

Handbook

Twin Cities Higher Education Ed.D. Cohort

Summer 2007

**Educational Policy and Administration
University of Minnesota**

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A NOTE FROM DEPARTMENT CHAIR

Welcome, New EdPA Students!

We are delighted you are joining us in the Department of Educational Policy and Administration! On behalf of the EdPA faculty, I am pleased to welcome all of you to the 2007-2008 academic year.

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

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

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

All of us on the faculty and staff want this year to go well for you. Please don't hesitate to contact us if you have questions or need assistance. My telephone number is 612-625-0129. My e-mail address is hende001@umn.edu.

Again, welcome to EdPA!

Darwin D. Hendel
Associate Professor and Chair

Twin Cities Higher Education Ed.D. Cohort Handbook

Summer 2007

INTRODUCTION

The University of Minnesota – Twin Cities awards the doctor of education (Ed.D.) in teaching and learning, its highest professional degree, in recognition of satisfactory academic preparation and demonstrated competence for professional activity.

The doctor of education degree is awarded chiefly in recognition of high attainment and ability as demonstrated by passing the required examinations covering a candidate's field, and by preparing and successfully defending a project based on original research that makes a significant contribution to knowledge in the student's field.

The Ed.D. 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 - Twin Cities campus, and others will be on the campus of The University of Minnesota - Rochester.

This handbook is designed to provide students enrolled in the Higher Education Ed.D. program offered by University of Minnesota's Department of Educational Policy and Administration's (EdPA) with useful program information. This handbook augments, but is not a substitute for other important, and comprehensive sources of information.

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

CHAPTER 1: THE ED.D. PROGRAM

Overview of the program

The Department of Educational Policy and Administration has extensive experience with cohort-based graduate education. Our experience shows clearly that students benefit in important ways from the ongoing connections and networks that they develop through cohort participation. Students not only appreciate the stimulation and support provided by their fellow cohort members but also usually develop strong ties with the faculty who teach and advise students.

Courses (40 to 41 credits)

The coursework for the Ed.D. cohort program in higher education consists of:

1. 40 to 41 semester credits distributed among courses in higher education and methodology courses, and a supporting program;
2. 12 credits in a supporting program (coursework taken in areas outside the Department of Educational Policy and Administration that directly supports the independent, Ed.D. thesis project); and
3. 24 thesis credits.

Students are permitted to transfer up to 12 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 10 consecutive academic terms, beginning in summer 2007 and ending in summer 2010. Each term, students typically take 3 to 6 semester credits.

Fall and spring classes will meet on Friday and Saturday, approximately once a month. 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 are based on an analysis of students' schedules and faculty availability.

Some classes are held on the Twin Cities campus of the University of Minnesota and others will be on the campus of the University of Minnesota – Rochester.

Other program examination requirements

See Chapter 3 in this handbook for a detailed description of examination requirements.

1. **Written Preliminary Examination**
2. **Oral Preliminary Examination**
3. **Research Project Prospectus**
4. **Final Oral Examination**

Course Requirements

Summary

Total Course Credits	40 to 41 credits
Department Core Courses	8 credits
Program Core Courses	14 credits
Methodology/Research Courses	6 to 7 credits
Other Higher Education Courses	12 credits
 Supporting Program	12 credits
 Dissertation Credits	24 credits

1. Department Core Courses (8 credits)

EdPA 5001	Formal Organizations in Education	3 cr.
EdPA 8087	Seminar I-V (1 cr. each).....	5 cr.

2. Program Core Courses (14 credits)

EdPA 5701	U.S. Higher Education	3 cr.
EdPA 5704	College Students Today	3 cr.
EdPA 5080	Critical Issues in Higher Education	2 cr.
EdPA 8703	Public Policy in Higher Education.....	3 cr.
EdPA 8702	Leadership and Administration in Higher Education	3 cr.

3. Methodology/Research Courses (6 to 7 credits)

EdPA 5080	Case Studies for Policy Research	2 cr.
EPsy 5261	Introductory Statistical methods	3 cr.
EdPA 8095	Problems	1 to 2 cr.

4. Other Higher Education Courses (12 credits)

EdPA	Topics I	2 cr.
EdPA	Topics II	2 cr.
EdPA	Topics III.....	2 cr.
EdPA	Topics IV	2 cr.
EdPA	Topics V	2 cr.
EdPA	Topics VI	2 cr.

5. Supporting Program (12 credits)

6. Thesis/Project credits (24 credits)

EdPA 8888	Thesis Credits: Doctoral.....	24 cr.
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Illustrative Program

	Summer	Fall	Spring	Credits
Year 1 2007-2008	EdPA 5701: U.S. Higher Education (3 cr.)	EdPA 5001: Formal Organizations in Education (3 cr.)	EdPA 5704: College Students Today (3 cr.)	12
	EdPA 8087: Seminar I (1 cr.)	EdPA 8087: Seminar II (1 cr.)	EdPA 8087: Seminar III (1 cr.)	
Year 2 2008-2009	EdPA 5080 Case Studies for Policy Research (2 cr.)	EdPA 8703 Public Policy in Higher Education (3 cr.)	EdPA 8702 Leadership and Administration in Higher Education (3 cr.)	12
	EdPA 5080 Critical Issues in Higher Education (2 cr.)	EdPA 8087: Seminar IV (1 cr.)	EdPA 8087: Seminar V (1 cr.)	
			<i>Written Preliminary Examination (May)</i>	
Year 3 2009-2010	Topics I TBD (2 cr.)	EPsy 5261 Introductory Statistical Methods (3 cr.)	Topics III TBD (2 cr.)	12 to 13
	Topics II TBD (2 cr.)		Topics IV TBD (2 cr.) EdPA 8095: Problems (1 to 2 cr.)	
Year 4 2010-2011	Topics V TBD (2 cr.)	<i>Oral Preliminary Examination (Preferred)</i>	<i>Final Oral Examination (Preferred)</i>	4
	Topics VI TBD (2 cr.)			
Thesis Credits After Oral Prelim Exam 2009-2010	Students must enroll for a total of 24 thesis credits prior to graduation. Students typically enroll for these credits during Year 4 after the successful completion of the oral preliminary examination.			
	Typical Pattern: <u>12 credits applied from previous graduate work; 40 to 41 credits from coursework (above); 24 dissertation credits</u>			

Transfer to Ph.D. Program

Sometimes Ed.D. cohort students choose to leave the cohort to transfer into the Ph.D. program in Higher Education, if accepted into that program. Such a transfer usually takes place after the completion of the second year in the cohort program

Descriptions of Courses

1. Department Core courses

EdPA 5001 Formal Organizations in Education

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

EdPA 8087 Seminar I-V

The Ed.D. cohort program in higher education includes an ongoing seminar 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 doctoral research projects, as well as enhancing their career development.

2. Program Core courses

EdPA 5701 US Higher Education

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 5704 College Students Today

Focuses on college student development, curricular and extracurricular activities, and student-faculty interaction in colleges and universities.

EdPA 5080 Critical Issues in Higher Education

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 8703 Public Policy in Higher Education

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, and public accountability.

EdPA 8702 Administration and Leadership in Higher Education

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.

3. Methodology/Research Courses

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

EdPA 5080 Case Studies for Policy Research

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.

EPsy 5261 Introductory Statistical Methods

Application of statistical concepts/procedures. Graphs, numerical summaries. Normal distribution, correlation/regression analyses, probability, statistical inferences for one or two samples. Hypothesis tests, Chi-square tests. Conceptual understanding/application of statistics.

4. Other Higher Education Courses

Other courses will be chosen based on the common interests of members of the cohort. The following list is illustrative:

- Racial and Ethnic Diversity in Higher Education
- Instruction and Learning in Higher Education
- Leadership and Administration of Student Affairs
- Technology Policy in Higher Education
- Conflict Management in Higher Education
- Higher Education Law
- Developmental Education Programs and Postsecondary Students
- Two-Year Postsecondary Institutions
- Institutional Research in Postsecondary Education
- Strategic Planning in Higher Education
- The Economics of Higher Education

5. Supporting Program

Students are permitted to transfer up to 12 credits of previously completed graduate-level coursework in education or related areas, subject to the approval of their faculty adviser, the department's director of graduate studies, and the Graduate School. These credits may be applied to the coursework listed above.

6. Thesis Credits

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.

Transfer of Credits

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 adviser(s) the possible use of these credits for the program, methodology, or supporting program requirements. For specific factors that might be applicable, students should check the details in the Graduate School Catalog <<http://www.catalogs.umn.edu/download/TCgrad/gradintro07.pdf>>. 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.

Department Faculty

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

Alexander, Nicola A. Associate professor. Public finance, policy studies, public sector economics, budgeting and cost-benefit analysis.

Anderson, Melissa S. Associate professor. Graduate education, ethics and misconduct in science, faculty issues, administration, academic-industry relations.

Brunner, C. Cryss. Associate professor. Power, the superintendency women in administration, school management and policy, collaborative decision-making.

Chapman, David W. Professor. Educational development, program evaluation, education policy.

DeJaeghere, Joan G. Assistant professor. Comparative education, international development research, education for citizenship, gender and education, and intercultural education.

Demerath, Peter. Associate Professor. Comparative and international development education, Education and Administration.

Fry, Gerald W. Professor. Southeast Asia, comparative education, international education reform, human resource development, education and development, politics of education.

Harkins, Arthur M. Associate professor. Future cultural and educational systems, qualitative futures methods, knowledge base learning, advanced technologies for learning personalization.

Hendel, Darwin D. Associate professor. Undergraduate education, evaluation of teaching and learning, strategic planning, institutional research, student affairs.

Johnson, David R. Professor. Special education administration, evaluation studies, disability policy analysis, community integration.

King, Jean A. Professor. School change, professional development schools, program evaluation.

Kumagai, Gloria. Assistant Coordinator of licensing for educational administrators, K-12 educational administrative licensure.

Magnusson, Deanne L. Lecturer and Coordinator of Doctoral Cohort Programs. Leadership and policy development in U.S. and international organizations, comparative educational systems, continuous school improvement, adult learning and professional development.

Paige, Michael R. Professor. International development education, intercultural education and training, multicultural education, international educational exchange.

Poch, Robert K. Fellow. Higher Education and public policy, Leadership and Administration in higher education, early awareness and preparation for college attendance, faculty academic freedom, history of higher education.

Ropers-Huilman, Becky. Professor. Higher education.

Schneider, Byron J. Associate professor. Youth development leadership, youth policy, education in the community, leadership of youth organizations.

Seashore, Karen R. Professor. Organizational theory, planned change, schools as workplaces, leadership and administration.

Werner, Ann Z. Lecturer. Coordinator of licensing for educational administrators, K-12 educational administrative licensure.

Yeh, Stuart S. Assistant professor. Educational program evaluation (particularly evaluation of pre-school reading readiness programs), educational improvement, state-mandated testing (including high-stakes testing), construction of improved state tests.

York-Barr, Jennifer. Associate professor & Director of Graduate Studies. Teacher leadership, professional development, general/special education collaboration.

CHAPTER 2: ED.D. TUITION AND FEES

Ed.D. Tuition and Fees

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

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 3: ADVISING AND EXAMINATIONS

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.

Ed.D. thesis 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 Ed.D. thesis project.

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 are distributed across the faculty in Higher Education. Each student is encouraged to become acquainted with the various program faculty over the first year of their study and select regular advisers. 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 Ed.D. program coordinators.

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. Thesis Project

The University of Minnesota Ed.D. program is designed to assist the student throughout the four years in moving toward completion of the Ed.D. thesis 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).

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 thesis project (introduction, literature review, and methodology).

Prospectus

Proposal for Approval and Conduct of Ed.D. Thesis 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.

Ed.D. Examinations and Thesis 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 Ed.D. thesis project 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* at <http://www.catalogs.umn.edu/download/TCgrad/gradintro07.pdf>).

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.

- 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.
- 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 11 for the conversion table.

After the program is filed, students can complete a petition to request the following: (1) change in the course work on the approved degree program form, (2) 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 (3) 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.

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.

Examination Description

The written preliminary 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.

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 the department's Coordinator of Graduate Studies 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.

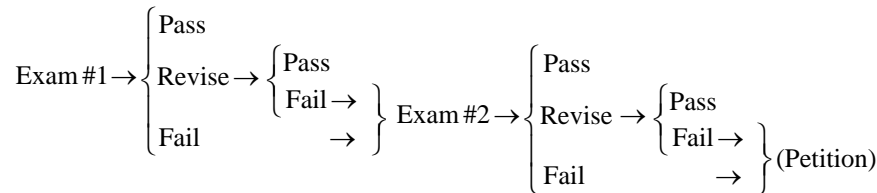
Evaluation of examinations

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 Ed.D. thesis project by locating gaps in knowledge in a particular area of inquiry, or it may serve as an integrative background piece for Ed.D. thesis project 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*.

The preliminary oral examination 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.

Doctoral candidacy is established when a student passes the preliminary oral examination (including "pass with reservations"). 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 Ed.D. thesis project 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 WebCT Vista 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 Ed.D. thesis project.**

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 (available at <http://education.umn.edu/EdPA/StudentResources/default.html>) 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 Ed.D. thesis 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 *Graduate School Catalog* at <<http://www.catalogs.umn.edu/download/TCgrad/gradintro07.pdf>>).

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.

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 Ed.D. Thesis Project 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 (typically 2.5 to 3 hours in length). 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; and
- (3) After excusing the candidate, a vote taken by the committee members on whether the candidate passed the examination.

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* (available at

<<http://www.catalogs.umn.edu/download/TCgrad/gradintro07.pdf>>) for details about scheduling and reporting results of the final oral examination.

10. Thesis Copy

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.

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.

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* at <<http://www.catalogs.umn.edu/download/TCgrad/gradintro07.pdf>> and information from the Graduate School.

CHAPTER 4: PLANNING DOCUMENTS

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/>>. 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 on Page 18. 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 an 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 at <http://onestop.umn.edu/onestop/img/assets/9061/time_conflict.pdf>

CHAPTER 5: STUDENT SERVICES AND RESOURCES

Communications

Important University Sources of Information

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>.

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.

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 birth date). 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>.

Listserv

The University, College of Education and Human Development, EdPA use listservs to facilitate communication with students.

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".

Changing mailing Addresses

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.

University Identification Card (U Card)

The U-Card is your key to the Twin Cities campus. To obtain your U Card, go to the U Card Office in the basement of Coffman Union and have your photo ID taken and card processed. For more information, visit <<http://www1.umn.edu/ucard/umtc/tchome.html>>.

U of M Parking

See website of Parking and Transportation Services at <<http://www1.umn.edu/pts/parking.htm>>.

U of M Libraries – Twin Cities

Complete information regarding the Twin Cities campus library system is found at <<http://www.lib.umn.edu/>>.

Financial Assistance/Employment

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 Employment located in 200 Donhowe Building (612-624-7070), and at <http://www1.umn.edu/ohr/gae/>.

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 314 Johnston (612-625-7579; gsfellow@umn.edu; <http://www.grad.umn.edu/fellowships/>).

Need-based Financial Aid

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>.

Underrepresented Students

The Graduate School Diversity Office <<http://www.grad.umn.edu/oeo/index.html>>, 333 Johnston Hall, assists under-represented and educationally disadvantaged students (U.S. Citizens and permanent residents) in financing graduate education.

Tuition Rates/Fees

Updated graduate tuition rates and fees are posted in the Class Schedule at <<http://onestop.umn.edu>> for each semester. Reciprocity rules vary by neighboring states. See specific information at <http://www.onestop.umn.edu/onestop/Tuition_Billing/Tuition_Rates/Reciprocity_tuition_and_fee_rates.html> or contact the Office of Admission/Resident Classification and Reciprocity located in 240 Williamson Hall (612-625-6330) or the Student Services Center in 200 Fraser Hall.

EdPA Departmental 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 \$500 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 at

<<http://www.education.umn.edu/EdPA/StudentResources/>> 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.

Community of Scholars Program (COSP)

The Community of Scholars Program (COSP) in the Graduate School Diversity Office (333 Johnston Hall) 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 612-626-4546 or visit

<<http://www.grad.umn.edu/outreach/COSP/>>.

Statistics Help

Students may want to contact the Statistical Software Helpline at <www.umn.edu/statsoft> for assistance with a wide range of quantitative research questions, e.g., research designs, selection and completion or appropriate data analysis and results interpretations.

Counseling and Consulting Services

University Counseling and Consulting Services (109 Eddy Hall) provides counseling and consulting services including dissertation and thesis support groups and personal concerns counseling. See their website at <<http://www.ucs.umn.edu/>> for more information.

Writing Resources

The Center for Writing (15 Nicholson Hall) offers students individual assistance and general workshops in several areas including the improvement of writing. See their website at

<<http://writing.umn.edu/>> for more information.

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 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 (612-626-1612); cogs@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.

CHAPTER 6: UNIVERSITY POLICIES

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; < <http://www.eoaffact.umn.edu/>>.

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

Board of Regents Policies

- Student Conduct Code (Scholastic Dishonesty and other offenses)
<http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf>
- Academic Misconduct
<http://www1.umn.edu/regents/policies/humanresources/Academic_Misconduct.pdf>
- Academic Freedom and Responsibility
<http://www1.umn.edu/regents/policies/academic/Academic_Freedom.pdf>
- Diversity, Equal Employment Opportunity, and Affirmative Action
<<http://www1.umn.edu/regents/policies/administrative/Diversity.pdf>>
- Sexual Harassment
<<http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf>>

Research and Professional Ethics

<<http://www.grad.umn.edu/ethics/>>

Office for Student Conduct and Academic Integrity

<<http://www1.umn.edu/oscai/>>

Graduate School Research and Professional Ethics

<<http://www.grad.umn.edu/ethics/>>

Graduate Assistant Employment: Graduate Assistant Policies

<<http://www1.umn.edu/ohr/gae/policies.html/>>

APPENDIX

EXAMPLE OF ED.D. THESIS PROJECT ORGANIZATION

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

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 United States.

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 Center for Writing <<http://writing.umn.edu>> in 15 Nicholson Hall offers students individual assistance and general workshops in several areas including the improvement of writing.

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/gradstudents/or/writingwkshops.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>>.

Academic Honesty/Plagiarism

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. Information on the University policy on students' academic honesty can be found at http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf.

RESOURCES FOR WRITING A THESIS

- 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: Pyczak 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: Pyczak 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: Pyczak Publishing.
- Patten, M.L. (2004). *Understanding research methods*. Los Angeles, CA: Pyczak Publishing.
- Patten, M.L. (2002). *Proposing empirical research: A guide to the fundamentals*. Los Angeles, CA: Pyczak 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.
- Pyczak, F. (2000). *Completing your thesis or dissertation*. Los Angeles, CA: Pyczak Publishing.
- Pyczak, 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 *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/>>

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/>>