
Department of Organizational Leadership, Policy, and Development

M.A. Handbook

2012-2013

OLPD | Organizational Leadership,
Policy, and Development

COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA

Organizational Leadership, Policy, and Development

2012-2013 M.A. Handbook

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TO: New Students Fall 2012

FROM: Rebecca Ropers-Huilman, Professor and Chair

SUBJECT: Welcome to the Department

On behalf of the Department of Organizational Policy, Leadership, and Development, I am pleased to welcome you to the 2012-2013 academic year and the beginning of your time as a graduate student at the University of Minnesota. Our department has developed nationally and internationally distinguished graduate programs in the areas of comparative and international development education, educational administration, evaluation studies, higher education, and work and human resource education. During your studies, you will be working with faculty members who are active scholars, authors, professional leaders, practitioners, teachers, and genuinely wonderful people. We are proud of our OLPD community and are glad you are joining us.

Our department focuses our efforts around a common mission:

The Department of Organizational Leadership, Policy, and Development is a leader in advancing knowledge about educational and organizational change in local, national, and international contexts. Our research, teaching, and outreach reflect a commitment to interdisciplinary and intercultural engagement with educators, scholars, and policy makers seeking to enhance leadership, policy, and development around the globe.

You can get information about how to enrich your experience, become a part of our community, and help us achieve our mission by asking questions when something is not clear, meeting with your faculty adviser at least once every semester, reading the department electronic newsletter, and familiarizing yourself with this handbook. Handbooks and other key materials for students are available on the web at <http://www.cehd.umn.edu/olpd/>. The department electronic newsletter is sent periodically to all students and faculty.

I hope that each of you becomes an engaged member of our community. You can do this by participating in departmental professional and social events, attending lectures and colloquia, and getting involved in collaborative research. You can also do this by bringing your personal experience and professional expertise to bear in discussions of critical issues that occur in classrooms, hallways, and in various locales around campus. OLSA, the Department's student association, is thriving under its current student leadership and welcomes your participation. One of the joys of graduate school is meeting and learning with your fellow students. As a group, you come from a wide variety of professional and academic backgrounds, cultures, and countries. Please take advantage of the education that comes from OLPD interactions at every level.

Each of the faculty and staff members wants your time at the University of Minnesota to be personally fulfilling and professionally rewarding. Please contact any of us if you have questions or need assistance. Our main office number is 612-624-1006, and my direct email address is ropers@umn.edu.

Again, welcome to OLPD!

INTRODUCTION

This handbook is designed to provide M.A. students in the Department of Organizational Leadership, Policy, and Development (OLPD) 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 University of Minnesota *Graduate Education Catalog* (provides information about major program regulations) and the *Twin Cities Class Schedule* (includes regulations and deadlines for that semester). The Graduate School Policies and Governance website at http://www.grad.umn.edu/deans-office/policies_goverance/index.html is also useful. These resources and many others are available via the web as listed in Chapters 4 of this handbook.

Students should note that the University-assigned student email 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 email account. The University, Graduate School, and OLPD department rely on the University email 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 email account. If students arrange to have their University email account forwarded to a private account, then the student must remember to change the forwarding destination of the University account if and when the private account is changed. The University account mail can be forwarded at <http://www.umn.edu/dirtools>.

All advising faculty will have access to this handbook. Please work with your adviser to make key decisions related to your program. 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 OLPD DEPARTMENT

Department Mission, Purpose, and Goals

The Department of Organizational Leadership, Policy, and Development is a leader in advancing knowledge about educational and organizational change in local, national, and international contexts. Our research, teaching, and outreach reflect a commitment to interdisciplinary and intercultural engagement with educators, scholars, and policy makers seeking to enhance leadership, policy, and development around the globe.

Three related purposes give direction to departmental activities: research, teaching, and outreach. 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 five program tracks: comparative and international development education, educational administration, evaluation studies, higher education, and work and human resource education.

Central to the purpose of the Department is the development and provision of professional preparation programs for persons seeking positions in the five areas. The Department of Organizational Leadership, Policy, and Development 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 education and

other organizations. The Department prepares administrators, scholars, and analysts for leadership roles in various settings through the five complementary but distinct program tracks.

The Department also seeks to provide mission-related service through disciplined study of the needs of educational and other organizations. Further, we collaborate with others to find and implement solutions to leadership problems in many settings. All of the above illustrate the commitment of the Department to bridging the fields of practice and theory.

Administration and Management of Programs

Governance

There are several standing governance committees and individuals that support the functioning of the Department of Organizational Leadership, Policy, and Development and all graduate programs within it. Additional ad hoc committees are established as issues evolve. In relation to committees and governance, there are four roles that students should be familiar with as they navigate through their program: the department chair, the director of graduate studies (DGS), individual program coordinators, and the coordinator of graduate studies (CGS).

The department chair is responsible for the overall leadership and management of all Department resources. The chair's responsibilities extend to both graduate and undergraduate programs within the Department.

The DGS, in conjunction with the department chair, represents the Department to both the University's Administration and the Graduate School. The DGS also chairs the Graduate Studies Committee which is a standing committee that oversees and interprets all policies that deal with post baccalaureate programs in the Department (except licensure programs).

Each of the Department's five graduate programs has an individual faculty program coordinator. These coordinators provide leadership to their program and serve as program representatives on various governance committees within the Department. In addition to your adviser, program coordinators serve as a resource for questions about your specific program.

The CGS supports the chairperson, the DGS, and all program coordinators by developing and implementing policies, as needed, affecting graduate students in the Department's wide array of graduate programs (e.g. examinations, student handbooks, student progress review, graduate assistantships, etc.). The CGS also coordinates the department's graduate student marketing and recruitment efforts.

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 their 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 (individual programs may also perform reviews in the fall). 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. Individual programs and/or faculty advisers may also conduct reviews of your progress.

When a student's progress is found to be deficient, s/he will be notified in writing of the deficiencies and will be afforded an opportunity to demonstrate improvement. The DGS and adviser will identify a timeline by which deficiencies must be remedied, and a written agreement as to what will be considered demonstrated improvement will be made between the DGS and the student. Students are responsible for contacting their advisers to develop plans for making satisfactory progress by the deadlines.

CHAPTER 2: OLPD PROGRAMS

Degrees and Program Tracks

The Department of Organizational Leadership, Policy, and Development offers master of arts and doctor of philosophy graduate degrees in five complementary but distinct program tracks: comparative and international development education, educational administration, evaluation studies, higher education, and work and human resource education. In some areas, OLPD also offers a doctor of education degree. The Department offers a graduate minor in program evaluation, and social and philosophic studies of education, and collaborates in graduate minors in international education and integrative leadership. This handbook addresses only the M.A. program. As with most graduate programs at the University, the M.A. degree is offered in the Department but is awarded to students by the College of Education and Human Development.

The academic work in OLPD 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 five program tracks within the OLPD department:

- **Comparative and international development education (CIDE), Coordinator: Fran Vavrus**
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. The three specializations within CIDE are comparative and international development education; intercultural/international education; and global youth policy and leadership.

- **Educational administration (EdAd), Coordinator: Nicola Alexander**

EdAd offers coursework and research opportunities for those interested in making a difference in educational systems and settings that involve PreK-12 children and youth. The program is committed to supporting the development of leaders and scholars who work to improve educational quality and effectiveness so that young people graduate from secondary education well prepared to continue their learning and to contribute to their communities. The program promotes understanding of schools as organizations and emphasizes application of knowledge and research to varied contexts of educational practice.

- **Evaluation studies (ES), Coordinator: Stuart Yeh**

ES examines the techniques and process of program evaluation and policy research in addition to studying the social and political context within which evaluation occurs. Students gain both qualitative and quantitative methods expertise and practical experiences in the conduct of program evaluation and policy studies.

- **Higher education (HiEd), Coordinator: Darwin Hendel**

HiEd focuses on the experiences, practices, and decisions of those involved in post-secondary education, as well as on the sociopolitical contexts in which higher education exists. Areas of specialization include administration and organization, policy, college students, external relations, equity-oriented change, and research integrity.

- **Work and Human Resource Education (WHRE), Coordinator: Shari Peterson**

WHRE examines the purposes, practices, issues, and problems of vocational education; the social, economic, historical, political, cultural, educational, technological, and psychological contexts within which vocational education exists; the purposes, practices, issues, and problems of a specialization in vocational education; and modes of research that contribute to the knowledge base or apply the knowledge base to the area of specialization. The three specializations within the WHRE M.A. program are adult education, agricultural, food, and environmental education, comprehensive work and human resource education, and human resource development.

The M.A. Program

The master of arts programs in educational policy and administration and work and human resource education are individualized according to student background, academic interests, prior educational experience, and professional goals. Students have two options for the degree: Plan A (with master's thesis) or Plan B (without thesis but with additional courses). The OLPD M.A. programs include the following course work areas: program core, electives, related fields and research methodology. In addition, all students register for Plan A thesis credits or for Plan B credits. A final oral defense of the thesis is required for the Plan A option, while the Plan B option requires a satisfactory review by the three committee members. The total number of credits needed to complete the master's degree is 30 or more semester credits. Six of the total credits for a M.A. must be from courses in other departments. Within the general framework for M.A. requirements, the degree program is developed by the student and his or her adviser, and is subject to approval by the Department's Director of Graduate Studies and the Graduate School.

For students initially enrolling in Fall 2012, the M.A. must be completed within seven years from the earliest work included on the official degree program, including any transfer work. For students initially enrolling in Spring 2013 or after, please consult with the CGS for possible new completion time rules. The Graduate School requires students to register every fall and spring semester throughout their program to remain active. If students become "inactive" they will automatically be withdrawn from the Graduate School and must reapply for admission. It is important to note that re-admission to the program is not guaranteed.

Plan A (with thesis) Master's Requirements by Program

Plan A: Comparative and International Development Education (CIDE)

Program Core (3 credits)

- OLPD 5087—Seminar: Educational Policy and Administration (3 cr) [offered only in the fall term]

Program Specializations (6 credits)

Select one specialization area below and choose two of its three core courses:

Comparative and International Development Education

- OLPD 5103—Comparative Education (3 cr)
- OLPD 5104—Strategies for Development of International Education Systems (3 cr)
- OLPD 5121—Educational Reform in International Contexts (3 cr)

Intercultural/International Education

- OLPD 5048—Cross-cultural Perspectives on Leadership (3 cr)
- OLPD 5124—Critical Issues in International Education and Exchange (3 cr)
- OLPD 5132—Intercultural Education and Training: Theory and Application (3 cr)

CIDE Electives (6 credits selected from the following courses)

- OLPD 5044—Introduction to the Economics of Education (3 cr)
- OLPD 5056—Case Studies for Policy Research (3 cr)
- OLPD 5061—Ethnographic Research Methods (3 cr)
- OLPD 5080—Special Topics: Gender, Education, and International Development (3 cr)
- OLPD 5080—Special Topics: Human Rights Education (3 cr)
- OLPD 5095—Problems: Educational Policy and Administration (3 cr) [Understanding Southeast Asia]
- OLPD 5102—Knowledge Constructions and Applications in International Development Contexts (3 cr)
- OLPD 5141—Global Youth Policy & Leadership: Comparative Youth Policy & leadership (3 cr)
- OLPD 5142—Youth Futures in International Education Contexts (3 cr)
- OLPD 5144—Cultural Models, Simulations, and Games (3 cr)
- OLPD 5381—The Search for Children and Youth Policy in the US (3 cr)
- OLPD 8087—Seminar: Educational Policy and Administration (1-2 cr) [Adv Seminar in Int'l Development Education: Care Gender Project]
- OLPD 8087—Seminar: Educational Policy and Administration [Pro Seminar in CIDE]
- OLPD 8101—International Development and Education (3 cr)
- OLPD 8104—Innovative Systems Thinking in Education and Culture (3 cr)

8xxx-level courses should be taken only with the consent of the instructor. Any specialization course listed above can be used as an elective

Research Design and Methods (3 or more credits)

Courses to be selected in consultation with adviser.

Related Fields (6 additional credits outside OLPD)

The master's degree requires 6 semester credits taken outside the department that directly relate to the student's area of study. These courses should be selected in consultation with the adviser and should constitute a solid coursework foundation for the student's thesis. These courses may include additional methods courses taught outside the department.

Thesis Credits(10 credits)

- OLPD 8777—Thesis Credits: Master's (10 cr)

Total Plan A Comparative and International Development Education Credits (34 credits)

Plan A: Educational Administration (EdAd)

Program Core (6 credits or more selected from the following)

- OLPD 5001—Formal Organizations in Education (3 cr)
- OLPD 5024—History of Ideas in American Education (3 cr)
- OLPD 5041—Sociology of Education (3 cr)
- OLPD 5044—Introduction to Economics of Education (3 cr)
- OLPD 5048—Cross-cultural Perspectives on Leadership (3 cr)
- OLPD 5302—Educational Policy: Context, Inquiry, and Issues (3 cr)
- OLPD 5344—School Law (3 cr)
- OLPD 5346—Politics of Education (3 cr)
- OLPD 5364—Context and Practice of Educational Leadership (3 cr)

Research Design and Methods (6 credits)

Selected in consultation with adviser.

Related Fields (6 additional credits outside OLPD)

The master's degree requires 6 semester credits taken outside the department that directly relate to the student's area of study. These courses should be selected in consultation with the adviser and should constitute a solid coursework foundation for the student's thesis. These courses may include additional methods courses taught outside the department.

Electives (2-8 credits)

Selected in consultation with adviser. Will usually include additional courses from the program core or other OLPD courses.

Thesis Credits (10 credits)

- OLPD 8777—Thesis Credits: Master's (10 cr)

Research Project

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

Total Plan A Educational Administration Credits (30-36 credits)

Plan A: Evaluation Studies (ES)

Required of all Plan A students (9 credits)

- OLPD 5501—Principles and Methods of Evaluation (3 cr)
- OLPD 5502—Theory and Models of Evaluation (3 cr)
- OLPD 8502—Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3 cr)

Research Design and Methods (6 credits)

Two qualitative methods courses selected in consultation with adviser.

Related Fields/Electives (6-7 credits)

The master's degree requires 6 semester credits taken outside the department that directly relate to the student's area of study. These courses should be selected in consultation with the adviser and should constitute a solid coursework foundation for the student's thesis. Such as:

- EPsy 5261—Introductory Statistical Methods (3 cr) or comparable stats course required;
- One additional EPsy measurement or methods course.
- One elective course

Thesis Credits (10 credits)

- OLPD 8777—Thesis Credits: Master's (10 cr)

Total Plan A Evaluation Studies Credits (31-32 credits)**Plan A: Higher Education (HiEd)****Required (6 credits)**

- OLPD 5701—U.S. Higher Education (3 cr)
- OLPD 5080—Special Topics: Critical Issues in Higher Education (3 cr)

Program Area (9 credits)

Selected from the following course offerings with adviser consultation and approval:

- OLPD 5001—Formal Organizations in Education (3 cr)
- OLPD 5080—Special Topics: Perspectives on Leadership (3 cr)
- OLPD 5080—Special Topics: Diversity and Equity in Higher Education (3 cr)
- OLPD 5080—Special Topics: Public Engagement in Higher Education (3 cr)
- OLPD 5080—Special Topics: External Relations in Higher Education (3 cr)
- OLPD 5080—Special Topics: Gender in Higher Education (3 cr)
- OLPD 5080—Special Topics: International Higher Education (3 cr)
- OLPD 5080—Special Topics: Religion, Spirituality, and Faith-based, Institutions of Higher Education (3 cr)
- OLPD 5704—College Students Today (3 cr)
- OLPD 5721—Racial and Ethnicity in Higher Education (3 cr)
- OLPD 5724—Leadership and Administration of Student Affairs (2-3 cr)
- OLPD 5732—The Law and Postsecondary Institutions (3 cr)
- OLPD 5734—Institutional Research in Postsecondary Education (2-3 cr)
- OLPD 8703—Public Policy in Higher Education (3 cr)
- Other courses as offered by higher education faculty

Related Fields (6 credits)

The master's degree requires 6 semester credits taken outside the department that directly relate to the student's area of study. These courses should be selected in consultation with the adviser and should constitute a solid coursework foundation for the student's thesis. These courses may include additional methods courses taught outside the department.

Research Design and Methods (3 credits)

Select courses in consultation with your adviser. Courses you may wish to consider are:

- CI 8148—Conducting Qualitative Studies in Educational Contexts (3 cr)
- OLPD 5056—Case Studies for Policy Research (3 cr)
- OLPD 5061—Ethnographic Research Methods (3 cr)
- OLPD 5501—Principles and Methods of Evaluation (3 cr)
- EPSY 5244—Survey Design, Sampling, and Implementation (3 cr)
- EPSY 5247—Qualitative Methods in Educational Psychology (3 cr)
- EPSY 5261—Introductory Statistical Methods (3 cr)
- EPSY 5262—Intermediate Statistical Methods (3 cr)
- EPSY 8261—Statistical Methods I: Probability and Inference (3 cr)

Electives

To be determined with adviser; used to reach required total of 30 credits.

Thesis Credits (10 credits)

- OLPD 8777—Thesis Credits: Master's (10 cr)

Total Plan A Higher Education Credits (34 credits)**Plan A: WHRE—Adult Education Specialization (AdEd)****General Aspects (3 credits)**

- OLPD 5801—Survey: Human Resource Development and Adult Education (3 cr)

Program Specialization (16 credits)

- OLPD 5201—Strategies for Teaching Adults (3 cr)
- OLPD 5202—Perspectives of Adult Learning and Development (3 cr)
- OLPD 5204—Designing the Adult Education Program (3 cr)
- OLPD 5296—Field Experience in Adult Education (4 cr)
- OLPD 5607—Organization Development (3 cr)

Research (7 credits minimum)

- OLPD 5819—Using Research in Work and Human Resource Education (3 cr)
- OLPD 8815—Ethics and Responsible Research (1 cr)
- An 8xxx level qualitative or quantitative research course (3 cr)

Electives

The master's degree requires 6 semester credits taken outside the department that directly relate to the student's area of study. These courses should be selected in consultation with the adviser and should constitute a solid coursework foundation for the student's thesis. These courses may include additional methods courses taught outside the department.

Thesis Credits(10 credits)

- OLPD 8777—Thesis Credits: Master's (10 cr)

Total Plan A Adult Education Credits (minimum 34 credits)

Plan A: WHRE—Comprehensive Specialization (WHRE)

General Aspects (2 credits minimum)

Select one of the following three courses:

- OLPD 5802—Thinking, Learning, and Teaching in Work and Human Resource Education (3 cr)
- OLPD 5806—Philosophy and Practice of Career and Technical Education (2 cr)
- OLPD 5811—Education for Work (3 cr)

Program Specialization (8 credits minimum)

The comprehensive work and human resource education specialization is an individualized program structured around the student's professional role(s). Student and adviser are expected to work together to plan coursework for the program. Students should begin conceptualization of their program rationale as they enter the program so that coursework taken supports the student's goals. Coursework that appears to have been selected on the basis of access rather than logically related to the degree and personal goals will not lead to program approval.

Research (7 credits minimum)

- OLPD 5819—Using Research in Work and Human Resource Education (3 cr)
- OLPD 8815—Ethics and Responsible Research (1 cr)
- An 8xxx level qualitative or quantitative research course (3 cr)

Electives (6 additional credits outside OLPD)

The master's degree requires 6 semester credits taken outside the department that directly relate to the student's area of study. These courses should be selected in consultation with the adviser and should constitute a solid coursework foundation for the student's thesis. These courses may include additional methods courses taught outside the department.

Thesis Credits(10 credits)

- OLPD 8777—Thesis Credits: Master's (10 cr)

Total Plan A Comprehensive Work and Human Resource Education Credits (minimum 33-34 credits)

Plan A: WHRE—Human Resource Development specialization (HRD)

General Aspects (3 credits)

- OLPD 5801—Survey: Human Resource Development and Adult Education (3 cr)

Program Specialization (16 credits)

- OLPD 5605—Strategic Planning through Human Resources (3 cr)
- OLPD 5696—Internship: Human Resource Development (3 cr)
- OLPD 5615—Training and Development of Human Resources (3 cr)
- OLPD 5607—Organization Development (3 cr)
- OLPD 5201—Strategies for Teaching Adults (3 cr)

Research (7 credits minimum)

- OLPD 5819—Using Research in Work and Human Resource Education (3 cr)
- OLPD 8815—Ethics and Responsible Research (1 cr)
- An 8xxx level qualitative or quantitative research course (3 cr)

Electives

The master's degree requires 6 semester credits taken outside the department that directly relate to the student's area of study. These courses should be selected in consultation with the adviser and should constitute a solid coursework foundation for the student's thesis. These courses may include additional methods courses taught outside the department.

Thesis Credits(10 credits)

- OLPD 8777—Thesis Credits: Master's (10 cr)

Total Plan A Human Resource Development Credits (minimum 34 credits)**Plan B (without thesis) Master's Requirements by Program****Plan B: Comparative and International Development Education (CIDE)****Required of all Plan B students (3 credits)**

- OLPD 5095—Problems: Educational Policy and Administration (3 cr)
[independent study with adviser to prepare Plan B paper]
OR OLPD 5087—Seminar: Educational Policy and Administration (3cr)

CIDE Specializations (Choose one specialization area of 6 credits)*Comparative and International Development Education*

- OLPD 5103—Comparative Education (3 cr)
- OLPD 5104—Strategies for Development of International Education Systems (3 cr)
- OLPD 5121—Educational Reform in International Contexts (3 cr)

Intercultural/International Education

- OLPD 5048—Cross-cultural Perspectives on Leadership (3 cr)
- OLPD 5124—Critical Issues in International Education and Educational Exchange (3 cr)
- OLPD 5132—Intercultural Education and Training: Theory and Application (3 cr)

CIDE Electives (12 credits selected from the following courses)

- OLPD 5044—Introduction to the Economics of Education (3 cr)
- OLPD 5056—Case Studies for Policy Research (3 cr)
- OLPD 5061—Ethnographic Research Methods (3 cr)
- OLPD 5080—Special Topics: Gender, Education, and International Development (3 cr)
- OLPD 5080—Special Topics: Human Rights Education (3 cr)
- OLPD 5095—Problems: Educational Policy and Administration (3 cr) [Understanding Southeast Asia]
- OLPD 5102—Knowledge Constructions and Applications in International Development Contexts (3 cr)
- OLPD 5141—Global Youth Policy & Leadership: Comparative Youth Policy & leadership (3 cr)
- OLPD 5142—Youth Futures in International Education Contexts (3 cr)
- OLPD 5144—Cultural Models, Simulations, and Games (3 cr)

- OLPD 5302—Educational Policy: Context, Inquiry, and Issues (3 cr)
- OLPD 5381—The Search for Children and Youth Policy in the U.S. (3 cr)
- OLPD 8087—Seminar: Educational Policy and Administration (1-2 cr) [Adv Seminar in Int’l Development Education: Care Gender Project]
- OLPD 8087—Seminar: Educational Policy and Administration [Pro Seminar in CIDE]
- OLPD 8101—International Development and Education (3 cr)
- OLPD 8104—Innovative Systems Thinking in Education and Culture (3 cr)

8xxx-level courses should be taken only with the consent of the instructor. Any specialization course listed above can be used as an elective

Research design and methods (3 cr)

Related Fields (6 additional credits outside OLPD)

The master’s degree requires 6 semester credits taken outside the department that directly relate to the student’s area of study. These courses should be selected in consultation with the adviser and should constitute a solid coursework foundation for the student’s thesis. These courses may include additional methods courses taught outside the department.

Total Plan B Comparative and International Development Education Credits (30 credits)

Plan B: Educational Administration (EdAd)

Required (6 credits)

- OLPD 5001—Formal Organizations in Education (3 cr)
- OLPD 5302—Educational Policy: Context, Inquiry, and Issues (3 cr)
or OLPD 8302—Educational Policy Perspectives (3 cr) with adviser and instructor approval

Program Core (6 credits)

One of the following leadership courses:

- OLPD 5048—Cross-cultural Perspectives on Leadership (3 cr)
- OLPD 5364—Context and Practice of Educational Leadership (3 cr)

And one of the following courses:

- OLPD 5024—History of Ideas in American Education (3 cr)
- OLPD 5041—Sociology of Education (3 cr)
- OLPD 5044—Introduction to the Economics of Education (3 cr)
- OLPD 5128—Anthropology of Education (3 cr)
- OLPD 5324—Strategic Financial Planning and Policy for Educational Leaders (3 cr)
- OLPD 5344—School Law (3 cr)
- OLPD 5346—Politics of Education (3 cr)

Research Design and Methods (3 credits)

- OLPD 5501—Principles and Methods of Evaluation (3 cr)

Related Fields (6 additional credits outside OLPD)

The master’s degree requires 6 semester credits taken outside the department that directly relate to the student’s area of study. These courses should be selected in consultation with the adviser and should constitute a solid coursework foundation for the student’s thesis. These courses may include additional methods courses taught outside the department.

Electives (6-8 credits)

Selected in consultation with adviser. Will usually include additional courses from the program core or other OLPD courses.

Colloquium paper (3 credits)

OLPD 5095—Problems: Educational Policy and Administration

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

Total Plan B Educational Administration Credits (30-32 credits)**Plan B: Evaluation Studies (ES)****Required of all Plan B students (13 credits)**

- OLPD 5501—Principles and Methods of Evaluation (3 cr)
- OLPD 5502—Theory and Models of Evaluation (3 cr)
- OLPD 5521—Cost and Economic Analysis in Educational Evaluation (3 cr)
- OLPD 5524—Evaluation Colloquium (1 cr)
- OLPD 8502—Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3 cr)

Research Design and Methods (6 credits)

Two qualitative methods courses selected in consultation with adviser.

Related Fields (6-7 credits)

The master's degree requires 6 semester credits taken outside the department that directly relate to the student's area of study. These courses should be selected in consultation with the adviser and should constitute a solid coursework foundation for the student's thesis. Such as:

- EPsy 5261—Introductory Statistical Methods (3 cr) or comparable stats course
- One additional EPsy measurement or methods course.

Other Electives (3-4 credits)

Coursework related to your specialization, selected in consultation with your adviser. May be OLPD or outside courses.

Colloquium Paper (3 credits)

- OLPD 5095—Problems: Educational Policy and Administration

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

Total Plan B Evaluation Studies Credits (31-33 credits)

Plan B: Higher Education (HiEd)

Required (6 credits)

- OLPD 5701—U.S. Higher Education (3 cr)
- OLPD 5080—Special Topics: Critical Issues in Higher Education (3 cr)

Program Area (12 credits)

Selected from the following course offerings with adviser consultation and approval:

- OLPD 5001—Formal Organizations in Education (3 cr)
- OLPD 5080—Special Topics: Perspectives on Leadership (3 cr)
- OLPD 5080—Special Topics: Diversity and Equity in Higher Education (3 cr)
- OLPD 5080—Special Topics: Public Engagement in Higher Education (3 cr)
- OLPD 5080—Special Topics: External Relations in Higher Education (3 cr)
- OLPD 5080—Special Topics: Gender in Higher Education (3 cr)
- OLPD 5080—Special Topics: International Higher Education (3 cr)
- OLPD 5080—Special Topics: Religion, Spirituality, & Faith-based, Institutions of Higher Education (3 cr)
- OLPD 5704—College Students Today (3 cr)
- OLPD 5721—Racial and Ethnicity in Higher Education (3 cr)
- OLPD 5724—Leadership and Administration of Student Affairs (2-3 cr)
- OLPD 5732—The Law and Postsecondary Institutions (3 cr)
- OLPD 5734—Institutional Research in Postsecondary Education (2-3 cr)
- OLPD 8703—Public Policy in Higher Education (3 cr)
- Other courses as offered by higher education faculty

Related Fields (6 additional credits outside OLPD)

The master's degree requires 6 semester credits taken outside the department that directly relate to the student's area of study. These courses should be selected in consultation with the adviser and should constitute a solid coursework foundation for the student's thesis. These courses may include additional methods courses taught outside the department.

Methods Course (3 credits)

Select courses in consultation with your adviser. Courses you may wish to consider are:

- CI 8148—Conducting Qualitative Studies in Educational Contexts (3 cr)
- OLPD 5056—Case Studies for Policy Research (3 cr)
- OLPD 5061—Ethnographic Research Methods (3 cr)
- OLPD 5501—Principles and Methods of Evaluation (3 cr)
- EPSY 5244—Survey Design, Sampling, and Implementation (3 cr)
- EPSY 5247—Qualitative Methods in Educational Psychology (3 cr)
- EPSY 5261—Introductory Statistical Methods (3 cr)
- EPSY 5262—Intermediate Statistical Methods (3 cr)
- EPSY 8261—Statistical Methods I: Probability and Inference (3 cr)

Electives

To be determined with adviser; used to reach required total of 30 credits.

Colloquium Paper (3 credits)

- OLPD 5795—Plan B Research Design

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

Total Plan B Higher Education Credits (30 credits)

Plan B: WHRE–Adult Education Specialization (AdEd)

General Aspects (3 credits)

- OLPD 5801—Survey: Human Resource Development and Adult Education (3 cr)

Program Specialization (16 credits)

- OLPD 5201—Strategies for Teaching Adults (3 cr)
- OLPD 5202—Perspectives of Adult Learning and Development (3 cr)
- OLPD 5204—Designing the Adult Education Program (3 cr)
- OLPD 5296—Field Experience in Adult Education (4 cr)
- OLPD 5607—Organization Development (3 cr)

Research (7 credits minimum)

- OLPD 5819—Using Research in Work and Human Resource Education (3 cr)
- OLPD 8815—Ethics and Responsible Research (1 cr)
- An 8xxx level qualitative or quantitative research course (3 cr)

Electives (6 credits minimum outside OLPD)

The master's degree requires 6 semester credits taken outside the department that directly relate to the student's area of study. These courses should be selected in consultation with the adviser and should constitute a solid coursework foundation for the student's thesis. These courses may include additional methods courses taught outside the department.

Project or Paper (3-6 credits)

- OLPD 5893— Directed Study in WHRE (1-4 cr)

Total Plan B Adult Education Credits (minimum 34 credits)

Plan B: WHRE–Comprehensive Specialization (WHRE)

General Aspects (2 credits minimum)

Select one of the following three courses:

- OLPD 5802—Thinking, Learning, and Teaching in Work and Human Resource Education (3 cr)
- OLPD 5806—Philosophy and Practice of Career and Technical Education (2 cr)
- OLPD 5811—Education for Work (3 cr)

Program Specialization (8 credits minimum)

The comprehensive work and human resource education specialization is an individualized program structured around the student's professional role(s). Student and adviser are expected to work together to plan coursework for the program. Students should begin conceptualization of their program rationale as they enter the program so that coursework taken supports the student's goals. Coursework that appears to have been selected on the basis of access rather than logically related to the degree and personal goals will not lead to program approval.

Research (7 credits minimum)

- OLPD 5819—Using Research in Work and Human Resource Education (3 cr)
- OLPD 8815—Ethics and Responsible Research (1 cr)
- An 8xxx level qualitative or quantitative research course (3 cr)

Electives (6 credits minimum outside OLPD)

The master's degree requires 6 semester credits taken outside the department that directly relate to the student's area of study. These courses should be selected in consultation with the adviser and should constitute a solid coursework foundation for the student's thesis. These courses may include additional methods courses taught outside the department.

Project or Paper(3-6 credits)

- OLPD 5893—Directed Study in WHRE (1-4 cr per semester)

Total Plan B Comprehensive Work and Human Resource Education Credits (minimum 34 credits)**Plan B: WHRE—Human Resource Development Specialization (HRD)****General Aspects (3 credits)**

- OLPD 5801—Survey: Human Resource Development and Adult Education (3 cr)

Program Specialization (16 credits)

- OLPD 5605—Strategic Planning through Human Resources (3 cr)
- OLPD 5696—Internship: Human Resource Development (3 cr)
- OLPD 5615—Training and Development of Human Resources (3 cr)
- OLPD 5607—Organization Development (3 cr)
- OLPD 5201—Strategies for Teaching Adults (3 cr)

Research (7 credits minimum)

- OLPD 5819—Using Research in Work and Human Resource Education (3 cr)
- OLPD 8815—Ethics and Responsible Research (1 cr)
- An 8xxx level qualitative or quantitative research course (3 cr)

Electives (6 credits minimum outside OLPD)

The master's degree requires 6 semester credits taken outside the department that directly relate to the student's area of study. These courses should be selected in consultation with the adviser and should constitute a solid coursework foundation for the student's thesis. These courses may include additional methods courses taught outside the department.

Paper or Project (3-6 credits)

- OLPD 5893—Directed Study in WHRE (1-4 cr)

Total Plan B Human Resource Development Credits (minimum 34 credits)

Transfer Credits

With the approval of adviser, DGS and Graduate School, some graduate degree program coursework (e.g., from another master's program, from courses taken at the University of Minnesota and other recognized graduate institutions) may be applied toward the M.A. degree. Students should discuss with their advisers the possible use of these credits for the program, methodology, or supporting program requirements. Policies in both the Department and the Graduate School determine the number and nature of the credits that can be transferred.

To be accepted for transfer, courses must 1) meet criteria expressed in the *Graduate Education Catalog*, 2) closely match the planned program emphasis, and 3) be approved by the adviser. **Because the program core requirements are very specific, students should talk to advisers about the likelihood of transfer of previous courses to fulfill core requirements.** Students who wish to transfer previous graduate coursework to the departmental core or program core requirements may do so only with approval of the adviser and by formal petition to the appropriate program coordinator.

Credits are transferred by listing the courses on the proposed degree program form; the latter must be filed by the time students have completed 10 credits. **Please refer to the *Graduate Education Catalog* and consult with OLPD Graduate Studies staff and adviser before making assumptions about transfer credits.**

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

M.A. Examinations and Papers

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

- Degree Program Form (filed by the time 10 credits have been completed)
- Master's Papers and Examinations
- Human Subjects Research Approval (if applicable)

Degree Program Form

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

The program must contain 6 semester credits outside of OLPD and the required number of Plan A thesis or Plan B paper credits. All credits included in the official degree program must be in graduate-level courses taken after completion of the undergraduate degree. A minimum GPA of 2.8 must be maintained for all courses included on the program. Students should check with their advisers before electing the S/N grading option. Students requesting an incomplete grade must complete a contractual form signed by both the student and the instructor. The form is available online at <http://cehd.umn.edu/olpd/forms> and specifies what must be done before the incomplete grade can be removed.

M.A. Examining Committee

The M.A. examining committee is composed of three members: two from the major (one of whom is the adviser), and one from the minor or supporting program (i.e., outside the department). However, some faculty in the Department of Organizational Leadership, Policy, and Development have joint appointments in

other departments and can be used as the outside member if appropriate for their program and if approved by the adviser.

Declaring a Minor

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

Final Examination Report Form

Once the degree program has been approved by the Graduate School, the student may pick up the Final Examination Report form and the Graduation Packet before the final examination. The Graduation Packet consists of the Final Examination Form, Application for Degree Form, and degree clearance instructions.

Quarter/Semester Credit Conversion

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

Master's Papers and Examinations

Plan A Master's Thesis

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

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

It is the student's responsibility to schedule the final examination with the committee members on a suitable date, reserve a room through the Department office, inform the Graduate School at least one week in advance of the examination (student can call GS or fill out the online form) and bring the exam form to the exam. It is also the student's responsibility to provide all committee members with copies of the completed paper at least two weeks prior to scheduled examination.

Typically, students are asked to give a formal summary of their presentation of their thesis before questioning. If a research inquiry, the presentation might include the purpose, framework, data analysis, major findings, conclusions and implications for practice, policy and research. The presentation is typically 15-20 minutes and can be enhanced by handouts or overheads that outline the presentation and address key findings or conclusions. A short curriculum vitae may also be appropriate. The presentation should be rehearsed to improve timing, organization and ease in presentation.

After the presentation, the faculty pose questions to the student pertaining to any aspect of the paper. The final examination covers the major field and the minor or related fields, and may include any work fundamental to these areas. After questioning is completed, the student is excused and committee members independently vote once by ballot to "pass" or "fail" the student's defense of the paper. In order to "pass," two of the three committee members must vote "pass."

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

In response to numerous inquiries over the year about the custom of bringing in of refreshments, the Department developed guidelines. The bringing in of refreshments is allowed but limited 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 and water are typically available in the Department office (330 Wulling Hall).
- 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).

Filing the Plan A Master’s Thesis

Effective October 15, 2009, master’s Plan A/professional engineering design project students will be able to submit their thesis to the Graduate School electronically. Master’s students submitting their thesis electronically:

- will submit a PDF of their thesis to a designated email address (mastetd@umn.edu)
- will not be required to pay the current \$10 binding fee
- will not be required to submit two unbound paper copies of their thesis to the Graduate School
- will have their thesis available in the University’s Digital Conservancy (UDC) at <http://conservancy.umn.edu>.

Students submitting electronically are required to participate in the UDC. Those unable to submit electronically or who elect not to participate in the UDC, should contact the Graduate School office for additional details.

Plan B Master’s Paper

Students electing the Plan B master’s option must demonstrate familiarity with the tools of research or scholarship in their major field, the ability to work independently, and the ability to present the results of their investigation effectively by completing a Plan B paper. The nature of the Plan B paper varies across the OLPD programs; students should check with advisers about acceptable frameworks for their papers. The Plan B paper must reflect a minimum of 120 hours of scholarly work (three full-time weeks). General guidelines for the Plan B paper are given in the *Graduate Education Catalog*; Plan B students should review these in detail.

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

Students are requested to submit a final copy of their Plan B paper to the OLPD Graduate Studies staff as a reference resource for future students (an electronic copy is preferred). **Copies are not submitted to the Graduate School.** CIDE students must submit two copies to the CIDE coordinator and will not receive a grade

for OLPD 5095 until their Plan B paper copies have been submitted. Plan B papers are placed in folders in a file so should not have hard copy covers; a single staple is adequate.

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.research.umn.edu/irb> 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 612-626-6061(fax). The website 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.

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.

Principles for High Quality Graduate Advising

The goal of graduate advising in OLPD is to help each student fulfill his/her full potential. To achieve this goal, the OLPD faculty strive to meet the following principles for high quality advising. These principals are listed here to inform students what they should expect in the adviser/advisee relationship:

1. Availability/accessibility via multiple means. Students should expect a response within a reasonable amount of time, depending on the issue. When advisers know they will be inaccessible for an extended period of time (e.g., international travel, sabbatical, or other leave), they should notify their advisees and make plans for advising support in their absence.
2. Frequency of contact via multiple means. Advisers should meet with students taking coursework at least once per semester, either in an individual or group setting. Advisers should meet with students at the thesis or dissertation stage individually at least once per semester. Advisers should meet with their advisees at all milestones and critical points of progress (e.g., written preliminary exam, prospectus, oral preliminary exam, thesis/dissertation chapters as they are written, final draft).
3. Students should expect a provision of substantive and constructive feedback on their work.
4. Adviser match. In general, advisers are initially matched with students based on the following criteria: mutual choice (as resources allow), intellectual alignment, methodological alignment, and topic of interest. M.A. and Ph.D. students will be matched to advisers on as many criteria as possible. Ph.D. committees will be balanced as needed based on content and methods.

5. Trust and a risk-free relationship and environment. Students should feel comfortable discussing issues related to their academic progress. Advisers must be attuned to students' varying backgrounds and needs and adapt their advising style to those needs.
6. Mentoring students around professional opportunities. Students should expect advisers to provide support for ongoing professional development (e.g., mentoring; professional socializing; finding awards, scholarships, and internship opportunities). Advisers should write reference letters in a responsive way, alert students to opportunities, and encourage students to apply for specific professional opportunities.
7. Students make adequate yearly progress. Advisers should ensure that students in coursework complete benchmarks in a timely manner as specified in the review of annual progress. For example, full-time M.A. students should complete their programs within 2 years; part-time M.A. students should complete their programs within 3-4 years. Full-time Ph.D./Ed.D students should complete their programs, including their dissertations, in 4-6 years; part-time non-cohort student should complete their programs, including their dissertations, in 5-8 years.
8. Providing guidance, clarity, and resources on the ethical standards of earning an advanced degree (e.g., intellectual property rights, plagiarism, and co-authorship).

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 United States.

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>.

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 reference to others' research clearly requires citation; citing another's ideas through paraphrasing or restating someone 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.

Websites of relevant information including University policies and procedures are below.

- Regents' code for student conduct:
http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html
- Office for Student Conduct and Academic Integrity (OSCAI): <http://www1.umn.edu/oscai/>
- Code of conduct, mutual responsibilities in graduate education, and other resources:
<http://www.research.umn.edu/ethics/>
- Academic misconduct:
http://www1.umn.edu/regents/policies/humanresources/Academic_Misconduct.pdf

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 by the College of Education and Human Development only once a year in May.

Commencement

The commencement ceremony is held in the late spring only. If you wish to participate in commencement, the online Commencement Attendance Approval Form (which will be made available in late Fall on the CEHD website) must be turned in and approved about three months before the commencement ceremony in early May. The Commencement Attendance Approval Form must be approved by the adviser and DGS. The adviser's approval indicates that a draft of the thesis has been completed and that the adviser expects the student to complete the final oral exam by August of that year. Students whose degrees have been awarded in the months prior to the March deadline need only submit the form to the CEHD Dean's office. Attending the ceremony does not imply that you have officially graduated.

Graduation/Award of Degree

Graduate School degrees are awarded monthly. Graduate School students obtain the Application for Degree form and detailed graduation instructions from 160 Williamson 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 One Stop Student Services Center 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: STUDENT SERVICES AND RESOURCES

The University of Minnesota *Graduate Education Catalog* contains detailed information about various opportunities and resources available to assist graduate students during their career at the University. The *Graduate Education Catalog* is available on the web at <http://www.catalogs.umn.edu/grad/index.html>.

Please read the catalog—it is a superb source of information on the University of Minnesota Graduate School experience. Every student is responsible for meeting the regulations and requirements for graduate degrees as specified in this catalog.

OLPD Professional Activity Support

Financial assistance is made available by the Department to defray expenses for students who are making qualifying presentations at professional conferences. Qualifying requests will be considered as long as the allocated funds are available. Priority will be given to research papers and to presentations delivered at national or international conferences. Currently the funding limit is \$400 each fiscal year (July 1-June 30) to be apportioned among one or more trips. If co-authors are presenting, the maximum travel award will be divided equally among them. In no case will a travel award exceed \$400 for a single presentation.

The Travel Grant application is available at <http://www.cehd.umn.edu/olpd/current-students/travel-grant> and must be submitted to the administrative director at least 45 days in advance of planned travel. The application should include a copy of the acceptance confirmation along with a copy of the proposed paper. Conference registration or travel expenses will be reimbursed upon return.

Students whose research is grant-funded should seek funding from the grant for travel. Other sources of funding and ways to reduce costs (e.g., sharing rooms at conference) should be investigated.

The Community of Scholars Program (COSP) has travel grants available for underrepresented domestic graduate and professional students. Up to \$1,000 per student is budgeted by COSP for students to present a paper at a national or international conference. Priority is given to first-time applications. A second award may be funded at 75% of an initial grant award; a third award may be funded at 50% of initial award. Requests must be submitted at least one month prior to travel. Underrepresented domestic students should call COSP at 612-626-4546 or go to <http://www.grad.umn.edu/outreach/COSP/> for more information.

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 340 Appleby 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. Details are available online at <http://www.uccs.umn.edu/> 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 340 Appleby Hall, they can sign up for an appointment to receive services.

Online Tutoring

Free writing tutoring is available for graduate students at Online Writing. Students submit electronic copies of their writing via the website (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 website for more information at <http://writing.umn.edu/sws/>.

Face-to-Face Tutoring

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

Proofing and Editing

The Department of English maintains a listserv of their graduate students and alumni who do proofing and editing as independent contractors. Email Karen Frederickson at frede005@umn.edu with a description of the editing job and your contact information. Your posting will be sent via the listserv; anyone interested in applying for your job will contact you directly. Note that this is essentially an informal job posting service.

University Workshops

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

WRIT 5051: Graduate Research Writing Practice for Non-native Speakers of English

WRIT 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 OLPD have found it very helpful in developing their writing skills their first semester of course work.

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, 612-624-7859) and the St. Paul campus (48 McNeal Hall, 612-625-3121). While appointments are advisable, walk-in clients are accepted if time is available. Details can be found online at <http://www.stat.umn.edu/consulting/>.

OLPD Computers for Graduate Student Use

The computers in 310 Wulling are available for student research, but **ONLY** student research. The machines have the full Microsoft Office suite, including Word, Excel, Access, PowerPoint, and they also run SPSS v19.

These systems can be logged through the UMN AD account by using your UM x500 name and password. A list of first time users will be given to the Department technical coordinator to initialize their accounts.

Both machines have DVD/CD-RW drives and students should be sure to back up any information. Once logged off, any data residing on these machines is at risk and may be gone upon your return.

These machines can be used only for research –**not for writing papers, using email, or web surfing**. Use is also limited to OLPD students; other students are not allowed to use these resources.

If there are any problems, please report them to the technical coordinator online via the COCONUT at <http://coconut.umn.edu/education> – ask the support staff in 330 Wulling to assist you with this task if needed.

Dictator/Transcriber Machines for OLPD Student Use

The Department has two dictator/transcriber machines that are available for student research use. One uses a standard cassette and the other a microcassette. Both can record from a phone. Contact the support staff in 330 Wulling Hall to check out equipment.

Office of Research Consultation and Services

The Office of Research Consultation and Services (ORCS) strives to maximize the potential contributions of College researchers to their fields and to the community. It is supported by the Dean of CEHD and faculty from Quantitative Methods in Education. The office provides professional consultation to advanced students in the following areas:

- developing testable research hypotheses
- matching research design with appropriate research questions, and vice versa
- selecting appropriate analyses
- planning data collection strategies
- selecting and developing tests, questionnaires and other assessment instruments
- using computing packages and statistical software
- interpreting analysis results

Please be aware that ORCS does **not** conduct statistical analysis for students nor provide consultation on course-related projects. They will refer you to your adviser for such things. ORCS also offers a referral service for advanced students who are available to provide tutoring in research methodology. More information about ORCS can be found at <http://www.tc.umn.edu/~orcs/> or by calling 612-624-4045.

Online Survey Access

The College of Education and Human Development has an online survey tool which will allow students and faculty to create surveys and questionnaires for research purposes. For more information, contact the Department's instructional technology fellow at olpditf@umn.edu.

Campus Events

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

Organizational Leadership Student Association (OLSA)

The Organizational Leadership Student Association (OLSA) supports students in the program through a variety of activities: communications, mentoring program, seminars, and social gatherings. The mission of OLSA is to enhance the academic and social experience of OLPD students and to foster relationships within the OLPD community. The *OLSA Student Newsletter* and the bulletin board on 4th floor informs students of OLSA events as well as other items of interest such as availability of assistantships, policy changes, seminars, conferences, etc. Participation in planning and facilitating the activities, particularly in identifying the seminar topics, is encouraged. If interested, please complete and return the interest survey mailed in the summer (to new students) or available on the OLSA bulletin board. See more information at <http://www.cehd.umn.edu/olpd/OLSA>.

Communications

Department Listserv

All Ph.D. and M.A. graduate students are on a Department listserv that is used to facilitate communication with the OLPD graduate students. The listserv is used by the OLPD Graduate Studies staff for the *OLPD Graduate Student Newsletter*, which provides degree and curricular updates, position openings, and special events. The *OLPD Graduate Student Newsletter* is sent about every two or three weeks.

Changing Address

When students change their mailing address, they must make the changes directly on the University's OneStop web portal (<http://onestop.umn.edu/>). Department personnel cannot access the web to make these changes.

Web

A copy of this handbook and more detailed information about faculty, curriculum and courses are available on the OLPD website <http://www.cehd.umn.edu/olpd>.

Mailboxes

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

Student Rights and Equal Opportunity

Three websites for reference:

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

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Inquiries about compliance may be directed to the Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall (612-624-9547).

Resources for New Mothers

The University attempts to be a family-friendly institution. One of the resources it offers is a lactation room for nursing students. The lactation room closest to Wulling is in Appleby Hall 220. A full list of resources can be found at <http://www1.umn.edu/ohr/wellness/plcc/lactation/index.html>.

Safety/Escort Services

The University provides a free “escort service” for students walking or biking to and from campus locations and nearby neighborhoods. To request an escort, students should call a student security monitor at 624-WALK shortly before your desired departure time. For more information, see <http://www1.umn.edu/police/escort.html>. Students are encouraged to feel free to use the service. For information about other safety issues or resources (blue emergency phones, bicycle theft, pedestrian and vehicle safety) see <http://www1.umn.edu/police/prevention.html>.

Web Resources

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

Requesting Transcripts

Instructions for requesting official and unofficial transcripts is available online at http://onestop.umn.edu/grades_and_transcripts/index.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 at <http://chronicle.com/section/Jobs/61/>
- Higher Education Jobs–<http://www.higheredjobs.com/>
- Graduate School of Library and Information Science (UT GSLIS)–<http://www.academic360.com/>

Research and Professional Ethics

Graduate School–<http://www.grad.umn.edu/ethics/>

Health Insurance

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/>.

College of Education and Human Development Website

The CEHD website (<http://www.cehd.umn.edu/>) contains a number of informational links to locations in the Department, the College, the Graduate School, and the University.

Please consult this site for resources in the following categories:

- Academics and Academic Support
- Financial and Career Support
- Forms
- Graduation and Commencement information
- Graduate Student Organizations: college, university, national
- News and events

Department Personnel

A list of links to individual profile pages with information about the academic background and areas of scholarly work of our faculty is available at <http://www.cehd.umn.edu/olpd/people>.

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Jennifer York-Barr	Professor	EdAd	612-625-6387	430C	yorkx001@umn.edu

Administrative Staff

Office hours: 7:45am—4:30pm, Fax: 612-624-3377				
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