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MEMO TO: New EdPA Students

FROM: Michael Paige, Professor and Chair

DATE: June 13, 2005

RE: Welcome

We are delighted you are joining us in the Department of Educational Policy and Administration! On behalf of the EdPA faculty, I am pleased to welcome all of you to the 2005-2006 academic year.

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

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

Critically important to effective participation in our community is good communication. We want everyone to have a shared sense of expectations and responsibilities for graduate education in this department. You can get the information you need by asking questions when something is not clear, meeting with your faculty 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 (<http://education.umn.edu/EdPA/>). The department electronic newsletter is sent periodically to all students and faculty.

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

Again, welcome to EdPA!

INTRODUCTION

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

Students should note that the university-assigned student e-mail account is the university's official means of communication with all students. Students are responsible for all information sent to them via the university assigned e-mail account. The university, graduate school, and 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 opportunities. Students are responsible for all information including attachments sent to their university e-mail account. If students arrange to have their university e-mail account forwarded to a private account, then the student must remember to change the forwarding destination of the university account if and when the private account is changed. The university account mail can be forwarded at <<http://www.umn.edu/dirttools>>.

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

CHAPTER 1: THE EDPA DEPARTMENT

Department Mission, Purpose, and Goals

The mission of the Department of Educational Policy and Administration is guided by the missions of both the University and the College of Education and Human Development, and is directed by an awareness of being part of a University that is responsive to its national and international opportunities in scholarship. The department is in a land-grant and urban university where scholarly and artistic activities, teaching and mission-related services are qualified by a realization that its programs should both contribute to, and be unique within, the state of Minnesota.

Three related purposes give direction to departmental activities. A priority of the department is to initiate, sponsor, and support research and development activities that will enhance the body of knowledge and techniques that constitute the four program tracks: educational administration, evaluation studies, higher education, and comparative and international development education.

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

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

The four program tracks in the department work closely together sharing budget, space, office staff, and graduate assistance. Faculty sometimes teach in more than one area in the department as well as in other

departments. The Department of Educational Policy and Administration is housed on the third and fourth floors and some offices on the first floor in Wulling Hall on the University's East Bank campus. The College of Education and Human Development offices are located in Burton Hall.

Administration and Management of Programs

Governance

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

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

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

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

Advising

Students are assigned a faculty adviser upon entry into their program. Assignments are based on areas of interest expressed by students in the application materials; the current advising load of faculty is also a consideration. The initial faculty adviser provides information and guidance to the student in course selection, filing of program, and general progress. If retained as the adviser, the faculty member serves as the chair of the final examination committee and reader on the final exam committee.

It is important to note that the faculty adviser appointment is not necessarily intended to continue for the duration of the graduate student's program. Students are encouraged to meet and become acquainted with program faculty, and, if a more appropriate adviser match is found, to ask that faculty member to serve as the adviser. The faculty believe that the match of the adviser and student should be mutually acceptable, ultimately resulting in the advisement or co-advisement of the Plan B paper.

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

Annual Student Progress Review

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

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

CHAPTER 2: EDPA PROGRAMS

Degrees and Program Tracks

The master of arts graduate degree (M.A.) is offered in four complementary but distinct program tracks: comparative and international development education, educational administration, evaluation studies, and higher education. In addition, the department cooperates in the offering of the College of Education and Human Development's master of education degree (M.Ed.) in two areas: teacher leadership and youth development leadership. The department offers a graduate minor in program evaluation, and social and philosophic studies of education, and collaborates in a graduate minor in international education. This handbook addresses only the M.A., one of three Graduate School degrees (M.A., Ed.D. and Ph.D.) offered through the department. As with most graduate programs at the University, the M.A. degree is delivered in the department within the college but the degree is awarded to students by the University of Minnesota Graduate School.

The academic work in EdPA is both discipline-based and flexible in the options for degrees and specializations. All program tracks within the department incorporate relevant knowledge from the behavioral and social sciences and the humanities. In particular, the department's program tracks draw on anthropology, economics, management science, political science, international relations, public affairs, sociology, psychology, philosophy, and history.

The following is a brief description of the four program tracks within the EdPA department:

- **Comparative and International Development Education (CIDE), Coordinator: John Cogan**
CIDE uses an interdisciplinary approach to the study of education's role in economic, political, and sociocultural development; international educational exchange; and the internationalization of education. Areas of concentration within CIDE include internationalizing education, international educational exchange, international development assistance, and strategic processes in educational development.
- **Educational Administration (EdAd), Coordinator: Jennifer York-Barr**
EdAd offers an array of learning opportunities for individuals interested in making a difference in educational systems and settings that involve PreK-12 children and youth. The program is committed to supporting the development of leaders who work to continuously improve educational quality and effectiveness so that young people graduate from secondary education well prepared to continue their learning and to contribute to their communities. With a wealth of experience and expertise, EdAd faculty provide rigorous and supportive learning experiences that are grounded in theoretical frameworks. The program promotes understanding and emphasizes application to varied contexts of educational practice.
- **Evaluation Studies (ES), Coordinator: Jean A. King**
ES examines the techniques and process of program evaluation and policy research in addition to studying the social and political context within which evaluation occurs. Students gain both qualitative and quantitative methods expertise and practical experiences in the conduct of program evaluation and policy studies.
- **Higher Education (HiEd), Coordinator: Darwin Hendel**
HiEd relates discipline-based knowledge to policy and organizational issues in higher education institutions and systems. Areas of concentration include administration and organization, policy, and student affairs.

The M.A. Program

The Master of Arts programs in Educational Policy and Administration are individualized according to student background, academic interests, prior educational experience, and professional goals. The Master's degree is offered in all four program tracks. The EdPA M.A. programs include the following course work areas: program core, and research methodology (six credits must be taken in another department). In addition, all students register for Plan B Paper credits. A final examination is also required. The total number of credits needed to complete the master's degree is 30 or more semester credits in CIDE, ES and HiEd; EdAd requires a minimum of 31/32. Six of the total credits for a M.A. must be from courses in other departments. Within the general framework for M.A. requirements in Educational Policy and Administration, the M.A. degree program is developed by the student and his or her adviser, and is subject to approval by the department's Director of Graduate Studies and the Graduate School.

The M.A. must be completed within seven years from the earliest work included on the official degree program, including any transfer work. The Graduate School requires students to register every fall and spring semester throughout their program to remain active. The website http://www.grad.umn.edu/current_students/registration/active_status.html contains current information and policies regarding registration to retain "active" status. If for some reason a student cannot register for coursework any fall or spring semester, the department website, DGS/CGS or www.grad.umn.edu/Current_Students/registration/grad_999.html can provide information about registering to remain active through the use of a free, non-credit producing registration of GRAD 0999. 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.

Program Courses (12 or more semester credits):

Each of the four program tracks has a unique program core, i.e., a set of courses prescribed by the program emphasis; CIDE requires 15 or more credits.

Program Courses - Comparative and International Development Education:

- EdPA 5103 Comparative Education (3 cr)
- EdPA 5101 International Education and Development (3 cr)
- EdPA 5121 Educational Reform in International Context (3 cr)
- EdPA 5124 Critical Issues in International Education (3 cr)
- EdPA 5087 Seminar (3 cr) (**must be taken May Intersession, first year, May 22 - June 9, 2006**)

Program Courses - Educational Administration:

- EdPA 5001 Formal Organizations in Education (3 cr)
- EdPA 5302 Educational Policy: Context, Inquiry, and Issues (3 cr)
- One of the following leadership courses:
 - EdPA 5364 Context & Practice of Leadership in Education (3 cr)
 - EdPA 5048 Cross-cultural Perspectives on Leadership (2 cr)
- One of the following courses (3 cr):
 - EdPA 5041 Sociology of Education (3 cr)
 - EdPA 5044 Introduction to the Economics of Education (3 cr)
 - EdPA 5324 Financial Management for Elementary-Secondary Education (3 cr)
 - EdPA 5344 Law and Educational Policy (3 cr)

Program Courses - Evaluation Studies:

- EdPA 5501 Principles and Methods of Program Evaluation (3 cr)
- EdPA 8502 Program Evaluation Theory and Models (3 cr)
- EdPA 5521 Cost and Economic Analysis in Educational Evaluation (3 cr)
- EdPA 5524 Evaluation Colloquium (1 cr. each of 3 semesters)

Program Courses - Higher Education:

- EdPA 5701 U.S. Higher Education (3 cr)
- Plus 9 additional credits, including at least 6 selected from:
 - EdPA 5001 Formal Organizations in Education (3 cr)
 - EdPA 8702 Administration and Leadership in Higher Education (3 cr)
 - EdPA 8703 Public Policy in Higher Education (3 cr)
 - EdPA 5704 College Students Today (3 cr)

Methodology Courses (6 or more semester credits):

Course work in methodology provides students with the analytical techniques and skills necessary for a familiarity with the tools of research or scholarship, and the ability to present results of inquiry. Methodology courses are usually selected from statistics, measurement and evaluation, research methods, computer analysis of data, psychometrics, and econometrics. Below are the required methodology courses by program tracks. Please note that with the approval of adviser, methodology courses taken outside the department can be counted towards the “related field” courses below.

Methodology - Comparative and International Development Education:

Two courses to be selected in consultation with adviser

Methodology - Educational Administration:

EdPA 5501 Principles and Methods of Evaluation (3 cr)

Additional research methodology courses to be identified with adviser (3 cr)

Methodology - Evaluation Studies:

EdPA 5056 Case Studies (3 cr)

Plus one course to be determined in consultation with adviser

Methodology - Higher Education:

EdPA 5501 Principles and Methods of Evaluation (3 cr)

Additional research methodology courses to be identified with adviser (3 cr)

Electives (number of credits required varies by program):

Number of credits needed and specific courses to be taken as electives should be discussed with adviser. Electives are used to reach a required total of 30 program credits including the Plan B Paper credits below; EdAd requires a total of 31/32 program credits .

Note: Of the above course requirements (Program, Methodology and Electives), 6 or more semester credits must be from other departments. These courses should be selected in consultation with the adviser and should constitute a solid, course work foundation for the student’s Plan B Paper. The ES program specifies these courses. Research methodology courses taken in departments other than EdPA can be counted towards this six credit requirement.

Evaluation Studies:

EPsy 5221 Basic Principles of Educational Measurement (4 cr)

EPsy 5261 Introductory Statistical Methods (3 cr) or EPsy 8261

Plan B Paper Credits (2-4 semester credits):

All students are required to register for EdPA Problems class or other credit related to completion of the Plan B paper for 2-4 semester thesis credits. If students intend to take four EdPA 5095 Plan B Paper credits, they will need to register for EdPA 5095 twice since the limit for one registration is 3 credits.

Plan B Paper Credits - Comparative and International Development Education:

EdPA 5095 Problems (3 cr) (must be taken Fall, second year)

Plan B Paper Credits - Educational Administration:

EdPA 5095 Problems

Plan B Paper Credits – Evaluation Studies:

EdPA 5096 Internship

Plan B Paper Credits - Higher Education:

EdPA 5795 Plan B Research Design (3cr)

Transfer Credits

With the approval of adviser, DGS and Graduate School, some graduate degree program course work, e.g., master's program, taken at the University of Minnesota and other recognized graduate institutions may be applied toward the Ph.D. degree. Students should discuss with their advisers the possible use of these credits for the program, methodology, or supporting program requirements. Policies in both the department and the Graduate School determine the number and nature of the credits that can be transferred.

Department Policy

Under certain conditions, students may be allowed to transfer some previous work. The credits earned must 1) meet criteria expressed in the Graduate School Catalog, 2) closely match the planned program emphasis, and 3) be approved by the adviser. **Because the program course requirements are very specific, students should talk to advisers about the likelihood of transfer of previous courses to fulfill requirements.**

Students who wish to transfer previous graduate course work to the departmental core or program core requirements may do so only with approval of the adviser and by formal petition to the appropriate program coordinator.

Credits are transferred by listing the courses on the proposed degree program form; the latter must be filed by the time students have completed 10 credits. Credits not accepted as part of a student's degree program can not be transferred to the Graduate School transcript.

Graduate School Policy

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 <<http://www.catalogs.umn.edu/grad/index.html>>.

- Students accepted into the M.A. degree program are permitted to transfer up to 40% of the required credit coursework (i.e., 12 credits of the 30 credit program) from some types of course registrations completed previous to admission.
- Credits taken through 99PRD registration (graduate, non-degree seeking status through the university) may be applied to the program but are included within the 12 credit limitation of transfer credits. .

Please refer to the Graduate School Catalog and consult with DGS staff and adviser before making assumptions about transfer credits.

- Only course work taken within 7 years before completion of the degree can be transferred and counted toward the degree.
- Graduate level courses taken before the award of the baccalaureate degree cannot be transferred.
- Graduate level courses taken through the College of Continuing Education or College of Liberal Studies at the University of Minnesota will not be accepted for transfer.
- Official transcripts of the course work must be attached to the degree program form if not submitted earlier in the admissions process.

Quarter/Semester Credit Conversion 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.

CHAPTER 3: DEPARTMENT AND GRADUATE SCHOOL (GS) PROCEDURES AND TIMELINES

M.A. Examination and Paper

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

1. Degree Program Form (filed by the time 10 credits have been completed)
2. Plan B Paper Adviser Approval
3. Human Subjects Research Approval (if applicable)
4. Master's Examination
5. Final Plan B Paper

1. Degree Program Form

A degree program form must be filed with the Graduate School by the time 10 semester credits have been completed and is usually filed no later than one semester prior to the final exam. The form identifies which courses you have been and will be taking, and who will serve on your final examining committee. Students should confer with their adviser in developing the degree program form. Students accepted into the M.A. degree program are permitted to transfer up to 40% of the degree program course work from various sources (see previous page for credits that will transfer). See the Graduate School Catalog for transfer details <<http://www.catalogs.umn.edu/grad/index.html>>. Review of the final program form should be completed with a review of the M.A. Requirement Checklist (see section on Forms and Deadlines for details). The degree program is approved by the adviser, the Director of Graduate Studies, and the Graduate School.

The program must contain 6 semester credits outside of EdPA and 2-4 semester Plan B Paper credits. All credits included in the official degree program must be in graduate-level courses taken after completion of the undergraduate degree. A minimum GPA of 2.8 must be maintained for all courses included on the program. Students should check with their advisers before electing the S/N grading option. Students requesting an incomplete grade must complete a contractual form signed by both the student and the instructor. The form specifies what must be done before the incomplete grade can be removed (form available on the department web site under "Student Resources").

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

GS 89a. (first page)

- Use the website below to verify the graduate status of committee members.
http://www.grad.umn.edu/faculty_rosters/step1.asp
- At least two names listed under "Major Field Examiners" and one identified as chair/advisor.
- Advisor has SM, ASM, M2 or AM2¹ appointment in the graduate school.
- At least one name in the "Minor, Related Field, or Supporting Program Examiner" who has graduate status in another department.
- If student has declared a minor, the minor advisor's name must serve on the committee under "Minor".

¹ SM=Senior Member; ASM=Affiliate Senior Member;
M2=Member/Advising; AM2=Affiliate Member/Advising

GS 89b. (second page)

- All I.D. and personal information blanks are completed.
- Under "Major", both the major (EdPA) and the track (CIDE, EdAd, ES or HiEd) are indicated, e.g., EdPA – CIDE.
- "Minor" is left blank unless student has formally declared a minor.

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

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

Students who elect to add a minor will have a minor adviser in addition to their 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 this latter case, the student will have four rather than the required three members on the committee.

Once the Degree Program has been approved by the Graduate School, the student may pick up the Final Examination Report form and the Graduation Packet before the final examination. The Graduation Packet consists of the Final Examination Form, Application for Degree Form, the Commencement Attendance Approval Form, and degree clearance instructions. See the later section, “Graduate School Forms and Deadlines”, for details.

2. Plan B Paper Development and Adviser Approval

Students must demonstrate familiarity with the tools of research or scholarship in their major field, the ability to work independently, and the ability to present the results of their investigation effectively by completing a Plan B Paper. The nature of the Plan B paper varies significantly among and within programs. Students should check with advisers about the framework for their paper. Information about the components of a research inquiry can be found in most research books as well as the department WebCT resource, *Inquiry in Practice*. Contact the Coordinator of Graduate Studies to gain access to the web site.

Students should check with advisers about the desired schedule and means for keeping in touch during the design, conduct of research (if applicable) and writing of the Plan B paper. The adviser will determine when the paper is ready to present to the committee; writing is likely to take several iterations.

3. Human Subjects Research Approval (if applicable)

If the Plan B paper involves gathering information from individuals on or off campus, the research project 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 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). If, however, the adviser and the department chair are the same person, the college dean will need to sign the form.

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

4. Master’s Examination

Upon completion of the Plan B Paper, the student is examined at a closed meeting with the final examining committee. This final examination is conducted in accordance with Graduate School policy. **It is the student’s responsibility to schedule the final examination with the committee members on a suitable date, reserve a room through the department office, inform the Graduate School at least one week in advance of the examination (student can call or go to GS) and bring the exam form to the exam. It is also the student’s responsibility to provide all committee members with copies of the completed paper at least two weeks prior to scheduled examination.**

The committee consists minimally of three members; two members from the major field and one from a related program/minor. If the student elected a minor, a minor adviser will be on the committee and can serve as the outside member. All assigned committee members must be present at the final examination. The absence of any member results in an invalid examination.

To be eligible for the final examination a student must have completed the following:

- (1) an approved program on file at the GS,
- (2) be able to complete all work on the official master’s degree program form by the end of the current semester,
- (3) have maintained active status (have registered for at least one credit every fall and spring semester),
- (4) be within the seven year time limit for master’s degree completion (see below),
- and (5) have completed Plan B paper to satisfaction of adviser.

The student receives the Final Examination Form from the Graduate School a few days in advance of the examination. The student is responsible for bringing the form to the exam.

Typically, students are asked to give a formal summary of their presentation of their paper before questioning. If a research inquiry, the presentation might include the purpose, framework, data analysis, major findings, conclusions and implications for practice, policy and research. The presentation is typically 15-20 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.

After the presentation, the faculty pose questions to the student pertaining to any aspect of the paper. The final examination covers the major field and the minor or related fields, and may include any work fundamental to these areas. 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 paper. In order to “pass”, two of the three committee members must vote “pass”.

If the judgment is that the examination was a “pass” but minor revisions are needed in the paper, the committee members sign the defense form. If the written paper 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 adviser in consultation with committee members. The student receives a copy of the letter. Upon approval of the final written paper, committee members sign the form. Please refer to the University of Minnesota [Graduate School Catalog](#) for details about scheduling and reporting results of the final examination.

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

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

5. Final Plan B Paper

Students are requested to submit a final copy of their paper to the DGS staff as a reference resource for future students. Copies are not submitted to the Graduate School. CIDE students must submit two copies to the CIDE coordinator and will not receive a grade for EdPA 5095 until their Plan B paper copies have been submitted. Plan B papers will be placed in folders in a file so should not have hard copy covers; a single staple is adequate.

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

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

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

Manuscript Writing Style

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

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

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

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

Websites 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 website. <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

Original—from APA Style Manual 1994	Plagiarism—Unacceptable. This is a ‘thesaurus’ equivalent, not a paraphrase. There is no “correct” way to cite this.	Paraphrase—OK-1 st example is summary paraphrase; 2 nd is more detailed paraphrase. Neither is plagiarism.
<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 that the correction will be retrieved whenever the original article is retrieved.” (APA, 1994, p. 292)</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 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>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 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>

*This paragraph is a verbatim example from the APA Style Manual, 1994.

EBS/00

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

Time Limits for the Completion of Master's Degree

All requirements for the master's degree must be completed by **seven years from the earliest work included on the official degree program, including any transfer work**. If the student is unable to complete the degree by the deadline, he or she may petition the Graduate School for an extension of up to one additional year. For full details see the Graduate School Catalog (<http://www.catalogs.umn.edu/grad/index.html>), and information from the Graduate School.

Graduation and Commencement

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

Commencement

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

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

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

Graduation/Award of Degree

Graduate School degrees are awarded monthly. Graduate School students obtain the Application for Degree form and detailed graduation instructions from 316 Johnston Hall. All Graduate School requirements must be completed by the last working day of the intended month of graduation. To graduate at the end of any given month students must:

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

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

CHAPTER 4: PLANNING DOCUMENTS

Program Planning Worksheet - M.A. in _____ (program track)

The information and documents in this chapter will assist you in planning your program. Basic to all planning are the M.A. program requirements on p. 4. See section on Degree Program Form for guidelines on credits that can be transferred from previous graduate-level work. Use conversion chart on next page if transferring courses from a quarter system.

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

Student Name _____

Adviser _____

Program Courses (12 or more semester credits; CIDE requires 15)

Course Number	Title	Credits (specify Q or S)	Term taken/ to be taken
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Methodology (6 or more semester credits; see preceding pages in Handbook for program-specific requirements)

Course Number	Title	Credits (specify Q or S)	Term taken/ to be taken	Outside? ¹ If yes, enter credits
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

¹Outside courses=courses in other departments; EdPA courses in other programs in the department are not considered as “outside”.

Plan B Paper Credits (2-4 semester credits)

Course Number	Title	Credits (specify Q or S)	Term taken/ to be taken
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Electives (used to reach required total of 30 credits)

Note: At least 6 of the 30 credits must be courses outside of EdPA.

Course Number	Title	Credits (specify Q or S)	Term taken/ to be taken	Outside? If yes, enter credits
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Total Outside Credits _____
(must be at least 6 credits)

TOTAL CREDITS (30 or more) _____

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 = 2.00 semester credits
- 4 quarter credits = 2.67 semester credits
- 5 quarter credits = 3.34 semester credits
- 6 quarter credits = 4.00 semester credits
- (etc.)

Plan for M. A. Committee

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

A committee of at least three faculty members must be identified for committee membership; two are from the major field and one from outside of the department. If the student elects a minor, the minor adviser must be on the examining committee. The minor adviser is a member of the committee, must sign the degree program form and serves on the final examining committee. The minor adviser can serve instead of or in addition to a member from a supporting field. If the student elects to have both a supporting field member and a minor adviser, the student will have four rather than the required three members on the committee.

Examining Committee:

Major Field Examiners (EdPA Faculty Members)

Minor or Related Field Examiners (Outside Faculty)

(Adviser & Chair of Examining Committee)

M.A. Requirement Checklist (see following pages for description of forms)

Requirement of:	Requirement:	Date requirement completed:
Graduate School	Contact assigned adviser and obtain registration advice.	
Graduate School	Register in GS for term admitted (not in College of Ed.)	
Department	Develop program with adviser	
Department / Graduate School	File degree program (by 10 semester credits and one semester prior to final exam) (GS Form 89)	
IRB	If applicable, file Human Subjects Form	
Graduate School	Prior to final examination, obtain Final Examination Report form and Graduation Packet in Johnston 316 or request through web.	
Graduate School	Submit Commencement Attendance Approval Form (GS 54) at least 2 months before commencement ceremony	
Graduate School	Submit Application for Degree in 150 Williamson (by first working day of month intend to graduate) (OTR Form 180)	
Department	Submit Plan B Paper to committee at least two weeks before the exam.	
Graduate School	Schedule Final examination at least one week before exam.	
Graduate School	Take Final examination; Take Examination Report Form to exam (mailed by Graduate School to student)	
Graduate School	Return the Final Examination Report form (by last working day of intended month of graduation) (GS Form 4)	
Graduate School	Complete any remaining degree requirements, e.g., course work, etc. by last working day of intended month of graduation.	
Department	Submit a copy of the final paper to DGS staff. CIDE MA students must submit two copies and will not receive a grade for EdPA 5095 until paper is submitted.	

Graduate School Forms and Deadlines

The Graduate School (GS) program procedures include submission of the following forms. Unless otherwise noted, 1) the forms are available on the web <<http://www.grad.umn.edu/forms/list.html>> or in the hallway on third floor of Johnston Hall and 2) all forms are to be filed in 316 Johnston.

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

This form is available online at <http://www.grad.umn.edu/current_students/forms/masters.html>. Click “Degree Program Form”. Final approval takes approximately 6 weeks.

Due: Forms filed with GS after 10 semester credits of course work and at least one semester before taking the final examination).

- On transmittal form, identify the adviser and one additional faculty in the major, and one faculty member outside the major; if program includes a minor, the minor adviser must also be listed and sign (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). If program includes a minor, the minor adviser must also be listed. Signed by adviser(s), minor adviser (if applicable) and DGS. See other tips for completing the program form in Chapter 3.
- After receiving approval of GS Forms 63a, b and c, obtain the Graduation Packet Application for Degree Form, and Commencement Attendance Approval Form, and other graduation instructions). Pick up the packet in Johnston 316 or request via the web <http://www.grad.umn.edu/current_students/forms/grad_packet/index.html>.

Human Subjects Committee Form, if needed

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

Due: Before initiating research including solicitation for participation.

- MUST be submitted to and approved by the Human Subjects Review Board PRIOR to initiating research. Signed by student, adviser, and department chair. If adviser is also department chair, the college dean’s signature is also needed.

Graduation Packet (can be ordered online on 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) Final Examination Form (not available on the web).
2) Application for Degree Form (not available on the web).
3) Commencement Attendance Approval Form.
4) Other degree information.

GS Form 4 - Final Examination Form

Due: File by last working day of intended month of graduation.

- Given to student by GS before the exam.
- Signed by all final examination committee members after a single vote; make copy for DGS.
- Returned to GS within 24 hours of examination.
-

OTR Form 180 - Application for Degree Form

Due: By first day of intended month of graduation.

- Given to student by GS in Graduation Packet.
- Submitted to OTR (Office of Registrar).

GS 54 - Commencement Attendance Approval Form

This form is available online at <http://www.grad.umn.edu/current_students/forms/masters.html>. Click “Commencement Attendance Approval Form”.

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

- Given to student by GS in Graduation Packet.
- Signed by adviser and DGS indicating student has met department requirements for commencement attendance.
- Submit to GS.

Plan B Paper

A copy of the Plan B Paper should be submitted to the EdPA Graduate Studies staff when complete. Students in the CIDE MA program must submit two copies to the CIDE coordinator and will not receive credit for EdPA 5095 until the paper has been submitted.

Special Purpose Forms

Petition: This form is available online at http://www.grad.umn.edu/current_students/forms/masters.html
Click “Graduate School Petition Form”.

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”.

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 Ph.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, Plan B Paper, final defense, etc. See department web site <<http://education.umn.edu/edpa/>> under Student Services for a copy of the form and directions for completion.

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

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

Full-time Status with a One-Credit Registration: Application form obtained online at http://www.grad.umn.edu/Current_Students/registration/FTE_procedures.html
Advanced master’s graduate students who qualify can apply for full-time status and register for one-credit (EdPA 8333) to certify “full-time” status, a condition for loan deferment, eligibility for assistantships, and registration for some fellowships. See website above for eligibility for this “full-time” status. Deadlines are early the previous semester.

2005—06 Semester Tuition Rates

<u>Graduate School</u>		
<u>Part Time Rate</u>	<u>Resident</u>	<u>Nonresident</u>
1 credit	\$ 729.00	\$ 1,320.67
<u>Full Time Rates</u>		
6-14 credits	\$ 4,374.00	\$ 7,924.00
Each credit over 14	\$ 729.00	\$ 1,320.67

In addition to these tuition fees, the following major fees are assessed each semester:

1. Student service fee: All students registered for 6 or more credits must pay a \$290.82/ semester student services fee
2. University fee to support infrastructure & administrative support:
\$450/semester , if registered for 10 credits or more
\$45/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/semester - 6 or more credits
\$40/semester - less than 6 credits
4. Other fees (per semester)
 - Council of College Boards (\$.1.06)
 - Graduate and Professional Student Assembly (\$11.53)
 - Hospitalization Insurance (\$680.00)
 - International Student Aid Fee (international students only) (\$6.00)
 - International Student Fee (orientation & advising-international students only) (\$60.00)
 - Minnesota Student Association (\$2.87)
 - IT Student Publications (\$1.41)
 - Transportation fee (\$12.50)
 - Optional fees: [Collegians for a Constructive Tomorrow (\$4.13), Minnesota Public Interest Research Group (\$4.13)]

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 5: STUDENT SERVICES AND RESOURCES

The University of Minnesota Graduate Student Handbook contains detailed information about various opportunities and resources available to assist graduate students during their career at the University. The Graduate Student Handbook is available on the web (http://www.grad.umn.edu/Current_Students/handbook/); the general contents are indicated below.

Beginnings

The Twin Cities

Information and Educational Resources (publication, information centers, U card, graduate assistant employment, council of graduate students, libraries, bookstores, copying services, computer/information services, statistics help, international study, international students)

Campus Activities (opportunities, campus unions, campus involvement center, recreation sports, art rentals)

Money and Jobs (supporting yourself, financial aid, fellowships, check cashing)

Housing, Health, and Family Needs (housing options, family/partnered housing, off-campus listing service, health and family needs, health service, health insurance, child care, campus safety)

Transportation (buses, carpool parking, parking, motorist assistance program, Gopher Way, bicycles, walking)

Registration and Regulations (how to register, tuition and fees, graduate assistants, graduate fellows, refunds, mutual responsibilities, your responsibilities, residency and reciprocity, grades, credit transfers, holds, transcripts, filing programs, changing majors, reentering, language requirement, theses and projects, examinations, graduation, student conduct, no smoking)

Problem Solvers and Support Groups (for help)

How to Get Here (location, how to get here, where to park)

Index

While greater details about all of the following services and resources are available in the Graduate School Handbook, the following provides a general reference.

Transportation

Metropasses are available for unlimited bus rides; find information at <http://buspass.umn.edu/metropass.html>.

Buses: Help in planning your bus route (373-3333) or www.metrotransit.org
Bus schedule (341-4BUS)

Information about bus routes and prices <www.umn.edu/parking>

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

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

Identification Card

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

Library

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

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

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

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

1. "Find It": Get into the library Web site and you will find the button "Find It" - it is also available at the site www.lib.umn.edu/help/finditfaq.phtml. This is an extremely helpful new tool when doing document and resource searches.
2. RefWorks: New personal bibliographic management software that is online and free to students and faculty, RefWorks is at www.lib.umn.edu/refworks/. It is similar to EndNote. You must register through the library Web site to use it the first time - go to www.lib.umn.edu/refworks/
3. Assignment Calculator: www.lib.umn.edu/help/calculator. This tool generates steps and tips for writing a paper.
4. Dissertation Calculator: www.lib.umn.edu/help/disscalc/ generates steps for finishing a dissertation.

Safety - Escort Services

The university provides a free "escort service" for students walking or biking to and from campus locations and nearby neighborhoods. To request an escort, students should call a student security monitor at 624-WALK shortly before your desired departure time. For more information, see www.escort.umn.edu/escort.html. Students are encouraged to feel free to use the service. For information about other safety issues or resources (blue emergency phones, bicycle theft, pedestrian and vehicle safety) see <http://www.escort.umn.edu/safety.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 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 a Department of Educational Policy and Administration 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 underrepresented and educationally disadvantaged students (U.S. Citizens and permanent residents) in financing graduate education. In addition, the office provides opportunities for graduate students to build community ties, strengthen their networking skills, and enhance their professional development. Contact 612-625-6858; gsoeo@tc.umn.edu; or <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 on <http://onestop.umn.edu> for each semester. Minnesota residents will pay lower tuition rates than non-residents. To qualify for resident status, students must reside in Minnesota for at least one year prior to the first day of class attendance. Reciprocity rules vary by neighboring states. See specific information at <

http://onestop.umn.edu/onestop/Tuition_Billing/Tuition_Rates/Reciprocity_tuition_and_fee_rates.html > or contact the Resident Classification and Reciprocity Office located in 240 Williamson Hall (625-6330; admissions@tc.umn.edu).

Professional Activity Support

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

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

Writing Support for Graduate Students

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

Workshops, Consultation, and Counseling

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

Online Tutoring

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

Face-to-Face Tutoring

The Center for Writing provides face-to-face writing support by appointment. Staff can help you get started on papers or other writing projects, provide reader commentary on drafts, assist in learning and understanding the writing process, teach how to revise, edit, and proofread your own work. Student Writing Support is not a proofreading service; instead, writing consultants provide instruction and guidance to help students learn how to improve their own work by providing constructive feedback and using writing resources. Students can call or make an appointment online at writing.umn.edu/sws/index.htm.

Proofing and Editing

The Department of English maintains a listserv of their graduate students and alumni who do proofing and editing as independent contractors. E-mail Karen Frederickson at frede005@umn.edu (phone: 612-625-3882) with a description of the editing job and your contact information. Your posting will be sent via the listserv; anyone

interested in applying for your job will contact you directly. Note that this is essentially an informal job posting service.

University Workshops

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/oeo/cosp.html>>. For additional information about writing resources, see Chapter 5, Student Services and Resources.

EngC 5051: Graduate Writing

EngC 5051 is a course available to international students, and designed to provide assistance with the types of writing and presentations expected in graduate level programs. While the course will not count towards a graduate program, international students in EdPA have found it very helpful in developing their writing skills their first semester of course work. The contacts for this ESL Program class are esl@umn.edu; 323 Nolte Center; 624-3331.

Computer Services

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

Statistics/Research Resources

Statistics Assistance

The Statistical Consulting Service provides statistical consulting on experimental design, data analysis and interpretation of results to researchers (students and faculty) at the University of Minnesota. The clinic is staffed by graduate students and supervised by faculty from the School of Statistics. The consultants provide help on a wide range of quantitative research questions, e.g., design of experiments and surveys, selection and completion of appropriate analysis, and interpretation of results. The clinic operates on the Minneapolis campus (390 Ford Hall, 624-7859) and the St. Paul campus (146 ClaOff, 625-3121). While appointments are advisable, walk-in clients are accepted if time is available. Information about the service can be found at <<http://www.stat.umn.edu/~kb/clinic/clinic.html>>.

Statistics Software and Computers

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

Student machine "A" can be logged into by GAs using their GA account. Anyone not having their own account can log in using the local account "edpa". The password for this account is "edpaedpa". Everyone will need to use this local account on student machine "B", since it is not connected to the network.

Both machines have 3.06 Ghz processors with 1GB memory and 80GB hard disks. They both have DVD/CD-RW drives, which means that, in addition to reading CDs and DVDs, they can also burn (write data to) CDs. They also have floppy disk drives and 250MB Zip disk drives. With several different ways of reading and writing data, students should be sure to back up any information they have. Once logged off, any data residing on these machines is at risk and may be gone upon your return.

NOTE: These machines can be used only for research – not for writing papers or using e-mail. Use is also limited to EdPA students; other students are not allowed to use these resources. If there are any problems, please contact the Tech office in 330d Wulling.

Dictator/Transcriber Machines for EdPA Student Use

The department has purchased two dictator/transcribers for student research use. One uses a standard cassette and the other a micro cassette. Both can record from a phone. They can be checked out for student research use. See the online check-out system for equipment under “Student Resources” on the department web site.

Online Survey Access

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

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

Electronic Portfolio (at no cost)

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

Campus Events

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

Graduate Student Organizations

EPASA - Department Graduate Students

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

The EPASA organization has its own website <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

Department Listserv

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

College Listserv

As part of the college's ongoing effort to improve communication with students, the college will send periodic event/lecture announcements, legislative updates, new course postings, and general college news to those students who would like to receive this information. Students have the option of removing themselves from the e-mail list each time they receive an e-mail. Instructions on how to enroll in the college listserv will be distributed through a department EdPA Student Newsletter early in the fall semester.

Graduate School Listserv

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

Web

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

Mailboxes

For professional purposes, students are invited to use the office address (330 Wulling Hall, 86 Pleasant Street S.E.) for mail. Student mail will be sorted into the alphabetically grouped graduate student boxes in the mail box area of 330 Wulling Hall. Students are responsible for checking the boxes – mail is not forwarded.

The Nook

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

EPASA Bulletin Board

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

Campus Publications

The Minnesota Daily, student newspaper

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

The Grapevine, quarterly newsletter for graduate assistants

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

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

COGS Extra!, COGS listserv

Changing Address

When students change their mailing address, they must make the changes directly on the web page (<http://onestop.umn.edu/>). Department personnel can not access the web to make these changes.

Services for International Students and Under-represented Students

International Students. The staff at the International Student and Scholar Services office provide information and counseling to foreign nationals about academic, immigration, legal, career, financial, personal, and family matters, as well as issues of cross cultural and professional integration upon returning home. The office maintains a web site with information specifically for international students at <http://www.iss.umn.edu>. Staff can be reached through e-mail at iss@tc.umn.edu or at 626-7100. The office is located at 190 Hubert H. Humphrey

Center, 301 19th Ave. S. with hours from 8 a.m. – 12 noon and 1 – 4:15 p.m. on Monday through Thursday, 10:30 a.m. – 12 noon and 1 – 4:15 p.m. on Friday. International students who cannot register for a full course of study as defined by their visa status must complete an exception form that is available at ISSS and at <www.iss.umn.edu> and select “Services”, then “Student on F-1 Visa”.

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

Services for Students with Special Needs

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

Student Rights and Equal Opportunity

Three websites for reference:

- Board of Regents, Student Conduct Code, revised in 2003.
<<http://www1.umn.edu/regents/policies/academic/StudentConductCode.pdf>>
- 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 and other grievances. The College Grievance Review Officer may refer some cases to the department Grievance Committee after informal means of communication and resolution were fully tried but unsuccessful. Formal written accounts are submitted to the College Grievance Review Officer; information about the procedure can be obtained at Student and Professional Services.

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Inquiries about compliance may be directed to the Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall (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 Prospectus – EdPA WebCT site

Students are provided with valuable information about writing the prospectus in the dissertation seminars. 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 website 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 advocated by the department, but has been reported by some students as providing useful information in its free newsletters about writing and finishing dissertations can be found at - <<http://www.ecoach.com/>>.

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

- Booth, W., Colomb, G., & Williams, J. (1995). *The craft of research*. Chicago, IL: University of Chicago Press.
- Eichelberger, T., (1989). *Understanding and doing educational research*. Longman Publishing.
- Galvan, M.L. (2002). *Writing Literature Reviews*. Los Angeles, CA: Pyczak Publishing.
- Lamott, Anne (1996). *Bird by bird: Some instructions on writing and life*. Anchor Publishing.
- Patton, M.L. (2002). *Proposing empirical research: A guide to the fundamentals*. Los Angeles, CA: Pyczak Publishing.
- Pyczak, F. & Bruce, R.R., (2000). *Writing empirical research reports*. Chicago, IL: University of Chicago Press.
- Van Wagenen, R.K. (1991). *Writing a thesis: Substance and style*. Prentice Hall.

Survival Tips - <<http://www.si.umich.edu/DSO/SI/Survival/survival.html>>

A "Ph.D. Survival" site with various resources such as web sites, books, etc.

Grad Career Guide: The Career Resource Guide for Graduate and Professional Students, University of Minnesota. <http://www.itdean.umn.edu/career/careergrad.pdf>

Contains information about job searching strategies, entering the job market, writing a resume' or curriculum vita and career and student support services on the campus.

Preparing for academic interviews -

Mary Corbin Sies's Home Page –
www.otal.umd.edu/~sies/welcome.html

Professional Issues in American Studies Job Market Realities –
<http://www.georgetown.edu/crossroads/opportunities/jobs-info.html>

Academic Job Information Check List (a comprehensive narrative that also has links to pages of advice about interviews and sample interview questions): <http://otal.umd.edu/~sies/jobchecklist.html>

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/>

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/> and university level.
Please update your contact and career information on the college site.

CHAPTER 6: DEPARTMENT PERSONNEL

The Faculty

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

- Alexander, Nicola A. 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.
- Ammentorp, 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 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. Program evaluation, evaluation capacity building, evaluation history.
- Lewis, Darrell R. Professor, Ph.D., 1963, Louisiana State University. Economic education and the economics of education, cost-effectiveness, faculty development.
- McLeod, Scott C. Assistant Professor, J.D., 1998, Ph.D., 2000, University of Iowa. Technology and school administration, school law, data-driven decision making, research and policy analysis using large scale data sets, class-based desegregation plans.
- Mestenhauser, Josef A. Professor, Ph.D., 1960, University of Minnesota. International education, culture learning theory, social and cultural change, leadership.
- Paige, R. Michael. Professor, Ph.D., 1978, Stanford University. International development education, intercultural education and training, multicultural education, international educational exchange.
- Schneider, Byron J. Associate Professor, Ph.D., 1975, University of Chicago. Youth development leadership, youth policy, education in the community, leadership of youth organizations.
- Seashore, Karen. Professor, Ph.D., 1975, Columbia University. Organizational theory, planned change, schools as workplaces, leadership and administration.
- 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 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
Gerald Fry	Professor	CIDE	624-0294	410D	gwf@umn.edu
Arthur Harkins	Assoc. Professor	CIDE	624-5244	310J	harki001@umn.edu
Darwin Hendel	Assoc. Professor	HiEd	625-0129	410H	hende001@umn.edu
David R. Johnson	Professor	EdAd/ES	624-1062	102 Pattee Hall	johns006@umn.edu
Jean King	Professor & DGS	ES/EdAd	626-1614	430F	kingx004@umn.edu
Darrell Lewis	Professor	HiEd/ES	624-2367	310H	lewis004@umn.edu
Deanne Magnusson	Lecturer	CIDE/EdAd	626-9647	410E	magnu002@umn.edu
Scott McLeod	Assist. Professor	EdAd	626-0768	410G	mcleod@umn.edu
Josef Mestenhauser	Professor	CIDE	624-8350	430H	j-mest@umn.edu
Dick Nunneley	GS Coordinator	EdAd	626-9377	330E	nunne001@umn.edu
R. Michael Paige	Professor & Chair	CIDE	626-7456	330C	r-paig@umn.edu
Lynn Scearcy	Assist. Coord, Lic.	EdAd	626-8244	310E	scear001@umn.edu
Byron Schneider	Assoc. Professor	EdAd	624-2590	410B	schne003@umn.edu
Karen Seashore	Professor	HiEd/EdAd	626-8971	310D	klouis@umn.edu
Kyla Wahlstrom	Lecturer	EdAd	624-1890	275 Peik Hall	wahls001@umn.edu
Ann Werner	Coord., Licensure	EdAd	626-8647	310A	werne023@umn.edu
Christine Wotipka	Assist. Professor	CIDE	626-5118	430E	cwotipka@umn.edu
Stuart Yeh	Assist. Professor	ES/EdAd	624-0285	430D	yehxx008@umn.edu
Jennifer York-Barr	Assoc. Professor	EdAd	625-6387	430C	yorkx001@umn.edu
Liang Zhang	Assist. Professor	HiEd	626-5996	410A	liangz@umn.edu

SUPPORT STAFF: (Office hours are 7:45a.m.-4:30p.m. Fax # 612-624-3377)					
Marcia Finke	Administrative Director, EdPA		624-1006	330B	m-fink@umn.edu
Julie Bishop	Front Desk Office Specialist		624-1006	330	bisho025@umn.edu
Donovin Mollner	Technology Coordinator		624-4858	330C	dmollner@umn.edu
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