

Northeastern HiEd (Summer 2005) Handbook

INTRODUCTION

This handbook is designed to provide Ed.D. Higher Education students in the Department of Educational Policy and Administration (EdPA) with a readily available source of information about their program, procedures, and graduate student resources. The handbook augments and is not a substitute for other sources of information. Students should refer to the following comprehensive documents for more details: The *Graduate School Catalog*, University of Minnesota (provides information about major program regulations; available on the Web at <<http://www.catalogs.umn.edu/grad/index.html>>, the Twin Cities class schedule policy sections <<http://onestop.umn.edu/onestop/registration.html>>, and the *Graduate Student Handbook* <http://www.grad.umn.edu/Current_Students/handbook/> (contains details about available resources not found elsewhere; see Chapter 5 for summary of document).

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

All advising faculty have a copy of this handbook. Both Graduate School and department forms can be found on the Web.

CHAPTER ONE

THE ED.D. PROGRAM

In summer 2005, the Department of Educational Policy and Administration in the College of Education and Human Development at the University of Minnesota began to offer a doctor of education (Ed.D.) program in higher education for college and University administrators and faculty in northeastern Minnesota and the surrounding area. Students from other areas in Minnesota and Wisconsin were also encouraged to apply. The cohort program allows students to pursue doctoral study in higher education while continuing to work full time. Some courses will be offered on the University of Minnesota—Duluth campus, and others will be on the campus of The University of Minnesota—Twin Cities.

Overview of the program

Courses (41 credits)

The coursework for the Ed.D. cohort program in higher education will consist of

1. 41 semester credits distributed among courses in higher education and methodology courses;
2. 12 credits in a supporting program (coursework taken in areas outside the Department of Educational Policy and Administration that directly supports the independent, field-based research project); and
3. 24 thesis credits.

Students are permitted to transfer up to 18 credits of previously completed graduate-level coursework in education or related areas, subject to the approval of their faculty adviser, the director of graduate studies, and the Graduate School.

Schedule

Students will take courses for ten consecutive academic terms, beginning in summer 2005 and ending in summer of 2008. Each term, students will take four semester. Summer courses will be offered each year in an intensive, two-week session near the end of June. The specific dates for courses in each fall and spring semester will be based on analysis of students' schedules and faculty availability.

Other program requirements

Students will take a written preliminary examination. Each student will also write a "special paper," which is a critical review and synthesis of the literature in the student's chosen area of inquiry. The special paper serves as the basis for the preliminary oral examination. The next step is completion of a research prospectus, which the student then presents to his or her committee at a prospectus meeting. After completion of the doctoral research study, the student participates in the final oral examination. These stages are described in Chapter 2.

Core program and other course requirements

University of Minnesota Ed.D. cohort program: Following is an overview of the Ed.D. curriculum. The content of the special topics will be based on the needs of the cohort.

1. Major (Minimum 41 credits)

Core

EdPA 5701	U.S. Higher Education	3 cr	SS'05
EdPA 5001	Formal Organizations in Education	3 cr.	F05
EdPA 5704	College Students Today	3 cr	S06
EdPA 5087	Approaches to Critical Issues	2 cr.	SS'06
EdPA 5056	Case Studies	2 cr.	SS'06
EdPA 8703	Public Policy	3 cr.	F'06
EdPA 8702	Administration and Leadership in Higher Education	3 cr.	S'07
EdPA 5080	Special Topics	2 cr.	SS'07
EdPA 5080	Special Topics	2 cr.	SS'07
EdPA 5080	Special Topics	2 cr.	F07
EdPA 8321	Data Analysis for Educ. Management	2 cr.	F07
EdPA 5080	Special Topics	2 cr.	S08
EdPA 5080	Special Topics	2 cr.	S08
EdPA 5080	Special Topics	2 cr.	SS'08
EdPA 5080	Special Topics	2 cr.	SS'08
EdPA 8087	Colloquium/Seminar (1 cr. each)	5 cr.	SS'05-S07

2. Other graduate courses (minimum 12 credits)

3. Thesis/Project credits (24 credits)

EdPA 8888	Thesis Credits: Doctoral	24 cr
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Higher education cohort II: tentative schedule

		Summer 2005 3 US Higher Education (Hendel) 1 Colloquium/Seminar (Anderson)
Fall 2005 3 Formal Organizations (Anderson) 1 Colloquium/Seminar (Hendel)	Spring 2006 3 College Students Today (Hendel) 1 Colloquium/Seminar (Antontio)	Summer 2006 2 Case Studies 2 Approaches to Crit. Issues
Fall 2006 3 Public Policy 1 Colloquium/Seminar Doctoral program planning	Spring 2007 3 Administration (Anderson) 1 Colloquium/Seminar (Hendel)	Summer 2007 2 Special Topics 2 Special Topics Written prelim
Fall 2007 3 Data Analysis 2 Special Topics Oral prelim: Fall 2007 – summer 2008	Spring 2008 2 Special Topics 2 Special Topics	Summer 2008 2 Special Topics 2 Special Topics

Potential special topics (credits):

Technology Policy (2)
 Evaluation (2)
 Institutional Research (2)
 Federal and State Policy (2)
 Strategic Planning (2)
 Race and Ethnicity (2)

Conflict (2)
 Finance and Budgeting (2)
 Higher Education Law (2)
 Leadership in Student Affairs (2)
 Leadership (2)
 Instruction and Learning (2)

Descriptions of courses

Core courses:

EdPA 5701. US Higher Education (3cr.)

Presents historical and contemporary perspectives on higher education in the United States, with emphasis on the structure, history, and purposes of the higher education system as a whole.

EdPA 5001. Formal Organizations in Education (3 cr.)

Presents classical and contemporary theories of organizations and their applications in higher education and related fields.

EdPA 5704. College Students Today (3 cr.)

Issues involving population of students in colleges/universities. College student development theory, students' expectations/interests. How college affects student outcomes. Role of curricular/extracurricular activities. Student-faculty interaction.

EdPA 5087. Approaches to Critical Issues (2 cr.)

Meanings of difference from sociological, psychological, historical and philosophical perspectives as related to current and emerging critical issues in education. Participants help design, facilitate, and present the course.

EdPA 5087. Case Studies (2 cr.)

Qualitative case study research methods and their applications to educational policy and practice. Emphasis on designing studies that employ open-ended interviewing as primary data collection technique.

EdPA 8703. Public Policy in Higher Education (3 cr.)

Presents theories, analytic methods, and critical issues in higher education at the state and national levels. Issues include equality of educational opportunity and access, affirmative action, system-wide governance and coordination, research funding, student financial aid, public accountability.

EdPA 8702. Administration and Leadership in Higher Education (3 cr.)

Examines issues of leadership, governance, and administration in higher education through theoretical perspectives and practical analysis. Topics include planning, change, decision making, organizational culture, budgeting, and conflict management.

EdPA 8888. Thesis Credits: Doctoral (24 cr.)

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

Other higher education courses:

A series of special topic courses will be determined by student needs and interests and availability of faculty expertise.

Methodology courses:

Students will complete graduate-level courses in statistical methods, qualitative methods, and principles and methods of evaluation.

Colloquium:

The Ed.D. cohort program in higher education includes an ongoing colloquium that provides a forum for discussion of research topics and methods and gives attention to critical issues in higher education. It also provides students with guidance in preparing for their doctoral examinations and independent, field-based research projects, as well as enhancing their career development.

Additional credits:

As noted above, a set of 12 credits constituting a supporting program and 24 thesis credits are included in the doctoral program. With the approval of adviser, DGS and Graduate School, graduate degree program course work taken at the University of Minnesota and other recognized graduate institutions, e.g., in a master's program, 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 the adviser. Students should discuss with their advisers the possible use of these credits for the program, methodology, or supporting 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/>.

- 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.
- General department guidelines set a maximum number of 18 semester transfer credits (27 quarter credits) that can be applied to the Ed.D. Credits taken the year before admission through 99PRD registration (graduate, non-degree seeking status through the University) do not count against this limit and may be brought in above the credit limit if the courses were taught by current, regular faculty. However, the graduate school has a limit on these 99PRD credits (see below).
- The Graduate School allows a maximum of 12 semester credits 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. Please refer to the Graduate School Catalog and consult with DGS staff and adviser before making assumptions about transfer credits.

Credits are transferred by listing the courses on the proposed degree program form. Credits not accepted 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 if not submitted in the admissions process.

Quarter/Semester credit conversion chart:

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

- 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.

An important note about written products (course papers, thesis chapters, drafts)

It has become a common practice for some University students to e-mail their written products as attachments, with the expectation that the instructor will create hard copies of the document. ***EDPA policy strictly prohibits using department copying and printing equipment for the printing of student work.*** Written products should be submitted in person—in hard copy—to the instructor or adviser, or mailed to the department office (if necessary).

CHAPTER 2: DEPARTMENT AND GRADUATE SCHOOL (GS) PROCEDURES AND TIMELINES

Ed.D. examinations and papers

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

1. Degree program (must be filed one semester before preliminary oral examination)
2. Written preliminary examination
3. Special paper
4. Department preliminary oral examination (includes completed special paper)
5. Thesis proposal (prospectus)
6. Thesis proposal (prospectus) meeting
7. Human subjects approval of conduct of research (IRB approval)
8. Approval of dissertation for final defense
9. Final oral examination
10. Thesis copy

1. Degree program

The degree program is filed with the Graduate School usually after the first year of study. It must be approved before taking the program written preliminary exam and at least one semester before the preliminary oral exam. The form identifies which courses the student has been and will be taking, and who will serve on the preliminary oral committee (see discussion below regarding composition of the committee). Students should confer with their adviser in developing the degree program form. To complete the program form, please review the Ed.D. requirement checklist (see chapter 3). The adviser and the director of graduate studies must approve the degree program; the Graduate School has final approval of degree program (see section on transfer credits in this handbook, and the *Graduate School Catalog* for details about transferring credits from other institutions and from other programs at the University of Minnesota).

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

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

Below are some tips for successfully completing the *Degree Program* form.

- Read the instructions on the reverse side of the first page.
- List all courses chronologically – first courses listed will probably be those you intend to transfer. Write in the institution name and not the instructor name for the transfer courses. Reminder: you are limited in the number of credits you can transfer.
- Do not attach transcripts – you turned in official transcripts when you applied.
- Include courses you **WILL** be taking in the program (leave date blank if you are not sure when you will take a particular course). Any substitutions can be made easily through a petition later.
- All EdPA courses are considered “major”. Any course in another department, even if required in your EdPA program, is considered “other” by the Graduate School.
- The last entry in the list of courses should be EdPA 8888 Thesis Credits: Doctoral 24 credits
- Add all of the EdPA course credits and enter under “Total Major Credits” (do not add in the 24 thesis credits); add up all credits other than EdPA and enter other “Total Other Credits”; “Total Credits” is the total of the previous two categories **WITHOUT** the 24 thesis credits.
- Obtain signature of adviser and, if applicable, your minor adviser before submitting to the DGS staff.
- **IMPORTANT!** If some transfer credits were taken as quarter credits (rather than semester credits) these must be converted to semester credits for entry onto your program form. See page 8 for the conversion table.

After the program is filed, students can complete a petition to request the following: change in the course work on the approved degree program form, an extension of time to complete the degree (5-year time limit to complete the doctoral degree is computed from the semester following the passing of the preliminary oral examination), and transfer of course work not originally on the approved degree program form. The adviser and DGS must sign the petition. Completing the petition process is not difficult; students should not postpone the filing of their program past their first year based on the assumption that they may not be able to take the specific courses currently planned and that the process of changing the program would be difficult.

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

2. Written preliminary examination

Successful completion of the written preliminary examination is a necessary step in the process of advancing to doctoral candidacy in the Department of Educational Policy and Administration. Before taking the preliminary oral examination and advancing to candidacy, students must 1) pass a written preliminary exam with questions addressing both the department core and the program core and 2) complete a special paper (see next section for information about the special paper).

Eligibility. To be eligible to write the preliminary examination, students must have completed or be currently enrolled in the last of their department and program core courses, have an “active” status with the Graduate School (maintained by registering every fall and spring), and be in good standing with the Graduate School. Students do not need to be enrolled for course credit at the time of the writing of the preliminary examination.

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

Students can choose to complete the examination using computer or paper and pencil (a computer is preferred). Students take the examination at the same time as the other members of the cohort in a computer lab that contains computers with the PC and the Mac platform.

Students in all program areas must register with DGS staff for their written preliminary examination.

Submission of examination. Please place your name on the first page only. Because the exams are read anonymously, student names are removed from the exams before being submitted to faculty for reading. Therefore, do not include your name as part of the header or footer or at the beginning of section breaks. Please do not bind the copy in any way; one staple in the corner is appropriate. Submit only one copy.

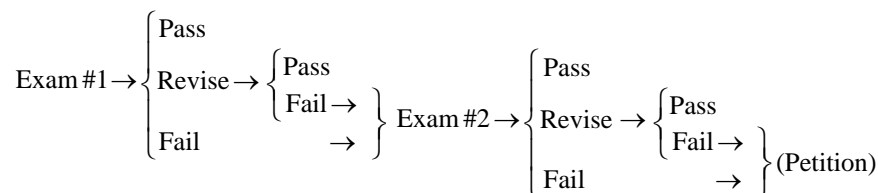
Examination description. Each higher education examination addresses both the department core (Formal Organizations and Public Policy) and the higher education program core courses. The higher education faculty will decide on the specific program questions as well as those that relate the departmental core to the higher education program area. The Graduate Studies Committee and faculty teaching the department core will review and approve questions that relate the departmental core to higher education.

Evaluation of EdPA doctoral preliminary exams. The written preliminary exam is graded by two program faculty readers and returned in approximately six weeks from the date it was written/submitted. The two readers independently evaluate each question essay response and assign one of the ratings below.

- 4 = Pass, substantially exceeds department expectations for doctoral preliminary examinations
- 3 = Pass, meets department expectations for doctoral preliminary examinations
- 2 = Fail, does not meet department expectations for doctoral preliminary examinations
- 1 = Fail, falls substantially below department expectations for doctoral preliminary examinations

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

Possible outcomes of examination evaluation



If an exam is assigned a “pass”, the student and adviser receive a letter indicating such and no reader feedback is provided. In the event that the first writing is not a pass (i.e., is either a “revise” or a “fail”), the student’s adviser will provide the student with the readers’ feedback comments. In HiEd exams, faculty readers remain anonymous to students and their advisers; no adviser reads a student advisee’s examination.

If the first writing, Exam #1, is a “revise”, the student is allowed to revise a question (HiEd). The revision uses the same exam question(s) as the first exam. The possible outcomes of this revision are “pass” or “fail”; there is no option for revising the revision response.

If the first writing, Exam #1, is a “fail” or if the revision of Exam #1 is a “fail”, the student is allowed to take a new, second examination, Exam #2, at the next administration. The possible outcomes of this second writing of the exam are “pass”, “revise”, or “fail”. If the exam receives a “revise”, the student may revise the response to the same exam, Exam #2. Should Exam #2 or revision of #2 result in failure, an additional attempt may be allowed, but only on the basis of a petition.

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

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

When the preliminary written exam has been passed, the adviser receives a copy of the *Preliminary Written Examination Report* form (GS form 17). The adviser signs and returns the form to the DGS. This must be completed before the student can schedule the preliminary oral examination.

3. Special paper

Students are required to complete a special paper prior to the oral preliminary examination. It is a critical review of the literature in the area of the student's scholarly interest. It is not merely an annotated bibliography but is a conceptually organized synthesis of the relevant literature. The special paper may explore areas for possible dissertation research by locating gaps in knowledge in a particular area of inquiry, or it may serve as an integrative background piece for dissertation research that the student already has in mind. The paper should conclude with a set of research questions that represent potentially fruitful lines of research in the area of inquiry.

The student prepares the special paper under the guidance of his or her adviser. The paper may be thought of as a first cut at the thesis proposal (prospectus), but the student is not required to complete the full thesis proposal before the oral preliminary examination. The special paper serves as a point of departure for questions at the oral preliminary examination in that it represents the student's area of expertise and research interest. The special paper is normally between 30 and 50 pages in length. The paper must be distributed to the oral preliminary examination committee at least two weeks before the examination.

4. Preliminary oral examination

It is the student's responsibility to schedule the preliminary oral examination with the committee members on a suitable date, reserve a room through the department office, and notify the Graduate School of the date and time at least one week in advance of the examination by filing the *Doctoral Preliminary Oral Examination Scheduling* form; notification can also be completed via the Web or calling Graduate School (5-5833).

The preliminary oral is a general knowledge examination, which includes a discussion of the special paper and is conducted in accordance with Graduate School policy. The examining committee includes a minimum of four members: three members from the major field and one from a supporting program/minor. A student with a minor must have the minor adviser on the examining committee and at the examination. All assigned members must be present at the preliminary oral examination. Substitutions can be made in the case of an emergency, but the Graduate School must be informed in advance of the examination; only an adviser or the DGS staff can notify the Graduate School. The absence of a member results in an invalid examination. In advance of the exam, the chair of the committee receives from the Graduate School the *Preliminary Oral Examination* form, which must be signed and returned within 24 hours of the examination.

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

5. Thesis proposal (prospectus)

The student must complete a formal thesis proposal (prospectus) to present at the thesis proposal meeting. Students should check with advisers about any preferred framework for the prospectus. The written prospectus for conducting thesis research typically includes at least the following:

- a brief and focused presentation of relevant literature,
- a statement of the problem,
- specific research questions that will guide the inquiry,
- limitations and delimitations,
- the research design with a corresponding rationale,
- specific sampling, data collection, and data analysis procedures that will be employed in the study, and
- instruments that will be used in the study.

Students should check with advisers about modifications of this framework that may be needed for a specific research context, e.g., a particular research methodology. The one-credit doctoral seminars and a department WebVista resource, *Inquiry in Practice*, will provide guidance on preparing the above components of the thesis proposal. Contact the Graduate Studies staff to gain access to the Web site. For most students, the prospectus serves as very good draft for the final Chapters 1 and 3 of the dissertation.

6. Thesis proposal (prospectus) meeting

After the student completes the preliminary oral examination and the formal thesis proposal (prospectus), but prior to the beginning the thesis research, the student meets with his or her adviser(s) and the other members of the thesis panel to discuss the thesis proposal.

The three members serving on the prospectus committee are: the adviser, the outside member, and one other committee member from within EdPA. The fourth member of the examining committee does not serve as a reader and is not included in the Thesis Panel.

An additional outside reader may be added, if appropriate. For example, if a student has a minor, the minor adviser might be included on the panel. Students should check with their adviser about the addition of another member, and the scheduling of the meeting in relation to the oral prelim.

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

of research conducted through the University of Minnesota, it also serves as a safeguard for students.

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

The three-part thesis proposal form consists of the *Transmittal* (GS 63a) with recommended final committee members, *Title of Ed.D. Thesis* (GS 63b), and *Thesis Abstract* (GS 63c). After obtaining approval of the *Thesis Proposal* form, the student can obtain from the Graduate School the *Graduation Packet* consisting of the *Application for Degree*, the *Commencement Attendance Approval*, the *Reviewers Report*, *Microfilm Agreement*, *Survey of Earned Doctorates*, copyright information, and degree clearance instructions. Note that most of these documents can be obtained by requesting online (see section, Graduate School forms and deadlines in this handbook).

7. Human subjects (IRB)

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

Information and forms are available at < <http://www.irb.umn.edu/applying/>> or the Institutional Review Board (IRB) Office. Questions concerning exemptions or other aspects of human subjects research review should be addressed to the IRB: Human Subjects Committee at (612) 626-5654 or fax (612) 626-6061. The Web site provides detailed information about the process and the conditions for each of the possible levels of review. There are three form/level options: a “full committee review”, an “expedited review” and an “exempted review”. The “full review” requires a full review of the IRB and may take four to six weeks for review and notification of their decision. These forms are appropriate for research designs that may involve a potential threat to the human subjects and thus may involve more deliberation. The “expedited review” involves minimal risk to human subjects but has some risk elements. The “exempted review” applies to those research projects that involve some minimal risk and thus is exempt from further IRB review. Most research in the department qualifies for the exempted review. Exemption waives only the need for further review and does not negate the need for the consent of subjects where applicable. The exempted review requests an exemption from the full review of the board and takes about two weeks for a review and decision. The forms must be signed by

student, adviser and department chair; no DGS signature is required (the line for DGS signature applies to faculty research only).

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

8. Approval of dissertation for final defense

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

9. Final oral examination

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

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

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

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

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

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

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

If the judgment is that the examination was a "pass" but minor revisions are needed in the dissertation, the committee members sign the final oral defense form. If the written thesis is judged to require substantial revisions, signatures are withheld until appropriate revisions have been made. If the signatures are withheld, the Graduate School must be notified in writing within one week of the examination of the specific revisions required. The letter is constructed by the final oral chairperson in consultation with committee members. The student receives a copy of the letter. Upon approval of the final written thesis, committee members sign the form.

Students should check with advisers about any traditions regarding refreshments for the exam. Please refer to the University of Minnesota *Graduate School Catalog* for details about scheduling and reporting results of the final oral examination.

10. Thesis

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

Time limits for the completion of doctoral degree

All requirements for the doctoral degree must be completed within five years from the end of the semester following the semester in which the student passed the preliminary oral examination. If the student is unable to complete the degree by the deadline, he or she may petition the Graduate School for an extension of the time limit. Petitions should be filed no later than early in the semester in which the time limit will expire. The petition must be completed by the student and signed by both the adviser and the DGS. For full details see the *Graduate School Catalog* and information from the Graduate School.

Graduation and commencement

While the Graduate School degrees are awarded monthly, commencement is held only twice a year in December and May.

Commencement. 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 the Graduate School in the *Graduation Packet*) must be turned in to 201 Fraser Hall on or before the first working day of the intended month of graduation.

The Graduate School commencement ceremonies are held in the late spring and late fall only; January through June graduates usually attend the spring ceremony, and July through December graduates usually attend the fall ceremony. If you wish to participate in commencement, the *Commencement Attendance Approval* form (sent to student from the Graduate School in the *Graduation Packet*) must be turned in and approved about two months before the commencement ceremony (about April 1/October 1; check dates at One Stop). Attending the ceremony does not imply that you have officially graduated. A *Commencement Handbook*, containing information on academic costume, rehearsal, parking, etc., should be obtained from University Relations, 6 Morrill Hall or from the Information Booth in the University Bookstore. Information is also available on the Web at <http://www1.umn.edu/twincities/commencement> >.

Award of degree. All Graduate School requirements must be completed by the last working day of the intended month of graduation. Graduating in any month before the end of the semester may affect eligibility for student loans and housing. The diploma will be mailed three to four months after graduation.

CHAPTER THREE

ADVISING AND PLANNING DOCUMENTS

Advising

Students will experience two types of faculty advising: program advising and field project advising. Program advising refers to activities that relate to completing and submitting the Ed.D. Degree Program form. The cohort program coordinator will work with cohort members to determine program coursework, transfer credits, and specific degree requirements. Most program advising will occur as part of the scheduled cohort meeting times. During preliminary program planning, the teaching faculty will review prior course work, make some initial judgment about the match with the program components, and will guide students in course selection for their electives.

Field project advising refers to faculty working with cohort members on issues related to each member's interest and research. In this process students develop an integrated review of literature, design research methods, prepare for the written and oral preliminary examinations, develop the research prospectus, collect and analyze the data, and write the final field project. Project advising occurs with the team of faculty advisers assigned specifically to the student and usually occurs at individually-arranged times.

All students have an interim faculty adviser appointed by the director of graduate studies in the Department of Educational Policy and Administration at the point of the student's acceptance into the program. Advisers must be from the major field. Advisers are identified considering several factors including the student's career goals and preliminary project interests.

Please note that these interim advisers are not necessarily intended to continue for the duration of the graduate student's program. Advising responsibilities must be distributed across the faculty in Higher Education; the interim adviser can serve as the regular adviser only for a portion of the students in the program. Each student is encouraged to become acquainted with the various program faculty over the first year of their study and select regular advisers. Once students become familiar with the faculty and have an idea about their project topic, changes can easily be made. The match of the adviser and student should be mutually acceptable. The identification of the co-advisers and committee members is facilitated during the second summer by the program coordinator.

IMPORTANT NOTE: Students receive progress reports annually during their doctoral study. An important part of doctoral progress—and an area which will be noted on the progress report—is timely completion of the milestones listed on the following pages. Students who receive deficiency reports relating to milestones (late filing of programs or thesis topics; excessive incompletes, etc.) and who do not take steps to remedy the deficiency will have holds placed on their registrations until the deficiencies are removed.

Ed. D. Requirement Checklist (see following pages for description of forms)

Requirement of:	Requirement:	Date requirement completed:
Graduate School	Contact assigned adviser and gain approval for registration.	
Graduate School	Register for term admitted.	
Department	Develop program with adviser (use Planning Guide).	
Department / Graduate School	File degree program (by Program Core Examination) (GS Form 89).	
Department	Take Written Preliminary Examination with cohort.	
Department	Submit Special Paper two weeks before Oral Preliminary Examination	
Graduate School	Verify adviser has filed Preliminary Written Examination Report form (after completion of all Preliminary Written Exam and at least one week prior to the preliminary Oral Examination) (GS Form 17).	
Graduate School	Schedule Preliminary Oral Examination at least one week before exam.	
Graduate School	Take Preliminary Oral Examination.	
Graduate School	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.	
Department	Hold proposal/prospectus meeting with Thesis Review Panel; obtain signatures on Thesis Panel Review Sheet and submit to EdPA GS staff. (form on Dept. Web site)	
Graduate School	Submit 3-part Thesis Proposal Form for approval (one semester after Preliminary Oral Examination and after Thesis Review Panel approval) (GS Form 63a, b and c).	
Graduate School	After Thesis proposal is approved by Graduate School, obtain Thesis Review Report and Graduate Packet in Johnston 316 or request through web.	
IRB	If applicable, file Human Subjects Form.	
Graduate School	File Application for Degree in <i>150 Williamson Hall</i> (by the first working day of the month of intended graduation).	
Department	Submit Thesis to readers; allow at least two weeks.	
Graduate School	Submit signed Thesis Reviewer's Report form (GS Form 2); schedule Final Oral Defense with members (at least one week prior to the examination) and submit Scheduling Form (GS Form 12a).	
Graduate School	Submit Commencement Attendance Approval Form (GS 54) by deadline, about 2 mo. in advance (deadline published in University Class Schedule).	
Department	Submit revised dissertation to entire committee at least two weeks before exam.	
Department / Graduate School	Take Final Oral Examination. (Defend dissertation).	
Graduate School	Return signed Final Oral Examination Report within one working day of completion of the Final Oral Defense (GS Form 19).	
Graduate School	Submit one copy of thesis abstract and unbound thesis (signed by adviser), plus Microfilm Agreement Form and fee, and the Survey of Earned Doctorates (by the last working day of the month of intended graduation).	

*Please note that most Graduate School forms are available outside of 316 Johnston Hall or are available on the web at <<http://www.grad.umn.edu/forms/>>, click on Graduate School Online Forms. All forms are to be filed in 316 Johnston unless otherwise stated.

Graduate School forms and deadlines

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

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

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).

Form: Available online at

http://www.grad.umn.edu/Current_Students/degree_completion/doctoral/. Click “Degree Program form” under “Current students”.

- On transmittal form, identify the adviser, two additional faculty in the major, and one faculty outside the major; if program includes a minor, the minor adviser must also be listed (all must have agreed to serve on the committee) (all must have agreed to serve on the committee). Signed by DGS.
- On degree program form, list chronologically all courses in program (including those from previous graduate work applied to this program). See other tips for completing the program form in Chapter 2. Signed by adviser, minor adviser (if applicable) and DGS.

GS Form 17 - Preliminary Written Examination Report for Doctoral Degree

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

Form: Available online at <http://www.grad.umn.edu/forms/list.html>. Click “Preliminary Written Examination Report (Doctoral Degree)” under “Forms for current students”.

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

GS Form 12 - Doctoral Preliminary Oral Examination Scheduling Form

Due: Must hold exam at least one semester before final oral defense.

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.).

Form: Available online at <http://www.grad.umn.edu/forms/list.html> Click “Doctoral Preliminary Oral Examination Scheduling” under “Forms for current students”.

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

GS Form 18 - Preliminary Oral Examination Form

Due: Must be filed within 24 hours of examination.

- Sent by GS to the adviser who serves as Chair of examining committee AFTER student has scheduled exam.

- Preliminary Oral Examination Form is signed by all committee members after completion of oral examination.
- Deliver form to Graduate School.

Human Subjects Committee Form, if needed

Due: Before initiating research including solicitation for participation.

Form: Available online at <http://www.irb.umn.edu/applying/>.

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

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

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

Form: Pick up packet in Johnston 316 or request via the Web at http://www.grad.umn.edu/current_students/forms/grad_packet/index.html. Thesis Proposal Transmittal Form is also available online at <http://www.grad.umn.edu/forms/>. Click “Thesis Proposal Form” under “Forms for Current Students.”

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

Graduation Packet (can be ordered online at the Web at

http://www.grad.umn.edu/current_students/forms/grad_packet/index.html)

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

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

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

This form is not available on the Web and can be obtained only from the Graduate School in the Grad Packet. Students circulate the form to readers with dissertation before scheduling final exam with Graduate School.

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

- Provided to student by GS in *Graduation Packet* once Thesis Proposal has been approved.

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

2) OTR Form 180 - Application for Degree Form

This form is not available on line.

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

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

3) GS 54 - Commencement Attendance Approval Form

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

Form: Available online at http://www.grad.umn.edu/current_students/forms/doctoral.html. Click “Commencement Attendance Approval Form” under “Forms for current students”.

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

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

Due: Filed at least one week before exam.

Form: Available online at http://www.grad.umn.edu/Current_Students/forms/doctoral.html. Click “Doctoral Final Oral Examination Scheduling” under “Degree Progress”.

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

GS Form 19 - Final Oral Examination Form

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

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

Microfilm Agreement Form

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

- Provided to student by GS in *Graduate Packet*.

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

Doctoral Thesis/Project

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

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

Special purpose forms

Petition: This form is available online at

<http://www.grad.umn.edu/Current_Students/forms/doctoral.html>

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

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

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

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

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

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

Course Time Conflict Approval: If you and your adviser agree that you should take two courses that have a time conflict (or that is judged by the registration computer program to have a time conflict), an approval form can be submitted to over-ride the computer registration problem. However, approval of both instructors is

needed. The form can be obtained at One Stop
<http://onestop.umn.edu/Forms/html/time_conflict.html>.

Ed.D. enrollment and fees

Updated graduate tuition rates and fees for each semester can be found on the Web at <http://onestop.umn.edu>.

Financial assistance for graduate students includes loans, grants, scholarships, fellowships, and graduate assistantships. To be considered for a student loan and other government-based student aid, students must submit a Free Application for Federal Student Aid, which can be completed online at www.fafsa.ed.gov. Detailed information about graduate assistantships, including tuition and health benefits, can be found at www1.umn.edu/ohr/gao/; that Web site is updated weekly.

Students should check their bill each term to assure accuracy. In addition to tuition, the following major fees are currently assessed each semester; check Onetop for current level of each fee.

1. Student service fee: All students registered for 6 or more credits must pay a per semester student services fee.
2. University fee to support infrastructure & administrative support:
\$450.00 semester , if registered for 10 credits or more
\$45.00 per credit, if registered for 1-9 credits
3. Technology fee in College of Education and Human Development. Semester technology fee is based on the number of credits as follows:
\$80.00 per semester - 6 or more credits
\$40.00 per semester - less than 6 credits
4. Other fees (per semester)
 - Council of College Boards
 - Graduate and Professional Student Assembly
 - Hospitalization Insurance
 - International Student Aid Fee (international students only)
 - International Student Fee (orientation & advising-international students only)
 - Minnesota Student Association
 - Student Emergency Loan Fund
 - Transportation fee
 - Optional fees: (Collegians for a Constructive Tomorrow)
 - Minnesota Public Interest Research Group

Note about Insurance Fee: If registering for 6 or more credits, students must demonstrate that they have hospitalization insurance or they are automatically billed for the student insurance. If you have your own insurance, you must indicate the insurance company and policy number on the paper registration form or on the computer registration screen. International students must purchase the University sponsored health plan while studying at the University.

CHAPTER FOUR

ED.D. PROJECT

The University of Minnesota Ed.D. program is designed to assist the student throughout the three years in moving toward completion of the Ed.D. project. During the first summer students are introduced to the process of inquiry and begin to identify possible topic areas for the project. During the second year, an integrated, critical review of the literature and a topic analysis are developed. The review of literature serves as a basis for several components of the program: Part II of the Prelim Examination, the topic proposal, the prospectus and the second chapter of the dissertation (i.e., the literature review). The literature review, topic analysis, prospectus and final project are discussed below. Examples of student products are on reserve under the one-credit seminar number in the library at the University Center, Rochester.

Literature review

An integrated, critical literature review should be started early in the program with additions made on an on-going basis. The purpose of the review is to document the information available about the problem and to gain an understanding of the relevant contributions previously made in the area of the topic. This understanding provides students with a basis for their inquiry to further advance the understanding in the field.

Inquiry in Practice, an online course, is a valuable resource available to cohort students to assist them in beginning the literature search early and in providing a structure for obtaining, making sense of synthesizing, and conceptualizing the research literature. The course provides information about identifying a topic, searching the literature, reading critically, writing, and preparing the annotated bibliography. Students can obtain access to the site by contacting the EdPA coordinator of graduate studies. Because students are not enrolled formally in the online course, interactions on this site are not possible, but valuable information is available without the interaction.

Topic analysis

The topic analysis serves as a basis for a comprehensive prospectus, a detailed description of why and how the project will be completed. Development of the topic analysis begins the first summer with the identification of several possible topics for the eventual Ed.D. project (see department Web site <<http://education.umn.edu/EdPA>> for a list of Ed.D. projects completed in Educational Policy and Administration in recent years). Through independent work and assistance from the cohort members and faculty members at Saturday Seminars during the first year, each student will produce a final topic analysis which can then be more fully developed into the Special Paper and then a prospectus.

The full prospectus, an expanded topic analysis written during the second year, will serve as the basis for the completion of the project during the third year. The topic analysis and prospectus contain components of the first three chapters of the dissertation (introduction, literature review, and methodology).

The Prospectus

The Proposal for Approval and Conduct of Ed.D. Project

In the directions that follow, the term "proposal" refers to the document prepared by the student as the detailed plan for conducting the Ed.D. project.

1. The student, under supervision of the major adviser, prepares the study proposal following the guidelines set forth in cohort classes and seminars.
2. Any research, which employs the use of human subjects, must be approved in advance by the *Human Subjects Committee* prior to the gathering of the data. U of M and federal policies require that each project involving studies on 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 investigation.
Request for approval forms may be obtained from <<http://www.irb.umn.edu/>>. 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.
3. The student and adviser select at least one other faculty member in the major who will be requested to serve with the advisers as a committee member in review of the project proposal.
4. The student and adviser contact committee members to review the project proposal.
 - a. The project advisory committee is responsible for reviewing and approving the proposal outlining the content and method of the study.
 - b. The three-committee members are expected to review and approve the proposal.
 - c. The project proposal may need to be amended during the course of the review as a result of suggestions and criticisms.
5. The three committee members evaluate the content and method 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.
6. The signed project approval form is forwarded to the Director of Graduate Studies with the abstract and any revisions resulting from the review.
7. Upon approval, the Thesis Title Form, 250-word statement and cover sheet recommending committee members are forwarded to the Director of Graduate Studies, EdPA, UM for final approval.
8. The student conducts the study, maintaining such contact with committee members as was decided during the proposal review.
9. Copies of the completed study are distributed to all committee members who have been assigned as readers by the U of M Graduate School at least 30 days prior to the scheduling of the final oral examination. The student is advised to give copies to the nonreaders as well.
10. The thesis readers identified by the Graduate School may then certify the study as ready for defense. This must be filed with the Graduate School at least one week before the final oral is held.

Final project/Thesis and publication

The organization and chapters of the final project depend on the type of research/project completed. The common chapters of a quantitative project might 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 of previous research and opinion
- Interpretative summary of the current state of knowledge
- Formulation of expected findings
- Practical implications if findings are and are not as expected

Chapter 3: Research method

- Research design
- Sampling procedures
- Measures
- Analysis Techniques/ Overview of statistical procedures
- Summary

Chapter 4: Research findings

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

Chapter 5: Summary and Discussion

- Introduction
- Summary of study
- Conclusions
- Discussion
- Recommendations

The most appropriate topics and organization will be dictated by the type and topic of study; the above outline is clearly not appropriate for qualitative research. Students should consult dissertation manuals, examples of completed dissertations conducted on similar topics and similar methodologies, and advisers. For specific guidelines about the thesis format required by the UM Graduate School, see Web site.

Students should view the publication of their project in a professional journal and/or presentation at a professional conference as part of their program. The preparation of the article(s)/presentation should take place during or immediately following the completion of the project while all aspects are fresh in mind; the task becomes much more difficult as time passes.

During the first year, students will have identified 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 Gall, Borg, and Gall's (1996) *Educational Research*, 6th Edition, Longman Publishers.

Scholarly written products

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

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

Quality of writing

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. A high level of college writing skill is expected for doctoral students.

To assist in this development, students can take advantage of various courses, services, and manuals. If appropriate, students should use a college level writing handbook for reference when completing written assignments. No specific grammar and composition handbook is recommended; several satisfactory versions are available in the University bookstores. The Student Academic Success Services in 109 Eddy Hall offers students individual assistance and general workshops in several areas including the improvement of writing. If writing is a skill needing improvement, students are encouraged to take advantage of the resources available. The Center offers a wide variety of support services; check the Web for more details at < <http://www.ucs.umn.edu/lasc/lasc.html> > or call 624-3323.

Each fall as part of the new student orientation, the University provides writing workshops - one is designed for native speakers of English and the second for non-native English speakers. Occasionally the workshops are repeated during the academic year. Information can be obtained at <<http://www.ofyp.umn.edu>> or <<http://www.grad.umn.edu/outreach/COSP/index.html>>.

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 (5th Edition) for general guidance about writing as well as for

citation of sources including electronic references. APA assistance can also be obtained in an interactive, electronic resource; information is available at <<http://www.apastyle.org>>.

A (Humorous) Guide to Writing

1. Prepositions are not words to end sentences with.
2. Always avoid alliteration.
3. Avoid clichés like the plague. They're old hat.
4. Employ the vernacular.
5. Eschew ampersands & abbreviations, etc.
6. Parenthetical remarks (however relevant) are unnecessary.
7. It is wrong to ever split an infinitive.
8. Contractions aren't necessary.
9. Foreign words and phrases are not apropos.
10. One should never generalize.
11. Eliminate quotations. As Ralph Waldo Emerson once said: "I hate quotations. Tell me what you know."
12. Comparisons are as bad as clichés.
13. Don't be redundant; don't use more words than necessary; it's highly superfluous.
14. Be more or less specific.
15. Understatement is always best.
16. Exaggeration is a billion times worse than understatement.
17. One-word sentences? Eliminate.
18. Analogies in writing are like feathers on a snake.
19. The passive voice is to be avoided.
20. Go around the barn at high noon to avoid colloquialisms.

Academic dishonesty/Plagiarism

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

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

Students need to be aware of the potential and consequences of plagiarism. Any work taken from another source must be documented, and in no case should another person's work be presented as one's own. The use of exact words of others, and previous research clearly requires citation; citing another's ideas through paraphrasing or restating someone's else's analysis or

conclusions may be less obvious but is considered plagiarism if presented without attribution. Inadequate citations constitute plagiarism and can result in failing a course and possible dismissal from the University. If in doubt, students should check the APA Manual or consult with their professor or adviser.

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

- Regents' code for student conduct follow this link:
<<http://www1.umn.edu/regents/policies/academic/StudentConductCode.pdf>>
This link leads to the Office for student academic integrity Web site.
<<http://www.osai.umn.edu/>>
- Code of Conduct, Mutual Responsibilities in Graduate Education, and Other Resources:
<<http://www.research.umn.edu/ethics/>>
- Academic Misconduct:
<www1.umn.edu/regents/policies/humanresources/AcademicMisconduct.pdf> (or html)

Examples of acceptable and unacceptable paraphrasing¹

<p>Original—from APA Style Manual 1994</p>	<p>Plagiarism—Unacceptable. This is a ‘thesaurus’ equivalent, not a paraphrase. There is no “correct” way to cite this.</p>	<p>Paraphrase—OK-1st example is summary paraphrase; 2nd is more detailed paraphrase. Neither is plagiarism.</p>
<p>“The essence of the scientific method involved observations that can be repeated and verified by others. Hence, psychologists do not make up data or modify their results to support a hypothesis. Errors of omission also are prohibited. Psychologists do not omit troublesome observations from their reports so as to present a more convincing story.</p> <p>Careful preparation of manuscripts for publication is essential, but errors can still occur. It is the author’s responsibility to make such errors public if they are discovered after publication. The first step is to inform the editor and the publisher so that a correction notice can be published. The goal of such a correction is to correct the knowledge base so that the error is brought to the attention of future users of the information. Corrections published in APA journals are connected with the original article in the PsycINFO database so</p>	<p>The core of the scientific approach involves experiences that can be replicated and tested by others (APA, 1994). Therefore, psychologists do not fabricate data or change their results to support a theory. They are also prohibited from omitting information. Psychologists do not to leave out problematic observations from their work even if doing so makes a more convincing argument.</p> <p>Meticulous preparation of manuscripts for publication is crucial, but mistakes can still happen (APA, 1994). The author must make such errors public if the errors are discovered after the article has been published. To do this the author must first inform the editor and the publisher so that a correction notice or erratum can be published. The objective of such an erratum is to rectify the knowledge base so that the error is caught by future users of the information. Corrections published in journals that use APA style</p>	<p>As stated in the Publication Manual of the American Psychological Association (1994), the ethical principles of scientific publication are designed to ensure the integrity of scientific knowledge and to protect the intellectual property rights of others. As the Publication Manual explains, authors are expected to correct the record if they discover errors in their publications.*</p> <p>OR</p> <p>According to the Publication Manual of the American Psychological Association (1994), publishing fabricated data or falsified results undermines the credibility of scientific research. Such active misrepresentation is considered a sin of commission. Equally reprehensible is its companion, the sin of omission, where inconvenient or contradictory data are omitted so that a researcher’s hypotheses appear better supported.</p> <p>These “sins” are different from the honest errors that can occur during publication. Both falsified results or intentionally omitted data are intended to mislead, whereas errors are inadvertent and void of such intent. The APA Manual (1994) demands that errors caught after publication be acknowledged and corrected in the same forum that contains the original work. This permits people using that forum weeks, months, or years later to avoid perpetuating the original</p>

<p>that the correction will be retrieved whenever the original article is retrieved.” (APA, 1994, p. 292)</p>	<p>are linked with the original work in the PsycINFO computer database so that the correction will be included whenever the original article is accessed.</p>	<p>mistake. The author informs the editor and publisher that s/he has discovered an error and a correction of the error (i.e., an erratum) is published in the next available journal and linked to the original work in all databases containing the original (APA, 1994). Errors that are caught prior to publication should be corrected, averting any need for such actions.</p>
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*This paragraph is a verbatim example from the APA Style Manual, 1994.

EBS/00

¹ Dr. Erica Stern, University of Minnesota, Spring 2000.

CHAPTER FIVE

STUDENT SERVICES AND FACILITIES

U of M main libraries – Twin Cities

The University of Minnesota Libraries is one of the University's and the State's greatest intellectual and capital assets. In addition to supporting the teaching and research of the University, the Libraries play a major role in providing information services to the State. Housed in five major facilities and eleven branch sites, the University Libraries are comprised of over 5 million print volumes; 48,000 serial subscriptions; 5 million microforms; 3 million government documents; and 397,000 maps making it the 17th largest research library in North America.

UMR students should check online at www.onestop.umn.edu/Libraries/index.html for complete information regarding the Twin Cities campus library system.

Hours Recording (612) 624-4552

Libraries Administration (612) 624-4520

Reserve resources

Various printed materials are on reserve in the library under the one-credit seminar course number. Included are examples of literature reviews, topic analyses, prospectuses, guides, and course readings, when applicable.

University identification card

Student ID (U-Card)

The U-Card is your key to the Twin Cities campus. You may go to the U Card Office in the basement of Coffman Union and have your UCR photo ID taken and card processed.

You can use the card to:

- Check out library materials
- Enter the Recreation Center, St. Paul Gym, golf course, secured buildings, and computer labs
- Qualify for art and athletic ticket discounts
- Cash checks on campus, and more.

University Computer Resources

E-mail Access & Internet Information

University-assigned student e-mail accounts are the University's official means of

communication with all students. You are responsible for all information sent to you via your University-assigned e-mail account. If you choose to forward your University e-mail account, you are still responsible for all the information, including all attachments, sent to your University e-mail account.

To promote communication and facilitate instruction and research at the University, all students are assigned e-mail addresses. Along with e-mail, you have access to the Internet. Computers are available for use throughout the UMD and UMTC campuses or by remote access.

University of Minnesota students may initiate their Internet accounts via the Web at <http://www.umn.edu/validate>. The information requested on that page is used to verify your identity and student eligibility for an Internet account (social security number, student ID number, and birthdate). The e-mail/Internet consultants at 612-301-4357 can provide general assistance in activating and using e-mail and other Internet software. For up-to-date information about Helpline hours and other e-mail and Internet related questions, you can browse the Web at <http://www.umn.edu/adcs>. To connect your home computer to the U of M main modem, visit the following Web page, and follow the step-by-step online instructions for your browser and computer:

<http://www1.umn.edu/adcs/network/index.html>.

Financial Assistance/Employment

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). Detailed information about assistantships can be found in the Graduate School Catalog, at the Graduate Assistant Office located in the Donhowe Building (624-7070), and on the following World Wide Web site: <http://www1.umn.edu/ohr/gao/> which is updated weekly.

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.

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. The fee, non-credit producing option of Grad 0999 used to remain active status, cannot be used as credits to hold an assistantship. 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. In most cases, students may hold an EdPA Department graduate assistantship a maximum of two years; petition for exceptions can be made to the Director of Graduate Studies. 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 (625-7579; gsfellow@tc.umn.edu; <http://www.grad.umn.edu/fellowships/index.html>).

Need-based Financial Aid

To be considered for student loans, grants, work-study employment 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 <http://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/index.html>. 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 under-represented 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 <<http://www.grad.umn.edu/oeo/index.html>>. For professional development support, see “Professional Activity Support” below.

Tuition Rates/Fees

Updated graduate tuition rates and fees are posted in the Class Schedule at <<http://onestop.umn.edu> > for each semester. Please note that the refund schedule printed in the Fall 2003 Class Schedule is incorrect. Minnesota residents pay lower tuition rates than non-residents. To qualify for resident status, students must reside in Minnesota for at least one year prior to the first day of class attendance. Reciprocity rules vary by neighboring states. See specific information at <http://www.onestop.umn.edu/onestop/Tuition_Billing/Tuition_Rates/Reciprocity_tuition_and_fees_rates.html > or contact the Resident Classification and Reciprocity Office located in 240 Williamson Hall (625-6330; admissions@tc.umn.edu).

Professional Activity Support

Financial assistance is made available by the Department to help defray expenses for students who are making qualifying presentations at professional meetings. Qualifying requests will be considered as long as the allocated funds are available. Priority will be given to present research papers and to attend national or international conferences. Currently, the funding limit is \$300 each fiscal year (July 1-June 30) to be apportioned among one or more qualifying trips. An application requesting support should be completed and forwarded to the Department Chair 45 days in advance of planned travel. The application should include a copy of the invitation to present or a proposal acceptance letter along with a copy of the proposed paper. An application is available on the department Web site under “Student Resources” or from the DGS staff. Students whose research is funded should seek funding from the grant. Other sources of funding and reduction of costs (e.g., sharing rooms at conference) should be investigated.

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

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 <<http://www.stat.umn.edu/~kb/clinic/clinic.html>>.

Writing Resources

At the site <<http://www.ucs.umn.edu>>, you will find information on the following programs provided by University Counseling and Consulting Services. For information about the types of academic assistance, click on “Learning and Academic Skills”. After students have completed a registration form in 109 Eddy Hall, they can sign up for an appointment to receive services, e.g., consultation for a particular paper that will include feedback about weaknesses and appropriate resources. Other services include the following:

- Noon time graduate student seminars on topics such as time management, communicating with advisers, and overcoming procrastination.
- Dissertation and Thesis support groups.
- 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.
- Writing workshops for graduate students.

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 Department’s programs through a variety of activities: communications, mentoring program, seminars, and social gatherings. The EPASA listserv and the bulletin board on the 4th floor of Wulling Hall 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 <<http://www.tc.umn.edu/~epasa>>. The site provides information about the background of the organization, events, resources, links and a listserv dialog with other EdPA students

COGS - University Graduate Students

The Council of Graduate Students (COGS, 405 Johnston Hall (626-1612); cogs@tc.umn.edu; <<http://www.cogs.umn.edu/>>) represents graduate students. Each degree program has one representative to serve on COGS; contact the EdPA COGS representative

(check with Coordinator of Graduate Studies) if you would be interested in serving on campus committees (e.g., Education and Psychology Review Council) or contact COGS at any of the above addresses.

Communications

Cohort listserv

The higher education cohort members are on a listserv that includes only the cohort members, faculty teaching their courses and the department Coordinator of Graduate Studies. Only the University e-mail addresses are used. Students are responsible for all information sent through their listserv.

Department listserv

All EdPA 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 EdPA Student Newsletter is sent about every two or three weeks. This is the primary source of information about the EPASA activities. See EPASA above for their Web site address.

College listserv

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

Graduate School listserv

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

Web

A copy of this handbook and more detailed information about faculty, curriculum and courses are on the Web <<http://education.umn.edu/edpa/>>. The handbooks and several department forms can be found on the Web site under "Student Resources".

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 Department and the 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 addresses, they must make the changes directly on the Web page at <<http://onestop.umn.edu/>>. Select "Personal Information." Department personnel cannot access the Web to make these changes.

Students' rights and equal opportunity

Three Web sites for reference:

- Board of Regents, Student Conduct Code, adopted in 1999.

< <http://www.sja.umn.edu/conduct.html> >

- Board of Regents, Academic Freedom and Responsibility, adopted 9/8/95:

<www1.umn.edu/regents/policies/academic/AcademicFreedom.pdf>

- Graduate Assistant Office, Handbook for Graduate Assistants:

< www1.umn.edu/ohr/gao/>

The *Graduate School Handbook* contains contact information for issues of sexual harassment, and employment related 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 tried but were 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).

Web resources

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

Requesting transcript – < <http://onestop.umn.edu/registrar/transcripts/index.html> >

Writing a prospectus – EdPA WebVista site

Students are provided with valuable information about writing the prospectus in the department core courses, dissertation seminar and research design. In addition, students may want to check *Inquiry in Practice*, an online course that is used with cohort students. Students can gain access to this Web site by contacting the EdPA Graduate Studies staff. Because non-cohort students are not enrolled formally in the online course, interactions on this site are not possible, but useful information is available without the interaction. Students should check with advisers to assure consistency of expectations regarding the prospectus.

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

Other sources in support of writing the prospectus or thesis suggested by students and or individual faculty follow.

- Becker, H. S. (1986). *Writing for social scientists: How to start and finish your thesis, book, or article*. Chicago, IL: University of Chicago Press.
- Bolker, J. (1998). *Writing your dissertation in 15 minutes a day: A guide to starting, revising, and finishing your doctoral thesis*. New York: Henry Holt and Company.
- Booth, W., Colomb, G., & Williams, J. (1995). *The craft of research*. Chicago, IL: University of Chicago Press.
- Cone, J. D., & Foster, S.L. (1993). *Dissertations and theses from start to finish: Psychology and related fields*. Washington, DC: American Psychological Association.
- Cox, J. (1996). *How to build the best questionnaires in the field of education*. Thousand Oaks, CA: Corwin Press.
- Davis, G. B. (1997). *Writing the doctoral dissertation: A systematic approach* (2nd ed.). Woodbury, NY: Barron's Educational Services.
- Eichelberger, T. (1989). *Understanding and doing educational research*. New York: Longman Publishing.
- Fitzpatrick, J., Secrist, J., & Wright, D.J. (1998). *Secrets for a successful dissertation*. Thousand Oaks, CA: Sage Publications.
- Galvan, M.L. (2002). *Writing literature reviews*. Los Angeles, CA: Pycszak Publishing.
- Glatthorn, A. A. (1998). *Writing the winning dissertation: A step-by-step guide*. Thousand Oaks, CA: Corwin Press.
- Harris, R.A. (2002). *Writing with clarity and style: A guide to rhetorical devices for contemporary writers*. Los Angeles, CA: Pycszak Publishers.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, N.J.: Prentice-Hall, Inc.
- Lamott, A. (1994). *Bird by bird: Some instructions on writing and life*. New York: Pantheon Press.
- Locke, L. F., Spirduso, W.W., & Silverman, S.J. (2000). *Proposals that work: A guide for planning dissertations and grant proposals*. (4th ed.). Thousand Oaks, CA: Sage Publishing.

- Madsen, D. (1992). *Successful dissertations and theses: A guide to graduate student research from proposal to completion* (2nd ed.). San Francisco: Jossey-Bass.
- Mauch, J. E., & Birch, J.W. (1998). *Guide to the successful thesis and dissertation: A handbook for student and faculty* (4th ed.). New York: Marcel Dekker.
- Meloy, J. M. (1994). *Writing the qualitative dissertation: Understanding by doing*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Patten, M.L. (2001). *Questionnaire research: A practical guide*. Los Angeles, CA: Pyrczak Publishing.
- Patten, M.L. (2004). *Understanding research methods*. Los Angeles, CA: Pyrczak Publishing.
- Patten, M.L. (2002). *Proposing empirical research: A guide to the fundamentals*. Los Angeles, CA: Pyrczak Publishing.
- Peters, R. L. (1997). *Getting what you came for: The smart student's guide to earning a Master's or Ph.D.* (Rev. ed.). New York: Noonday Press.
- Pyrczak, F. (2000). *Completing your thesis or dissertation*. Los Angeles, CA: Pyrczak Publishing.
- Pyrczak, F., & Bruce, R.R., (2000). *Writing empirical research reports*. Chicago, IL: University of Chicago Press.
- Pyrczak, F. (2003). *Evaluating research in academic journals*. Los Angeles, CA: Pyrczak Publishing.
- Piantanida, M., & Garman, N.B. (1999). *The qualitative dissertation: A guide for students and faculty*. Thousand Oaks, CA Corwin Press.
- Rossmann, M. H. (1995). *Negotiating graduate school: A guide for graduate students*. Thousand Oaks, CA: Sage Publications.
- Rudestam, K. E., & Newton, R.R. (1992). *Surviving your dissertation: A comprehensive guide to content and process*. Thousand Oaks, CA: Sage Publications.
- Sternberg, D. (1981). *How to complete and survive a doctoral dissertation*. New York: St. Martins Griffin.
- Thomas, R.M. (2003). *Blending qualitative and quantitative research methods in theses and dissertations*. Thousand Oaks, CA: Corwin Press.
- Van Wageningen, R.K. (1991). *Writing a thesis: Substance and style*. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Wolcott, H.F. (2001). *Writing up qualitative research*. Thousand Oaks, CA: Sage Publications.
- Zerubavel, E. (1999). *The clockwork muse: A practical guide to writing theses, dissertations, and books*. Cambridge, MA: Harvard University Press.

Searching for academic positions

The University of Minnesota provides an online resource, *Grad Career Guide: The Career Resource Guide for Graduate and Professional Students*. It contains information about conducting job searches, entering the job market, writing a resume or curriculum vita and making use of campus support services.

<<http://www.itdean.umn.edu/career/careergrad.pdf>>

The *Chronicle of Higher Education* Career Network – contains several years of the Chronicle Career Network articles. with a search function for resources on interviews, search committees, conferences, cover letters, curriculum vitae, and negotiation.

<<http://chronicle.com/jobs/>>

Higher Education Jobs

<<http://www.higheredjobs.com/>>

UT GSLIS (Graduate School of Library and Information Science)

<<http://www.academic360.com/>>

Job Information List

<http://www.mla.org/main_jil.htm>

ART JOBS in the visual arts (Opportunities in the arts, including full- and part-time employment, internships, grants, public art projects, residencies)

<<http://www.ArtJob.org/>>

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

Alumni Associations

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

CHAPTER 6: DEPARTMENT PERSONNEL

Faculty

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

- Alexander, Nicola A., assistant professor, Ph.D., 1998, University at Albany, State University of New York. Public finance, policy studies, public sector economics, budgeting and cost-benefit analysis.
- Ammertorp, William M., professor, Ph.D., 1964, University of Chicago. Organizational systems and theory, higher education administration and finance.
- Anderson, Melissa S., associate professor, Ph.D., 1990, University of Minnesota. Graduate education, ethics and misconduct in science, faculty issues, administration, academic-industry relations.
- Antonio, Anthony L., visiting associate Professor, Ph.D., 1998, University of California, Los Angeles. College peer groups, equity and access in higher education, students of color in higher education.
- Brunner, C. Cryss, associate professor, Ph.D., 1993, University of Kansas. Power, the superintendency, women in administration, school management and policy, and collaborative decision-making.
- Chapman, David W., professor, Ph.D., 1975, Syracuse University. Educational development, program evaluation, education policy.
- Cogan, John J., professor, Ph.D., 1969, The Ohio State University. Comparative and international development education, social studies and global environmental education, citizenship education.
- Fry, Gerald W., professor, Ph.D., 1977, Stanford University. Southeast Asia, comparative education, international educational reform, human resource development, education and development, politics of education.
- Harkins, Arthur M., associate professor, Ph.D., 1968, University of Kansas. Future cultural and educational systems, qualitative futures methods, knowledge base learning, advanced technologies for learning personalization.
- Hendel, Darwin D., associate professor, Ph.D., 1972, University of Minnesota. Undergraduate education, evaluation of teaching and learning, strategic planning, institutional research, student affairs.
- Johnson, David R., professor, Ph.D., 1987, University of Minnesota. Special education administration, evaluation studies, disability policy analysis, community integration.
- King, Jean A., professor, Ph.D., 1979, Cornell University. Evaluation capacity building, evaluator competencies, the history of program evaluation.
- Lewis, Darrell R., professor, Ph.D., 1963, Louisiana State University. Economic education and the economics of education, cost-effectiveness, faculty development.
- McLeod, Scott C., assistant professor, J.D., 1998, Ph.D., 2000, University of Iowa. Technology and school administration, school law, data-driven decision making, research and policy analysis using large scale data sets, class-based desegregation plans.
- Mestenhauer, Josef A., professor, Ph.D., 1960, University of Minnesota. International education, culture learning theory, social and cultural change, leadership.

Paige, R. Michael., professor, Ph.D., 1978, Stanford University. International development education, intercultural education and training, multicultural education, international educational exchange.

Schneider, Byron J., associate professor, Ph.D., 1975, University of Chicago. Youth development leadership, youth policy, education in the community, leadership of youth organizations.

Seashore, Karen, professor, Ph.D., 1975, Columbia University. Organizational theory, planned change, schools as workplaces, leadership and administration.

Wotipka, Christine K., assistant professor, Ph.D., 2001, Stanford University. Human rights, women's rights and roles in education.

Yeh, Stuart S., assistant professor, Ph.D., 1998, Stanford University. Educational program evaluation (particularly evaluation of pre-school reading readiness programs), educational improvement, state-mandated testing (including high-stakes testing), and construction of improved state tests.

York-Barr, Jennifer, associate professor, Ph.D., 1986, University of Wisconsin. Teacher leadership, professional development, general/special education collaboration.

Zhang, Liang, assistant professor, Ph.D., 2003, University of Arizona. Economics in education.

Faculty/Staff directory

FACULTY / STAFF	TITLE	PROGRAM TRACKS	OFFICE PHONE #	OFFICE LOCATION	E-MAIL
Nicola Alexander	Assist. professor	EdAd	624-1507	430A	nalexand@umn.edu
William Ammentorp	Professor	EdAd/HiEd	625-5257	140C	billa@umn.edu
Melissa Anderson	Assoc. professor	HiEd	624-5717	310B	mand@umn.edu
Anthony Antonio	Visiting assoc. professor	HiEd	625-5199	410J	aantonio@umn.edu
Cryss Brunner	Assoc. professor	EdAd	624-8527	310G	brunner@umn.edu
David Chapman	Professor (on leave 05-06)	CIDE	626-8728	330C	chapm026@umn.edu
John Cogan	Professor	CIDE	625-1896	430G	cogan002@umn.edu
Joan DeJaeghere	Lecturer	CIDE	626-8258	430B	dejae002@umn.edu
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