
Department of Organizational Leadership, Policy and Development

Ph.D. Handbook

2016-2017

OLPD | Organizational Leadership,
Policy, and Development

COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA

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TO: New Students Fall 2016
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 2016-2017 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.

Again, welcome to OLPD.

INTRODUCTION

This handbook is designed to provide Ph.D. 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:** an Introduction to the Department and its structure.
- **Chapter 2:** focuses on major expectations of OLPD graduate students.
- **Chapter 3:** describes the required coursework and thesis credit requirements for each of the OLPD program tracks.
- **Chapter 4:** describes the milestone steps that Ph.D. 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 serves as a program adviser providing information and guidance to the student in course selection, filing of program, and general progress.

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

Students who elect to add a program minor will have an adviser who is an approved member of that minor in addition to their major adviser. The minor adviser must be a member of the student's preliminary examination committee and serve on the final examination 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 masters 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 Ph.D. program. As with most graduate programs at the University, the Ph.D. degree is offered in the Department but is awarded to students by the University of Minnesota College of Education and Human Development.

The academic work in OLPD is both discipline-based and flexible in the options for degrees and specializations. All program tracks within the Department incorporate relevant knowledge from the behavioral and social sciences and the humanities. In particular, the Department's program tracks draw on anthropology, economics, 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)**

Coordinators: 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 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.

- **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 Macro Level 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 as a doctoral student.

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 all thesis credits as described in Chapter 3, you must register for something every Fall and Spring semester to remain an active student. 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 8-Year Time Limit

Regardless of whether you are attending the Ph.D. program on a full- or part-time basis, all requirements for the doctoral degree must be completed and the degree awarded within eight 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 doctoral 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](#)). Although all 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 doctoral scholarly written work. Student writing should reflect an appropriate level of basic composition skills, accepted professional writing style, and appropriate attribution.

It is important to note that the standards for scholarly writing are determined by the discipline as well as the cultural context. At the University of Minnesota, you will be expected to follow the standards and conventions of scholarly writing that prevail in the United States.

Quality of Writing

A high level of writing skill is expected for graduate students. While the program offers courses to assist students to reach an appropriate level of research understanding and skills, students are responsible for attaining an appropriate level of writing skills. To assist in this development, students can take advantage of various courses, services, and manuals. If appropriate, students should use a college level writing handbook for reference when completing written assignments. No specific grammar and composition handbook is recommended; several satisfactory versions are available in the University bookstores. For information about the wide variety of writing resources available to University of Minnesota students, see Chapter 5.

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 Student Conduct and Academic Integrity \(OSCAI\)](#)
- [Code of conduct, mutual responsibilities in graduate education, and other resources](#)
- [Academic misconduct](#)

Student Rights and Equal Opportunity

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. 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 Ph.D./Ed.D. students should complete their programs, including their dissertations, in 4-6 years; part-time non-cohort students should complete their programs, including their dissertations, in 5-8 years.
8. **Providing guidance, clarity, and resources on the ethical standards of earning an advanced degree** (e.g., intellectual property rights, plagiarism, and co-authorship).

Student Grievance Process

OLPD Student Grievance Process

Revised 6/24/15

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>University Student Conflict Resolution Center (USCRC)</p> <p>254 Appleby Hall 612-624-7272 sos@umn.edu www.sos.umn.edu</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"> • student conduct code issues • dorm incidents • employment problems • academic disputes • financial aid grievances • academic misconduct charges • student judicial issues <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"> • grade or instructional complaints • registration requirements • unfair treatment • financial aid or billing problems <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>Office for Conflict Resolution</p> <p>662 Heller Hall (WB) 612-624-1030 ocr@umn.edu www.ocr.umn.edu</p> <p>(formerly the University Grievance Office)</p> <p>See additional Office of Conflict Resolution policy and procedures at www.ocr.umn.edu/policies.html.</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>Office of Equal Opportunity and Affirmative Action</p> <p>274 McNamara Alumni Center 612-624-9547 eoaa@umn.edu www.eoaffact.umn.edu</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 *OLPD Graduate Student Newsletter* is sent about every two to four weeks. 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. It is the only commencement ceremony held for CEHD advanced degree candidates. If you wish to participate in commencement, the online Commencement Attendance Approval Form (which will be made available in late Fall on the CEHD website) must be turned in and approved about three months before the commencement ceremony in early May. The Commencement Attendance Approval Form must be approved by the adviser and DGS. The adviser's approval indicates that a draft of the thesis has been completed and that the adviser expects the student to complete the final oral exam by August of that year. Students whose degrees have been awarded in the months prior to the March deadline need only submit the form to the CEHD Dean's office. Attending the ceremony does not imply that you have officially graduated.

Graduation/Award of Degree

Graduate School degrees are awarded monthly. Graduate 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 PHD PROGRAM COURSEWORK

This chapter describes OLPD Ph.D. course and dissertation credit requirements for all five program tracks. It also discusses policy related to transfer credits and listing OLPD program courses taken prior to the formation of the Department in 2009 and OLPD course designator in 2012.

The Ph.D. Program

Currently the Department offers a doctor of philosophy degree in organizational leadership, policy, and development with five distinct tracks (CIDE, EPL, ES, HE, and HRD). All program tracks require the following areas be completed: department core, program core and other program courses, and supporting program or minor coursework. Any course selection options should be made in consultation with the adviser. It is expected that students will complete their program core within the first two years of full-time graduate study or within the first three years of part-time study. All program tracks also require 24 thesis credits be taken.

The Graduate School requires that all incoming Ph.D. students complete their degrees within eight years of their initial matriculation into the program. Students unable to complete the program within the eight year time frame for legitimate reasons may petition for a time extension (see Chapter 5 for details). It is important to note that time extension requests are never automatic and may be denied.

In addition, the Graduate School requires students to register every fall and spring semester throughout their program to remain active. The One Stop Student Services website contains current information and policies regarding [registration to retain "active" status](#). 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.

For all OLPD Ph.D. programs, the maximum total credits needed in coursework is 46-48 semester credits (number varies by program; see below). Students should consult with their advisers before electing a pass/fail grading option (called "S/N" here) for specific courses where it is an option. In addition to the course credits, 24 semester thesis credits are needed to meet graduation requirements.

In addition to coursework, all Ph.D. students must successfully complete their program's preliminary written, preliminary oral, and final oral examination requirements. The Department also requires students to meet formally with their dissertation readers in a proposal (prospectus) meeting after the preliminary oral examination before embarking on their thesis research.

Total classroom course credits required by program track:

CIDE:	48 credits
EPL:	46 credits
ES:	48 credits
HE:	48 credits
HRD:	48 credits
Total:	46-48 credits of coursework plus 24 thesis credits

Students accepted to any OLPD Ph.D. degree program may be permitted to apply credits from a master's degree or other graduate-level course work toward the total credits in course work required for graduation (see later section on transfer credits for details).

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).

- [Comparative and International Development Education \[PDF\]](#)
- [Education Policy and Leadership \[PDF\]](#)
- [Evaluation Studies \[PDF\]](#)
- [Higher Education \[PDF\]](#)
- [Human Resource Development \[PDF\]](#)

Thesis Credits

In addition to program curriculum, all Ph.D. students are required to register for 24 semester thesis credits (listed under OLPD 8888—Thesis Credits: Doctoral) after completing the preliminary oral exam. The 24 credits must be taken over two or more terms. Students cannot enroll for thesis credits until the first available registration period after completion of the preliminary oral exam has been recorded in the Graduate School record system.

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 Ph.D. 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, doctoral students may be allowed to transfer up to 9 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. If a student's prior graduate degree was in a similar program as the current Ph.D. program track and/or involved taking OLPD graduate courses as a non-degree seeking student, an additional 9 credits may be transferred for a total of 18 credits.

Transfer of credits requires adviser approval in accordance with each student's individualized Ph.D. 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 GPAS 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). 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 coursework must be attached to the degree program form if not submitted earlier in 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 they are listed on their official transcript on 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 PH.D. JOURNEY STEP BY STEP

During the program, students complete a fixed series of milestones, examinations, and papers 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 be doing this?
1. Getting Started	Prior to the first term by reading any recommended core texts and communicating with adviser
2. Declare a Minor (optional)	Ideally prior to submitting the GPAS form (cannot be added after oral prelim exam)
3. Submit the online Graduate Planning & Audit System (GPAS) form*	No later than Fall term of 2 nd year if full-time or 30 credits completed in the program if part-time (whichever comes later)
4. Establish Preliminary Committee*	Within three months of GPAS form submission
5. Written Preliminary Exam*	When you have completed at least 20 credits but not more than 40 credits of actual coursework (not including any transfer credits)
6. Special Paper (all tracks except HRD)	Consult adviser after the Written Prelim Exam
7. Oral Preliminary Exam*	Within two semesters after term passing the written prelim exam (including summer term)
8. Take Thesis Credits	Can only be done after passing the oral preliminary exam
9. Prospectus (Proposal) Meeting*	No later than six months after passing oral preliminary exam
10. Establish Final Exam Committee*	Within 30 days of prospectus meeting
11. Human Subjects Approval (IRB approval)	If dissertation project involves human subjects, this must be done before research can be conducted
12. Dissertation Research/Write Up	After IRB approval is received
13. Reviewers' Report	Must be signed by all readers on the final exam committee prior to the final oral exam
14. Final Oral Exam (sometimes called Final Defense Meeting)	Must be held on a date agreed upon by all members of the final examination committee
15. Wrapping Things Up	Work with adviser/committee to make revisions on the dissertation as determined at end of Final Defense exam and submit all documents to the Graduate School. Dissertation must be deposited prior to the end of the 8 th year in the program

**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 or two co-advisers. Your faculty adviser(s) will play a crucial role throughout your doctoral 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 Ph.D. 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
- Long-term academic plans
- Potential career goals now that you are here (e.g. Do you want to become faculty? An administrator? Researcher? Consultant? 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?)

Take OLPD 8011

All new OLPD Ph.D. students are required to enroll in OLPD 8011—Doctoral Research Seminar in their first Fall semester. This course is intended to: 1) Introduce you more fully to your doctoral program in OLPD; 2) Introduce survival skills and tips for completing the program in a way that yields the greatest possible intellectual returns to you; 3) Expose you to the professional opportunities, organizations, journals, etc., in the field as a whole with specific attention to your program; 4) Expose you to strategies for quickly gaining knowledge and expertise in a scholarly subtopic of interest to you; and 5) Help you develop a support network of fellow students and faculty.

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 housed in this department or outside of the department. **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.

Minor programs housed within OLPD include:

- [Integrative Leadership](#) (an interdisciplinary 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](#)

Graduate Students enrolling in a minor will be assigned a minor adviser. The minor adviser must be assigned as an outside member on both your preliminary and final examination committees (see Milestones # 4 and #10 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 #3 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.

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

A minor is officially declared by registering it via the appropriate online form available on the Graduate School website and the DGS of the minor approves it on via the GPAS system (see next milestone). 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).

My dissertation project does not involve my minor at all. Do I still need to have my minor adviser on my preliminary and/or final committee?

Yes, if you want to keep the minor. A requirement of having a minor is that the minor adviser must be an outside member of your committee throughout your entire program. If the minor adviser is removed and not replaced with someone eligible to represent the minor on your committee, the minor will be removed from your record, even if you have completed all the required coursework.

How do I drop a minor?

If a minor has been declared on the Graduate Degree Plan form, it may be dropped via a general [Petition Form](#) so long as that is the only change being made. If coursework listed on the Graduate Degree Plan form is also being changed, please consult with the department CGS for additional instructions.

Milestone #3: Graduate Planning & Audit System (GPAS) Form

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 have completed 30 credits if attending as a part time student, or at the end of your first-year if attending full time (whichever is later):

- 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 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 University 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 form 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 and timing. If you do need to change out courses, contact the CGS or DGS for instructions and forms.

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 currently 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 #4: Establish/Updating Your Preliminary Examination Committee

Once your GPAS form is accepted, you will need to establish a preliminary exam committee. ***This must be done within three months of submitting the GPAS form.*** Failure to do so may result in a registration hold being placed on your record until a committee is assigned.

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 doctoral committee must meet the following criteria:

- There must be a minimum of four (4) members on the committee.
- One member of your committee must serve the role of committee chair.
- At least three (3) 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, a minor, and/or other units throughout the University. In most instances (see next bullet for the exception), 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.
- Although not required for the preliminary exam committee, the Department strongly recommends that you have at least two members that are tenured or on the tenure-track at the University. This is a requirement for the student's final committee, which will be discussed in Milestone #10.

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.

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.

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. 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 a different faculty member is preferable. If you wish for the person to remain, ask her/him about it; if yes, then they will 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 four committee members?

Yes, as long as the minimum committee membership requirements described above are met. While having more than four is allowed, be sure it is in your best interest to do so. You will find that getting four committee members in the same room at the same time can be difficult, and five can be even harder.

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 not common practice in the Department so think carefully before pursuing such an option. Often the non-affiliated member is unaware of University expectations of committee members, which can lead to delays and other potential milestone hazards. Some OLPD students in the past have been delayed in completing their degrees due to issues related to having a non-University member on their committee. Also be aware that there are no reimbursements for these faculty, and it may take several weeks to process a request to add a non-University member.

If you do wish to petition for a non-affiliated faculty member to be on your committee, you should do the following:

- 1) Send an email requesting it, along with a CV of the non-University individual you wish to add, to the CGS.
- 2) Include a short statement indicating why this individual should be on the committee along with an explanation of why no one else at the University has this qualification (try to keep the explanation under a page).
- 3) Include a message of support from your adviser if possible (email is fine). While not required, it may help to strengthen your case.

The CGS will then compile and send the materials to the DGS for consideration. The DGS will then make a written recommendation to the CEHD Associate Dean, and the Associate Dean will make a final decision whether to allow it. The Associate Dean's decision is final.

If the petition is approved, the CGS will then contact you and provide further instructions. The non-University member will be required to be an outside member on the committee even if they work in an OLPD field or discipline.

Please note that requests for members based exclusively on physical proximity to the student will be rejected. There must be a substantive reason, such as the faculty member's unique expertise in your area of interest, to warrant a petition.

There is someone working 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 rare instances, Medical School faculty not on the faculty role list may be allowed 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 #5: Written Preliminary Examination

The written preliminary exam is the first of two required preliminary exams that must be successfully completed before a student can be admitted into candidacy. The written preliminary examination is offered twice a year—in the winter (November – February) and in the summer (May – August).

Eligibility

To be eligible to write the preliminary examination, you must have:

- 1) Completed at least 20 credits, but not more than 40 credits, of graduate study in your Ph.D. program, excluding any transfer credits. Students not taking the exam by the time they have completed 40 credits risk having a registration hold being placed on their record until this milestone is met.
- 2) Have an “active” status with the Graduate School (maintained by registering every fall and spring semester).
- 3) Be in “good standing” with the Graduate School and Department

Students are expected to confer with their advisers to determine when they are ready to take the written Ph.D. examination. OLPD 8011 and OLPD 8015 will provide guidance on writing a literature review and on multiple approaches to inquiry. Program areas may also have reading lists or other materials to help students prepare for the examination.

Exam Format

The examination will be a written take-home with a program-specific proposal approval process. Students, with adviser consultation, will individually determine a topic for the abstract/examination that is a critical issue in their field and track. The examination has two parts: (a) Part I, a review of literature specific to the topic of each student’s abstract, and (b) Part II, a shorter section on research approaches and strategies to advance knowledge on this topic.

Procedures

Registration: Students in all program areas must register with their program coordinator prior to taking the written preliminary examination. This is done via the electronic submission of a proposal at least one month prior to the beginning of the examination period (October 15 for the winter exam; April 30 for the summer exam).

The Proposal: The semester prior to taking the examination, the student will develop a proposal of no more than 750 words (excluding references) that must meet a program-specific process for approval. Students should work with their advisers to ensure that their proposal is approved prior to the beginning of the examination period. Program area faculty are responsible for providing students feedback on their proposals, and all students who have submitted a proposal by the due date in a given program will receive notification of proposal acceptance or rejection on the same notification date as others in their specific program. Individual programs may also provide supplemental instructions as deemed appropriate by the faculty.

If a proposal is not accepted, students will have seven days from the notification date to make revisions and will then re-submit it to the program coordinator for review. If the revised abstract is approved, the student can take the examination as planned. If not, he or she must wait until the next examination offering.

Examination Period: Students have three months to write their responses: May 30 to August 30 (summer) and November 15 to February 15 (winter). Responses can be no more than 25 type-written pages (double-spaced, 12-point font, with 1” margins), exclusive of references and the title/name page. Individual programs may provide additional instructions to students taking the exam.

During the three months of writing, consultation between and among students is acceptable, but students may not consult their advisers or other faculty, nor can faculty comment on drafts. Students must

sign a form when they submit the exam indicating that the work is entirely their own except for that which they have appropriately cited in the text in quotations.

If there is unexpected, documented problem (health or family emergency) that develops during the exam period, a student may request to cancel the exam with approval by the DGS, CGS, and adviser. This request must be made no later than one month before the date the examination is due. Please note that, in the event of a cancellation, department time expectations to complete this program milestone will remain unchanged.

Submission of Examination

All examinations must be submitted electronically to the CGS no later than the end of the OLPD business day (currently 4:30 pm CST) on August 30 (summer) or February 15 (winter). Examinations submitted earlier than the stated deadline will not be reviewed by faculty until after the due date. The student's name should only appear on the first page.

Reading of Exam and Notification

Once the examination is submitted, each will be read by two faculty members assigned by the program area. If these reviewers disagree, then a third faculty member will be consulted. Four scores are possible: High Pass, Pass, Rewrite, and Fail.

Notification of exam results will vary by the timing of the exam and the availability of faculty to grade them. Those taking the exam should learn of results approximately 5-7 weeks after the exam. All students will receive a score and feedback on their exams, even if the exam was evaluated as a Pass or High Pass. Advisers will also be provided with this information.

If you receive a Pass or High Pass: Students whose examinations are given a score of High Pass or Pass are finished with the written examination, and the Graduate School will be notified.

If you receive a Rewrite: Students whose examinations are given a score of Rewrite will have one month to revise their response after receiving written feedback. The review process and scoring for the revision will be the same as that for the original except for the possible scores, which will be Pass or Fail. If the revised response is graded a Fail, the student must write a new proposal and re-take the examination at its next offering.

If you receive a Fail: Students whose examinations are given a score of Fail must write a new proposal and re-take the examination at a subsequent offering. Students who take the written examination twice and receive a score of Fail each time will be removed from the Ph.D. program. This includes students who received a Rewrite, then a Fail, and then another Fail.

Milestone #6: The Special Paper (for CIDE, EPL, ES, and HE Only)

Students in the CIDE, EPL, ES, and HE tracks are required to complete a special paper after the written prelim and in preparation for the oral preliminary examination.

What Is a Special Paper?

This paper is a critical review of the literature in the area of the student's scholarly interest. It is not merely an annotated bibliography but rather is a conceptually organized synthesis of the relevant literature. The special paper typically explores areas for possible dissertation research by locating gaps in knowledge in a particular area of inquiry, or it may serve as an integrative background piece for dissertation research that the student already has in mind. The paper should conclude with a set of research questions that represent potentially fruitful lines of research in the area of inquiry.

How to Prepare the Special Paper

You prepare the special paper under the guidance of your adviser(s). The paper may be thought of as a first cut at the first two chapters of the dissertation, but the student is not required to complete the full thesis proposal/prospectus before the oral preliminary examination. The special paper serves as a point of departure for questions at the oral preliminary examination in that it represents the student's area of expertise and research interest.

The special paper is normally between 30 and 50 pages in length and, in some programs, it is structured into two chapters that are similar to the first two chapters of the dissertation. The paper must be distributed to the oral preliminary examination committee at least two weeks before the examination.

Milestone #7: Oral Preliminary Examination

The oral preliminary exam is the second of two required preliminary exams that must be successfully completed before a student can be admitted into candidacy. The preliminary oral is a general knowledge examination, which includes a discussion of the special paper (if applicable) and is conducted in accordance with Graduate School policy. The examining committee includes a minimum of four members: three inside members and one outside member. A student with a minor must have the minor adviser on the examining committee and at the examination. All assigned members must be present at the preliminary oral examination.

This exam must be taken by the end of the second continuous semester (including the summer session) following the completion of the written preliminary examination, and the Graduate School must authorize the taking of the exam. Individual OLPD program tracks may specify earlier deadlines, and requests for extension beyond the required date must be approved by the adviser and the DGS. Failure to achieve this milestone within this timeline may result in a registration hold being placed on your record until this milestone is met.

Please note that OLPD students may not register for thesis credits (OLPD 8888) until after passing the oral preliminary exam (see Milestone #8).

It is the student's responsibility to schedule the preliminary examination with the committee members at a date and time they agree upon, to reserve a room through the Department office, and to notify the Graduate School of the date at least one week in advance of the examination by filing the [online Doctoral Preliminary Oral Examination Scheduling Form](#).

In order for the oral preliminary exam to be authorized, the Graduate School requires the following items to be accomplished:

- You must hold active student status in the Graduate School at the time of the examination.
- Your Graduate Degree Plan form must have been approved by the Graduate School. Note: Minors must be declared and approved prior to the preliminary oral examination.
- You must have taken and passed the Preliminary Written Examination, and the result must have been recorded by the Graduate School.

Once the Graduate School authorizes the examination, a customized Preliminary Oral Examination Form will be generated (this form is not available online). Depending on the timing of your exam date, the Preliminary Oral Examination Form will either be mailed to your committee chair or someone will need to pick up the form prior to the exam and give it to the chair. Unless the Preliminary Oral Examination Form has been generated and given to the committee chair, the exam is invalid.

The committee chair will run the oral preliminary exam meeting itself and work with the student to get the Preliminary Oral Examination Form signed and returned by all members within 24 hours of the examination.

Oral Preliminary Exam Outcomes

The outcome of the examination, with all committee members present and voting, is recorded in one of three ways: Pass, Pass with Reservations, or Fail.

To earn a score of “Pass”, a favorable verdict for passing consists of a 4-0 or a 3-1 vote if it is a four person committee. For a committee of five, a unanimous vote or a vote of 4-1 is needed. Candidates who do not earn committee votes in these proportions fail the examination. If, to achieve the minimum number of votes to reach a verdict of pass, any vote of pass with reservations is included, then the outcome will be recorded as a pass with reservations. However, a vote to pass the student with reservations still constitutes a passing vote.

If a score of “Pass with Reservations” is earned, you will be informed immediately, but the committee is permitted one week in which to convey its reservations to you in writing, informing you of the steps that must be taken to remove these reservations. A copy of this letter will be sent to the Graduate Student Services and Progress (GSSP) Office and should accompany the signed Oral Examination Report Form. When you have satisfied the committee’s reservations, a second letter informing you and the Graduate School that the reservations have been removed and that you may proceed toward the degree is also required. Both letters should be written by the committee chair. The final oral examination may not be scheduled until the Graduate School has received a copy of the letter indicating that the reservations have been removed. If the committee members disagree as to whether the reservations have been satisfactorily removed, the committee chair asks for another vote, the results of which are subject to the same voting proportions as the initial vote. If you are unable to satisfy the committee’s reservations, your doctoral candidacy and graduate student status may be terminated.

If a score of “Fail” is earned, you may be excluded from candidacy for the degree or may be allowed, on unanimous recommendation of the examining committee, to retake the examination, providing the reexamination is conducted by the original preliminary oral examining committee. In no case may the reexamination take place before 10 weeks have passed. No more than one reexamination is allowed.

Frequently Asked Questions

How do I reserve a room and/or equipment (e.g. laptop, Skype cart, etc.) through the department?

Call the OLPD main office at 612-624-1006 to ask for assistance. It is strongly recommended that you reserve a room and/or any equipment needed as soon as you have finalized a meeting date/time. Depending on the time of year, supply and demand can sometimes become an issue.

How long does the Oral Preliminary Exam last?

Actual exam times can vary, but it is recommended that students block off two hours for the exam.

Do all of my members need to be in attendance at the preliminary oral exam?

Yes, although one member may participate remotely so long as the committee chair allows it. Having members participate remotely is discouraged in the department, but we understand that it is sometimes necessary. Be aware that if technical difficulties arise that prevent the remote committee member from participating, the exam must be suspended immediately until such time as the remote member can participate or the exam itself is rescheduled for another date/time.

One of my committee members participated remotely. How do I get their signature on the Preliminary Oral Examination Form?

All signatures on the Preliminary Oral Examination form should be originals, but the Graduate School does allow one of the signatures to be a scanned or faxed copy. Substitute signatures made by others are not allowed under any circumstances. You or the committee chair (whatever the chair’s preference) will need to arrange to have a copy of the form faxed or emailed to the remote member. That member then needs to sign the form and then fax or scan it back to whoever is in possession of the original signed form. The signed copy should then be attached to the original form with the other signatures and submitted to the Graduate School.

Do I need to be physically in attendance for the Preliminary Oral Exam (e.g. Skype in)?

Typically it is expected that the student be physically present at the defense. Exceptions can be made only in extreme circumstances, but such exceptions must be approved in advance by the adviser, committee chair, and

DGS. You may be required to have a pre-approved proctor in the room with you during the examination to ensure the academic integrity of the exam. Be aware that if technical difficulties arise that prevent the student or committee from participating, the exam must be suspended immediately until such time as the issue is resolved or the exam itself is rescheduled for another date/time.

I just learned that one of my committee members is unable to participate in the exam due to an unexpected circumstance. What can I do?

The absence of a member results in an invalid examination so this is a very serious matter. Committee substitutions can be made in the case of an emergency, but the Department must be informed in advance of the examination.

Should such a circumstance arise, you should immediately contact your faculty adviser (or the CGS if your adviser is the committee member in question) to discuss any possible options for finding an appropriate substitute faculty member on short notice. If a committee substitution cannot be made on short notice, then the exam will need to be postponed. If a substitute is found, you will need to [revise your preliminary examination committee](#) to reflect the change as soon as possible.

Do I need to bring refreshments?

No refreshments are necessary or expected at oral prelims, prospectus meetings, oral defenses, etc. The focus of these exams should be on your academic work and not food or drinks that might serve as a distraction.

That being said, students often want to bring refreshments, so the Department developed the following guidelines:

- Bringing refreshments is allowed but limited to oral prelims, prospectus meetings and final oral defenses.
- If students choose to provide refreshments, they should not exceed a beverage and one other item (e.g., cookies OR pastries OR any other similar item).
- Coffee and water are typically available in the Department administration office (206 Burton Hall). If using these resources, students should inform the office staff of their intent well before the exam takes place so that beverages can be prepared ahead of time.

Milestone #8: Taking Thesis Credits

All Ph.D. students are required to take 24 semester thesis credits (listed under OLPD 8888—Thesis Credits: Doctoral) as part of their degree program. These 24 credits must be taken over two or more terms.

OLPD students may not enroll for thesis credits until the first available registration period after the successful completion of the preliminary oral exam has been recorded in the Graduate School's record system. If regular registration is not open at that time, you will have to wait until registration opens for the next term before registering for thesis credits.

Frequently Asked Questions

Can thesis credits be taken over more than two terms?

Yes. The only requirement is that they be spread over at least two terms and equate to at least 24 credits upon completion of the program. Although most students choose to divide up thesis credits over two terms, it is not uncommon for some to divide credits up over three or more terms.

Can I take thesis credits during the Summer term?

Yes. Eligible students may take thesis credits during the Summer term. Please note that Summer counts as one term only.

What happens if I have completed 24 thesis credits but I am still not finished with my dissertation?

Students who complete all required thesis credits must abide by the University's continuous enrollment rule every Fall and Spring term. Multiple registration options are available depending on a student's specific needs and circumstances. Please see Chapter 5 for possible registration options or contact the CGS and then consult with your adviser prior to registering should this situation arise.

Can I start taking thesis credits if I pass my oral preliminary exam at the very beginning of the term (when registration for that term is still open)?

If you pass the exam and the Graduate School is able to process the "Preliminary Oral Examination Report" form before noon on the last date to add a class for a given semester (typically the second Monday of the Fall or Spring terms), you may be able to take thesis credits that term as opposed to waiting until the following semester. Completion of the oral exam before this period, however, is strongly recommended as there are multiple steps in the process that may not be completed before the registration period ends for a given semester.

Before pursuing this strategy of taking the exam at the beginning of a new term, you should consult with your adviser well ahead of time as to whether this is a good idea and/or feasible (many faculty do not like participating in oral preliminary exams at the very beginning of the term during the summer months). Upon consultation with your adviser, it is also recommended that you register for something prior to the start of the semester just in case something goes wrong so as not to violate the University's continuous enrollment rule (consult the CGS if you need options). If it turns out that you are unable to take the exam prior to the registration deadline for any reason, you will maintain your active student status. If you do take and pass your oral exam at the beginning of the semester, you can simply swap courses in which you have enrolled to thesis credits provided it is still before the add deadline. Remember, it is your responsibility to be aware of any enrollment requirements that may apply to you when deciding what to register for and for how many credits (e.g., assistantships, citizenship status, etc.).

I passed my oral preliminary exam just after the end of the regular registration period. May I ask for a registration exception to enroll for thesis credits?

No, such requests will be automatically denied.

I am eligible to take thesis credits but have not completed all my required coursework. May I take thesis credits and coursework credits at the same time?

Yes. Students who are eligible to take thesis credits may also take regular coursework credits at the same time.

Milestone #9: Thesis Proposal (Prospectus) Meeting

After completing the preliminary oral examination and developing the formal thesis proposal (often called the prospectus), but prior to beginning the thesis research, you must meet with your adviser(s) and the other members of the thesis committee to discuss the thesis proposal and get approval to proceed.

Students are expected to have this meeting within six (6) months of passing the oral preliminary exam and should check with their adviser in regard to scheduling this meeting. Failure to do so within the prescribed time frame may result in a registration hold being placed on your record until this milestone is met.

The membership of the thesis committee varies by adviser and circumstance. While it is ideal to have all four members of the graduate committee at the proposal committee meeting, some program tracks allow a meeting with only the three readers on the graduate committee—the adviser, the outside member, and one other inside committee member. Consult your adviser for direction about how to proceed.

It is the student's responsibility to bring a [Thesis Panel Prospectus Approval Form](#) to the prospectus meeting. At the prospectus meeting, you and the faculty members come to an understanding of what you propose to do for the dissertation research project. The committee members are responsible for reviewing and approving the proposal outlining the content and methods of the study.

The graduate faculty have the responsibility to ensure that the proposed study meets high ethical standards and rigorous conduct of research at the University of Minnesota. For this reason, students must present very specific methods for the conduct of the proposed research. Approval will not be granted until the written prospectus and your presentation indicate that you are prepared to initiate an application to the Human Subjects Committee and, upon approval from this panel, to initiate data collection. The prospectus approval process not only serves to ensure the integrity of research conducted through the University; it also serves as a safeguard for students whose procedures or findings might be called into question in the future.

The committee members evaluate the content and method of the proposal and may authorize the conduct of the study pursuant to the proposal, amend the proposal during the course of the review as a result of suggestions, or reject the proposal. In cases where major revisions to a project are needed after an initial proposal is approved, the committee will need to reconvene to discuss such changes. Approval of the research prospectus indicates faculty support of the proposed research design and methodology. The signed Thesis Panel Prospectus Approval Form should be returned to the OLPD Graduate Studies staff; the form is a Department document and does not go to the Graduate School. After the Department form has been signed, the student needs to establish/re-affirm the membership of the final oral examination committee (see next step).

Frequently Asked Questions

What is expected of me at the prospectus meeting?

The prospectus meeting is where you present your dissertation/thesis problem, research questions, methodology, and methods to your committee. The prospectus as a whole is developed over a period of time. It is an evolutionary process for most people. Consequently, it is never too early to start thinking and working on a potential topic, questions about it, and ways of addressing these questions. Doing so allows you to better select appropriate coursework, particularly courses relevant to research methodology.

You must complete a formal thesis prospectus (proposal) to present at the thesis proposal meeting. You should check with your adviser(s) about any preferred framework for the prospectus. The written prospectus for conducting thesis research typically includes the following, but each track has its particular conventions:

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

You should consult with your adviser(s) about modifications to this framework that may be needed for a specific research context (e.g., a particular research methodology). Certain doctoral courses such as OLPD 8011, OLPD 8015, OLPD 8121, and/or OLPD 8890 may provide guidance on preparing the above components of the thesis proposal. For most students, the prospectus serves as very good draft of Chapters 1-3 of the dissertation.

What is meant by the term “reader” and how do I determine who is and who is not one?

The readers (also called reviewers) will serve on your final dissertation defense committee and often are the faculty members who also attend the prospectus meeting and, in most cases, the oral prelim exam as well. Their role is twofold. They serve to approve your dissertation project via the prospectus meeting as well as to verify that your dissertation is ready for defense via the Reviewers' Report Form, which will be discussed in Milestone #13.

Do I need to bring refreshments?

No refreshments are necessary or expected at oral prelims, prospectus meetings, oral defenses, etc. The focus of these exams should be on your academic work and not food or drinks that might serve as a distraction. That being said, students often want to bring refreshments, so the Department developed the following guidelines:

- Bringing refreshments is allowed but limited to oral prelims, prospectus meetings and final oral defenses.
- If students choose to provide refreshments, they should not exceed a beverage and one other item (e.g., cookies OR pastries OR any other similar item).
- Coffee and water are typically available in the Department administration office (206 Burton Hall). If using these resources, students should inform the office staff of their intent well before the exam takes place so that beverages can be prepared ahead of time.

How do I reserve a room and/or equipment (e.g. laptop, Skype cart, etc.) through the department?

Call the OLPD main office at 612-624-1006 to ask for assistance. It is strongly recommended that you reserve a room and/or any equipment needed as soon as you have finalized a meeting date/time. Depending on the time of year, supply and demand can sometimes become an issue.

Milestone #10: Establish/Re-affirm Your Final Oral Examination Committee

Once the prospectus meeting has been successfully completed, you must establish your [Final Oral Examination Committee via the online form](#) on the Graduate School's website.

This step must be done even if the committee's membership is identical to the preliminary examination committee established earlier. ***The department expects doctoral students to do this within three months of a successful prospectus meeting.*** Failure to do so within this time frame may result in a registration hold being placed on your record until this milestone is met.

As noted earlier, most, if not all, of the final committee membership will be made up of the faculty who participated in your prospectus meeting. If more than one of the individuals selected for the final committee did not attend the prospectus meeting and/or more than one member of the final committee member changes, your adviser may determine that a second prospectus meeting is necessary before you can proceed further.

There must be a minimum of four (4) members on the committee. Of these:

- At least three (3) members must have faculty role status in a major program in OLPD. These individuals are considered to be your "internal" or "inside" members.
- 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, a minor, and/or other units throughout the University. In most instances (see next bullet for the exception), these individuals may be assigned on a committee in either an inside or the outside member slot. 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.
 - At least two of the members must be tenured faculty or on the tenure-track at the University.
- University rules prohibit your adviser from serving as the chairperson on the final committee. This means that at least one of the other members on your committee must have status to chair a doctoral committee.
- A minimum of three committee members (your adviser, the outside member, and one inside member) must be assigned as "reviewers" (sometimes referred to as "readers").

A complete listing of individuals who have faculty role status at the University, whether they are on the tenure-track, and which committee functions they can serve can be found on the [Faculty Role List](#).

Your primary adviser must be an inside committee member regardless of any additional faculty role status s/he may have. 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.

I Know Who My Final Committee Members Are! Now What?

Once all final committee members have been determined, the student petitions that the membership be officially declared [via the online form](#).

- This online form can only be initiated by you via your student log in.
- Once submitted the request is electronically sent to your primary adviser 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 approval, 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.

After obtaining approval of the final committee, the student can [request the Graduation Packet from the Graduate School](#). This packet consists of several items the student will need towards the end of his/her program, including the online Application for Degree Form, the Reviewers Report Form, Survey of Earned Doctorates, copyright information, and degree clearance instructions.

Frequently Asked Questions

I am using all the same people as I had on my preliminary committee. Do I really have to do this?

Yes. The function of your preliminary committee was to oversee your preliminary written and oral examinations. Once those exams were successfully completed, that committee was officially disbanded as their job was finished. A new committee must take its place even if the people on the committee are the same.

Can my outside member count as one of the required tenured/tenure-track members if they have that status?

Yes, they can count as one of the tenured/tenure-track members provided their tenure status is originating from a University of Minnesota department/program.

Can my outside member chair the committee?

Yes, provided they have status to do so for a University of Minnesota doctoral program (in OLPD and/or another major) as noted in the Faculty Role List. This action is not recommended unless no other OLPD faculty on the committee are eligible to serve as chair.

I would like one of the members on my preliminary exam committee to be on my final committee, but s/he no longer appears on the Faculty Role List. Can they serve on my final exam committee?

Maybe. This is a gray area in terms of University policy. Please consult with the CGS on this matter for the most up-to-date information.

I established my final committee, but one of my members has lost their faculty role status since then. Can they still serve?

Generally yes, provided the individual was on your 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 try to switch the individual 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 switching to a new faculty member is preferable. If you wish for the person to remain, ask her/him about it; if yes, then they will 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 four committee members?

Yes, as long as the minimum committee membership requirements described above are met. While having more than four is allowed, be sure it is in your best interest to do so first. Students often find that getting four committee members in the same room at the same time can be difficult, five can be even harder.

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 not common practice in the Department so think carefully before pursuing such an option. Often the non-affiliated member is unaware of University expectations of committee members, which can lead to delays and other potential milestone hazards. Some OLPD students in the past have been delayed in completing their degrees due to issues related to having a non-University member on their committee. Also be aware that there are no reimbursements for these faculty, and it may take several weeks to process a request to add a non-University member.

If you do wish to petition for a non-affiliated faculty member to be on your committee, you should do the following:

- 1) Send an email requesting it, along with a CV of the non-University individual you wish to add, to the CGS.
- 2) Include a short statement indicating why this individual should be on the committee along with an explanation of why no one else at the University has this qualification (try to keep the explanation under a page).
- 3) Include a message of support from your adviser if possible (email is fine). While not required, it may help to strengthen your case.

The CGS will then compile and send the materials to the DGS for consideration. The DGS will then make a written recommendation to the CEHD Associate Dean, and the Associate Dean will make a final decision whether to allow it. The Associate Dean's decision is final.

If the petition is approved, the CGS will then contact you and provide further instructions. The non-University member will be required to be an outside member on the committee even if in your field or discipline.

Please note that requests for members based exclusively on physical proximity to the student will be rejected. There must be a substantive reason, such as the faculty member's unique expertise in your area of interest, to warrant a petition. If a non-University member was previously approved to serve on your preliminary exam committee, that individual may serve on your final examination committee without an additional petition.

There is someone working here at the University that would be perfect for my committee, but they do not have a faculty role status. Can an exception be made so they can be on my committee?

No. Only individuals working at the University who appear on the Graduate School's faulty role list with status to serve on committees may do so.

How do I change a committee member?

It depends on who the committee member(s) 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](#) and return the CGS first. 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 #11: Human Subjects Approval of Conduct of Research (IRB approval)

Once the dissertation project has been approved at the prospectus meeting, you should seek University approval to conduct research before going any further. Any research that employs the use of human subjects on or off campus must be approved by the University's Human Subjects Committee prior to the gathering of data for the dissertation. 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 through 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 by 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 or involves minors and thus may require more deliberation. The "expedited review" involves minimal risk to human subjects but has some potential risk nonetheless. The "exempted review" applies to those research projects that involve very minimal risk and thus is exempt from further IRB review. Many students' dissertation projects qualify for the exempted review, but you should check with your adviser to find out whether your particular study is likely to fall into this category. 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 IRB 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 #12: Dissertation Research/Write Up

Once you have received approval for your project from the IRB, you may begin working on your dissertation project during the approved time period to conduct your study.

It is strongly recommended that students maintain regular contact with their adviser and other students in the program during this time. Most students at this stage in the dissertation are no longer taking coursework and many no longer visit campus on a regular basis. Because of this, it is easy to feel isolated and this may be quite different from one's educational experiences up to this point.

Students conducting their dissertation work still need to register every Fall and Spring semester to maintain their active student status, even if all required coursework and dissertation credits have been taken.

Post-Data Collection

Once you have collected your data and begin doing your write up, you should work out a plan with your adviser(s) for getting feedback on chapter drafts if this has not already been done. In most instances, the expectation is that only the adviser reviews dissertation drafts until s/he believes it is ready to be forwarded to the whole committee for review. However, certain committee members may be asked—or may ask—to read particular chapters where their expertise is sought before the dissertation is completed.

As you get closer to completion and get a better idea of the exact date of the final defense meeting, you should fill out and submit the Application for Degree Form online by the first business day of your anticipated month of graduation (e.g. March 1, or first workday in March if the 1st is on a weekend, for a March graduation).

The online Application for Degree Form can be accessed in the [Graduation Packet](#) if you have already requested it.

Frequently Asked Questions

I have completed all my required coursework and taken all 24 required thesis credits, but I am still not done with my dissertation work. What should I register for to maintain my active student status?

Students who complete all required thesis credits still must abide by the University's continuous enrollment rule every Fall and Spring term. Multiple registration options are available depending on a student's specific needs and circumstances. Please see Chapter 5 of this handbook or contact the CGS to learn about options and then consult with your adviser prior to registering should this situation arise.

Milestone #13: Reviewers' Report

A complete draft of the dissertation must be submitted to all committee members and approved by those designated as readers/reviewers prior to the final oral defense. The judgments of those designated as the readers/reviewers on the committee are recorded on a Reviewers' Report Form that the Graduate School includes in your Graduation Packet. All members MUST be allowed a minimum of two weeks to read the complete written dissertation per University policy.

Each reader/reviewer makes an independent determination about the readiness of the dissertation for final oral defense. In order to proceed to the final oral defense, all of the reviewers must indicate that the thesis is "acceptable for final defense" or is "acceptable with minor revisions." If any reviewer indicates that the thesis is "unacceptable for defense and requires major revisions," the reviewer must inform you in writing of the revisions required. Such revisions must be made prior to the final defense.

The Reviewers' Report Form must be submitted prior to the final defense meeting. The Graduate School will consider the final exam invalid unless this form is submitted to their office prior to the final defense meeting (Milestone #14).

Frequently Asked Questions

My Reviewers' Report Form only lists three of my committee members. Is this a mistake and how do I resolve it? That is not a mistake. When you formed your final committee, you assigned at least three of your members to be reviewers/readers. Only those members assigned as reviewers/readers on your committee are required to sign the form.

If I did not assign a given member to be a reviewer/reader, do I need to give them a copy of my dissertation?

Yes. Although the member may not have been assigned as a reviewer/reader, all members on your committee will have a vote when you defend. As with the rest of the committee, they must be given at least two weeks to read the dissertation paper.

Milestone #14: Final Oral Examination (Final Defense Meeting)

Upon completion of the dissertation, you will defend the project at a formal meeting of the final dissertation committee (which you established earlier). All assigned committee members must be present at the final examination. The absence of any member results in an invalid examination.

To be eligible for the final oral examination, you must meet the following criteria:

- Satisfactorily completed all work listed on the official Degree Program Plan form;
- Passed both the written and oral preliminary examinations;
- Maintained active status (have registered each Fall and Spring);
- Satisfied the thesis credit requirement; and
- Be within the time limit for degree completion (within 8 years from entry into the program)
- The Reviewers' Report Form must be approved by all reviewers/readers and filed in Graduate School before scheduled exam.

It is the student's responsibility to:

- Schedule with the committee members on a suitable date;
- Reserve a room and any needed equipment through the Department office; and
- [Schedule the exam online with the Graduate School](#) at least one week in advance of the examination.

The Graduate School will not release the Final Examination Form to the committee chair until you have scheduled the exam and the GSSP Office has verified that you have met the criteria listed above (that check is trigger when you schedule the exam online). It is your responsibility to provide all committee members with copies of the completed dissertation at least two weeks in advance of the final oral examination.

The examination is a thesis defense although questions and discussion may focus on related areas. The examination consists of three parts:

- A seminar open to the public in which the student presents the thesis research (check with adviser regarding length and format)
- A closed meeting between the candidate and the examining committee during which committee members ask questions of the candidate that may include questions in related areas as well as the thesis
- After excusing the candidate, a vote taken by the committee members on whether the candidate passed the examination

The exam will not exceed two hours. Before commencing the examination, the chair may ask you and any guests to leave the room for a few minutes to give the committee members an opportunity to clarify any issues or ask questions of the chair or adviser about procedures.

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

Your presentation segment of the examination is open to outside guests (e.g., family members, friends, graduate students, and faculty). After the presentation and a period of brief comments or questions from guests, they are excused. The faculty then pose questions to the student pertaining to any aspect of the dissertation.

After questioning is completed, the student is temporarily excused and committee members independently vote once by ballot to "pass" or "fail" the student's defense of the thesis.

- In order to “pass,” three of the committee members must vote “pass.” While the three readers must have read the dissertation and signed the form indicating the dissertation acceptable for defense, the judgment made at the final oral exam relates to the acceptability of the defense of the dissertation by the candidate.
- If the judgment is that the examination was a “pass” but that minor revisions are needed in the dissertation, the committee members sign the final oral defense form. If the written thesis is judged to require substantial revisions, signatures are withheld until appropriate revisions have been made. If the signatures are withheld, the Graduate School must be notified in writing within one week of the examination of the specific revisions required. The letter is constructed by the committee chairperson in consultation with committee members. The student receives a copy of the letter. Upon approval of the final written thesis, committee members sign the form. Please refer to the University of Minnesota Graduate Education Catalog for details about scheduling and reporting results of the final oral examination.

Frequently Asked Questions

Do I need to bring refreshments?

No, refreshments are necessary or expected at oral prelims, prospectus meetings, oral defenses, etc. The focus of these exams should be on the academic purpose only, not things that may serve as a distraction and/or unwelcome financial pressure.

That being said, in response to numerous inquiries from students over the years about bringing in of refreshments, the Department developed the following guidelines:

- Bringing refreshments is allowed, but limited at oral prelims, prospectus meetings and final oral defenses.
- If students choose to provide refreshments, they should not exceed a beverage and one other item (e.g., cookies OR pastries OR any other similar item).
- Coffee and water are typically available in the Department administration office (206 Burton Hall). If using these resources, students should inform the office staff of their intent well before the exam takes place so things can be prepared ahead of time.

How do I reserve a room and/or equipment (e.g. laptop, Skype cart, etc.) through the department?

Call the OLPD main office at 612-624-1006 to ask for assistance. It is strongly recommended that you reserve a room and/or any equipment needed as soon as you have finalized a meeting date/time. Depending on the time of year, supply and demand can sometimes become an issue.

I just learned that one of my committee members is unable to participate in the exam due to an unexpected circumstance that just came up. What can I do?

The absence of a member results in an invalid examination so this is a very serious matter. Committee substitutions can be made in the case of an emergency, but the Department must be informed in advance of the examination.

Should such a circumstance arise, you should immediately contact your faculty adviser (or the CGS if your adviser is the committee member in question) to discuss any possible options for finding an appropriate substitute faculty member on short notice. If a committee substitution cannot be made on short notice, then the exam will need to be postponed. If a substitute is found, you will need to [revise your preliminary examination committee](#) to reflect the change as soon as possible.

Milestone #15: Wrapping Things Up

Once the defense is complete and any required revisions to the dissertation are made and approved by the adviser and/or committee, you are required to submit a copy of your final dissertation and other materials to the GSSP Office and the Onestop Office as appropriate.

[Procedures for what needs to be submitted and how it need to be submitted](#) can be found on the Graduate School's website.

Provided you have applied to graduate by the first workday of the month your submitted your final materials, your degree will be posted at the end of that month.

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, at a minimum, a draft of the thesis has been completed and that the adviser expects you to complete the final oral exam 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 the Graduate School at 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.

Do I need to submit a bound copy of my dissertation to my adviser, committee members, and/or department office?

Officially no, but some faculty members do expect to receive a bound copy of your dissertation if they served on your committee. Check with each of your committee members about their preferences. The department does not require a bound copy of your dissertation be submitted to our office.

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 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 some doctoral 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 doctoral degree must be completed and the degree awarded within eight 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 24 months by submitting a [Request for Extension to the Maximum Time Limit form](#). Please note that this will count as the first time extension regardless of the length of time requested.

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 doctoral candidacy and from the graduate program upon expiration of the time limit.

Under extraordinary circumstances, students may file a second petition for an additional 24 month extension after the first 24 months have 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.

How Do I Make a Registration Exception?

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.

Please note that requests to take thesis credits (OLPD 8888) after passing the oral preliminary exam but after the add date in a given semester will be automatically denied. Also be aware that University policy explicitly prohibits grade basis changes (e.g. switching from A-F to S/N) after the second week of class.

Special Registration Options

Occasionally doctoral 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 doctoral students depending on individual circumstances and needs. [Full details on all the special registration categories below can be found online.](#)

OLPD 8666

OLPD 8666 is a registration option for graduate students who must be registered for a specific number of credits (usually to be in compliance with requirements of the University and/or external agencies such as employment as a graduate assistant, loan deferment, visa requirements, etc.), and for whom neither coursework registration nor the other special registration categories are an option. Regular tuition rates apply, and only students who have not passed their preliminary oral examination may register for OLPD 8666.

OLPD 8444

OLPD 8444 is a one-credit registration option for eligible doctoral students 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 8444. This course is not supposed to be taken with any other courses in a given semester.

An application is required to take OLPD 8444 every semester it is taken. [The application form and instructions can be obtained online.](#) Deadlines to apply are early the previous semester.

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 College only allows doctoral students to take GRAD 999 twice and M.A. 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 non-reported (NR) 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. If the course instructor leaves the University or too much time passes, it may not be possible to update the course grade or the instructor may decide to assign a grade based on the coursework they do have.

If a given course does not have a specific assigned instructor, 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 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.](#)

Please note that OLPD will only consider Express Readmission Graduate School applications (an option listed on the Graduate School website) in cases where a student does not register in a given semester but wishes to regain active status during that same semester. All other readmission applications will go through the regular review process.

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 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 [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 with a description of the editing job and your contact information. Your posting will be sent via the listserv; anyone interested in applying for your job will contact you directly. Note that this is essentially an informal job posting service.

University Workshops

Each fall as part of the new student orientation, the University provides writing workshops - one is designed for native speakers of English and the second for non-native English speakers. Occasionally the workshops are repeated during the academic year. Information can be obtained at [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 & 295L AS/VM). Send an email to clinic@stat.umn.edu to make an appointment.

Office of Research Consultation and Services

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

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

Please be aware that ORCS does not conduct statistical analysis for students nor provide consultation on course-related projects. They will refer you to your adviser for such things. ORCS also offers a referral service for advanced students who are available to provide tutoring in research methodology.

Online Survey Access

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 *OLPD Graduate Student Newsletter* is sent about every two to four weeks. 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 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.