Research Methods: Survey Design
	3	EPsy 5261 Introductory Statistical Methods (with Statistics orientation EPsy 5991) Introductory statistics emphasizing understanding and applying statistical concepts and procedures. Topics include visual and quantitative methods for presenting and analyzing data, common descriptive indicies for univariate and bivariate studies, introduction to inferential techniques.
Transfer credits:	18	Approved transfer credits from master's degree.
Thesis credits:	<u>24</u>	Field project semester credits, maximum of 18 credits / semester or summer.
Overall Total	82	(81 credits if EdPA 5048 is taken for 2 credits.)

Thesis Credits (24 semester credits):

All students are required to register for EdPA 8888 for 24 semester thesis credits after completing the preliminary oral exam. The 24 credits must be taken over two or more terms.

Transfer Credits (18 semester credits):

Most students in the International Ed.D. program transfer 18 semester credits earned in their Masters' degree. With the approval of adviser, DGS and Graduate School, some graduate degree program course work, e.g., from a master's program taken at the University of Minnesota and/or other recognized graduate institutions, may be applied toward the Ed.D. degree. Policies in both the department and the graduate school determine the number and nature of the credits that can be transferred.

Department Policy on Transfer Credits

Under certain conditions, doctoral students may be allowed to transfer up to 18 credits of previous work. The credits earned must 1) meet criteria expressed in the Graduate School Catalog <www.catalogs.umn.edu/grad/>, 2) closely match the planned program emphasis, and 3) be approved by the adviser. In the EdAd program at least 9 of the 18 credits must be University of Minnesota EdPA graduate coursework; transfer requires adviser approval in accordance with each student's individualized Ed.D. program plan.

Any credits beyond 18 semester credits of master's or previous graduate level work that might be brought into the program for a special reason may not be applied toward the total 52--59 semester credit count. Students who wish to transfer previous graduate course work to the departmental core or program core requirements may do so only with approval of the adviser and by formal petition to the appropriate Program Coordinator.

Credits are transferred by listing the courses on the proposed degree program form. Credits not accepted as part of a student's degree program can not be transferred to the Graduate School transcript.

Graduate School Policy on Transfer Credits

Some of the general graduate school rules that apply to transfer of credits are below. For specific factors that might be applicable, students should check the details in the Graduate School Catalog <www.catalogs.umn.edu/grad/>.

- Graduate level courses taken before the award of the baccalaureate degree cannot be transferred.
- Graduate level courses taken through the College of Continuing Education or College of Liberal Studies at the University of Minnesota will not be accepted for transfer.
- Credits taken the year before admission through 99PRD registration (graduate, non-degree seeking status through the university) do not count against the department 18 credit limit and may be brought in above the credit limit if the courses were taught by current, regular faculty. However, the graduate school has a limit on these 99PRD credits (see below).
- The Graduate School allows a maximum of 12 semester credits taken in a non-degree status (99 PRD and other types of non-degree seeking registrations). **Please refer to the Graduate School Catalog for details and consult with DGS staff and adviser before making assumptions about transfer credits.**
- Official transcripts of the course work must be attached to the degree program form if not submitted earlier in the admissions process.

Quarter/Semester Credit Conversion

To convert quarter credits to a semester-based program, multiply the number of quarter credits by .67 to obtain semester credits.

CHAPTER 3: Department and Graduate School (GS) Procedures and Timelines

Ed.D. Examinations and Papers

During their program, students complete the following examinations and papers in the order listed. Each is explained in greater detail below.

1. Degree Program (**must be filed one semester before Preliminary Oral Examination**)
2. Written Preliminary Examination
3. Department Preliminary Oral Examination (includes chapters I and II of the applied thesis project)
4. Thesis Proposal (prospectus) & Prospectus Meeting
5. Human Subjects Approval of Conduct of Research (IRB approval)
6. Approval of Dissertation for Final Defense
7. Final Oral Examination: Defense of the Doctoral Thesis
8. Thesis Copy

1. Degree Program

The degree program is filed with the Graduate School usually during the second year of study. **It must be approved at least one semester before taking the preliminary oral exam.** The form identifies which courses the student has been and will be taking, and who will serve on the preliminary oral committee (see discussion below regarding composition of the committee). Students should confer with their adviser(s) when developing the degree program form. To complete the program form, please review the Ed.D. Requirement Checklist (see section on Forms and Deadlines for details). The adviser(s) and the Director of graduate studies must approve the degree program; the Graduate School has final approval of degree program (see section on Transfer Credits in this handbook, and the [Graduate School Catalog](#) for details about transferring credits from other institutions and from other programs at the University of Minnesota).

The minimum requirements for the composition of the examining committee is four members: three from the major (one of whom is the adviser), and one from the minor or supporting program (i.e., outside the department). However, some faculty in the Department of Educational Policy and Administration have joint appointments in other departments and can be used by students as the outside member if appropriate for their program and approved by the adviser.

Students who elect to add a minor will have a minor adviser in addition to a major adviser. The minor adviser is a member of the committee, must sign the degree form and serves on the final examining committee. The minor adviser can serve instead of or in addition to a member from a supporting field. In the latter case, the student will have five rather than the required four members on the committee.

Checklist - Prior to completion of the form, read the GS instructions for completion. Below are the most common errors made in completion of the form.

GS 89a. (first page)

- Use the Web site below to verify the graduate status of committee members.
<www.grad.umn.edu/faculty_rosters/step1.asp>
- At least three names listed under “Major Field Examiners” and one identified as chair/adviser.
- Adviser has SM or ASM¹ appointment in the graduate school.
- At least one name in the “Minor, Related Field, or Supporting Program Examiner” Who has graduate status in another department.
- If student has declared a minor, the minor adviser’s name must serve on the committee under “Minor”.
- At least 2 of the 4 faculty have SM or ASM¹ appointments in the graduate school. Both the adviser and the person chairing the final exam must have SM or ASM status. Adviser can not chair the final exam.

¹ SM=Senior Member; ASM=Affiliate Senior Member;

Form
GS 89a &
89b
Degree
Program

M2=Member/Advising; AM2=Affiliate Member/Advising

GS 89b. (second page)

- All I.D. and personal information blanks are completed.
- Under “Major”, both the major (EdPA) and the track are indicated, e.g., EdPA – International Ed.D.
- “Minor” is left blank unless student has formally declared a minor.
- Courses are listed chronologically – first courses listed will be those to be transferred
- Total number of credits of transfer courses does not exceed the limit indicated in the handbook.
- Transfer courses do not include any undergraduate courses, graduate courses taken as an undergraduate, Continuing Education or Liberal Studies courses.
- For transfer courses, institution name is provided rather than the instructor name.
- Transcripts are not needed (students should have turned in official transcripts when applying).
- Courses TO BE TAKEN IN THE FUTURE are included (date to be taken can be left blank). Any needed course substitutions can easily be made later through a petition.
- In the column “Major Course/Other”, a check appears under “Major” for all EdPA courses regardless of whether or not they are required in the student’s program.
- In the column “Major Course/Other”, a check appears under “Other” for courses in all other departments regardless of whether or not they were required in student’s program. That is, any course in another department, even if required in the EdPA program, is considered “other” by the Graduate School.
- All of course credits listed are semester courses; if courses were taken under quarter system, credits have been converted to semester credits (see conversion table under “Transfer” in Handbook).
- All required courses in the program are listed (unless adviser approved substitutions); courses listed on program can be checked against the program requirements (see Chapter 2 in Handbook).
- The total sum of all EdPA course credits are entered under “Total Major Credits” (should not include the 24 thesis credits).
- The total sum of all credits other than EdPA are entered under “Total Other Credits”.
- “Total Major” plus “Total Other Program” equals the “Total Credits”. This total of the previous two categories does NOT include the 24 thesis credits.
- Sign as adviser and, if applicable, ask student to obtain signature of minor adviser before submitting to the DGS staff.

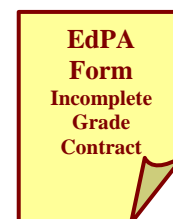
The petition process to modify a filed program

After the program is filed, students can complete a petition to request the following: change in the course work on the approved degree program form, an extension of time to complete the degree (5-year time limit to complete the doctoral degree is computed from the semester following the passing of the preliminary oral examination), and transfer of course work not originally on the approved degree program form.

The adviser and DGS must sign the petition. Completing the petition process is not difficult; students should not postpone the filing of their program past their second year based on the assumption that they may not be able to take the specific courses currently planned or that the process of changing the program would be difficult.

Students must complete all courses on the program for graduation (unless petitions have been filed); no incompletes can remain in the filed program. Students requesting an incomplete grade must complete a contractual form signed by both the student and the instructor. The form specifies what must be done before the incomplete grade can be removed (form available on the department web site under “Student Resources”,

<http://education.umn.edu/edpa/StudentResources/>).



2. Written Preliminary Examination

Successful completion of the written preliminary examination is a necessary step in the process of advancing to doctoral candidacy in the Department of Educational Policy and Administration. Before taking the preliminary oral examination and advancing to candidacy, students must pass a written preliminary exam.

Eligibility

To be eligible to write the preliminary examination, students must have completed or be currently enrolled in the last of their department and program core courses, have an “active” status with the Graduate School (maintained by registering every fall and spring), and be in good standing with the Graduate School. Students do not need to be enrolled for course credit at the time of the writing of the preliminary examination. **In order to demonstrate timely and adequate progress toward the degree, students should schedule and complete the written preliminary examination no later than the semester following the completion of coursework. The cohort faculty coordinator (s) will communicate the exam process to the specified on-site proctor.**

Procedures

Students in all program areas must register with DGS staff for their written preliminary examination. **With faculty coordinator/adviser and DGS staff approval, members of the international Ed.D. cohort may arrange to complete the written exam at their international work site on a mutually agreed upon day and time. Working with the CGS and faculty coordinators, students may nominate an off campus exam proctor (typically a supervisor or colleague who does not report to student).** The student must complete a proctor information form (see EdPA webpage under “Student Resources”) and obtain approval from the DGS staff. The proctor receives the examination from the department, administers the examination, and returns it to the department within a designated time frame.

For each student, the pass or fail of the examination (original or retake) is reported on the Preliminary Written Examination Report Form, and signed by the student’s adviser and the Director of graduate studies in Educational Policy and Administration. The result is then sent to the Graduate School. This must be done before the preliminary oral examination can be scheduled.

Closed-book written examination

The Ed.D. preliminary examination is designed to assess the student’s familiarity with content, interconnections, and meaning of the program’s core curriculum. It is intended to test a student’s capacity for informed, coherent, and critical reflection on dimensions of educational leadership such as conceptual approaches to thinking about leadership and educational organizations; essential skills for educational administrators; and leadership applications to such issues as educational quality, student achievement, diversity, equity, justice, and quality assurance in education.

This is a four-hour closed book examination. Students will be presented with three or four questions of which students need to answer two. The examination does not seek to test students’ memory for fine detail. The questions, which will be prepared by the program co-directors, will be broad. Students are expected to present well-written, well-reasoned, critical, integrative discussions. Outlining one’s response to a question in advance of writing is highly recommended. Answers will be scored on quality, not length. References to the ore literature and key authors are expected.

Responses to the written preliminary examination should demonstrate:

- 1) Clarity in framing issues, elucidating ideas and structuring arguments;
- 2) Reasonable completeness regarding main points and themes;
- 3) Coherent reasoning from assumptions to conclusions;
- 4) Thoughtful use of evidence to support assertions; and
- 5) Appropriate as well as correct use of English language.

Students can chose to complete the examination using computer or paper and pencil (a computer is preferred). Students take the examination approximately the same time as other members of the cohort. The preliminary written exam is anticipated for Fall 2007.

Grading of the Preliminary Exam

Each of the questions will be read by two faculty readers selected by the program faculty members. Each reader will independently evaluate each essay response to the questions on Part I and assign a score of “Pass”, “Revise”, or “Fail”.

If the ratings of the two readers are different, a third program faculty member will be asked to evaluate the exam, serving as a tie breaker (this may result in a delay in returning the results to the student). A student must receive a pass from at least two readers to pass the preliminary examinations. A faculty member who assigns a “revise” or “fail” must specify the key shortcomings of the paper. Since the purpose of the exam is to determine whether or not the student is ready to proceed in the program, the feedback on the exam is limited to those who fail or must revise the exam.

If an exam is assigned a “pass”, the student and adviser receive a letter indicating such and no reader feedback is provided. In the event that the first writing is not a pass (i.e., is either a “revise” or a “fail”), the student’s adviser will provide the student with the readers’ feedback comments.

If the first writing is a “revise” the student is allowed to revise a question or the exam. The revision uses the same exam question(s) as the first exam. The possible outcomes of this revision are “pass” or “fail”; there is no option for revising the revision response.

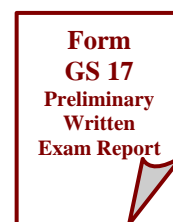
If the first writing is a “fail” or if the revision is a “fail”, the student is allowed to take a new, second examination at the next administration. The possible outcomes of this second writing of the exam are “pass”, “revise”, or “fail”. If the exam attempt #2 receives a “revise”, the student may revise the response to the same exam. Should exam attempt #2 or revision of attempt #2 result in failure, an additional attempt may be allowed, but only on the basis of a petition.

A petition to take another exam must persuasively indicate extenuating circumstances for previous attempts that were not successful. In the instance of a petition, the program faculty will determine whether or not to allow an additional writing of the exam. If the petition is successful and the student is allowed to take another exam, the exam options are only “pass” or “fail”. If this final exam is failed, another attempt will not be granted in any case.

Notification

Notification of the outcome of the examination will be sent to students and their advisers as soon as the faculty exam readers have read the exam and the results have been determined. Since the grading of some exams will be finished before others due to individual faculty schedules and commitments, not all students will receive notifications at the same time. In addition, any re-readings that must be completed to break a tie will delay the notification of results to the student.

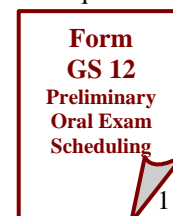
When the preliminary written exam has been passed, the adviser receives a copy of the Preliminary Written Examination Report Form (GS Form 17) <www.grad.umn.edu/Current_Students/forms/gS17.pdf>. The adviser signs and returns the form to the DGS. This must be completed before the student can schedule the preliminary oral examination.



3. Oral Preliminary Examination

The oral preliminary examination is the point at which a student’s candidacy for the Ed.D. degree is determined. The examination is conducted by the student’s four committee members, all of whom have advising status within the Graduate School. Three members are from within the Department of Educational Policy and Administration and one is from outside the Department. At least two weeks prior to the oral preliminary examination, the student must provide a copy of the literature review to each committee member.

In order to demonstrate timely and adequate progress toward the degree, students should schedule and complete the oral preliminary examination no later than the end of the second continuous semester following the completion of the written preliminary examination. Requests for extension beyond the required date must be approved by the adviser and the Director of graduate studies. **It is the student’s responsibility to schedule the preliminary examination with the committee members on a suitable date, reserve a room through the department office, and notify the Graduate School of the date and time at least one week in advance of the examination by filing the Doctoral Preliminary Oral Examination Scheduling Form (GS Form 12)**



<www.grad.umn.edu/Current_Students/forms/gsl2.pdf>); notification can also be completed via the Web or by calling the Graduate School (5-5833). The Graduate School sends the oral preliminary examination form to the committee chairperson.

The preliminary oral is a general knowledge examination, which is conducted in accordance with Graduate School policy. All assigned members must be present at the preliminary oral examination. Substitutions can be made in the case of an emergency, but the Graduate School must be informed in advance of the examination; only an adviser or the DGS staff can notify the Graduate School. The absence of a member results in an invalid examination. In advance of the exam, the chair of the committee receives from the Graduate School the Preliminary Oral Examination Form, which must be signed and returned within 24 hours of the examination.

The preliminary oral examination is in two parts: Part I which is Chapters I and II of the applied thesis project. Part II is the Thesis Proposal (Prospectus) paper that includes methodology and methods plans for conducting the field project. The format of the Part I exam includes the following process:

- a) Three to five minutes of self introduction, sharing relevant professional background, experiences, and describing his/her interest in the thesis topic,
- b) Ten to 15 minutes presenting the study rationale and brief overview of the literature, emphasizing key findings, as well as gaps in the literature, and
- c) Five to ten minutes discussing the thesis problem statement and research question(s) that will guide the thesis research.

During the preliminary oral examination, committee members may ask question related to the field study topic or any area covered in the student's academic program. After questioning, the student is excused and the committee members independently vote by ballot to "pass," "pass with reservations," or "fail" the student's examination. Members then engage in a discussion about the student's examination and finally, vote a second time. To pass the examination, the student must receive at least three of four pass votes.

A "pass with reservations" qualifies as a "pass" for vote counting purposes, but the exam outcome is recorded as "pass with reservations." This outcome requires the committee chairperson, in consultation with committee members, to construct a letter to the Graduate School that indicates the specific nature of the reservations and the steps that must be taken for the reservations to be removed. The student receives a copy of the letter. The final oral defense may not be scheduled or conducted until the Graduate school receives a letter indicating that the reservations have been removed.

If the student has expanded the Part II examination paper into a fully developed project prospectus, the second part of the oral preliminary examination can function as a Prospectus Meeting with adviser approval (presenting prospectus and obtaining approval from the committee) in lieu of an oral examination over the Part II exam. Holding the Prospectus Meeting as a part of the Oral Preliminary Examination has the advantage of eliminating the need for a second meeting of the committee; the disadvantage is that to develop a full prospectus takes additional time after completing the Part II paper.

After a successful oral examination, the student becomes a candidate for degree and may then register for thesis credits (the total of 24 must be taken over at least two semesters, which may include the summer term).

The semester after passing the preliminary oral examination, the student must file the Thesis Proposal Form with the Graduate School.

4. Thesis Proposal (Prospectus) & Prospectus Meeting

The student must complete a formal thesis proposal (prospectus) to present at the thesis proposal meeting. After the student has passed the oral preliminary examination, the student will work with their faculty adviser to develop a comprehensive written field study topic that details the plans for completion of the field project for committee review.

The written prospectus for conducting thesis research typically includes at least the following:

- a brief and focused presentation of relevant literature,
- a statement of the problem,
- specific research questions that will guide the inquiry,

- limitations and delimitations,
- the research design with a corresponding rationale,
- specific sampling, data collection, and data analysis procedures that will be employed in the study, and
- instruments that will be used in the study.

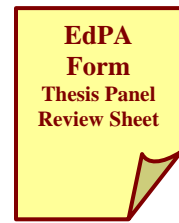
For most students, the prospectus serves as very good draft for the final Chapters 1 and 3 of the doctoral thesis. **At least two weeks prior to the prospectus meeting, the student must provide each committee member with a complete draft of the prospectus.**

Thesis Proposal (Prospectus) Meeting

After the student completes the preliminary oral examination and the formal thesis proposal (prospectus), but prior to the beginning the thesis research, the student meets with his or her adviser(s) and the other members of the thesis panel to discuss the thesis proposal. Approval of the prospectus for thesis research is granted by the student's three department committee members (the outside member is frequently in attendance as well).

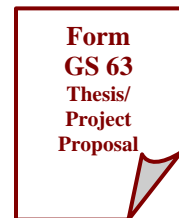
At the time of the prospectus meeting, the student presents a summary of the proposed research, focusing on the specific design and methodology. The faculty then pose questions and offer suggestions for improving the design and methodology of the study. Only after the approval of the prospectus, should the student complete the forms for human subjects and begin the research process.

Students should bring a Thesis Panel Review Sheet (see form in department Web site under "Student Resources" <<http://education.umn.edu/edpa/StudentResources/>>) to their prospectus meeting. At the prospectus meeting, the student and faculty panel come to an understanding of what the student proposes to do for the dissertation research project. The panel members are responsible for reviewing and approving the proposal outlining the content and methods of the study. These graduate faculty have the responsibility to ensure that the proposed study meets high standards for the ethical and relevant conduct of research at the University of Minnesota. For this reason, students must present very specific procedures for the conduct of the proposed research. Approval will not be granted until the written prospectus and the student's presentation indicate that the student is prepared to initiate application to the Human Subjects Committee and, upon approval from this panel, initiate data collection. The prospectus approval process not only serves to ensure the integrity of research conducted through the University of Minnesota, it also serves as a safeguard for students.



The panel members evaluate the content and method of the proposal and may authorize the conduct of the study pursuant to the proposal, amend the proposal during the course of the review as a result of suggestions, or reject the proposal. Approval of the research prospectus indicates faculty support of the proposed research design and methodology. The signed Thesis Panel Review Sheet should be returned to the EdPA Graduate Studies staff; the form is a department document and does not go to the Graduate School. After the department form has been signed, the three-part thesis proposal form from the Graduate School (GS 63) should be completed and forwarded to the EdPA Graduate Studies staff who will forward to the Graduate School for approval.

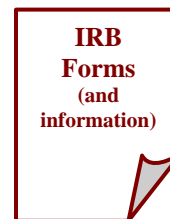
The three-part thesis proposal form consists of the Transmittal (GS 63a) with recommended final committee members, Title of Ed.D. Thesis (GS 63b), and Thesis Abstract (GS 63c). After obtaining approval of the Thesis Proposal Form, the student can obtain from the Graduate School the Graduation Packet consisting of the Application for Degree Form the Commencement Attendance Approval Form, the Reviewers Report Form, Microfilm Agreement, Survey of Earned Doctorates, copyright information, and degree clearance instructions. Note that most of these documents can be obtained online at <www.grad.umn.edu/current_students/forms/doctoral.html>.



5. Human Subjects Research Approval

Any research that employs the use of human subjects on or off campus must be approved in advance by the Human Subjects Committee prior to the gathering of the data. The University of Minnesota and federal policies require that each project involving humans subjects be reviewed with respect to: (1) the rights and welfare of the individual(s) involved, (2) the appropriateness of the methods used to secure informed consent, and (3) the risks and potential benefits of the investigation.

Information and forms are available at <www.urb.umn.edu/applying/> or the Institutional Review Board (IRB) Office. Questions concerning exemptions or other aspects of human subjects research review should be addressed to the IRB: Human Subjects Committee at (612) 626-5654 or fax (612) 626-6061. The web site provides detailed information about the process and the conditions for each of the possible levels of review. There are three form/level options: a “full committee review”, an “expedited review” and an “exempted review”. The “full review” requires a full review of the IRB and may take four to six weeks for review and notification of their decision. These forms are appropriate for research designs that may involve a potential threat to the human subjects and thus may involve more deliberation. The “expedited review” involves minimal risk to human subjects but has some risk elements. The “exempted review” applies to those research projects that involve some minimal risk and thus is exempt from further IRB review. Most research in the department qualifies for the exempted review. Exemption waives only the need for further review and does not negate the need for the consent of subjects where applicable. The exempted review requests an exemption from the full review of the board and takes about two weeks for a review and decision. The forms must be signed by student, adviser and department chair; no DGS signature is required (the line for DGS signature applies to faculty research only). If, however, the adviser and the department chair are the same person, the college dean needs to sign the form.



Research may not be initiated until written notification of exemption is received. This includes recruitment of subjects, advertising, mailing or distributing consent forms, and data gathering. Any requirements indicated in the response of the Human Subjects Committee must be addressed before commencement of the research project.

6. Approval of Dissertation for Final Defense

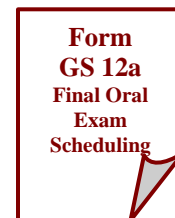
A complete and essentially final draft of the dissertation must be submitted to and approved by the three readers prior to the final oral defense. The judgments of the readers are recorded on a Reviewers Report Form that the Graduate School includes in the student’s Graduation Packet. Two of the readers are from inside the department and the third reader is the outside/minor adviser committee member (if the student has elected a minor, the minor adviser must be a reader). **Each reviewer is allowed at least two weeks to read the complete written dissertation. Each reader makes an independent determination about the readiness of the dissertation for final oral defense. In order to proceed to the final oral defense, all of the reviewers must indicate that the thesis is “acceptable for final defense” or is “acceptable with minor revisions”.** If any reviewer indicates that the thesis is “unacceptable for defense and requires major revisions”, the reviewer must inform the student in writing of the revisions required. Such revisions must be made prior to the final defense.

7. Final Oral Examination: Defense of the Doctoral Thesis

Upon completion of the dissertation, the student defends the dissertation at a formal meeting of the dissertation committee. This final oral examination is conducted in accordance with Graduate School policy. The committee consists minimally of four members: three members from the major field and one from a supporting program/minor (if a student has elected a minor, the minor adviser must be a reader and must be present at the final examination). **A member other than the adviser must chair the final oral examination. All assigned committee members must be present at the final examination. The absence of any member results in an invalid examination. Substitutions can be made in the case of an emergency but the Graduate School must be informed in advance of the examination; only an adviser or the DGS staff can notify the Graduate School.**

To be eligible for the final oral examination a student must meet the following criteria: (1) satisfactorily completed all work on the official doctoral degree program form; (2) passed both the written and oral preliminary examinations; (3) maintained active status (have registered each fall and spring); (4) satisfied the thesis credit requirement; and (5) be within the time limit for degree completion, i.e., within five years of the oral prelim. In addition, the thesis must have been certified by the three readers (two in the major and one outside the major) as ready for defense; the Reviewers’ Report Form must be filed in Graduate School at least one week before scheduled exam.

It is the student’s responsibility to schedule the final oral examination with the committee members on a suitable date, to reserve a room through the department office, and to schedule the exam with the Graduate School at least one week in advance of the



examination using the Examination Schedule for Doctoral Final Oral; scheduling can also be done via the Web <www.grad.umn.edu/current_students/forms/doctoral.html> or by phone (5-0168). The Graduate School will not release the Examination Form to the adviser until the student has scheduled the exam. It is also the student's responsibility to provide all committee members with copies of the completed dissertation in advance of the final oral examination; students should allow committee members a reasonable length of time to read the thesis, at least two weeks prior to the scheduled oral defense.

The examination is a thesis defense although questions and discussion may focus on related areas. The examination consists of three parts: (1) a seminar open to the public in which the student presents the thesis research (check with adviser regarding length and format); (2) a closed meeting between the candidate and the examining committee during which committee members ask questions of the candidate that may include questions in related areas as well as the thesis; (3) after excusing the candidate, a vote taken by the committee members on whether the candidate passed the examination. The exam will not exceed three hours. Before commencing the examination, the chair will ask the student and any guests to leave the room for a few minutes to give the committee members an opportunity to clarify any issues or ask questions of the chair or adviser about procedures.

Typically, the formal presentation of the thesis includes a summary of the research, i.e., the purpose, framework, data analysis, major findings, conclusions and implications for practice, policy and research. The presentation is typically 20-30 minutes and can be enhanced by handouts or overheads that outline the presentation and address key findings or conclusions. A short curriculum vitae may also be appropriate. The presentation should be rehearsed to improve timing, organization and ease in presentation.

The student may choose to open the student presentation segment of the examination to outside guests (e.g., family members, friends, graduate students, and faculty). After the presentation and a period of brief comments or questions from guests, they are excused. The faculty then pose questions to the student pertaining to any aspect of the dissertation. After questioning is completed, the student is excused and committee members independently vote once by ballot to "pass" or "fail" the student's defense of the thesis. In order to "pass", three of the committee members must vote "pass". While the three readers must have read the dissertation and signed the form indicating the dissertation acceptable for defense, the judgment made at the final oral relates to the acceptability of the defense of the dissertation by the candidate.

If the judgment is that the examination was a "pass" but minor revisions are needed in the dissertation, the committee members sign the final oral defense form. If the written thesis is judged to require substantial revisions, signatures are withheld until appropriate revisions have been made. If the signatures are withheld, the Graduate School must be notified in writing within one week of the examination of the specific revisions required. The letter is constructed by the final oral chairperson in consultation with committee members. The student receives a copy of the letter. Upon approval of the final written thesis, committee members sign the form. Please refer to the University of Minnesota [Graduate School Catalog](http://www.grad.umn.edu/catalog/) <www.grad.umn.edu/catalog/> for details about scheduling and reporting results of the final oral examination.

The department exam refreshment policy allows but limits the custom of providing refreshments at oral prelims, prospectus meetings and final oral defenses. The guidelines below are designed to focus the exam on the academic purpose rather than to serve as a distraction and put unwelcome financial pressures on some students. The department offers two guidelines for student provision of refreshments at these events:

- No refreshments are necessary or expected at oral prelims, prospectus meetings, oral defenses, etc. Coffee, tea, and water are typically available in the department office (Wulling 330).
- If students choose to provide refreshments, they should not exceed a beverage and one other item (e.g., cookies OR pastries OR any other similar item).

NOTE: The signed final exam Graduate School form must be submitted to the Graduate School within 24 hours of the examination (one working day). A copy is made for the student's file and should be submitted to the EdPA DGS.

8. Thesis

One unbound copy of the thesis and one copy of the thesis abstract (both signed by the adviser) are required for the Graduate School. University Microfilms, Inc., rather than the University Archives, serves as the official archival source for doctoral dissertations. The copy may be on standard white copy or printer paper. **Students should consult with advisers about other copies. Formatting guidelines can be found at**

GS 16
Formatting
Guidelines for the
Doctoral
Dissertation

www.grad.umn.edu/Current_Students/forms/doctoral.html.

Scholarly Written Products

The department has high expectations for doctoral scholarly written work. Student writing should reflect an appropriate level of basic composition skills, accepted professional writing style, and appropriate attribution.

It is important to note that the standards for scholarly writing are determined by the discipline as well as the cultural context. At the University of Minnesota, you will be expected to follow the standards and conventions of scholarly writing that prevail in the U.S.

Quality of Writing

A high level of writing skill is expected for graduate students. While the program offers courses to assist students to reach an appropriate level of research understanding and skills, students are responsible for attaining an appropriate level of writing skills.

To assist in this development, students can take advantage of various courses, services, and manuals. If appropriate, students should use a college level writing handbook for reference when completing written assignments. No specific grammar and composition handbook is recommended; several satisfactory versions are available in the University bookstores. For information about the wide variety of writing resources available to University of Minnesota students, see Chapter 5, Student Services and Resources.

Manuscript Writing Style

Students will be expected to use the manuscript style of the American Psychological Association (APA) in their writing. Learning and using the APA style early assists students in reading the professional literature and preparing their final dissertation. Students should note the guidelines in the APA Manual for general guidance about writing as well as for citation of sources including electronic references. APA assistance can also be obtained in an interactive, electronic resource; information is available at www.apastyle.org.

Academic Dishonesty/Plagiarism

As noted in the Web sites below, a major purpose of graduate education at the University of Minnesota is to instill in each student an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. To maintain the highest ethical standards of professional conduct and integrity, the university has articulated the complementary responsibilities of faculty and graduate students in support of intellectual honesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

Students need to be aware of the potential and consequences of plagiarism. Any work taken from another source must be documented, and in no case should another person's work be presented as one's own. The use of exact words of others, and previous research clearly requires citation; citing another's ideas through paraphrasing or restating someone's else's analysis or conclusions may be less obvious but is considered plagiarism if presented without attribution. Inadequate citations constitute plagiarism and can result in failing a course and possible dismissal from the University. If in doubt, students should check the APA Manual or consult with their professor or adviser. Examples of acceptable and unacceptable paraphrasing are on the next page

.Web sites of relevant information including university policies and procedures are below.

- Regents' code for student conduct follow this link:
<http://www1.umn.edu/regents/policies/academic/StudentConductCode.pdf>
This link leads to the Office for student academic integrity Web site. www.osai.umn.edu

- Code of Conduct, Mutual Responsibilities in Graduate Education, and Other Resources:
<www.research.umn.edu/ethics/>
- Academic Misconduct:
<http://www1.umn.edu/regents/policies/humanresources/Academic_Misconduct.html>

Time Limits for the Completion of Doctoral Degree

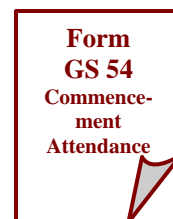
All requirements for the doctoral degree must be completed within five years from the end of the semester following the semester in which the student passed the preliminary oral examination. If the student is unable to complete the degree by the deadline, he or she may petition the Graduate School for an extension of the time limit. Petitions should be filed no later than early in the semester in which the time limit will expire. The petition must be completed by the student and signed by both the adviser and the DGS. For full details see the [Graduate School Catalog](#) and information from the Graduate School. Guidelines can be found at <www.grad.umn.edu/Current_Students/forms/doctoral.html>.

Graduation and Commencement

“Graduation” is often confused with “commencement”; they are different and have different deadlines and procedures. While the Graduate School degrees are awarded monthly, commencement is held only twice a year, December and May.

Commencement

The Graduate School commencement ceremonies are held in the late spring and late fall only. January through June graduates usually attend the spring ceremony, July through December graduates usually attend the fall ceremony. If you wish to participate in commencement, the Commencement Attendance Approval Form (sent to student from GS in Graduation Packet) must be turned in and approved about two months before the commencement ceremony (about April 1/October 1; check dates in [University Class Schedule](#) <www.onestop.umn.edu/onestop/graduating.html>). The Commencement Attendance Approval Form must be signed by adviser and the DGS. The adviser’s signature indicates that the thesis draft has been completed and that student is ready for but may or may not have taken the final oral exam.



Attending the ceremony does not imply that you have officially graduated. A [Commencement Handbook](#), containing information on academic costume, rehearsal, parking, etc., should be obtained from University Relations, 6 Morrill Hall or from the Information Booth in Smith Bookstore on the West Bank. Information is also available on the Web at <<http://www1.umn.edu/twincities/commencement>>.

In celebration of the accomplishments of our students, the Department of Educational Policy and Administration holds a reception a few hours before the commencement for our new graduates and their families and friends. E-mail invitations with details of the reception will be sent to the students participating in commencement and their advisers.

Graduation/Award of Degree

Graduate School degrees are awarded monthly. Graduate School students obtain the Application for Degree form and detailed graduation instructions from 316 Johnston Hall or online at <www.grad.umn.edu/current_students/forms/grad_packet/>. All Graduate School requirements must be completed by the last working day of the intended month of graduation. To graduate at the end of any given month students must:

- Submit their Graduate School Application for Degree form to the Student Service Center in 200 Fraser on or before the first workday of the month.
- Complete all other requirements by the last workday of the month.

Graduating before the end of the term may affect eligibility for student loans, housing, etc. Check with the appropriate office if you have questions on eligibility. The diploma will be mailed three to four months after graduation.



The department requests that new graduates complete the New Graduate Survey form found on the Department Web site under “Student Resources”. New graduate feedback helps us to improve the program, so we greatly appreciate your input.



CHAPTER 4: Planning Documents

The information and documents in this chapter will assist you in planning your program.

Course Planning

NOTE: This document is for planning use only for the preparation of the Degree Program Form that is submitted to the graduate school; this document is not submitted but serves as a planning document for you and your adviser.

<u>Departmental Core</u>	<u>Credits</u>	<u>Semester / Year Taken (or Transfer Information)</u>
EdPA 5001 Formal Organizations	3	_____
EdPA Doctoral Dissertation Sem.		_____
8011	1	_____
8012	1	_____
8013	1	_____
8014	1	_____
EdPA 8302 Educational Policy Perspectives	3	_____
<u>Program Core:</u>		
EdPA 5048 Cross Cultural Perspectives on Leadership	2 or 3	_____
EdPA 5103 Comparative Education	3	_____
EdPA 5044 Economics of Education	3	_____
EdPA 8002 Critical Issues in Contemporary Education	3	_____
EdPA 8095 Problems in Educational Policy & Administration	3	_____
<u>Electives</u>	<i>Need 9</i>	_____
_____		_____
_____		_____
<u>Methodology</u>		
_____	<i>Need 12</i>	_____
EPsy 5244 Research Methods: Survey Design	3	_____
EdPA 5501 Principles and Methods of Evaluation	3	_____
EPsy 5261 Introductory Statistical Methods	3	_____
_____	3	_____
<u>Outside Credits</u>	<i>Need 12</i>	_____
_____		_____
_____		_____
<u>Field project semester credits</u>		
maximum of 18 credits per semester or summer		_____

Plan for Ed.D. Committee

(This should be completed with adviser's guidance as a planning tool.)

A minimum total membership of four faculty must be identified for committee membership, one of whom must be outside of the department. It is generally expected that the outsider will be drawn from the supporting or minor program areas. If the student elects a minor, the minor adviser must be on the examining committee and must be a reader. The minor adviser is a member of the committee, must sign the degree program form and serves on the final examining committee. The minor adviser can serve instead of or in addition to a member from a supporting field. If the student elects to have both a supporting field member and a minor adviser, the student will have five rather than the required four members on the committee.

Preliminary Oral Committee:

Major Field Examiners (EdPA Faculty Members)

Minor or Supporting Field Examiners (Outside Faculty)

(Adviser & Preliminary Exam Committee Chair)

Final Oral Committee:

While the adviser serves as chair of the preliminary oral committee, the adviser or co-adviser cannot serve as chair of the final oral committee. The chair of the final oral committee may or may not be a thesis reader and may or may not be from the major field; however, the chair must hold full graduate status. A minor requires one faculty with graduate appointment in the designated minor. The minor adviser must serve as a reader on the final oral committee; a second outside reader may be added, if appropriate.

Major Field Examiners(EdPA Faculty Members)

Minor or Supporting Field Examiners(Outside Faculty)

Adviser/Reader (Reviewer)

Reader (Reviewer)

Reader (Reviewer)

International Ed.D. Requirement Checklist

Requirement of:	Requirement	Suggested Timeframe:	Date requirement completed:
Graduate School	Register for term admitted. Confirm that graduate school has transcripts and that immunization records are complete.	(date admitted)	
Department: Adviser	Develop program with adviser (use planning guide)	(first semester)	
Department / Graduate School	FORM: File degree program (One semester prior to Preliminary Oral Examination) GS Form 89	Fall 2007	
Department	EXAM: Take <i>Written Preliminary Examination</i> .	Fall 2007	
Department	FORM: Submit <i>Written Preliminary Examination</i> , Part II with “ Record of Completion ” sign off form.	Fall 2007	
Department	PROPOSAL FORM: Submit Field Thesis Project Proposal two weeks before <i>Oral Preliminary Examination</i> .	2 weeks before Oral Prelim.	
Graduate School	FORM: Verify adviser has filed the Preliminary Written Examination Report Form: GS Form 17 (after completion of exam, at least one week prior to the <i>Oral Preliminary Examination</i>).	At least 1 week before Oral Prelim.	
Graduate School	Schedule Oral Preliminary Examination at least one week before exam (must be at least one academic semester prior to Final Oral Defense).	At least 1 week before Oral Prelim.	
Graduate School	EXAM: Take Oral Preliminary Examination	Spring 2008	
Graduate School	FORM: Submit signed Oral Preliminary Examination Report (GS Form 18) form within one working day of completion of the Preliminary Oral Examination.	1 day after Oral Prelim.	
Department	MEETING: The prospectus meeting may be held with the Oral Preliminary Examination with adviser approval, but is most often after the Oral Preliminary Examination.	Prospectus after Oral Prelim.	
Graduate School	FORM: Submit 3-part Thesis Proposal Form for approval.	After prospectus meeting	
Institutional Review Board (IRB)	FORM: If applicable, file the Human Subjects Form	Prior to research	
Graduate School	FORM: File Application for Degree in <i>150 Williamson Hall</i> by the first working day of the month of intended graduation.	After research	
Department	Submit thesis to readers, allow at least two weeks.	> 2 weeks of Final Oral	
Graduate School	2 FORMS: Submit signed Thesis Reviewer’s Report form (GS Form 2); schedule Final Oral Defense (at least one week prior to the examination) and submit Scheduling Form (GS Form 12a)	> 1 week of Final Oral	
Graduate School	FORM: Commencement Attendance Approval Form (GS 54) by deadline published in the University Class Schedule.	2 months before graduation	
Department	Submit revised thesis to entire committee at least two weeks before exam.	> 2 weeks of Final Oral	
Department / Graduate School	Take Final Oral Examination. (Defend dissertation).		
Graduate School	FORM: Return signed Final Oral Examination Report (GS Form 19) with one working day of completion of the Final Oral Defense .	Within one day of Final Oral Exam.	
Graduate School	FORMS: Submit one copy of thesis abstract and one copy of thesis (signed by adviser), plus Microfilm Agreement Form and the Survey of Earned Doctorates by the last working day of the month of intended graduation.		

Graduate School forms can be found online at: <www.grad.umn.edu/current_students/forms/doctoral.html>

EdPA Department forms can be found online at: <<http://education.umn.edu/EdPA/StudentResources/>>

Graduate School Forms and Deadlines

The Graduate School (GS) program procedures include submission of the following forms. Unless otherwise noted, the forms are available on the web as noted, or in the hallway on third floor of Johnston Hall.

GS Form 89a and b - Degree Program and Degree Program Transmittal Form

This form is available online at <www.grad.umn.edu/Current_Students/forms/g89a.pdf>. Click “Degree Program Form” under “Current Students”.

Due: Forms usually filed after the first year of program for full-time students (must be filed before taking program preliminary written exam and at least one semester before Preliminary Oral Exam). Final approval takes approximately 6 weeks.

- On transmittal form, identify the adviser, two additional faculty in the major, and one faculty outside the major; if program includes a minor, the minor adviser must also be listed (all must have agreed to serve on the committee) (all must have agreed to serve on the committee). Signed by DGS.
- On degree program form, list chronologically all courses in program (including those from previous graduate work applied to this program). See other tips for completing the program form in Chapter 3. Signed by adviser, minor adviser (if applicable) and DGS.

GS Form 17 - Preliminary Written Examination Report for Doctoral Degree

This form is available online at <www.grad.umn.edu/current_students/forms/doctoral.html> Click “Preliminary Written Examination Report (Doctoral Degree)” under “Forms for Current Students.”

Due: Filed at least one week before Preliminary Oral Exam (check with graduate school to verify status).

- Signed by adviser and forwarded to DGS for signature after adviser receives notice that written prelim exam has been passed.
- Check with adviser to make sure the form has been submitted to the graduate school.

GS Form 12 - Doctoral Preliminary Oral Examination Scheduling Form

This form is available online at <www.grad.umn.edu/current_students/forms/doctoral.html> Click “Doctoral Preliminary Oral Examination Scheduling” under “Forms for Current Students.”

Due: Form must be filed at least one week in advance of exam (note three conditions that must be met before eligible to take exam: program and GS Form 17 on file in Graduate School, and currently Active, i.e., registered within last 12 mo.).

- Verify eligibility, i.e., have an active student status and forms GS 17 and GS 89 above are on file.
- Once filed, the GS will send chair the preliminary oral exam form.

GS Form 18 - Preliminary Oral Examination Form

Due: Must be filed within 24 hours of examination.

- Sent by GS to the adviser who serves as Chair of examining committee AFTER student has scheduled exam.
- Preliminary Oral Examination Form is signed by all committee members after completion of oral examination.
- Deliver form to Graduate School.

Thesis Panel Review Sheet

The form is available on the department Web site under “Forms” in “Student Resources”

<<http://education.umn.edu/edpa/StudentResources/default.html>>

Due: Filed with department Graduate Studies Office after prospectus meeting

- Obtained from department Web site
- Student brings to the prospectus meeting. At the prospectus meeting, the student and faculty panel come to an understanding of what the student proposes to do for the dissertation research project. Student and faculty panel sign.
- Filed with the GS office (student should make copy if any suggestions for change are made).

Human Subjects Committee Form, if needed

This form is available online at <www.irb.umn.edu/applying/> .

Due: Before initiating research including solicitation for participation.

- MUST be submitted to and approved by the Human Subjects Review Board PRIOR to initiating research.
- Signed by student, adviser and department chair; no DGS signature is required (the line for DGS signature applies to faculty research only).

GS Form 63a, b and c - Thesis Proposal Transmittal Form

Pick up packet in Johnston 316 or request via the web at <www.grad.umn.edu/current_students/forms/doctoral.html>. Thesis Proposal Transmittal Form is also available online at the Web site above. Click "Thesis Proposal Form" under "Forms for Current Students." Final approval of proposal takes approximately 6 weeks.

Due: Submit to DGS for signature the semester after passing the Preliminary Oral Examination

- Form 63 a: Includes names of at least four faculty for final oral examination (three in major, one outside; must include a minor adviser, if applicable); three are identified as readers (must include adviser, one additional faculty member in major, and one outside the major (a minor adviser must serve as a reader); one is identified as chairperson of exam (chair cannot be adviser).
- After receiving approval of GS Forms 63a, b, and c, obtain the Graduation Packet (Thesis Reviews Report Form, Application for Degree Form, Commencement Attendance Approval Form, Microfilm Agreement, Survey of Earned Doctorates, and other graduation instructions).

Graduation Packet found online at <www.grad.umn.edu/current_students/forms/grad_packet/>

This packet should be ordered or picked up after receiving approval of GS Forms 63a, b and c.

- Contents:
- 1) Reviewers Report Form (not available on the web)
 - 2) Application for Degree Form (not available on the web)
 - 3) Commencement Attendance Approval Form
 - 4) Other graduation information

1) GS Form 2 - Reviewers Report Form for Ed.D. Thesis

This form is not available on the web and can be obtained only from the Graduate School in the Grad Packet.

Students circulate the form to readers with dissertation before scheduling final exam with Graduate School.

Due: Submit to Graduate School at least one week prior to the exam; same time as form below.

- Provided to student by GS in Graduation Packet once Thesis Proposal has been approved.
- Student should submit this form to the designated three thesis readers along with the complete thesis draft (indicate to readers that form is being circulated for their signatures).
- Signed by the three readers/reviewers indicating thesis is ready for final oral defense, then sent to the Graduate School (defense cannot be held until all readers sign indicating ready for defense with or without minor changes).
- Allow at least two weeks for readers and committee members to read thesis draft.

2) OTR Form 180 - Application for Degree Form

This form is not available on line.

Due: After approval of Thesis Proposal and by first day of month of graduation.

- Provided to student by GS in Graduation Packet once Thesis Proposal has been approved.
- Signed by adviser only if thesis draft is ready for defense.
- Submitted to OTR (Office of Registrar) by first working day of intended month of graduation.

3) GS 54 - Commencement Attendance Approval Form

This form is also available online at <www.grad.umn.edu/current_students/forms/doctoral.html>. Click "Commencement Attendance Approval Form" under "Forms for Current Students."

Due: Deadline is about two months before commencement ceremony and is published in Class Schedule.

- Provided to student by GS in Graduation Packet once Thesis Proposal has been approved.
- Signed by adviser and DGS indicating student has met department's requirements for commencement attendance (i.e., thesis draft is completed and student is ready for but may or may not have taken the final oral examination).
- Submit to GS.

4) GS Form 12a - Examination Schedule for Doctoral Final Oral

This form is also available online at <www.grad.umn.edu/current_students/forms/doctoral.html>. Click "Doctoral Final Oral Examination Scheduling" under "Degree Progress."

Due: Filed at least one week before exam.

- Available to student from GS in Graduation Packet once Thesis Proposal has been approved.
- Completed by student after GS Form 2 has been signed by readers and sent to GS.

GS Form 19 - Final Oral Examination Form

Due: File by last working day of month in which student would like to graduate.

- Sent to chair of final oral (not adviser) by GS before the exam.
- Signed by all final oral examination committee members after a single vote.
- Returned to GS within 24 hours of examination.

Microfilm Agreement Form

Due: Submitted with fee by the last working day of the intended month of graduation.

- Provided to student by GS in Graduate Packet.
- Submitted with the Survey of Earned Doctorates (sent in Graduate Packet with return optional), and one copy of the thesis abstract (limited to 350 words) and one copy of the thesis (all signed by the adviser).

Doctoral Thesis/Project

Due: Submit to GS after revision recommendations have been made.

- Guidelines provided to student by GS in Graduation Packet once has been submitted.
- Guidelines contain specifications for one abstract and one unbound copy of the thesis to be submitted to Graduate School.
- Guidelines may change from year to year; current version of GS #16 should be obtained.

Special Purpose Forms

Petition: This form is available online at <www.grad.umn.edu/current_students/forms/doctoral.html>

Click “Graduate School Petition Form” under “Forms for Current Students.”

This form is to request changes on an approved program or extension of time to complete degree; see details in section on Degree Program.

Change of Status/Readmission Form: Obtained from Graduate School. Also available online at <www.grad.umn.edu/current_students/forms/> Click “Change of Status / Readmission Form” under “Forms for Current Students.”

This form is for readmission to the Graduate School (if you have not maintained active status) or change of major/degree objective (if you wish to change majors or are applying for a different degree, e.g., have completed a M.A. and now are applying for a Ed.D.).

The Graduate School requires students to register each fall and spring to remain active. If students become “inactive” they will automatically be withdrawn from the Graduate School and must reapply for admission to the department and the Graduate School. If applying for readmission, the department readmission form requires the adviser signature and a detailed timeline for completion of components left in program, e.g., course work, preliminary exams, prospectus, final defense, etc. See department web site <<http://education.umn.edu/edpa/>> under Student Services for a copy of the form and directions for completion.

Student Name Change Request: Use this form to change your official name on your student record. The form is not available on the web but can be requested from the Registrar’s Office.

Course Time Conflict Approval: If you and your adviser agree that you should take two courses that have a time conflict (or that is judged by the registration computer program to have a time conflict), an approval form can be submitted to over-ride the computer registration problem. However, approval of both instructors is needed. The form can be obtained at OneStop <www.onestop.umn.edu/onestop/Forms/accessible/course_time.html>.

Full-time Status with a One-Credit Registration: Application form obtained online at

<www.grad.umn.edu/Current_Students/registration/FTE_procedures.html>

Advanced doctoral students who qualify can apply for full-time status and register for one-credit (EdPA 8444) to certify “full-time” status, a condition for loan deferment, eligibility for assistantships, and registration for some fellowships. See Web site above for eligibility for this “full-time” status. Deadlines are early the previous semester.

CHAPTER 5: Student Services and Resources

The University of Minnesota [Graduate Student Handbook](#) contains detailed information about various opportunities and resources available to assist graduate students during their career at the University. The [Graduate Student Handbook](#) is available on the web <www.grad.umn.edu/Current_Students/handbook/> the general contents are indicated below. It includes information about resources around the Twin Cities in addition to useful information for students at the University of Minnesota.

Identification Card

The University of Minnesota student identification card, the U Card, will be needed for general privileges and access, e.g., use of libraries. Students need to obtain their photo identification U Card from the University Card Office, G22 Coffman Memorial Union, 300 Washington Avenue SE, 612-626-9900. Information about U-Card is at <<http://www1.umn.edu/ucard/>>. Students will need to bring photo identification such as a driver's license or passport. No charges are made for the initial card; if lost, students will be subject to a replacement charge.

Library

Many of the resources needed by EdPA graduate students are located in Wilson Library on the West Bank. Among the collections are those for Education, Psychology, Children's Literature Research Collection, Education/Psychology Reference, and University Archives (includes non-circulating dissertations). The Wilson Library circulation desk can be reached at 612-624-3321. The web address is <www.lib.umn.edu>.

Wilson Library also contains additional resources including government documents, a circulating collection of dissertations on open shelves on the second floor, and information about dissertations by departments in a document in the Reference Room on the first floor (LD3337.A5). *Dissertation Abstracts International*, available in Wilson Library, can also be accessed through the LUMINA Index or a CD-Rom in Wilson. The circulation desk can be reached at 624-3321; the reference desk at 626-2227. Remote access/direct dial to LUMINA is (612) 625-6009 (up to 2400 baud); (612) 624-7539 (9600 baud); 1-800-U-LUMINA.

University Libraries have added a new service, Mobile Librarian, specifically for the College of Education and Human Development. The Mobile Librarian for Education can be accessed at <www.education.umn.edu/library>. Students can either schedule a personal appointment at their location or use "Ask Us" to get a quick answer to a question using e-mail or chat tools. Workshops are also offered for the development of search strategies and exploration of library resources.

Below are several new electronic tools available through the library. PLEASE take some time to explore each. EdPA students have very positive reports of these tools.

1. "Find It": Get into the library Web site and you will find the button "Find It" - it is also available at the site <www.lib.umn.edu/help/finditfaq.phtml>. This is an extremely helpful new tool when doing document and resource searches.
2. RefWorks: A personal bibliographic management software that is online and free to students and faculty, RefWorks is at <www.lib.umn.edu/refworks/>. It is similar to EndNote, but the data is stored online and not on your computer. You must register through the library Web site to use it the first time.
3. Assignment Calculator: <www.lib.umn.edu/help/calculator>. This tool generates steps and tips for writing a paper.
4. Dissertation Calculator: <www.lib.umn.edu/help/disscalc/> generates steps for finishing a dissertation.

Tuition Rates/Fees

Updated graduate tuition rates and fees are posted in the Class Schedule on <<http://onestop.umn.edu/>> for each semester. Minnesota residents will pay lower tuition rates than non-residents. To qualify for resident status, students must reside in Minnesota for at least one year prior to the first day of class attendance. Reciprocity rules vary by neighboring states. See specific information at <www.onestop.umn.edu/onestop/Tuition_Billing/Tuition_Rates/Reciprocity_tuition_and_fee_rates.html> or contact the Resident Classification and Reciprocity Office located in 240 Williamson Hall (625-6330; admissions@tc.umn.edu).

Professional Activity Support

Financial assistance is made available by the department to help defray expenses for students who are making qualifying presentations at professional meetings. Qualifying requests will be considered as long as the allocated funds are available. Priority will be given to research papers and to national or international conferences. Currently, the funding limit

is \$300 each fiscal year (July 1-June 30) to be apportioned among one or more qualifying trips. An application requesting support should be completed and forwarded to the Department Chair forty-five days in advance of planned travel. The application should include a copy of the invitation to present or a proposal acceptance letter along with a copy of the proposed paper. An application is available on the department web site under "Student Resources" or from the DGS staff. Students whose research is funded should seek funding from the grant. Other sources of funding and reduction of costs (e.g., sharing rooms at conference) should be investigated.

The Community of Scholars Program (COSP) has travel grants available for underrepresented domestic graduate and professional students. Up to \$1,000 per student is budgeted by COSP for students to present a paper at a national or international conference. Priority is given to first-time applications. A second award may be funded at 75% of an initial grant award; a third award may be funded at 50% of initial award. Requests must be submitted at least one month prior to travel. Underrepresented domestic students should call COSP at 626-4546.

Writing Support for Graduate Students

If writing is a skill needing improvement, students are encouraged to take advantage of the resources listed below.

Workshops, Consultation, and Counseling

The Learning and Academic Skills Center (LASC) in 109 Eddy Hall offers students individual assistance and general workshops in several areas including the improvement of writing. Part of the University Counseling and Consulting Services, LASC offers a wide variety of support services, including dissertation and thesis support groups; graduate student seminars on topics such as time management, communicating with advisers, and overcoming procrastination; and individual academic and personal counseling on such subjects as coping with graduate school stress, making the academic and personal transition to graduate school and developing graduate level study skills. Check the Web for more details at www.ucs.umn.edu/lasc/lasc.html or call 612- 624-3323. For information about the types of academic assistance, click on "Learning and Career Services". After students have completed a registration form in 109 Eddy Hall, they can sign up for an appointment to receive services.

Online Tutoring

Free writing tutoring is available for graduate students at Online Writing Center www.owc.umn.edu. Students submit electronic copies of their writing via the web site (no more than 12 pages) and receive comments and feedback from experienced writing instructors within 72 hours. The tutors do NOT proofread. Comments are focused on substantive issues with the intent to improve writing skills, not just the particular paper at hand. See the web site for more information.

Proofing and Editing

The Department of English maintains a listserv of their graduate students and alumni who do proofing and editing as independent contractors. E-mail Karen Frederickson at frede005@umn.edu (phone: 612-625-3882) with a description of the editing job and your contact information. Your posting will be sent via the listserv; anyone interested in applying for your job will contact you directly. Note that this is essentially an informal job posting service.

Computer Services

Students are automatically assigned a university e-mail account when admitted. To initiate your Internet account, go online to www.umn.edu/initiate. Questions or problems can be directed to the Technology Helpline by email at help@umn.edu or by phone at 612-626-4275. Examples of computers that can be purchased and sale of a \$6 Internet kit (cash or check) with Netscape, Acrobat Reader and other software are available in Shepherd Lab, Room 152 (612-626-7676; www.umn.edu/adcs). Tutorials are available in Shepherd Lab, Room 190. Similar services are available in 50 HHH, 50 Coffey Hall or Williamson Bookstore, Computer Counter. Public computer labs are located in several campus buildings: Eddy Hall Annex, Walter Library, Folwell Hall and Elliott Hall on the east bank; and Blegen Hall and HHH Center on the west bank. For information about these facilities, check the web site <http://www2.publabs.umn.edu>.

Statistics/Research Resources

Statistics Assistance

The Statistical Consulting Service provides statistical consulting on experimental design, data analysis and interpretation of results to researchers (students and faculty) at the University of Minnesota. The clinic is staffed by graduate students and supervised by faculty from the School of Statistics. The consultants provide help on a wide range of quantitative research questions, e.g., design of experiments and surveys, selection and completion of appropriate analysis, and interpretation of results. The clinic operates on the Minneapolis campus (390 Ford Hall, 624-7859) and the St. Paul campus

(146 ClaOff, 625-3121). While appointments are advisable, walk-in clients are accepted if time is available. Information about the service can be found at <www.stat.umn.edu/~kb/clinic/clinic.html>.

Statistics Software and Computers

Two machines in Wulling 310 are available for student research, but ONLY student research. The machines are labeled "A" and "B". Both machines are identical, except "A" is connected to the network and "B" is standalone, which makes it available for research with particularly sensitive or secure data. Both machines have the full Microsoft Office 2003 suite, including Word, Excel, Access, PowerPoint, etc. They also both run NVIVO 2.0, SPSS v12, and EndNote v7.

Software and hardware at student prices can be purchased online at UMart (formerly TechMart) at <www.techmart.umn.edu>.

Online Survey Access

The department has purchased a year's subscription for Zoomerang zPro, an online survey. We can create an unlimited number of questionnaires with up to 100 questions in each questionnaire. The total number of responses to all questionnaires is limited to 10,000. Additional responses are billed at \$200 per 5,000 responses. A response is equivalent to a completed and returned questionnaire from one respondent.

This is available to EdPA faculty and students for academic survey research. The program is available to students for their M.A. paper/Ed.D. dissertation research only. It is not available for consulting projects. If interested, please contact the EdPA Coordinator of Graduate Studies.

Electronic Portfolio (at no cost)

An electronic portfolio program, eFolio, is available free to all students in the state of Minnesota. The multimedia electronic portfolio is easy to use and was designed for a broad range of students and employees. It can be easily tailored for specific uses, e.g., sharing documents with advisers, sharing only certain parts with prospective employers, or creating a CV that could be easily altered for varying types of positions. Students are encouraged to explore the site at <www.efoliominnesota.com> and consider using the portfolio as part of their professional development planning and documentation.

Campus Events

Information about current campus events can be obtained at <<http://events.tc.umn.edu>>.

Graduate Student Organizations

EPASA - Department Graduate Students

The Educational Policy and Administration Student Association (EPASA) supports the students in the program through a variety of activities: communications, mentoring program, seminars, and social gatherings. The EPA Student Newsletter and the bulletin board on 4th floor will notify students of EPASA events as well as other items of interest such as availability of assistantships, policy changes, seminars, conferences, etc. Participation in planning and facilitating the activities, particularly identifying the seminar topics, is encouraged. If interested, please complete and return the interest survey mailed in the summer or available on the EPASA Bulletin Board.

The EPASA organization has its own Web site <www.tc.umn.edu/~epasa>. The site provides information about the background of the organization, events, resources, links and a listserv dialog with other EdPA students.

COGS - University Graduate Students

The Council of Graduate Students (COGS, 405 Johnston Hall (626-1612); cogs@umn.edu; <www.cogs.umn.edu>) represents graduate students. Each degree program has one representative to serve on COGS; contact the EdPA COGS representative (check with Coordinator of Graduate Studies) if you would be interested in serving on campus committees (e.g., Education and Psychology Review Council) or contact COGS at any of the above addresses.

Communications

Email

The University of Minnesota email accounts can be accessed online through <www.mail.umn.edu>. To initiate or make changes to your University login account for email and other university services that require a login, go to <www.umn.edu/login>.

International Ed.D. Listserv

The International Ed.D. listserv was created for communication among the group of International Ed.D. students and coordinating faculty. It is administered by the Graduate Assistant working for Dr. Deanne Magnusson on international Ed.D. cohort matters. The listserv is: <Intl-Sch-Ed-Dissertation@umn.edu>. Be aware that messages sent to the listserv will go to the entire group. To see the lists that you are currently subscribed to, go to <<http://lists.umn.edu>>.

Department Listserv

All Ph.D., Ed.D. and M.A. graduate students are on a department listserv that is used to facilitate communication with EdPA graduate students. The listserv is used by the DGS staff for the EdPA Student Newsletter, which provides degree and curricular updates, position openings, and special events. The EdPA Student Newsletter is sent about every two or three weeks. This is the primary source of information about the EPASA activities. See EPASA above for their web site address.

College Listserv

As part of the college's ongoing effort to improve communication with students, the college will send periodic event/lecture announcements, legislative updates, new course postings, and general college news to those students who would like to receive this information. Students have the option of removing themselves from the e-mail list each time they receive an e-mail

Graduate School Listserv

As noted earlier in the handbooks, the University uses a listserv of all enrolled graduate students using the university assigned e-mail. The communications sent to students through this university e-mail account is the University's official means of communication with all students. Students are responsible for all information sent to them via the University assigned e-mail account. If a student has a private or other e-mail account, the University account mail can be forwarded to that account. However, students are still responsible for all information including attachments sent to their University e-mail account. If other accounts are changed and the University e-mail account has been forwarded, the student is responsible for making the changes to forward the University account to any new account.

Web

A copy of this Handbook and more detailed information about faculty, curriculum and courses are on the web <<http://education.umn.edu/edpa>>. Some forms are also available.

The Nook

EPASA sponsors the functioning of the "Nook", a kitchenette on the 4th floor of Wulling Hall behind the staircase that is used as an area for graduate students to socialize, etc. As the name implies, it is small but does provide a place for students to eat together, and talk informally. Students are responsible for the housekeeping tasks for the Nook (cleaning sink, table, and micro-wave after use). All perishable food and their containers are discarded on Fridays.

Campus Publications

The Minnesota Daily, student newspaper

Official Daily Bulletin, published by the *Daily* staff with information about courses, study opportunities

The Grapevine, quarterly newsletter for graduate assistants

Handbook for Graduate Assistants, available from Departments and Graduate Assistant Office

COGS, published six times a year by Council of Graduate Students with information about fellowships, graduate programs, and changes in University policies, and COGS representative issues

COGS Extra!, COGS listserv

Change of Address

When students change their mailing address, they must make the changes directly on the web page <<http://onestop.umn.edu/>>. Department personnel can not access the web to make these changes. This is also where you can choose what information you wish to appear online through the University of Minnesota directory.

Services for International Students and Under-represented Students

International Students.

The staff at the International Student and Scholar Services office provide information and counseling to foreign nationals about academic, immigration, legal, career, financial, personal, and family matters, as well as issues of cross cultural and professional integration upon returning home. The office maintains a web site with information specifically for international students at <www.iss.umn.edu>. Staff can be reached through e-mail at iss@umn.edu or at 626-7100. The office is located at 190 Hubert H. Humphrey Center, 301 19th Ave. S. with hours from 8 a.m. – 12 noon and 1 – 4:15 p.m. on Monday through Thursday, 10:30 a.m. – 12 noon and 1 – 4:15 p.m. on Friday. International students who cannot register for a full course of study as defined by their visa status must complete an exception form that is available at ISSS and at <www.iss.umn.edu> and select “Services”, then “Student on F-1 Visa”.

Under-represented Students

The Community of Scholars Program (303 Johnston Hall) assists under-represented students to create an institutional environment requisite to effectively reduce the isolation often experienced by graduate students. For more information contact 612-626-4546; comschol@umn.edu; or <www.grad.umn.edu/outreach/cosp/>.

Services for Students with Special Needs

The University provides a large number of services for students with special needs. The Office of Disability Services (DS) is a catalyst for ensuring equal learning and working opportunities for disabled students, faculty, staff, and guests by increasing the capacity of communities to eliminate physical, programmatic, policy, informational, and attitudinal barriers. DS also seeks to develop, evaluate, and disseminate innovative models and exemplary practices that promote disability leadership, community, culture, and pride. The office is located at 200 Oak Street (corner of University and Oak Streets) with the entrance on the north side of University St. Complete information is available at <<http://ds.umn.edu>>. See also the previous section on writing resources.

Student Rights and Equal Opportunity

Three Web sites for reference:

- Board of Regents, **Student Conduct Code**.
<<http://www1.umn.edu/regents/policies/academic/StudentConductCode.pdf>>
- Board of Regents, **Academic Freedom and Responsibility**, adopted 9/8/95:
<http://www1.umn.edu/regents/policies/academic/Academic_Freedom.pdf>

The **Graduate School Handbook** <www.grad.umn.edu/Current_Students/handbook/> contains contact information for issues of sexual harassment, and employment and other grievances. The College Grievance Review Officer may refer some cases to the department Grievance Committee after informal means of communication and resolution were fully tried but unsuccessful. Formal written accounts are submitted to the College Grievance Review Officer; information about the procedure can be obtained at Student and Professional Services.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Inquiries about compliance may be directed to the Office of Equal Opportunity and Affirmative Action, <www.eoaffact.umn.edu>, 419 Morrill Hall (624-9547).

Web Resources

Below are some resources for various professional activities of graduate students.

Requesting Transcript – <<http://onestop.umn.edu/onestop/grades.html>>

Writing Prospectus – EdPA WebCT site

Students are provided with valuable information about writing the prospectus in the dissertation seminars.

A source that is not officially advocated by the department, but has been reported by some students as providing useful information in its free newsletters about writing and finishing dissertations can be found at - <www.ecoach.com>.

Other sources in support of writing the prospectus or thesis suggested by students and or individual faculty follow.
Booth, W., Colomb, G., & Williams, J. (1995). *The craft of research*. Chicago, IL: University of Chicago Press

Press

Eichelberger, T., (1989). *Understanding and doing educational research*. Longman Publishing.

Galvan, M.L. (2002). *Writing Literature Reviews*. Los Angeles, CA: Pyczak Publishing.

Lamott, Anne (1996). *Bird by bird: Some instructions on writing and life*. Anchor Publishing.

Patton, M.L. (2002). *Proposing empirical research: A guide to the fundamentals*. Los Angeles, CA:

Pyczak Publishing

F. & Bruce, R.R., (2000). *Writing empirical research reports*. Chicago, IL: University of Chicago Press.

Thomas, R. Murray (2003). *Blending qualitative and quantitative research methods in theses and dissertations*. Thousand Oaks, CA: Corwin Press

Research and professional ethics – <www.grad.umn.edu/ethics>

UMAA Alumni Association -

The alumni association site contains information about activities at the university level - <www.alumni.umn.edu> and at the college level <<http://education.umn.edu/alum>>/. The college requests alums to update their contact and career information on the college site.

CHAPTER 6: DEPARTMENT PERSONNEL

The Faculty

Programs in the Department of Educational Policy and Administration are delivered by highly qualified graduate faculty with diverse areas of expertise. Provided below is information about the academic background and areas of scholarly work of the core graduate faculty.

- Alexander, Nicola A. Associate Professor, Ph.D., 1998, University at Albany, State University of New York. Public finance, policy studies, public sector economics, budgeting and cost-benefit analysis.
- Ammertorp, William M. Professor, Ph.D., 1964, University of Chicago. Organizational systems and theory, higher education administration and finance.
- Anderson, Melissa S. Associate Professor, Ph.D., 1990, University of Minnesota. Graduate education, ethics and misconduct in science, faculty issues, administration, academic-industry relations.
- Brunner, C. Cryss. Associate Professor, Ph.D., 1993, University of Kansas. Power, the superintendency, women in administration, school management and policy, and collaborative decision-making.
- Chapman, David W. Professor, Ph.D., 1975, Syracuse University. Educational development, program evaluation, education policy.
- Cogan, John J. Professor, Ph.D., 1969, The Ohio State University. Comparative and international development education, social studies and global environmental education, citizenship education.
- Fry, Gerald W. Professor, Ph.D., 1977, Stanford University. Southeast Asia, comparative education, international educational reform, human resource development, education and development, politics of education.
- Harkins, Arthur M. Associate Professor, Ph.D., 1968, University of Kansas. Future cultural and educational systems, qualitative futures methods, knowledge base learning, advanced technologies for learning personalization.
- Hendel, Darwin D. Associate Professor, Ph.D., 1972, University of Minnesota. Undergraduate education, evaluation of teaching and learning, strategic planning, institutional research, student affairs.
- Johnson, David R. Professor, Ph.D., 1987, University of Minnesota. Special education administration, evaluation studies, disability policy analysis, community integration.
- King, Jean A. Professor, Ph.D., 1979, Cornell University. Program evaluation, evaluation capacity building, evaluation history.
- Lewis, Darrell R. Professor, Ph.D., 1963, Louisiana State University. Economic education and the economics of education, cost-effectiveness, faculty development.
- McLeod, Scott C. Assistant Professor, J.D., 1998, Ph.D., 2000, University of Iowa. Technology and school administration, school law, data-driven decision making, research and policy analysis using large scale data sets, class-based desegregation plans.
- Mestenhauser, Josef A. Professor, Ph.D., 1960, University of Minnesota. International education, culture learning theory, social and cultural change, leadership.
- Paige, R. Michael. Professor, Ph.D., 1978, Stanford University. International development education, intercultural education and training, multicultural education, international educational exchange.
- Schneider, Byron J. Associate Professor, Ph.D., 1975, University of Chicago. Youth development leadership, youth policy, education in the community, leadership of youth organizations.
- Seashore, Karen. Professor, Ph.D., 1975, Columbia University. Organizational theory, planned change, schools as workplaces, leadership and administration.
- Yeh, Stuart S. Assistant Professor, Ph.D., 1998, Stanford University. Educational program evaluation (particularly evaluation of pre-school reading readiness programs), educational improvement, state-mandated testing (including high-stakes testing), and construction of improved state tests.
- York-Barr, Jennifer. Associate Professor, Ph.D., 1986, University of Wisconsin. Teacher leadership, professional development, general/special education collaboration.
- Zhang, Liang. Assistant Professor, Ph.D., 2003, University of Arizona; Ph.D. 2005, Cornell University. Economics in education.

Faculty/Staff Directory

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Beth Duncan	Doctoral final exams, clearance and degree completion procedure queries		625- 0168	316 Johnston Hall	gsdoc@umn.edu
Amber Knapp	Masters clearance, degree completion procedures and preliminary orals scheduling and queries		625-4019	316 Johnston Hall	gsmast@umn.edu
Genny Rosing	Committee changes before filing program		625-9839	310 Johnson Hall	rosing@umn.edu

