This is the Message From the Dean, Telephone Directory, Welcome to the College, Resources and Facilities, Admissions, and Student Rights and Responsibilities sections of the 1996-1999 University of Minnesota College of Educationand Human Development Bulletin.

The College of Education & Human Development

University of Minnesota

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Although care is taken to ensure the accuracy of the information presented here, there may be unintended errors or changes without notice; please see departmental or University offices for the most current information.

This information is available in alternate formats upon request. Contact the Office of Admission, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-2008).

This bulletin also is available in electronic format and may be accessed at http://www.umn.edu/commpub/ on the World Wide Web.
University of Minnesota Mission Statement

The University of Minnesota, founded in the belief that all people are enriched by understanding, is dedicated to the advancement of learning and the search for truth; to the sharing of this knowledge through education for a diverse community; and to the application of this knowledge to benefit the people of the state, the nation, and the world.

The University’s mission, carried out on multiple campuses and throughout the state, is threefold:

RESEARCH AND DISCOVERY

Generate and preserve knowledge, understanding, and creativity by conducting high-quality research, scholarship, and artistic activity that benefit students, scholars, and communities across the state, the nation, and the world.

TEACHING AND LEARNING

Share that knowledge, understanding, and creativity by providing a broad range of educational programs in a strong and diverse community of learners and teachers, and prepare graduate, professional, and undergraduate students, as well as nondegree-seeking students interested in continuing education and lifelong learning, for active roles in a multiracial and multicultural world.

OUTREACH AND PUBLIC SERVICE

Extend, apply, and exchange knowledge between the University and society by applying scholarly expertise to community problems, by helping organizations and individuals respond to their changing environments, and by making the knowledge and resources created and preserved at the University accessible to the citizens of the state, the nation, and the world.

In all of its activities, the University strives to sustain an open exchange of ideas in an environment that embodies the values of academic freedom, responsibility, integrity, and cooperation; that provides an atmosphere of mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers the individuals within its community.

UNIVERSITY REGENTS

Thomas R. Reagan, Gilbert, Chair
H. Bryan Neel III, Rochester, Vice Chair
Wendell R. Anderson, Wayzata
Julie A. Bleyhl, Madison
William E. Hogan II, Minnetonka
Jean B. Keffeler, Minneapolis
Hyon T. Kim, St. Anthony
Warren C. Larson, Bagley
William R. Peterson, Eagan
Jessica J. Phillips, Morris
Stanley D. Sahlstrom, St. Cloud
Patricia B. Spence, Rice

UNIVERSITY ADMINISTRATORS

Nils Hasselmo, President
JoAnne G. Jackson, Senior Vice President for Finance and Operations
Marvin L. Marshak, Senior Vice President for Academic Affairs
C. Eugene Allen, Provost for Professional Studies
Frank B. Cerra, Provost for the Academic Health Center
W. Phillips Shively, Provost for Arts, Sciences, and Engineering
McKinley Boston, Jr., Vice President for Student Development & Athletics
Mark L. Brenner, Vice President for Research and Dean of the Graduate School
Thomas H. Swain, Acting Vice President for Institutional Relations
Mark B. Rotenberg, General Counsel
Welcome to the College of Education and Human Development! I'm delighted that the Board of Regents approved our request to change our college's name in April 1995 because this new name more accurately represents the scope and impact of our research, teaching, and outreach programs and our deep commitment to a broad range of efforts to improve the well-being of children, youth, families, and communities.

While changes typically signal what's ahead, our new name also reflects the evolution that already has taken place within our walls and within society more generally.

When the College of Education began in 1905, preparing teachers to work in Minnesota's schools and lead an emerging public school system was its primary mission. Nearly as soon as our first courses in pedagogy were established, however, the college also began to focus on improving the learning and healthy development of children, youth, and adults, which is inextricably tied to a broader vision of education.

Our scope has expanded over the years as society's needs have broadened and valuable research capabilities have developed. Today our 6 academic units and more than 20 research and service centers are vigorous, collaborative enterprises. A century after our start as a department of pedagogy, we are one of the country's premier centers of comprehensive activity in education and human development.

As we look toward our second century, the college emphasizes learning and development from infancy through adulthood, in formal and nonformal settings, across a diverse and increasingly global society. Our interdisciplinary research, teaching, and outreach programs have a wide field of focus, from child and youth development to adult education, from school-to-work transitions and employee retraining in the workplace to recreation and exercise science, from prevention of violence and child abuse to the improvement of programs for children, youth, and adults who have special needs. We are a leader in continuing professional development for educational leaders in schools, community agencies, and business. We are at the forefront of school reform efforts and higher education policy issues. And we are a full partner in community problem solving, collaborating with other colleges and campuses of the University, other colleges and universities, and school, government, business, and community leaders to address a host of educational and social challenges that impede learning and healthy development.

We welcome you to join us in these endeavors.

Robert H. Bruininks, dean
# University Directory

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<th><strong>Boytont Health Service</strong></th>
<th><strong>Housing and Residential Life</strong></th>
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<tr>
<td>410 Church Street S.E., Minneapolis</td>
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<td>612/625-8400</td>
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<td>125 Williamson Hall, Minneapolis</td>
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<td>612/625-7535</td>
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<td>107 Coffey Hall, St. Paul</td>
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<tr>
<td>309 Johnston Hall, Minneapolis</td>
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<tr>
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<tbody>
<tr>
<td>316 Johnston Hall, Minneapolis</td>
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<td>612/625-3490</td>
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<th><strong>Registrar, Office of the</strong></th>
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<tr>
<td>150 Williamson Hall, Minneapolis</td>
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<td>612/624-3731</td>
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<th><strong>Scholarships and Financial Aid, Office of</strong></th>
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<tr>
<td>210 Fraser Hall, Minneapolis</td>
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<tr>
<td>612/624-1665 (outside metro area: 800-400-U OF M)</td>
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<tr>
<th><strong>University College Counseling Office</strong></th>
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<td>314 Nolte Center for Continuing Education, Minneapolis</td>
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<td>612/624-2517</td>
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<th><strong>University Information</strong></th>
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<td>612/625-5000</td>
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COLLEGE DIRECTORY

ADMINISTRATIVE OFFICES

OFFICE OF THE DEAN
104 Burton Hall, Minneapolis
612/625-6806

ADMINISTRATIVE BUDGET CENTER (ABC)
103 Burton Hall, Minneapolis
612/624-8348

COMMUNICATIONS OFFICE
115 Burton Hall, Minneapolis
612/624-4874

DEVELOPMENT AND ALUMNI RELATIONS
203b Burton Hall, Minneapolis
612/625-1310

STUDENT & PROFESSIONAL SERVICES (SPS)
110 Wulling Hall, Minneapolis
612/625-6501

Admissions 612/625-6501
Advising 612/625-6501
Career Services 612/625-9884
Common Ground Consortium 612/625-0180
Graduation Requirements 612/625-6501
Multicultural Teacher Development Project 612/625-8059
Recruitment 612/625-6501
Registration 612/625-6501
Student Progress 612/625-6501
Teacher Licensure (M.Ed./initial licensure and M.Ed./in-service programs) 612/625-6501

DEPARTMENTS AND PROGRAMS

AMERICAN SIGN LANGUAGE PROGRAM
245 Peik Hall, Minneapolis
612/626-9392

CURRICULUM AND INSTRUCTION
145 Peik Hall, Minneapolis
Barbara M. Taylor, chair
612/625-6372
Margaret DiBlasio, director of graduate studies
612/625-7818

EDUCATIONAL POLICY AND ADMINISTRATION
330 Wulling Hall, Minneapolis
William Ammentorp, chair
612/624-1006
Ayers Bagley, director of graduate studies
612/624-9060

EDUCATIONAL PSYCHOLOGY
Susan C. Hupp, chair
204 Burton Hall, Minneapolis
612/624-3543
Marie Knowlton, director of graduate studies
612/624-1859

INSTITUTE OF CHILD DEVELOPMENT
180 Child Development Building, Minneapolis
Richard Weinberg, director
612/624-0526
Charles Nelson, director of graduate studies
612/624-3878

KINESIOLOGY AND LEISURE STUDIES
110 Cooke Hall, Minneapolis
Michael Wade, director
612/625-5300
Allen Burton, director of graduate studies
612/625-1531

WORK, COMMUNITY, AND FAMILY EDUCATION
210A Vocational and Technical Education Building, St. Paul
Charles Hopkins, chair
612/625-3757
Gary Leske, director of graduate studies
612/624-2258

ORGANIZATIONS

EDUCATION AND HUMAN DEVELOPMENT ALUMNI SOCIETY
203 Burton Hall, Minneapolis
612/625-1310

ASSOCIATION OF STUDENTS IN EDUCATION AND HUMAN DEVELOPMENT
Student & Professional Services
110 Wulling Hall, Minneapolis
612/625-6501
WELCOME TO THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

The mission of the College of Education and Human Development (CEHD) is to generate knowledge about teaching, learning, and human development and to apply that knowledge to improve education for all individuals. One of the things that sets the college apart from other colleges of education is the breadth, depth, and careful integration of its core disciplines and fields of study. Another is the college’s strong commitment to community outreach as well as intellectual development. This extensive network of community ties facilitates both the transfer of knowledge to practice and the incorporation of community viewpoints into the college’s teaching and research missions.

The college—with 134 faculty and more than 3,000 students—is organized into 6 academic units and more than 20 research and service centers with an emphasis on interdisciplinary, collaborative approaches to addressing critical issues in preschool through postsecondary education, lifelong learning, and human development. Consistently ranked as one of the most productive professional schools of education in the country—public or private—the college is a state, national, and international leader in teaching, research, and outreach. Several of the college’s academic units are ranked in the top five nationally and its graduate programs place the college as one of the University’s leading academic units in conferring graduate degrees.

ACADEMIC DEPARTMENTS

The Department of Curriculum and Instruction prepares teachers and educational leaders by offering B.S., M.A., M.Ed., and Ph.D. degree programs focusing on K-12 education. Specialty areas for the M.A., M.Ed., or Ph.D. degrees may include one or more of the following: art education, curriculum studies, early childhood education, elementary education, English education, instructional systems and technology education, mathematics education, science education, second languages and cultures education, and social studies education. Faculty conduct research and teach instruction, curriculum, and student learning. The department also provides outreach to schools and other educational institutions on issues facing teachers and the broader education community.

The Department of Educational Policy and Administration is a unique combination of related fields. It includes programs in educational administration, higher education, comparative and international development education, and evaluation studies. This range of disciplines gives the department a broad perspective on organizational and administrative issues as well as a unique foundation for research and development. The department offers training for school leaders, postsecondary administrators, international educators, and program evaluators, as well as research and scholarship opportunities for persons interested in either academic positions or policy analysis. The department’s reach extends across international borders through several exchange and cooperative programs, and it is the site for University Council for Educational Administration international programs.

The Department of Educational Psychology ranks among the premier departments of its kind in the country; some of its programs rank in the top five nationally. The department provides a sound knowledge base in applied psychology appropriate to the conduct and study of education, which prepares students to develop and improve programs for children, youth, and adults who have special needs and/or to develop specialties within their role as educational psychologists. Its four programs include counseling and student personnel psychology, psychological foundations of education, school psychology, and special education.

The internationally renowned Institute of Child Development pursues research on the basic psychological processes (sensory, perceptual, biological, cognitive/learning, social, and emotional) that underlie the development of infants, children, and youth and on the applications of that knowledge to improving education and the quality of life. In addition to contributing to knowledge about human development through research and related scholarly activities, the institute promotes the welfare and optimal development of children and youth from all cultural backgrounds within the context of family, school, and community settings. The institute provides extensive outreach to the community and contributes to the advancement of human development as an interdisciplinary, basic, and applied science. The institute prepares undergraduate and graduate students for leadership roles in research and teaching of child psychology and, through joint degree programs, for professional roles in school psychology (with the Department of Educational Psychology) and child clinical psychology (with the Department of Psychology).

The School of Kinesiology and Leisure Studies offers undergraduate, graduate, and certificate programs in both discipline-based and professional areas within the broad study of physical activity, leisure, and movement science. These programs focus on the biological,
developmental, social, and behavioral bases of physical activity, recreation, and human movement through research and training. The faculty conduct research on a range of topics, from better understanding and developing ways to integrate persons with disabilities into a variety of outdoor recreational pursuits to exploring the inherent interactions between humans and machines within the context of human factors, engineering, and ergonomics. The school is home to an internationally recognized program in exercise science and health enhancement in the Laboratory of Physiological Health and Exercise Science, as well as the recently established Center for Research on Girls and Women in Sport, made possible by an endowment from Dr. Dorothy Tucker. This is the only center in the world dedicated specifically to issues related to girls and women in sport and physical activity.

Formerly the Department of Vocational and Technical Education, the Department of Work, Community, and Family Education is ranked among the top departments of its kind in the country. Faculty and staff improve theory and practice and prepare professionals concerned with providing the education and training necessary to enable youth and adults to carry out their responsibilities in the workplace, the community, and the family. Faculty and program emphases are organized into five groups: agricultural education and extension, business and industry education, education for work and community, family education, and human resource development. The department also houses two nationally funded research and outreach centers for technical education and service learning.
CEHD offers students a rich range of academic programs supported by the extensive resources and facilities of one of the largest urban, land-grant, research universities in the country.

**ACADEMIC ADVISING**
Academic advising is a crucial component of the University’s educational mission. Although the approach to advising varies somewhat among the different colleges and departments, these general principles apply:

- Academic advising is available to prospective and currently enrolled students.
- Academic advising addresses students’ needs in coursework, program planning, career options, and developmental issues.
- Faculty, professional advisers, and peers are involved in academic advising.

University academic advisers participate in an Academic Advising Network, a forum for sharing information and expertise across colleges and departments. Students can expect academic advisers at all levels to assist them in designing and implementing a program of study and related activities that will allow them to achieve their educational goals. Advisers expect students to prepare for program planning sessions by giving careful thought to possible course selections, program schedules, and short- and long-term education and career goals, and to come to appointments with pertinent academic records and materials.

**COMPUTING FACILITIES**
CEHD students have access to several instructional computing labs, four computer classrooms, and several smaller computer learning areas for students and faculty. In addition, the University's academic computing department on the Twin Cities campus offers students more than a dozen computing labs, Internet access, a free microcomputer telephone helpline, and other services.

**COUNSELING AND CONSULTING SERVICES**
University Counseling and Consulting Services (UCCS) offers counseling for academic, career, personal, or relationship concerns. UCCS features a variety of services in addition to counseling. The Career Development Center and the Learning and Academic Skills Center offer workshops, courses, and materials for career development or academic skills improvement. The Organizational Development Program offers consultation, assessment, team building, conflict mediation, training, and workshops. UCCS's Measurement Services provides consultation; administers and scores exams, surveys, and research instruments for University faculty; and operates the Minnesota Statewide Testing Program for Minnesota elementary and secondary schools. The Testing Center administers admissions, placement, and national tests, including the Test of English as a Foreign Language (TOEFL). Located in 109 Eddy Hall, UCCS can be reached by calling (612) 624-3323.

**FINANCIAL AID**
Inquiries about general financial assistance should be directed to the Office of Scholarships and Financial Aid, University of Minnesota, 210 Fraser Hall, 106 Pleasant Street S.E., Minneapolis, MN 55455 (612/624-1665). To receive priority consideration for aid beginning in fall quarter, applications should be filed early in the preceding winter quarter. Graduate students should also consult the Graduate School Bulletin for information about assistantships, fellowships, and scholarships. Students interested in advanced graduate study in special education programs should request financial aid information from the special education office, 253 Burton Hall (612/624-2342).

**COLLEGE FINANCIAL AID**
In addition to financial aid opportunities offered by the University, CEHD administers several scholarship programs of its own. Several of the special scholarships administered by the college are listed below. Awards are subject to change or cancellation depending on availability of funds. Details about qualifications and application materials and instructions may be obtained from department offices or SPS (612/625-6501).

**CHILD PSYCHOLOGY**
Center for Research in Learning, Perception, and Cognition—To prepare doctoral students in learning, perception, cognition, and related areas for research careers in cognitive science. Must be U.S. citizen, national, or permanent resident. $10,800 (12 months) plus tuition and fees.

Institute of Child Development—To prepare continuing doctoral students in child psychology for research careers. Must be U.S. citizen, national, or permanent resident. $7,506 (9 months) plus tuition and fees.

**CURRICULUM AND INSTRUCTION**
(Reading/Language Arts Education)
Guy Bond Research Assistantship—To support a new doctoral student in reading education. $12,000 plus tuition for the first two years; departmental teaching assistantship for the third year.
Reading/Language Arts Education Dissertation Fellowship—To support preparation of a publishable paper. $1,000.

Robert Schreiner Reading Fellowship—To support preparation of a publishable paper. $1,000.

Frances Triggs Reading/Language Arts Memorial Fellowship—To help a doctoral candidate complete a dissertation. $2,500.

**EDUCATION**

Ruth Eckert Scholarship—For women doctoral students who have completed the preliminary examination for the Ph.D. Recommendations from the student's major advisor and one other faculty member are required. Variable amount not to exceed $1,000.

Education and Human Development Alumni Society Advanced Study Scholarship—For graduate students with outstanding academic performance and whose faculty recommendations show the student's potential to make significant contributions to the field. $500, subject to availability of funds.

Education and Human Development Alumni Society Larry Wilson Scholarship—For degree-seeking students who have career objectives related to nonschool-based education. Recipients selected based on leadership potential and a strong academic record. $500, subject to availability of funds.

Education and Human Development Student Community Service Award—For students who have performed outstanding volunteer service for nonprofit organizations and groups external to the University. $500.

Epsilon Chapter of Pi Lambda Theta Dissertation Research Grant—For graduate students who have completed the preliminary examination for the doctorate in education. $500, subject to availability of funds.

Home Economists in Business—For a graduate student majoring in home economics education with career goals oriented toward working in a business setting. Applicants must be members of the Minnesota Home Economics Association. $800.

Minnesota Home Economics Association—For students in home economics, preferably members of the Minnesota Home Economics Association. $500.

Minnesota Recreation and Park Foundation Scholarship—For students in recreation, park, and leisure studies. Awards based on scholarship, volunteer work, and extracurricular activities. $750.

J. Anna Norris Award—For graduate or postbaccalaureate women students in a program likely to lead to a career in college teaching or adult education in physical education and/or sport. Variable from $100 to $500 per quarter.

Omicron Nu Research Fellowship—Awarded to doctoral students in family education within the Department of Work, Community, and Family Education. $2,250.

Jason David Schleien Memorial Scholarship Fund—For students in therapeutic recreation, adapted physical education, special education, or areas related to serving students with disabilities. $100 to $1,500.

Twin City Home Economists in Homemaking—Awarded to a graduate student in home economics education or other home economics field. $1,200.

**LIBRARY RESOURCES**

Walter Library, on the east bank campus, houses the education, psychology, and library science collections and is the principal reference resource for CEHD students and faculty. Its research collections, which include comprehensive retrospective journal holdings, monographs, and the complete ERIC microfiche file, are considered excellent in quality and scope. The library's staff provides assistance in basic research methodology and offers individual instruction to graduate students to help them initiate research projects. Computer literature searches are available on a wide range of databases, including ERIC, Psychological Abstracts, PsychINFO, Dissertation Abstracts, SportDiscus, and Medline. A companion facility, the Walter Library Learning Resources Center, maintains collections of audiotapes, videotapes, slides, and CD-ROMs. The Children's Literature Research Collections, also housed in Walter Library, consist of rare books, original manuscripts, and illustrations for children's literature and serve as a unique resource for CEHD students.

LUMINA, the on-line catalog of all books in the University Libraries, provides access to 1.9 million records by author, title, subject, and key word. Each record contains all the bibliographic information for each item as well as where the item is located. LUMINA is accessible from any of the 100 public terminals available throughout the University Libraries as well as from any home or office equipped with a personal computer and modem. Through LUMINA and MINITEX, a statewide library resource sharing agency, University Libraries are consistently the leading supplier of interlibrary loans in the country.
COLLEGE RESOURCES AND FACILITIES

STUDENT & PROFESSIONAL SERVICES
Student & Professional Services (SPS) is CEHD’s centralized admissions and student services office. Staff assist prospective students, applicants, enrolled students, and graduates seeking information about college programs, financial aid, career opportunities, academic planning and advising, and other services. SPS is in 110 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455 (612/625-6501).

CAREER SERVICES
Education and human development fields are among the fastest growing career tracks in the country. Demographic changes expected over the next several decades will cause increased demand for professionals in such fields as early childhood education, special education, English as a Second Language, recreation and leisure studies, child psychology, and human resource development. CEHD graduates work in public school classrooms, higher education institutions, corporate education settings, human service agencies, school and clinical settings, and a broad range of other occupations. SPS can provide career counseling and information as well as referrals to other University career and employment services.

The employment outlook for teachers in the Twin Cities is highly competitive. Students considering teaching as a career are encouraged to investigate employment opportunities in regions of the United States that are experiencing rapid growth, such as the Rocky Mountain region, the Southwest, the far West, and some parts of the South. Prospective students can learn more about the current employment outlook for teachers during information sessions, through individual advising, and from the college’s annual placement report, The Occupational Status Report of Graduates: How Their Careers Began. For more information, contact SPS Career and Professional Services (612/625-9884).

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT ALUMNI SOCIETY
Alumni can benefit from a combined membership in the Education and Human Development Alumni Society and the University of Minnesota Alumni Association (UMAA). With more than 3,300 members, the society conducts a variety of professional and social activities each year for CEHD graduates. Members receive a variety of benefits, including the CEHD news magazine, The Link; the UMAA magazine, Minnesota; Internet access; discounts on theatre and athletic tickets; and library access. For membership information, call (612) 625-1310 or 800-UM ALUMS.

COLLEGEWIDE OR NATIONALLY DESIGNATED CENTERS
In addition to 6 academic departments, CEHD houses more than 20 collegewide and nationally designated research and service centers. The centers integrate the college’s teaching, research, and outreach missions as well as provide a programmatic and financial framework for graduate student research.

The BORN FREE (BUILD OPTIONS, REASSESS NORMS, FREE ROLES, THROUGH EDUCATION AND EMPOWERMENT) CENTER promotes the development and life options of all people through applied research on culture, gender, and careers. The center builds on the success of the original BORN FREE program, created at the University of Minnesota in 1976, which developed training materials and workshops for educators to reduce stereotypes and expand career options for men and women (612/624-5854).

The CENTER FOR APPLIED RESEARCH AND EDUCATIONAL IMPROVEMENT (CAREI), through its ongoing collaboration with University departments and more than 40 school districts, provides incentives and statewide assistance for cooperative school-based research. CAREI’s mission is to create connections between the college and Minnesota’s schools to reform educational practice and improve overall effectiveness, disseminate research results, provide incentives and technical assistance for collaborative school-based research, and address educational issues of state and national importance (612/624-0300).

The CENTER FOR EARLY EDUCATION AND DEVELOPMENT (CEED) links the University’s resources with those who serve children and families. CEED facilitates communication among University colleagues around research and professional issues in early education and development and provides increased training opportunities for practitioners (612/624-5780).

The CENTER FOR ECONOMIC EDUCATION, one of five centers in Minnesota affiliated with the Minnesota Council on Economic Education, assists educators interested in introducing economics curricula and exploring ways to integrate economics into other courses and areas of study. It also sponsors courses to help educators analyze and address economic challenges related to current issues, such as health care policy, the environment, and the economics of gambling (612/624-4917).
The **CENTER FOR EXPERIENTIAL EDUCATION AND SERVICE LEARNING** is dedicated to developing service-oriented citizens and the knowledge base to advance the understanding and practice of youth leadership, service learning, experiential education, and mentoring. Current research and evaluation efforts are focused on K-12 service learning and the national AmeriCorps program (612/625-0208).

The **CENTER FOR 4-H YOUTH DEVELOPMENT**, with its roots in the Minnesota Extension Service, became part of the college in July 1993. It creates supportive environments for culturally diverse youth and adults to reach their fullest potential by providing formal and informal community-focused experiential learning, promoting skill development that benefits youth throughout life, fostering leadership and volunteerism in youth and adults, building partnerships, and strengthening families and communities. Each year the center directly serves nearly 300,000 young people throughout Minnesota (612/625-9700).

The **CENTER FOR RESEARCH ON GIRLS AND WOMEN IN SPORT**, the first center of its kind in the world, explores how sport, recreation, and physical activity affect the lives of girls and women. This interdisciplinary center is equally committed to teaching and mentoring students and to community outreach and service. It focuses on three major research areas: psychosocial aspects, including the impact of mentoring and differences across race and class; developmental aspects, including how play influences creative thinking and how activity affects girls’ sense of competence; and exercise, fitness, and health, including the effect of exercise on pregnant women and the types of activity that effectively reduce heart disease risk factors for women (612/625-7327).

The **CENTER FOR RESEARCH ON INTERPERSONAL RELATIONSHIPS** fosters empirical research and faculty-student collaborations on social interactions. The center’s members include representatives from the University’s professional schools and arts, sciences, engineering, and health sciences departments. The center sponsors research roundtables on a variety of research topics on interpersonal relationships as well as a series of distinguished visiting researchers. The center also offers a freestanding interdisciplinary doctoral minor in interpersonal relationships research (612/624-2396).

The **CENTER ON RESIDENTIAL SERVICES AND COMMUNITY LIVING** focuses on research, training, and technical assistance on successful community living and participation for persons with mental retardation and related conditions. Research findings are used to produce written documents ranging from technical reports for policymakers to resource guides for self-advocates. Training activities include graduate training, state and national working conferences, and training and support for service providers and individuals with disabilities. The center is one of the Rehabilitation Research and Training Centers of the National Institute on Disability and Rehabilitation Research (612/624-6328).

The **CENTRE FOR EDUCATION IN AGRICULTURE AND EXTENSION** engages in education, training, extension services, consulting, and research in broad issues of rural education, both nationally and internationally. The center disseminates information on topics related to agriculture and the environment and the impact of these on development (612/625-2274).

The **CORRECTIONS EDUCATION RESEARCH CENTER** focuses on the study of all forms of correctional education and the practices used in teaching/learning situations in correctional environments that assist inmates with positive readjustments to society. The center operates in cooperation with the Minnesota Department of Corrections and the International Forum for the Study of Education in Penal Systems to maximize research efforts locally, nationally, and internationally (612/625-6234).

The **EARLY CHILDHOOD RESEARCH INSTITUTE ON SUBSTANCE ABUSE** develops and evaluates interventions addressing the developmental needs of young children exposed prenatally to alcohol or other drugs. The institute disseminates interventions and other information to practitioners, administrators, policymakers, and researchers throughout the nation. It operates in collaboration with Juniper Gardens Children’s Project at the University of Kansas and the University Affiliated Program at the University of South Dakota (612/626-9579).

Founded in 1989, the **HUMAN FACTORS RESEARCH LABORATORY (HFRL)** researches human factors and safety issues associated with aircraft and vehicle operations. HFRL emphasizes the simulation of real-world environments to understand operator control of complex systems, especially during stressful phases of performance. HFRL has simulation facilities for driving, flight, and virtual environments (612/624-7521).

The **HUMAN RESOURCE DEVELOPMENT RESEARCH CENTER** promotes, conducts, and disseminates research about the practical problems associated with human performance in organizations. Areas of research include organizational diagnosis, needs assessment, analysis of work behavior, instructional technology, group processes, team building, program evaluation, international human resource development, career development, quality, and productivity (612/624-7481).

The **INSTITUTE ON COMMUNITY INTEGRATION (ICI)** is committed to preventing and reducing the limiting effects of disabilities. ICI applies its resources to improve the quality and community orientation of professional services and social supports available to individuals with disabilities and their families. Its activities are funded largely...
through external grants and contracts from a variety of sources. ICI is a federally designated UNIVERSITY AFFILIATED PROGRAM ON DEVELOPMENTAL DISABILITIES. As such, it is part of a national network of similar programs at major universities and teaching hospitals across the nation. In collaboration with other University Affiliated Programs, as well as Rehabilitation Research and Training Centers and other funded efforts in major universities, ICI seeks to improve services, policies, and attitudes related to persons with disabilities from the local to international levels (612/624-4848).

The LABORATORY OF PHYSIOLOGICAL HYGIENE AND EXERCISE SCIENCE has a more than 50-year history of research and training on the contributions of exercise and diet to functional capacity, human performance, and reducing risk of cardiovascular and other chronic diseases. The laboratory has capabilities for exercise testing and assessment of physical fitness, body composition, dietary habits, and risk factors for cardiovascular disease and diabetes as well as for exercise training on treadmills or cycle ergometers. Services include exercise testing and evaluations of cardiovascular status during exercise of students and faculty referred by Boynton Health Service and worksite fitness programs (612/626-7930).

The MINNESOTA RESEARCH AND DEVELOPMENT CENTER FOR VOCATIONAL EDUCATION (MRDC) improves vocational education through relevant programmatic research and innovative development efforts and by disseminating its results. The MRDC's research efforts create new knowledge and concepts, while its development-oriented activities create and analyze innovative processes, products, and systems (612/624-1214).

The NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION, housed in the Department of Work, Community, and Family Education, conducts research to improve vocational education in the United States so that workers of all ages can learn skills for successful long-term employment (612/624-1214).

The NATIONAL CENTER ON EDUCATIONAL OUTCOMES works with state and federal agencies to identify important, measurable educational outcomes for children and youth from birth to adulthood and conducts research on outcome assessment. The center is unique in that it is the only national center focusing on educational outcomes and assessment for all students, including students with disabilities (612/626-1530).

The NATIONAL INFORMATION CENTER FOR SERVICE LEARNING, housed in the Department of Work, Community, and Family Education, provides information, training, and technical assistance to teachers, young people, youth workers, and others working to involve young people in service to their communities (612/625-6276).

The NATIONAL TRANSITION NETWORK (NTN) provides technical assistance and evaluation services to states implementing statewide systems change projects on the transition from education to employment. Currently 34 states have these projects. The Institute on Community Integration serves as NTN headquarters and coordinates information exchange among the six network collaborators in Arkansas, Colorado, Illinois, Massachusetts, Minnesota, and Vermont (612/624-4848).

The RESEARCH COLLABORATIVE ON SCHOOL REFORM is a planning grant that brings together faculty working on issues related to schools and children to build a multidisciplinary team that can develop multifaceted approaches for school improvement. The collaborative organizes conversations within the University community to develop plans for school reform (612/624-0300).

The SHIRLEY G. MOORE LABORATORY NURSERY SCHOOL provides about 100 2- to 5-year-olds with a developmentally appropriate educational experience in a curriculum based on discovery, guided exploration, and play. The school provides a sound preschool experience for children and model training experiences for teachers of young children at both graduate and undergraduate levels and serves as an active center of child study and research (612/624-7009).

The UNIVERSITY CHILD CARE CENTER (UCCC) uses a "whole-child" educate philosophy that combines high-quality child care services with developmentally appropriate early education. Recently transferred back to the college from the University's central administration, UCCC helps the college integrate service and best practice in the care of young children with teaching and research activities of academic programs in early childhood education and development (612/627-4014).

In addition to the above, CEHD faculty and staff participate in the interdisciplinary, cross-college Center for Research in Learning, Perception, and Cognition; the college also is a primary contributor to the all-University Children, Youth, and Family Consortium, which connects a variety of college and University programs to service providers throughout the region.

DIVERSITY INITIATIVES

CEHD is committed to recruiting, enrolling, and educating a diverse population of students who represent the overall composition of our society. Among the college's diversity initiatives are the Multicultural Teacher Development Project, which provides financial and other support to persons of color completing initial teacher licensure programs, and the Common Ground Consortium, a collaborative effort that brings students from nine Historically Black Colleges and Universities to the University for graduate study in education. The newest initiative is UPLIFT (University Paraprofessional Licensure Initiative for Teaching), an alternative elementary licensure program for educational assistants and paraprofes-
sionals. In addition, the college has an ongoing Committee on Diversity made up of students, faculty, and staff. For more information on college diversity initiatives, contact SPS, 110 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455 (612/625-6501).

INTERNATIONAL EDUCATION INITIATIVES
International education is an excellent way for students to broaden their educational experience. CEHD offers degrees with an international focus in comparative and international development education (Department of Educational Policy and Administration), second languages and cultures education (Department of Curriculum and Instruction), and international vocational education and training (Department of Work, Community, and Family Education). For students in other degree programs, the college offers a minor in international education. Students may also select individual courses with an international focus from many CEHD departments.

CEHD, as well as the University, hosts a large population of international students and scholars and offers a rich environment for international exchange. In addition, students may pursue international research and study through the college’s exchange and linkage programs. For more information about these programs, contact CEHD’s international education coordinator (612/625-6806). More general information about international opportunities is available from the Institute of International Studies and Programs, 102 Nicholson Hall (612/626-9000) or at http://www.isp.acad.umn.edu/ on the World Wide Web.

UNIVERSITY AND CEHD PUBLICATIONS

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT BULLETIN – This biennial bulletin describes CEHD courses, programs, student services, and requirements for certificates, degrees, and endorsements. Information about registration procedures, course changes, and new courses is published quarterly and distributed with student registration materials. For more information, contact SPS, 110 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455 (612/625-6501). Information on the college and its programs may also be found at http://www.coled.umn.edu/ on the World Wide Web.

In addition to this bulletin, separate bulletins are printed for University College, Summer Session, Graduate School, and other University units. These bulletins are available from the Office of Admissions, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-2008).

OTHER PUBLICATIONS
CLASS SCHEDULE – Each quarter this publication lists University day school courses complete with hours, rooms, instructors, prerequisites, registration instructions, tuition and fees, maps, grading definitions, and other pertinent information.

COURSE GUIDE – The Course Guide is a quarterly publication, distributed at the University Bookstores, which provides course information in addition to college bulletins and the Class Schedule.

PROGRAM AND STUDENT INFORMATION – Brochures describing the content of and requirements for CEHD academic programs are available from SPS, which also publishes a periodic newsletter announcing events, professional development seminars, and information about awards and scholarships. Additional information is available at http://www.coled.umn.edu/ on the World Wide Web.
PROGRAMS OF STUDY
PROGRAMS OF STUDY

A professional school focused on both undergraduate and advanced study, CEHD offers programs of study in a wide range of education and human development disciplines. Students can prepare for careers in government, business, and community settings as well as careers in education in either formal or nonformal settings.

BACHELOR OF SCIENCE DEGREE (B.S.)
Undergraduates planning to work in educational and human development settings can transfer to one of many CEHD degree programs. Students can typically apply for transfer after completing one or two years of prerequisite coursework. Check admission requirements for your proposed field of study.

Degree programs are shown in **BOLD** followed by emphases and/or areas of concentration.

AGRICULTURAL EDUCATION
- Agricultural development
- Agricultural education (licensure)
- Natural and managed environmental systems (licensure)

FOUNDATION OF EDUCATION: ELEMENTARY (prelicensure)

INDUSTRIAL EDUCATION
- Industrial education
- General industrial education
- Industrial training
- Vocational-industrial education

KINESIOLOGY

MATHEMATICS (prelicensure)

RECREATION, PARK, AND LEISURE STUDIES

SPORT STUDIES

MASTER OF EDUCATION DEGREE (M.ED.)
The M.Ed. is a professional degree that helps individuals acquire their initial teacher license and allows teachers and other education-related professionals to hone their skills. Emphasis is on applied courses for education professionals, and each program usually culminates with a field-based experience. All M.Ed. programs require a minimum of 45 graduate credits. Students have seven years to complete the degree and should apply for formal admission before completing not more than 40 percent of the total credits for the degree.

There are three types of M.Ed. programs:
- M.Ed./initial licensure programs are for individuals seeking initial teacher licensure.
- M.Ed./in-service (Plan I) programs are for licensed teachers planning to pursue advanced professional study.
- M.Ed./in-service (Plan II) programs are for professional personnel in fields not requiring teacher licensure.

M.ED./INITIAL LICENSURE
These programs provide substantial pre-K through high school classroom experience and emphasize educational foundations, pedagogical systems, and research methodologies.

Degree programs are shown in **BOLD** followed by emphases and/or areas of concentration.

AGRICULTURAL EDUCATION
BUSINESS AND INDUSTRY EDUCATION
Business and marketing education
Industrial education

EARLY CHILDHOOD EDUCATION (pre-K)

FAMILY EDUCATION

PHYSICAL EDUCATION
TEACHING
- Art
- Elementary
- English
- Mathematics
- Science
- Second languages and cultures
- Social studies
- UPLIFT (University Paraprofessional Licensure Initiative for Teaching)

M.ED./IN-SERVICE (PLANS I AND II)
These programs are flexible. In consultation with an advisor, students plan a program of study to meet their needs and interests combining coursework, seminars, internships, workshops, and school-based experiences with a minimum of 45 credits of graduate study at the 5xxx level or above.

Degree programs are shown in **BOLD** followed by emphases and/or areas of concentration.

PLAN I: for licensed teachers

AGRICULTURAL EDUCATION
BUSINESS AND INDUSTRY EDUCATION
Business and marketing education
Industrial education

CURRICULUM AND INSTRUCTION
- Early childhood education
- Elementary education
- Middle/secondary teachers and other educators

DEVELOPMENTAL/ADAPTED PHYSICAL EDUCATION

FAMILY EDUCATION

MUSIC EDUCATION

PHYSICAL EDUCATION
SPECIAL EDUCATION
TEACHER LEADERSHIP
WORK, COMMUNITY, AND FAMILY EDUCATION
Comprehensive work, community, and family education
Vocational education administration
Vocational special needs

PLAN II: for nonlicensed professional personnel or those with vocational licensure

ADULT EDUCATION
AGRICULTURAL EDUCATION
BUSINESS AND INDUSTRY EDUCATION
Business and marketing education
Industrial education
CURRICULUM AND INSTRUCTION
Middle/secondary teachers and other educators
FAMILY EDUCATION
RECREATION, PARK, AND LEISURE STUDIES
WORK, COMMUNITY, AND FAMILY EDUCATION
Extension education
Human resource development
International vocational education and training
YOUTH DEVELOPMENT LEADERSHIP

LICENSURE AND ENDORSEMENT PROGRAMS
Graduate-level coursework is available for teachers seeking licensure or endorsement in athletic coaching, development/adaptive physical education, family life education, kindergarten education, parent education, prekindergarten education, remedial reading, and special education. Program course requirements may be completed as a specific objective or as part of an advanced degree program.

Coursework also is available for those seeking administrative licensure as an elementary or secondary principal, superintendent, or director of special education.

For information about these and other CEHD endorsement programs, contact the licensure specialist in SPS (612/625-8042).

SPECIALIST CERTIFICATE
Two-year programs leading to the certificate of specialist in education are offered through the Graduate School and require completion of a minimum of 90 credits. First-year students must meet regular admission, candidacy, and examination requirements for the M.A. degree and should specify the M.A. as their objective on admissions forms. Students who already have an M.A. should specify the certificate as their objective. Students usually complete M.A. requirements with a major in the field of specialization during the first year of the program. Continuation beyond the M.A. in a specialist program depends on a performance evaluation. For more information, see the Graduate School Bulletin.

SPECIALIST FIELDS OF STUDY
Counseling
Elementary school administration
General curriculum supervision
General educational administration
Mathematics education
School psychological services
Secondary school administration
Special education
Special education administration

MASTER OF ARTS DEGREE (M.A.)
The M.A. emphasizes research and theory culminating in a written thesis or extensive research project. Advanced study leading to the M.A. is available in most education fields. This degree is offered under two plans: Plan A, requiring a thesis, and Plan B, which substitutes additional coursework and special project(s) for the thesis.

An M.A. program ordinarily takes from four to six quarters in residence to complete. After completing 15 credits, and ordinarily not later than the third quarter of registration (the second year for the longer programs), students file an official program for the degree (Plan A or Plan B) with the Graduate School listing all coursework, completed and proposed, that will be offered in fulfillment of degree requirements. The Graduate School does not require foreign language study but departments may determine language requirements for specific major programs. Program requirements are listed in the Graduate School Bulletin.

Degree programs are shown in BOLD followed by emphases and/or areas of concentration.

ART EDUCATION
EDUCATION
Curriculum and instruction
Curriculum studies
English education
Instructional systems and technology
Reading education
Science education
Second languages and cultures education
Social studies education
WORK, COMMUNITY, AND FAMILY EDUCATION
Adult education
Agricultural education
Business and marketing education
Comprehensive work, community, and family education
Extension education
Family education
Human resource development
Industrial education
International vocational education and training
Vocational education administration
Vocational special needs
EDUCATIONAL POLICY AND ADMINISTRATION
- Comparative and international development education
- Educational administration
- Evaluation studies
- Higher education

EDUCATIONAL PSYCHOLOGY
- Counseling and student personnel psychology
- Psychological foundations of education
- School psychology
- Special education

ELMIMARY EDUCATION

KINESIOLOGY

MATHEMATICS EDUCATION

RECREATION, PARK, AND LEISURE STUDIES

DOCTOR OF PHILOSOPHY DEGREE (PH.D.)
The Ph.D. is awarded for high attainment and ability in a special subject field as demonstrated by passing required examinations covering a candidate’s general and special subject fields and preparing and defending a thesis based on original research that makes a significant contribution to the student’s field of study.

Ph.D. candidates must register in the Graduate School for at least seven full-time quarters in approved subjects and thesis research and writing. For specific program requirements, see the Graduate School Bulletin.

Degree programs are shown in **BOLD** followed by emphases and/or areas of concentration.

CHILD PSYCHOLOGY

EDUCATION
- Curriculum and instruction
  - Art education
  - Curriculum studies
  - Instructional systems and technology
  - Literacy education
  - Mathematics education
  - Science education
  - Second languages education
  - Social studies education

Recreation, park, and leisure studies

Work, community, and family education
- Adult education
- Agricultural education
- Business and marketing education
- Comprehensive work, community, and family education
- Extension education
- Family education
- Human resource development
- Industrial education
- International vocational education and training

EDUCATIONAL POLICY AND ADMINISTRATION
- Comparative and international development education
- Educational administration
- Evaluation studies
- Higher education

EDUCATIONAL PSYCHOLOGY
- Counseling and student personnel psychology
- Psychological foundations of education
- School psychology
- Special education

KINESIOLOGY

DOCTOR OF EDUCATION DEGREE (ED.D.)
The University awards the Ed.D., its highest professional degree in educational administration and work, community, and family education, for satisfactory academic preparation and demonstrated competence for professional activity in those fields.

Standards and procedures for admission and expectations for scholastic performance are comparable to those for the Ph.D. A major part of the program must be conducted in full-time residence, including at least one continuous academic year at advanced stages of the program. Rules and procedures for the Ph.D. governing examinations, candidacy, time limits, appointment of committees, and thesis generally apply to the Ed.D.

Degree programs are shown in **BOLD** followed by emphases and/or areas of concentration.

EDUCATIONAL ADMINISTRATION
- Elementary and secondary administration
- Postsecondary administration

WORK, COMMUNITY, AND FAMILY EDUCATION
(same emphases as Ph.D.)
ADMISSIONS
CEHD is committed to recruiting, enrolling, and educating a diverse population of students that represents the overall composition of our society. The college gives equal consideration to students applying from within and outside of the University.

Admission to CEHD is decided on the basis of academic standards and other factors. Students planning to apply to the college should carefully read the requirements for their desired program in the department section of this bulletin. Students must complete prerequisites before being considered for admission. It is strongly recommended that students attend an information group meeting before applying. For more information, contact SPS (110 Wulling Hall, 612/625-6501).

UNDERGRADUATE ADMISSIONS GUIDELINES
Students must present evidence of success in previous academic work. Preference is given to applicants who surpass minimum requirements and have strong program-related experience. Specific admission criteria may be obtained from SPS (110 Wulling Hall, 612/625-6501). While some B.S. programs admit students fall, winter, and spring quarters, other B.S. programs only admit students specific quarters. Contact SPS for application deadlines.

TRANSFERRING INTO CEHD
Some undergraduate programs require one year of prerequisites, while others require two. Check admission requirements for your proposed area in the department section of this bulletin. Students can transfer into CEHD from any other University college as well as from accredited community colleges or four-year colleges and universities.

PROGRAMS REQUIRING ONE YEAR OF PREREQUISITES
Industrial education
Recreation, park, and leisure studies

PROGRAMS REQUIRING TWO YEARS OF PREREQUISITES
Agricultural education*
Foundations of education: elementary (prelicensure)
Kinesiology
Mathematics (prelicensure)

* Agricultural education is the only undergraduate program awarding licensure with the bachelor’s degree.

UNGERGRADUATE ADMISSIONS PROCEDURES
Students transferring to CEHD from other University of Minnesota colleges should apply at Student Relations, 150 Williamson Hall, where they will receive an application for change of college status. Applications may also be submitted to the Office of the Registrar - St. Paul, 130 Coffey Hall. Students applying for foundations of education: elementary or kinesiology and leisure studies management should also complete an SPS application to be returned to 110 Wulling Hall.

Students transferring from other colleges or universities should write for an application for undergraduate admission to the Office of Admissions, University of Minnesota, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 and send an official transcript of their previous college work from each college attended to that office. Students applying for foundations of education: elementary or kinesiology and leisure studies management should also complete an SPS application to be returned to 110 Wulling Hall.

UNDERGRADUATE READMISSION POLICY
Students previously admitted to a CEHD undergraduate program whose day school registration has been discontinued for two or more consecutive years must apply for readmission with SPS. A registration hold is placed on students’ records if two years have lapsed since the last registration. Applicants are considered according to admission criteria in effect at the time of reapplication. Readmitted students must meet graduation requirements in effect at the time of readmission. Readmission may be granted for any quarter, as appropriate to individual program planning.
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<tr>
<td>Agricultural Education</td>
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<td>Current U of M student Personal data form to Dr. Roland Peterson, 325 VoTech Building</td>
<td>October 15</td>
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<td>Not a U of M student Undergraduate application form to 240 Williamson Hall</td>
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<td>Foundations of Education: Elementary</td>
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<td>Industrial Education</td>
<td>Current U of M student Change of College or Status form to 150 Williamson Hall</td>
<td>Current U of M student No supporting materials required</td>
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<td>Kinesiology</td>
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<td>Mathematics</td>
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<td>Current U of M student Résumé, goal statement to Student &amp; Professional Services (SPS), 110 Wulling Hall</td>
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Demand for math teachers is high. Please contact SPS (612/625-6501) if interested.
GRADUATE ADMISSIONS

M.ED. PROGRAMS
Admission criteria for M.Ed./initial licensure and M.Ed./in-service (Plans I and II) programs include a bachelor's degree from an accredited college or university with an appropriate major or specialization and evidence of completed prerequisites for the program desired. Prerequisites for all programs are described in the department section of this bulletin. Prospective M.Ed./initial licensure students are strongly encouraged to attend an information group meeting.

Application materials are available from SPS, 110 Wulling Hall, 86 Pleasant St. S.E., Minneapolis, MN 55455.

To be considered for admission, applicants must submit a completed application; nonrefundable application processing fee; official transcripts in sealed envelopes from all institutions attended; and supporting materials. Graduates of University of Minnesota undergraduate programs need not submit University transcripts. If you are a non-native speaker of English, you may be required to submit OPI and MELAB or TOEFL results (for more information, contact SPS, 612/625-6501); if you are an M.Ed./initial licensure applicant, you must submit evidence of registration for or completion of the Praxis I: Pre-Professional Skills Tests (for more information, contact the Educational Testing Service, 800/772-9476).

The application and all required supporting materials must be submitted in one sealed 9½-by-12½-inch envelope with the applicant's name and desired program clearly indicated on the outside. The application may be hand-delivered or mailed by the program deadline to Student & Professional Services, 110 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455.

All international applicants must submit materials with a $50 nonrefundable application processing fee directly to the University's Office of Admissions, 240 Williamson Hall, 231 Pillsbury Dr. S.E., Minneapolis, MN 55455 (612/625-2008).

The application is subject to department and college approval.

M.A., PH.D., AND ED.D. DEGREE PROGRAMS
These programs are administered by the Graduate School. For information about programs and application materials, contact the director of graduate studies in the department in which the program is offered. Applications should be sent to the Graduate School, University of Minnesota, 309 Johnston Hall, 101 Pleasant Street S.E., Minneapolis, MN 55455.

SPECIALIST CERTIFICATE
For information, consult the Graduate School Bulletin and directors of graduate studies in individual departments.

ADULT SPECIAL STUDENT STATUS
A person with a bachelor's degree who would like to take University courses before formal admission to CEHD or the Graduate School may be admitted as an adult special student to complete prerequisites. CEHD graduates need not apply for admission as adult special students; they need only pick up registration materials at SPS, 110 Wulling Hall, and contact the registration specialist at (612) 625-5815 to change their status to adult special before registering. Graduates of other University colleges should submit an application for change of college status, available from Student Relations, 150 Williamson Hall. All others should obtain an application for adult special admission from SPS and get approval and additional information from that office. Those who have previously been admitted as adult special students and want to enroll in a degree program must apply for admission to the specific program. Note: There is a limit on the number and type of adult special credits that may be transferred to a Graduate School or M.Ed. program.

Admission as an adult special student allows registration in 1xxx, 3xxx, and 5xxx courses in which the student has the appropriate prerequisites or class standing. Courses numbered 8000 to 8999 are not normally available to adult special students. For more information, contact the Graduate School, 309 Johnston Hall.
<table>
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<tr>
<th>M.Ed./ INITIAL LICENSURE PROGRAMS</th>
<th>APPLICATION</th>
<th>SUPPORTING MATERIALS</th>
<th>DEADLINES</th>
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</table>
| Agricultural Education                 | M.Ed. application| • Application processing fee  
                                             • Official transcripts  
                                             • Test scores  
                                             • Summary of work experience  
                                             • Goal statement  
                                             • Two references         | October 1   | Winter quarter    |
| Business and Marketing Education        | M.Ed. application|                                                                                     | February 1  | Spring quarter     |
| Family Education                        | M.Ed. application|                                                                                     | April 1     | Summer Session I   |
| Industrial Education                    | M.Ed. application|                                                                                     | July 1      | Fall quarter       |
| Art Education                           | M.Ed. application| • Application processing fee  
                                             • Official transcripts  
                                             • Test scores  
                                             • Summary of work experience  
                                             • Goal statement  
                                             • Two references         | February 1  | Summer Session I   |
| Elementary Education                    | M.Ed. application|                                                                                     |             |                   |
| English Education                       | M.Ed. application|                                                                                     |             |                   |
| Mathematics Education                   | M.Ed. application|                                                                                     |             |                   |
| Physical Education                      | M.Ed. application|                                                                                     |             |                   |
| Science Education                       | M.Ed. application|                                                                                     |             |                   |
| Social Studies Education                | M.Ed. application|                                                                                     |             |                   |
| Early Childhood Education               | M.Ed. application| • Application processing fee  
                                             • Official transcripts  
                                             • Test scores  
                                             • Summary of work experience  
                                             • Goal statement  
                                             • Two references         | October 1   | Winter quarter    |
|                                        | M.Ed. application|                                                                                     | April 1     | Summer Session I   |
| Second Languages and Cultures Education (including English as a Second Language) | M.Ed. application| • Application processing fee  
                                             • Official transcripts  
                                             • Test scores  
                                             • Summary of work experience  
                                             • Goal statement  
                                             • Two references  
                                             • Documentation of second language proficiency | February 1  | Summer Session I   |
| UPLIFT (University Paraprofessional Licensure Initiative for Teaching) | M.Ed. application| • Application processing fee  
                                             • Official transcripts  
                                             • Test scores  
                                             • Summary of work experience  
                                             • Goal statement  
                                             • Two references  
                                             • Letter of recommendation from the principal of the school at which the applicant is employed | February 1  | Summer Session I   |
<table>
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<tr>
<th>Program</th>
<th>Application</th>
<th>Supporting Materials</th>
<th>Deadlines</th>
<th>Admission</th>
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</thead>
</table>
| Adult Education (WCFE, 612/625-3757)       | M.Ed. application    | - Application processing fee
- Official transcripts
- Résumé (two copies)
- Two reference letters
- Goal statement
- Additional supporting materials may be required. Check with the department offering the program. | October 1    | Winter quarter |
| Agricultural Education (WCFE, 612/625-3757)|                      |                                                                                     | February 1   | Spring quarter |
| Business and Industry Education (WCFE, 612/625-3757)|  |                                                                                     | April 1      | Summer Session I |
| Developmental/Adapted Physical Education  | KLS, 612/625-5300    |                                                                                     | July 1       | Fall quarter   |
| Teacher Leadership (CI, 612/625-6372, EdPA, 612/624-1006) |                      |                                                                                     |              |                |
| Family Education (WCFE, 612/625-3757)      | M.Ed. application    | - Application processing fee
- Official transcripts
- Résumé (two copies)
- Additional supporting materials may be required. Check with the department offering the program. | October 1    | Winter quarter |
| Physical Education (WCFE, 612/625-3757)    |                      |                                                                                     | February 1   | Spring quarter |
| Recreation (KLS, 612/625-5300)             |                      |                                                                                     | April 1      | Summer Session I |
| Special Education (EPSy, 612/624-2342)     |                      |                                                                                     | July 1       | Fall quarter   |
| Work, Community, and Family Education      | M.Ed. application    | - Application processing fee
- Official transcripts
- Résumé (two copies)
- Goal statement
- Additional supporting materials may be required. Check with the department offering the program. | October 1    | Winter quarter |
| Youth Development Leadership (EdPA, 612/624-1006, WCFE, 612/625-3757) | M.Ed. application    | - Application processing fee
- Official transcripts
- Résumé (two copies)
- Two reference letters
- Goal statement
- Additional supporting materials may be required. Check with the department offering the program. | July 1       | Fall quarter   |
|                                                                                     | You may apply to the youth development leadership program and begin coursework any time. You must, however, take core coursework with your cohort. Cohorts form at the beginning of each fall quarter. |              |                |
STUDENT RIGHTS AND RESPONSIBILITIES
UNIVERSITY POLICIES AND PROCEDURES

ACCESS TO STUDENT EDUCATIONAL RECORDS—In accordance with regents' policy on access to student records, information about a student generally may not be released to a third party without the student's permission. (Exceptions under the law include state and federal educational and financial aid institutions.) The policy also permits students to review their educational records and to challenge the contents of those records.

Some student information—name, address, electronic (e-mail) address, telephone number, dates of enrollment and enrollment status (full time, part time, not enrolled, withdrawn and date of withdrawal), college and class, major, adviser, academic awards and honors received, and degrees earned—is considered public or directory information. Students may prevent the release of public information only during their terms of enrollment. To do so, they must notify the records office on their campus.

Students have the right to review their educational records. The regents' policy, including a directory of student records, is available for review at 150 Williamson Hall, Minneapolis, and at records offices on other campuses of the University. Questions may be directed to the Office of the Registrar, 150 Williamson Hall (612/625-5333).

BULLETIN USE—The University of Minnesota will change to a semester-based academic calendar beginning academic year 1999-2000. This bulletin is the last quarter-based bulletin that will be produced for the College of Education and Human Development. It covers academic years 1996-97, 1997-98, and 1998-99. Information about semester-based academic programs will be provided in the fall of 1998 in semester-transition publications.

The information in this bulletin and other University bulletins, publications, or announcements is subject to change without notice. University offices can provide current information about possible changes.

This publication is available in alternative formats upon request. Please contact the Office of Admissions, University of Minnesota, 240 Williamson Hall, 231 Pillsbury Drive S.E., Minneapolis, MN 55455 (612/625-2008; e-mail admissions@tc.umn.edu).

This bulletin also is available in electronic format on the Internet and may be accessed via the World Wide Web.

ENGLISH PROFICIENCY—If English is not your native language, you may be required to take the Test of English as a Foreign Language (TOEFL) or the Michigan English Language Assessment Battery (MELAB). To register for the TOEFL, contact the agency that handles TOEFL registration in your country or write to the Educational Testing Service (Box 899, Princeton, NJ 08540 USA) at least 10 weeks before any scheduled test date. If you are already in the Twin Cities area, you may register for the MELAB with the Minnesota English Center, University of Minnesota, 320 16th Avenue S.E., Minneapolis, MN 55455, or call 612/624-1503. To register for the MELAB outside the Twin Cities area, contact the English Language Institute, Testing and Certification Division, University of Michigan, Ann Arbor, MI 48109 USA, or call 313/764-2416.

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.

In adhering to this policy, the University abides by the Minnesota Human Rights Act, Minnesota Statute Ch. 363; by the Federal Civil Rights Act, 42 U.S.C. 2000e; by the requirements of Title IX of the Education Amendments of 1972; by Sections 503 and 504 of the Rehabilitation Act of 1973; by the Americans With Disabilities Act of 1990; by Executive Order 11246, as amended; by 38 U.S.C. 2012, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended; and by other applicable statutes and regulations relating to equality of opportunity.

Inquiries regarding compliance may be directed to Stephanie Lieberman, Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 419 Morrill Hall, 100 Church Street S.E., Minneapolis, MN 55455 (612/624-9547).

EXTRACURRICULAR EVENTS—No extracurricular events requiring student participation may be scheduled from the beginning of study day to the end of finals week. Exceptions to this policy may be granted by the Senate Committee on Educational Policy. The Senate advises all faculty that any exemption granted pursuant to this policy shall be honored and that students who are unable to complete course requirements during finals week shall be provided an alternative and timely opportunity to do so.

GRIEVANCE POLICY—For information on the University's grievance policy, contact the director of Student Judicial Affairs in the Office of the Vice President for Student Development & Athletics, 16 Morrill Hall, 100 Church Street S.E., Minneapolis, MN 55455 (612/624-6073).
SMOKE-FREE CAMPUS POLICY — Smoking is prohibited in all facilities of the University of Minnesota–Twin Cities campus except for designated private residence hall rooms.

PLANNING TO TRANSFER?
Minnesota’s public colleges and universities are working to make transfer easier. You can help if you PLAN AHEAD, ASK QUESTIONS, and USE PATHWAYS created by transfer agreements.

PREPARING FOR TRANSFER
If you are currently enrolled in a college or university:
• Discuss your plans with the transfer specialist on your campus.
• Call or visit your intended transfer college. You should obtain the following materials and information:
  — college catalog
  — transfer brochure
  — information on admissions criteria and on materials required for admission (e.g., portfolio, transcripts, test scores). Note that some majors have limited enrollments or their own special requirements such as a higher grade point average.
  — information on financial aid (how to apply and by what date)
• After you have reviewed these materials, make an appointment to talk with an adviser/counselor in the college or program you want to enter. Be sure to ask about course transfer and admission criteria.

If you are not currently enrolled in a college or university, you might begin by meeting with a transfer specialist on your campus.

Institutions accept credits from courses and programs like those they offer. They look for similarity in course requirements. The accreditation of both your sending college or program and your receiving institution can affect the transfer of the credits you earn.

• The receiving college or university decides what credits transfer and whether those credits meet its degree requirements. The accreditation of both your sending and your receiving institution can affect the transfer of the credits you earn.

• Institutions accept credits from courses and programs like those they offer. They look for similarity in course
goals, content, and level. "Like" transfers to "like."
• Not everything that transfers will help you graduate.
Baccalaureate degree programs usually count credits in three categories: general education, major/minor courses and prerequisites, and electives. The key question is, "Will your credits fulfill requirements of the degree or program you choose?"
• If you change your career goal or major, you might not be able to complete all degree requirements within the usual number of graduation credits.

**APPLYING FOR TRANSFER ADMISSION**

• Application for admission is always the first step in transferring. Fill out the application as early as you can prior to the deadline. Enclose the application fee.
• Request that official transcripts be sent from every institution you have attended. You might be required to provide a high school transcript or GED test scores as well.
• Recheck to be certain you supplied the college or university with all the necessary paperwork. Most colleges make no decisions until all required documents are in your file.
• If you have heard nothing from your intended college of transfer after one month, call to check on the status of your application.
• After the college notifies you that you have been accepted for admission, your transcripted credits will be evaluated for transfer. A written evaluation should tell you which courses transfer and which do not. How your courses specifically meet degree requirements may not be decided until you arrive for orientation or have chosen a major.
• If you have questions about your evaluation, call the Office of Admissions and ask to speak with a credit evaluator. Ask why judgments were made about specific courses. Many concerns can be cleared up if you understand why decisions were made. If not satisfied, you can appeal. See "Your Rights as a Transfer Student" below.

**YOUR RIGHTS AS A TRANSFER STUDENT**

• A clear, understandable statement of an institution’s transfer policy.
• A fair credit review and an explanation of why credits were or were not accepted.
• A copy of the formal appeals process. Usual appeals steps are: 1) Student fills out an appeals form. Supplemental information you provide to reviewers—a syllabus, course description, or reading list—can help. 2) Department or committee will review. 3) Student receives, in writing, the outcome of the appeal. 4) Student can appeal decision to SPS. 5) At your request, a review of your eligibility for financial aid or scholarships.
• For help with your transfer questions or problems, see your campus transfer specialist.

**COLLEGE POLICIES AND PROCEDURES**

The following policies and procedures apply to students in CEHD undergraduate and M.Ed. programs. Students in other programs (M.A., Ph.D., Ed.D., specialist certificate) should consult the Graduate School and the department in which their program is offered.

**REGISTRATION**

REGISTRATION PROCEDURES—Information on University and college registration is published quarterly in the Class Schedule and the Official Daily Bulletin column in The Minnesota Daily. The Class Schedule is available at University bookstores and other locations on campus. Students are strongly encouraged to register using the computerized Student Access System. This on-line registration system can be accessed via Gopher from terminals on campus and from personal computers. See the Class Schedule for more information. To secure their position in a program and be eligible for financial aid, undergraduates must register in day school courses (rather than extension, independent study, or other types of courses) their first quarter of admission.

CHANGE OF REGISTRATION—Students who need to make program changes may obtain a Course Request Form at the SPS registration desk. All registration changes must be made in person. Students may add or change courses according to the schedule published quarterly in the Class Schedule. Any registration changes may result in different fees and/or refunds; consult the Class Schedule for more information. Students are not permitted to change the grading option for a course after the second week of classes.

PROFESSIONAL COURSES—Professional education courses are reserved for students admitted to CEHD programs. Reserved courses are listed in the quarterly Class Schedule.

STUDENT PROGRESS

S-N GRADING—CEHD strictly limits the use of S-N grading. All major coursework in an undergraduate program must be taken A-F. No more than one-third of the credits for the M.Ed. degree may be taken S-N. See the quar-
terly Class Schedule to determine grading options for each course.

**ACADEMIC PROGRESS**—Student Progress Subcouncil staff members in SPS, 110 Wulling Hall, help undergraduates and M.Ed. students assess their academic status and advise students with respect to their academic progress. M.Ed./initial licensure students must maintain a 2.80 GPA throughout their program. Students not making satisfactory progress may be placed on probation by the Student Progress Subcouncil that, along with faculty from related program areas, reviews students’ performance in major courses, overall academic performance, and professional skills. Students with academic probation holds on their records must see a Student Progress Subcouncil staff member before registering.

**EXAMINATION FOR CREDIT**—Credit for studies completed before admission or outside of class may sometimes be obtained by special examination. Undergraduates who believe they are as well prepared in the subject matter as students successfully completing a particular course should apply to the Student Progress Subcouncil, 110 Wulling Hall, for a special examination. If the application is approved, the department offering the course appoints a special faculty committee to administer the examination. There is a fee for each examination.

**CHANGE IN MAJOR**—CEHD undergraduate and M.Ed. students who wish to change or add a major should apply through SPS.

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**GRADUATION REQUIREMENTS**

**REQUIREMENTS FOR COMPLETING THE BACHELOR OF SCIENCE DEGREE**

Students completing the following requirements and requirements described in the college policies and procedures section of this bulletin graduate from CEHD with a bachelor of science (B.S.) degree.

**AMOUNT AND QUALITY OF WORK**—Completion of a minimum of 186 credits (in some specialized curricula the number of credits is more than 186) with a C (2.00) average, including the specified coursework in public health, is required for graduation. All GPA requirements for student teaching, internships, and graduation are computed using University of Minnesota-Twin Cities coursework only. Contact SPS or the major department for specific requirements for individual majors.

**LIBERAL EDUCATION REQUIREMENTS**—The University of Minnesota believes all its students, regardless of their majors or professional goals, should have a liberal education. Toward this end, CEHD subscribes to an all-University policy stating the objectives of liberal education and describing the minimum liberal education requirements all students must complete.

If liberal education requirements are completed in one college of the University, all other University colleges the student may transfer to will accept the courses as completing liberal education requirements. Courses that satisfy liberal education requirements for diversified core curriculum and designated themes of liberal education are printed in the quarterly Class Schedule.

**RESIDENCE REQUIREMENTS**—A minimum of 45 credits must be earned at the University of Minnesota after admission to CEHD. Thirty of the credits completed while in residence must be earned after reaching senior status (136 credits).

**TRANSFERS**—Once transfer students are admitted to the college, coursework taken at other institutions is subject to approval by the adviser, the Student Progress Subcouncil, and/or a Council on Liberal Education representative.

**DEGREES WITH DISTINCTION**—CEHD graduates receive the B.S. degree upon completion of their undergraduate program. If they qualify, they may earn their degree with distinction.

To graduate with distinction, a minimum GPA of 3.50 is required for all coursework completed at the University of Minnesota-Twin Cities and 3.60 for all coursework completed at the University in the junior and senior years. A minimum of 45 credits must be completed in residence before the final quarter of the senior year. Eligibility for graduation with distinction is computed when the student applies for a degree (see below). The computation is based on grades and credits earned up to the
LIBERAL EDUCATION REQUIREMENTS

Effective for all freshmen with fewer than 39 credits enrolling from fall 1994 to summer session II 1996. Beginning fall 1996, the liberal education requirements apply to all students entering a baccalaureate degree program, regardless of prior credits.

A liberal education introduces you to the modes of inquiry and subject matter of the major branches of knowledge, including the factual information and theoretical or artistic constructs that form their foundations; the “ways of knowing”—the kinds of questions asked and how insight, knowledge, and data are acquired and used; the changes over time of their central ideas or expressive forms; and the interrelationships among them and with human society in general. To these ends, study by all undergraduate students on the Twin Cities campus is guided by a common framework.

THE DIVERSIFIED CORE CURRICULUM

PHYSICAL AND BIOLOGICAL SCIENCES. Comprehension of physical and biological principles; understanding of and ability to use the methods of scientific inquiry—the ways in which scientists investigate physical and biological phenomena; and appreciation of the importance of science and the value of an scientific perspective. Requirement: A minimum of two courses totaling at least 8 credits, including one course with a laboratory or field experience in the physical sciences and one course with a laboratory or field experience in the biological sciences.

HISTORY AND SOCIAL SCIENCES. Knowledge of how historians and social scientists describe and analyze human experiences and behavior; study of the interrelationships among individuals, institutions, structures, events, and ideas; understanding of the roles individuals play in their historical, cultural, social, economic, and political worlds. Requirement: A minimum of three courses totaling at least 12 credits, including one course with historical perspective.

ARTS AND HUMANITIES. Understanding of approaches to the human condition through works of art, literature, and philosophy; knowledge of how artists create and humanistic scholars think; ability to make aesthetic judgments. Requirement: A minimum of three courses totaling at least 12 credits, including courses in two of the following: literature, philosophical perspective, and visual or performing arts.

MATHEMATICS. Acquisition of mathematical modes of thinking; ability to evaluate arguments, detect fallacious reasoning, and evaluate complex reasoning chains; appreciation of the breadth of applications of mathematics and its foundations. Requirement: A minimum of one course totaling at least four credits.

THE DESIGNATED THEMES OF LIBERAL EDUCATION

The designated themes of liberal education offer a dimension to liberal learning that complements the diversified core curriculum. Each of the themes focuses on an issue of compelling importance to the nation and the world, the understanding of which is informed by many disciplines and interdisciplinary fields of knowledge. Requirement: A minimum of six courses (or five courses if one includes an approved practicum), including one course in each of the following:

CULTURAL DIVERSITY. Understanding of the roles gender, ethnicity, and race play in structuring the human experience in and developing the social and cultural fabric of the United States.

INTEGRATED PERCEPTIONS. Comprehension of the ways in which you are part of a rapidly changing global environment dominated by the internationalization of most human endeavors.

ENVIRONMENT. Knowledge of the interaction and interdependence of the biophysical systems of the natural environment and human social and cultural systems.

CITIZENSHIP AND PUBLIC ETHICS. Reflection on and determination of a clearer sense of your present and future civic responsibilities and your obligations to the community.

WRITING SKILLS

The ability to communicate effectively is a hallmark of a liberally educated individual and a key to a successful and satisfying life. To encourage refining of writing skills, the liberal education curriculum includes both writing courses and writing across the curriculum. Requirement: Writing skills requirements are being revised. Until the new requirements are in effect, all students will complete the writing requirement specified by the college awarding their baccalaureate degree.

You may satisfy the liberal education requirements with a number of courses and credits different from those of other students because some courses serve multiple goals in the curriculum; e.g., some courses will satisfy a diversified core requirement and a designated theme requirement, and other courses will satisfy the requirements for each of two themes. Thus, you may satisfy the designated theme requirements with a smaller number of courses than is stated in the requirement. Each quarter, the Class Schedule will publish the requirements and list all courses that satisfy them. In addition, the Class Schedule will list which of these courses are offered that quarter and which are tentatively scheduled for the subsequent quarters during the academic year.

MINNESOTA TRANSFER CURRICULUM

If you complete the Minnesota Transfer Curriculum at any participating Minnesota college or university, you fulfill the University’s Twin Cities campus liberal education requirements. However, you will still need to complete a portion of the writing skills requirements. Contact your college advising office concerning these requirements. For more information on using transfer credits for the liberal education requirements, contact the Office of Admissions (612/625-2008).
final quarter; credits and grades for the final quarter of work required for the degree and any other subsequent work cannot be included in the computation. Students with previously completed degrees are not eligible for graduation with distinction.

APPLYING FOR A DEGREE—Students should apply for a degree at 150 Williamson Hall at least two quarters before they expect to graduate. In addition, students whose major or minor fields are agricultural education, business education, industrial education, kinesiology, marketing education, or recreation, park, and leisure studies must file an adviser-approved program with the Student Progress Subcouncil in SPS.

SCHOOL BALANCE SHEET—An Academic Progress Audit System (APAS) report is mailed to students approximately one quarter after they apply to graduate. It lists required courses completed, total number of credits earned, and any remaining requirements that must be completed before the student may graduate. It is to be used by students and their advisers as a requirements checklist.

REQUIREMENTS FOR COMPLETING THE MASTER OF EDUCATION DEGREE

Students completing the following requirements and requirements described in the college policies and procedures section of this bulletin graduate from CEHD with a master of education (M.Ed.) degree and receive, when appropriate, recommendation for an appropriate Minnesota teaching license.

Following admission to an M.Ed. program, the student and adviser design a proposed program suited to the student’s needs and interests. The proposed program is submitted to a department committee for approval. The approved program, with all necessary documentation, is submitted to the Student Progress Subcouncil, 110 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455.

M.Ed. and licensure requirements vary by program. All students are expected to maintain a minimum overall GPA of 2.80. No more than one-third of a student’s credits may be completed S-N. Students seeking licensure are expected to maintain continuous registration until licensure requirements are completed. All work submitted for the M.Ed. must be completed within seven years before graduation.

With adviser approval, all majors except those in elementary education may include up to 12 graduate-level quarter credits in their programs from an accredited institution other than the University of Minnesota-Twin Cities before or after admission to the program; elementary education majors may only transfer up to 6 credits. No more than 40 percent of the degree coursework may be completed before admission to the program. There is no limit on the number of credits that can be taken through University College (UC), provided they are appropriate to the program and taken at the graduate level. Independent study courses are generally not accepted for the M.Ed.

APAS REPORT—An Academic Progress Audit System (APAS) report is given to students when they enter a program (such as at an orientation session), approximately one quarter before graduation, and/or upon request. The APAS report lists required courses completed, total number of credits earned, and any remaining requirements that must be completed before the student may graduate. It is used by students and their advisers as a requirements checklist.

APPLYING FOR DEGREE—Students should complete a program form (available from their adviser) and an application for degree at least two quarters before their expected date of graduation. Specific program information may be obtained from SPS.

DEGREES OFFERED—Students admitted to a master’s program leading to initial licensure are admitted as M.Ed. students. While completing licensure requirements, students also earn credits toward the M.Ed. degree.

CLINICAL EXPERIENCE—Students in licensure programs participate in clinical experiences by working with experienced local teachers in school settings. Information is available from the specific program areas, which also must approve the experiences and placement.

READMISSION—Because most M.Ed./initial licensure programs admit a cohort of students, it is expected that the program be completed in 12 to 15 months. Should circumstances require a student to withdraw, a new application must be submitted for readmission consideration.

TEACHING LICENSURE

All licensure programs described in this bulletin are approved by the State Board of Teaching and accredited by the National Council for the Accreditation of Teacher Education. Teaching licenses are awarded by the Minnesota State Board of Education, not the University.

SPECIAL REQUIREMENTS—Minnesota state law and a regulation from the State Board of Teaching require that all candidates for teacher licensure complete specific coursework in several areas, including public health and drug education, human relations, and methods of teaching handicapped and gifted students in regular school
settings. These requirements are met through a combination of required and elective coursework. All candidates also are required to pass or meet minimum standards on the Praxis I: Pre-Professional Skills Tests (PPST), which assess basic skills in reading, writing, and mathematics. CEHD students must complete these requirements before being recommended for teacher licensure.

RECOMMENDATION FOR LICENSURE—Recommendation for licensure is based on successful completion of coursework, favorable faculty judgment regarding teaching competence (including successful clinical experience), and meeting minimum standards on state-required examinations.

APPLYING FOR LICENSURE—Students who plan to teach in Minnesota should apply for teacher licensure during the final quarter of their program. Beginning January 1, 1996, Minnesota state law requires all initial licensure applicants to be fingerprinted for national background checks. Applicants must have the fingerprinting completed at a law enforcement agency using the fingerprint card supplied by the Minnesota Department of Children, Families, and Learning. To initiate the licensure process, students should obtain an application from SPS (110 Wulling Hall, 612/625-6501). (Students completing a vocational licensure program should obtain an application and instructions from the Vocational Licensure Department of the Minnesota Department of Children, Families, and Learning [612/296-0680] and submit their application to the state according to the instructions.)

When submitting the completed licensure application from SPS, attach:
- a check or money order for the fee (payable to the Commissioner of Education, State of Minnesota)
- a check or money order for an official transcript (payable to the University of Minnesota)

If applying for an initial license, also attach:
- a completed fingerprint card
- a completed disclosure form
- a cashier's check or money order for the background check fee (payable to the Bureau of Criminal Apprehension)

If the undergraduate degree and/or prerequisite coursework were completed at another institution, also attach copies of those transcripts. The Minnesota Department of Children, Families, and Learning will not process the application without all transcripts. Failure to submit the transcripts will delay receiving the license.

SUBMITTING APPLICATION MATERIALS FOR LICENSURE—Submit the application, checks or money orders, and, if required, supporting materials to Student Relations, 150 Williamson Hall. All other details are handled by the University. When the degree is awarded, qualified graduates are recommended for the appropriate license to teach in Minnesota.

COMPLETING OTHER PROGRAMS OF STUDY

For information on M.A., Ph.D., Ed.D., or specialist certificate requirements, see the Graduate School Bulletin and contact the department in which the program is offered.