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# Department of Organizational Leadership, Policy and Development

M.A. and M.Ed. Handbook

2017-2018

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**OLPD** | Organizational Leadership,  
Policy, and Development

COLLEGE OF EDUCATION  
+ HUMAN DEVELOPMENT

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UNIVERSITY OF MINNESOTA

*Revised 8/29/2017*

**TO:** New Students Fall 2017

**FROM:** Heidi Barajas Associate 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 2017-2018 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 focusing on Comparative and International Development Education, Education Policy and Leadership, Evaluation Studies, Higher Education, Multicultural Teaching and Learning, and Human Resource Development. We also have a robust undergraduate program with focuses on Human Resource Development, Business and Marketing Education, and Leadership.

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.*

During your studies, you will be working with faculty members across our programs who are active scholars, leaders, practitioners, teachers, and genuinely wonderful people. This year, we are excited to welcome many new colleagues into OLPD, some new to the University of Minnesota and some who have been part of the University for some time. Please seek out those faculty members with whom you share common interests. We are proud of our entire OLPD community and are glad you are joining us.

I hope that each of you becomes an engaged member of our community, helping us to advance our collective mission. As you plan your path through your graduate program, please plan to:

- Build your professional network by participating in departmental professional and social events. Get involved in OLSA, the Department's student association, to meet students coming from a wide variety of professional and academic backgrounds, cultures, and countries. Out-of-class experiences deeply enrich graduate students' learning and create networks that last well beyond graduation.
- Build your scholarly skills by attending lectures and colloquia, getting involved in collaborative research, taking classes with faculty members across the University, and sharing your experience and professional expertise in classrooms, hallways, and in various locales around campus.
- Find out about requirements and opportunities by asking questions when something is not clear, meeting with your faculty adviser every semester, reading the department electronic newsletters, and familiarizing yourself with the OLPD website and this handbook.
- Take advantage of the education that is made possible by the people and organizations in OLPD, across the University of Minnesota and throughout the metro area. Education is about more than the degree you earn. You will learn to be a leader, negotiator and passionate spokesperson for the issues that concern you and connect you to the world.

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 [hbarajas@umn.edu](mailto:hbarajas@umn.edu).

Again, welcome to OLPD.

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## INTRODUCTION

This handbook is designed to provide M.A. and M.Ed. 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. 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](#) is also useful. These resources and many others are available via the web as listed throughout 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 these 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 via the [UMN Internet Account Options website](#).

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

### How This Handbook Is Organized

This OLPD handbook has been re-organized from those provided in prior years to reflect changes made to Graduate School, College, and Department policy and procedures made in the last year.

- **Chapter 1:** is an Introduction to the Department and its structure.
- **Chapter 2:** focuses on major expectations of OLPD graduate students.
- **Chapter 3:** Provides information on coursework, transfer credits, and thesis credit requirements for all of OLPD's M.A. and M.Ed. programs.
- **Chapter 4:** describes the milestone steps that M.A. and M.Ed. students must take to complete the program in addition to coursework and thesis credits.
- **Chapter 5:** provides an overview of common administrative processes OLPD students sometimes have to negotiate.
- **Chapter 6:** provides information on additional resources available to graduate students in the Department and University that students may find beneficial.

## 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, education policy and leadership, evaluation studies, higher education, and human resource development.

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 OLPD 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).

- **Department Chair:** 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.
- **DGS:** The DGS, in conjunction with the department chair, represents the Department to both the University's Administration and the Graduate School.
- **Individual Program Coordinators:** Each of the Department's five graduate program tracks 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.

- **CGS:** 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 provides information and guidance to the student in course selection, filing of program, and general progress. For M.A. students, the adviser serves as the chair of the final examination committee. M.Ed. students do not form a committee.

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

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

## Annual Student Progress Review

Each spring the Department reviews the program progress of all students (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 CGS (on behalf of 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 CGS and the student. Students are responsible for contacting their advisers to develop plans for making satisfactory progress by the deadlines.

Individual programs and/or advisers may also perform annual or semi-annual reviews of their students.

## 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, education policy and leadership, evaluation studies, higher education, and human resource development. In some areas, OLPD also offers a doctor of education degree and a master's of education degree. The Department offers a graduate minor in program evaluation, sociocultural studies in education, and multicultural college teaching and learning and collaborates in graduate interdisciplinary minors in international education and integrative leadership. This handbook addresses only the M.A. and M.Ed. program. As with most graduate programs at the University, the M.A. and M.Ed. degrees are offered in the Department but awarded to students by the University of Minnesota.

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, education, 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: Gerald Fry**

CIDE uses an interdisciplinary approach to the study of education's role in economic, political, and sociocultural development; international educational exchange; and the internationalization of education. The two specializations within CIDE are comparative and international development education and intercultural/international education.

- **Education Policy and Leadership (EPL)**

**Coordinator: Katie Pekel**

EPL 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: David Johnson**

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 (HE) and Multicultural College Teaching and Learning (MCTL)**

**Coordinator: Karen Miksch**

HE 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 concentration include administration and organization, policy, college students, external relations, equity-oriented change, and research integrity. MCTL focuses on the development of reflective practitioners who can design and implement inclusive learning environments that effectively incorporate engaged pedagogy and technology.

- **Human Resource Development (HRD)**

**Coordinator: Louis Quast**

HRD examines the purposes, practices, issues, and problems of organization development and change, training and development, and career development, as well as the social, international, economic, historical, cultural, educational, technological, and psychological contexts within which HRD exists. Problems and issues are explored within various modes of research that contribute to the knowledge base of HRD. The study of HRD is informed by theoretical foundations including those of adult learning and development and workforce education.

## CHAPTER 2: THE ENVIRONMENT OF YOUR EXPERIENCE

This chapter provides general overarching rules and knowledge that you should be aware of throughout your program.

### The Big Three Rules You Need to Know

There are many rules and policies at the University of Minnesota. At the macro level, there are three main ones you need to be aware of at all times.

#### Rule #1: The Continuous Enrollment Rule

All graduate students must register for something every Fall and Spring semester in order to maintain active student status. Failure to register by the last day of the “Add” period in a given Fall/Spring will result in your automatic discontinuation from the program. You would have to reapply for admission into the program in such a scenario and readmission is never guaranteed.

Just to be clear, if you violate the Continuous Enrollment Rule, you will be discontinued on the spot and will no longer be considered active in the program. This is automatically done every Fall and Spring semester after the last registration “Add” day. It does not matter if you have completed all your required coursework or if you have completed your final paper as described in Chapter 3, you must register for something every Fall and Spring semester to remain an active student if you are not ready to graduate. If you are in this situation at some point, see Chapter 5 for special registration alternatives or contact the CGS.

#### Rule #2: Maintaining Good Milestone Progress

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. Individual programs and/or faculty advisers may also conduct reviews of your progress.

If your progress is found to be deficient (see expectations in Chapter 4), you will be notified in writing of the deficiencies and will be afforded an opportunity to demonstrate improvement. The CGS 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 CGS and the student. Students are responsible for contacting their advisers to develop plans for making satisfactory progress by the deadlines. If this is not done, a registration hold may be placed on your record until the issue is resolved.

#### Rule #3: The 5-year Time Limit

Regardless of whether you are attending the master’s program on a full- or part-time basis, all requirements for the master’s degree must be completed and the degree awarded within five years after admission and matriculation to the graduate program. Students who are unable to complete the degree within the time limits described above may petition the Department and College for one extension of up to 24 months. More information about time extension petitions can be found in Chapter 5.

## Know Your Bureaucracy

Throughout your time as a graduate student, you will be dealing with many entities at the University. There may be others depending on your individual circumstance, but most students deal with each of the ones listed below at one time or another. This section provides a brief description of each.

- **The Graduate School:** The [Graduate School](#) sets policies and rules that affect all graduate students at the University. They are the final authority in handling major disputes and/or interpretations of policy involving graduate students.
- **The GSSP Office:** The [Graduate Student Services & Progress \(GSSP\)](#) is the final stop for many of the milestone forms described in Chapters 4 and 5. The GSSP Office maintains the official Graduate School milestone database used by the University to determine student progress and degree conferral. Many of the forms on the Graduate School's website are administered by the GSSP Office. The GSSP Office also performs checks of student records prior to key milestone steps and generates key exam forms not available to students online.
- **The CEHD Dean's Office (aka The College):** OLPD is a department within the [College of Education and Human Development \(CEHD\)](#). The College oversees and develops policies and rules that affect all CEHD graduate students and CEHD departments. The College may have rules that are stricter than those of the Graduate School, but they cannot be more lenient. Many of the forms and processes described in Chapters 4 and 5 must get final approval from the CEHD Dean's Office before they are considered approved/complete. The College also confers all graduate degrees originating from departments under its purview.
- **The Department:** The [Department](#) sets policies and rules common to all five program tracks and is governed collectively by the OLPD faculty. The Department may have rules that are stricter than those of the Graduate School and/or College, but they cannot be more lenient. Many of the forms and processes described in Chapters 4 and 5 must be approved at the Department level before they can be approved at higher levels. The DGS and CGS are charged with enforcing the Department's policies and rules as well as approving most forms requiring a departmental approval.
- **Your Individual Program Track:** As was described in Chapter 1, OLPD has five major program tracks ([CIDE](#), [EPL](#), [ES](#), [HE](#), and [HRD](#)). In addition, the Department offers an M.A. degree in Multicultural Teaching and Learning as well as multiple M.Ed. majors. Although all programs and tracks adhere to Department rules, they often have their own expectations, rules, and norms concerning their graduate students. Individual program tracks may have rules that are stricter than the Graduate School, College, or Department, but they cannot be more lenient. Each individual program track also determines the curriculum that makes up the program track core (see Chapter 3 for each program track's curriculum).
- **The One Stop Office:** Also known as [One Stop Student Services](#), this office provides assistance to all University students dealing with issues that cut across the University regardless of degree or program. One Stop provides services to students online, by email, on the phone, and in person. They can provide expert advice on questions or concerns about your registration, financial aid, student accounts, billing, payments, and veterans' benefits.
- **International Student & Scholar Services (ISSS) Office:** The [ISSS Office](#) provides many services to the University's international student community. ISSS works with students and scholars holding F, J, H, and O visas with issues that can affect their visa status. ISSS also provides counseling to international students and scholars about academic, personal, and family matters, as well as issues of cross-cultural adjustment and professional integration upon returning home. For international students, many of the processes and special registration options described in Chapters 4 and 5 involve the ISSS office.

- **Boynton Health Service:** The [Boynton Health Service](#) is a primary health care provider serving the University community. The University requires all international students and their dependents to purchase the University-sponsored Student Health Benefit Plan, unless they are eligible for a waiver. Boynton manages the waiver process. In addition, Boynton Health Service tracks and maintains student immunizations records for the University of Minnesota. Students who are not up to date with their immunization records may be restricted from registering.

## Department Expectations of You

### Scholastic Writing

The Department has high expectations for 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.

### 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 on 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.](#)

## Academic Dishonesty

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' Student Conduct Code](#)
- [Office for Community Standards \(OCS\)](#)
- [Code of conduct, mutual responsibilities in graduate education, and other resources](#)
- [Academic misconduct](#)

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, 274 McNamara Alumni Center (612-624-9547).

Three websites for reference:

- [Board of Regents, Student Conduct Code, revised in 2006](#)
- [Board of Regents, Academic Freedom and Responsibility, revised in 2011](#)
- [Graduate Assistant Employment Services](#)

## 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 principles 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, and final draft).
3. **Students should expect substantive and constructive feedback on their work.** The extent of feedback may vary from one adviser to another, and it is important for students and advisers to discuss expectations for feedback early on in the advising relationship.
4. **Adviser match.** In general, advisers are initially matched with students based on the following criteria: mutual agreement, intellectual alignment, methodological alignment, and topic of interest. M.A., M.Ed. and Ph.D. students will be matched to advisers on as many of these criteria as possible, but students may not necessarily be assigned to the adviser they prefer because of existing advising demands on faculty or other constraints on faculty time.

5. **Trust and a low-risk relationship and environment.** Students should feel comfortable discussing issues related to their academic progress with their advisers. Advisers must be attuned to students’ varying backgrounds and needs and adapt their advising style to those needs. Students and advisers must also work together to create a healthy and mutually respectful environment for learning. This requires both students and advisers using professional language to communicate expectations and following through on the commitments they make to each other.
6. **Mentoring students around professional opportunities.** Students should expect advisers to provide support for ongoing professional development (e.g., mentoring; professional socialization; 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 complete benchmarks in a timely manner as specified in the review of annual progress, even after the coursework portion of a program is complete. 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.
8. **Providing guidance, clarity, and resources on the ethical standards of earning an advanced degree** (e.g., intellectual property rights, plagiarism, and co-authorship).

## Student Grievance Process

Revised 6/24/15

### OLPD Student Grievance Process

In OLPD, we believe that having diverse viewpoints keeps us vital and relevant to the diverse cultures, communities, and countries represented in our department. Engaging this diversity involves authentic and critical dialog and debate in and outside of the classroom. Such discourses frequently require courage and, sometimes, may even be contentious. OLPD 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, gender identity, gender expression, age, marital status, disability, public assistance status, veteran status or sexual orientation. If students have a grievance issue with an OLPD faculty or staff member based on any of the above, the department recommends the following options:

*“To achieve the goal of becoming one of the top three public research universities in the world, the University must be prepared to embrace the challenge of transforming itself by making diversity central to its intellectual and social mission. Diversity and academic excellence are inextricably intertwined. The University will be successful only if it can be a global leader in advancing a comprehensive and complex understanding of diverse people and their myriad ways of being, knowing, and learning.”*

**University of Minnesota Report of the Systemwide Task Force on Diversity**

Academic			Employment	Discrimination & Harassment
<p>The student can meet with and attempt to resolve the issue with the faculty or staff member.</p> <p>If the student has met with the faculty or staff member and the problem has not been resolved, then the student can contact the OLPD Graduate or Undergraduate Program Coordinator or the Department Chair.</p>	<p>The student may bypass the internal process and go directly to:</p> <p><b>University Student Conflict Resolution Center (USCRC)</b></p> <p>254 Appleby Hall 612-624-7272 sos@umn.edu <a href="http://www.sos.umn.edu">www.sos.umn.edu</a></p>	<p>The student may directly contact USCRC for advice and representation in areas of formal and informal University proceedings, for example:</p> <ul style="list-style-type: none"> <li>• student conduct code issues</li> <li>• dorm incidents</li> <li>• employment problems</li> <li>• academic disputes</li> <li>• financial aid grievances</li> <li>• academic misconduct charges</li> <li>• student judicial issues</li> </ul> <p>The student may contact USCRC for assistance and advice for any campus-based problem or complaint, for example:</p> <ul style="list-style-type: none"> <li>• grade or instructional complaints</li> <li>• registration requirements</li> <li>• unfair treatment</li> <li>• financial aid or billing problems</li> </ul> <p>USCRC can help identify resources and options, find answers to questions, and arrange conferences or mediate disputes. The student should be aware that there may be time limits for taking action in some cases.</p>	<p>For employment-related grievance issues, the student may contact:</p> <p><b>Office for Conflict Resolution</b></p> <p>662 Heller Hall (WB) 612-624-1030 ocr@umn.edu <a href="http://www.ocr.umn.edu">www.ocr.umn.edu</a> (formerly the University Grievance Office)</p> <p>See additional Office of Conflict Resolution policy and procedures at <a href="http://www.ocr.umn.edu/policies.html">www.ocr.umn.edu/policies.html</a>.</p>	<p>Students should note that for grievances that take any form of discrimination or harassment, they can seek assistance and advice from:</p> <p><b>Office of Equal Opportunity and Affirmative Action</b></p> <p>274 McNamara Alumni Center 612-624-9547 eoaa@umn.edu <a href="http://www.eoaffact.umn.edu">www.eoaffact.umn.edu</a></p>

## Department Communication

The University provides students with an email account upon matriculation to the institution. This account is free of charge and is active as long as the student remains active. **This University assigned email account will be the University's official means of communication with all students.** Students are responsible for all information sent to them via their University email account. If you choose to forward your University email account, you are responsible for all information, including attachments, sent to any other email account.

All active OLPD doctoral and master's degree students are on a Department listserv that is used to facilitate communication with 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 listserv is also used to send out important notices affecting OLPD students.

## Your Department Student Organization: OLSA

The [Organizational Leadership Student Association \(OLSA\)](#) supports students in the Department through a variety of activities: communication, 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* informs students of OLSA events and other items of interest such as availability of assistantships, policy changes, seminars, conferences, etc. Participation in planning and facilitating the activities, particularly identifying seminar topics, is encouraged. If interested, complete the interest survey mailed in the summer (to new students).

## Graduation and Commencement

The term "graduation" is often confused with "commencement"; they are different and have different deadlines and procedures. While the graduate degrees are awarded monthly, commencement is held by the College of Education and Human Development only once a year in May.

### Commencement

The CEHD commencement ceremony is held in the late spring only. If you wish to participate in commencement, the online Commencement Attendance Approval Form (which is 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. In the case of M.A. students, 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 students complete the Application for Degree form online. This online form can be found within their customized graduation packet via the GSSP office website as well as the MyU portal. 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 online 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 3: OLPD M.A. PROGRAM COURSEWORK

### The M.A. Programs

The master of arts programs in OLPD and MCTL 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). All entering M.A. students are defaulted to Plan B upon admission as most OLPD M.A. students have historically opted for Plan B, but this status can be changed to Plan A upon request.

The OLPD and MCTL 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 or OLPD program areas. 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.

### The M.Ed. Programs

The Master of Education programs in adult education, agricultural education, leadership in education (domestic), and human resource development are individualized according to student background, academic interests, prior educational experience, and professional goals. M.Ed. Programs are classified as Plan C (coursework only). The total number of credits needed to complete the master's degree is 30 or more semester credits. Within the general framework for M.Ed. 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.

### All OLPD Masters Programs

For students initially enrolling, the masters degree must be completed within five years from the earliest work included on the official degree program, including any transfer work. The Graduate School requires students to register every fall and spring semester throughout their program to remain active. If students become "inactive" they will automatically be withdrawn from the Graduate School and must reapply for admission. It is important to note that readmission to the program is not guaranteed and the process may take several weeks.

### Your Program's Curriculum

Curriculum requirements for your specific program can be found on the [OLPD program planning sheet web page](#). These sheets are to be used as planning tools to visualize where to fit courses you have taken, will take in the future, and any you may be transferring (if applicable) within your program requirements. These sheets will also be used for the GPAS approval process (described in the next chapter).

### M.A./ACMA Program Planning Sheets

- Comparative and International Development Education: [Plan A](#) | [Plan B](#) | [Plan B/ACMA](#)
- Education Policy and Leadership: [Plan A](#) | [Plan B/ACMA](#)
- Evaluation Studies: [Plan A](#) | [Plan B/ACMA](#)



- Higher Education: [Plan A](#) | [Plan B/ACMA](#)
- Human Resource Development: [Plan A](#) | [Plan B](#)
- Multicultural College Teaching and Learning: [Plan A](#) | [Plan B](#)

## M.Ed. Program Planning Sheets

- [Adult Education - Professional Studies](#)
- [Human Resource Development - Professional Studies](#)
- [Leadership in Education - Professional Studies](#)

## Transfer Credits

With the approval of adviser, DGS, and College, some graduate degree program coursework, e.g., from a master's program completed at the University of Minnesota and/or other recognized graduate institutions, may be applied toward the M.A. or M.Ed. degree. Students should discuss with their advisers the possible use of these credits in their programs. 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, master's students may be allowed to transfer up to 12 credits of previous graduate work. The credits earned must: 1) meet criteria expressed in the Graduate Education Catalog; 2) closely match the planned program emphasis; and 3) be approved by the adviser.

Transfer of credits requires adviser approval in accordance with each student's individualized master's program plan. 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 Graduate Planning & Audit System (GPAS) form. Credits not accepted as part of a student's degree plan cannot be transferred to the University of Minnesota graduate transcript.

**Graduate Education 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 Education Catalog](#).

- Graduate level courses taken before the award of the baccalaureate degree cannot be transferred.
- Graduate level courses appearing on an undergraduate transcript cannot be transferred into a graduate program.
- Graduate level courses taken through the College of Continuing Education or Master's of Liberal Studies program at the University of Minnesota will not be accepted for transfer.
- The Graduate School allows a maximum of 12 semester credits taken in a non-degree status (99PRD and other types of non-degree seeking registrations). These will count as transfer credits. Please refer to the Graduate Education Catalog for details and consult with Graduate Studies staff and adviser before making assumptions about transfer credits.
- Official transcripts of the transfer coursework must be submitted to the Graduate School Office of Admission if not done so during the admissions process.

## 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.

## Transferring in OLPD Coursework Taken Under Prior Designators

Prior to Spring 2012, OLPD courses were listed under five course designators (ADED, BIE, EDPA, HRD, and WHRE). Students transferring in courses under these designators need to list them as such in the GPAS form.

Prior to Summer 2016, certain OLPD courses were listed under the PSTL course designator. Students transferring in courses under the PSTL designator need to list those courses as such in the GPAS form.

## OLPD Course Designator Conversion

[Conversion tables for ADED, BIE, EDPA, HRD, PSTL, and WHRE courses](#) to their OLPD course designator equivalents can be found online.

## CHAPTER 4: THE MASTERS JOURNEY STEP BY STEP

During the program, students complete a fixed series of milestones in the order listed below. Some milestones have specific time deadlines while others allow for some flexibility. This chapter seeks to explain each milestone step to students regardless of whether they are attending full-time or part-time. Each milestone is explained in greater detail within this chapter, and an overview of the milestones and department expectations can be found in the table below.

Milestone	When should you do this?	Who should do this?
1. Getting Started	Prior to the first term by reading any recommended core texts and communicating with adviser. Also meet with adviser for long-term program planning.	All M.A. and M.Ed. students
2. Declare a Minor (optional)	Prior to submitting the GPAS form	All M.A. and most M.Ed. students
3. Reaffirm your M.A. Plan Type (Plan A or Plan B)	Prior to submitting the GPAS form	M.A. students only
4. Submit the online Graduate Planning & Audit System (GPAS) form*	Should be submitted when 15 credits have been completed	All M.A. and M.Ed. students
5. Establish Masters Final Exam Committee*	Within a semester of GPAS form submission	M.A. students only
6. Obtain online Graduation Packet	At least one month prior to final paper submission to committee	All M.A. and M.Ed. students
7. Master's Papers and Examinations	Work with adviser to determine best time table	M.A. students only
8. Wrapping Things Up	M.A. students work with adviser/committee to make revisions on the final paper as determined by the examination committee. All M.A. and M.Ed. students submit all required documents to GSSP.  All required materials must be submitted by the end of the 5 <sup>th</sup> year in the program	All M.A. and M.Ed. students

*\*Students not completing this step within the prescribed time frame risk having a registration hold placed on their record until such time as the milestone is accounted for or alternative arrangements have been made. A hold means that you cannot register for any classes.*

### Milestone #1: Getting Started

Getting started in the program can be a daunting experience, especially if you are new to this University. With this in mind, the following should help in getting you started in the program.

## Meet With Your Faculty Adviser

Upon admission to the program, students are automatically assigned a faculty adviser. Your faculty adviser will play a crucial role throughout your master's experience and possibly beyond, so establishing a good working relationship early will be vital to your success. You are strongly encouraged to make an appointment to meet with your new adviser as well as to attend the OLPD New Graduate Student Orientation that is held just prior to the start of the Fall semester as it will help you start your journey to the Masters. Even if you know you may want to change advisers at a future point, it is a good idea to meet with your assigned adviser to get situated in the program and to learn more about each other.

Possible talking points include:

- Initial coursework to be taken in the first year
- Possible transfer courses (if you have graduate credits from somewhere else)
- Long-term academic plans
- Potential career goals now that you are here (e.g. Do you want to pursue a Ph.D.? Do you want to work in industry?, etc.).
- Your potential timeline to completion if attending part-time, have significant family or work responsibilities, or have any special needs that may affect your ability to meet milestones as expected
- Interests you may have going forward (e.g. Do you want to incorporate practical experience along with coursework? Do you want to be part of a research project?)
- For M.A. students: Do you want to be a Plan A or Plan B student?

## Frequently Asked Questions

***I have never attended the University of Minnesota before. How do I register for courses?***

The University's registration system is run by [One Stop Student Services](#). One Stop has an [online tutorial on how to register for University classes](#).

***If I am unable to either contact my adviser or make an appointment in a timely matter, is there someone else I can speak with?***

You are encouraged to meet primarily with your faculty adviser for most matters, but if there is an urgent or pressing matter that cannot wait you may contact the faculty coordinator of your program and/or the CGS.

## Milestone #2: Declare a Minor (Optional)

OLPD Ph.D., Ed.D., and M.A. students are eligible to complete a minor in another OLPD program or outside of the department. Most OLPD M.Ed. programs currently allow students to take a minor, but a few do not.

***Taking a minor is optional.*** If interested in pursuing a minor, students are strongly encouraged to first discuss the possibility with their faculty adviser. Some minors are more complementary to a given major program than others in terms of course requirements and personal goals.

Our Department currently houses 5 minor programs

- [Integrative Leadership](#) (a stand alone minor)
- [International Education](#) (offered through CIDE)
- [Multicultural College Teaching and Learning](#) (offered through Higher Education)
- [Program Evaluation](#) (offered through Evaluation Studies)
- [Sociocultural Studies in Education](#) (a stand alone minor)

Students enrolling in a minor will be assigned a minor adviser. The minor adviser must be assigned as an outside member on final examination committees (see Milestones # 5 for information on committees). Your major adviser cannot also be your minor adviser.

Every minor has its own DGS just as there is one for the OLPD major itself. The DGS of the minor is required to sign all paperwork you submit concerning curricular matters. Eligibility requirements and procedures to gain access to individual minors vary widely so you need to visit the minor's website and/or contact the DGS of the minor you are seeking to see what is required to join.

Once a Minor has agreed to allow you access, you will need to [declare that you are in that Minor to the Graduate School](#).

This must be done prior to submitting your GPAS form. When the minor appears on your record, a second GPAS form meant exclusively for your minor will appear in the system. When you get to Milestone #4 you will then submit separate GPAS forms with one assigned to your major and one for your declared minor.

## Frequently Asked Questions

### ***Do I have to declare a minor?***

No. Declaring a minor is optional.

### ***Where can I find a list of all possible minors?***

A current listing of all [graduate minors \(program related and free standing\)](#) can be found in the Graduate Education Catalog.

### ***I am an M.Ed. student. How do I know if my program allows minors?***

Ask the department CGS to confirm if your program allows for minors.

### ***How do I declare a minor if I do want one?***

A minor is officially declared by declaring it via an online form available on the Graduate School website and having the DGS of the minor approve the form just as the DGS of your major would. Many minor programs require students to apply for admission to the minor prior to declaration. Students should refer to the Graduate Education Catalog or the minor program's website for more information on steps needed to apply.

### ***When can I declare a minor?***

The minor must be declared prior to submitting the GPAS form (Milestone #4).

### ***I have a minor but my Plan A or B Final paper/project does not involve my minor at all. Do I still need to have my minor adviser on my final committee?***

Yes, if you want to keep the minor. A requirement of M.A. students having a minor is that the minor adviser must be an outside member of your committee throughout your entire program once declared. If the minor adviser is removed, the minor will be removed from your record, even if you have completed all the required coursework.

### ***Can I count a course towards both major and minor requirements at the same time?***

No. A specific course taken can only count towards a major or minor requirement only. You cannot count the same credits for both requirements. The exception to this are courses that would be used as general elective requirements (if any) and/or related field coursework.

### ***How do I drop a minor?***

If a minor has been declared, please consult with the department CGS for additional instructions.

## Milestone #3: Reaffirm your Plan Type (M.A. students only)

As part of their degree program, all admitted M.A. students in OLPD and MCTL have the option to pursue the degree via the Plan A or Plan B curricular option. The current curricular differences in these options vary by program and can be seen on the [program planning sheets](#) on the OLPD website. In order to best utilize the online Graduate Planning & Audit System (GPAS) described in the next milestone step, students need to have declared whether they are pursuing the M.A. degree through Plan A or a Plan B. Historically over 90% of OLPD M.A. students have opted to complete the degree under Plan B so all entering students are defaulted to that Plan type.

Students should consult with their faculty adviser prior to deciding whether they will pursue the degree under the Plan A or Plan B type. If you have consulted with your adviser and decide that you wish to be on Plan A as opposed to Plan B, please contact the CGS via email to request that the department update your records.

If you wish to stay with Plan B, no action is required. Please note that all M.Ed. students pursue the degree on Plan C (curriculum only).

### Frequently Asked Questions

#### ***Do I have to decide if I am a Plan A or Plan B student prior to submitting my GPAS form?***

Yes. The GPAS system only works properly when it can pull your course information and match it up to the specific degree requirements of your program. As the curriculum for a Plan A program differs from that of a Plan B program, the GPAS system will need to know which option you are pursuing to match up all the information. Failure to declare the proper Plan Type prior to submitting the GPAS form can lead to significant delays in processing your GPAS form.

#### ***Can I switch Plan Types after declaring one?***

Yes, but it needs to be done prior to the GPAS form being submitted. Please note that M.Ed. students cannot switch Plan types.

#### ***I do not know if I want to switch to Plan A. Why do so many M.A. students choose Plan B more often?***

What other students do should not influence the Plan Type you select. OLPD only default students to Plan B at the time of admission to reduce a potential administrative burden on the majority of students later in the program. It is strongly recommended that you meet with your adviser when making this decision.

## Milestone #4: Graduate Planning & Audit System (GPAS) Form

All graduate degree seeking students are required to complete an online Graduate Planning & Audit System (GPAS) form. ***The GPAS must be filed no later than when 15 credits have been taken that count towards the program.*** Failure to do so may result in a registration hold being placed on your record until this milestone is achieved.

In all cases, the GPAS must be filed and approved before establishing a Final Exam committee or applying to graduate.

This GPAS form serves several purposes, including:

- Chronicling all coursework that will count towards the degree
- Establishing a minor (if applicable)
- Recognizing courses that will count as transfer credits (if any)

This form is accessible online via the MyU Student Portal.

## What exactly is GPAS?

GPAS is a mandatory online form the Graduate School requires. It serves two main functions: 1) helping you look forward and 2) helping you look back. The GPAS form should be completed when you reach the 15 credit mark of your program:

- 1) Looking Forward: The first function of GPAS is to formally chronicle all the coursework the department will count towards your degree. Having an approved GPAS on file both helps you plan ahead and protects you from future curriculum changes should any occur.
- 2) Looking Back: The second function of GPAS is to verify that you have taken all required coursework for the program. When you get close to graduating, the Office of the Registrar is going to run a degree audit to ensure you have met all degree requirements. They use the GPAS form to determine whether you have taken all coursework required of the program. If anything has not been taken, or is incorrect, you will be notified that the issue needs to be addressed before you can graduate.

## Steps to submitting a GPAS Form

- 1) Go to the [Program Planning Sheet page](#) on the OLPD website.
- 2) Download the program planning sheet for your program and fill it out. If you intend to claim any transfer credits from other graduate programs and/or make substitution to stated requirements, be sure to list them on the sheet in the proper places (your adviser can help you with this part).
- 3) Have your adviser approve and sign the form. If you have more than one adviser communicate with both of them to determine who should sign this form.
- 4) Submit the signed form to the department CGS
- 5) Access your MyU portal, select the “Academics” tab and then the “Degree Progress” sub-tab. click the "Grad Planning & Audit System" link located near the bottom of the page. You are now in GPAS.
- 6) Be sure the program listed is the correct one. If it is not the correct program, press the tab labeled “change” next to the program name and select the proper program.
- 7) Do NOT add any courses and do NOT add any transfer credits. Just press the “submit” button on the bottom and you are done with your part of GPAS.
- 8) All graduate level courses you have taken at the U in the past, are currently taking, and/or are currently registered for will automatically load into your GPAS form. If you looked deeper into your GPAS than you should have there is a good chance that not everything is correctly listed. This is normal so do not worry. The adviser signed paper program planning sheet you submit to the CGS will be used by the CGS to manually fix those problems. The CGS will also add the future and transfer courses you have listed and make any course substitutions you and your adviser may have agreed to (please note that the CGS can deny a substitution of a requirement if it is deemed inappropriate).
- 9) If the CGS determines all degree requirements are met they will approve the GPAS and forward it to GSSP for final approval. Once GSSP approves the form your milestone for that requirement will be met and it will be reflected on your student record.

## Frequently Asked Questions

### ***I do not know which courses I will be taking in the future, so do I need to list them now?***

Yes, students submitting a GPAS must propose all courses counting towards the degree that they have taken, are currently taking, and/or expect to take in the future. Your program planning sheet will provide the framework of where courses need to fit in. Your adviser can assist you with this. If one or more future course predictions turn out to be incorrect, the GPAS can be updated later.

***I know which courses I plan to take in the future, but I do not know when they will be offered. How do I list them?***

As mentioned in the previous question, students submitting a GPAS must list all courses counting towards the degree that they expect to take in the future. If one or more future course predictions turn out to be incorrect, the form can be updated. To minimize this risk, students should consult with their adviser and/or program coordinator about upcoming courses prior to completing the GPAS.

***Okay, it is now “later.” I submitted a GPAS form with what is now incorrect course information. How do I update my GPAS?***

The answer depends on the extent of your update. In general, if you do need to change out courses, email the CGS your request. List which courses need to be removed and/or which need to be added.

***I have a minor. Do I really have to do a separate GPAS for my minor?***

If the minor is housed in CEHD, then yes. Not all Colleges at the University use GPAS so if your minor is housed in another College or if you are not sure, contact the CGS for assistance.

***I only see the GPAS for my major. How do I find/submit my minor in GPAS?***

Follow the same steps as listed above, but when you reach Step 6 check to see if the minor is listed. If it is not listed click the “change” tab and go to the minor and proceed. If there is not a change tab and/or your minor is not an option, contact the CGS for assistance.

## Milestone #5: Establish/Updating Your Final Examination Committee (M.A. students only)

Once your GPAS form is accepted, M.A. students will be able to establish a Final exam committee (M.Ed. students do not have committees). Ideally this should be done within one semester of submitting the GPAS form. The Graduate School requires it be established no later than one month prior to your submitting your final paper or thesis for evaluation.

You should work with your adviser to identify individuals who may fit well on the committee. In all instances, the student should get confirmation from any potential committee member that s/he is willing to serve prior to declaring the committee membership online.

### Who Can Serve?

A master’s degree committee must meet the following criteria:

- There must be a minimum of three (3) members on the committee.
- One member of your committee must serve the role of committee chair, this can be your adviser.
- At least two (2) members must have faculty role status (see below for an explanation) in a major program in OLPD. These individuals are considered to be your “internal” or “inside” members.
  - Your primary adviser must be an inside committee member regardless of any additional faculty role status s/he may have.
- At least one member (1) must have a faculty role status in a non-OLPD major and/or a graduate minor program. This individual is considered to be your “external” or “outside” member.
  - There are some OLPD faculty and administrators who have faculty role status in the OLPD major as well as in a minor and/or other unit(s) throughout the University. In most instances, these individuals may be assigned on a committee in either an inside member or as the outside member. For example, if Professor Q has a faculty role status in OLPD and in Social Work, s/he can be assigned as one of your inside members or as the outside member of your committee.



- If you have a minor, your minor adviser must serve as the outside member on your committee regardless of any additional faculty role status s/he may have. If for any reason the minor adviser is dropped from the committee and not replaced with another individual with a faculty role status in that minor, the minor will be dropped from your record.

A [complete listing of individuals who have faculty role status at the University](#), whether they are on the tenure-track, and which committee roles they can serve is available online.

## **Preliminary Exam Committee: Frequently Asked Questions (FAQ)**

### ***How do I get committee members?***

There are many ways to find potential committee members. It is recommended that you consult with your faculty adviser prior to starting this task.

### ***I have my committee members! Now what?***

Once all committee members have agreed to serve the committee (or you need to make a revision), you can [petition online for the membership be established](#).

This online form can only be initiated by you, the student, via your university log in account. Once submitted, the request is electronically sent to your primary adviser of record for approval. If the adviser approves, the request is then sent to the DGS (or designee) for approval, and then the CEHD Dean's office for final approval. Once approved, the committee will be officially recorded by the Graduate School.

If the adviser, DGS, or Dean's Office rejects the committee membership request for any reason, you will be notified and will need to resubmit. If a reason is not given for the rejection, please consult the CGS or your faculty adviser.

### ***I established my committee, but one of my members has lost his/her faculty role status or has a status which is listed as expiring very soon. Can this person still serve?***

Yes, provided the individual was on the committee prior to their status expiring, and s/he is willing to remain in the same role. Please note however that if you remove or switch an individual who is now without the proper status to a different slot on the committee (e.g. from inside to outside member), that individual is no longer allowed to remain on the committee and may not be moved back to his/her original slot.

### ***One of my committee members has left the University (e.g. retired, went somewhere else, etc.). What do I do?***

Consult with your adviser to determine whether it would be in your best interest to keep that person on your committee or whether a switch to someone else is preferable. If you wish for the person to remain, ask her/him about it in writing (email is fine); if they say yes, then they can remain on the committee. Do be aware that there are no reimbursements for members who are no longer University faculty, and they can decide to cease serving on a committee at any point.

### ***Can I have more than three committee members?***

Yes, as long as the minimum committee membership requirements described above are met. While having more than three is allowed, be sure it is in your best interest to do so.

### ***Can I have an individual not affiliated with the University on my committee?***

It is possible to petition for such an addition, but it is extreme rare for an M.A. student to have a non-University committee member. Please consult with the CGS on this matter.

***There is someone here at the University who would be perfect for my committee, but does not have a faculty role status. Can an exception be made?***

No. Only individuals working at the University who appear on the Graduate School's faculty role list with status to serve on committees may do so. In some instances, Medical School faculty not on the role list may be allowed to serve on a case by case basis. The CGS can provide information on those possibilities.

***How do I change a committee member?***

It depends on who the committee member being changed is:

- If the committee member being replaced **IS NOT** your adviser, you would simply [complete a new online request](#) and replace the member. The approval process as previously described would then be initiated again.
- If the committee member **IS** your adviser, you will need to [complete a Change of Adviser form](#) first and return it to the CGS. Only the department can re-assign a student's adviser within the graduate student record system (more information about changing advisers can be found in Chapter 5). Once a new adviser has been entered into the system, you can then fill out a new online request form.

## Milestone #6: Obtain a Graduation Packet

Once your GPAS is complete and, in the case of M.A. students, your committee is established, you will be eligible to request a graduation packet. The packet will contain very important information including the online Graduate Application for Degree form and the Reviewers' Report form (if Plan A) or the Final Examination Report/Final Report form (if Plan B). The M.A. master's exam or thesis cannot be evaluated without the documents in the packet.

You can [request the packet online](#) .

Please note that in order to graduate in a given month you must submit the online Graduate Application for Degree form by the last work day of the month before your intended graduation month. For example, if you want to graduate in May, you must submit the Graduate Application for Degree form no later than the last work day in April. If you do not complete the program by the last work day of the month, you will need to contact GSSP to inform them of which month you intend to graduate so they can update your record.

## Milestone #7: Master's Papers and Exams (M.A. students only)

Depending on whether you declared yourself a Plan A or Plan B student, you will either need to complete a Plan A Master's Thesis or a Plan B Master's Paper as described below. You should meet with your adviser to determine when you should begin working on this milestone as well as the overall timeline for completion as this can vary from student to student depending on one's personal situation (e.g. plan to attend the program part-time vs. full-time).

### 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 Reviewers Report form in the graduation packet (see previous milestone). **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 GSSP 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."

**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](mailto: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 \(UDC\)](#)

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 masters 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.**

*Special note for CIDE students: 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 human subjects be reviewed with respect to: 1) the rights and welfare of the individual(s) involved, 2) the appropriateness of the methods used to secure informed consent, and 3) the risks and potential benefits of the investigation.

[Information and forms are available online](#) 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.

## Milestone #7: Wrapping Things Up

**M.A. students only:** Once your final thesis/paper is successfully completed, and any required revisions have been made and approved by the adviser and/or committee, you will need to provide the signed copy of your Final Examination Report/Final Report and other materials in your graduation packet to the GSSP Office and the Onestop Office as indicated on the forms.

**M.Ed. students only:** Be sure that all materials in your graduation packet are sent to the proper offices listed.

## Frequently Asked Questions

***I’ve graduated! When is the Commencement ceremony?***

The CEHD Commencement ceremony is held in May each year.

***Is there a Graduate School Commencement ceremony in addition to the CEHD one?***

No, the Graduate School no longer conducts a separate ceremony.

***How do I sign up for the CEHD Commencement ceremony?***

If you are going to complete your degree in Spring you will need to complete the online Commencement Attendance Approval Form (which is normally made available in late Fall on the CEHD website) must be turned in and approved about three months before the commencement ceremony. The online Commencement Attendance Approval Form must be approved by your adviser and DGS (or designee). The adviser’s approval indicates that, the adviser expects you to complete all program requirements, including any paperwork, by August of that year.

If your degree was awarded in the months prior to the March deadline you need only submit the form to the CEHD Dean’s office. Attending the ceremony does not imply that you have officially graduated.

***I turned in my final materials later than the month I listed on my Graduation Application form. What do I do?***

Contact GSSP at [gssp@umn.edu](mailto:gssp@umn.edu) to inform them of the situation and learn about options. Depending on your timing, they may automatically forward your existing form so that it is filed during the later month, or they may require you to submit a new form.

## CHAPTER 5: SPECIAL OPTIONS

In Chapters 3 and 4 of this handbook the curriculum of each program track was described and instructions were given on how to complete each required milestone step. While this is extremely useful information to have, not everything always goes according to plan. This chapter focuses on some of those more unexpected issues that can potentially disrupt your progress and describes common options for addressing them.

### How Do I Change My Adviser?

You were assigned a faculty adviser by your major program track upon admission. It is not uncommon for an masters student to desire a change of adviser for a wide variety of reasons as they advance in the program (e.g. learn they have more in common scholarly with another OLPD faculty member, the adviser is going on sabbatical or retiring during a key time for the student, etc.).

Students can initiate the process by [completing the OLPD Change of Adviser form](#) and obtaining the signatures of both the new and soon-to-be former advisers. The form should then be sent to the CGS for processing.

Once the completed form is submitted, the Department will check the Faculty Role List to verify that the soon-to-be adviser(s) is eligible to serve in that role and, assuming they are, will then re-assign your adviser within the Graduate School's student record system.

### How Do I Apply for a Time Extension?

As mentioned in Chapter 2, all requirements for the master's degree must be completed and the degree awarded within five calendar years after initial enrollment to the graduate program. If you are unable to complete the degree within the time limit, you may petition the program and collegiate unit for one extension of up to one year by submitting a [Request for Extension to the Maximum Time Limit form](#).

You must obtain the approval of your adviser(s), the DGS, and the College. This petition must be submitted at least six months prior to the end of the time limit. If a petition is approved, you will be notified in writing of the expectations for progress and of the month/year of degree conferral. If the petition is denied, you will be notified in writing that you will be terminated from the graduate program upon expiration of the time limit.

Under extraordinary circumstances, students may file a second petition after the year has expired; however, such petitions after the initial extension must be reviewed and approved by the adviser(s), the DGS, the College, and the Vice Provost and Dean of Graduate Education. Students who have been terminated under such circumstances may apply for readmission to the program; however, readmission is not guaranteed.

**Registration exception requests:** The University has specified deadline dates to add and/or drop courses each semester. If you are seeking to request a change to your registration (e.g., add, drop, change your grade basis) after a deadline or wish to register for more than 18 credits, you will need to complete an [online registration exception request form](#).

Once submitted, the form will be forwarded to the proper individuals for approval, including those at the Department level.

## Special Registration Options

Occasionally master's students may find themselves in a position where they have taken all the courses they need to/can take, but they are not at the next milestone step to advance in the program (e.g. have not taken the oral preliminary exam, but are out of coursework to take; have taken all required thesis credits). As mentioned in Chapter 2, you are still required to register for something every Fall and Spring to maintain active student status regardless of this situation.

To better meet the needs for students in this situation, the Graduate School has developed several special registration categories to help fill the registration gap until a student is back on track. **These are not meant to be long-term place holders.** While these course options will not apply towards a degree, they will maintain a student's active status in the program. Below is a brief summary of three main options available to master's students depending on individual circumstances and needs. [Full details on all the special registration categories below can be found online.](#)

### OLPD 8333

OLPD 8333 is a one-credit registration option for eligible M.A. students on Plan A only who must certify full-time status to be in compliance with requirements of the University and/or external agencies (e.g., employment as a graduate assistant; loan deferment, visa requirements, etc.). Regular tuition rates apply, and only students who have successfully completed all required coursework, taken all required thesis credits, and have passed all milestones other than the final defense are eligible to take OLPD 8333. This course is not supposed to be taken with any other courses in a given semester.

An application is required to take OLPD 8333 every semester it is taken. The [application form and instructions can be obtained online](#). Deadlines to apply are listed on the application form.

### GRAD 999

GRAD 999 is a zero-credit, zero-tuition registration option intended for graduate students who have completed all coursework and (if applicable) thesis credit requirements, and who must maintain registration to meet the registration requirement. While students can register for GRAD 999 to maintain their active student status, they cannot use GRAD 999 to meet any other requirements of the University or external agencies. Students who must maintain full-time status to hold an assistantship, defer loans, and/or receive financial aid cannot use GRAD 999 to meet registration requirements.

International students wanting to take GRAD 999 must consult with the ISSS Office prior to doing so as there may be consequences related to visa status. There are also forms that international students may need to complete for ISSS prior to enrolling to maintain visa status.

Although this course option is tuition free to students, the College is charged a fee for every student enrolled in GRAD 999 each semester to pay for services you will have access to during the semester (currently about \$2000 per student per time). Because of this, **the Department only allows master's degree students once during their degree program.**

### Leave of Absence

The University of Minnesota leave of absence (LOA) policy for graduate students allows graduate students to interrupt their enrollment for up to a maximum of two years for reasons they cannot control (e.g., military service, medical issues, etc.) and return under the rules and policies in effect when they left without having to re-apply or negatively affecting their time to degree. **This should be used as a last resort, not a first.**

The Department will only grant an LOA for periods of up to one year at a time. Per the policy described above, you may apply for a second year if necessary, but it must be a separate application.

Please note the following points:

- Students should consult with their adviser prior to requesting an LOA. Being approved for an LOA does not guarantee the preservation of any financial aid or assistantship appointment the student may be currently holding.
- The submission of an LOA request does not guarantee that it will be approved by the Department or College nor does it automatically cancel any active registrations (this is the student's responsibility).
- Barring an unexpected emergency situation, LOA requests must be submitted at least two weeks prior to the beginning of the term in which the leave will begin.
- Students on an LOA will not have access to any University resources exclusive to students during the leave (e.g., library privileges, access to faculty, etc.). The only exception to this is use of University email.
- Students returning from a leave must fill out an LOA re-entry form before the semester they wish to re-enter.
- Students may return early so long as the LOA re-entry form is submitted before the semester they wish to re-enter.
- Failure to return by the semester indicated on the LOA application will result in the student being discontinued from the program.
- International students should consult with ISSS prior to requesting an LOA as such action could affect visa status.

[Full information regarding the University's LOA can be accessed online.](#)

## Resolving Incompletes

Individual course instructors are not obligated to assign incomplete ("I") grades but some do. It is always in your best interest to resolve all incomplete grades as soon as possible.

The Department allows OLPD graduate students to carry a maximum of 8 "NR" (non-reported) and/or "I" credits in the program at any given time. Students with more than 8 "NR" or "I" credits risk having a registration hold being placed on their student record until they are under the limit.

Many instructors will establish terms that a student must meet prior to assigning an "I" grade. Some OLPD instructors require a [written agreement with the student](#) so there is no misunderstanding about expectations in resolving the "I" grade. Although such formal agreements are not required, both you and the instructor may find such a contract useful in case there are any future misunderstandings over outstanding requirements.

Only an assigned instructor of a given course can assign grade for that course. Only this person may update a grade. If the course instructor leaves the University or too much time passes, it may not be possible to update the course grade.

If a course does not have a specified instructor or record, please contact the CGS or DGS for instructions.

## Applying for Readmission

As mentioned in Chapter 2, the Graduate School requires all graduate students to register each fall and spring to remain active. If students become "inactive," they will automatically be withdrawn from the program and must apply for readmission if they wish to regain active student status. ***Readmission of a discontinued student is never guaranteed.***

Students applying for readmission to an OLPD M.A., M.Ed., Ed.D., or Ph.D. program must complete a Department readmission application and the Graduate School's online readmission application. [Specific instructions on reapplying and the needed applications can be found online.](#)



## CHAPTER 6: ADDITIONAL RESOURCES

### The Graduate Education Catalog

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.

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

#### OLPD Graduate Student Travel Grant

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 presentations delivered at national or international conferences. Currently the funding limit is \$500 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 \$500 for a single presentation.

The [Travel Grant application is available online](#) 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, and after receipt of report.

#### Grant-Funded Research

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

#### Community of Scholars Program

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 contact Noro Andriamanalina at [andri002@umn.edu](mailto:andri002@umn.edu) or 612-626-4546 for more information.

### Writing Support for Graduate Students

Academic writing is a skill that one refines over the course of doctoral studies. Students may have extensive experience with the conventions of grant writing, report writing, or writing academic papers in one's home country, but the expectations for academic writing at the University of Minnesota and in OLPD may be unfamiliar to new doctoral students. Therefore, the Department strongly encourages students 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 [Student Counseling 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.

## Online Tutoring

Free writing tutoring is available for graduate students at [Student Writing Support](#). 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.

## 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](mailto: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 from [Orientation and First-Year Programs \(OFYP\)](#).

## 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 Support for Graduate Students

## 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) and the St. Paul campus (48 McNeal Hall & 295T AS/VM). Send an email to [clinic@stat.umn.edu](mailto:clinic@stat.umn.edu) to make an appointment.

## Data and Analytics Services

The [Center for Applied Research and Improvement \(CAREI\)](#) is committed to supporting data and analytics within CEHD. CAREI also provides data and analytics consultation and services to local education agencies and Minnesota school districts. They assist in managing educational data and assessment systems, in developing automated report generation processes and software, in building data visualizations and data dashboards, and in analyzing educational data to improve decision-making. These services are provided by professional statisticians and data experts.

### Data Services

- Management of educational data and assessment systems
- Development of data reporting systems, visualizations, and dashboards
- Opportunities to collaborate with data experts

### Analytics Services

- Development of data analysis plans and methods
- Analysis of educational data to improve decision-making
- Opportunities to collaborate with statisticians and analytics experts

## Online Survey Services

The University of Minnesota has a [Survey Connection website](#) with information regarding services for students and faculty to create surveys and questionnaires for research purposes.

## Campus Events

[Current campus event information is available online.](#)

## Virtual Communications

### Department Listserv

All Ph.D., Ed.D., M.A., and M.Ed. 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 listserv is also used to send out important notices affecting OLPD students.

### Social Media

The Department (and units throughout the University) maintains a social media presence on various platforms (e.g. Facebook, Twitter, Google Groups, etc.) to inform and interact with individuals both inside and outside of the University community as is deemed appropriate. Given the dynamic nature of social media, OLPD may expand or contract its social media presence during your time here as a student. Email [olpd@umn.edu](mailto:olpd@umn.edu) if you wish to know more about social media platforms the Department currently utilizes.

### Web

A copy of this handbook and more detailed information about faculty, curriculum and courses are available on the [OLPD website](#).

## Physical Communications

### How to Update Your Address and/or Legal Name

When you change your mailing address or your legal name you must [log into MyU and make the changes under the “My Info” tab](#). Department personnel cannot access the web to make these changes.

### Student Mailboxes

Students are invited to use the office address (206 Burton Hall, 178 Pillsbury Dr S.E., Minneapolis, MN 55455) for mail, provided such mail is only for professional purposes. Only students who are assigned assistantships by the Department directly are assigned individual mailboxes which are located in the main GA/TA office (205 Burton Hall). Students are responsible for checking the boxes—mail is not forwarded.

## Resources for New Mothers

The University attempts to be a family-friendly institution. One of the resources it offers is lactation spaces for nursing students. [A full list of resources can be found online](#).

## Safety/Escort Services

The University offers a [free security escorts 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. Students are encouraged to feel free to use the service. Information about campus safety resources is available on the [SafeU website](#).

## Web Resources

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

### Requesting Transcripts

[Instructions for requesting official and unofficial transcripts](#) are available online via One Stop Student Services.

### Searching for Academic Positions

The Department has compiled [a list of free online academic job boards](#).

### 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 may or may not have insurance benefits. Information is available on the [Office of Student Health Benefits website](#).

## College of Education and Human Development Website

The [CEHD website](#) 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 via the OLPD website.