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MEMO TO: New EdPA Students

FROM: Darwin Hendel, Associate Professor and Chair

DATE: June 15, 2008

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 2008-2009 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 handbooks and other key materials for students are on the Web, and will be updated as necessary. The department electronic newsletter is sent periodically to all students and faculty.

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

Again, welcome to EdPA!

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); the [Twin Cities Class Schedule](#) (includes regulations and deadlines for that semester); and [The Graduate Student Handbook](#). These resources and many others are available by web link in Chapters 4 and 5 of this handbook.

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/dirtools>>.

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.

For a complete description of the department's organization, constitution and bylaws, and Graduate School data on our programs, please click on the following link:

<http://education.umn.edu/EdPA/overview.html>

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.

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.

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 A thesis or 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 must 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 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.

When a student's progress is found to be deficient, he/she will be notified in writing of the deficiencies and will be afforded an opportunity to demonstrate that improvement is possible. The DGS and advisor will identify a timeline by which deficiencies must be remedied, and a written agreement as to what will be considered demonstrated improvement will be made between the DGS and the student. 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. The department offers graduate minors 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: Gerry Fry**
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: Nicola Alexander**
EdAd offers coursework and research opportunities for those 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 and scholars 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. The program promotes understanding of schools as organizations and emphasizes application of knowledge and research to varied contexts of educational practice.
- **Evaluation Studies (ES), Coordinator: Stuart Yeh**
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: Rebecca Ropers-Huilman**
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. Students have two options for the degree: Plan A (with master's thesis) or Plan B (without thesis but with additional courses). The EdPA M.A. programs include the following course work areas: program core, electives, related fields and research methodology. In addition, all students register for Plan A thesis credits or for Plan B credits. A final examination is required for each option. The total number of credits needed to complete the master's degree is 30 or more semester credits. 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. 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.

Plan A (with thesis) Master’s Requirements by program

CIDE

(1) **Required** of all Plan A students:

EDPA 5048	Cross-cultural Perspectives on Leadership	
EDPA 5103	Comparative Education	
EDPA 5087	MA seminar for Plan A	Total: 9 credits

(2) **CIDE Concentrations:** Choose **one** concentration area of six credits, below:

Focus: Comparative and International Development Education

EDPA 5101	International Education and Development	
EDPA 5104	Strategies for Development of International Education Systems	(6 credits)

Focus: Intercultural/International Education

EDPA 5124	Critical Issues in International Education and Exchange	
EDPA 5132	Intercultural Education and Training: Theory and Application	(6 credits)

Focus: Global Youth Policy and Leadership

EDPA 5141	Global Youth Policy and Leadership: Comparative	
EDPA 5142	Global Youth Policy and Leadership: Strategic	(6 credits)

Total: 6 credits

(3) **Research Design and Methods**

To be selected in consultation with advisor.

Total: 3 credits

(4) **Related Fields:** Six additional credits outside EDPA chosen in consultation with the advisor and related to your concentration. Could also include additional methods courses taught outside EDPA.

Total: 6 credits

(5) **Thesis Credits**

EDPA 8777

Total: 10 credits

TOTAL PLAN A CIDE Credits

34 credits

Educational Administration

(1) **Program Core:** Six (6) credits or more chosen from the following:

EDPA 5001	Formal Organizations in Education
EDPA 5024	History of Ideas in American Education
EDPA 5041	Sociology of Education
EDPA 5044	Introduction to Economics of Education
EDPA 5048	Cross-cultural Perspectives on Leadership
EDPA 5344	Legal Aspects of Elementary-Secondary Education
EDPA 5302	Politics of Education
EDPA 5364	Educational Policy: Context, Inquiry and Issues

Total: 6 credits

(2) **Research Design and Methods**

Chosen in consultation with advisor.

Minimum total: 6 credits

- (3) **Related Fields**: Six additional credits outside EDPA chosen in consultation with the advisor and related to your concentration. Could also include additional methods courses.

Total: 6 credits

(4) **Electives**:

Determined in consultation with advisor. Will usually include additional courses from the Program Core or other EDPA courses.

Minimum total: 2-8 credits

(5) **Thesis Credits**

EDPA 8777

Total: 10 credits

Plan A students will develop and carry out an empirical research project under the supervision of their advisor.

TOTAL PLAN A Educational Administration Credits 30-36 credits

Evaluation Studies

(1) **Required** of all Plan A students:

EDPA 5501 Principles and Methods of Evaluation
EDPA 8502 Program Evaluation Theory and Models

Total: 6 credits

(2) **Research Design and Methods**

Two qualitative methods courses selected in consultation with advisor.

Total: 6 credits

(3) **Related Fields/Electives**

- EPsy 5261 (or comparable stats course) required;
- One additional EPsy measurement or methods course.
- One elective course

Total: 9-10 credits

(4) **Thesis Credits**

EDPA 8777

Total: 10 credits

TOTAL PLAN A Evaluation Studies Credits 31-32 credits

Higher Education

(1) **Required**:

EDPA 5701 U.S. Higher Education
EDPA 5704 College Students Today

Total: 6 credits

- (2) **Program Area**: Select six (6) credits from among the following course offerings:

EDPA 5721 Racial and Ethnic Diversity in Higher Education
EDPA 5724 Leadership and Administration of Student Affairs
EDPA 5734 Institutional Research in Postsecondary Education
EDPA 8702 Administration and Leadership in Higher Education
EDPA 8703 Public Policy in Higher Education

Total: 6 credits

(3) Research Design and Methods

EDPA 5501 or another research methods course
chosen in consultation with advisor.

Total: 3 credits

- (4) Related Fields:** Six additional credits outside EDPA
chosen in consultation with the advisor and related
to your concentration. Could also include
additional methods courses.

Total: 6 credits

(5) Thesis Credits

EDPA 8777

Total: 10 credits

TOTAL PLAN A Higher Education Credits

31 credits

Plan B (without thesis) Master's Requirements by program

CIDE

- (1) Required** of all Plan B students:

EDPA 5048 Cross-cultural Perspectives on Leadership
EDPA 5103 Comparative Education
EDPA 5087 MA seminar for Plan B

Total: 9 credits

- (2) CIDE Concentrations:** Choose **one** concentration area of six credits, below:

Focus: Comparative and International Development Education

EDPA 5101 International Education and Development
EDPA 5104 Strategies for Development of International Education Systems
(6 credits)

Focus: Intercultural/International Education

EDPA 5124 Critical Issues in International Education and Exchange
EDPA 5132 Intercultural Education and Training: Theory and Application
(6 credits)

Focus: Global Youth Policy and Leadership

EDPA 5141 Global Youth Policy and Leadership: Comparative
EDPA 5142 Global Youth Policy and Leadership: Strategic
(6 credits)

Total: 6 credits

- (3) CIDE Electives:** Select at least **three** of the following:

EDPA 5044 Introduction to the Economics of Education
EDPA 5056 Case Studies for Policy Research
EDPA 5061 Ethnographic Research Methods
EDPA 5080 Research for Policy in International Development
EDPA 5080 Gender, Education, and International Development
EDPA 5095 Understanding Southeast Asia
EDPA 5102 Knowledge Formats and Applications
EDPA 5121 Educational Reform in the International Context
EDPA 5144 Cultural Models, Simulations, and Games
EDPA 5381 Search for Children and Youth Policy in the U.S.
EDPA 8104 Innovative Systems Thinking in Education and Culture

You may also use any of the concentration courses outside your concentration as an elective

Total: 9 credits

- (4) **Related Fields:** Six additional credits outside EDPA chosen in consultation with the advisor and related to your concentration. Could also include additional methods courses taught outside EDPA. Total: 6 credits

TOTAL PLAN B CIDE Credits 30 credits

Educational Administration

- (1) **Required**
 EDPA 5001 Formal Organizations in Education
 EDPA 5302 Politics of Education
 Total: 6 credits

(2) **Program Core:**

One of the following leadership courses:

- EDPA 5364 Educational Policy: Context, Inquiry and Issues
 EDPA 5048 Cross-cultural Perspectives on Leadership
 (3 credits)

and one of the following courses:

- EDPA 5024 History of Ideas in American Education
 EDPA 5041 Sociology of Education
 EDPA 5044 Introduction to Economics of Education
 EDPA 5324 Financial Management for Elementary-Secondary Education
 EDPA 5344 Legal Aspects of Elementary-Secondary Education
 (3 credits)
 Total: 6 credits

(3) **Research Design and Methods**

- EDPA 5501 Principles and Methods of Evaluation
 Total: 3 credits

- (4) **Related Fields:** Six or more additional credits outside EDPA chosen in consultation with the advisor and related to your concentration. Could also include additional methods courses. Total: 6 credits

(5) **Electives:**

Determined in consultation with advisor. Will usually include additional courses from the Program Core or other EDPA courses.

Minimum total: 6-8 credits

(6) **Colloquium paper**

- EDPA 5095: Students will prepare a paper on an issue of relevance in school administration or will revise and expand three course papers. Total of 120 hours of work required. Total: 3 credits

TOTAL PLAN B Educational Administration Credits 30-32 credits

Evaluation Studies

(1) **Required** of all Plan B students:

- EDPA 5501 Principles and Methods of Evaluation
 EDPA 5521 Cost and Economic Analysis in Educational Evaluation
 EDPA 5524 Evaluation Colloquium
 EDPA 8502 Program Evaluation Theory and Models
 Total: 10 credits

(2) **Research Design and Methods**

Two qualitative methods courses selected in consultation with advisor.

Total: 6 credits

(3) **Related Fields**

EPsy 5261 (or comparable stats course);
One additional EPsy measurement or methods course.

Total: 6-7 credits

(4) **Other Electives**

Coursework related to your concentration, selected in consultation with your advisor. May be EDPA or outside courses.

Total: 6-7 credits

(5) **Colloquium paper**

EDPA 5095: Plan B paper is prepared under the guidance of advisor and committee. The final paper must represent no fewer than 120 hours of work.

Total: 3 credits

TOTAL PLAN B Evaluation Studies Credits

31-33 credits

Higher Education

(1) **Required:**

EDPA 5701 U.S. Higher Education
EDPA 5704 College Students Today

Total: 6 credits

(2) **Program Area:** Select twelve (12) credits

from among the following course offerings with advisor consultation and approval:

EDPA 5001 Formal Organizations in Education
EDPA 5721 Racial and Ethnic Diversity in Higher Education
EDPA 5724 Leadership and Administration of Student Affairs
EDPA 5734 Institutional Research in Postsecondary Education
EDPA 8702 Administration and Leadership in Higher Education
EDPA 8703 Public Policy in Higher Education

Total: 12 credits

(3) **Related Fields:** Six additional credits outside EDPA chosen in consultation with the advisor and related to your concentration.

Total: 6 credits

(4) **Elective**

Total: 3 credits

(5) **Colloquium paper**

EDPA 5795: Plan B paper is prepared under the guidance of advisor and committee. The final paper must represent no fewer than 120 hours of work.

Total: 3 credits

TOTAL PLAN B Higher Education Credits

30 credits

Transfer Credits

With the approval of adviser, DGS and Graduate School, some graduate degree program course work (e.g., from another master's program, from courses taken at the University of Minnesota and other recognized graduate institutions) may be applied toward the M.A. 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.

To be accepted for transfer, courses 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 core requirements are very specific, students should talk to advisers about the likelihood of transfer of previous courses to fulfill core 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. **Please refer to the Graduate School Catalog and consult with DGS staff and adviser before making assumptions about transfer credits.**

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

M.A. Examinations and Papers

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 A thesis or Plan B paper Adviser Approval
3. Human Subjects Research Approval (if applicable)
4. Master's Examination
5. Final Paper (Plan A Thesis or Plan B)

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. 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 the required number of Plan A thesis or 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").

M.A. Examining Committee

The M.A. examining committee is composed of 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.

Declaring a Minor

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.

Quarter/Semester Credit Conversion Chart

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

1 quarter credit = .67 semester credit	3 quarter credits = 2.01 semester credits	5 quarter credits = 3.34 semester credits
2 quarter credits = 1.34 semester credits	4 quarter credits = 2.67 semester credits	6 quarter credits = 4.01 semester credits

2. Master's Papers and Examinations

Master's Thesis (Plan A)

The master's thesis in Educational Policy and Administration is a demonstration of the student's ability to conduct independent field research using approved scholarly methods of investigation. General guidelines for the master's thesis are given in the **Graduate School Catalog**; Plan A students should review these in detail. Specific guidelines for individual thesis work are determined by the student, the M.A. advisor, and committee members (where relevant).

When the thesis is completed, all committee members must certify that the thesis is acceptable and ready for defense by signing the thesis reviewers report form. **The final examination for the Plan A master's degree is an oral examination.** The oral defense is a closed examination, attended only by the student and the examining committee. Additional details concerning Plan A thesis requirements, examinations, and submission of the approved thesis to the Graduate School can be found in the **Graduate School Catalog**.

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.

Typically, students are asked to give a formal summary of their presentation of their thesis 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 will 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.

The department exam refreshment policy allows but limits the provision of refreshments at oral examinations. The guidelines below are designed to focus the exam on the academic purpose rather than to serve as a distraction and/or to 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).

Plan B Master's Paper

Students electing the Plan B master's option 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 across the EDPA

programs; students should check with advisers about acceptable frameworks for their papers. The Plan B project must reflect a minimum of 120 hours of scholarly work (three full-time weeks). General guidelines for the Plan B project are given in the **Graduate School Catalog**; Plan B students should review these in detail.

The adviser will determine when the Plan B paper is ready to present to the committee; writing is likely to take several iterations. **The Plan B paper, when approved by all members of the examining committee, serves as the final written examination for the master's degree—there is no final oral examination.** The Final Examination form for the M.A. should be obtained from the Graduate School and given to the student's advisor at the time of submission of the final copy for examiners' review.

Students are requested to submit a final copy of their Plan B 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 are placed in folders in a file so should not have hard copy covers; a single staple is adequate.

3. Human Subjects Research Approval (if applicable)

If the Plan A thesis or 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 the IRB website 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.

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

Academic Dishonesty/Plagiarism

As noted in the 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/Student_Conduct_Code.pdf
This link leads to the Office for student academic integrity website.
<http://www1.umn.edu/oscai/>
- Code of Conduct, Mutual Responsibilities in Graduate Education, and Other Resources
- Academic Misconduct

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 or from the Information Booth in Smith Bookstore on the West Bank. Information is also available on the Web at <<http://www1.umn.edu/twincities/commencement>>.

In celebration of the accomplishments of our students, the Department of Educational Policy and Administration 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.

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.	
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 <i>200 Fraser Hall</i> (by first working day of month intend to graduate) (OTR Form 180)	
Department	Submit Plan A thesis or Plan B Paper to committee at least two weeks before the exam (if Plan B, give final examination report to advisor)	
Graduate School	Schedule Plan A final examination at least one week before exam.	
Graduate School	Take Final examination if Plan A; 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 5087 or EdPA 5095 until paper is submitted.	

CHAPTER 4: 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.

PLEASE READ THE HANDBOOK—IT IS A SUPERB SOURCE OF INFORMATION ON THE UNIVERSITY OF MINNESOTA GRADUATE SCHOOL EXPERIENCE. EVERY STUDENT IS RESPONSIBLE FOR MEETING THE REGULATIONS AND REQUIREMENTS FOR GRADUATE DEGREES AS SPECIFIED IN THIS HANDBOOK.

EDPA Professional Activity Support

Financial assistance is made available by the department to defray expenses for students who are making qualifying presentations at professional conferences. 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 maximum is \$500 each fiscal year (July 1-June 30) to be apportioned among one or more qualifying trips and paper authors. 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. The application form is available on the department web site under “Student Resources” or from the DGS staff. Students whose research is grant-funded should seek funding from the grant for travel. Other sources of funding and ways to reduce 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 <http://www.uccs.umn.edu/index.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 (http://writing.umn.edu/sws/appointments_online.htm). 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.

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/outreach/COSP/index.html>.

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.

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 in the next section ("Links").

EDPA 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 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. Any student who does not have his/her own account can log on to the local account by using "edpa" (password for this account is "edpaedpa") or to the UMN Kerberos account by using his/her UM x500 name and password.

Everyone will need to use this local account on student machine "B," since it is not connected to the network.

Both machines have DVD/CD-RW drives, floppy disk drives and 250MB Zip disk drives. Students should be sure to back up any information. 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 125 Wulling.

Dictator/Transcriber Machines for EdPA Student Use

The department has 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 College of Education and Human Development is creating an online survey tool which will allow students and faculty to create surveys and questionnaires for research purposes. For more information, contact the department's Instructional Technology Fellow at edpaitf@umn.edu.

Campus Events

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

Educational Policy and Administration Student Association (EPASA)

The Educational Policy and Administration Student Association (EPASA) supports students in the program through a variety of activities: communications, mentoring program, seminars, and social gatherings. The EPASA Student Newsletter and the bulletin board on 4th floor informs 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 in identifying the seminar topics, is encouraged. If interested, please complete and return the interest survey mailed in the summer (to new students) or available on the EPASA Bulletin Board.

EPASA sponsors 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.

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.

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.

Changing Address

When students change their mailing address, they must make the changes directly on the web page at OneStop. Department personnel cannot access the web to make these changes.

Web

A copy of this Handbook and more detailed information about faculty, curriculum and courses are on the EDPA web .

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.

Student Rights and Equal Opportunity

Three websites for reference:

- Board of Regents, Student Conduct Code, revised in 2006.
< http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf >
- Board of Regents, Academic freedom and Responsibility, adopted 9/8/95:
< http://www1.umn.edu/regents/policies/academic/Academic_Freedom.html >
- Graduate Assistant Office, Policies for Graduate Assistants:
< <http://www1.umn.edu/ohr/gae/policies.html>>

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).

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 <http://www1.umn.edu/police/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://www1.umn.edu/police/prevention.html> .

Web Resources

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

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

Writing Prospectus – EdPA WebCT site

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

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/>

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

CHAPTER 5: WEB LINKS FOR GRADUATE STUDENTS

FROM STUDENT AND PROFESSIONAL SERVICES (SPS) COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

The following webpage contains a number of informational links to locations in the department, the college, the Graduate School, and the university:

<http://education.umn.edu/SPS/current/grads.html>

Please consult this page for resources in the following categories:

- Academics and Academic Support
- Financial and Career Support
- Forms (University and Graduate School printable and downloadable forms for graduate students)
- College department websites
- Graduation and Commencement information
- Graduate Student Organizations: college, university, national
- University Services

A list of topics is included in the table of contents of this handbook

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 a link to individual webpages with information about the academic background and areas of scholarly work of the core graduate faculty:

<http://education.umn.edu/EdPA/People/faculty.htm>

Faculty/Staff Directory

FACULTY / STAFF	TITLE	TRACK	OFFICE PHONE #	OFFICE LOCATION	E-MAIL
Nicola Alexander	Associate Professor	EdAd	624-1507	430A	nalexand@umn.edu
Melissa Anderson	Professor	HiEd	624-5717	310B	mand@umn.edu
Cryss Brunner	Associate Professor (on leave—Fall 2008)	EdAd	624-8527	310G	brunner@umn.edu
David Chapman	Professor	CIDE	626-8728	330C	chapm026@umn.edu
John Cogan	Professor Emeritus	CIDE	624-8350	430H	cogan002@umn.edu
Joan DeJaeghere	Assistant Professor	CIDE	626-8258	430B	dejae002@umn.edu
Peter Demerath	Associate Professor	EdAd	626-0768	410G	pwd@umn.edu
Gerald Fry	Professor	CIDE	624-0294	410D	gwf@umn.edu
Arthur Harkins	Associate Professor	CIDE	624-5244	310J	harki001@umn.edu
Darwin Hendel	Assoc. Professor & Chair	HiEd	625-0129	330C	hende001@umn.edu
David R. Johnson	Professor	EdAd/ES	624-1062	102 Pattee	johns006@umn.edu
Julie Kalnin	Lecturer/Coordinator	EdAd	626-5118	430E	kalni001@umn.edu
Jean King	Professor	ES/EdAd	626-1614	430F	kingx004@umn.edu
Dick Krueger	Senior Fellow	ES	624-6754	420 Vo Tech	rkrueger@umn.edu
Gloria Kumagai	Assistant Coord, Licensure	EdAd	626-8244	310E	kumag011@umn.edu
Deanne Magnusson	Lecturer/Coordinator	CIDE/ EdAd	626-9647	410A	magnu002@umn.edu
Josef Mestenhauser	Professor Emeritus	CIDE	624-8350	430H	j-mest@umn.edu
Dick Nunneley	GS Coordinator	EdAd	626-9377	330E	nunne001@umn.edu
R. Michael Paige	Professor	CIDE	626-7456	310H	r-paig@umn.edu
Rebecca Ropers-Huilman	Professor	HiEd	626-5996	410H	ropers@umn.edu
Byron Schneider	Associate Professor	CIDE	624-2590	410B	schne003@umn.edu
Karen Seashore	Professor	HiEd/EdAd	626-8971	310D	klouis@umn.edu
Frances Vavrus	Assistant Professor	CIDE	625-5663	410K	vavru003@umn.edu
Kyla Wahlstrom	Lecturer	EdAd	624-1890	275 Peik	wahls001@umn.edu
David Weerts	Assistant Professor	HiEd	625-2289	410J	dweerts@umn.edu
Ann Werner	Coordinator, Licensure	EdAd	626-8647	310A	werne023@umn.edu
Stuart Yeh	Associate Professor	ES/EdAd	624-0285	430D	yehxx008@umn.edu
Jennifer York-Barr	Professor & DGS	EdAd	625-6387	430C	yorkx001@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	
Sara Beverage	Office & Admin Specialist	624-7574	330	sara@umn.edu	
Julie Bishop	Front Desk Office Specialist	624-1006	330	bisho025@umn.edu	
Daniel Grafton	GS Records Special Assistant	624-8054	330	graft003@umn.edu	
Karen Potter	Licensure Admin Specialist	625-9087	330A	kppotter@umn.edu	