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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 Ph.D. students in the Department of Educational Policy and Administration (EdPA) with a readily available source of information about their programs, procedures, and graduate student resources. 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 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 hard copy of this handbook. Both the 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. 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 serves as a program adviser providing information and guidance to the student in course selection, filing of program, and general progress.

Once students identify the area of their dissertation research and have become acquainted with department faculty, students may want to select a different faculty member to serve as their dissertation adviser. It is important to note that the initial program faculty adviser is not necessarily intended to continue for the duration of the graduate student's program. Students are encouraged to meet and become acquainted with various program faculty over the first year of their study to find a good match for their research topic. If a more appropriate adviser match is found, the student should ask that faculty member during the second year to serve as the adviser. The faculty believe that the match of a regular adviser and student should be mutually acceptable, ultimately resulting in the advisement or co-advisement of the Ph.D. thesis.

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.efoliuminnesota.com/>.

CHAPTER 2: EdPA PROGRAMS

Degrees and Program Tracks

The Department of Educational Policy and Administration offers Master of Arts and Doctor of Philosophy graduate degrees in four complementary but distinct program tracks: Comparative and International Development Education, Educational Administration, Evaluation Studies, and Higher Education. The three Graduate School degrees offered through the department are the M.A., Ed.D., and Ph.D. 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 Ph.D. program. As with most graduate programs at the University, the Ph.D. degree is delivered in the department within the College but 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, public affairs, international relations, 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 Ph.D. Program

The Doctor of Philosophy in Educational Policy and Administration is offered in all four program tracks. The EdPA Ph.D. program includes the following course work areas: department core, program core, other program courses, research methodology, supporting program or minor course work, and thesis credits. The minimum total credits needed in course work are between 52 and 59 semester credits (number varies by program; see below). Students should consult with their advisers before electing the S/N grading option. In addition to the course credits, 24 semester thesis credits are needed to meet graduation requirements. All Ph.D. students must successfully complete the preliminary written, preliminary oral, and final oral examination requirements. The department also requires students to meet formally with their dissertation readers in a proposal (prospectus) meeting after the preliminary oral examination before embarking on their thesis research.

Students seeking admission to the Ph.D. degree program must have completed a master's degree. Students accepted to an EdPA Ph.D. degree program may be permitted to apply credits from a master's degree or other graduate-level course work toward the total 52/59 semester credits in course work required for graduation (see later section on transfer credits for details). Of the 52/59 course credits, the Graduate School requires that 12 credits be taken in other departments. Students complete 24 thesis credits in addition to the 52/59 credits of course work. Thus, the minimum required credits are as follows:

Total course credits required by program:

CIDE—59 cr.
EdAd – 52 cr
ES – 59 cr
HiEd – 55 cr

Total = 52/59 credits of course work (some of these credits may be applied from master's degree; see later section on transfer credits)

plus 24 thesis credits

Overall Total = 76/83

The Ph.D. must be completed within five years of the completion of the oral preliminary examination. 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.

Departmental Core (10 semester credits):

All Ph.D. students in CIDE, EdAd, ES, and HiEd complete the departmental core. The departmental core is a set of prescribed courses that provides Ph.D. students in the Department of Educational Policy and Administration with a common base of knowledge. It is expected that students will complete all of the department core courses (except EdPA 8015 Research Design and Educational Policy) during their first year of graduate study. Students should consult with advisors about the appropriate time to register for EdPA 8015.

EdPA 5001 Formal Organizations in Education (3 cr.)
EdPA 8302 Educational Policy Perspectives (3 cr)
EdPA 8011 Doctoral Research Seminar (1 cr)
EdPA 8015 Research Design and Educational Policy (3 cr)

Program Core (18 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 and may require more than the 18 credit minimum. Any course selection options should be made in consultation with the adviser. It is expected that students will complete their program core within the first two years of full-time graduate study or within the first three years of part-time study.

Program Core - Comparative and International Development Education (25 cr.):

EdPA 5101 International Education and Development (3 cr)
EdPA 5102 Knowledge Formats and Applications: International Development Education Contexts (3 cr)
EdPA 5103 Comparative Education (3 cr)
EdPA 5124 Critical Issues in International Education and Educational Exchange (3 cr)
EdPA 8121 Doctoral Seminar in CIDE (1 cr in each of 4 semesters)

Plus the 3 courses in one of the two Program Specializations below:

I. Comparative and Development Education

EdPA 5104 Strategies for International Development of Education Systems (3 cr)
EdPA 5121 Educational Reform in International Context (3 cr)
EdPA 8104 Innovative Systems Thinking in Education and Culture (3 cr)
or other courses in consultation with your adviser

II. Intercultural/International Education

EdPA 5132 Intercultural Education and Training (3 cr)
EdPA 5048 Cross-Cultural Perspectives on Leadership (3 cr)
EdPA 5095 Problems: Understanding Southeast Asia: Intercultural/Interdisciplinary Policy Perspectives (3 cr) or other courses in consultation with your adviser

Program Core - Educational Administration (18 cr.):

EdPA 5346 Politics of Education (3 cr)
EdPA 8020 Leadership: Theory to Reflective Practice (3 cr)
EdPA Electives (12 credit minimum; must be new credits)
Elective courses are identified with adviser to prepare for comprehensive preliminary examinations and future research and teaching emphases.

Program Core - Evaluation Studies (22 cr.):

EdPA 5501 Principles and Methods of Evaluation (3 cr)
EdPA 8502 Program Evaluation Theory and Models (3 cr)
EdPA 8595 Evaluation Problems (an arranged seminar) (3 cr)
EdPA 8596 Evaluation Internship I (3 cr)
EdPA 5521 Cost and Economic Analysis in Educational Evaluation (3 cr)
EdPA 5524 Evaluation Colloquium (1 cr in each of 4 semesters)
EdPA 8596 Evaluation Internship II (3 cr)

Program Core - Higher Education (21 cr.):

EdPA 5701 U.S. Higher Education (3 cr)
EdPA 5704 College Students Today (3 cr)
EdPA 8702 Administration and Leadership in Higher Education (3 cr)
EdPA 8703 Public Policy in Higher Education (3 cr)
EdPA Electives (9 credit minimum; must be in Higher Education)

Methodology Courses (12 or more semester credits):

Course work in methodology provides students with the analytical techniques and skills necessary for disciplined inquiry and policy analysis. Methodology courses are usually selected from statistics, measurement and evaluation, research methods, computer analysis of data, psychometrics, and econometrics. All students are required to have some background or course work in statistics. Below are the required methodology courses by program emphasis (ES requires a minimum of 16 credits). Please note that with the approval of adviser, methodology courses taken outside the department can be counted towards the “supporting program” below.

Methodology - Comparative and International Development Education (12 cr.):

Statistical Methods (3 cr) (course to be selected in consultation with adviser)
(with adviser approval, a 5000 level course can be substituted for an 8000 level if student has no prior statistics)
Additional research methodology courses to be identified with adviser (9 cr)

Methodology - Educational Administration (12 cr.):

One quantitative research methods course (3 cr)
One qualitative research methods course (3 cr)
Additional research methodology courses (6 cr)
(specific research methodology courses to be identified with adviser to prepare students for comprehensive preliminary examination and thesis)

Methodology - Evaluation Studies (16 cr.):

An introductory course sequence in multiple regression (e.g., EPsy 8261 and 8262 or comparable 8000 level courses offered in other areas such as Statistics or Public Health – consult with adviser)
The following qualitative methods courses:
EdPA 5056 Case Studies for Policy Research (3 cr)
EdPA 5061 Ethnographic Research Methods (3 cr)
At least one additional “methods” course to be selected in consultation with adviser (3 cr min.)
EPsy 5221 Basic Principles of Educational Measurement (4 cr)
Demonstrated competence/course work in the use of computer software in the following areas: word processing; data base management; data analysis (both statistical and qualitative); and graphics.

Methodology - Higher Education (12 cr.):

EdPA 5501 Principles & Methods of Evaluation (3 cr)
In addition, all students are required to have course work in statistics through multiple regression such as the following sequence or equivalent.
EPsy 8261 Statistical Methods I: Probability and Inference (3 cr)
EPsy 8262 Statistical Methods II: Regression and the General Linear Model (3 cr)

Additional Course Work (12 or more semester credits)

- in Supporting Program or Minor Field of Study
to meet the requirement for 12 credits outside of EdPA
- in EdPA
to enhance program if the 12 credit outside course requirement has been met through methodology courses above

Supporting Program/Minor

The supporting program or minor field of study provides in-depth course work in other departments that directly supports the dissertation area (EdPA courses in other programs in the department are not considered as supporting program courses). In addition, this course work is used by the student to focus on individual interests and professional goals. Although the two options (supporting program or minor) are formally distinct, they are similar in structure and purpose. The supporting program consists of courses from one or more related disciplines or fields of study outside the student’s program. Students should discuss with their advisers the possible use of appropriate master’s degree credits in the supporting program. Up to 18 semester credits from previous graduate degree work may be applied; some tracks have conditions for those transfer credits (see the following section on Transfer Credits for additional transfer rules). A list of available freestanding minors can be found Graduate School Catalog <<http://www.catalogs.umn.edu/grad/gen/phd.html>>. Students are encouraged to seek course work outside the College of Education.

Additional EdPA Courses

If students have fulfilled some/all of the 12 outside credits requirement through the research methodology courses in other departments, students may elect to take additional credits of coursework in the department to enhance their major program. Students should consult with their adviser in the selection of the additional 12 credits of coursework.

Thesis Credits (24 semester credits):

All students are required to register for EdPA 8888 for 24 semester thesis credits after completing the preliminary oral exam. The 24 credits must be taken over two or more terms.

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, doctoral students may be allowed to transfer up to 18 credits of 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. In the EdAd program at least 9 of the 18 credits must be University of Minnesota EdPA graduate coursework; transfer requires adviser approval in accordance with each student's individualized Ph.D. program plan...

Any credits beyond 18 semester credits of master's or previous graduate level work that might be brought into the program for a special reason may not be applied toward the total 52/59 semester credit count. 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. 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 graduate school 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>>.

- 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.
- Credits taken the year before admission through 99PRD registration (graduate, non-degree seeking status through the university) do not count against the department 18 credit limit and may be brought in above the credit limit if the courses were taught by current, regular faculty. However, the graduate school has a limit on these 99PRD credits (see below).
- The Graduate School allows a maximum of 12 semester credits taken in a non-degree status (99 PRD and other types of non-degree seeking registrations). **Please refer to the Graduate School Catalog for details and consult with DGS staff and adviser before making assumptions about transfer credits.**
- 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

Ph.D. Examinations and Papers

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

1. Degree Program (must be filed one semester before Preliminary Oral Examination)
2. Written Preliminary Examination
3. Special Topic Paper
4. Department Preliminary Oral Examination (includes completed special paper)
5. Thesis Proposal (prospectus)
6. Thesis Proposal (prospectus) Meeting
7. Human Subjects Approval of Conduct of Research (IRB approval)
8. Approval of Dissertation for Final Defense
9. Final Oral Examination
10. Thesis Copy

1. Degree Program

The degree program is filed with the Graduate School usually after the first year of study. It must be approved before taking the program written preliminary exam and at least one semester before the preliminary oral exam. The form identifies which courses the student has been and will be taking, and who will serve on the preliminary oral committee (see discussion below regarding composition of the committee). Students should confer with their adviser in developing the degree program form. To complete the program form, please review the Ph.D. Requirement Checklist (see section on Forms and Deadlines for details). The adviser and the Director of Graduate Studies must approve the degree program; the Graduate School has final approval of degree program (see section on Transfer Credits in this handbook, and the [Graduate School Catalog](#) for details about transferring credits from other institutions and from other programs at the University of Minnesota).

The minimum requirements for the composition of the examining committee is four members: 3 from the major (one of whom is the adviser), and 1 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 by students as the outside member if appropriate for their program and approved by the adviser.

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

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 three names listed under “Major Field Examiners” and one identified as chair/advisor.
- Adviser has SM or ASM¹ 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”.
- At least 2 of the 4 faculty have SM or ASM¹ appointments in the graduate school.
Both the adviser and the person chairing the final exam must have SM or ASM status. Adviser can not chair the final exam.

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.

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

Students must complete all courses on the program for graduation (unless petitions have been filed); no incompletes can remain in the filed program. Students requesting an incomplete grade 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”).

2. Written Preliminary Examination

The information immediately below applies to all four program areas: CIDE, EdAd, ES, and HiEd. See the subsequent sections A-D for details of the specific program exam processes and dates.

Successful completion of the written preliminary examination is a necessary step in the process of advancing to doctoral candidacy in the Department of Educational Policy and Administration. Before taking the preliminary oral examination and advancing to candidacy, students must 1) pass a written preliminary exam with

questions addressing both the department core and the program core and 2) complete a special paper (see next section for information about the special paper).

Eligibility

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

The general schedule and type of the preliminary written examinations by program emphasis are indicated below. Details of exam process and dates are provided within the program examination descriptions below.

Written Preliminary Exams

<u>Exam</u>	<u>Type</u>	<u>Exam available</u>	<u>Due/taken</u>	<u>Graded & returned</u>
EdAd	4-6 hr., closed-book sit-down ^{1,2}	Exam scheduled when student is ready.		6 weeks later
HiEd	5 hr., closed-book sit-down ¹		Jan. & May ³	6 weeks later
CIDE	take home	Sep/Oct.	Oct-Dec.	6 weeks later
		Early May/Late May	May-Aug.	6 weeks later
ES	take home	Oct., April	2 weeks later	6 weeks later

¹ Proctor needed.

² Four pages of notes allowed (single spaced, 12 pt.)

³ January exam held the week before classes begin; May exam held week after final week.

Procedures

Students in all program areas must register with DGS staff for their written preliminary examination. Students in programs with a closed-book, sit down exam, i.e., EdAd or HiEd, do not need to take the examination at the institution. Rather, they can nominate an off-campus proctor (typically a supervisor or colleague who does not report to student). The student must complete a proctor information form (see web under “Student Resources”) and obtain approval from the DGS staff. The proctor receives the examination from the department, administers the examination, and returns it to the department within a designated time frame. As noted above, the CIDE, HiEd and ES exams are given twice a year. The EdAd exam is given when the student and adviser agree the student is ready.

Submission of Examination

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

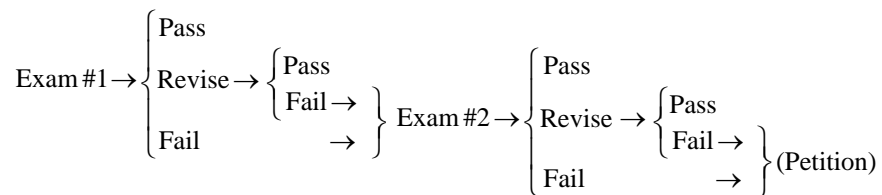
Examination Descriptions by Program

Each of the program areas has a different written preliminary examination format and delivery; those descriptions follow. Each examination addresses both the department core (Formal Organizations and Public Policy) and the program core courses. Each program area faculty will decide on the specific program questions as well as those that relate the departmental core to the program area. The Graduate Studies Committee and faculty teaching the department core will review and approve questions that address the departmental core.

Reading of Exam

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

Possible Outcomes of Examination Evaluation



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

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

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

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

Notification

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

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

2 A. Written Preliminary Examination - CIDE

Overview - CIDE

The CIDE written preliminary examination paper is administered twice during the academic year in the fall and summer semesters. Students write about a policy issue relevant to the CIDE fields of study and examine that issue, illustrated by a particular case in point, using contextual, organizational, policy analysis, and critiquing frames of reference. The examination is described in detail in the Ph.D. student handbook. It is a take home, open book examination. Students have approximately three months to write their paper. Paper abstracts are submitted in advance and students cannot write the exam until their abstracts have been approved.

Eligibility – CIDE

Eligibility to take this examination includes (1) completion of all required CIDE core courses prior to or during the semester the exam begins, (2) have an approved Ph.D. program on file with the department and the Graduate School, and (3) have active status in the graduate school.

Timetable: The first (fall-spring cycle) exam dates are:

September 12, 2005:	One page abstract due to CIDE Coordinator. CIDE faculty review the abstracts and contact students if there are any issues that need to be addressed.
September 22, 2005:	Final notification of abstract review; examination writing period begins
December 22, 2005:	Examination writing period ends. Paper is due in 330 Wulling
January 30, 2006:	Examination results are reported to students.

The second (summer cycle) exam dates are:

May 1, 2006 :	One page abstract due to CIDE Coordinator. CIDE faculty review the abstracts and contact students if there are any issues that need to be addressed.
May 22, 2006:	Final notification of abstract review; examination writing period begins
August 22, 2006:	Examination writing period ends. Paper is due in 330 Wulling
October 1, 2006 :	Examination results are reported to students.

The Examination Procedures - CIDE

In consultation with your advisor, you must select (1) a policy issue relevant to comparative and international development education and (2) a specific, “real world” example of an educational program, innovation, or reform intended to address that issue.

The next step is to write a one page abstract identifying and briefly discussing the policy issue, and introducing the educational program that you will be examining in your paper. The abstract will be reviewed by the CIDE faculty. If there are issues to be resolved, you will be contacted by your advisor. You will be officially notified that your abstract has been approved one-two weeks prior to the start of the exam. You must have CIDE faculty approval before writing the examination. Your advisor will be the person to correspond with during this initial period.

The examination paper itself is to be written during a three month period either in the fall-spring or the summer cycle. The results will be available no later than six weeks after the exam due date.

The Examination - CIDE

In writing your paper, you should be drawing upon relevant organizational and policy analysis frameworks from your EdPA core courses. Your paper should include the following:

(1) *the identification and presentation of the policy issue*, which clearly:

- justifies your selection of this particular policy issue as being relevant to comparative and international development education
- explains what it is important for the field of education to address it.

(2) *a detailed description* of your chosen educational program or reform, which is to include a rationale for why this is a good case in point of the policy issue under investigation

(3) *a contextual analysis of the program* in which you present the historical, political, economic, cultural, and other factors that have influenced the reform/program. Here you will also be telling the reader about the setting for this program.

(4) *an organizational analysis of the program* drawing upon the frames of reference presented in EdPA 5001: Formal Organizations in Education. Here, you should address questions such as:

What are the salient organizational culture questions that need to be considered in assessing this program?

What are the change dynamics and issues that are relevant to this case?

What is demanded of leaders in this organizational climate/context?

Fundamentally, what do we need to know about the organization(s) that are involved in this case?

(5) *a policy analysis of the program* drawing upon frames of reference presented in EdPA 8302: Educational Policy Perspectives. Here you should address questions such as:

In the policy flow from the original problem identification to the implementation of this particular program what were the most critical steps and why?

What program alternatives have been generated in response to this policy issue?

How central has research been to the development and implementation of this program?

(6) *a critique of the program* drawing upon frames of reference presented in EdPA 5101: International Education and Development. Here you will be demonstrating your capacity to analyze this educational program in terms of theoretical adequacy, empirical validity, policy feasibility, and ethical merit.

(7) a summary and conclusion in which you discuss what you consider to be important next steps in the program's evolution.

Evaluation of the Papers - CIDE

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

Pass with distinction

Pass

Revise

Fail

A "pass with distinction" will be an exceptional paper of publishable quality, one that attains the highest standard of excellence throughout. A "pass" will be a paper that: consistently shows evidence of interdisciplinary, theoretical, comparative, critical, and international thinking; that clearly and thoroughly addresses the points you have been asked to discuss in this paper. A "revise" is a correctable but in some respect flawed and/or incomplete paper. A fail does not meet the minimum standards. The best exams received in the past were those that carefully and systematically attended to each of the seven points in the organizational framework for writing the paper noted above.

You will be expected to cite the relevant literature using the current APA conventions and to present a paper that is well-edited.

The narrative part of the exam must not exceed 30 pages excluding bibliographical references and appendices. The narrative should be double-spaced and in 12-point font.

Any questions about the examination should be addressed to the CIDE coordinator: Dr. John Cogan for the first exam and Dr. Art Harkins for the second.

Notification - CIDE

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

2 B. Written Preliminary Examination - EdAd

Purpose - EdAd

The written preliminary examination requires written demonstration of an understanding, integration, and application of core knowledge and research in the field of PreK-12 educational policy and administration; specialized area of expertise; and understanding /application of varied research design and methods. Because students come into the Ph.D. program with various backgrounds, preparation for the exam will require additional reading and preparation for most students.

Exam Format and Structure - EdAd

Students are advised to contact their faculty adviser at least one full semester before taking the examination in order to discuss the structure and content of the exam and to assess what additional reading, if any, is needed to fully prepare.

The exam will be scheduled as individuals are ready. Once the student has begun the exam preparation process, s/he is expected to schedule the exam sometime during the following semester. Specific exam questions will be individually constructed for each student by a team of EdAd faculty. This team will also designate the two readers and the potential third reader, should that become necessary.

Students are not provided with the specific exam questions before the exam. Students are allowed to bring to the exam a hard copy of up to four pages of notes that are single-spaced and no less than 12 point font.

On the day of the exam, students will be given specific questions to answer in writing. A laptop will be provided by the department. Students should plan for a minimum of 4 and a maximum of 6 monitored hours.

The exam will have two parts. Part 1 of the exam will require the student to integrate knowledge from the core department and program courses. Part 1 will also be individualized to encourage the inclusion of knowledge related to the student's emerging area of specialization and research. Question(s) will be generated by program faculty, with substantial input from the advisor.

Part 2 of the exam will focus on research methods. Student will be presented with a problem scenario with specific constraints or parameters identified in which to situate the response. Students will be expected to discuss the advantages and disadvantages of specific methods to address the scenario.

Faculty Consultation – EdAd

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

Expectations/Criteria – EdAd

Responses to the Written Preliminary Examination are expected to demonstrate:

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

Grading – EdAd

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

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

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

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

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

Feedback – EdAd

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

Rewrites - EdAd

In the event that a student receives a “rewrite” for one or both questions, one rewrite is allowed for each question that is not passed. Student will be instructed about whom to contact to receive the feedback for each question that must be rewritten. The contact person is usually one of the readers of the respective response. Students schedule a rewrite exam time by calling or emailing the EdPA Graduate Studies office. The format of the rewrite session is a sit-down, closed-book session, with two hours for each question. Students are allowed to bring to the exam a hard copy of one page of notes that is single-spaced and no less than 12 point font. Rewrites will be graded as pass or re-take.

Retakes – EdAd

In the event that a student fails one or both questions, s/he may re-take the exam. The student is not allowed to rewrite on the same original exam question/s. For each failed question, the student will be presented with a new question on which s/he will respond. Students schedule the retake session through the EdPA Graduate Studies office. Each re-take will be graded pass or rewrite or fail. In the event that a retake response is graded as a fail, the student will consult with his or her faculty advisor to determine whether to discontinue graduate studies or, under exceptional circumstances, to petition the Graduate Studies Committee for a second retake (third writing) which is scored in the same way as the original examination.

2 C. Written Preliminary Examination - ES

Purpose – ES

The evaluation studies combined department and program core examination is designed to assess students' integration of the department core curriculum and the program core, the integration of theory and practice of program evaluation, and their ability to structure a well-argued, coherent answer using information from the program's core courses.

Exam Format and Structure – ES

It is a take-home examination consisting of four common questions that all students answer. The questions are written by the program coordinator in conjunction with the evaluation studies core faculty. Potential content areas include the following: the history and philosophy of the field of program evaluation; theories of program evaluation and their evolution during the past 30 years; critical issues in the field's current discussions; and evaluation design, given a specific program description.

Grading – ES

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

Pass
Revise
Fail

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

Feedback - ES

Students will receive feedback from readers on their response to any question that is not passed. Advisers are provided with that feedback and meet with students to discuss the comments of the readers.

Rewrites - ES

If students fail one question, they will revise their answer to that question and submit it within two weeks of receiving feedback.

Retakes - ES

If a student fails two or more questions, the written prelim exam with new set of questions is taken again at another October or April administration.

2 D. Written Preliminary Examination - HiEd

Purpose – HiEd

The higher education preliminary examination is designed to assess the student's familiarity with the content, interconnections, and meaning of the core curriculum (i.e., the four semester required program core courses) and the department core. A committee of higher education core faculty writes the questions; the Graduate Studies Committee and faculty teaching the department core will approve the question(s) addressing the department core.

Exam Format and Structure – HiEd

The higher education prelim is a closed-book examination. The examination consists of four questions: one department core question and three program core questions. Students have five hours to write the examination.

Expectations/Criteria – HiEd

The examination does not seek to test students' memory for fine detail. Instead, each question is relatively open-ended, calling for a well-written, well-reasoned, critical, integrative discussion. Outlining one's response to a question in advance of writing is highly recommended. Successful answers need not be long. References to the core literature and key authors are expected.

Grading – HiEd

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

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

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

Feedback - HiEd

Students will receive feedback from readers on their responses to any question that is not passed. Advisers are provided with that feedback and meet with students to discuss the comments of the readers.

Rewrites - HiEd

If students fail one question, they will rewrite on that question at a later date. Students must arrange with the Graduate Studies staff for a time and date to rewrite the question; 75 minutes are allowed to rewrite the question.

Retakes - HiEd

If a student fails two or more questions, the written prelim exam with new set of questions is taken again at another January or May administration.

3. Special Paper

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

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

4. Preliminary Oral Examination

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

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

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

5. Thesis Proposal (prospectus)

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

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

Students should check with advisers about modifications of this framework that may be needed for a specific research context, e.g., a particular research methodology. The doctoral courses (EdPA 8011 Dissertation Seminar and EdPA 8015 Research Design and Educational Policy) and a department WebCT resource, *Inquiry in Practice*, will provide guidance on preparing the above components of the thesis proposal. Contact the Graduate Studies staff to gain access to the web-site. For most students, the prospectus serves as very good draft for the final Chapters 1 and 3 of the dissertation.

6. Thesis Proposal (prospectus) Meeting

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

EdAd, ES and HiEd: Three members (the three readers on the graduate committee—the adviser, the outside member, and one other committee member from within EdPA). The fourth member of the examining committee does not serve as a reader and is not required to serve on the Thesis Panel.

CIDE: All four members of the graduate committee

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

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

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

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

7. Human Subjects Research Approval

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

Information and forms are available at < <http://www.irb.umn.edu/applying/>> or the Institutional Review Board (IRB) Office. Questions concerning exemptions or other aspects of human subjects research review should be addressed to the IRB: Human Subjects Committee at (612) 626-5654 or fax (612) 626-6061. The web site provides detailed information about the process and the conditions for each of the possible levels of review. There are three form/level options: a “full committee review”, an “expedited review” and an “exempted review”. The “full review” requires a full review of the IRB and may take four to six weeks for review and notification of their decision. These forms are appropriate for research designs that may involve a potential threat to the human subjects and thus may involve more deliberation. The “expedited review” involves minimal risk to human subjects but has

some risk elements. The “exempted review” applies to those research projects that involve some minimal risk and thus is exempt from further IRB review. Most research in the department qualifies for the exempted review. Exemption waives only the need for further review and does not negate the need for the consent of subjects where applicable. The exempted review requests an exemption from the full review of the board and takes about two weeks for a review and decision. The forms must be signed by student, adviser and department chair; no DGS signature is required (the line for DGS signature applies to faculty research only). If, however, the adviser and the department chair are the same person, the college dean needs 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.

8. Approval of Dissertation for Final Defense

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

9. Final Oral Examination

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

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

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

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

chair will ask the student and any guests to leave the room for a few minutes to give the committee members an opportunity to clarify any issues or ask questions of the chair or adviser about procedures.

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

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

If the judgment is that the examination was a “pass” but minor revisions are needed in the dissertation, the committee members sign the final oral defense form. If the written thesis is judged to require substantial revisions, signatures are withheld until appropriate revisions have been made. If the signatures are withheld, the Graduate School must be notified in writing within one week of the examination of the specific revisions required. The letter is constructed by the final oral chairperson in consultation with committee members. The student receives a copy of the letter. Upon approval of the final written thesis, committee members sign the form. Please refer to the University of Minnesota [Graduate School Catalog](#) for details about scheduling and reporting results of the final oral 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).

10. Thesis

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

Scholarly Written Products

The department has high expectations for doctoral 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 <<http://www.apastyle.org>>.

A (Humorous) Guide to Writing

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

Academic Dishonesty/Plagiarism

As noted in the 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

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

Time Limits for the Completion of Doctoral Degree

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

Graduation and Commencement

“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 holds a reception a few hours before the commencement for our new graduates and their families and friends. 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

The information and documents in this chapter will assist you in planning your program. Basic to all planning are the Ph.D. 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 following the 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.

Program Planning Worksheet - Ph.D. in _____ (program track)

Student Name _____ Adviser _____

A. Departmental Core (10 semester credits)

Course Number	Title	Credits	Term taken/ to be taken
<u>EdPA 5001</u>	<u>Formal Organizations in Education</u>	<u>3</u>	<u>F '05</u>
<u>EdPA 8302</u>	<u>Ed. Policy Perspectives</u>	<u>3</u>	<u>S '06</u>
<u>EdPA 8011</u>	<u>Doctoral Research Seminar I</u>	<u>1</u>	<u>F '05</u>
<u>EdPA 8015</u>	<u>Research Design and Educational Pol.</u>	<u>3</u>	<u> </u>

B. Program Core (minimum of 18 or more semester credits; ES, HiEd and one specialization in CIDE require 21)

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

C. Methodology (12 or more semester credits (ES requires 16 cr.); see program-specific requirements in Chapter 2.) Any methodology courses taken in departments other than EdPA can also be used to meet the “Supporting Program” requirements indicated in Other Courses, b. below.

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

D. Other Courses – needed to meet the requirements of

- a. the department for the total credits for the program (see total required below)
- b. the graduate school which requires 12 credits outside the EdPA department (i.e., credits that do not have an EdPA course designation).
Students can use an outside methodology course as meeting both the department methodology requirement and the graduate school outside credit requirement; some/all of the 12 credits may come from methodology courses above. Courses that are in the EdPA department but not in your program (CIDE, EdAd, ES, or HiEd) are not considered outside courses.

Some students pursue a Graduate Minor Field of Study to fulfill the 12 credit requirement (see the Graduate Catalog for the list of minors and their credit requirements).

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

Total Credits

Total required by program: _____ which includes _____ outside credits
 CIDE: (must be 12 credits from C.and/or D. above)
 Comparative & Development Education – 59 cr
 Intercultural/International Education – 59 cr
 EdAd – 52 cr
 ES – 59 cr
 HiEd – 55 cr

Thesis Credits (24 semester credits)

EdPA 8888 Thesis credits 24 S credits _____
 (must be taken over two terms) _____

Plan for Ph.D. Committee

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

A minimum total membership of four faculty must be identified for committee membership, one of whom must be outside of the department. It is generally expected that the outsider will be drawn from the supporting or minor program areas. If the student elects a minor, the minor adviser must be on the examining committee and must be a reader. 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 five rather than the required four members on the committee.

Preliminary Oral Committee:

Major Field Examiners (EdPA Faculty Members)

Minor or Supporting Field Examiners (Outside Faculty)

(Adviser & Preliminary Exam Committee Chair)

Final Oral Committee:

While the adviser serves as chair of the preliminary oral committee, the adviser or co-adviser cannot serve as chair of the final oral committee. The chair of the final oral committee may or may not be a thesis reader and may or may not be from the major field; however, the chair must hold full graduate status. A minor requires one faculty with graduate appointment in the designated minor. The minor adviser must serve as a reader on the final oral committee; a second outside reader may be added, if appropriate.

Major Field Examiners(EdPA Faculty Members)

Minor or Supporting Field Examiners(Outside Faculty)

Adviser/Reader (Reviewer)

Reader (Reviewer)

Reader (Reviewer)

2005--06 Schedule of Ph.D. Core Courses - First-Year Ph.D. Students

Fall Semester

Monday (Department Core; first-year students)

- EdPA 5001 Formal Organizations, Anderson (4:40-7:20 p.m.)
EdPA 8302 Educational Policy Perspectives, Alexander (4:40-7:20 p.m.)

Tuesday (Program Core)

- CIDE EdPA 5101: International Education & Development, Fry (4:40-7:20 p.m.)
ES EdPA 5501: Principles and Methods of Evaluation, King (TTh, 9:45-11 a.m.)
EdPA 5501: Principles and Methods of Evaluation, King (4:40 – 7:20 p.m.)
HiEd EdPA 5701: U.S. Higher Education, Hendel (4:40-7:20 p.m.)

Thursday/Saturday (Program Core)

- EdAd EdPA 8020: Leadership: Theory to Reflective Practice, Seashore
(see course schedule for dates and times)

Saturday (Department Core)

- EdPA 8011: Dissertation Seminar, Ammentorp (9 a.m.-12 noon; (9/10, 10/15, 11/12, 12/10))
EdPA 8011: Dissertation Seminar, Ammentorp (1 p.m. – 4 p.m.; (9/10, 10/15, 11/12, 12/10))

Spring Semester

Monday (Department Core; first-year students)

- EdPA 5001: Formal Organizations, Seashore (4:40 – 7:20 p.m.)
EdPA 8302: Educational Policy Perspectives, Alexander 4:40 – 9:40 p.m. alternating Mondays)

Tuesday (Program Core)

- EdAd EDPA 5346 Politics of Education, Alexander (4:40 – 7:20 p.m.)
ES EdPA 8502: Program Evaluation Theory & Models, Yeh (4:40 – 7:20 p.m.)

Wednesday

- HiEd EdPA 5704: College Students Today, Hendel (4:40-7:20 p.m.)

Thursday (Program Core)

- CIDE EdPA 5102: Knowledge Formats and Application, Harkins (1:25-4:00 p.m.)

2005--06 Schedule of Ph.D. Core Courses - Second-Year Ph.D. Students

Fall Semester

Monday (Department Core; second year or later)

- EdPA 8015: Research Design and Educational Policy, Yeh (4:40 – 7:20 p.m.)

Wednesday (Program Core)

- CIDE EdPA 5103: Comparative Education, DeJaeghere (4:40-7:20 p.m.)
HiEd EdPA 8703: Public Policy in Higher Education. Zhang (4:40-7:20 p.m.)

Thursday (Program Core)

- ES EdPA 5524: Evaluation Colloquium, Yeh (alt. Thur. beg. 9/15; 4:40-6:45 p.m.)
ES EdPA 5521: Cost & Economic Analysis in Ed. Evaluation, Lewis (4:40-7:35 p.m.)

To be arranged (Program Core)

- EdAd Program electives to be determined with adviser.
ES EdPA 8596: Evaluation Internship, Yeh

Spring Semester

Wednesday (Program Core)

- CIDE EdPA 5124: Critical Issues in International Education, Fry (4:40 – 7:20 p.m.)
ES EdPA 8595 002: Evaluation Problems (3 cr), prereq of 8502, King (4:40 – 7:20 p.m.)

Thursday (Program Core)

- ES EdPA 5524: Eval. Colloquium, King (4:40-6:40 p.m., alt. Thurs beginning 1/26)
HiEd EdPA 8702: Admin. & Leadership in Higher Ed., Anderson (4:40-7:20 p.m.)

To be arranged (Program Core)

- EdAd Program electives to be determined with adviser.
ES EdPA 8596: Evaluation Internship, Johnson

Ph. D. 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 for term admitted.	
Department	Develop program with adviser (use Planning Guide).	
Department / Graduate School	File degree program (by Program Core Examination) (GS Form 89).	
Department	Take Written Preliminary Examination.	
Graduate School	Verify adviser has filed Preliminary Written Examination Report form (after completion of all Preliminary Written Exam and at least one week prior to the preliminary Oral Examination) (GS Form 17).	
Department	Submit Special Paper two weeks before Oral Preliminary Examination.	
Graduate School	Schedule Preliminary Oral Examination at least one week before exam.	
Graduate School	Take Preliminary Oral Examination.	
Graduate School	Submit signed Preliminary Oral Examination Report form (within one working day of completion of Preliminary Oral Examination) (GS Form 18). May register for thesis credits the following semester.	
Department	Hold proposal/prospectus meeting with Thesis Review Panel; obtain signatures on Thesis Panel Review Sheet and submit to EdPA GS staff. (form on Dept. website)	
Graduate School	Submit 3-part Thesis Proposal Form for approval (one semester after Preliminary Oral Examination and after Thesis Review Panel approval) (GS Form 63a, b and c).	
Graduate School	After Thesis proposal is approved by Graduate School, obtain Thesis Review Report and Graduate Packet in Johnston 316 or request through web.	
IRB	If applicable, file Human Subjects Form.	
Graduate School	File Application for Degree in <i>150 Williamson Hall</i> (by the first working day of the month of intended graduation).	
Department	Submit Thesis to readers; allow at least two weeks.	
Graduate School	Submit signed Thesis Reviewer's Report form (GS Form 2); schedule Final Oral Defense with members (at least one week prior to the examination) and submit Scheduling Form (GS Form 12a).	
Graduate School	Submit Commencement Attendance Approval Form (GS 54) by deadline, about 2 mo. in advance (deadline published in University Class Schedule).	
Department	Submit revised dissertation to entire committee at least two weeks before exam.	
Department / Graduate School	Take Final Oral Examination. (Defend dissertation).	
Graduate School	Return signed Final Oral Examination Report within one working day of completion of the Final Oral Defense (GS Form 19).	
Graduate School	Submit one copy of thesis abstract and unbound thesis (signed by adviser), plus Microfilm Agreement Form and fee, and the Survey of Earned Doctorates (by the last working day of the month of intended graduation).	

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

Graduate School Forms and Deadlines

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

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

This form is available online at http://www.grad.umn.edu/Current_Students/degree_completion/doctoral/. Click “Degree Program Form” under “Current Students”.

Due: Forms usually filed after the first year of program for full-time students (must be filed before taking program preliminary written exam and at least one semester before Preliminary Oral Exam). Final approval takes approximately 6 weeks.

- On transmittal form, identify the adviser, two additional faculty in the major, and one faculty outside the major; if program includes a minor, the minor adviser must also be listed (all must have agreed to serve on the committee) (all must have agreed to serve on the committee). Signed by DGS.
- On degree program form, list chronologically all courses in program (including those from previous graduate work applied to this program). See other tips for completing the program form in Chapter 3. Signed by adviser, minor adviser (if applicable) and DGS.

GS Form 17 - Preliminary Written Examination Report for Doctoral Degree

This form is available online at <http://www.grad.umn.edu/forms/>. Click “Preliminary Written Examination Report (Doctoral Degree)” under “Forms for Current Students.”

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

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

GS Form 12 - Doctoral Preliminary Oral Examination Scheduling Form

This form is available online at <http://www.grad.umn.edu/forms/>. Click “Doctoral Preliminary Oral Examination Scheduling” under “Forms for Current Students.”

Due: Form must be filed at least one week in advance of exam (note three conditions that must be met before eligible to take exam: program and GS Form 17 on file in Graduate School, and currently Active, i.e., registered within last 12 mo.).

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

GS Form 18 - Preliminary Oral Examination Form

Due: Must be filed within 24 hours of examination.

- Sent by GS to the adviser who serves as Chair of examining committee AFTER student has scheduled exam.
- Preliminary Oral Examination Form is signed by all committee members after completion of oral examination.
- Deliver form to Graduate School.

Thesis Panel Review Sheet

The form is available on the department website under “Forms” in “Student Resources”

Due: Filed with department Graduate Studies Office after prospectus meeting

- Obtained from department website
- Student brings to the prospectus meeting. At the prospectus meeting, the student and faculty panel come to an understanding of what the student proposes to do for the dissertation research project. Student and faculty panel sign.
- Filed with the GS office (student should make copy if any suggestions for change are made).

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; no DGS signature is required (the line for DGS signature applies to faculty research only).

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

Pick up packet in Johnston 316 or request via the web at

http://www.grad.umn.edu/current_students/forms/grad_packet/index.html. Thesis Proposal Transmittal Form is also

available online at: <http://www.grad.umn.edu/forms/>. Click "Thesis Proposal Form" under "Forms for Current Students."

Final approval of proposal takes approximately 6 weeks.

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

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

Graduation Packet (can be ordered online at the web at

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

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

Contents: 1) Reviewers Report Form (not available on the web)

2) Application for Degree Form (not available on the web)

3) Commencement Attendance Approval Form

4) Other graduation information

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

This form is not available on the web and can be obtained only from the Graduate School in the Grad Packet.

Students circulate the form to readers with dissertation before scheduling final exam with Graduate School.

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

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

2) OTR Form 180 - Application for Degree Form

This form is not available on line.

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

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

3) GS 54 - Commencement Attendance Approval Form

This form is also available online at http://www.grad.umn.edu/current_students/forms/doctoral.html. Click "Commencement Attendance Approval Form" under "Forms for Current Students."

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

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

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

This form is also available online at http://www.grad.umn.edu/Current_Students/forms/doctoral.html. Click "Doctoral Final Oral Examination Scheduling" under "Degree Progress."

Due: Filed at least one week before exam.

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

GS Form 19 - Final Oral Examination Form

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

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

Microfilm Agreement Form

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

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

Doctoral Thesis/Project

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

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

Special Purpose Forms

Petition: This form is available online at http://www.grad.umn.edu/Current_Students/forms/doctoral.html
Click “Graduate School Petition Form” under “Forms for Current Students.”

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

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

This form is for readmission to the Graduate School (if you have not maintained active status) or change of major/degree objective (if you wish to change majors or are applying for a different degree, e.g., have completed a M.A. and now are applying for a 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, preliminary exams, prospectus, final defense, etc. See department web site <<http://education.umn.edu/edpa/>> under Student Services for a copy of the form and directions for completion.

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

Course Time Conflict Approval: If you and your adviser agree that you should take two courses that have a time conflict (or that is judged by the registration computer program to have a time conflict), an approval form can be submitted to over-ride the computer registration problem. However, approval of both instructors is needed. The form can be obtained at onestop <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 doctoral students who qualify can apply for full-time status and register for one-credit (EdPA 8444) 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 (\$.106)
 - 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.

If you have an assistantship, you have insurance benefits. For details, please check the website, <http://www.bhs.umn.edu/insurance/graduate/fall04.htm>.

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 onestop.umn.edu/Finances/tuitionrates/2005-06/reciprocity0304.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.efoliuminnesota.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 Wageningen, 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. The college requests alums to update their 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.
- Ammertorp, William M. Professor, Ph.D., 1964, University of Chicago. Organizational systems and theory, higher education administration and finance.
- Anderson, Melissa S. Associate Professor, Ph.D., 1990, University of Minnesota. Graduate education, ethics and misconduct in science, faculty issues, administration, academic-industry relations.
- Antonio, Anthony L., Visiting Associate Professor, Ph.D., 1998, University of California, Los Angeles. College peer groups, equity and access in higher education, students of color in higher education.
- Brunner, C. Cryss. Associate Professor, Ph.D., 1993, University of Kansas. Power, the superintendency, women in administration, school management and policy, and collaborative decision-making.
- Chapman, David W. Professor, Ph.D., 1975, Syracuse University. Educational development, program evaluation, education policy.
- Cogan, John J. Professor, Ph.D., 1969, The Ohio State University. Comparative and international development education, social studies and global environmental education, citizenship education.
- Fry, Gerald W. Professor, Ph.D., 1977, Stanford University. Southeast Asia, comparative education, international educational reform, human resource development, education and development, politics of education.
- Harkins, Arthur M. Associate Professor, Ph.D., 1968, University of Kansas. Future cultural and educational systems, qualitative futures methods, knowledge base learning, advanced technologies for learning personalization.
- Hendel, Darwin D. Associate Professor, Ph.D., 1972, University of Minnesota. Undergraduate education, evaluation of teaching and learning, strategic planning, institutional research, student affairs.
- Johnson, David R. Professor, Ph.D., 1987, University of Minnesota. Special education administration, evaluation studies, disability policy analysis, community integration.
- King, Jean A. Professor, Ph.D., 1979, Cornell University. Evaluation capacity building, evaluator competencies, the history of program evaluation.
- Lewis, Darrell R. Professor, Ph.D., 1963, Louisiana State University. Economic education and the economics of education, cost-effectiveness, faculty development.
- McLeod, Scott C. Assistant Professor, J.D., 1998, Ph.D., 2000, University of Iowa. Technology and school administration, school law, data-driven decision making, research and policy analysis using large scale data sets, class-based desegregation plans.
- 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.

