

Metro IV-B Ed.D. Handbook

For students entering in Summer 2004

Welcome!

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.

Options for Viewing this Handbook

- Use the Table of Contents to the left
- Use the graphical representation of the program benchmarks, hyperlinked to key handbook content

About Links in this Handbook

In this handbook, any link that connects to another Web site will open a new window in your browser. Close these extra windows when you are done viewing the off-site link to reduce your computer's memory use.

Other Information Sources

The handbook augments and is not a substitute for other sources of information. Specifically, students should refer to the following comprehensive documents for more details:

- One Stop is where to go to find anything and everything on the University Web site, including information about course registration
<http://onestop.umn.edu/Student/index.html>
- 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 Graduate Student Handbook contains details about available resources not found elsewhere http://www.grad.umn.edu/Current_Students/handbook/index.html
- Resources for current students of the College of Education and Human Development
<http://www.education.umn.edu/SPS/current/default.html>

E-mail Accounts

Students are responsible for all information sent to them via the University assigned e-mail account. See the Internet Account Management page to activate your account and set forwarding options to whatever e-mail account you regularly use.

<http://onestop.umn.edu/Computer/index.html>

Bio Book

Photos and brief biographical information about members of the cohort.

Contacts

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Chapter 1: The EdPA 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. The department is in a land-grant and urban university where scholarly and artistic activities, teaching and mission-related services are qualified by a realization that its programs should both contribute to, and be unique within, the State of Minnesota. 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 areas: Educational Administration (PreK-12), 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 program 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 organized education. The

department prepares administrators, scholars, and analysts for leadership roles in education through the four complementary but distinct program tracks.

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 governance and management. All of the above illustrate the commitment of the department to bridging the fields of practice and theory.

The four program areas in the department work closely together sharing budget, space, office staff, and graduate assistants. Faculty members 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 of Wulling Hall (86 Pleasant Street, SE) on the University's East Bank campus. The College of Education and Human Development Dean's offices are located in Burton Hall, also on the East Bank campus; the offices of Student and Professional Services (SPS) are on the first and second floors of Wulling Hall.

Program Tracks

The Department of Educational Policy and Administration is organized in four distinct program tracks, briefly described below: Educational Administration (PreK-12); Higher Education; Comparative and International Development Education; and Evaluation Studies.

Educational Administration (PreK-12)

The Educational Administration (EdAd) program track offers an array of learning opportunities for individuals interested in making a difference in educational systems and settings that involve PreK-12 children and youth. More specifically, the Educational Administration program track is committed to supporting the development of leaders who work to continuously improve educational quality and effectiveness so that young people graduate from secondary education well prepared to continue their learning and to contribute to their communities. Specific degree, licensure, and certificate programs are tailored to meet the learning needs of educators with different academic and professional goals. For example, some Educational Administration graduates provide leadership within formal and informal educational settings, such as schools, school districts, and community-based youth development programs. Others develop, analyze, and evaluate educational policies and programs. Still others teach and conduct research at colleges and universities. A significant number of graduates rise in their areas of specialization to become leaders at state and national levels.

Students in the Educational Administration track engage in rigorous, engaging, and supportive learning experiences. Faculty ground these learning experiences in theoretical frameworks to promote understanding and emphasize application to varied contexts of educational practice. The Educational Administration faculty bring a wealth of experience and expertise to their teaching, research, and advising. Areas of faculty expertise include: K-12 school administration and leadership, educational law and policy,

school finance, technology leadership, staff development, collaborative models of educational service provision, K-12 program evaluation, special education, youth development, educational futures, and the historical, sociological and ethical foundations of education. In recent years, the program track's established and nationally recognized faculty members have been joined by some of the most accomplished new scholars in the field. The breadth and depth of faculty expertise provides students with access to a range of content specialties, educational perspectives, and instructional styles and modalities.

Higher Education

The Higher Education program track addresses problems and issues in higher education institutions and systems. The program track attracts students preparing for roles as future leaders, administrators, policy analysts, faculty members, and researchers in the field of higher education. The core curriculum includes intensive studies of leadership, organization, and policy in higher education institutions and systems. In addition to taking core courses in higher education and methodology, students select an area of focus aligned with their professional interests and career goals. Student colleagues contribute a wide array of experiences with and interests in diverse institutions, creating classroom environments with a range of perspectives and insights. Internships in University offices and off-campus provide students with opportunities to research and analyze current issues on-site and to apply their developing leadership skills and knowledge.

Recent graduates of the M.A. program serve in such positions as associate director of student affairs, adviser in career services office, administrative assistant to the registrar, disability specialist, director of a college computing center, and labor relations administrator. Graduates of the doctoral programs typically pursue careers in administration, research, and policy analysis.

The core faculty of the higher education program track has extensive experience working with colleges and universities as deans, department heads, chairs of curriculum committees, student affairs staff, policy analysts, and institutional researchers. Their expertise includes organizational theory, management, finance, psychology, economics, public policy and sociology.

The Higher Education program track is also home to the Minnesota Postsecondary Education Research Institute (Minnesota PERI). Created in 1999 as a research and service center, Minnesota PERI works to raise public awareness of critical policy issues in postsecondary education, critique existing and proposed policies, foster better understanding of policy implications, and facilitate discussions about policy development through research and dissemination activities.

Comparative and International Education

The Comparative and International Development Education program track (CIDE) provides an opportunity for intensive study in comparative education, international development education, and international educational exchange. CIDE uses an interdisciplinary approach to the study of education's role in economics, political, and socio-cultural development; international educational exchange; and the

internationalization of education. Graduates of the CIDE program track, which attracts a considerable number of international students from Asia, central Asia, South America, and other regions, pursue careers in teaching, administration, consulting, and counseling in universities, government agencies, foundations, and private non-profit organizations.

Foundational coursework in CIDE incorporates relevant knowledge from the behavioral and social sciences and the humanities, focusing in the following three areas of inquiry:

Comparative education examines historical, philosophical and cross-national perspectives of education through the use of descriptive and comparative studies of education systems and outcomes.

International development education addresses issues of socio-cultural, international, and community development, academic achievement, and social stratification, whether in formal systems of K-12 and higher education or non-formal adult education. Studies in this area also can include issues of gender equity and multicultural education.

International education and exchange education includes study of the following areas: internationalization of K-12 or higher education, study abroad program administration and programming, international education administration at K-12 or higher education levels, international educational exchange programs, intercultural education and training, and cultural adjustment and learning.

Coursework in methodology provides students with the analytical techniques and skills necessary for disciplined inquiry and policy analysis. Methodology courses are usually selected from statistics, measurement and evaluation, research methods, computer analysis of data, psychometrics, and econometrics.

Evaluation Studies

The Evaluation Studies program track offers a unique course of study to those seeking to inform decision-making processes in a variety of fields, including education, business, and the social services. Evaluation Studies students build upon a foundation of knowledge in evaluation theory and practice, supplemented with coursework in such areas as organizational development education systems, and conflict resolution. Evaluation Studies students take a range of qualitative and quantitative methods courses, and become versed in such areas as survey design, statistical data analysis, and qualitative inquiry. Most importantly, students apply new knowledge in real-world settings through internships and assistantships. Our graduates leave with a portfolio filled with evidence of their expertise with the tools of the evaluation trade—qualitative and quantitative inquiry methods, communication skills, and computer database analysis experience. Evaluation knowledge and skills are gleaned not only from time in the classroom but also from internships and collaboration with evaluation professionals in real-world settings.

Evaluation Studies students have access to some of the best evaluators in the field. One of the program track's faculty members recently received the American Evaluation

Association's Myrdahl Award for Evaluation Practice. Other faculty members and regular speakers have written books on their areas of expertise. In addition, the Minnesota Evaluation Studies Institute, held each summer in the Twin Cities and sponsored by the Department of Educational Policy and Administration, provides students with an opportunity to learn and reflect on relevant issues in evaluation with other national experts and practitioners.

EdPA Faculty and Staff

Department Faculty

For a complete list of department faculty, including contact information, areas of research and interest, and recent publications, please see the EdPA department faculty page: <http://education.umn.edu/EdPA/people/faculty.htm>

Faculty & Staff Directory

For a quick reference directory of faculty and staff, please see: <http://education.umn.edu/EdPA/people/directory.htm>

Affiliated Centers

Center for Applied Research and Educational Improvement (CAREI)

The Center for Applied Research and Educational Improvement (CAREI) creates connections between the college and Minnesota's schools to reform educational practice and improve overall effectiveness, disseminate research results, provide incentives and technical assistance for collaborative school-based research, and address educational issues of state and national importance. (612-624-0300; www.education.umn.edu/CAREI)

Institute on Community Integration (ICI)

The Institute on Community Integration (ICI) is committed to preventing and reducing the limiting effects of disabilities. ICI applies its resources to improve the quality and community orientation of professional services and social supports available to individuals with disabilities and their families. The Institute is a University Affiliated Program on Developmental Disabilities, supported in part by the Administration on Developmental Disabilities, U.S. Department of Health and Human Services. (612-624-6300, www.ici.umn.edu)

Minnesota Postsecondary Education Research Institute (Minnesota-PERI)

The Minnesota Postsecondary Education Research Institute was created in 1999 to raise public awareness of critical policy issues in postsecondary education, critique existing and proposed policies, foster better understanding of policy implications, and facilitate discussions about policy development through its research and dissemination activities. (612-625-0773, www.education.umn.edu/PEPSC)

National Center on Educational Outcomes (NCEO)

The National Center on Educational Outcomes (NCEO) works with state and federal agencies to identify important, measurable educational outcomes for children and youth from birth to adulthood and conducts research on outcome assessment. (612-626-1530, www.education.umn.edu/NCEO)

Education Policy Fellowship Program (EPFP)

The Minnesota site of the Education Policy Fellowship Program (EPFP) is in its 26th year. This year long professional development program has helped over 285 individuals effect change in education and human services systems. EPFP is affiliated with the Institute for Educational Leadership, Inc. in Washington, D.C.. (202-822-8405, www.iel.org/programs/epfp.html)

Administration and Management of Programs

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., Doctoral Examinations Committee, Ed.D. Curriculum Committee.

Administrative Committee

Administrative Committee is chaired by the department chair and composed of the DGS 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

Graduate Studies Committee is chaired by the DGS and composed of the four program coordinators. The committee recommends standards for admissions, reviews applications, and makes recommendations to the Graduate School regarding admissions. This committee also provides oversight, direction, and recommendations regarding all of the EdPA degree programs.

Grievance Committee

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.

Chapter 2: The Ed.D. Program***Program Purpose and Overview***

Leadership focused on continuous improvement of PreK-12 education is the theme of the Doctor of Education (Ed.D.) degree program offered by the University of Minnesota's Department of Educational Policy and Administration. Students completing program

requirements earn an Ed.D. degree in Educational Policy and Administration from the University. The Ed.D. is the highest professional degree offered in the field.

This Ed.D. program is specifically designed for experienced administrators, teachers and other educational leaders in PreK-12 schools or whose work directly supports PreK-12 education. It is not an administrative licensure program, although some students pursue PreK-12 administrative licenses concurrently with the Ed.D. The Ed.D. program is designed to enhance the professional knowledge and skills of active PreK-12 practitioners through advanced graduate study, with a strong emphasis on scholarship and the use of research and evaluation methodology to conduct inquiry around problems, issues, and opportunities of PreK-12 policy and practice.

The major features of this program include a cohort model of learning, application of systematic inquiry, concentrations of summer course work, and instruction and advising provided by regular faculty members.

Program Requirements

At a minimum, students are required to complete 76 semester credits for the Ed.D. These credits are distributed in the following three categories, described in the sections below: required coursework, elective studies, and project/thesis.

Total required coursework credits:	34
Total elective studies credits	18
Total thesis credits:	24
Total Ed.D. Credits (Minimum)	76

Required Coursework: 34 credits

All students enroll in the same cohort courses at the same time. The cohort learning courses constitute 34 total semester credits: 5 - 6 credits taken each of the three summers, and 4 credits each of the first four fall/spring semesters (see core program and courses described below). During each fall and spring a three credit course will be offered, usually one night each week on the University of Minnesota-Twin Cities campus; a one credit doctoral seminar will be offered also on the Twin Cities campus on days and times to be determined, usually on five Saturdays during a semester.

Students will engage in advanced study of foundations, policies, practices, and critical issues involving PreK-12 educational leadership. Cohort members will also learn the rigors and applications of research and evaluation that support inquiry and continuous improvement. In the doctoral seminars held during the academic year, students examine research, critically review literature, undertake group activities, explore possible project topics, investigate field research designs, and receive faculty advisement.

Elective Studies Coursework: 18 credits minimum

Elective courses, individually chosen by students in consultation with a faculty adviser (usually the cohort director), encourage program participants to undertake in-depth study.

Elective courses are well used to further prepare for the thesis, also called a field study for the Ed.D., either in content or methodological emphasis. In selecting elective coursework, students should consider the type of methodology that will be used in the field study (e.g., survey, case study, ethnography, advanced quantitative methods). If conducting a survey is anticipated, for example, the faculty will require the student to take a survey research course. Given the scope of research/evaluation designs and methodologies, addressing all such possibilities is not required in your Ed.D. curriculum. Courses that focus on your particular methodology will be part of your elective coursework. Advance planning to schedule these courses may be necessary as some methodology courses are offered only once during the 12 month year.

An EdPA faculty adviser must approve all proposed elective coursework that will be included as part of the Ed.D program, whether new credits, previous U of MN credits, or credits transferred from another accredited institution. See the section entitled Transfer of Credits into the Ed.D. Program below for information about how transfer credits may be used for some of elective credits.

Another consideration in selecting elective coursework is the University of Minnesota graduate school requirement for 12 credits outside the major area. This means 12 credits of coursework outside Educational Policy and Administration. These credits would include any methodology courses required in the Ed.D. program but taken in other departments (e.g., EPsy 5261 Statistics). Usually students transfer in 9 outside credits from their masters degree.

The Ed.D. schedule does not specify when elective coursework will be taken. Students, in consultation with their EdPA advisers, determine when during the three year coursework sequence additional electives will be taken. This means that sometime during the Fall and/or Spring and/or Summer semesters, students will need to take elective coursework in addition to their cohort-delivered coursework. Please note: most elective coursework is offered just once a year so advance planning is recommended.

Thesis Credits: 24 credits

Candidates for the Ed.D. must complete a thesis, called a field study for the Ed.D., (comparable in rigor to a Ph.D. dissertation) which demonstrates the ability to carry out an independent and meaningful study of a problem relevant to the field of PreK-12 educators.

Students register for 24 thesis credits. Students may register for these credits after advancing to candidacy. Candidacy is achieved after passing the preliminary written and oral examinations. With faculty guidance, each student is expected to design, conduct and interpret a field-based Ed.D. project, culminating in a final oral defense of the written field study document.

Outside Coursework Credits: 12 credits minimum

A minimum of 12 semester graduate credits must be from outside Educational Policy and Administration. These may include credits taken at the U of M or at another accredited graduate institution of higher education prior to beginning the Ed.D. Such credits would also count as program electives. An EdPA faculty adviser must approve all proposed outside coursework that will be included as part of the Ed.D., including transfer coursework from other institutions proposed by students to be included as part of the Ed.D. See Transfer of Credits into the Ed.D. Program below.

Licensure Coursework

The one- and two-credit courses students often take for administrative licensure at the U of M are not included as credits toward the doctoral programs in EdPA. Internship credits also are not included. The three-credit, graduate level courses taken for licensure may be included if approved by an EdPA faculty adviser.

Transfer of Credits into the Ed.D. Program

With the approval of a faculty adviser, the department's Director of Graduate Studies, and Graduate School, graduate degree program course work taken at the University of Minnesota and other recognized graduate institutions (as part of a master's program, for example), may be applied toward the Ed.D. degree, provided the credits earned 1) meet criteria expressed in the Graduate School Catalog, 2) closely match the planned program emphasis, and 3) are approved by an EdPA faculty adviser. Students should discuss with their cohort director or other faculty advisers the possible use of these credits for elective or outside program requirements.

Some of the general 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/.

General Rules about Credit Transfer

- Graduate level courses taken before the award of the baccalaureate degree cannot be transferred.
- Credits taken through the College of Continuing Education at the University of Minnesota spring semester 2001 or after will not be accepted for transfer.
- In considering transfer coursework, EdPA faculty will require review of the respective course syllabus or equivalent documentation.
- Credits approved for transfer must have been taken within 10 years of the program approval date.
- Department guidelines allow up to 9 credits of prior coursework that may be approved by the cohort director/adviser. In addition, up to 9 more credits may be approved if they are U of MN EdPA graduate credits. Credits taken with 99PRD registration (graduate, non-degree seeking status through the University) the semester before admission do not count against this limit and may be brought in above the 9

credit limit if approved by an EdPA faculty adviser. However, the Graduate School has a limit on these 99PRD credits (see below).

- The Graduate School allows a maximum of 12 semester credits of completed graduate-level coursework, from some combination of credits including 99PRD credits. Please note: At the time of this writing, clarification of this transfer policy has not been provided. Students should check the details in the Graduate School Catalog for the current requirements: www.catalogs.umn.edu/grad/ and consult with DGS staff and faculty adviser before making assumptions about transfer credits.

How to Transfer Credits

Once approved by a faculty adviser, credits are transferred by listing the courses on the Graduate School degree program form. Credits that are not approved as part of a student's degree program cannot be transferred to the Graduate School transcript. Official transcripts of the work must be attached to the degree program form, unless they have already been included in the student's Graduate School file.

Duplicative Coursework

If you have taken coursework that is determined to be duplicative of coursework required in the Ed.D program, you will not be required to re-take the course. You will, however, need to select an additional elective that will serve as substitute credits. NOTE: to be considered "duplicative", the course must have been a 3 credit graduate level course taken at the U of M or another accredited graduate institution of higher education, must cover substantially the same course content, and must reflect a current knowledge base. An EdPA faculty adviser, usually the faculty member who serves as primary instructor for the course being considered duplicative, will make the final determination about whether a course taken previously is "duplicative".

For example, finance is required in the Ed.D. All students must take a three credit graduate level finance course at the university if they have not taken the three-credit graduate level finance course previously. No exceptions will be made regardless of career goals. If students have taken a three-credit graduate level finance course previously, they should indicate to the cohort director they would like to have the course reviewed to see if it is duplicative.

It is important to know that students are accountable for content covered in courses they choose to substitute. It is possible such content may be addressed in subsequent preliminary examinations.

Quarter to Semester Conversion

To apply quarter credits to a semester-based program, multiply the number of quarter credits by .67 to obtain semester credits. Semester credits figured at .5 or higher may be rounded up to the nearest whole number.

1 quarter credit = .67 semester credit

2 quarter credits = 1.34 semester credits

3 quarter credits = 2.01 semester credits

4 quarter credits = 2.67 semester credits

5 quarter credits = 3.34 semester credits

6 quarter credits = 4.01 semester credits, etc.

Ed.D. Course Descriptions

See EdPA Web site for a current list of EdPA course offerings:

www.education.umn.edu/EdPA/courses/

General Program Timeline

The program begins in Summer Session I and is scheduled over three and one-half to four years. Program completion depends on individual rates of student progress. Cohort members typically progress together during coursework but usually vary in progress once independent work toward thesis development begins.

In preparation for concentrated blocks of instruction during the summers, students will be assigned readings and other work to be completed prior to the initiation of summer classes. These preparatory assignments are usually provided in late April or early May. In addition, final coursework assignments frequently are due two to six weeks after summer classes are completed.

Program Course Requirements

Total Degree Minimum	76	52 coursework semester credits 24 thesis semester credits
Department Core	3	5001 Formal Organizations (3)
Program Core	18	8020 Leadership Theory and Reflective Practice (3) 5302 Educational Policy (3) 5364 Context and Practice of Educational Leadership (3) 8002 Critical Issues in Contemporary Education (3) 5344 School Law (3) 5324 School Finance (3)
Methodology	13	5501 Program Evaluation I (3) 5xxx Program Evaluation II (3) EPsy 5261 Introductory Statistical Methods (3) 8011 Doc Seminar: Reading Research (1) 8012 Doc Seminar: Problems, Questions (1) 8013 Doc Seminar: Design (1) 8014 Doc Seminar: Literature Review (1)
Electives	18	Adviser guided and approved.

Illustrative Schedule for Cohort

(a separate [PDF file](#))

Program Planning Worksheet for Cohort

(a separate [PDF file](#))

Chapter 3: Advisers and Committee Members

Program Advising

For program advising, students will work with a faculty member (usually the cohort director) to determine their elective course of study, transfer credits and other specific degree requirements in preparing for submitting the Ed.D. Degree Program form. Some program advising will occur during scheduled cohort meeting times. During the first academic year, preliminary program planning will begin. A program planning worksheet is provided in the Ed.D. Program section for use in planning Ed.D. coursework aligned with degree requirements and other expectations.

Students should identify prior graduate level coursework to be considered for transfer into the Ed.D. program. Recall that any credits considered for transfer are subject to approval by the cohort director and/or other faculty advisers. The cohort director and other faculty advisers will review prior course work submitted by students and make

some initial judgments about the match with the Ed.D. program. The cohort director and faculty adviser will also guide students in course selection for their electives.

All students have an interim faculty adviser appointed by the Director of Graduate Studies at the point of the student's acceptance into the program. This is usually the faculty member who serves as the cohort director. The interim adviser/cohort director is not intended to continue with all students for the duration of the Ed.D. program. She or he, however, serves as the first point of contact when program questions arise.

Each student is encouraged to become acquainted with the various program faculty over their first few years of study. Eventually, students will make recommendations to the cohort director about faculty members they would like to serve as their field study adviser and as doctoral committee members.

Thesis Advising

Field Study Adviser

For advising of the thesis, or field study, each student will work individually with a faculty member who has expertise related to the topical focus of field study and/or methodology and who has agreed to serve as a thesis adviser. Some students may have co-advisers.

Toward the end of the second year, students will make recommendations to the cohort director about faculty members they would like to serve as their field study adviser and as doctoral committee members. To the greatest extent possible these requests will be honored, given graduate status requirements and existing faculty advising loads. The cohort director in consultation with program area faculty and the Director of Graduate Studies makes final adviser and committee assignments.

In the field study advising process students develop an integrated review of literature, design research methods, prepare for the oral preliminary examination, develop the research prospectus, collect and analyze the data, and write the final thesis.

Doctoral Examining Committee Members

Doctoral committee membership for each student is bound by specific guidelines of the Graduate School. Each Ed.D. doctoral committee must have four members: three of whom have graduate advising status in EdPA (inside members); one who has advising status from another department (outside member). In addition, two of the four members must *have full member* status in the Graduate School, meaning they have experienced working with students through the entire examination and thesis process. Given these stipulations, the cohort director in consultation with program area faculty and the Director of Graduate Studies must make adviser and committee member recommendations to the Dean of the Graduate School for final approval. Each student will be asked to identify faculty they would like on her/his committee and as project adviser. To the greatest extent possible these requests will be honored, given graduate

status requirements and existing faculty advising loads. Note: If initial assignments do not prove to be satisfactory for either a student or faculty member, the Director of Graduate Studies may be consulted in consideration of assignment changes.

Preliminary Oral Examining Committee

The preliminary oral examination is administered by each student's full doctoral examining committee, appointed by the Dean of the University of Minnesota Graduate School on recommendation of the faculty in the major field at the time the student's official doctoral degree program is approved (see paragraph above). The examining committee includes a minimum of four members: three of whom have graduate advising status in EdPA (inside members); one who has advising status from another department (outside member). In addition, two of the four members must have *full member* status in the Graduate School, meaning they have experienced working with students through the entire examination and thesis process. The student's adviser usually serves as chair of the preliminary oral examining committee. All assigned members must be present at the preliminary oral examination. The absence of any member results in an invalid examination.

Thesis Prospectus Committee

Each student presents his/her field study proposal, called a prospectus, to a committee that includes the two of the EdPA (inside) members of the examining committee and the one outside member. The doctoral student's adviser usually serves as the chair of the prospectus meeting.

Final Examining Committee

The final examining committee must consist minimally of four members: three members from the major field (one is the adviser) and one from the minor field or supporting program (outside the major department).

Although the student's adviser serves as a member of the final oral examining committee, another member of the committee is designated as the chair of the final examination committee. The chair must be a full member of the graduate faculty and may be from either the major field or the minor field or supporting program.

All assigned members must be present at the final examination. The absence of any member results in an invalid examination.

Chapter 4: Approval of Program Plan

The degree program is filed with the Graduate School, typically at the beginning of the third year of study. It must be approved at least one semester before the preliminary oral exam. The form identifies all the courses the student has been and will be taking for the Ed.D. program. Also identified are the faculty members who will serve as the adviser(s) and as committee members.

The cohort director provides direction and guidance for completing the program form to all cohort members, typically as part of the Candidacy Orientation in the spring of the second year. Individual students then continue to work on their program plan with their thesis adviser and submit the form in the fall of the third year.

Chapter 5: Preliminary Examinations

Written and oral preliminary examinations are required components of doctoral programs offered by the University of Minnesota. Each doctoral student must pass these examinations in order to advance to candidacy for a doctoral degree. Candidacy allows students to engage in the field study process and to begin registering for thesis credits.

Ed.D. students must complete one written preliminary examination and one oral examination.

Written Preliminary Examination

Purpose

The Ed.D. preliminary examination is designed as a comprehensive assessment of the student's knowledge, integration, and application of the program curriculum. It is intended to test a student's capacity for informed, coherent, and critical reflection on dimensions of educational leadership and policy such as conceptual approaches to thinking about leadership and educational organizations.

Eligibility

To be eligible to write the preliminary examination, students must have: (1) completed or be currently enrolled in the last of their department and program core courses; (2) have an "active" status with the Graduate School (maintained by registering every fall and spring); and (3) 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.

Exam Structure/Format

The written preliminary examination is a four-hour closed-book monitored examination. Typically, all cohort members take the exam on a single date, scheduled on a Saturday early in Fall Semester of their third year.

The semester before a student expects to sit for the examination, s/he will be provided with a menu of between six and ten examination questions that have been prepared by the EdAd faculty. The content focus of the questions is drawn from all the required coursework in the Ed.D. program.

Once a student has been provided with the menu of questions s/he is expected to sit for the next scheduled examination. In the event of serious health or other crisis situation, students may petition to postpone taking the examination.

Students are allowed to bring to the exam a hard copy of up to four pages of notes that are single-spaced and no less than 12-point font.

On the day of the scheduled examination, three of the questions from the original menu of questions will be presented to the student, of which s/he will select and respond to two questions. (Note: The questions presented on the day of the examination may not be worded in the exact manner as on the menu of preparatory questions although the same content bases will be addressed and similar response qualities expected.)

The examination does not seek to test students' memory for fine detail. The questions will be broad in that synthesis and integration of core knowledge is required. 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. Students can choose to complete the examination using computer or paper and pencil (a computer is preferred). Answers will be scored on quality, not length. References to the core literature and key authors are expected.

Faculty Consultation

Students are expected to prepare for the exam without faculty consultation.

Expectations /Criteria

Responses to the Written Preliminary Examination are expected to demonstrate:

- Clarity in framing issues, elucidating ideas and structuring arguments;
- Grounding in relevant, scholarly literature; with references to key readings (not encyclopedic but general);
- Reasonable completeness regarding main points and themes;
- Coherent reasoning from assumptions to conclusions;
- Thoughtful use of evidence to support assertions; and
- Appropriate as well as correct use of English language.

Grading

Responses to the Written Preliminary Examination will be graded and students notified within approximately six weeks. Each of the questions will be read anonymously by two faculty members selected by the Director of Graduate Studies in consultation with the program area faculty. Each reader will independently evaluate the essay response of the respective question and assign a score as follows:

Pass = Meets or exceeds department expectations for doctoral preliminary examinations.

Re-write = Falls below department expectations for doctoral preliminary examinations but the student will be allowed one opportunity to revise the response.

Fail = Falls significantly below department expectations for doctoral preliminary examinations.

When the two readers do not assign the same grade, the response to the respective question will be read anonymously by a third reader. The final grade will be determined as the grade assigned by two of the three readers.

Pass

Passing each question requires two “pass” grades by each of two readers.

Feedback

When a question is not passed, general feedback about areas of inadequacy is provided. At this point in the doctoral program, students are expected to prepare essay responses and questions without extensive guidance from faculty.

Re-writes

In the event that a student receives a “re-write” for one or both questions, one re-write is allowed for each response that is graded as "re-write." The student will be instructed about whom to contact to receive the feedback for each response that must be rewritten. The contact person is usually one of the readers of the respective response. Students schedule a re-write exam time by calling or emailing the EdPA Graduate Studies office. The format of the re-write session is a sit-down, closed-book session, with two hours for each question. Students are allowed to bring to the exam a hard copy of one page of notes that is single-spaced and no less than 12 point font. Rewrites will be graded as pass or re-take.

Re-takes

In the event that a student fails one or both questions, s/he may re-take the exam. The student is not allowed to rewrite on the same original exam question/s. For each failed question, the student will be presented with one question from the original set of study questions to which s/he will respond. Students schedule the retake session through the EdPA Graduate Studies office. Each re-take will be graded pass or rewrite or fail.

In the event that a retake response is graded as a fail, the student will consult with his or her faculty adviser to determine whether to complete graduate studies with an Education Specialist degree or, under exceptional circumstances, to petition the Graduate Studies Committee for a second retake (third writing).

A second re-take is graded pass or fail. Students must pass a second re-write to continue in the program. If a student fails, s/he may choose to change degree objective to the education specialist and will be assigned a faculty adviser to guide completion of the specialist degree.

Oral Preliminary Examination

All doctoral students are required to pass a preliminary oral examination in the major field. The examination is conducted in accordance with Graduate School policy. It is centered around the students chosen area of thesis study but examination questions can be drawn from any and all of the Ed. D. program and coursework. The purpose of this examination is demonstration of oral competence in the presentation of scholarly work

and coherent, well-articulated responses to inquiries made by the graduate school faculty who serve as the student's doctoral committee members.

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

Eligibility

The following three conditions that must be met before students are eligible to take exam: (1) the student has active status in the Graduate School; (2) the student's program form has been approved by and is on file with the Graduate School; and (3) the student's Preliminary Written Exam form (GS Form 17) is on file with the Graduate School.

Preliminary Oral Examining Committee

The preliminary oral examining committee includes all four members of the student's doctoral examining committee: the three EdPA (inside members) and the one outside member. The student's adviser usually serves as the chairperson for the preliminary oral examining committee.

Scheduling the Examination

Students are responsible for contacting all committee members to determine an examination date and time. It is highly recommended that students begin early (e.g., a month or more in advance) to schedule for the oral preliminary examination. It can be difficult to coordinate committee member schedules. A time period of two hours should be scheduled for the oral preliminary examination.

Students also are responsible for informing the Graduate School of the scheduled date and time so that the appropriate forms are sent to the committee chairperson well in advance of the meeting.

Submitting Paper to Committee Members

In preparation for the oral preliminary examination, the student prepares an integrated review of the literature focused on the thesis topic. (In most cases this paper serves as chapter two of the thesis.) The student provides each of the four committee members with a copy of this paper at least two weeks prior to the scheduled exam date. This paper informs committee members about the student's area of research interest and provides a sample of the quality of the student's work.

Structure/ Format of the Exam

At the scheduled committee meeting, the student first introduces him/herself, shares relevant professional background experiences, and describes her/his interest in the thesis topic (2-3 minutes). The student then presents a brief overview of the literature, emphasizing key findings, as well as gaps in the literature (10-12 minutes). The presentation ends with the problem statement and research question/s that will guide the thesis research (1-2 minutes). After the presentation, committee members pose questions

to the student that are related to the thesis topic but that can draw on any coursework from the Ed.D. program. The student should also provide a copy of his/her program form so committee members are knowledgeable about the student's specific course of study.

Expectations/Criteria

The student is expected to present a clear, concise overview of the literature and the problem that frames her or his area of research. This presentation must emphasize key scholarly work in the field and include a critique of the quality of the research base. A rationale about the significance of the topic and specific problems of interest must also be articulated.

The student is expected to respond to questions posed by committee members in a coherent, scholarly, and professional manner that includes:

- Clarity in framing responses;
- Grounded and well reasoned assumptions; and
- Appropriate use of scholarly literature as supporting evidence.

Vote by Committee

After the questioning, the student is excused and committee members independently vote by ballot to "pass", "pass with reservations", or "fail" the student's examination.

Members then engage in 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 at the second voting. A "pass with reservations" qualifies as a "pass" for vote counting purposes but the exam outcome is recorded as "pass with reservations".

A "pass with reservations" outcome requires that the committee chairperson, in consultation with committee members 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.

At the end of the oral preliminary exam, Graduate School form #18, Final Oral Examination Report, must be signed by all committee members and delivered to the Graduate School within 24 hours of the examination. The student should make two additional copies of the signed form, one to be submitted to the Director of Graduate Students in the department and one for the student's own files.

Chapter 6: The Field Study (Thesis)

The Ed.D. program is designed to assist the student in moving toward completion of the Ed.D. field study. In the one credit seminars each semester during the first two years, students are provided with learning opportunities to develop inquiry skills for identifying and refining topic areas for the project, formulating research questions, reviewing literature, and proposing a research design. Completion of the special paper for the oral preliminary exam provides the foundation for Chapter Two of the field study which is the

review of literature. The prospectus provides the foundation for Chapter One, the introduction and statement of the problem, and for Chapter Three, the research design and methodology.

Described below are the formal benchmarks for completing the Ed.D. field study project. Developmental progress toward completion of the field study is demonstrated by completion of these benchmarks and their corresponding documents.

Prospectus and Prospectus Meeting

Students must develop a comprehensive prospectus that specifies the basis and plans for completion of the field study, with emphasis on the research/evaluation design and specific methodology, including procedures for sampling, data collection, and data analysis. A good test of the adequacy of the prospectus is that another researcher could follow the specific procedures in the prospectus and complete the project as planned by the student. Note: As mentioned previously, it is expected that Ed.D students will have successfully completed a methodology course that directly supports their field study design.

Expectations for Prospectus Document

The written prospectus for conducting thesis research must include 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,
- instruments that will be used in the study, and
- reference list.

For most students, the prospectus serves as a near final draft of Chapters 1 and 3 of the doctoral thesis. Each student develops the prospectus under supervision of the project adviser.

Prospectus Committee and Scheduling

The prospectus committee includes two of the three EdPA (inside) doctoral committee members and the outside committee member. The third inside committee member is invited to attend and usually does so, especially when the prospectus meeting is scheduled immediately following the oral preliminary examination.

The student is responsible for contacting the committee members and scheduling a mutually agreeable date and time. One hour should be scheduled for the prospectus meeting. Given the difficulty of coordinating schedules, it is recommended that the scheduling process be initiated well in advance (about a month) of a desired date.

At least two weeks prior to the scheduled prospectus meeting, the student provides each prospectus committee member with a complete copy of the prospectus, including all appendices, instruments, etc.

Structure/Format of Meeting

At the meeting, the student provides a brief overview of the study, emphasizing the research design and methodology that will be employed to address the study question. Recall that literature related to the thesis was thoroughly addressed in the Oral Preliminary Examination. Prospectus committee members ask questions and also assist in refinement of the study. The student must be well prepared, although the prospectus meeting is not a formal examination. As a result of the prospectus meeting discussion, the student is likely to have some changes in the proposal which usually includes follow-up between the student and adviser.

Vote by Committee

Approval of the prospectus for thesis research must be granted by the student's three prospectus committee members.

It is the responsibility of the prospectus committee members, all of whom are Graduate faculty, 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 Committee, 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. Approval of the research prospectus indicates faculty support of the proposed research design and methodology.

The three committee members evaluate the content and methodology of the proposal and may authorize the conduct of the study pursuant to the proposal utilizing the thesis proposal approval form or reject the same.

Approval Form

The prospectus approval form is a department form (not a Graduate School form). Prior to the prospectus meeting, the adviser should obtain the form from the department Graduate Studies office in 330 Wulling.

After the prospectus meeting, the signed prospectus approval form is forwarded to the Director of Graduate Studies for Educational Policy and Administration with the thesis title form (a 250 word abstract). Revisions resulting from the prospectus meeting also must be specified.

Institutional Review Board (IRB)/ Human Subjects Review

Any research, which employs the use of human subjects, must be approved by the Human Subjects Committee at the University of Minnesota prior to contacting subjects or gathering of the data (see www.irb.umn.edu). U of M and federal policies require that each study involving humans 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 study. Request for approval forms may be obtained from the following addresses:

IRB: Human Subjects Committee
Box 820, D528 Mayo Memorial Building
420 Delaware Street SE
Minneapolis, MN 55455
www.irb.umn.edu (to download forms)

Type of Review and Formats/Requirements

After prospectus committee approval of the thesis research, the student completes the appropriate form to request permission from the Institutional Review Board: Human Subject Committee at the University of Minnesota. The "long" form requires full review of the IRB and may take 4 to 6 weeks for review and decision. The "short" form requests exemption from full review and takes about 2 weeks for a review and decision. The "short" form is appropriate for most Ed.D. theses. Specific exemption categories are described in the application available from the IRB. Students must identify a specific exemption category in the application process. The "short" form is actually not short in that a full description of procedures is required; it is the review *process* that is short, relative to the full review.

Questions concerning exemptions or other aspects of human subjects research review should be addressed to: IRB Office at (612) 626-5654 or fax (612)626-6061. 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.

Approval of IRB Application

The thesis adviser/s and chair of the department must review and sign off on the application before submission to the Human Subjects Committee. Once the form is signed by the adviser and chair, the student submits the completed form and appropriate number of copies to the IRB. The student may not contact subjects or initiate data collection until written permission is granted from the Human Subjects Committee.

Conducting and Writing the Field Study

The student conducts the field study, maintaining contact with committee members as was decided during the proposal review. Challenges, questions, or irregularities encountered in conducting the field study must be communicated immediately to the

adviser who will determine appropriate action and consult with the committee members, the Director of Graduate Studies, and the Human Subjects Committee as needed.

Field Study Outline (Sample)

The organization and chapters of the final field study document depend on the type of research/evaluation conducted and individual preferences of adviser. Chapters might typically include the following:

Chapter 1: Introduction

- General statement of the problem
- Significance of the study
- Research hypotheses, questions, and objectives
- Limitations and delimitations
- Definition of terms
- Summary

Chapter 2: Review of Literature

- Review and distillation of previous research and opinion
- Interpretative summary of the current state of knowledge
- Substantiated problem statement

Chapter 3: Methodology

- Research design
- Sampling procedures
- Instrumentation
- Data collection procedures
- Data analysis procedures
- Summary

Chapter 4: Results

- Description of results for each question, hypothesis, or measure
- Supplemental analyses
- Summary

Chapter 5: Summary and Discussion

- Introduction
- Summary of study
- Discussion of results, including relationship to existing literature base
- Implications for policy, practice, and research conclusions

The most appropriate topics and organization will be dictated by the type and topic of study. Students should consult thesis and dissertation manuals and examples of completed dissertations conducted on similar topics and similar methodologies.

Field Study Review and Approval for Defense

A complete and essentially final draft of the thesis must be submitted to and approved by the three thesis reviewers prior to the final oral defense. Two of the reviewers are from inside the department; the third reviewer is the outside committee member. Each reviewer is allowed at least two weeks to read the complete written thesis. S/he then makes an independent determination about the readiness of the thesis for final oral defense.

The Graduate School reviewer's form is included in the student's graduation packet. The form is circulated to the reviewers after they have read the completed thesis document. In order to proceed to the final oral defense, all the reviewers must indicate that the thesis is "acceptable for final defense" or "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. The signed reviewer's form must be filed with the Graduate School at least one week before the final oral is held.

Final Oral Examination: Defense of the Thesis

To be awarded the degree of Doctor of Education in Educational Policy and Administration, students are required to successfully defend their field studies in a final oral examination. To be eligible for the final oral examination a student must have achieved the following:

- (1) Completed all work on the official doctoral degree program form;
- (2) Passed both the written and oral preliminary examinations;
- (3) Maintained active status; and
- (4) Satisfied the thesis credit requirement.

In addition, the project must have been certified by the readers as ready for defense (see GS Form 2 - Reviewers Report Form for Ph.D. Thesis).

Please refer to the University of Minnesota Bulletin for details about scheduling and reporting the results of the final oral examination.

Final Oral Examining Committee and Scheduling

The committee includes all four members of the student's doctoral thesis committee, the three EdPA (inside) members and the one outside member. The chairperson of the committee must have full advising status with the Graduate School and cannot be the student's faculty adviser.

The student is responsible for contacting all committee members to confer about scheduling a date and time that is mutually agreeable. A two hour time block should be scheduled. The student is also responsible for submitting a complete copy of the thesis (determined to be acceptable for defense by the readers) to all committee members at least two weeks prior to the scheduled examination.

Structure/Format of Exam

The student presents a summary of the thesis research, emphasizing data analysis, key findings, and implications for practice, policy, and research (20 – 30 minutes). The student may choose to open this first part of the examination (i.e., the student presentation) to outside guests (e.g., family members, friends, graduate students, faculty).

The presentation can be facilitated by a handout of the outline of the presentation; several carefully designed overheads may also be helpful in presenting the frame work, key findings, or conclusions. The presentation should be rehearsed to refine articulation, timing, and flow.

After the presentation and a period of brief comments or questions from guests, the guests are excused. The faculty on the final oral examining committee then pose questions to the student pertaining to any aspect of the thesis. Candidates should be prepared to "defend" the study, i.e., be prepared to answer questions about all aspects of the field study including the literature review, analysis of data, conclusions, etc. Since this is an Ed.D., candidates must be able to discuss thoroughly the implications for practice.

Vote by Committee

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 four committee members must vote "pass". If the written thesis is judged to be acceptable with relatively minor revisions, then committee members sign on 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 signatures are withheld, the Graduate School must be notified in writing within one week of the examination of the specific revisions required. This letter is constructed by the final oral chairperson in consultation with committee members. The student also receives a copy of the letter. Upon approval of the final written thesis, committee members sign the form.

Approval

At the end of the final oral defense, GS form # 19, entitled Final Oral Examination Report, must be signed by all committee members and delivered to the Graduate School within 24 hours of the examination. The student should make two copies of the signed form, one to be submitted to the Director of Graduate Studies in the department and one for the student's own files.

Publication of Thesis Research

Although not a requirement of the Ed.D. program, students are encouraged to view the publication of their study in a professional journal and/or presentation at a professional conference as an extension of their thesis work. The preparation of the article(s)/presentation should take place during or immediately following the completion of the study while all aspects are fresh in mind; the task becomes much more difficult as time passes. Publication as a means of dissemination shares your thesis findings with a

broad research and practice community and in doing so, **honors the time and participation of those who contributed to your study, most importantly, the subjects or study participants.** Far too many field studies do not realize their potential for contributing to the field because these final steps of dissemination are not pursued. Advisers are usually very willing to guide students in creating a product from thesis research that is appropriate for dissemination.

In the course of the Ed.D program, students will identify journals and conferences that would be most likely to accept an article or presentation. Students will have examined the typical length and format of the articles in identified journals. While the typical research article is about 15 - 20 manuscript pages, typed double-space, articles should be adapted to the guidelines provided by or evidenced in the journal or call for proposals. Several resources provide guidelines for preparation of a journal article and preparation of a paper for a professional meeting including Borg and Gall's, Educational Research, Longman Publishers.

Recent Ed.D. Field Projects Completed in Educational Administration

A list of recent Ed.D. field projects completed in recent years is available on the EdPA Web site.

Chapter 7: Ed.D. Program Checklist and Forms

Ed. D. Requirements Checklist

Requirement:	Requirement of:	Date completed:
1. Contact assigned adviser and gain approval for registration.	Graduate School	
2. Register for term admitted.	Graduate School	
3. Develop program with adviser (use Ed.D. Program and Committee Planning Worksheet).	Department	
4. File degree program (GS Form 89). This includes names of four faculty members who have agreed to serve on doctoral committee (3 EdPA members, 1 outside member)	Department/ Graduate School	
5. Take written preliminary examination (4 hour closed book)	Department	
6. Verify adviser has filed Preliminary Written Examination Report form (after completion of all Preliminary Written Exams and at least one week prior to the preliminary Oral Examination) (GS Form 17).	Graduate School	
7. Identify date, time, and location for oral preliminary exam by consulting with all four committee members.	Department	
8. Submit Doctoral Preliminary Oral Examination	Graduate School	

Scheduling Form (GS Form 12) or call the Graduate School to schedule it over the phone.		
9. Submit review of field study related literature to each committee member at least two weeks before Oral Preliminary Examination.	Department	
10. Take Preliminary Oral Examination.	Graduate School	
11. Submit signed Preliminary Oral Examination Report form (within one working day of completion of Preliminary Oral Examination) (GS Form 18). May register for thesis credits the following semester.	Graduate School	
12. Prepare prospectus for field study research then schedule prospectus meeting in consultation with the three inside committee members. In some circumstances it is appropriate for students to schedule the prospectus meeting immediately following the oral preliminary examination.	Department	
13. Submit prospectus to each committee member at least two weeks prior to prospectus meeting.	Department	
14. Hold prospectus meeting with at least the three inside EdPA committee members. Submit signed prospectus approval form (Approval of Thesis Proposal form) to department.	Department	
15. Submit proposal to request approval of Human Subjects Committee to conduct research. See Human Subject Committee Form.	Internal Review Board (IRB)	
16. Submit 3-part Thesis Proposal Form for approval (one semester after Preliminary Oral Examination) (GS Form 63a, b and c).	Graduate School	
17. After Thesis proposal is approved by Graduate School, obtain Graduate Packet in Johnston 316 or request through the Web. The Graduate packet will include the Reviewers Report Form for Ph.D. Thesis (GS Form 2)	Graduate School	
18. File Application for Degree (OTR Form 180) at a One Stop Student Service Center (by the first working day of the month of intended graduation).	Graduate School	
19. Submit Thesis to readers (2 in; 1 out); allow at least two weeks for reading, two additional weeks for revisions, and two weeks for final reading before final oral defense.	Department	
20. Submit signed Reviewers Report Form for Ph.D. Thesis (GS Form 2); schedule final oral defense, obtain signatures, then submit Examination Scheduling Doctoral Final Oral (GS Form 12a) or call the Graduate School to schedule	Graduate School	

it over the phone.		
21. Submit Commencement Attendance Approval Form (GS 54) by deadline (The deadline is listed on the form; typically it is about two and a half months before the ceremony.)	Graduate School	
22. Submit revised Thesis to each committee member at least two weeks before scheduled final oral defense.	Department	
23. Take final oral defense. (Defend field study.)	Department / Graduate School	
24. Return signed Final Oral Examination Report (GS Form 19) within one working day of completion of the Final Oral Defense. (You will receive this form at the end of your successful final oral defense meeting.)	Graduate School	
25. Submit one copy of thesis abstract and 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	

Graduate School and Department Forms and Deadlines

Most Graduate School forms are available in the hallway outside of 316 Johnston Hall or are available on the Web at www.grad.umn.edu/current_students/forms/doctoral.html.

All forms are to be filed in 316 Johnston Hall unless otherwise stated. (Johnston Hall is across the street from Wulling Hall.) It is the responsibility of students to make a copy of each completed form for their own records and to submit copies of the forms to the EdPA Coordinator of Graduate Studies (330 Wulling Hall) and the Graduate School (316 Johnston Hall).

The Graduate School (GS) program procedures include submission of the following forms.

Department Form - Ed.D. Program and Committee Worksheets

Ed.D. students must use these worksheets to develop their program plan, in consultation with their faculty adviser.

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

This form is also available online at

www.grad.umn.edu/current_students/forms/doctoral.html. Select "Degree Program Form."

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).

- On transmittal form, identify the adviser, two additional faculty in the major, and one faculty outside the major (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).
- Signed by adviser and DGS.

GS Form 17 - Preliminary Written Examination Report for Doctoral Degree

This form is also available online at

www.grad.umn.edu/current_students/forms/doctoral.html. Select "Preliminary Written Examination Report."

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 department and program exams have 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 also available online at

www.grad.umn.edu/current_students/forms/doctoral.html. Select "Preliminary Oral Examination Scheduling."

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 Graduate School 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.

Human Subjects Committee Form

This form is also available online at www.irb.umn.edu/

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 and adviser; no DGS signature is required (blank for DGS signature applies to faculty research only).

Department – Approval of Thesis Proposal (prospectus)

Due: Receive after prospectus is approved by all committee members. Submit a signed copy to the DGS staff and the faculty adviser. Before submitting it, make a copy for your own files.

- Signed by all committee members after approval of prospectus.

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

Pick up Graduation Packet in Johnston 316 or request via the Web at www.grad.umn.edu/current_students/forms/grad_packet/

Thesis Proposal Transmittal Form is also available online at: www.grad.umn.edu/current_students/forms/doctoral.html. Select "Thesis Proposal Form."

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); three are identified as readers (must include adviser, one additional faculty member in major, and one outside the major); 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).

*** GS Form 2 - Reviewers Report Form for Ph.D. Thesis**

This form is not available on the Web and can be obtained only from the Graduate School. The Graduate School will complete initial parts of the form.

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

- Provided to student by Graduate School 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.

*** OTR Form 180 - Application for Degree Form**

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

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

*** 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 "Graduate Student Services Forms."

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

- Provided to student by Graduate School 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 Graduate School.

Chapter 8: General Expectations

Writing Quality

The department has high expectations for student scholarly written work, especially in doctoral programs. All materials produced by students in class work, examinations and the project should represent a scholarly level of conceptualization and 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.

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. Effective writing is frequently the greatest challenge experienced by doctoral students, in part because scholarly writing and the volume expected is different from writing expectations in the standard work setting. Expect to work steadily on writing and to engage in numerous drafts and revisions. Faculty in doctoral programs should not be expected to edit or organize doctoral papers. Faculty advising is focused at the conceptual and analytic levels. Poorly written papers will be returned to students for revision before conceptual and analytical feedback is offered.

To assist in this development, students can take advantage of various courses, services, and manuals. To assist in formulating and implementing the research/project, several courses, textbooks and a publication manual is required. 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 on various writing and academic support opportunities available through the University, please see the Student Services and Resources section of this handbook.

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 (2001, pp. 268-281).

Plagiarism

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. Web sites of relevant university policies and procedures are below:

Code of Conduct

www1.umn.edu/regents/policies/academic/Conduct.html

Student Conduct Code

www1.umn.edu/regents/policies/academic/StudentConductCode.html

Teaching Ethics for Research, Scholarship and Practice

www.research.umn.edu/ethics/

Chapter 9: Course Registrations and Transcripts

Registration

Registration for the first summer cohort courses will be completed for students through group registration conducted during a mandatory Ed.D. program orientation, usually held on a Saturday or in April or May before the first summer session. Registration for subsequent semesters will be completed by students. Information necessary for registration including directions for completing registration online will be provided to students through the cohort listserv. Registration for electives is also the responsibility of the student.

Transcripts

Students bringing in credits from a previous graduate program are responsible for assuring that official transcripts reflecting those credits are on file in the Graduate School (submitted at the time of application). While the U of M Office of the Registrar maintains and releases official transcripts, an unofficial transcript may be obtained at no charge. See the Transcripts link within the Academics section of One Stop (<http://onestop.umn.edu/Student/>) for more information.

Grades

To check your recent grades also see the Academics section of Onestop (<http://onestop.umn.edu/Student/>) and select Grades.

Chapter 10: Financial Information and Assistance

Tuition and Fees

Approximately two weeks after the semester begins, you will receive a bill from the University of Minnesota. Current tuition rates and related fees are explained at the finance section of One Stop: <http://onestop.umn.edu/Finances/>

As an Ed.D. student, you will be charged the Graduate School rate of tuition. The One Stop site also has information about billing and payment options, financial assistance, and education tax benefits. You may also view your student account from this site.

Here is a summary of fees and rates for the 2003-2004 year:

- Tuition: \$613.56 per credit for 1-5 credits; \$3,681.36 for 6 or more credits
- Transportation fee: \$10.00
- Technology fee: less than 6 credits=\$40; 6 or more credits=\$80.
- Graduate and Professional Student Assembly: \$13.72
- Student Emergency Loan Fund: \$.27
- Council on Graduate Students (COGS): \$3.72
- Student Service Fee (paid by all students taking 6 or more credits, except those who take courses outside the metropolitan area) \$277.12
- Hospitalization Insurance Fee (This is paid by all students except those who have an assistantship or who provide information at the time of registration about their own hospitalization insurance. Students are billed for insurance automatically if they do not provide information about their own insurance coverage when they register. This is true every semester students register.): \$591
- Minnesota Public Information Research Group (paid by all students except those who indicate they do not want to pay when they register): \$4.13
- Student Legislative Coalition (paid by all students except those who indicate they do not want to pay when they register): \$3.00
- University Fee: \$30 per credit for students taking 1-9 credits; \$300 for students taking 10 credits or more

When you begin paying for thesis credits, keep in mind cost advantages when registering for six or more credits per semester.

Resident Classification

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. For more information contact the Resident Classification and Reciprocity Office located in 240 Williamson Hall (625-6330; admissions@tc.umn.edu). 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. The department is in a land-grant and urban university where scholarly and artistic activities, teaching and mission-related services are qualified by a realization that its programs should both contribute to, and be unique within, the State of Minnesota.

Financial Information and Assistance

Financial assistance for graduate students includes loans, grants, scholarships, fellowships, and graduate assistantships. Some residence hall assistantships are also available. Since financial assistance is usually related to fall semester admission, program applications should be submitted as early as possible but no later than January 1 to be considered for financial assistance for the ensuing academic year. Applications submitted after that date will be considered for any financial assistance still available.

Assistantships

Assistantships are usually classified as Teaching Assistantships, Research Assistantships or Administrative Assistantships (Fellowships). Assistantships may be available from numerous programs and organizations on campus. EdPA graduate students frequently submit assistantship applications or inquire about availability of assistantships in the department, the Institute on Community Integration (ICI), the Center for Applied Research on Educational Improvement (CAREI), and the National Center of Educational Outcomes (NCEO).

Detailed information about assistantships can be found in the Graduate School Catalog, at the Graduate Assistant Office(GAO) located in the Donhowe Building (612-624-7070), via the GAO site: www1.umn.edu/ohr/gao/, or directly from the U of M Job Center: www1.umn.edu/ohr/employment/index.html.

Tuition and health benefits. Appointments of at least 25% time (10 hours per week; 195 hours per semester) receive tuition remission (based on resident tuition rates) equal to twice the percentage of the appointment in the semester of the appointment only. Appointments of 50% or more for an entire semester, receive 100% tuition remission. Nonresident students holding assistantships of at least 25% time for an entire semester are assessed tuition at resident rates (this is a semester-specific privilege and does not change the student's classification). Students holding a 25% or more appointment, are eligible to receive University-subsidized health insurance. The University pays the percentage of the premium equal to twice the appointment percentage.

Salary. The salary is based on an hourly rate and is paid on a biweekly payroll. Students complete time sheets that are signed by supervisor. Assistantships extend through vacations and breaks; graduate assistants should confer in advance with their supervisor about making up hours if vacation time is planned. The assistantship earnings are considered taxable income. A graduate assistant is required to register for every semester while holding an assistantship and must register for a minimum of six credits. Failure to

register by the end of the second week of class will result in termination of the assistantship.

If interested in a department assistantships, EdPA graduate students who currently do not have assistantships are encouraged to complete an application (obtain from DGS staff). The deadline for applying for assistantships in the department is March 1 of the previous year. All applications are filed and reviewed when vacancies or other emerging opportunities occur during the year. Note: Students may hold an EdPA Department graduate assistantship a maximum of three years; this limit does not apply to assistantships outside the department.

Fellowships

The Graduate School awards some fellowships to incoming students; see the Graduate School Catalog for lists of fellowships. For additional information, please refer to the Graduate School Fellowship Office in 321 Johnston (phone: 612-625-7579); email: gsfellow@tc.umn.edu; Web site: www.grad.umn.edu/fellowships.

Need-based Financial Aid

To be considered for student loans and other government based student aid, students must submit a free application for Federal Student Aid (FAFSA). A FAFSA can be obtained in person from the Office of Scholarships and Financial Aid, 210 Fraser Hall. The FAFSA can also be completed electronically on the Web: www.fafsa.ed.gov

All government aid requires at least half-time enrollment (3 semester credits). For further information contact the Office of Scholarships and Financial Aid in 210 Fraser Hall, (612- 624-1665); osfa@tc.umn.edu; or the Web site: <http://onestop.umn.edu/Finances/> You can also call the toll free number: 1-800-400-UofM (1-800-400-8636).

Under Represented Students

The Office of Graduate School Outreach, 333 Johnston Hall (612-625-6858), assists underrepresented and educationally disadvantaged students (U.S. Citizens and permanent residents) in financing graduate education. In addition, the office provides opportunities for graduate students to build community ties, strengthen their networking skills, and enhance their professional development. Contact 612-625-6858; gsoeo@tc.umn.edu; or www.grad.umn.edu/oeo/

Professional Activity Support

Up to \$300 of financial assistance may be made available by the department to help defray expenses for students who are making presentations at professional meetings. When funds are available, students may be able to receive support for more than one qualifying trip each year. 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.

Chapter 11: Timeline for Completion of the 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. **Extensions beyond one year are considered only in the most extraordinary circumstances.** 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 www.catalogs.umn.edu/grad/ and information from the Graduate School.

Chapter 12: Graduation and Commencement

Awarding of Degree

Degrees from the University of Minnesota are awarded at the end of each month. To qualify for graduation for a particular month, a student must submit the Application for Degree Form on or before the first workday of that month and must complete the examination and all other requirements (including necessary forms and fees) by the last workday of that month. The diploma will be mailed three to four months after graduation.

Graduating in any month before the end of the semester may affect eligibility for student loans and housing.

Commencement

While the Graduate School degrees are awarded monthly, commencement (the graduation ceremony) is held only twice a year in December and May. January through June graduates usually attend the spring ceremony, and July through December graduates usually attend the fall ceremony. Attending the ceremony does not imply that you have officially graduated.

The Commencement Attendance Approval Form must be signed by adviser indicating that the thesis draft has been completed and that student is ready for but may or may not have taken the final oral exam. The form (received by student from Graduate School in Graduation Packet) must be turned in to 201 Fraser Hall on or before the first working day of the intended month of graduation.

Students who have not yet completed all requirements for graduation may participate in commencement if the Commencement Attendance Approval Form has the appropriate signatures and is submitted by the published deadline date. The Commencement

Attendance Approval Form must be signed by the adviser. The condition for signing differs among departments within the university. The standard used in this program is that three committee members, i.e., the three readers, must have signed the thesis sign-off form. This means that students, whom their advisers believe are ready to defend their thesis/project, can participate in the commencement although they may not have yet completed the final examination.

Commencement is a special event to celebrate the academic accomplishments of the students and dedication of the faculty, and to celebrate our academic community. Students are encouraged to participate in the commencements at the University of Minnesota. Academic dress (cap, gown, tassel and hood) may be rented or purchased for the event. 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 www.bookstores.umn.edu/grad/.

Chapter 13: Student Services and Resources

Graduate Student Handbook

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 at www.grad.umn.edu/Current_Students/handbook/.

It provides information in the following areas: Beginnings - The Twin Cities - Information and Educational Resources - Campus Activities - Money and Jobs - Housing, Health, and Family Needs - Transportation - Registration and Regulations - Further Resources and Services - How to Get Here.

While greater details about all of the following services and resources are available in the Graduate School Handbook, here is information found to be particularly helpful for EdPA students. Again, please see the GS Handbook for more detail.

Transportation

Metropasses for unlimited bus rides can be purchased for \$50 a semester. Order at <http://buspass.umn.edu/>

Route/schedule information is available by phone (612-373-3333, TTY 612-341-0140) and at www.metrotransit.org . If you know your route and just need departure times, call Busline, 612-341-4BUS, for 24-hour schedule information.

Parking on campus: Maps of parking lots, etc. can be found at www.umn.edu/parking Parking and Transit Services (612-626-7275; parking@tc.umn.edu); 300 Transportation & Safety Building (511 Washington Ave., SE)

Note: Free parking for students is now available in the evenings (8 p.m.- 8 a.m. and on Sundays in most ramps except during special events (call Parking to verify a particular ramp). During special event parking, when concerts and athletic events occur on campus, some parking facilities charge a higher special event rate. Event rates go into effect two hours prior to the event, with the exception of the Church Street Garage, which is three hours prior to the event. Special arrangements have been made for evening students to pay the regular daily rate and avoid the additional charge during special events. With a free hangtag permit, evening students can park in Lot 37, or Lot C55 after 4:30 p.m., on special event nights at the regular daily rate when space is available. Students may obtain a free hangtag permit from the following location: Office of the Registrar, 200 Fraser Hall, 106 Pleasant Street S.E. Please call 612-625-5333 for more information.

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. Your first card is free and can be obtained at the U Card Office in G22 Coffman Memorial Union, 8:30 a.m. to 4:00 p.m., Monday through Friday. A lost, stolen, or damaged card can be replaced at this location. Alternative locations include the Rec Center and St. Paul Gym (hours are subject to change; see www.umn.edu/ucard or call 612-626-9900).

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. Note: Be prepared to hear a mandatory informational session about the TCF banking services.

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. Web site: 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 612-624-3321; the reference desk at 612-626-2227.

Computer Services

Students are automatically assigned a university e-mail account when admitted. To initiate your Internet account, get on line at www.umn.edu/initiate

Questions or problems can be directed to the Technology Helpline at 612-626-4275. Examples of computers that can be purchased and sale of a \$6 Internet kit (cash only) with Netscape, Popmail 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, Lind Hall, 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 www.publabs.umn.edu/indexe.html .

Students are responsible for all information sent to them via the University assigned e-mail account. See the Internet Account Management page to activate your account and set forwarding options to whatever e-mail account you regularly use.

Statistics Help

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/consulting/.

Writing Resources

- 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.
- 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.

- Face-to-face tutoring. The *Center for Writing* currently provides face-to-face writing support by appointment or on a walk-in basis only to undergraduate students. By Fall '04, however, these services will be available for graduate students as well. Check the “student writing support” section of the Center for Writing’s Web site in Fall '04 for more information, writing.umn.edu/sws/.
- 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.

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 EPASA list-serv 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), located in 405 Johnston Hall (612-626-1612); cogs@tc.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 directly.

Communications

Department Listserv

All Ph.D. and M.A. graduate students are on a department listserv that is used to facilitate communication with the EdPA graduate students. The listserv is used by the DGS staff for the EPASA Newsletter which provides degree and curricular updates, position openings, and special events. The EPASA 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. Instructions on how to enroll in the college listserv will be distributed through a department EPASA Newsletter early in the fall semester.

Graduate School Listserv

As noted earlier in the handbooks, the University uses a list-serv 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 Site

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

Mailboxes

For professional purposes, students are invited to use the office address (330 Wulling Hall, 86 Pleasant Street S.E.) for mail. Student mail will be sorted into the alphabetically grouped graduate student boxes in the mail box area of 330 Wulling Hall.

The Nook

EPASA sponsors the functioning of the "Nook", a kitchenette on the 4th floor 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 microwave after use. All perishable food and their containers are discarded on Fridays.

EPASA Bulletin Board

EPASA posts the organization's activity announcements and other information on its bulletin board on the fourth floor of Wulling Hall.

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

Changing 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.

Student and Professional Services (SPS)

The SPS office located in 110 Wulling Hall serves the College of Education and Human Development as an information referral center for the College's graduate school students as well as students in the undergraduate and professional programs. Students will find information regarding College-wide programs, scholarships, financial aid, credential file information and support, and referral for College graduate programs. SPS receives notices of vacancies for college teaching positions as well as positions in counseling, administration, adult education, student personnel work, and research. For information contact 612-625-6501 (spsinfo@tc.umn.edu).

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 <http://www.iss.umn.edu> . Staff can be reached through e-mail at iss@tc.umn.edu or at 612-626-7100. 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.

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@tc.umn.edu; or <http://www.grad.umn.edu/oeo/COSP/index.html>.

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 websites for reference:

- Board of Regents, Code of Conduct, adopted 7/12/96:
<http://www1.umn.edu/regents/policies/academic/Conduct.html>
- Board of Regents, Academic freedom and Responsibility, adopted 9/8/95:
<http://www1.umn.edu/regents/policies/academic/AcademicFreedom.html>
- Graduate Assistant Office, Handbook for Graduate Assistants:
<http://www1.umn.edu/ohr/gao/>

The Graduate School 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, 419 Morrill Hall (612-624-9547).