Twin Cities Campus
Adult Education M.Ed.
Organizational Leadership, Policy and Development
College of Education and Human Development

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 34
- This program does not require summer semesters for timely completion.
- Degree: Master of Education

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The graduate program in adult education (AdEd), is a specialized academic area of the Work and Human Resource Education (WHRE) program in the Department of Organizational Leadership, Policy, and Development. AdEd graduate programs prepare individuals to work with adults in a variety of roles, such as program developers, teachers, advisers, administrators, and managers in a variety of formal and informal settings, such as educational institutions, business and industry, community agencies, healthcare organizations, continuing and professional education, and adult basic education.

As of Fall 2011, admission to the adult education M.Ed./professional studies degree has been temporarily suspended, while the program examines its current programmatic capacity. There will be no disruption to the adult education courses scheduled, or to the opportunities for progress for students already admitted.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 2.80.

Special Application Requirements:
Applicants should submit a résumé and personal statement (limit two pages) describing career goals and rationale for interest in the M.Ed. program.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.
Program Requirements

Plan C: Plan C requires 24 major credits and 10 credits outside the major. There is no final exam.

This program may not be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 2.80 is required for students to remain in good standing.

Course Group 0

- OLPD 5801 - Survey: Human Resource Development and Adult Education (3.0 cr)
- OLPD 5201 - Strategies for Teaching Adults (3.0 cr)
- OLPD 5202 - Perspectives of Adult Learning and Development (3.0 cr)
- OLPD 5204 - Designing the Adult Education Program (3.0 cr)
- OLPD 5296 - Field Experience in Adult Education (3.0 - 6.0 cr)
- OLPD 5607 - Organization Development (3.0 cr)
- OLPD 5819 - Evaluating and Using Research in Organizations and Education (3.0 cr)

One additional ADED elective for at least 3 credits.

- Take 1 or more course(s) totaling 3 or more credits(s) from the following:

Program Sub-plans

A sub-plan is not required for this program. Students may not complete the program with more than one sub-plan.

Adult Basic and Continuing Education

The M.Ed./professional studies program in adult education prepares individuals to design, implement, and evaluate educational activities for adults.

This graduate-level, practitioner-based program of 34 semester credits includes coursework in adult and continuing education, including a field experience, and in related fields appropriate to the student's interests. In consultation with a faculty adviser, students may include coursework, independent study, and field experiences in their program plans. Up to six credits in field-based projects, problems courses, independent study, and internships may be applied to the program.

Courses at the University of Minnesota are offered at a variety of times, including late afternoons and evenings. Students can also enroll in courses offered during the summer and at off-campus sites.

Students must complete at least 34 credits, including the following courses:

- ADED 5101 - Strategies for Teaching Adults (3 cr)
- ADED 5102 - Perspectives of Adult Learning & Development (3 cr)
- ADED 5103 - Designing the Adult Education Program (3 cr)
- ADED 5196 - Field Experience in Adult Education (3 credits are required and no more than 6 credits may be applied toward the program.)
- ADED elective (3 credits minimum)
- HRD 5301 - Organization Development (3 cr)
- WHRE 5001 - Survey: Human Resource Development and Adult Education (3 cr)
- WHRE 5901 - Using Research in Work and Human Resource Education (3 cr)

M.Ed. candidates in adult education may also add coursework from the following areas to their program:

- Adult learners, including undereducated adults
- Adult education as a field of practice and a profession
- Teaching adults
- Design of educational activities for adults
- Evaluation of educational activities for adults
- Administration or management of agencies, programs, and personnel related to adult education
- Advising and counseling adult learners
- Adult literacy
- Additional teaching licensure in adult literacy from the State of Minnesota
Twin Cities Campus

Adult Education Postbaccalaureate Certificate
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organization Leadership, Policy, and Development, 330 Wulling Hall 3345A, 86 Pleasant Street S.E., Minneapolis, MN 55455 (612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 14
- This program does not require summer semesters for timely completion.
- Courses in this program are taught in Twin Cities and Rochester campuses.
- Degree: Adult Education PBacc Certificate Grad

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The graduate program in adult education (AdEd), is a specialized academic area of the Work and Human Resource Education (WHRE) program in the Department of Organizational Leadership, Policy, and Development. AdEd graduate programs prepare individuals to work with adults in a variety of roles, such as program developers, teachers, advisers, administrators, and managers in a variety of formal and informal settings, such as educational institutions, business and industry, community agencies, healthcare organizations, continuing and professional education, and adult basic education.

Program Delivery
This program is available:
  - via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 2.80 is required for students to remain in good standing.

Certificate coursework completed with undergraduate student status cannot be applied to graduate-level degree programs.
Required Coursework
OLPD 5801 - Survey: Human Resource Development and Adult Education (3.0 cr)
OLPD 5201 - Strategies for Teaching Adults (3.0 cr)
OLPD 5202 - Perspectives of Adult Learning and Development (3.0 cr)
OLPD 5296 - Field Experience in Adult Education (3.0 - 6.0 cr)
or OLPD 5696 - Internship: Human Resource Development (1.0 - 10.0 cr)
OLPD 5607 - Organization Development (3.0 cr)
or Additional OLPD courses to make total credits earned equal 14 credits.

Program Sub-plans
A sub-plan is not required for this program.
Students may not complete the program with more than one sub-plan.

Rochester
Twin Cities Campus
Adult Literacy Postbaccalaureate Certificate
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
The Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455 (612-624-1006; fax: 612-624-3377) Email: olpd@umn.edu Website: http://www.cehd.umn.edu/olpd

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 14
- This program does not require summer semesters for timely completion.
- Degree: Adult Literacy PBacc Certificate

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

Note: This program is not currently accepting applications for admission. Please contact the College of Education and Human Development for more information about the status of this program.

The adult literacy certificate is designed to prepare teachers, administrators, trainers, and counselors in the broad political, social, economic, and theoretical aspects of adult literacy in a global environment.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
Note: The department is currently not accepting any applications for this program.

U.S. bachelor's degree or international equivalent.
Admittance to a University graduate program or eligibility to take courses as a non-degree-seeking graduate student.

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

Curriculum (14 credits total required)
Part 1: Adult Literacy (minimum of 6 credits from modules below)
OLPD 5211 - Introduction to Adult Literacy (1 cr)
OLPD 5212 - Introduction to Adult Literacy in the Workplace (1 cr)
OLPD 5213 - Introduction to Adult Literacy in the Community (1 cr)
or OLPD 5251 - Introduction to Adult Literacy (in lieu of the above three courses) (3 cr)
OLPD 5224 - Formal Assessment of Adult Literacy (1 cr)
OLPD 5225 - Informal Assessment of Adult Literacy (1 cr)
OLPD 5226 - Advanced Assessment of Adult Literacy (1 cr)
or OLPD 5252 - Assessment of Adult Literacy (in lieu of the above three courses) (3 cr)
OLPD 5233 - Methods of Teaching Beginning Adult Literacy (1 cr)
OLPD 5234 - Methods of Teaching Intermediate Adult Literacy (1 cr)
OLPD 5235 - Methods of Teaching Advanced Adult Literacy (1 cr)
or OLPD 5203 - Methods of Teaching Adult Literacy (in lieu of the above three courses) (3 cr)

Part 2: Adult Education (minimum 3 credits)

OLPD 5201 - Strategies for Teaching Adults (3 cr)
OLPD 5202 - Perspectives of Adult Learning and Development (3 cr)

Part 3: Field Experience (minimum 3 credits)

OLPD 5296 - Field Experience in Adult Education (3-6 cr)

Part 4: Electives (minimum 2 credits)

The following courses can be substituted for one adult literacy class and/or be counted as electives
LING 5505 - Introduction to Second Language Acquisition (3 cr)
TESL 5721 - Methods of Teaching ESL (3 cr)
TESL 5723 - Materials for Teaching ESL (3 cr)
TESL 5724 - Introduction to Language Assessment (3 cr)
**Twin Cities Campus**

**Advanced Practices in Second Language Teaching Postbaccalaureate Certificate**

**Curriculum & Instruction**

**College of Education and Human Development**

Link to a list of faculty for this program.

**Contact Information:**
Department of Curriculum and Instruction, 125 Peik Hall, 159 Pillsbury Drive S.E., Minneapolis, MN 55455 (612-625-4006; fax: 612-624-8277)
Email: ciinfo@umn.edu
Website: http://cehd.umn.edu/ci

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 12
- This program requires summer semesters for timely completion.

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The University of Minnesota's Advanced Practices in Second Language Teaching Certificate program is designed for teachers of foreign languages and English as a second/foreign language and is offered by the Department of Curriculum and Instruction in partnership with the Center for Advanced Research on Language Acquisition (CARLA) Summer Institute Program.

Courses are offered on the Twin Cities campus, typically during the last three weeks in July. The certificate may be completed independently or in conjunction with a master of education (M.Ed) degree in second languages and cultures education at the University of Minnesota.

Although the University certificate does not lead to teaching licensure or state certification, it adds value to a preservice or inservice teacher's academic program and professional life. Completion of the advanced practices in second language teaching certificate indicates successful participation in a set of internationally recognized, high-quality summer institutes for language teaching and provides a vehicle for teachers to receive tangible recognition of preparation in advanced language teaching practices and methodologies.

**Program Delivery**

This program is available:
- via classroom (the majority of instruction is face-to-face)

**Prerequisites for Admission**
The preferred undergraduate GPA for admittance to the program is 2.80.

**Special Application Requirements:**
This program is available to graduate-level students only. A completed bachelor's degree is required for admission. Coursework taken before completion of the bachelor's degree cannot be applied to the certificate program. Admission is open to degree-seeking or non-degree-seeking students. Academic advisers are assigned upon admission to the program.

Admission requirements include the following:
- A baccalaureate degree from an accredited U.S. institution or foreign equivalent with a minimum undergraduate GPA of 2.80
- Transcripts from all postsecondary institutions where degrees were earned (unofficial copies are acceptable)
- TOEFL or other scores, if applicable
- Certificate application form

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
IELTS
  - Total Score: 6.5
MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

Required courses
Non-U of M transfer credits are not accepted (other U of M courses may serve as substitutes and are decided on a case-by-case basis with adviser approval).
CI 5621 - Culture as the Core in the Second Language Classroom (2.0 cr)
CI 5622 - Second Language Acquisition Basics for Teachers (2.0 cr)
LGT 5110 - Technology in the Second Language Classroom (2.0 cr)

Students choose three of the following options:
CI 5623 - Improving Language Learning: A Practical Course in Styles- and Strategies-based Instruction (2.0 cr)
or CI 5624 - Content-based Language Instruction and Curriculum Development (2.0 cr)
or CI 5625 - Developing Assessments for the Second Language Classroom (2.0 cr)
or CI 5626 - Developing Learners' Sociocultural Competence (2.0 cr)
Twin Cities Campus
Agricultural Education M.Ed.
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 30
- This program does not require summer semesters for timely completion.
- Degree: Master of Education

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The agricultural education initial licensure program at the University of Minnesota is designed to help students become accomplished professional educators who can help students succeed in the classroom. The program prepares inquiring, analytical, and reflective professional educators who can teach in the classroom and lead in the schools.

Master of education (M.Ed.)/initial licensure programs are for individuals with bachelor's degrees who want to become licensed teachers. These graduate-level programs provide rigorous, professional teacher preparation in accordance with Standards of Effective Practice for Teachers (SEPT) and content standards adopted in fall 1998 by the Minnesota Board of Teaching.

Students enter a 12- to 15-month program integrating educational theory with classroom practice. Working closely with experienced teachers, students observe firsthand the daily rewards and pressures of their profession.

Flexibility is an important advantage of this program. Students may enroll in any semester and are welcomed into the entire agriculture education program, building valuable professional support. A second advantage is that most program credits may be applied toward completion of the M.Ed. degree. Students have seven years to complete their degree, beginning with the first course(s) used in the program, and must maintain a 2.80 minimum overall grade point average (GPA).

This program includes two components: initial licensure and the M.Ed. degree. After successfully completing licensure requirements and appropriate work experience, students are recommended for state licensure to teach agricultural education in grades 5-8 and 7-12. This program may also provide initial preparation for Minnesota State College and Universities (MnSCU) licensure in farm business management education.

Program Delivery
This program is available:
• via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 2.50.

Relevant professional experience or a relevant undergraduate major is also required.

Candidates for both plans must have at least one year of professional experience before the degree is awarded.

Special Application Requirements:
Applicants must also submit a résumé and personal statement describing career goals and rationale for interest in the M.Ed. program (limit two pages).

International applicants must submit score(s) from one of the following tests:
• TOEFL
  - Internet Based - Total Score: 79
Program Requirements

Plan C: Plan C requires 15 major credits and 15 credits outside the major. The final exam is oral.

This program may not be completed with a minor.

Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 2.80 is required for students to remain in good standing.

Program Sub-plans

Students are required to complete one of the following sub-plans.

Students may not complete the program with more than one sub-plan.

License

After successfully completing licensure requirements and appropriate work experience, students are recommended for state licensure to teach agricultural education in grades 5-8 and 7-12. This program may also provide initial preparation for Minnesota State College and Universities (MnSCU) licensure in farm business management education.

1) AFEE 5290 - Seminar: Current Issues in Agricultural Education and Extension (1-3 cr), or
2) AFEE 5280 - Current Issues for the Beginning Agricultural Education Teacher (1-3 cr), or equivalent, chosen in consultation with an adviser
3) WHRE 5901/OLPD 5819 - Using Research in Work and Human Resource Education (3 cr)
4) Minimum of 6 credits in AFEE courses, with at least 2 credits from each of the following three areas: curriculum; methods; and program planning, organization, management
5) 16 credits in agricultural, food, and environmental sciences or related fields of study (A maximum of 12 credits of AFEE 5220 - Special Topics in Agriculture Education and Extension (1-3 cr) may be applied to this requirement.)

Although separate from the M.Ed. program, those seeking additional licensure also need to complete the Foundation of Education Courses listed below:

CI 5452 - Reading in the Content Areas for Initial Licensure Candidates (1 cr)
EDHD 5001 - Learning, Cognition, and Assessment (3 cr)
EDHD 5003 - Developmental and Individual Differences in Educational Contexts (2 cr)
EDHD 5004 - Teaching Students with Special Needs in Inclusive Settings (2 cr)
EDHD 5005 - School and Society (2 cr)
EDHD 5007 - Technology for Teaching and Learning (1.5 cr)
EDHD 5009 - Human Relations: Applied Skills for School and Society (1 cr)
PUBH 6003 - Fundamentals of Alcohol and Drug Abuse for Teacher Education (1 cr)

Professional Studies

This sub-plan is for individuals who are interested in agri-industry training and development, sales and sales management, extension service, or other areas of agriculturally based business.

With guidance from faculty advisers, students choose at least 30 semester credits that may include coursework, independent study, internships, workshops, school-based experiences, and an integrating paper. Students can also enroll in courses offered during the summer and at off-campus school sites.
1) AFEE 5290 - Seminar: Current Issues in Agricultural Education and Extension (1-3 cr), or AFEE 5331 - History, Philosophy, and Systems of Extension (3 cr), or equivalent, chosen in consultation with an adviser
2) AFEE 5995 - Integrating Paper--Master of Education: Agricultural and Extension Education (1-4 cr)
3) WHRE 5901/OLPD 5819 - Using Research in Work and Human Resource Education (3 cr)
4) Minimum of 10 credits selected from the following two areas: methods; and program planning, organization, management
5) 12 credits in agricultural, food, and environmental sciences or related fields of study (A maximum of 8 credits of AFEE 5220 - Special Topics in Agriculture Education and Extension (1-3 cr) may be applied to this requirement.)
Applied Behavior Analysis Postbaccalaureate Certificate

Educational Psychology

College of Education and Human Development

Contact Information:
Department of Educational Psychology, 250 Educational Science Building, 56 East River Road, Minneapolis, MN 55455 (612-624-6083; fax: 612-624-8241)
Email: sped-adm@umn.edu
Website: http://www.cehd.umn.edu/edpsych/Programs/SpecialEd/certificate/ABA.html

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 12
- This program does not require summer semesters for timely completion.
- Degree: Applied Behavior Analysis Certificate

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The certificate program in applied behavior analysis (ABA) prepares teachers and related service personnel from a variety of human services disciplines (e.g., social work, psychology) to design and deliver individualized supports to children and youth with developmental and acquired disabilities.

This 12-credit program provides specialized training in methods of behavioral assessment, intervention, treatment evaluation, and ethical issues in behavior analysis services.

The behavior-analytic model of service delivery is recognized locally and nationally as an effective and accountable system for consumers with developmental and acquired disabilities.

This program offers professional development opportunities for public and private social service agency staff, public and private school personnel, treatment facility personnel, and psychology and education professionals.

Accreditation
This program is accredited by the Behavior Analyst Certification Board (BCAB).

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 2.80.

By the beginning of the program, undergraduate applicants must have earned at least 60 credit hours with a minimum 2.80 GPA. Undergraduate and international students wishing to complete the certificate must be admitted to a degree program at the University of Minnesota Twin Cities campus. Graduate applicants must have a minimum 2.80 GPA in their undergraduate degree and 3.00 in graduate coursework from accredited institutions.

Special Application Requirements:
All applicants must submit the following materials:
- Two letters of recommendation from individuals who can address the applicant's ability to work with populations that could benefit from ABA techniques
- Typed goal statement (no more than one page)
- Completed certificate application
- Transcripts from all postsecondary institutions the student has attended or is currently attending, except the University of Minnesota.

International students must have foreign transcripts evaluated from an accredited reviewer (ECS http://www.ece.org or WES http://wes.org/students/index.asp).
International applicants must submit score(s) from one of the following tests:

- **TOEFL**
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550

- **IELTS**
  - Total Score: 6.5

- **MELAB**
  - Final score: 80

Key to [test abbreviations](#)(TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the [General Information](#) section of the catalog website.

### Program Requirements

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 3.00 is required for students to remain in good standing.

A maximum of three credit hours related to the ABA field and completed at the University of Minnesota Twin Cities campus may be accepted as prior credits. Coursework must be approved by certificate faculty. No coursework from outside the University of Minnesota will be accepted as transfer credits. No course substitutions will be allowed.

All coursework must be completed for the certificate. Students will have a maximum of four years to complete coursework for the certificate. Students must maintain a minimum 3.00 GPA in certificate coursework to remain in the program. A minimum grade of B is required for successful completion of the required practicum course EPSY 5703.

All coursework must be completed prior to the practicum. Before registering for EPSY 5703, candidates must pass a criminal background check. The candidate must pay any background check fees.

### Required Coursework

- **EPSY 5657** - Interventions for Social and Emotional Disabilities (3.0 cr)
- **EPSY 5703** - Practicum in Applied Behavior Analysis (3.0 cr)
- **PSY 4011** - Applied Behavior Analysis (3.0 cr)
- **EPSY 5616** - Behavior Analysis and Classroom Management (3.0 cr)
  - or **EPSY 8707** - Principles of Behavior Analysis and Learning (3.0 cr)
- **EPSY 8708** - Functional Behavior Assessment (3.0 cr)
Twin Cities Campus

Applied Developmental Psychology Postbaccalaureate Certificate

Institute of Child Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Institute of Child Development, 51 East River Parkway, Minneapolis, MN 55455 (612-624-0526; fax: 612-624-6373)
Email: borde021@umn.edu
Website: http://www.cehd.umn.edu/icd/DevPsych.html

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 21
- This program does not require summer semesters for timely completion.
- Degree: Appl Developmental Psychology PBacc Certificate

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The certificate in applied developmental psychology allows graduate students who major or minor in child psychology to study and experience applications of developmental science issues, policies, and problems concerning children and child development at the local, state, and national level. Through the combination of theory and field experience, students learn how to help solve pressing real-life problems and to improve the lives of children. The 21-credit program explores such topics as ethical issues in applied developmental psychology; media and children's programming; nutrition and hunger; accidents and safety issues; children in the judicial system; the design and role of children's museums; and the development of children's toys, games, and recreational activities. Professionals in this field need to develop an in-depth understanding of how public policy affects children's lives, how to make pure research comprehensible and practical without losing its complexity, and how to work in interdisciplinary teams.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Admission is open to graduate students enrolled in a doctoral program at the University. Students in child psychology must consult with the training director(s) and complete a department application form before officially registering for the first seminar.

Students not in child psychology must have successfully completed a four-year undergraduate degree with a preferred 3.00 GPA and equivalent of 12 quarter or 9 semester course credits in psychology, and one statistics course.

Special Application Requirements:
Admission is based primarily on the applicant's academic record, GRE scores, and research experience.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

© 2005 by the Regents of the University of Minnesota
The University of Minnesota is an equal opportunity educator and employer.
Information current as of October 01, 2012
Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

CPSY 8360 Section 7 (2 cr) gives an overview of applied developmental science problems and provides a framework for the second two components of the program. CPSY 8301 (4 cr) and 8302 (4 cr) are the core courses in developmental psychology covering biological, cognitive, and social aspects of development. They are fundamental to understanding the developmental perspective. CPSY 8996 (5 cr) integrates and applies information learned in coursework. The course is individually designed based on each student's prior experience and interests. Students focus on practical and/or public policy applications of developmental research in settings such as the Search Institute, the Minnesota Children's Museum, the guardian ad litem program in the local courts, the Center for 4-H Youth Development, and the National Institute on Media and the Family. This field experience may be taken in one to three semesters or a summer session, but must be at least 5 credits and total 188 hours. A major paper describing the field experience and integrating relevant basic research literature with practical availability taking place in the field setting is expected. Electives (6 cr) may include 5xxx or 8xxx courses approved by the training directors and chosen to complement the student's area of interest.

Course Group 0
CPSY 8360 - Special Topics in Developmental Psychology (1.0 - 3.0 cr)
CPSY 8301 - Developmental Psychology: Cognitive Processes (4.0 cr)
CPSY 8302 - Developmental Psychology: Social and Emotional Processes (4.0 cr)
CPSY 8996 - Directed Field Experiences in Child Psychology (1.0 - 6.0 cr)
Electives (6 cr) may include 5xxx or 8xxx courses approved by the training directors and chosen to complement the student's area of interest.
Twin Cities Campus

Applied Kinesiology M.Ed.
Kinesiology, School of
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
School of Kinesiology, 220 Cooke Hall, 1900 University Avenue S.E., Minneapolis, MN 55455 (612-625-5300; fax: 612-626-7700)
Email: kin@umn.edu
Website: http://cehd.umn.edu/kin

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 30
- This program does not require summer semesters for timely completion.
- Degree: Master of Education

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The master of education (M.Ed.) in applied kinesiology examines human movement, physical performance, and organizational structures of sport, exercise and movement science, sport and recreation management, and physical activities for persons with disabilities. The emphasis in K-12 physical education and teacher licensure prepares future educators to teach physical education and assume leadership roles in K-12 schools.

The program prepares students for advanced study or careers in teaching, coaching, health professions, or sport administration.

This graduate-level, practitioner-oriented program is offered by the School of Kinesiology in the College of Education and Human Development (CEHD).

With guidance from faculty advisers, students choose at least 30 semester credits, which may include coursework, independent study, internships, workshops, and professional, site-based experiences. Four program options are available:
1. Sport and exercise science: general preparation in a variety of areas or in-depth preparation in one area of applied kinesiology
2. Sport management: a primary focus on the management of sport and physical activity settings
3. Developmental adapted physical education (DAPE): prepares students for Minnesota teaching licensure in DAPE for grades preK-12
4. The physical education initial licensure program is designed to help the student become an inquiring, analytical, and reflective professional educator who can teach in various venues of the physical education classroom and who is prepared for leadership roles in the schools.

Note: Candidates for DAPE licensure must hold a current Minnesota teaching license in physical education.

Accreditation
This program is accredited by National Association for Colleges of Teacher Education (NCATE).

Program Delivery
This program is available:
• via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 2.50.

A bachelor degree, preferably in physical education or kinesiology.

Special Application Requirements:
All applicants must submit the following items:
- Official transcripts from all postsecondary institutions the student has attended or is currently attending, except the University of Minnesota. Transcripts must be received from the issuing school in a sealed and stamped envelope, and mailed to CEHD Student Services, 360 Education Sciences Building, 56 East River Road, Minneapolis, MN 55455.
- Any student with a U.S. bachelor’s degree or a comparable foreign degree from an accredited college or university may apply to
CEHD. Official transcripts of all previous post-secondary academic study must be submitted. Transcripts from coursework completed at a university outside of the United States must be evaluated by a professional credential evaluation center.

- Applied kinesiology developmental applied physical education (DAPE) focus area applicants must submit a copy of current K-12 physical education license(s).

All applicants must upload or submit the following items with their online applications:
- A résumé
- A personal statement describing the applicant's career goals and rationale for interest in the M.Ed. program (limit two pages)
- Application fee of $55 (charged when the online application is submitted)

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements

Plan C: Plan C requires 20 major credits and null credits outside the major. There is no final exam.

This program may not be completed with a minor.

Use of 4xxx courses towards program requirements is not permitted.

Program Sub-plans

Students are required to complete one of the following sub-plans. Students may not complete the program with more than one sub-plan.

Developmental and Adaptive Physical Education

The 19-credit additional licensure in DAPE is available only to teachers who are licensed to teach physical education in Minnesota. After completing the DAPE Additional Licensure program, students can easily obtain their M.Ed. in applied kinesiology with an emphasis in developmental/adaptive P.E. by taking several more courses (11 credits). A total of 30 graduate semester credits is required.

Additional Licensure in DAPE

The additional licensure in DAPE is available only to teachers who are licensed to teach physical education in Minnesota. The following is the DAPE additional licensure program of study:

Required Kinesiology Courses (10 credits)
- KIN 5103 - Developmental/Adapted Physical Education (3.0 cr)
- KIN 5104 - Physical Activities for Persons with Disabilities (3.0 cr)
- KIN 5196 - Practicum: Developmental/Adapted Physical Education (1.0 - 4.0 cr)

Required Educational Psychology courses (9 credits)
- EPSY 5613 - Foundations of Special Education I (3.0 cr)
- EPSY 5614 - Foundations of Special Education II (3.0 cr)
- EPSY 5616 - Behavior Analysis and Classroom Management (3.0 cr)

Additional Licensure in DAPE (with DAPE emphasis)

11 credits are required beyond the additional licensure requirements:

30 credits (minimum)
- KIN 4981 - Understanding Kinesiology Research (3.0 cr)
- KIN 5981 - Research Methodology in Kinesiology, Recreation, and Sport (3.0 cr)
- KIN 5995 - Research Problems in Applied Kinesiology (1.0 - 6.0 cr)
4 credits in other kinesiology courses

*As an alternative, students may take one 3-credit kinesiology course and one 2- or 3-credit elective course. Take 4 or more credits(s) from the following:
1 credit in an elective course outside of kinesiology.

*As an alternative, students may take one 3-credit kinesiology course and one 2- or 3-credit elective course. Take 1 or more credits(s) from the following:

Sports Management--Professional Studies
The M.Ed./professional studies program in applied kinesiology examines organizational structures of sport, sport and recreation management, and physical activities for persons with disabilities. The program prepares students for advanced study or careers in sport administration.

This graduate-level, practitioner-oriented program is offered by the School of Kinesiology in the College of Education and Human Development (CEHD).

With guidance from faculty advisers, students choose at least 30 semester credits, which may include coursework, independent study, internships, workshops, and professional site-based experiences.

Required Courses
KIN 5111 - Sports Facilities (3.0 cr)
KIN 5461 - Foundations of Sport Management (3.0 cr)
KIN 5696 - Practicum in Kinesiology (1.0 - 6.0 cr)
KIN 5801 - Legal Aspects of Sport and Recreation (4.0 cr)
KIN 5995 - Research Problems in Applied Kinesiology (1.0 - 6.0 cr)
KIN 5981 - Research Methodology in Kinesiology, Recreation, and Sport (3.0 cr)
or KIN 4981 - Understanding Kinesiology Research (3.0 cr)

Suggested Elective Courses
KIN 5115 - Event Management in Sport (3.0 cr)
KIN 5136 - Psychology of Coaching (3.0 cr)
KIN 5171 - Foundations of Kinesiology (3.0 cr)
KIN 5365 - Health Promotion Program Design and Implementation
KIN 5371 - Sport and Society (3.0 cr)
KIN 5375 - Competitive Sport for Children and Youth (3.0 cr)
KIN 5421 - Sport Finance (3.0 cr)
KIN 5511 - Sport and Gender (3.0 cr)
KIN 5601 - Sport Management Ethics and Policy (3.0 cr)
KIN 5631 - Programming and Promotion in Sport (3.0 cr)
KIN 5720 - Special Topics in Kinesiology (1.0 - 8.0 cr)
KIN 5992 - Readings in Kinesiology (1.0 - 9.0 cr)
ECON 4821 - Public Economics (3.0 cr)
OLPD 5332 - Leadership Development Seminar (3.0 cr)
OLPD 5372 - Youth in Modern Society (3.0 cr)
OLPD 5501 - Principles and Methods of Evaluation (3.0 cr)
OLPD 5701 - U.S. Higher Education (3.0 cr)
OLPD 5615 - Training and Development of Human Resources (3.0 cr)
MGMT 5004 - Negotiations, 2 credits
PA 5101 - Management and Governance of Nonprofit Organizations (3.0 cr)
PA 5111 - Financial Management in Public and Nonprofit Organizations (3.0 cr)
YOST 5031 - International Youthwork (3.0 cr)
YOST 5234 - Youth Agencies, Organizations, and Youth Service System (3.0 cr)

Physical Education Licensure
M.Ed./initial licensure programs are for individuals with bachelor's degrees who want to become licensed teachers. These graduate-level programs provide rigorous, professional teacher preparation in accordance with the Minnesota Standards for Effective Practice for Teachers and the Physical Education Content Standards adopted by the Minnesota Board of Teaching.

Physical education students enter a 12-month program integrating educational theory with classroom practice. This program is offered by the School of Kinesiology at the College of Education and Human Development (CEHD). Three distinct, 10-week teaching experiences create a strong experiential base on which to apply the principles and methods learned in University classes.

An important advantage of this program is its cohort nature. Students are accepted into the program as a single cohort once each year, beginning classes in June and continuing through June, July, or August of the following year (depending on individual course loads throughout the year). Students begin classes together and continue through their course of study as a single group, building a valuable sense of community. Throughout their student teaching, pre-service teachers work closely with experienced teachers, observing...
firsthand the daily rewards and challenges of the profession.

This program includes two components: initial licensure and M.Ed. degree. Students complete foundations, methods, and clinical experience coursework for licensure. After successfully completing licensure requirements, which include an "action-research" project, students are recommended for state licensure to teach physical education to grades K-12. After completing a total of 30 semester credits that can be applied to the M.Ed. degree, students are awarded the M.Ed. degree in applied kinesiology. Students have seven years to complete their degree, beginning with the first course(s) used in the program, and must maintain a 2.80 grade point average (GPA) for M.Ed. courses.

Foundations Courses
Throughout the program, students complete courses in foundations of education, including courses on psychological, sociological, philosophical, and theoretical foundations of education. These courses lay the foundation for developing a breadth and depth of knowledge and skills in the field. Inquiry, analysis, and reflection allows prospective teachers to examine educational issues from multiple perspectives. Students must complete:

EDHD 5001 - Learning, Cognition, and Assessment (3.0 cr)
EDHD 5005 - School and Society (2.0 cr)
EDHD 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)
EDHD 5003 - Developmental and Individual Differences in Educational Contexts (2.0 cr)

or Take 3 or more course(s) from the following:

• CPSY 2301 - Introductory Child Psychology (4.0 cr)
• CPSY 4303 - Adolescent Psychology (3.0 cr)
• KIN 5103 - Developmental/Adapted Physical Education (3.0 cr)
• KIN 5104 - Physical Activities for Persons with Disabilities (3.0 cr)

Summer Session (10 weeks)
The curriculum and pedagogy methods courses focus on developing basic instructional techniques and instructional components and knowledge structures for K-5 and 6-12 physical education. Elements of the technology course, which include the use of heart-rate monitors and specific software programs, are integrated into the pedagogy courses.

* Counts toward M.Ed.
Note: Foundations of education courses may not be applied to the M.Ed. program, but are required for licensure.

EDHD 5007 - Technology for Teaching and Learning (1.5 cr)
KIN 6151 - Theoretical Foundations of Curriculum and Instruction in Physical Education (2.0 cr)
KIN 6521 - Pedagogy I: Elementary Physical Education (4.0 cr)
KIN 6522 - Pedagogy II: Secondary Physical Education (4.0 cr)
PUBH 6003 - Fundamentals of Alcohol and Drug Abuse for Teacher Education (1.0 cr)

Fall Semester
KIN 6596 involves participation in full days of pre-school workshops, nine weeks of half-day student teaching in an urban elementary setting, and Monday seminar. KIN 5152 focuses on how to determine and implement a comprehensive and cohesive K-12 physical education curriculum. Foundations, DAPE, or KIN 5981 classes generally round out the student's individual schedule.

EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
KIN 6596 - Clinical Experience I: Physical Education (4.0 cr)
KIN 5152 - Curriculum Development in Physical Education (2.0 cr)

Spring Semester (through May term to early June)
KIN 6597 involves another 10-week, half-day student teaching experience and Monday seminar. KIN 6598 culminates the three student teaching experience with 10 weeks of full-day student teaching and Monday seminar. The action research project (KIN 5995) is integrated into KIN 6597 and KIN 6598. One or two classes held during the first half of the semester or in the late afternoon or evening may also be taken.

EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
KIN 5995 - Research Problems in Applied Kinesiology (1.0 - 6.0 cr)
KIN 6597 - Clinical Experience II: Physical Education (4.0 cr)
KIN 6598 - Clinical Experience III: Physical Education (6.0 cr)

M.Ed. Completion
The M.Ed. requirement is 30 graduate semester credits (5xxx or higher). At least 20 credits of these must be kinesiology courses, including the following:

Students complete at least 10 semester credits of graduate electives; these credits are generally in the area of DAPE and coaching and must be approved by the faculty adviser.

See course descriptions and course schedules.

KIN 4981 - Understanding Kinesiology Research (3.0 cr)
KIN 5981 - Research Methodology in Kinesiology, Recreation, and Sport (3.0 cr)

Sport and Exercise Science--Professional Studies

Course Group 0
Students pursuing the sport and exercise physiology emphasis must complete at least 30 credits of 5xxx courses. This 30-credit total must include at least 20 credits of KIN-designated courses, including:
KIN 5995 - Research Problems in Applied Kinesiology (1.0 - 6.0 cr)
KIN 4941 - Applied Sport Science (3.0 cr)

**Recommended KIN Elective Courses**

- KIN 4385 - Exercise Physiology (4.0 cr)
- KIN 4641 - Training and Conditioning for Sport (3.0 cr)
- KIN 4741 - Strength and Power Development and Program Design (3.0 cr)
- KIN 4841 - Athletic Performance and Environmental Considerations (3.0 cr)
- KIN 5122 - Applied Exercise Physiology (3.0 cr)
- KIN 5126 - Sport Psychology (3.0 cr)
- KIN 5136 - Psychology of Coaching (3.0 cr)
- KIN 5142 - Applied Sport Nutrition for Athletic Performance (3.0 cr)
- KIN 5371 - Sport and Society (3.0 cr)
- KIN 5375 - Competitive Sport for Children and Youth (3.0 cr)
- KIN 5641 - Scientific Theory and Application of Training and Conditioning in Sport (3.0 cr)
- KIN 5723 - Psychology of Sport Injury (3.0 cr)
- KIN 5725 - Organization and Management of Physical Education and Sport (3.0 cr)
- KIN 5992 - Readings in Kinesiology (1.0 - 9.0 cr)

Elective courses in both the major and the minor or related field will be selected by the student and the adviser, subject to the adviser's approval. These will be selected according to the student's prior academic background and future academic and career goals. Access to graduate-level courses in minor or related fields may be limited by prerequisites and demand.

Up to 10 credits of non-KIN-designated courses may be applied to the 30-credit total. Take at most 10 credits(s) from the following:
Twin Cities Campus
Autism Spectrum Disorders Postbaccalaureate Certificate
Educational Psychology
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Educational Psychology, 250 Educational Science Building, 56 East River Road, Minneapolis, MN 55455 (612-624-6083; fax: 612-624-8241)
Email: sped-adm@umn.edu
Website: http://www.cehd.umn.edu/edpsych/Programs/SpecialEd/certificate/Autism.html

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 14
- This program does not require summer semesters for timely completion.
- Degree: Autism Spectrum Disorder Certificate

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The certificate program in autism spectrum disorders (ASD) is designed to prepare teachers and related service personnel to design and deliver services to children and youth with ASD and their families.

ASD are developmental disorders of neurobiological origin that can affect intellectual functioning, social abilities, and language and communication skills.

This 14-credit program offers specialized training in methods of assessment, intervention, and treatment evaluation. Admission is open to graduate and undergraduate students. This program offers professional development opportunities for autism resource specialists, public and private social service agency staff, personnel at public and private schools, treatment facility personnel, and psychology and education professionals.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 2.80.

By the beginning of the program, undergraduate applicants must have earned at least 60 credit hours with a minimum 2.80 GPA. Undergraduate and international students wishing to complete the certificate must be admitted to a degree program at the University of Minnesota Twin Cities campus. Graduate applicants must have a minimum 2.80 GPA in an undergraduate degree and 3.00 in graduate coursework from accredited institutions.

Special Application Requirements:
All applicants must submit the following materials:
- Two letters of recommendation on letterhead stationery from individuals who can address the applicant's abilities to work in a professional context with this population
- Typed goal statement (no more than one page)
- Completed application
- Transcripts from all postsecondary institutions attended or currently attending, except the University of Minnesota. For students not currently in a University of Minnesota program, transcripts must be received from the issuing school in a sealed and stamped envelope.
- Foreign transcript evaluation (if applicable) from an accredited reviewer (ECS http://www.ece.org/ or WES http://www.wes.org/students/index.asp).

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79

© 2005 by the Regents of the University of Minnesota
The University of Minnesota is an equal opportunity educator and employer.
Information current as of October 01, 2012
Internet Based - Writing Score: 21
- Internet Based - Reading Score: 19
- Paper Based - Total Score: 550

• IELTS
- Total Score: 6.5
• MELAB
- Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

All coursework must be completed for the certificate. Students will have a maximum of four years to do so. Students must maintain a minimum 3.00 GPA in certificate coursework to remain in the program. A minimum grade of B is required for successful completion of the required practicum course EPSY 5703. All coursework must be completed prior to the practicum. Before registering for EPSY 5703, candidates must pass a criminal background check. The candidate must pay any background check fees.

Required Coursework
Students must complete 11 credits of the following coursework.
EPSY 5609 - Family-centered Services (2.0 cr)
EPSY 5616 - Behavior Analysis and Classroom Management (3.0 cr)
EPSY 5661 - Introduction to Autism Spectrum Disorder (3.0 cr)
EPSY 5702 - Practicum in Autism Spectrum Disorder (3.0 cr)

Elective Courses
Students must complete an additional 3 credits by completing one of these listed courses. Other courses may fulfill this requirement with prior approval from the program coordinator.
EPSY 5604 - Transition From School to Work and Community Living for Persons With Special Needs (3.0 cr)
or EPSY 5622 - Programs and Curricula for Learners with Severe Disabilities (3.0 cr)
or EPSY 5636 - Sensory Impairments of Learners With Intellectual Disabilities (2.0 cr)
or EPSY 5656 - Social and Interpersonal Characteristics of Students with Disabilities (3.0 cr)
or SLHS 5606 - Introduction to Augmentative and Alternative Communication (3.0 cr)
Twin Cities Campus

Business and Industry Education M.Ed.
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 30
- This program does not require summer semesters for timely completion.
- Degree: Master of Education

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

Note: This program is no longer accepting new students. Contact the department for more information.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Plan C: Plan C requires 14 to 16 major credits and 14 to 16 credits outside the major. There is no final exam.

This program may not be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 2.80 is required for students to remain in good standing.

Required Coursework
OLPD 5405 - Critical Issues in Business and Industry (3.0 cr)
OLPD 5819 - Evaluating and Using Research in Organizations and Education (3.0 cr)
OLPD 5476 - Field Based Projects in Business and Industry (1.0 - 4.0 cr)
NOTE: 6 credits of other BIE courses must be taken if these requirements have already been completed.
OLPD 5425 [inactive] (3.0 cr)
or OLPD 5475 - Curriculum Development for Business and Marketing Education (3.0 cr)
OLPD 5496 - Occupational Experience in Business and Industry (1.0 - 10.0 cr)
10 credits of 5xxx courses consistent with the student's focus area to be chosen in consultation with an adviser.
Take 10 or more credits(s) from the following:
5-7 credits of electives
Take 5 - 7 credits(s) from the following:

Program Sub-plans
A sub-plan is not required for this program.
Students may not complete the program with more than one sub-plan.
Business and Marketing Education

Industrial Education

Postbaccalaureate B.M.E.

Postbaccalaureate Ind
Twin Cities Campus

Career and Technical Education Postbaccalaureate Certificate
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organization Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1700; fax: 612-624-2231)
Email: opdo@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 12
- This program does not require summer semesters for timely completion.
- Degree: Technical Education PBacc Certificate Grad

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

This certificate is designed for current instructors and those preparing to instruct in technical and community college settings, or individuals seeking a credential for workplace advancement.

Completion of Teacher Education Series (TES) requirements for this certificate program prepares students for state teaching licensure in secondary and postsecondary career and technical education. Licensure is granted by the Minnesota State Colleges and Universities (MnSCU) system and the Minnesota Department of Education (MDE).

Seventy-five percent of the certificate coursework must be completed at the University of Minnesota. Most courses will be offered on the University's Twin Cities campus, but additional courses may be offered elsewhere.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 2.65 is required for students to remain in good standing.

A 12-credit Regents-approved career and technical education certificate is available to non-degree-seeking and degree-seeking students who wish to obtain a credential after completing the Teacher Education Series (TES) and approved electives.

Required courses
Minimum 10 credits
Students must complete four of the five required TES courses, listed below. WHRE 1301 will be required of those participants with no previous pedagogy courses, but can be waived for those with previous pedagogy training or experience.
OLPD 1801 - Introduction to Career and Technical Education Teaching (2.0 cr)
OLPD 5806 - Philosophy and Practice of Career and Technical Education (2.0 cr)
OLPD 5808 - Student and Trainee Assessment (2.0 cr)
OLPD 5829 - Course Development for Business and Industry (2.0 cr)
OLPD 5861 - Instructional Methods for Business and Industry (2.0 cr)

Students are encouraged to consult faculty adviser about appropriate elective course(s) to complete the program's 12-credit requirement. Elective courses must be approved by a faculty adviser.
Twin Cities Campus
Child Psychology M.A.
Institute of Child Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Institute of Child Development, 154 Child Development Building, 51 East River Parkway, Minneapolis, MN 55455 (612-624-0526; fax: 612-624-6373)
Website: http://www.cehd.umn.edu/icd

• Program Type: Master's
• Requirements for this program are current for Fall 2011
• Length of program in credits: 30
• This program does not require summer semesters for timely completion.
• Degree: Master of Arts

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

Note: The Institute of Child Development does not offer admission for a master's degree. Students may choose to complete a master's degree (typically Plan B) during their progress toward the Ph.D. See the Child Psychology Ph.D. for more information.

Program Delivery
This program is available:
• via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
International applicants must submit score(s) from one of the following tests:
• TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
• IELTS
  - Total Score: 6.5
• MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Plan A: Plan A requires 14 major credits, 6 credits outside the major, and 10 thesis credits. The final exam is written and oral.

Plan B: Plan B requires 14 major credits and 6 credits outside the major. The final exam is written. A capstone project is required.
Capstone Project: The Plan B project is written.

This program may be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 3.00 is required for students to remain in good standing.

Plan A requires a minimum of 20 course credits (a minimum of 14 in the major and 6 in the minor/related field) and 10 thesis credits.
Plan B requires 30 course credits, of which 14 credits must be in child psychology and 6 credits in one or more related fields. A project...
equivalent to 120 hours of work is also required.

Program Sub-plans
A sub-plan is not required for this program. Students may not complete the program with more than one sub-plan.

School Psychology
Twin Cities Campus

Child Psychology Minor
Institute of Child Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Child Psychology Program, Institute of Child Development, 154 Child Development Building, 51 East River Parkway, Minneapolis, MN 55455 (612-624-0526; fax: 612-624-6373)
Website: http://www.cehd.umn.edu/icd

- Program Type: Graduate minor related to major
- Requirements for this program are current for Fall 2011
- Length of program in credits (Doctorate): 12
- This program does not require summer semesters for timely completion.

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

Students majoring in other fields may complete a doctoral minor in child psychology. Contact the Institute of Child Development for more information.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

The doctoral minor requires 12 credits in child psychology, to include CPSY 8301 (4 cr), 8302 (4 cr), and 8996 (1-6 cr). Remaining credits can be taken from 4xxx (subject to their own program's approval) or 8xxx courses.
Twin Cities Campus
Child Psychology Ph.D.
Institute of Child Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Institute of Child Development, 154 Child Development Building, 51 East River Parkway, Minneapolis, MN 55455 (612-624-0526; fax: 612-624-6373)
Email: borde021@umn.edu
Website: http://www.cehd.umn.edu/icd

- Program Type: Doctorate
- Requirements for this program are current for Fall 2011
- Length of program in credits: 82
- This program does not require summer semesters for timely completion.
- Degree: Doctor of Philosophy

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The Ph.D. in child psychology focuses primarily on training for research in normal human development, and most students take positions in academic or research settings. The goal of the program is to train all students for careers in research and college teaching in child psychology, and to prepare students in the collaborative program options for careers in applied areas of child psychology as well. General program students may choose to specialize in an area such as cognitive neuroscience, language, learning, personality, memory, perception, psychobiology, or social development. Students interested in applied areas may specialize in developmental psychopathology and clinical science or school psychology.

The developmental psychopathology and clinical science (DPCS) program is a cooperative effort between the Institute of Child Development and the Department of Psychology to train leaders in research and teaching. Training draws on the unique strengths of each program. Students are admitted to the Ph.D. program in child psychology through the Institute of Child Development and to this training program by the agreement of program faculty in both departments.

The school psychology program is a cooperative program of the Institute of Child Development, the Department of Psychology, and the Department of Educational Psychology. Students are admitted jointly to one of the cooperating departments and to the school psychology program. Students must meet the standards and requirements of both the admitting department and the school psychology program.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission

Special Application Requirements:
The equivalent of three semester (or four quarter) courses in psychology and one course in statistics are required.

New students are normally admitted in fall semester. Application deadline is in December of the preceding year. Applicants must submit the departmental applications for graduate work, scores from the General Test of the GRE that are less than five years old, three letters of recommendation from persons familiar with their scholarship and research potential, a complete set of official transcripts, and a clearly written statement of career interests, goals, and objectives. The three letters of recommendation also must be received by the deadline. The TOEFL should be submitted when applicable. For full application instructions see: http://www.cehd.umn.edu/icd/GradInfo/apply.html.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS

© 2005 by the Regents of the University of Minnesota
The University of Minnesota is an equal opportunity educator and employer.
Information current as of October 01, 2012
- Total Score: 6.5
• MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
44 credits are required in the major.
14 credits are required outside the major.
24 thesis credits are required.

This program may be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 3.00 is required for students to remain in good standing.

The Ph.D. degree usually requires five years of graduate work. Major program components include coursework, research activities, and teaching experience. Coursework requirements are specialization specific, but all students are required to take 44 credits in the major, 14 credits in a supporting program, and 24 thesis credits.

Each student specializes in an area such as social and personality development, learning, cognitive development, cognitive neuroscience, language development, psychobiology, or perceptual development. Required courses include CPSY 8301, 8302, 8304, 8311, 8321, 8360, 8888, 8994, and statistics through EPSY 8263 or equivalent.

Program Sub-plans
A sub-plan is not required for this program.
Students may not complete the program with more than one sub-plan.

School Psychology
Twin Cities Campus

Clinical Physiology and Movement Science Minor

College of Education & Human Development - Adm
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
400 Cooke Hall, 1900 University Avenue S.E., Minneapolis, MN 55455 (612-624-4370; fax: 612-624-1314)
Email: jkonczak@umn.edu
Website: http://ccms.umn.edu/Programs.html

- Program Type: Graduate free-standing minor
- Requirements for this program are current for Fall 2011
- Length of program in credits (Masters): 9
- Length of program in credits (Doctorate): 12
- This program does not require summer semesters for timely completion.

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The master's or doctoral minor in clinical physiology and movement science is an innovative free-standing graduate minor that is available to University of Minnesota graduate students. Offering a uniquely interdisciplinary program in a new, emerging field of study, the minor is designed for graduate students in clinical, engineering, nursing, public health, and medical fields who are interested in the clinical aspects of physiology and movement science. The interdisciplinary coursework combines physiology and movement science with clinical skills for research and the diagnosis and assessment of disease conditions. Developed by faculty with rich collective expertise from across the University, the minor offers students a choice of two tracks: clinical physiology or clinical movement science.

The minor is attractive to graduate students seeking a Ph.D. or master's degree in kinesiology, rehabilitation sciences, and the speech and hearing sciences; in biomedical or mechanical engineering; in the School of Nursing; in the School of Public Health; or seeking a combined M.D./Ph.D. who have an interest in a variety of medical fields such as neurology, neurosurgery, otolaryngology, orthopedics, and pediatrics.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Program Requirements
Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

The program has four dedicated core courses and the students are required to take two of the four. KIN 5987 - Professional Skills and Grant Writing for Health Sciences, will be required for a Ph.D. minor for a total of 2 credits, unless an equivalent course already has been taken or the student can document previous grant writing experience. CPMS 5101 - Introduction to Clinical Physiology and Movement Science, serves as a required core course for all students seeking a minor.

Additional elective courses are selected in consultation with the faculty adviser and approved by the director of graduate studies (DGS), in order to satisfy the requirements for the minor. The specific courses chosen will depend on the background and goals of each individual student. The courses cover two focus areas, allowing the students to select a track in clinical physiology or a track in clinical movement science.

A complete course listing is available at http://ccms.umn.edu/CourseListings.html.

Sample Program for Ph.D. Minor (12 credits minimum)

CPMS 5101 - Introduction to Clinical Physiology and Movement Science (3.0 cr)
KIN 5987 - Professional Skills and Grant Writing for Health Sciences (2.0 cr)
Take 3 or more course(s) totaling 9 or more credits(s) from the following:
- RSC 5135 - Advanced Biomechanics I: Kinematics (3.0 cr)
- KIN 8135 - Seminar: Motor Control and Learning (3.0 cr)
- OT 5393 - Functional Anatomy and Kinesiology (4.0 cr)
or Take 3 or more course(s) from the following:
- KIN 5141 - Nutrition for Health and Physical Performance (3.0 cr)
Sample Program for Master's Minor (9 credits minimum)

CPMS 5101 - Introduction to Clinical Physiology and Movement Science (3.0 cr)
Take 6 or more credits from the following:
• RSC 5135 - Advanced Biomechanics I: Kinematics (3.0 cr)
• KIN 5235 - Advanced Biomechanics II: Kinetics (3.0 cr)
Take 6 or more credits from the following:
• RSC 5814 - Age, Exercise, and Rehabilitation (2.0 cr)
• KIN 5141 - Nutrition for Health and Physical Performance (3.0 cr)
• NURS 5995 - Research Dissemination (2.0 cr)

Program Sub-plans
Students are required to complete one of the following sub-plans.
Students may not complete the program with more than one sub-plan.

Clinical Movement Science

Clinical Physiology
Twin Cities Campus
Clinical Physiology and Movement Science Postbaccalaureate Certificate
College of Education & Human Development - Adm
College of Education and Human Development

Contact Information:
400 Cooke Hall, 1900 University Avenue S.E., Minneapolis, MN 55455 (612-624-4370; fax: 612-624-1314)
Email: jkonczak@umn.edu
Website: http://ccms.umn.edu/Programs.html

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 12
- This program does not require summer semesters for timely completion.
- Degree: Clinical Physiology & Movement Science PBacc Cert

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The clinical physiology and movement science postbaccalaureate certificate program is aimed at D.N.P. and M.D. fellows in nursing and medicine as well as professionals in clinical fields such as physical, occupational, and speech therapy. In addition, engineers working in the area of medical technology or medical device development are potential candidates. The interdisciplinary coursework combines physiology and movement science with clinical skills for research and the diagnosis and assessment of disease conditions. Students have the option to tailor the program to their individual needs and interest. They may select from a list of more than 30 courses. Developed by faculty with a rich collective expertise from across the University, the programs offer students a choice of two tracks: clinical physiology and clinical movement science.

Program Delivery
This program is available:
• via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Students wishing to pursue the certificate program must have completed a bachelor's degree, preferably in an allied health sciences or natural science field.

Special Application Requirements:
If the individual is applying for a certificate and is not currently enrolled in a graduate program at the University of Minnesota, two letters of support will be requested and a GPA of 3.0 or greater (or equivalent if there were a different student evaluation system) from a previous graduate program will be required. Submission package includes: clinical physiology and movement science application form, resume or curriculum vitae, transcripts, two letters of support, and documented language proficiency.

International applicants must submit score(s) from one of the following tests:
• TOEFL
  - Internet Based - Total Score: 79
  - Paper Based - Total Score: 550
The preferred English language test is Test of English as Foreign Language

Key to test abbreviations (TOEFL).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.
A minimum GPA of 3.0 is required for students to remain in good standing.

Program Sub-plans
Students are required to complete one of the following sub-plans.
Students may not complete the program with more than one sub-plan.

Clinical Movement Science
Clinical movement science is a new, interdisciplinary field of study focusing on human movement dysfunctions due to neurological or orthopedic diseases or diminished physical activity. This new field bridges the gap between basic and clinical sciences by crossing the boundaries of traditional disciplines of neurology, neurophysiology, kinesiology, and physical and occupational therapy. The postbaccalaureate certificate requires a minimum of 12 semester credits. The curriculum includes a required core course that covers the theory and application of clinical physiology and movement science. Elective courses are chosen from a broad list of offerings in departments such as kinesiology, public health, rehabilitation science, and otolaryngology.

The course, Introduction to Clinical Physiology and Movement Science, serves as a required core course for all students seeking a certificate. Additional elective courses will be selected in consultation with the faculty adviser and approved by the director of graduate studies (DGS), in order to satisfy the requirements for the certificate. The specific courses chosen will depend on the background and goals of the individual student.

See complete course listings at: http://ccms.umn.edu/CourseListings.html.

Sample Program for Clinical Movement Science Track
CPMS 5101 - Introduction to Clinical Physiology and Movement Science (3.0 cr)
RSC 5841 - Rehabilitation Science Instrumentation and Methodology (4.0 cr)
OTOL 8239 - Otoneurology (1.0 - 2.0 cr)
KIN 5941 - Clinical Movement Neuroscience (3.0 cr)

Clinical Physiology
This sub-plan is optional and does not fulfill the sub-plan requirement for this program.

Clinical physiology is a branch of physiology that bridges basic physiology and clinical medicine. It joins the gap between basic and clinical sciences by crossing the boundaries of traditional disciplines of neurology, neurophysiology, kinesiology, and physical and occupational therapy. The postbaccalaureate certificate requires a minimum of 12 semester credits. The curriculum includes a required core course that covers the theory and application of clinical physiology and movement science. Elective courses are chosen from a broad list of offerings in departments such as kinesiology, public health, rehabilitation science, and otolaryngology.

The course, Introduction to Clinical Physiology and Movement Science, serves as a required core course for all students seeking a certificate. Additional elective courses will be selected in consultation with the faculty adviser and approved by the director of graduate studies (DGS), in order to satisfy the requirements for the certificate. The specific courses chosen will depend on the background and goals of the individual student.

See complete course listings at: http://ccms.umn.edu/CourseListings.html.

Sample Program for Clinical Physiology Track
CPMS 5101 - Introduction to Clinical Physiology and Movement Science (3.0 cr)
KIN 5385 - Exercise for Disease Prevention and Management (3.0 cr)
PUBH 7420 - Clinical Trials: Design, Implementation, and Analysis (3.0 cr)
RSC 8130 - Current Literature Seminar (1.0 cr)
KIN 8122 - Seminar: Exercise Physiology (2.0 - 6.0 cr)
Twin Cities Campus

Community and Learning Postbaccalaureate Certificate
Curriculum & Instruction
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Curriculum and Instruction, 125 Peik Hall, 159 Pillsbury Drive S.E., Minneapolis, MN 55455 (612-625-2545; fax: 612-624-8277)
Email: cigs@umn.edu
Website: http://cehd.umn.edu/ci

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 15
- This program does not require summer semesters for timely completion.
- Degree: Community and Learning Postbaccalaureate Cert

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The community and learning certificate is designed to prepare individuals who work in community-based organizations and programs for the informal educational responsibilities that often accompany their roles.

This 15-credit certificate program prepares students to foster learning outside of the classroom and in their communities. Students will develop informal teaching and learning skills based on engagement and collaboration, and building trust and respect among participants.

The program is designed for individuals involved in community life. Examples include public health worker, youth worker, youth program leader, youth program evaluator, community program developer, community activist, community organizer, community educator, community program evaluator, environmental educator, civic engagement educator, political organizer, and teacher.

Certificate goals include providing students with:
- broad understanding of the history of democratic educational traditions and practices in community settings;
- greater knowledge of and experience with the pedagogy of teaching and learning in informal learning and everyday life situations; and
- leadership abilities that support individual and group learning, civic engagement, and empowerment.

The program is offered by the Department of Curriculum and Instruction (C&I). The certificate can also provide a portal to additional study, since courses may be applied toward a graduate-level program.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 2.80.

Applicants must hold a bachelor’s degree from an accredited college or university.

Special Application Requirements:
This program is not recommended for international students because required courses and electives may not be offered frequently enough to meet visa requirements for courses taken each semester, unless the student is also enrolled in another degree-granting program and is completing this certificate in conjunction with it.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
• IELTS
  - Total Score: 6.5
• MELAB
  - Final score: 80
The preferred English language test is Test of English as Foreign Language

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 3.00 is required for students to remain in good standing.

Note: Certificate coursework completed with undergraduate student status cannot be applied to graduate-level degree programs.

Required Courses
The certificate requires students to complete 15 credits from the following courses.

Students must complete required courses totaling 6 credits:
YOST 5972 - Education in the Community (3.0 cr)
YOST 5974 - The Democratic Learning Community (3.0 cr)

Elective Credits
In addition, students must complete at least 9 credits from the following courses (and may not include more than one 4xxx course). Note: Students seeking graduate credit for PHIL 4324, PHIL 4325, or PHIL 4326 must also register concurrently for PHIL 8300.

To enroll in SW 8505 - Advanced Community Organization and Advocacy, students must be doctoral students in social work, or receive the approval of their adviser and the course instructor.

YOST 5952 - Everyday Lives of Youth (3.0 cr)
YOST 5954 - Experiential Learning: Pedagogy for Community and Classroom (3.0 cr)
YOST 5958 - Community: Context for Youth Development Leadership (3.0 cr)

PHIL 4324 (Inactive) (3.0 cr)
PHIL 4325 - Education and Social Change [AH, CIV] (4.0 cr)
PHIL 4326 - Lives Worth Living: Questions of Self, Vocation, and Community [CIV, AH] (6.0 cr)
PHIL 8300 - Workshop in Moral and Political Philosophy (1.0 cr)
PA 5012 - The Politics of Public Affairs (3.0 cr)
SW 8505 - Advanced Community Organization and Advocacy (3.0 cr)
Twin Cities Campus
Curriculum and Instruction M.Ed.

Curriculum & Instruction
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Curriculum and Instruction, 125 Peik Hall, 159 Pillsbury Drive S.E., Minneapolis, MN 55455 (612-625-2545; fax: 612-624-8277)
Email: cigs@umn.edu
Website: http://cehd.umn.edu/ci

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 30
- This program does not require summer semesters for timely completion.
- Degree: Master of Education

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The master of education (M.Ed.)/professional studies degree programs are designed to meet the needs of practicing professionals in education and human development fields. Students admitted typically have interests in improving their current professional practice and applying their education to their present work responsibilities.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
A bachelor's degree from an accredited college or university.

Special Application Requirements:
All applicants must submit the following items:
- Official transcripts of all previous post-secondary academic study. Transcripts from coursework completed at universities outside of the United States must be evaluated by a professional credential evaluation center. Applicants should request a "course-by-course" evaluation. This process can take four to six weeks, so students should plan in advance. A suggested provider of this service is Educational Credential Evaluators (ECE), P.O. Box 514070, Milwaukee, WI 53203-3470 (414-289-3400; fax: 414-289-3411).

All applicants must upload or submit the following items with their online applications:
- Résumé
- Personal statement describing career goals and rationale for interest in the M.Ed. program (limit two pages)
- Application fee of $55, which is charged when the online application is submitted. Fee must be paid with a credit card.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
- Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

The preferred English language test is Test of English as Foreign Language

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.
Program Requirements
Plan C: Plan C requires 30 major credits and null credits outside the major. The is no final exam.

This program may not be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 2.80 is required for students to remain in good standing.

Program Sub-plans
Students are required to complete one of the following sub-plans.
Students may complete the program with more than one sub-plan.

Art Education
The M.Ed./professional studies program in art education is designed for experienced art teachers and others who want to acquire advanced knowledge and leadership skills in the field of art education.

The program is flexible and can be tailored to accommodate individual needs. With guidance from faculty advisers, students complete at least 30 semester credits of work in three areas: a core academic program in education, courses specific to the area of art education, and elective courses.

Core Requirements (6 credits)
CI 5155 - Contemporary Approaches to Curriculum: Instruction and Assessment (3.0 cr)
CI 5177 - Practical Research (3.0 cr)

Art Education Requirements
CI 5078 - Application of Aesthetic Theory in Education (2.0 cr)
CI 5075 - The Social and Historical Foundations of Art Education (1.0 - 3.0 cr)
CI 5065 - Improving Art Programs in the Schools (3.0 cr)
CI 5069 - Curriculum Innovations in Art Education (3.0 cr)
CI 5008 - Theory and Practice of Teaching Art in Elementary Schools (1.0 - 2.0 cr)
CI 5049 - Art Media Techniques (1.0 - 4.0 cr)
CI 5069 - Issues in Art Education (1.0 - 4.0 cr)

Electives (6 credits)
Electives are selected in consultation with an adviser. Strongly recommended are courses in literacy, learning technologies, music, dance, art, and/or teaching English language learners (ELL), and children with exceptional needs.

Elementary Education
ALERT: Admission to this program sub-plan has been suspended. Please contact Student Services with any questions at 612-625-3339 or cehdinfo@umn.edu.

The M.Ed./professional studies program in elementary education is designed for elementary teachers who want to improve their instructional, decision-making, evaluation, and leadership skills.

The program is flexible and can be tailored to accommodate individual needs. With guidance from faculty advisers, students complete at least 30 semester credits of work in the following areas: a core academic program in elementary education, and additional selected education courses.

Elementary Education (18 credits)
CI 5155 - Contemporary Approaches to Curriculum: Instruction and Assessment (3.0 cr)
CI 5187 - Practicum: Improvement of Teaching in Elementary or PreKindergarten Schools (2.0 - 3.0 cr)
CI 5504 - Elementary School Science: Materials and Resources (3.0 cr)
CI 5731 - Social Studies for the In-Service Elementary and Middle School Teacher (3.0 cr)
CI 5415 - Literacy Development in the Primary Grades (3.0 cr)
CI 5701 - Teaching Reading in the Elementary School (3.0 cr)
MTHE 5101 - Teaching Elementary School Mathematics (3.0 cr)
MTHE 5355 - Mathematics for Diverse Learners (3.0 cr)

Electives (12 credits)
Electives are selected in consultation with an adviser. Strongly recommended are courses in literacy, classroom management, teaching children with diverse ethnic backgrounds, educational technologies, music, art, English as a Second Language (ESL), and
teaching children with learning difficulties.

**English Education**
The M.Ed./professional studies program in English education addresses the needs and interests of middle school, high school, and community-college English teachers. This graduate-level, practitioner-based program of at least 30 semester credits is designed for experienced English teachers who want to acquire advanced knowledge and skills in the field of English education.

The English education program provides instruction on current developments in English/language arts curriculum theory and research, as well as methods for teaching literature, reading, composition, media, drama, and journalism.

The program is flexible and can be tailored to accommodate individual needs. With guidance from faculty advisers, students complete 30 semester credits of work in three areas: a core academic program in education, coursework specific to the area of English education, and elective coursework that allows students to choose additional courses within or outside the College of Education and Human Development. Requirements also include a school-based project examining a problem, issue, or topic identified by the student.

**Core Requirements (6 credits)**
- CI 5155 - Contemporary Approaches to Curriculum: Instruction and Assessment (3.0 cr)
- CI 5351 - Technology Tools for Educators (3.0 cr)

**English Education Requirements (18 credits)**
Take 18 or more credits(s) from the following:
- CI 5404 - Culturally Diverse Books for Children and Adolescents (3.0 cr)
- CI 5410 - Special Topics in the Teaching of Literacy (1.0 - 3.0 cr)
- CI 5417 - Elementary literacy Instruction for ESL Students (3.0 cr)
- CI 5422 - Teaching Writing in Schools (3.0 cr)
- CI 5442 - Literature for Adolescents (3.0 cr)
- CI 5451 - Teaching Reading in Middle and Secondary Grades (3.0 cr)
- CI 5462 - Evaluating and Assessing Writing (3.0 cr)
- CI 5472 - Teaching Film, Television, and Media Studies (3.0 cr)
- CI 5475 - Teaching Digital Writing: Blogs, Wikis, Online Talk, Podcasting, and E-Portfolios to Teach Writing (3.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)
- CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)

**Electives**
Electives may be selected from graduate-level courses (5xxx and above) at the University of Minnesota, as approved by faculty advisers. Course lists are available from advisers. Students are advised to choose courses that reflect learning issues faced in the classroom, including special education, secondary language, or cultural diversity issues.

**Environmental Education**
The M.Ed./professional studies degree program in environmental education is designed to develop leaders in environmental education through integrated research, outreach, and teaching.

This program of at least 30 semester credits offers an interdisciplinary, integrated approach to environmental learning and leadership for school teachers, extension service educators, and environmental educators in formal and informal settings. Learning experiences allow students to integrate their work experience and academic study. Field work, evaluation methods, internships, and other practical applications of theory and method are integral parts of the program.

The M.Ed. degree is based on the following principles:
- Interdisciplinary study of the earth as a set of interacting natural and social systems
- Interdisciplinary approach to environmental education
- Substantial subject-matter expertise
- Understanding of the human social and cultural dimensions of environmental issues
- Understanding of leadership principles

The program is offered by the University's Center for Environmental Education and Leadership, a collaboration of the College of Education and Human Development (CEHD), College of Food, Agricultural and Natural Resource Sciences (CFANS), and the University of Minnesota Extension Service.

**M.Ed. Degree Requirements**
All courses, except core courses, must be preapproved by the faculty adviser within the first term of enrollment. Students must complete at least 30 semester credits in the following areas.

**Core Courses (9 credits)**
- CI 5537 - Principles of Environmental Education (3.0 cr)
- CI 5747 - Global and Environmental Education: Content and Practice (3.0 cr)
- ESPM 5202 - Environmental Conflict Management, Leadership, and Planning (3.0 cr)

**Elective Courses**
12-14 credits.
Graduate-level coursework (5xxx and above) is selected from the following fields: natural sciences, social sciences, humanities,
education, natural resources, and agriculture.

**Internship**
The internship experience allows students to apply learning to a real-life context, such as an environmental learning center, a government agency, public or private schools, business, industry, or a nongovernmental agency. International internships or learning experiences are encouraged.

**Research Methods, Evaluation, or Statistics (3-6 credits)**
At least one course, chosen in consultation with the faculty adviser, intended to provide skills or knowledge essential to the required research project.

**Research Project and Paper (2-4 credits)**
Students are expected to conduct a research evaluation project, and prepare a professional paper from their project.

**CI 5186 - School-Related Projects (1.0 - 4.0 cr)**

**Interdisciplinary Focus**
The M.Ed./professional studies program with interdisciplinary focus is designed for experienced teachers of different subjects.

This graduate-level, practitioner-based program allows teachers to select education and subject matter courses for two or more areas. Coursework required for additional licensure can often be applied toward this M.Ed. degree.

The program is flexible and can be tailored to accommodate individual needs. Students complete at least 30 semester credits of work in three areas: a core academic program in education, subject are specific courses, and elective courses. Requirements also include a school-based project examining a problem, issue, or topic identified by the student.

**Core Requirements (12 credits)**
- CI 5155 - Contemporary Approaches to Curriculum: Instruction and Assessment (3.0 cr)
- CI 5177 - Practical Research (3.0 cr)
- CI 5186 - School-Related Projects (1.0 - 4.0 cr)
- CI 5351 - Technology Tools for Educators (3.0 cr)
- or Alternate course approved by adviser

**Interdisciplinary Focus Requirements**
Students must present an interdisciplinary theme to the faculty adviser for approval during their first semester of enrollment. This theme will guide course selection and the school-related project.

Students can select both general and specific CI-designated methods courses from two or more subject matter areas (art, elementary, English, instructional systems and technology, math, science, second languages and cultures, and social studies).

Take 12 or more credits from the following:
- CI 5069 - Curriculum Innovations in Art Education (3.0 cr)
- CI 5442 - Literature for Adolescents (3.0 cr)
- CI 5533 - Current Developments in Science Teaching (3.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)
- CI 5656 - Teaching Literacy in Second Language Classrooms (3.0 cr)
- CI 5747 - Global and Environmental Education: Content and Practice (3.0 cr)
- CI 5761 - Social Studies Education for the Inservice Middle/Secondary Teacher (3.0 cr)

**Electives (6 credits)**
Electives may be selected from graduate-level courses (5xxx and above) at the University of Minnesota, as approved by student and advisers. Courses from outside CEHD are recommended.

**Learning Technologies**
The M.Ed./professional studies program in learning technologies is designed for professionals interested in using technology in their organizations (especially K-12 and college educators, new media designers, and corporate trainers).

This program also serves students interested in using technology to develop instructional materials for a wide range of settings.

Because TEL certificate requirements are incorporated into the M.Ed. program, students may earn a certificate while earning the M.Ed. degree.

**M.Ed. Degree**
The program focuses on three distinct areas of study: K-12 technology integration, multimedia design and development, and online distance learning.

**Core Requirements (9-11 credits)**
Students in all three focus areas must complete the following core requirements totaling 9 credits.
- CI 5331 - Introduction to Learning Technologies (3.0 cr)
- CI 5177 - Practical Research (3.0 cr)
- CI 5190 - Directed Individual Study in Curriculum and Instruction (1.0 - 6.0 cr)
K-12 Technology Integration Focus
In addition, students in the K-12 technology integration focus area must complete the following coursework totaling 2 credits:
OLPD 5310 - Data-Driven Decision Making I (1.0 cr)

College Requirement (3 credits)
Students pursuing the multimedia design and development focus area must complete three credits of EPSY-designated coursework at the 5xxx-level or higher (these must be learning and cognition or adult education courses). Students in the K-12 technology integration and online distance learning focus areas must complete CI 5155.
CI 5155 - Contemporary Approaches to Curriculum: Instruction and Assessment (3.0 cr)

Electives (4-6 credits)
Students in the multimedia design and development and online distance learning focus areas must complete six credits of coursework related to technology use or education (course selection must be approved by adviser). Students in the K-12 technology integration focus area must complete four credits of coursework.

Focus Area Coursework
Students must complete at least 12 credits of coursework corresponding to one of the three focus areas in the following list:

Multimedia design and development focus area (12 credits)
CI 5362 - Foundations of Interactive Design for Web-based Learning (3.0 cr)
CI 5363 - New Media and Interaction Design for Web-based Learning (3.0 cr)
CI 5336 - Planning for Multimedia Design and Development (3.0 cr)
CI 5367 - Interactive Multimedia Instruction (3.0 cr)

K-12 technology integration focus area (12 credits)
CI 5337 - Planning for K-12 Technology Design and Integration (3.0 cr)
CI 5344 - Facilitating Technology Integration in Classrooms I (1.0 cr)
CI 5351 - Technology Tools for Educators (3.0 cr)
CI 5361 - Teaching and Learning with the Internet (3.0 cr)

Online distance learning focus area (12 credits)
CI 5321 - Foundations of Distance Education (3.0 cr)
CI 5323 - Online Learning Communities (3.0 cr)
CI 5325 - Designing and Developing Online Distance Learning (3.0 cr)
CI 5327 - Designing Online Adventure Learning (3.0 cr)

Mathematics Education
The M.Ed./professional studies program in mathematics education is designed for experienced mathematics teachers who want to acquire advanced knowledge and leadership skills in the field of mathematics education.

The program is flexible and can be tailored to accommodate individual needs. With guidance from faculty advisers, students complete at least 30 semester credits of work in three areas: a core academic program in education, coursework specific to the area of mathematics education, and elective coursework that allows students to choose additional courses within or outside the College of Education and Human Development. Requirements also include a school-based project examining a problem, issue, or topic identified by the student.

Core Requirements
Minimum of 6 credits.
CI 5155 - Contemporary Approaches to Curriculum: Instruction and Assessment (3.0 cr)
CI 5177 - Practical Research (3.0 cr)

Mathematics Education Requirements
Minimum of 14 credits.
MTHE 5314 - Teaching and Learning Mathematics (3.0 cr)
MTHE 5366 - Technology-Assisted Mathematics Instruction (3.0 cr)
MTHE 5993 - Directed Studies in Mathematics Education (2.0 cr)

Take 2 or more course(s) from the following:
• MTHE 5155 - Rational Number Concepts and Proportionality (3.0 cr)
• MTHE 5170 - Historical Topics in the Mathematics Classroom (1.0 - 3.0 cr)
• MTHE 5171 - Teaching Problem Solving (3.0 cr)
• MTHE 5172 - Teaching Probability and Statistics (3.0 cr)

Electives
Minimum of 10 credits. Students choose electives from math-designated coursework; a MTHE-designated course may be included.

After completing CI 5177 and a majority of the required and elective coursework, students independently complete MTHE 5993 under guidance of the faculty adviser.

Science Education
The M.Ed./professional studies program in science education is designed for experienced science teachers who want to acquire advanced knowledge and leadership skills in the field of science education.

The program is flexible and can be tailored to accommodate individual needs. With guidance from faculty advisers, students complete...
at least 30 semester credits of work in three areas: a core academic program in education, courses specific to the area of science education, and elective courses. Requirements also include a school-based project examining a problem, issue, or topic identified by the student.

Core Requirements (9 credits)
- CI 5155 - Contemporary Approaches to Curriculum: Instruction and Assessment (3.0 cr)
- CI 5351 - Technology Tools for Educators (3.0 cr)
- CI 5186 - School-Related Projects (1.0 - 4.0 cr)

Science Education Requirements (12 credits)
- CI 5533 - Current Developments in Science Teaching (3.0 cr)
- CI 5534 - Studies in Science Education (3.0 cr)
- CI 5535 - Foundations of Science Education (3.0 cr)
- CI 5536 - Equity, Policy, and Assessment in Science Education (3.0 cr)

Science Electives
Minimum of 9 credits.
With few exceptions, electives are selected from the following areas: science; the history, philosophy, or sociology of science; or courses relating to science and society.

After completing a majority of the required and elective courses, students independently complete CI 5186 under the faculty adviser's guidance. It is recommended that CI 5186 be the last course in the program.

Social Studies
ALERT: Admission to this sub-plan has been suspended. Please contact Student Services with all questions. 612-625-3339 or cehdinfo@umn.edu.

The M.Ed./professional studies program in social studies education is designed for experienced social studies teachers who want to acquire advanced knowledge and leadership skills in the field of social studies education.

This graduate-level, practitioner-based program is flexible and can be tailored to accommodate individual needs. With guidance from faculty advisers, students complete at least 30 semester credits of work in three areas: a core academic program in education, coursework specific to the area of social studies education, and elective coursework that allows students to choose additional courses within or outside the College of Education and Human Development. Requirements also include a school-based project examining a problem, issue, or topic identified by the student.

Core Requirements
Take 10 - 12 credits from the following:
- CI 5155 - Contemporary Approaches to Curriculum: Instruction and Assessment (3.0 cr)
- CI 5177 - Practical Research (3.0 cr)
- CI 5186 - School-Related Projects (1.0 - 4.0 cr)
- CI 5351 - Technology Tools for Educators (3.0 cr)
or Alternate courses approved by faculty adviser.

Social Studies Education Requirements (6 credits)
- CI 5761 - Social Studies Education for the Inservice Middle/Secondary Teacher (3.0 cr)
- CI 5762 - Developing Civic Discourse in the Social Studies (3.0 cr)

Social Studies Electives
Minimum of 12 credits.
Adviser approved electives are selected from graduate-level courses (5xxx and above) at the University of Minnesota. Students must complete at least one course in one of the following disciplines: anthropology, economics, geography, history, political science, psychology, sociology, or a social science-related discipline.

After completing CI 5177 and a majority of the required and elective coursework, students independently complete CI 5186.

Second Languages and Cultures
The M.Ed./professional studies program in second languages and cultures education (SLC) is designed for experienced second language teachers who want to acquire advanced knowledge of research, best practices, and effective policies in the field of second languages and cultures education.

The SLC program addresses the needs and interests of second language educators in a variety of teaching contexts, including world languages, English as a second/foreign language (ESL/EFL), bilingual, and immersion settings. While the program emphasizes instructional issues related to K-12 education, it is also relevant to teachers working with university-level or adult learners.

The program is flexible and can be tailored to accommodate individual needs. With guidance from faculty advisers, students complete at least 30 semester credits of work in three areas: 1) core academic coursework in education, 2) coursework specific to the area of second languages and cultures education, and 3) elective coursework that allows students to choose additional courses within or outside CEHD related to their interests.
Three M.Ed. options are offered. Option 1 requires a final project. Option 2 combines the M.Ed. with the certificate program in dual language and immersion education and requires a final project. Option 3 combines the M.Ed. with the certificate program in advanced practices in second language teaching and does not require a final project.
Twin Cities Campus

Developmental Studies and Social Change Minor

College of Education & Human Development - Adm

Contact Information:
Interdisciplinary Center for the Study of Global Change, University of Minnesota, 537 Heller Hall, 271 19th Avenue South, Minneapolis, MN 55455 (612-624-0832; fax: 612-625-1879)
Email: icgc@umn.edu
Website: http://www.icgc.umn.edu

- Program Type: Graduate free-standing minor
- Requirements for this program are current for Fall 2011
- Length of program in credits (Doctorate): 12
- This program does not require summer semesters for timely completion.

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

This structured interdisciplinary doctoral minor is offered in conjunction with the Interdisciplinary Center for the Study of Global Change (ICGC). By focusing on the social bases of change in the global south, the program engages a wide range of academic disciplines, including the social sciences, humanities, and biological sciences. The minor focuses on three areas: 1) the relationships between macroscopic processes of political, economic, and social change, and the microscopic conditions of lived experience in the global south; 2) specifically interdisciplinary perspectives (encompassing the social sciences, the biological sciences, and the humanities) on this general thematic concern; and 3) preparation of doctoral students for research on the global south.

Program Delivery

This program is available:
• via classroom (the majority of instruction is face-to-face)

Program Requirements

Use of 4xxx courses towards program requirements is not permitted.

The doctoral minor requires a sequence of four core seminars (DSSC 8111, 8112, 8211-12, 8310) for 9 credits total (8310 is taken twice). Students also take one or two courses (minimum 3 credits total) chosen from an approved list of courses from across the graduate education curriculum that are relevant to the field of development studies and social change.
Twin Cities Campus
Disability Policy and Services Postbaccalaureate Certificate
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 12
- This program does not require summer semesters for timely completion.
- Degree: Disability Policy and Services PBacc Cert Grad

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The certificate in disability policy and services is designed to allow graduate and undergraduate students, as well as community professionals, to study policies and services that affect the lives of children, youth, and adults with disabilities. The 12-credit program surveys the spectrum of education, health, and social services available to individuals with disabilities and their families, and examines the public and private networks of disability services from an interdisciplinary perspective. While the program addresses the needs of people with all types of disabilities, it emphasizes developmental disabilities across the lifespan. The program’s individualized learning experience (ILE) requires students to integrate theory with practice by completing a disability-related research project or working directly with people with disabilities in settings such as schools, recreation centers, or human-service agencies.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

1) Specialized coursework (6 cr): A list of 50 approved courses fulfilling this requirement can obtained by contacting the Institute on Community Integration coordinator (Beth Fondel, fond0030@umn.edu)
This component broadens the student’s level of knowledge in disability policies and services. Students must choose from courses offered across the University focusing on disability policy, disability services, and/or interdisciplinary teaming, such as communication disorders, family social science, kinesiology, nursing, public affairs, or social work.

2) Individualized learning experience (ILE) and interdisciplinary reflection groups (3 cr/200 hours): This component allows students to integrate and apply the information they have learned in coursework. Students work with the ICI certificate coordinator to design an individualized learning experience (ILE) in which they work with persons who have disabilities in settings like schools, recreation centers, health clinics, or human-service agencies. Students with considerable direct experience may alternatively design a project focusing on disability-related research, policy advocacy, governmental services, or other agency activities. The ILE can be completed in one or two semesters, but must total at least three credits and at least 200 hours.

Students also participate in at least six, one-hour interdisciplinary reflection groups to discuss relevant topics and ways to integrate field experiences with coursework. Reflection groups are offered throughout the year, including the summer session.
Required Course
OLPD 5356 - Disability Policy and Services (3.0 cr)
Twin Cities Campus

Dual Language and Immersion Education Postbaccalaureate Certificate

Curriculum & Instruction

College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Curriculum and Instruction, 125 Peik Hall, 159 Pillsbury Drive S.E., Minneapolis, MN 55455 (612-625-4006; fax: 612-624-8277)
Email: ciinfo@umn.edu
Website: http://cehd.umn.edu/ci

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 15
- This program does not require summer semesters for timely completion.
- Degree: Language Immersion Education PBacc Cert

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

This graduate-level certificate program gives students an opportunity to complete a coordinated series of courses in the area of dual language and immersion education. The program does not lead to a state teaching certificate or licensure. (Note that a university certificate program or certificate is distinct from a state certificate or certification.)

In Minnesota and other states in the U.S., dual language/immersion teachers at the elementary level are required to hold a teaching license in elementary education and at the secondary level a license in the subject matter they teach (e.g., science, social studies, math). The University of Minnesota offers initial teacher licensure programs for individuals not yet licensed and additional teacher licensure programs for those individuals who already hold a MN teaching license and wish to add another.

The dual language and immersion education certificate program is designed for preK-12 teachers and other professionals to work effectively in the following school-based program models:
- "One-way" foreign language immersion programs designed for native English-speaking students
- "Two-way" bilingual immersion programs designed for native English-speaking students and native speakers of the program's partner language, such as Spanish
- Developmental bilingual programs designed for minority language learners, such as native Spanish speakers
- Indigenous language immersion programs designed for Native American children in indigenous communities with the goal of revitalizing an endangered language and culture.

In dual language and immersion programs, second/foreign/minority language that students are acquiring is a vehicle to teach school subjects. In order to be considered a dual language or immersion program, the immersion language must be used for at least 50 percent of subject matter instruction during the elementary school years. In a middle/secondary continuation program, at least two year-long content courses must be taught in the immersion language.

These programs aim for "additive bilingualism and biliteracy," or the acquisition of another language at no expense to the first, native language. Research shows that well-implemented programs allow students to develop higher levels of language proficiency in the immersion language than in any other type of language program model.

This unique University certificate program is the first in the United States to incorporate a coherent set of courses designed specifically for dual language and immersion teachers and other professionals. Offered by the college's Department of Curriculum and Instruction (C&I), the program was designed jointly by the college's second languages and cultures (SLC) education faculty and representatives of dual language and immersion programs in the Twin Cities metropolitan area.

Program Delivery
This program is available:
- partially online (between 50% to 80% of instruction is online)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 2.80.
A completed bachelor's degree is required for admission.

Students currently enrolled in a University of Minnesota graduate-level degree program may also apply.

Applicants should either be currently practicing as dual language or immersion educators, or provide evidence of the necessary background and interest (based on a goal statement).

**Special Application Requirements:**
This University certificate program is available to graduate-level students only. Coursework taken before completion of the bachelor's degree cannot be applied to the certificate program.

Admission is open to degree-seeking or non-degree-seeking students. To meet admission requirements, applicants must:
- Provide evidence of sufficient English proficiency needed to succeed in graduate coursework. Note: For non-native speakers of English, a passing score on the Test of English as a Foreign Language (TOEFL) is required. If TOEFL scores are not available, other evidence must be submitted.

Applicants must submit the following items:
- Certificate application form
- Transcripts from all postsecondary institutions where degrees were earned (unofficial copies are acceptable)
- TOEFL or other scores, if applicable; see preferred scores below
- A résumé
- A goal statement (if applicant is not a practicing dual language or immersion educator)

International applicants must submit score(s) from one of the following tests:
- **TOEFL**
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 575
- **IELTS**
  - Total Score: 6.5
- **MELAB**
  - Final score: 80

The preferred English language test is Test of English as Foreign Language

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

**Program Requirements**
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

**Required Courses (9 credits)**
- CI 5670 - Foundations of Dual Language and Immersion Education (3.0 cr)
- CI 5671 - Curriculum Development and Assessment in Dual Language/Immersion Classrooms (3.0 cr)
- CI 5672 - Language-Focused Instructional Practices and Strategies for Dual Language/Immersion Classrooms (3.0 cr)

**Elective Courses**
Six elective credits selected with adviser approval.

With faculty adviser approval, up to 3 transfer credits from another institution may be applied to this certificate program.
Twin Cities Campus
Early Childhood Education M.Ed.
Institute of Child Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Institute of Child Development, 51 East River Road, Minneapolis, MN 55455 (612-624-9035; fax: 612-624-6373)
Email: murph028@umn.edu
Website: http://www.cehd.umn.edu/icd/ECE/graduate

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 70 to 72
- This program requires summer semesters for timely completion.
- Degree: Master of Education

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The early childhood education initial licensure/master of education (M.Ed.) program is offered through the Institute of Child Development in collaboration with the department of Curriculum and Instruction. The program is designed to prepare outstanding teachers of young children who will have a strong foundation in child development theory and research and developmentally appropriate methodology for teaching the different ages within the early childhood years (birth to age 8). Clinical experiences in the Shirley G. Moore Laboratory School and in local urban/suburban public schools create a strong experiential base in which to apply the principles and methods learned in University courses. Emphasis is placed on understanding individual learners, working with diverse learners, using a variety of instructional strategies, providing inclusive programming for children with and without special needs, working closely with families, creating positive classroom communities, all forms of professional writing and lesson planning, authentic assessment, documentation of student learning, reflective practice, professional development, and ethics.

Master of education/initial licensure programs are for individuals with bachelor's degrees who want to become licensed teachers. These graduate-level programs provide rigorous, professional teacher preparation in accordance with the Standards of Effective Practice for Teachers (SEPT) and content standards adopted in fall 2010 by the Minnesota Board of Teaching.

This program includes two components: initial licensure and the M.Ed. degree. After successfully completing initial licensure requirements, students are recommended for state licensure in Minnesota to teach early childhood education (birth-third grade). After completing an additional capstone course and writing a master's paper students are awarded the M.Ed. degree. Students must have completed 30 credits within the seven years prior to completing their M.Ed. degree and maintain a 2.80 GPA to be eligible for the M.Ed.

Two groups of students typically apply to this M.Ed./initial licensure program.
1. Early Childhood Education: Foundations graduates--These applicants have completed or are completing the separate CEHD undergraduate Early Childhood Education: Foundations program. This group typically completes the licensure portion of the program in two semesters plus one summer, with an additional semester to complete the master's degree.

2. All other applicants--These applicants have not completed the undergraduate Early Childhood Education: Foundations program. This group typically completes the licensure portion of the program in four to five semesters plus two summers, with an additional semester to complete the master's degree. Students who wish to take coursework part-time may do so, which will extend the time needed to complete the program. Required coursework is scheduled throughout the day as well as in the evening.

Accreditation
This program is accredited by National Association for Colleges of Teacher Education (NCATE).

Program Delivery
This program is available:
• via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 2.80.

A bachelor's degree must be completed at the time of matriculation. The preferred bachelor's degree is Early Childhood Education: Foundations.

**Prerequisite Coursework**
Prerequisite coursework is required to meet the Standards of Effective Practice for Teachers (SEPT) and content standards adopted in fall 2010 by the Minnesota Board of Teaching: "The teacher understands the central concepts, tools of inquiry, and structures of the discipline s/he teaches." Prerequisites may be completed after admission to the program.

- CPSY 2301 - Introductory Child Psychology (4.0 cr)
- CPSY 4331 - Social and Personality Development (3.0 cr)
- CPSY 4343 - Cognitive Development (3.0 cr)

Applicants are strongly encouraged to obtain paid or unpaid classroom experience with young children, ages birth to third grade, with multicultural and diverse populations.

Students with an undergraduate degree unrelated to early childhood education are eligible to apply with the understanding that they will take approximately 40 additional credits to meet state standards.

**Special Application Requirements:**
All applicants must submit the following:

- Official transcripts from all post-secondary institutions attended or currently attending, except the University of Minnesota. Transcripts must be received from the issuing school in a sealed and stamped envelope. Transcripts from coursework completed at universities outside of the U.S. must go through a "course-by-course" evaluation by an accredited member of the National Association of Credential Evaluation Services (NACES), such as Educational Credential Evaluators (ECE), P.O. Box 514070, Milwaukee, WI 53203-3470 (414-289-3400, fax: 414-289-3411). This process can take four-six weeks; please plan in advance.

- Résumé highlighting work with children, and classroom, diversity, and other experiences relevant to teaching young children. These experiences are not required but are considered valuable. Please include the following details:
  - Dates and total hours worked
  - Name and location of program
  - Supervisor's name and phone number
  - Description of responsibilities
  - Description of the population with which the applicant worked

  Personal statement describing experiences working with children and/or youth and how it has affected the applicant's decision to become a teacher. The applicant should include cultural and other diverse experiences that have contributed to personal development, reflect on innovative ways s/he has contributed (or will) to the profession, and elaborate on her/his understanding of the process of effective teaching (e.g., classroom management, accommodating different learning styles, and working with special-needs children). Limit the essay to two double-spaced pages, with 12-point font and one-inch margins.

- Two letters of recommendation (submitted through the online application system) should address the applicant's ability to work with young children, education-related experience, work style, and personal attributes.

- Applicants must submit their test score(s) from the following:
  - Minnesota Teacher Licensure Exam
  - MTLE Basic Skills Tests

  International applicants must submit score(s) from one of the following tests:
  - TOEFL
    - Internet Based - Total Score: 100
    - Paper Based - Total Score: 650

  The preferred English language test is Test of English as Foreign Language

  Key to test abbreviations (TOEFL).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

**Program Requirements**
**Plan C:** Plan C requires 70 to 72 major credits and null credits outside the major. The is no final exam.
This program may be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 2.80 is required for students to remain in good standing.

Students complete foundations, methods, and student teaching coursework for licensure. Some of the coursework may be taken for undergraduate credit, before admission into the program. At least 30 graduate-level credits are required for the M.Ed. degree.

### Foundation Courses
- CPSY 4993 - Directed Experiences in Early Childhood Education (3.0 cr)
- CPSY 5251 - Social and Philosophical Foundations of Early Childhood Education (2.0 cr)
- EDHD 5007 - Technology for Teaching and Learning (1.5 cr)
- EDHD 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)
- PUBH 6003 - Fundamentals of Alcohol and Drug Abuse for Teacher Education (1.0 cr)
- LING 3001 - Introduction to Linguistics [SOCS] (4.0 cr)
  or CI 3610 - Linguistics for Teachers [SOCS] (3.0 cr)
  or ENGL 3601 - Analysis of the English Language (4.0 cr)

### Methods Courses
- CI 3401W - Diversity in Children's Literature [WI] (3.0 cr)
- CI 5111 - Introduction to Elementary School Teaching (3.0 cr)
- CI 5413 - Foundations of Reading (3.0 cr)
- CI 4413 - Practicum: Working With Developing Readers (2.0 cr)
- EPSY 5625 - Education of Infants, Toddlers, and Preschool Children with Disabilities: Introduction (2.0 cr)
- EPSY 5681 - Education of Preschool Children With Disabilities: Methods and Materials (3.0 cr)
- EPSY 5252 - Facilitating Social and Emotional Learning in Early Childhood Education (3.0 cr)
- EPSY 5253 - Facilitating Cognitive and Language Learning in Early Childhood Education (3.0 cr)
- EPSY 5254 - Facilitating Creative and Motor Learning in Early Childhood Education (2.0 cr)
- CI 5425 - Reading Instruction in the Elementary Grades (3.0 cr)
- CI 5426 - Language Arts Instruction in the Elementary Grades (3.0 cr)
- CI 5644 (Inactive) (1.0 cr)
  Students must register for this course twice.
  - CI 5183 - Applying Instructional Methods in the Elementary Classroom (1.0 - 2.0 cr)

### Student Teaching
- CPSY 5281 - Student Teaching in Early Childhood Education (1.0 - 6.0 cr)
- CI 5181 - Clinical Experience in Elementary School Teaching (2.0 - 8.0 cr)

### M.Ed. Completion
- CPSY 5187 - Master's Paper in Early Childhood Education (2.0 - 3.0 cr)
- CPSY 4334W - Children, Youth in Society [WI] (3.0 cr)
  or Another related 3-4 credit course with advisor's approval.
Twin Cities Campus

Early Childhood Policy Postbaccalaureate Certificate

Institute of Child Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Institute of Child Development, 51 East River Parkway, Minneapolis, MN 55417 (612-624-0526, fax: 612-624-6373)
Email: borde021@umn.edu
Website: http://www.cehd.umn.edu/icd/ECPolicy.html

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 12
- This program does not require summer semesters for timely completion.
- Degree: Early Childhood Policy PBacc Cert

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

Note: This program is not currently accepting new students. For more information on the status of this program, please contact the Institute of Child Development.

The early childhood policy postbaccalaureate certificate gives students expertise in applying research-based knowledge to public policies affecting young children and the adults who care for them. In addition to completing coursework, students in the certificate program complete two types of applied work: participation in an individualized learning experience (ILE) that integrates and applies coursework through practicum experiences, or individual research and participation in local discussion groups as part of the McEvoy Lecture Series on Early Childhood Policy. These three certificate components--coursework, ILE, and discussion groups--provide a vehicle for students to gain a similar set of skills, and foster connection between the University and the community.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Admission to the certificate will be only for fall semester to support the student cohort model. This cohort approach allows students to gain additional benefit from the interdisciplinary nature of this program, and to create collegial relationships. Admission decisions will be made by a subcommittee of the certificate faculty at an annual meeting in the spring.

Prospective students should have experience in early childhood research or practice and/or in policy or advocacy work.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.
Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

The 12-credit certificate consists of one cornerstone course: CPSY 5413/PA5490 - Early Childhood and Public Policy (3 cr), one policy elective (3 cr), one open elective (3 cr), and CPSY 5414 - Individualized Learning Experience (3 cr). Most courses are offered late afternoon or evening and the certificate can be completed in two to four semesters.
Twin Cities Campus

Education Sciences Minor
Educational Psychology
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Educational Psychology, 250 Educational Science Building, 56 East River Road, Minneapolis, MN 55455 (612-624-6083; fax: 612-624-8241)
Email: mlf@umn.edu
Website: http://www.cehd.umn.edu/MITER/default.html

- Program Type: Graduate free-standing minor
- Requirements for this program are current for Fall 2011
- Length of program in credits (Masters): 18
- Length of program in credits (Doctorate): 18
- This program does not require summer semesters for timely completion.

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The education sciences minor reflects an interdisciplinary effort that combines research in education with research in the basic arts and sciences to address problems of education. The minor draws on coursework from education, educational psychology, cognitive neuroscience, child development, psychology, and public policy. Coursework includes professional socialization courses presenting a general introduction to schools and educational research and experimental methods; two advanced courses in research methods and statistics; and two advanced courses in cognition and learning.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

Coursework includes: a) two professional socialization courses presenting a general introduction to schools and educational research (3 cr each); b) two advanced courses in research methods and statistics (experimental research design, measurement, and statistical methods, 3 cr each); and c) two advanced courses in cognition and learning (addressing cognitive approaches to learning, 3 cr each), for a total of 18 credits.

Note: Students may not use course credits to satisfy requirements for both a graduate major and for the education sciences minor.
Twin Cities Campus

Education, Curriculum, and Instruction M.A.
Curriculum & Instruction
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Curriculum and Instruction, 125 Peik Hall, 159 Pillsbury Drive S.E., Minneapolis, MN 55455 (612-625-2545; fax: 612-624-8277)
Email: cigs@umn.edu
Website: http://cehd.umn.edu/ci

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 30
- This program requires summer semesters for timely completion.
- Degree: Master of Arts

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

By focusing on the curricular and instructional processes central to all educational endeavors, graduate programs within the Department of Curriculum and Instruction prepare students for professional roles in preK-12 education, postsecondary and research settings, educational service agencies, and business and industry.

The M.A. degree includes formal tracks in art education; family, youth, and community; learning technologies (including online distance learning, multimedia design and development, and K-12 technology integration); literacy education (including children's and adolescent literature, critical literacy and English education, and reading education); mathematics education; science education; second languages and cultures (SLC) education (including ESL, foreign language education, and bilingual and immersion education); and social studies education. Students must have an interest in research in education or a related field; students plan a program of coursework that prepares them to conduct scholarly research in an area of expertise related to a track or tracks listed above.

Program Delivery
This program is available:
• via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Generally a bachelor's degree with licensure and/or teaching experience fulfills the requirement. For some areas, however, there is no equivalent undergraduate program. In that case, 15 to 20 credits of undergraduate coursework determined acceptable by advisers and the director of graduate studies is adequate.

Special Application Requirements:
Applicants must submit scores from the GRE, three letters of recommendation from individuals familiar with their scholarship and research potential, a complete set of official transcripts, and a clearly written statement of career interests, goals, and objectives. M.A. applications are reviewed by department faculty once per academic year, with December 1 as the deadline.

International applicants must submit score(s) from one of the following tests:
• TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
• IELTS
  - Total Score: 6.5
• MELAB
  - Final score: 80

The preferred English language test is Test of English as Foreign Language.
Program Requirements

**Plan A:** Plan A requires 15 major credits, 6 credits outside the major, and 10 thesis credits. The final exam is oral.

**Plan B:** Plan B requires 24 major credits and 6 credits outside the major. The final exam is oral. A capstone project is required.

**Capstone Project:** All M.A. students must demonstrate familiarity with the tools of research or scholarship in their major track, the ability to work independently, and the ability to present their work effectively.

Plan B paper(s) are less formal than Plan A theses and may build more directly from coursework; papers should involve deep engagement of the research literature. A paper done for a course may serve as one of the Plan B papers, with the understanding that it would be extended and revised under the adviser's supervision.

This program may be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

Language Requirement: For SLC education track only.

A minimum GPA of 3.00 is required for students to remain in good standing.

In education, curriculum, and instruction, students may pursue Plan A (with thesis) or Plan B (with one or two papers). Plan A requires 15-18 credits in the major, depending upon the formal track chosen, and a minimum of 6 credits in one or more related fields outside the major. Plan A also requires 10 thesis credits. Plan B requires a minimum of 30 credits, which includes a minimum of 14 credits in the major and at least 6 credits in one or more related fields outside the major. Core and research course requirements are specified for Plan A and Plan B in accord with each track and are chosen in consultation with the adviser.

Program Sub-plans

Students are required to complete one of the following sub-plans. Students may complete the program with more than one sub-plan.

**Art Education**

The M.A. program in art education presents opportunities for students with experience in schools or other educational settings to develop their ability to work at the intersection of theory and practice. Gaining the knowledge and skills necessary to be reflective and well-informed art educators, graduates become educational leaders in many contexts—school districts, museums, community arts organizations, government agencies—or often pursue further graduate study. Students are encouraged to take courses both across the College of Education and Human Development and the University at large and typically fulfill program requirements by exploring issues of teaching, learning, curriculum, teacher education, and school reform in urban and suburban schools, several renowned art museums in the greater Minneapolis area, and within the initial teacher licensure program at the University. The course of study is planned in consultation with the adviser to meet the academic interests and background of the students; those needs are balanced with the expected foundations in research and scholarship. Independent scholarship is encouraged and typically comes in the form of a final project (Plan B) or a more formal thesis (Plan A).

Program faculty exhibit a strong commitment to curriculum innovation, issues of social justice and diversity, and life-long aesthetic and artistic development.

**Plan A or Plan B**

**Plan A**

Total: 31 credits

**Major Coursework**

Minimum of 15 credits. In addition to courses listed below, others are selected in consultation with adviser.

- CI 5075 - The Social and Historical Foundations of Art Education (1.0 - 3.0 cr)
- CI 5078 - Application of Aesthetic Theory in Education (2.0 cr)
CI 8075 - Seminar: Art Education (2.0 cr)
CI 8079 - Research in Art Education (3.0 cr)
CI 8133 - Research Methods in Curriculum and Instruction (3.0 cr)

Minor or Related Field
Take 6 or more credits from among the special topics offered in the following course:
CI 5050 - Issues in Art Education (1.0 - 4.0 cr)

Thesis Credits
Take a minimum of 10 credits.
CI 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

-OR-

Plan B
Total: 30 credits

Major coursework
Specific courses listed below; others selected in consultation with adviser.
CI 5075 - The Social and Historical Foundations of Art Education (1.0 - 3.0 cr)
CI 5078 - Application of Aesthetic Theory in Education (2.0 cr)
CI 8075 - Seminar: Art Education (2.0 cr)

Research
CI 8095 - Problems: Art Education (1.0 - 12.0 cr)
CI 8079 - Research in Art Education (3.0 cr)
or DES 8181 - Research Ethics (1.0 cr)

Electives
Take 6 or more credits from among the special topics offered in the following course:
CI 5050 - Issues in Art Education (1.0 - 4.0 cr)
Take 6 or more credits selected in consultation with an adviser based on previous experience and areas of interest.

Elementary Education
The program in elementary education is designed to help professionals acquire and contribute to the advancement of knowledge and leadership so necessary to address the dynamic challenges of contemporary education at the elementary level. Emphasized within the program are, for example, the following: a focus on interdisciplinary approaches to curriculum development, the use of inquiry as a key pedagogical approach, the importance of a strong understanding of diversity and its social and educational implications, and child development and learning theories as the foundation for research and teaching elementary settings.

Learning Technologies
The learning technologies (LT) M.A. program prepares people for research and practice related to multimedia, design, K-12 technology integration, and online distance learning. M.A. graduates often conduct research and engage in LT-related practice in K-12, higher education, or business or industry, such as software companies. LT coursework includes hands-on learning and use of current technologies, development of technological solutions, consideration of theory and research, and conducting educational research.

The M.A. is targeted at students interested in a stronger research orientation than those who pursue the master of education degree. M.A. students, who often continue to a Ph.D. program, are required to take courses in research methodology and to write a Plan A thesis or Plan B paper to complete their degree. Master's degrees extend the content in the certificate programs and include various courses taken from inside and outside the program. Students may engage in advanced media and software design and development or develop plans for technology integration for diverse educational settings.

Plan A or Plan B

Plan A
Total: 34 credits

Major
Minimum of 18 credits.
CI 5331 - Introduction to Learning Technologies (3.0 cr)
CI 8133 - Research Methods in Curriculum and Instruction (3.0 cr)

Technology certificate focus area
Take a minimum of 12 credits selected in consultation with an adviser within one of the following focus areas:
- Multimedia design and development
- K-12 technology integration
- Online distance learning

Minor or Related Field
Take six or more credits.
**Thesis Credits**
Take 10 or more credits(s) from the following:
- CI 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

**Plan B**
Total: 30 credits

**Major**
Minimum of 14 credits. Specific courses listed below.
- CI 5331 - Introduction to Learning Technologies (3.0 cr)
- CI 5155 - Contemporary Approaches to Curriculum: Instruction and Assessment (3.0 cr)
- Or an approved course in learning and cognition or adult education.

**Certificate focus area**
Specific courses to be selected in consultation with adviser within one of the following certificate focus areas:
- Multimedia design and development
- K-12 technology integration
- Online distance learning

**Research**
- CI 8395 - Problems: Instructional Systems (1.0 - 6.0 cr)
- DES 8181 - Research Ethics (1.0 cr)

**Minor or Related Field**
Take a minimum of 6 credits.

---

**Literacy Education**
The M.A. program in curriculum and instruction with an emphasis on literacy is thoughtfully designed to balance theory with practical application in a variety of educational settings. There is a deep foundation in evaluating current research and students are encouraged to contribute meaningfully to research in the field of literacy. Faculty members and students work together to study at the intersection of the strands of literacy: children's and adolescent literature, critical literacies, English education, language arts, and reading. Literacy research related to diverse learners in urban, multilingual settings is a central focus of the program. The course of study is planned in consultation with the adviser to meet the academic interests and background of the students; those needs are balanced with the expected foundations in research and scholarship. Independent scholarship is encouraged and typically comes in the form of a final project (Plan B) or a more formal thesis (Plan A).

---

**Plan A or Plan B**

**Plan A**
Total: 31 credits

**Major**
Minimum of 15 credits. At least one seminar in literacy education is required.
- CI 8133 - Research Methods in Curriculum and Instruction (3.0 cr)

**Minor or Related Field**
Take a minimum of 6 credits.

**Thesis Credits**
Take 10 or more credits(s) from the following:
- CI 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

**Plan B**
Total: 30 credits

**Major**
Includes at least one seminar in literacy education. Specific courses are selected in consultation with adviser based on previous experience and areas of interest.

**Research**
- CI 8495 - Problems: Teaching English and Reading (1.0 - 6.0 cr)
- DES 8181 - Research Ethics (1.0 cr)

A minimum of one 3-credit research course selected from list of recommended courses for C&I Plan B students.

**Minor or Related Field**
Take a minimum of 6 credits.

---

**Mathematics Education**
The mathematics M.A. program prepares students for research and practice related to K-12 mathematics and engineering education. The M.A. is targeted at students interested in a stronger research orientation than those who pursue the master of education (M.Ed.) degree. M.A. students, who often continue on to a Ph.D. program, are required to take courses in research methodology and to write a
Plan A or Plan B paper to complete their degree. Graduate students participate in this work as teaching assistants, research assistants in externally funded projects, and as instructors.

Plan A or Plan B

Plan A

Major
- Minimum of 15 credits.
  - CI 8133 - Research Methods in Curriculum and Instruction (3.0 cr)
  - MTHE 5314 - Teaching and Learning Mathematics (3.0 cr)
  - MTHE 8501 - Theory and Classical Research in Mathematics Education (3.0 cr)
- Take 2 or more course(s) from the following:
  - MTHE 5170 - Historical Topics in the Mathematics Classroom (1.0 - 3.0 cr)
  - MTHE 5171 - Teaching Problem Solving (3.0 cr)
  - MTHE 5172 - Teaching Probability and Statistics (3.0 cr)
  - MTHE 5355 - Mathematics for Diverse Learners (3.0 cr)
  - MTHE 5366 - Technology-Assisted Mathematics Instruction (3.0 cr)
  - MTHE 8591 - Seminar: Mathematics Education (1.0 - 3.0 cr)
  - or MTHE 5xxx graduate course requiring adviser approval for 3 credits.

Minor or Related Field
- Take 6 or more credits from content minor or supporting field (e.g. MATH 5xxx and/or STAT 5xxx).

Thesis Credits
- Take 10 or more credits from the following:
  - CI 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

-OR-

Plan B

Total: 30 credits

Major
- Minimum of 18 credits. Specific courses listed below; others selected in consultation with adviser.
  - MTHE 5314 - Teaching and Learning Mathematics (3.0 cr)

Research
- MTHE 8571 - Research in Mathematics Education (3.0 cr)
  - MTHE 8995 - Problems: Mathematics Education (1.0 - 6.0 cr)
  - DES 8181 - Research Ethics (1.0 cr)

Minor or Related Field
- Take 6 or more credits in content minor or a supporting field (e.g. MATH 5xxx and/or STAT 5xxx).

Science Education

The master's program in science education is designed to prepare scholars to conduct thoughtful research in order to assume roles as university faculty members, educational leaders, policy makers, and researchers and to contribute meaningfully to the field. The field of science education is a broad one and includes science and environmental education at the K-12 levels, the college level, in informal and adult settings, and in early childhood. Focus areas of research within the science education area are the preparation of pre-service science teachers (K-12), induction and mentoring of beginning science teachers, design and implementation of curricula across the K-college spectrum, environmental education, cooperative learning, and social justice.

Plan A or Plan B

Plan A

Total: 31 credits

Major
- Minimum of 15 credits. Specific courses listed below; others selected in consultation with adviser.
  - CI 8570 - Advanced Topics in Science Education (1.0 - 4.0 cr)
  - CI 8571 - Equity, Policy, and Social Justice in Science Education (3.0 cr)
  - CI 8133 - Research Methods in Curriculum and Instruction (3.0 cr)
  - CI 5535 - Foundations of Science Education (3.0 cr)
- Additional research methods course selected in consultation with adviser (3 cr.)

Minor or Related Field
- Take a minimum of 6 credits.

Thesis Credits
- Take 10 or more credits from the following:
  - CI 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)
Plan B
Total: 30 credits

Major
Minimum of 18 credits. Specific courses listed below; others selected in consultation with adviser.
CI 8570 - Advanced Topics in Science Education (1.0 - 4.0 cr)
CI 8571 - Equity, Policy, and Social Justice in Science Education (3.0 cr)
CI 8133 - Research Methods in Curriculum and Instruction (3.0 cr)
CI 5535 - Foundations of Science Education (3.0 cr)

Research
DES 8181 - Research Ethics (1.0 cr)
CI 8595 - Problems: Science Education (1.0 - 6.0 cr)
At least one course in qualitative research methods, selected with adviser from list of recommended courses for C&I Plan B students.

Minor or Related Field
Take a minimum of 6 credits.

Second Languages and Cultures Education
Second languages and cultures (SLC) education is nationally and internationally known for its programs, which focus on English as a second language (ESL) for K-12, postsecondary, and adult classrooms; bilingual and immersion education; and traditional foreign language education in both K-12 and postsecondary settings. The program's perspective on language learning and teaching is markedly pedagogical and informed by an awareness of the role social context plays in the process of language learning and teaching. Master's students in SLC engage in coursework and projects that balance theory and research with practical application. Students pursue a course of study that is designed in collaboration with the faculty adviser to correspond to the interests and background of each student and to provide a solid understanding of research and best practice in the field. Independent scholarship is encouraged and typically comes in the form of a final project (Plan B) or a more formal thesis (Plan A).

Plan A or Plan B

Plan A
Total: 34 credits

Major
Minimum of 15 credits. Specific courses are listed below. Others are selected in consultation with adviser.
CI 8133 - Research Methods in Curriculum and Instruction (3.0 cr)
CI 5651 - Foundations of Second Languages and Cultures Education (3.0 cr)
CI 5662 - Second Language Curriculum Design (3.0 cr)
CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
CI 5658 - Foreign Language Testing and Assessment (3.0 cr)
or CI 5642 - Assessing English Learners (3.0 cr)
CI 5656 - Teaching Literacy in Second Language Classrooms (3.0 cr)
or CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)

Research methodology course
Choose one additional research methodology course: either quantitative (e.g., EPSY 5261 - Introduction to Statistics (3 cr) or a qualitative course selected in consultation with adviser).

Minor or Related Field
Take a minimum of 6 credits.

Thesis Credits
Take 10 or more credits from the following:
• CI 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

-OR-

Plan B
Total: 30 credits

Minimum of 18 credits. Specific courses listed below; others selected in consultation with adviser.
CI 5651 - Foundations of Second Languages and Cultures Education (3.0 cr)
CI 5656 - Teaching Literacy in Second Language Classrooms (3.0 cr)
CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
CI 5662 - Second Language Curriculum Design (3.0 cr)
CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
CI 5642 - Assessing English Learners (3.0 cr)
or CI 5658 - Foreign Language Testing and Assessment (3.0 cr)

Research
Minimum of 6 credits. At least one course in qualitative research methods, selected with adviser from list of recommended courses for C&I Plan B students.
CI 8695 - Problems: Second Languages and Cultures Education (1.0 - 6.0 cr)
DES 8181 - Research Ethics (1.0 cr)

Minor or Related Field
Minimum of 6 credits.

Social Studies Education
The program in social studies education focuses on issues related to curriculum, instruction and assessment in K-12 social studies. Graduate students are strongly encouraged to present research papers at professional conferences, specifically the National Council for the Social Studies and the American Educational Research Association.

Faculty maintain active research agendas with several research centers at the University including the Center for Applied Research and Educational Improvement, housed within the College of Education and Human Development, and two research centers housed outside the College: the Center for Environmental Learning and Leadership and the Center for the Study of Political Psychology. Social studies faculty research interests include the areas of political socialization, political tolerance, authentic assessment, citizenship and civics education, and democratic thought. In addition, faculty members engage in research centered on the history of curricula, multicultural and gender studies, and social justice.

Plan A or Plan B

Plan A
Total: 32-35 credits
Major
Minimum of 16 credits. Specific courses listed below; others selected in consultation with adviser.
CI 5761 - Social Studies Education for the Inservice Middle/Secondary Teacher (3.0 cr)
CI 5762 - Developing Civic Discourse in the Social Studies (3.0 cr)
CI 8796 - Research Internship in Social Studies Education (1.0 - 6.0 cr)
CI 8133 - Research Methods in Curriculum and Instruction (3.0 cr)
EPSY 5261 - Introductory Statistical Methods (3.0 cr)
One qualitative research course, selected with adviser.
Minor Or Related Field
Take a minimum of 6 credits.
Thesis Credits
Take 10 or more credits from the following:
• CI 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)
-OR-

Plan B
Total: 30 credits
Major
15 credit minimum. Specific courses listed below; other selected in consultation with adviser.
CI 5761 - Social Studies Education for the Inservice Middle/Secondary Teacher (3.0 cr)
CI 5762 - Developing Civic Discourse in the Social Studies (3.0 cr)
CI 5747 - Global and Environmental Education: Content and Practice (3.0 cr)
Research
Minimum of 9 credits.
EPSY 5261 - Introductory Statistical Methods (3.0 cr)
CI 8795 - Problems: Social Studies Education (1.0 - 6.0 cr)
DES 8181 - Research Ethics (1.0 cr)
At least one course in qualitative research methods, selected with adviser from list of recommended courses for C&I Plan B students.
Minor or Related Field
Take a minimum of 6 credits.
Education, Curriculum, and Instruction Minor
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Curriculum and Instruction, 125 Peik Hall, 159 Pillsbury Drive S.E., Minneapolis, MN 55455 (612-625-2545; fax: 612-624-8277)
Email: cigs@umn.edu
Website: http://cehd.umn.edu/ci

- Program Type: Graduate minor related to major
- Requirements for this program are current for Fall 2011
- Length of program in credits (Masters): 6
- Length of program in credits (Doctorate): 12
- This program does not require summer semesters for timely completion.

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

By focusing on the curricular and instructional processes central to all educational endeavors, graduate programs within the Department of Curriculum and Instruction prepare students for professional roles in preK-12 education, postsecondary and research settings, educational service agencies, and business and industry.

The minor in education, curriculum and instruction may include a focus in any one of the available tracks: art education; culture and teaching (at the doctoral level); family, youth, and community (including education for community, parent and family education, and youth development and programming); learning technologies (including online distance learning, multimedia design and development, and K-12 technology integration); literacy education (including children's and adolescent literature, critical literacy and English education, and reading education); mathematics education; science education; second languages and cultures education (including ESL, foreign language education, and bilingual and immersion education); and social studies education.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

A master's minor requires a minimum of 6 credits selected in consultation with the director of graduate studies.

Doctoral Level Credits
A minimum of 12 credits is required for a minor; specifically the two core courses (CI 8131 and CI 8132) and 6 more credits in the major track (selected in consultation with a faculty member in Curriculum and Instruction).

CI 8131 - Curriculum and Instruction Core: Critical Examination of Curriculum in Context (3.0 cr)
CI 8132 - Curriculum and Instruction Core: Teaching Theory and Research (3.0 cr)
A minimum of 6 credits selected in consultation with the director of graduate studies.
**Twin Cities Campus**

**Education, Curriculum, and Instruction Ph.D.**

**Curriculum & Instruction**

**College of Education and Human Development**

Link to a list of faculty for this program.

**Contact Information:**

Department of Curriculum and Instruction, 125 Peik Hall, 159 Pillsbury Drive S.E., Minneapolis, MN 55455 (612-625-2545; fax: 612-624-8277)

Email: cigs@umn.edu

Website: [http://cehd.umn.edu/ci](http://cehd.umn.edu/ci)

- Program Type: Doctorate
- Requirements for this program are current for Fall 2011
- Length of program in credits: 78
- This program does not require summer semesters for timely completion.
- Degree: Doctor of Philosophy

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

By focusing on the curricular and instructional processes central to all educational endeavors, graduate programs within the Department of Curriculum and Instruction prepare students for academic and professional roles in P-12 education, postsecondary, and research settings, educational service agencies, and business and industry.

The Ph.D. degree includes formal tracks in art education; culture and teaching (including critical white studies, immigrant and urban education, popular culture, and teacher preparation and development); family, youth, and community (including education for community, parent and family education, and youth development and programming); learning technologies (including online distance learning, multimedia design and development, and K-12 technology integration); literacy education (including children's and adolescent literature, critical literacy and English education, and reading education); mathematics education; science education; second languages and cultures education (including ESL, foreign language education, and bilingual and immersion education); and social studies education.

Students must have an interest in research in education or a related field; students plan a program of coursework that prepares them to conduct scholarly research in an area of expertise related to a track or tracks listed above.

**Program Delivery**

This program is available:

- via classroom (the majority of instruction is face-to-face)

**Prerequisites for Admission**

The preferred undergraduate GPA for admittance to the program is 3.00.

A master's degree is preferred for admission to some of the tracks within the Ph.D. program, but it is not always required.

Generally a bachelor's degree with licensure and/or teaching experience fulfills the requirement. For some areas, however, there is no equivalent undergraduate program. In that case, 15 to 20 credits of undergraduate coursework determined acceptable by faculty is adequate.

**Special Application Requirements:**

Applicants must submit scores from the GRE, three letters of recommendation from individuals familiar with their scholarship and research potential, a complete set of official transcripts, and a clearly written statement of career interests, goals, and objectives. Some program tracks require an example of academic writing. Doctoral applications are reviewed by department faculty once per academic year, with December 1 as the deadline.

International applicants must submit score(s) from one of the following tests:

- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
42 credits are required in the major.
12 credits are required outside the major.
24 thesis credits are required.

This program may be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

Language Requirement: Proficiency in second language.

A minimum GPA of 3.00 is required for students to remain in good standing.

Refer to Curriculum and Instruction (CI), and Mathematics Education (MTHE) in the course section of this catalog or in Twin Cities Courses on the University Catalog website for courses pertaining to the program.

A total of 78 credits is required for the Ph.D. Requirements include two core courses (CI 8131 and 8132) and at least 15 other credits in the selected track. Students must also complete 18 credits in research methodology including CI 8133, CI 8148, WHRE 8912 and 9 credits of depth coursework in quantitative, qualitative, or mixed methods; 12 credits in a minor or supporting program; 3 elective credits to be determined in consultation with advisor; and 24 thesis credits. Specific courses and additional work vary depending upon the track and are planned with the adviser.

Program Sub-plans
Students are required to complete one of the following sub-plans.
Students may not complete the program with more than one sub-plan.

Art Education
The Ph.D. program in art education presents opportunities for students with experience in schools or other informal educational settings to develop necessary philosophical, theoretical, and methodological competence to make scholarly contributions to the field. Working as researchers, scholars, policy makers, and practitioners, graduates become educational leaders in universities, colleges, P-12 school districts, museums, community arts organizations, and government agencies.

Students typically carry out dissertation inquiry in local urban and suburban schools, several renowned art museums in the Minneapolis-St. Paul area, and within the initial teacher licensure program at the University. Both qualitative and quantitative research methods have guided Ph.D. candidates' inquiry on the rightness of aesthetic-based problem solving, design thinking, and media arts theory and practice in arts classrooms; teaching critical literacy in and through the arts; innovation in culture-based arts education; and other knowledge building questions specific to art teacher development and retention. Faculty and students are committed to understanding equity and social justice in both research and teaching. Graduate students often work closely with faculty in the development, implementation, and evaluation of national, state, and local arts education initiatives.

Culture and Teaching
The culture and teaching (CaT) sub-plan engages the study of education as a cultural phenomenon. Students in CaT study a range of educational processes that take place both in and beyond the borders of schools, and explore alternative epistemologies and pedagogies. Faculty and students are dedicated to seeking better understandings of issues pertaining to equity and social justice in both research and teaching. The track is interdisciplinary and collaborative, so students' work will encompass many different approaches, methods, and perspectives.

Some of CaT's courses focus on the ways in which teachers are prepared to teach; engage in ongoing professional development; and develop their own personal and professional identities within collegial communities. Other courses examine the salience of
understanding white racial identity for pedagogy and social change; as well as the implications of globalization and immigration for teaching, learning, and curriculum. Still other courses explore popular culture and media in relation to contemporary critical theory and teaching practices. "Culture" in CaT includes thinking about "high" and "popular" cultures, the cultures of teaching and the cultures of learning, and how our responses to all influence and are influenced by everyday meanings and practices.

Elementary Education
This sub-plan is optional and does not fulfill the sub-plan requirement for this program.

This program in elementary education is designed to help professionals acquire and contribute to the advancement of knowledge and leadership so necessary to address the dynamic challenges of contemporary education at the elementary level. Emphasized within the program are, for example, the following: a focus on interdisciplinary approaches to curriculum development, the use of inquiry as a key pedagogical approach, the importance of a strong understanding of diversity and its social and educational implications, and child development and learning theories as the foundation for research and teaching in elementary settings.

Overall Ph.D. course requirements are outlined by the major (education, curriculum and instruction). Student-specific coursework is selected in consultation with adviser(s) and determined by specialization within the track, research methodology, and transfer credits.

Learning Technologies
The learning technologies (LT) program prepares students for research and practice related to multimedia, design, K-12 technology integration, and online distance learning. Ph.D. graduates often earn academic positions in higher education or become directors and leaders of development or research in business and industry. Coursework in LT includes hands-on learning and use of current technologies, development of technological solutions, research methods, and theory of curriculum, instruction, and learning.

The Ph.D. degree is targeted primarily at students interested in pursuing research careers. Student research, culminating in a dissertation, typically evaluates various learning technologies issues and interventions. Common areas of study include conditions affecting educational technology use in schools, higher education, and business settings, and tend to focus on psychological, sociological, and philosophical factors. For example, recent graduates have studied the impact of technology on learning and cognition, variables that mediate effective technology use in education, and issues related to ethical technology use.

Literacy Education
Within the literacy education track there are three specializations: (1) children's and adolescent literature, (2) critical literacy and English education, and (3) reading education. Students who have an interest in literacy outside of these specialization areas are able to work with faculty and advisers to develop a program that builds on their interests. Although faculty members work within these distinct specializations, they also enjoy collaborating on teaching, research, and writing projects across the areas embedded within literacy education. Together, faculty and graduate students in the program investigate a host of issues in the field of literacy.

The literacy education track has four overarching goals. They are:
- to apply multiple theoretical and research perspectives to problems and questions central to the field;
- to engage in research, teaching, and outreach that supports culturally and linguistically diverse literacy learners;
- to develop literacy teachers and leaders for diverse schools; and
- to influence literacy policies that address inequities and benefit all learners.

Mathematics Education
The doctoral program in mathematics education is designed to prepare scholars to conduct thoughtful research in order to assume roles as university faculty members, educational leaders, policy makers, and researchers; and to contribute meaningfully to the field. Focus areas of research within the mathematics and engineering education fields are the preparation of pre-service science teachers (K-12), induction and mentoring of beginning science teachers, design and implementation of curricula across the K-college spectrum, and social justice. Full-time students in the doctoral program will be provided teaching and research opportunities relevant to their area of interest, such as supervising student teachers, teaching pre-service courses, and grant work. Students will be encouraged to collaborate with existing faculty research projects as well as developing their own independent scholarship. Students are encouraged to present at national conferences such as the National Council of Teachers of Mathematics Annual Conference.

Science Education
The doctoral program in science education is designed to prepare scholars to conduct thoughtful research in order to assume roles as university faculty members, educational leaders, policy makers, and researchers; and to contribute meaningfully to the field. The field of science education is a broad one and includes science and environmental education at the K-12 levels, the college level, in informal and adult settings and in early childhood. Focus areas of research within the science education area are the preparation of pre-service science teachers (K-12), induction and mentoring of beginning science teachers, design and implementation of curricula across the K-
college spectrum, environmental education, cooperative learning, and social justice.

Full-time students in the doctoral program will be provided teaching and research opportunities relevant to their area of interest, such as supervising student teachers, teaching pre-service courses, and grant work. Students will be encouraged to collaborate with existing faculty research projects as well as developing their own independent scholarship. Students are encouraged to present at national conference such as the Association of Science Teacher Educators and the National Association for Research in Science Teaching.

Second Languages and Cultures Education
The Ph.D. track in second languages and cultures (SLC) focuses on the study of language use, teaching, learning, and policy across a range of educational and community settings, including programs that serve language minority and language majority learners: ESL/EFL, foreign language education, and bilingual and immersion education. The Ph.D. program is designed to assume roles as university faculty members, researchers, policy makers, and educational leaders. Independent scholarship is the cornerstone of the Ph.D. program.

The SLC Ph.D. track has four specializations that correspond to the program's primary focus areas and faculty expertise.
1) Second language acquisition and classroom discourse research examines language learning processes and the way language is used by learners and their interlocutors in or out of school.
2) Second language pedagogy and teacher development research examines teachers' classroom practices and strategies as well as professional identities, experiences and attitudes.
3) Language policy research involves analysis of the formation, implementation, and negotiation of language policy in national, school, community, and private spheres.
4) Languages and cultures across schools and communities research examines connections across homes, schools, and communities with an emphasis on the experience.

Social Studies Education
The program in social studies education focuses on issues related to curriculum, instruction, and assessment in K-12 social studies. Full-time graduate students generally have opportunities to supervise student teachers, teach introductory social studies classes, and conduct and publish research with one or more faculty members. Doctoral students are required to complete a research internship with one or more of the faculty as part of their study for the degree. Graduate students are strongly encouraged to present research papers at professional conferences, specifically the National Council for the Social Studies and the American Educational Research Association.

Recent Ph.D. graduates have conducted research in the areas of intercultural relations, moral development, multicultural gender-fair curriculum, social studies instructional issues, and the standards movement as it relates to social studies education. Graduates of the program have assumed positions as instructional leaders in the public schools, curriculum development specialists, social studies assessment specialists, and college/university faculty.
Twin Cities Campus
Educational Policy and Administration Ed.D.
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Doctorate
- Requirements for this program are current for Fall 2011
- Length of program in credits: 58
- This program requires summer semesters for timely completion.
- Degree: Doctor of Philosophy

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The Department of Organizational Leadership, Policy, and Development is a leader in advancing knowledge about educational and organizational change in local, national, and international contexts. Our research, teaching, and outreach reflect a commitment to interdisciplinary and intercultural engagement with educators, scholars, and policy makers seeking to enhance leadership, policy, and development around the globe. Students in the M.A. and Ph.D. programs choose from one of five complementary but distinct program tracks: educational administration (EdAd), evaluation studies (ES), higher education (HiEd), and comparative and international development education (CIDE), and work and human resource education (WHRE). Our undergraduate programs focus on human resource development and business and marketing education. In addition, the department offers a variety of programs for practicing professionals and various licensure programs.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)
- partially online (between 50% to 80% of instruction is online)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

A master's degree is required. The preferred graduate GPA for admittance to the program is 3.50.

Applicants must submit scores from the General Test of the GRE, two letters of recommendation from persons familiar with their scholarship and research potential, a complete set of official transcripts (sent directly from institution[s] to the Graduate School), a current résumé, and three brief essays (personal statement, educational issue of interest, career goals). International students must also submit a TOEFL or IELTS score. Applicants to the international cohorts should have at least three years of experience in international education.

Special Application Requirements:
New cohorts for the Ed.D. are not started every year. Potential applicants are encouraged to check with the department before applying.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
34 credits are required in the major.
12 credits are required outside the major.
12 thesis credits are required.

This program may not be completed with a minor.

Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

The doctor of education (Ed.D.) is a professionally oriented degree program for those who will provide leadership in educational institutions. The program emphasizes breadth of preparation in educational policy and administration and in related fields. Through courses, seminars, and independent study, students learn to apply the products of disciplined inquiry to educational policy issues and practical situations in educational environments.

The Ed.D. is offered in two areas of educational policy and administration: educational administration (pre-K-12 schools) and higher education. Cohorts include those in the metropolitan area, out state Minnesota, and international schools. The Ed.D. degree is offered only in the context of cohort programs of 20-30 students each.

All Ed.D. cohort programs include department core courses, program core courses, inquiry and research courses, supporting program or minor, and field research project credits. Within the overall framework (some credits may be brought in from previous graduate work), specific course requirements are developed for each program area and cohort. See the department website for requirements in specific cohorts.

Preliminary written and oral exams are required. Students must complete a professional field project that contributes to the improvement of educational policy or practice.

Program Sub-plans
Students are required to complete one of the following sub-plans. Students may not complete the program with more than one sub-plan.

Educational Administration
Domestic cohort: Students in the domestic Ed.D. cohort take 38 credits of new coursework, transfer 14 credits from a master's degree or previous graduate work (with consultation and upon adviser approval), and conduct an individual research-based, applied thesis project (12 cr).

International cohort: Students in the international Ed.D. cohort take 42-45 credits of new coursework, transfer 18 credits from a master's degree or previous graduate work (with consultation and upon adviser approval), and conduct an individual research-based, applied thesis project (12 cr).

Higher Education
Domestic cohort: The 65 credits (minimum) of coursework for the Ed.D. cohort program in higher education consists of 41 new semester credits distributed among courses in higher education and research methodology; 12 credits in a supporting program (coursework taken in areas outside OLPD); and 12 thesis credits, associated with the completion of the doctoral research project.

Students are permitted to transfer up to 12 credits of previously completed graduate-level coursework in education or related areas, subject to the approval of their faculty adviser and the director of graduate studies. These credits may be applied to the coursework listed above.
International cohort: Students in the International Ed.D. cohort take 42-45 credits of new coursework, transfer 18 credits from a master's degree or previous graduate work (with consultation and upon adviser approval), and conduct an individual research-based, applied thesis project (12 cr).

Rochester
This sub-plan is optional and does not fulfill the sub-plan requirement for this program.

Same as general program description.

Same requirements are as listed in the general program description. Students may take courses on Twin Cities or Rochester campuses.
Twin Cities Campus
Educational Policy and Administration M.A.
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 30
- This program does not require summer semesters for timely completion.
- Degree: Master of Arts

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The Department of Organizational Leadership, Policy, and Development is a leader in advancing knowledge about educational and organizational change in local, national, and international contexts. Our research, teaching, and outreach reflect a commitment to interdisciplinary and intercultural engagement with educators, scholars, and policy makers seeking to enhance leadership, policy, and development around the globe. Students in the M.A. and Ph.D. programs choose from one of five complementary but distinct program tracks: educational administration (EdAd), evaluation studies (ES), higher education (HiEd), comparative and international development education (CIDE), and work and human resource education (WHRE). The department's undergraduate programs focus on human resource development and business and marketing education. In addition, it offers a variety of programs for practicing professionals and various licensure programs.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Special Application Requirements:
Applicants must submit scores from the General Test of the GRE, two letters of recommendation from persons familiar with their scholarship and research potential, a complete set of official transcripts (sent directly from institution[s] to the Graduate School), a current résumé, and three brief essays (personal statement, educational issue of interest, career goals). The GRE is not required for EdAd M.A. applicants but is required for application to other M.A. program tracks (CIDE, ES, and HiEd) and all tracks in the doctoral degree programs (Ed.D. and Ph.D.). International students must also submit a TOEFL or IELTS score, but international applicants to the M.A. program are exempt from the GRE. All applications for admission are reviewed once a year (March 1). All new students begin in fall semester unless permission to start earlier is granted by the program coordinator. The department application, letters of recommendation, résumé, and essays are submitted via the Graduate School's online application. GRE scores, transcripts (sent directly from the institution[s]), and TOEFL/IELTS score are sent to the Graduate School.

Applicants must have completed appropriate undergraduate and graduate study. In some cases, where previous coursework or degrees are marginally related, otherwise qualified applicants will be asked to complete additional background courses after admission. Applications are encouraged from individuals who may have completed undergraduate and/or master's programs in related areas such as curriculum studies, public affairs, sociology, psychology, economics, political science, international relations, management science, measurement and statistics, and educational psychology. The department offers study opportunities for professionals who are employed full time as well as for those who wish to pursue graduate studies full time.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
- Internet Based - Writing Score: 21
- Internet Based - Reading Score: 19
- Paper Based - Total Score: 550

**IELTS**
- Total Score: 6.5
**MELAB**
- Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

**Program Requirements**

**Plan A:** Plan A requires 14 major credits, 6 credits outside the major, and 10 thesis credits. The final exam is oral.

**Plan B:** Plan B requires 24 major credits and 6 credits outside the major. The final exam is written.

This program may be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 3.00 is required for students to remain in good standing.

The master's is available under four program tracks: educational administration, evaluation studies, higher education, and comparative and international development education; and is offered under two plans. Plan A requires 14-18 course credits in EDPA courses, 6 course credits outside the department, and 10 thesis credits. Plan B requires 24-26 course credits in EDPA courses, 6 course credits outside the department, and a Plan B project. For details see the OLPD website under Current Students.

**Program Sub-plans**

Students are required to complete one of the following sub-plans. Students may not complete the program with more than one sub-plan.

**Comparative and International Development Education**

**Plan A or Plan B**

**Plan A**
Total Plan A CIDE Credits: 34 credits

**Program Core**
OLPD 5087 - Seminar: Educational Policy and Administration (1.0 - 3.0 cr)

**Program Specializations**
Students select two courses from one of the three specializations:

**Comparative and international development education**
- OLPD 5103 - Comparative Education (3.0 cr)
- OLPD 5104 - Strategies for International Development of Education Systems (3.0 cr)
- OLPD 5121 - Educational Reform in International Context (3.0 cr)

**Intercultural/international education**
- OLPD 5048 - Cross-Cultural Perspectives on Leadership (3.0 cr)
- OLPD 5124 - Critical Issues in International Education and Educational Exchange (3.0 cr)
- OLPD 5132 - Intercultural Education and Training: Theory and Application (3.0 cr)

**Global youth policy and leadership**
- OLPD 5141 - Global Youth Policy and Leadership: Comparative Youth Policy and Leadership (3.0 cr)
- OLPD 5142 - Youth Futures in International and Global Contexts (3.0 cr)
- OLPD 5381 - The Search for Children and Youth Policy in the U.S. (3.0 cr)

**Research Design and Methods**
3 credits to be selected in consultation with adviser.

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

**Electives**
The following courses are also available for elective options:
- OLPD 8087 - Seminar: Educational Policy & Administration [Pro Seminar in CID]
- OLPD 5040 - Special Topics: Human Rights Education (3 cr)

Take 6 or more credits(s) from the following:
- OLPD 5044 - Introduction to the Economics of Education (3.0 cr)
- OLPD 5056 - Case Studies for Policy Research (3.0 cr)
- OLPD 5061 - Ethnographic Research Methods (3.0 cr)
- OLPD 5080 - Special Topics: Educational Policy and Administration (1.0 - 3.0 cr)
- OLPD 5095 - Problems: Educational Policy and Administration (1.0 - 3.0 cr)
- OLPD 5102 - Knowledge Constructions and Applications in International Development Contexts (3.0 cr)
- OLPD 5144 - Cultural Models, Simulations, and Games (3.0 cr)
- OLPD 8101 - International Education and Development (3.0 cr)
- OLPD 8103 - Comparative Education (3.0 cr)
- OLPD 8104 - Innovative Systems Thinking in Education and Culture (3.0 cr)

**Thesis Credits**
Take 10 or more credits(s) from the following:
- OLPD 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

-OR-

**Plan B**
Total Plan B CIDC Credits: 30 credits

**Program Core**
- OLPD 5095 - Problems: Educational Policy and Administration (1.0 - 3.0 cr)

**Program Specializations**
Select one of the three specializations below and choose two of its three core courses:
- **Comparative and international development education**
  - OLPD 5103 - Comparative Education (3.0 cr)
  - OLPD 5104 - Strategies for International Development of Education Systems (3.0 cr)
  - OLPD 5121 - Educational Reform in International Context (3.0 cr)
- **Intercultural/international education**
  - OLPD 5048 - Cross-Cultural Perspectives on Leadership (3.0 cr)
  - OLPD 5124 - Critical Issues in International Education and Educational Exchange (3.0 cr)
  - OLPD 5132 - Intercultural Education and Training: Theory and Application (3.0 cr)
- **Global youth policy and leadership**
  - OLPD 5141 - Global Youth Policy and Leadership: Comparative Youth Policy and Leadership (3.0 cr)
  - OLPD 5142 - Youth Futures in International and Global Contexts (3.0 cr)
  - OLPD 5381 - The Search for Children and Youth Policy in the U.S. (3 cr)

**Electives**
8xxx courses should be taken only with the consent of the instructor.

The following courses are also available for elective options:
- EDPA 5080 - Special Topics: Gender, Education, & International Development (3 cr)
- EDPA 8087 - Seminar: Educational Policy & Administration (1-2 cr) [Advanced Seminar in International Development Education: Care Gender Project]

Take 12 or more credits(s) from the following:
- OLPD 5044 - Introduction to the Economics of Education (3.0 cr)
- OLPD 5056 - Case Studies for Policy Research (3.0 cr)
- OLPD 5061 - Ethnographic Research Methods (3.0 cr)
- OLPD 5095 - Problems: Educational Policy and Administration (1.0 - 3.0 cr)
- OLPD 5102 - Knowledge Constructions and Applications in International Development Contexts (3.0 cr)
- OLPD 5144 - Cultural Models, Simulations, and Games (3.0 cr)
- OLPD 5302 - Educational Policy: Context, Inquiry, and Issues (3.0 cr)
- OLPD 8087 - Seminar: Educational Policy and Administration (1.0 - 3.0 cr)
- OLPD 8101 - International Education and Development (3.0 cr)
- OLPD 8103 - Comparative Education (3.0 cr)
- OLPD 8104 - Innovative Systems Thinking in Education and Culture (3.0 cr)

**Research Design and Methods**
3 credits to be selected in consultation with adviser.

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

**Educational Administration**
Plan A or Plan B

Plan A

Program Core
Take 6 or more credits(s) from the following:
- OLPD 5001 - Formal Organizations in Education (3.0 cr)
- OLPD 5041 - Sociology of Education (3.0 cr)
- OLPD 5044 - Introduction to the Economics of Education (3.0 cr)
- OLPD 5048 - Cross-Cultural Perspectives on Leadership (3.0 cr)
- OLPD 5302 - Educational Policy: Context, Inquiry, and Issues (3.0 cr)
- OLPD 5344 - School Law (3.0 cr)
- OLPD 5364 - Context and Practice of Educational Leadership (3.0 cr)

Research Design and Methods
Take 6 or more credits selected in consultation with adviser.

Related Fields (6 additional credits outside department)
The master's degree requires 6 credits taken outside of the department that directly relate to the student's area of study. These courses should be selected in consultation with the adviser.

Thesis Credits
Take 10 or more credits(s) from the following:
- OLPD 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

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

-OR-

Plan B

Required coursework
- OLPD 5001 - Formal Organizations in Education (3.0 cr)
- OLPD 5302 - Educational Policy: Context, Inquiry, and Issues (3.0 cr)

Program Core
Take 6 credits total from the following two areas:

Leadership courses
Take 1 or more course(s) from the following:
- OLPD 5048 - Cross-Cultural Perspectives on Leadership (3.0 cr)
- OLPD 5364 - Context and Practice of Educational Leadership (3.0 cr)

Other coursework
Take 1 or more course(s) from the following:
- OLPD 5041 - Sociology of Education (3.0 cr)
- OLPD 5044 - Introduction to the Economics of Education (3.0 cr)
- OLPD 5128 - Anthropology of Education (3.0 cr)
- OLPD 5324 - Strategic Financial Planning and Policy for Educational Leaders (3.0 cr)
- OLPD 5344 - School Law (3.0 cr)
- OLPD 5346 - Politics of Education (3.0 cr)

Research Design and Methods
- OLPD 5501 - Principles and Methods of Evaluation (3.0 cr)

Related Fields
6 additional credits outside of department, selected in consultation with adviser. These usually include additional courses from the program core or other OLPD courses.

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

Take 3 or more credits(s) from the following:
- OLPD 5095 - Problems: Educational Policy and Administration (1.0 - 3.0 cr)

Evaluation Studies

Plan A or Plan B

Plan A

Total Plan A ES Credits: 31-32 credits

Program Core (6 credits)
- OLPD 5501 - Principles and Methods of Evaluation (3.0 cr)
- OLPD 8502 - Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3.0 cr)
Research Design and Methods
Two qualitative methods courses selected in consultation with adviser for a minimum of 6 credits.

Related Fields/Electives (9-10 credits)
The master's degree requires 6 semester credits taken outside the department that directly relate to the student's area of study. These courses should be selected in consultation with the adviser and should constitute a solid coursework foundation for the student's thesis.

Thesis Credits
Take 10 or more credits from the following:
• OLPD 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

-OR-

Plan B
Total Plan B ES Credits: 31-33 credits

Program Core (10 credits)
OLPD 5501 - Principles and Methods of Evaluation (3.0 cr)
OLPD 5521 - Cost and Economic Analysis in Educational Evaluation (3.0 cr)
OLPD 5524 - Evaluation Colloquium (1.0 cr)
OLPD 8502 - Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3.0 cr)

Research Design and Methods
Two qualitative methods courses selected in consultation with adviser for a minimum of 6 credits.

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

Other Electives
Coursework related to the student's specialization, selected in consultation with the adviser, and totaling a minimum of 6 credits. These may be OLPD or outside courses.

Colloquium Paper
The Plan B paper is prepared under the guidance of the adviser and committee. The final paper must represent no fewer than 120 hours of work.
Take 3 or more credits from the following:
• OLPD 5095 - Problems: Educational Policy and Administration (1.0 - 3.0 cr)

Higher Education

Plan A or Plan B

Plan A
Total Plan A HiEd Credits: 34 credits

Required Coursework (6 credits)
OLPD 5701 - U.S. Higher Education (3.0 cr)
OLPD 5080 - Special Topics: Educational Policy and Administration (1.0 - 3.0 cr)

Program Area
Select from the course offerings listed below with adviser consultation and approval.

The following courses are also options:
OLPD 5080 - Special Topics: Diversity and Equity in Higher Education (3 cr)
OLPD 5080 - Special Topics: Public Engagement in Higher Education (3 cr)
OLPD 5080 - Special Topics: External Relations in Higher Education (3 cr)
OLPD 5080 - Special Topics: Perspectives on Leadership (3 cr)

Other courses as offered by higher education faculty.
Take 9 or more credits from the following:
• OLPD 5001 - Formal Organizations in Education (3.0 cr)
• OLPD 5704 - College Students Today (3.0 cr)
• OLPD 5721 - Race and Ethnicity in Higher Education (3.0 cr)
• OLPD 5724 - Leadership and Administration of Student Affairs (2.0 - 3.0 cr)
• OLPD 5734 - Institutional Research in Postsecondary Education (2.0 - 3.0 cr)
• OLPD 8703 - Public Policy in Higher Education (3.0 cr)

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

Research Design and Methods
Students select courses in consultation with their adviser totaling a minimum of 3 credits.
Electives
To be determined with adviser; used to reach required total of 30 credits.

Thesis Credits
Take 10 or more credits from the following:
• OLPD 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

-OR-

Plan B
Total Plan B HiEd Credits: 30 credits

Required Coursework
6 credits.
OLPD 5701 - U.S. Higher Education (3.0 cr)
OLPD 5080 - Special Topics: Educational Policy and Administration (1.0 - 3.0 cr)

Program Area
Selected from the course offerings listed below with adviser consultation and approval.

The following courses are also options:
OLPD 5080 - Special Topics: Diversity and Equity in Higher Education (3 cr)
OLPD 5080 - Special Topics: Public Engagement in Higher Education (3 cr)
OLPD 5080 - Special Topics: External Relations in Higher Education (3 cr)
OLPD 5080 - Special Topics: Perspectives on Leadership (3 cr)

Take 12 or more credits from the following:
• OLPD 5001 - Formal Organizations in Education (3.0 cr)
• OLPD 5704 - College Students Today (3.0 cr)
• OLPD 5721 - Race and Ethnicity in Higher Education (3.0 cr)
• OLPD 5724 - Leadership and Administration of Student Affairs (2.0 - 3.0 cr)
• OLPD 5734 - Institutional Research in Postsecondary Education (2.0 - 3.0 cr)
• OLPD 8703 - Public Policy in Higher Education (3.0 cr)

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

Methods Course
Select courses in consultation with adviser for a minimum of 3 credits.

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

Colloquium Paper
Plan B paper is prepared under the guidance of adviser and committee. The final paper must represent no fewer than 120 hours of work.
Take 3 or more credits from the following:
• OLPD 5795 - Plan B Research Design (3.0 cr)
Twin Cities Campus
Educational Policy and Administration Ph.D.
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Doctorate
- Requirements for this program are current for Fall 2011
- Length of program in credits: 76 to 85
- This program does not require summer semesters for timely completion.
- Degree: Doctor of Philosophy

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The Department of Organizational Leadership, Policy, and Development is a leader in advancing knowledge about educational and organizational change in local, national, and international contexts. Its research, teaching, and outreach reflect a commitment to interdisciplinary and intercultural engagement with educators, scholars, and policy makers seeking to enhance leadership, policy, and development around the globe. Students in the M.A. and Ph.D. programs choose from one of five complementary but distinct program tracks: educational administration (EdAd), evaluation studies (ES), higher education (HiEd), comparative and international development education (CIDE), and work and human resource education (WHRE). Undergraduate programs focus on human resource development and business and marketing education. In addition, the department offers a variety of programs for practicing professionals and various licensure programs.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Applicants must have completed appropriate undergraduate and graduate study. In some cases, where previous coursework or degrees are marginally related, otherwise qualified applicants will be asked to complete additional background courses after admission. Applications are encouraged from individuals who may have completed undergraduate and/or master's programs in related areas such as curriculum studies, public affairs, sociology, psychology, economics, political science, international relations, management science, measurement and statistics, and educational psychology. The department offers study opportunities for professionals who are employed full time as well as for those who wish to pursue graduate studies full time.

Special Application Requirements:
Applicants must submit scores from the General Test of the GRE, two letters of recommendation from persons familiar with their scholarship and research potential, a complete set of official transcripts (sent directly from institution[s]), and a current résumé; as well as answer required essay questions via the online application. The GRE is required for all tracks in the doctoral degree programs (Ed.D. and Ph.D.). International students must also submit a TOEFL or IELTS score. All applications for admission are reviewed once per year. Submission of all application materials for all tracks by December 5 is strongly encouraged to ensure priority consideration for assistantships awarded for the next academic year. All new students begin in fall semester unless permission to start earlier is granted by the program coordinator. The application, letters of recommendation, résumé, essays, GRE scores, transcripts (sent directly from the institution[s]), and TOEFL/IELTS score are sent to the Graduate School via the ApplyYourself online application http://www.grad.umn.edu/prospective_students/apply_online.html.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
Program Requirements
22 credits are required in the major.
12 credits are required outside the major.
24 thesis credits are required.

This program may be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

Credits required by the major vary by program.

The Ph.D. is available in four program tracks: educational administration, evaluation studies, higher education, or comparative and international development education. All Ph.D. programs include 22 credits in department core courses (which include 15 credits of research methodology courses), 18 or more credits in program core courses, 12 or more course credits in a supporting program or minor, and 24 thesis credits. The minimum total of course credits varies by track (see Student Handbook on the department website for details). Preliminary written and oral exams are required. Students must complete a dissertation. Within the general framework for Ph.D. requirements, the degree program is developed by the student and his or her adviser and is subject to approval by the department's director of graduate studies and the Graduate School.

Program Sub-plans
Students are required to complete one of the following sub-plans.
Students may not complete the program with more than one sub-plan.

Comparative and International Development Education
The doctor of philosophy (Ph.D.) degree with a program emphasis in comparative and international development education (CIDE) is offered by the Department of Organizational Leadership, Policy, and Development (OLPD).

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

Department Core
22 credits

Professional socialization seminar
Taken fall term of first year.
OLPD 8011 - Doctoral Research Seminar I (1.0 cr)

Research courses
- Quantitative course to be determined by student and adviser (3 cr in or outside of department)
- Qualitative course to be determined by student and adviser (3 cr in or outside of department)
- 6 credits of additional methods courses to be determined by student and adviser
OLPD 8015 - Research Design and Educational Policy (3.0 cr)

Focal area courses
6 credits taken anywhere at the U of M with adviser approval, in one of the following focal areas:
- Organizational theory and leadership
- Policy and evaluation
- International education
- Social and cultural foundations

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.
Equity and diversity

**Doctoral Seminars in CIDE**

Students take 6 credits; 2 credits in each of 3 semesters starting in the spring term of the first year in the program; course numbers are listed as OLPD 8121, section 002; OLPD 8121, section 003; and OLPD 8121, section 004.

**Specialization Courses**

Students choose two courses, with a minimum of one 8xxx course for specializations with 8xxx courses.

Note: Any specialization core course not being used as core class can become an elective.

**Comparative and international development education**

Take 6 or more credits(s) from the following:

- OLPD 5104 - Strategies for International Development of Education Systems (3.0 cr)
- OLPD 5121 - Educational Reform in International Context (3.0 cr)
- OLPD 8101 - International Education and Development (3.0 cr)
- OLPD 8103 - Comparative Education (3.0 cr)

or **Intercultural/international education**

Take 6 or more credits(s) from the following:

- OLPD 5045 - Cross-Cultural Perspectives on Leadership (3.0 cr)
- OLPD 5124 - Critical Issues in International Education and Educational Exchange (3.0 cr)
- OLPD 5132 - Intercultural Education and Training: Theory and Application (3.0 cr)

or **global youth policy and leadership**

Take 6 or more credits(s) from the following:

- OLPD 5141 - Global Youth Policy and Leadership: Comparative Youth Policy and Leadership (3.0 cr)
- OLPD 5142 - Youth Futures in International and Global Contexts (3.0 cr)
- OLPD 5381 - The Search for Children and Youth Policy in the U.S. (3.0 cr)

**CIDE Elective Courses**

Take exactly 12 credits(s) from the following:

- OLPD 5044 - Introduction to the Economics of Education (3.0 cr)
- OLPD 5056 - Case Studies for Policy Research (3.0 cr)
- OLPD 5061 - Ethnographic Research Methods (3.0 cr)
- OLPD 5095 - Problems: Educational Policy and Administration (1.0 - 3.0 cr)
- OLPD 5102 - Knowledge Constructions and Applications in International Development Contexts (3.0 cr)
- OLPD 5144 - Cultural Models, Simulations, and Games (3.0 cr)
- OLPD 5381 - The Search for Children and Youth Policy in the U.S. (3.0 cr)
- OLPD 5104 - Innovative Systems Thinking in Education and Culture (3.0 cr)
- OLPD 8087 - Seminar in OLPD

Advanced Seminar in International Development Education: Care Gender Project

OR

Professional Seminar in CIDE

OLPD 5080 - Special Topics in OLPD

Special Topics: Gender, Education, and International Development (3 cr)

OR

Special Topics: Human Rights Education (3 cr)

**Additional Coursework**

12 or more credits from program curriculum.

**Educational Administration**

The doctor of philosophy (Ph.D.) degree with a program emphasis in educational administration (EdAd) provides an opportunity for intensive study of the field of education. It is especially suitable for students who wish to pursue careers in policy, research, or college and university teaching. It is also available to students who are interested in careers in school, district, and statewide administration, though it is more theory and research-oriented than the doctorate of education (Ed.D.) degree which is also offered by OLPD.

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

**Department Core**

22 credits

**Professional socialization seminar**

Taken fall term of first year.

OLPD 8011 - Doctoral Research Seminar I (1.0 cr)

**Research courses**

15 credit minimum. In consultation with adviser choose:

- 3 credit qualitative course (in or outside of department)
- 3 credit qualitative course (in or outside of department)
- 6 credits of additional methods courses
  OLPD 8015 - Research Design and Educational Policy (3.0 cr)

**Focal area courses**

With adviser approval, take 6 credits in one of the following focal areas:
- Organizational theory and leadership
- Policy and evaluation
- International education
- Social and cultural foundations
- Equity and diversity

**Program Core: Educational Administration**

18 credits

OLPD 5001 - Formal Organizations in Education (3.0 cr)
OLPD 5346 - Politics of Education (3.0 cr)
OLPD 8020 - Leadership: From Theory to Reflective Practice (3.0 cr)
OLPD 8302 - Educational Policy Perspectives (3.0 cr)

6 or more credits of electives selected with approval of adviser.

**Additional Coursework**

12 or more credits from program curriculum.

**Evaluation Studies**

The doctor of philosophy (Ph.D.) degree with a program emphasis in evaluation studies (ES) provides an opportunity for intensive study of the techniques and process of evaluation and policy research and of the social and political context within which program evaluation occurs.

Graduates leave with a portfolio filled with evidence of their expertise with the tools of the evaluation trade—qualitative and quantitative inquiry methods, communication skills, and computer database analysis experience. Evaluation knowledge and skills are gleaned not only from time in the classroom but also from internships and collaboration with evaluation professionals in real-world settings. Evaluation studies students have access to some of the best evaluators in the field.

**Department Core**

22 credits

**Professional socialization seminar**

Taken fall term of first year

OLPD 8011 - Doctoral Research Seminar I (1.0 cr)

**Research courses**

15 credit minimum. In consultation with adviser choose:
- 3 credit quantitative course (in or outside of department)
- 3 credit qualitative course (in or outside of department)
- 6 credits of additional methods courses
  OLPD 8015 - Research Design and Educational Policy (3.0 cr)

**Focal area courses**

With adviser approval, take 6 credits in one of the following focal areas:
- Organizational theory and leadership
- Policy and evaluation
- International education
- Social and cultural foundations
- Equity and diversity

**Program Core: Evaluation Studies**

20 credits. Take OLPD 8596 - Evaluation Internship twice, in two different semesters.

OLPD 5501 - Principles and Methods of Evaluation (3.0 cr)
OLPD 5521 - Cost and Economic Analysis in Educational Evaluation (3.0 cr)
OLPD 5524 - Evaluation Colloquium (1.0 cr)
OLPD 8502 - Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3.0 cr)
OLPD 8595 - Evaluation Problems (1.0 - 6.0 cr)
OLPD 8596 - Evaluation Internship (1.0 - 9.0 cr)

**Additional Coursework**

12 or more credits from program curriculum.

**Higher Education**

The doctor of philosophy (Ph.D.) degree with a program emphasis in higher education (HIED) provides an opportunity for intensive study of the policies and organizational issues in higher education institutions and systems.

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

**Department Core**

22 credits

**Professional socialization seminar**

- Taken fall term of first year.
- OLPD 8011 - Doctoral Research Seminar I (1.0 cr)

**Research courses**

- 15 credit minimum. In consultation with adviser choose:
  - 3 credit quantitative course (in or outside of department)
  - 3 credit qualitative course (in or outside of department)
  - 6 credits of additional methods courses
- OLPD 8015 - Research Design and Educational Policy (3.0 cr)

**Focal area courses**

- With adviser approval, take 6 credits in one of the following focal areas:
  - Organizational theory and leadership
  - Policy and evaluation
  - International education
  - Social and cultural foundations
  - Equity and diversity

**Program Core: Higher Education**

21 credits.

- OLPD 5701 - U.S. Higher Education (3.0 cr)
- OLPD 5704 - College Students Today (3.0 cr)
- OLPD 8702 - Administration and Leadership in Higher Education (3.0 cr)
- OLPD 8703 - Public Policy in Higher Education (3.0 cr)

  With approval of adviser, choose 9 credits focused on Higher Education.

**Additional Coursework**

12 or more credits from program curriculum.
Twin Cities Campus
Educational Psychology M.A.
Educational Psychology
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Educational Psychology, 250 Educational Science Building, 56 East River Road, Minneapolis, MN 55455 (612-624-6083; fax: 612-624-8241)
Email: epsy-adm@umn.edu
Website: http://www.cehd.umn.edu/edpsych

• Program Type: Master's
• Requirements for this program are current for Fall 2011
• Length of program in credits: 30 to 48
• This program does not require summer semesters for timely completion.
• Degree: Master of Arts

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The educational psychology program has five tracks: counseling and student personnel psychology (CSPP); school psychology; special education; psychological foundations of education (learning and cognition/educational technology, social psychological and social developmental processes in educational psychology including human relations); and quantitative methods in education (including measurement, evaluation, statistics, and statistics education).

Program Delivery
This program is available:
• via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Special Application Requirements:
Applicants must apply online submitting a department application, three letters of recommendation, and a statement of goals and interests. Official transcripts from all colleges and universities attended should accompany the application. The GRE is required for all tracks. Applications to CSPP, school psychology, and special education are accepted for fall admission only. Applications to psychological foundations and quantitative methods in education are accepted throughout the year. Check directly with the program offices for current deadlines.

International applicants must submit score(s) from one of the following tests:
• TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
• IELTS
  - Total Score: 6.5
• MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Plan A: Plan A requires 18 major credits, 6 credits outside the major, and 10 thesis credits. The final exam is oral.

Plan B: Plan B requires 24 major credits and 6 credits outside the major. The final exam is oral.

This program may be completed with a minor.

Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

Students must complete at least 30 credits, including credits in EPSY core courses (statistics, measurement, learning, and social psychology or personality), and 6 credits in a related field or minor. Plan A students must take 10 thesis credits. Plan B registration varies by track.

Program Sub-plans
Students are required to complete one of the following sub-plans.
Students may not complete the program with more than one sub-plan.

Counseling and Student Personnel Psychology
The counseling and student personnel psychology (CSPP) program subscribes to the scientist/practitioner model, which assumes that scholarly inquiry and counseling practice are interdependent and complementary. The program's primary mission is to prepare counseling psychologists to bring a well-trained professional's attitude and interest to bear on the application of psychological and educational knowledge. In addition to becoming skilled clinicians, students learn to be critical consumers and producers of both quantitative and qualitative research. Specialty areas: community counseling, school counseling, and higher education.

Students must complete at least 48 credits, including credits in EPSY core courses (statistics, measurement, and learning), 30 credits in counseling theory and practice, and 6 credits in a related field or minor. The final exam is written; students must also submit a portfolio.

Psychological Foundations
Graduate study in psychological foundations of education prepares students for research and teaching positions in colleges and universities, schools, private industry, human service organizations, health science units, government agencies, and other research and development centers. The goal of psychological foundations of education is to apply and generate knowledge of psychological processes and metrological procedures involved in learning and teaching.

The program offers emphases in learning and cognition/educational technology or social psychological and social developmental processes in educational psychology (including human relations). Students typically choose one of these areas in addition to achieving broad competence in all aspects of the curriculum.

Students must complete at least 30 credits, including credits in EPSY core courses (statistics, measurement, learning, social psychology) and 6 credits in a related field or minor. Plan A students must also take 10 thesis credits; Plan B students take 6 research credits (EPSY 5991 or EPSY 8994). Additional course requirements are determined in consultation with faculty adviser.

Quantitative Methods in Education
Graduate study in quantitative methods in education (QME) prepares students for a wide variety of careers, including positions in test publishing firms, college and university teaching and research, research and evaluation centers, public school systems, state departments of instruction, and private industry. The goal of QME is to provide students with broad but rigorous methodological skills so that they may conduct research on methodologies, may help to train others in methodology, or will have the skills necessary to conduct research in related fields.

The program offers emphases in measurement, evaluation, statistics, and statistics education. Students typically choose one of these areas in addition to achieving competence in all aspects of the curriculum.

QME Required Courses
In addition to EPSY core courses (statistics, measurement, learning, social psychology) and 6 credits in a related field or minor, QME students take:

EPSY 5221 - Principles of Educational and Psychological Measurement (3.0 cr)
**EPSY 5243** - Principles and Methods of Evaluation (3.0 cr)
**EPSY 5244** - Survey Design, Sampling, and Implementation (3.0 cr)
**EPSY 5247** - Qualitative Methods in Educational Psychology (3.0 cr)
**EPSY 8261** - Statistical Methods I: Probability and Inference (3.0 cr)
**EPSY 8262** - Statistical Methods II: Regression and the General Linear Model (3.0 cr)

**Additional coursework**
Students take 3 credits of internship and 3 additional credits in their area of emphasis. Plan A students must also take 10 thesis credits. Plan B students take 3 research credits (EPSY 5991 or EPSY 8994).

**School Psychology**
School psychology does not offer the M.A. as a terminal degree; rather, the M.A. is required to obtain the Ed.D. or Ph.D. in educational psychology.

The M.A. is offered under Plan A (thesis) and Plan B (paper) and requires at least 30 credits: credits in EPSY core courses (statistics, measurement, learning, and social psychology) and 6 credits in a related field or minor. Plan A students must also take 10 thesis credits; Plan B students take 2 research credits (EPSY 8994).

**Special Education**
The special education track offers opportunities for research and specializations in autism spectrum disorders, deaf/hard-of-hearing, emotional behavior disorders, early childhood special education, specific learning disabilities, developmental disabilities, and self-injurious behaviors and applied behavior analysis. Early involvement in research projects and the development of original research programs in areas such as academic instructional strategies, social and cognitive development, behavioral/psychological management, child development, and technology are encouraged.

The program focuses on the attainment of core competencies required for special education professionals as well as interdisciplinary skills and goals. A complementary emphasis is placed on problem solving that is influential in the social and cultural perceptions, care, education, intervention, and support of persons with disabilities.

Students may emphasize consulting, college teaching, or research in one or more of the specializations.

Students must complete at least 30 credits, including credits in EPSY core courses (statistics, measurement, learning, and social psychology), 6 credits in special education foundations, and 6 credits in a related field or minor. Plan A students must take 10 thesis credits. Plan B students take 6 credits of research credits (EPSY 8994).
Twin Cities Campus

Educational Psychology Minor

Educational Psychology

College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Educational Psychology, 250 Educational Science Building, 56 East River Road, Minneapolis, MN 55455; (612-624-6083; fax: 612-624-8241)
Email: epsy-adm@umn.edu
Website: http://www.cehd.umn.edu/edpsych

- Program Type: Graduate minor related to major
- Requirements for this program are current for Fall 2011
- Length of program in credits (Masters): 6
- Length of program in credits (Doctorate): 15
- This program requires summer semesters for timely completion.

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The educational psychology program has five tracks: counseling and student personnel psychology (CSPP); school psychology; special education; psychological foundations of education (learning and cognition/educational technology, social psychological and social developmental processes in educational psychology including human relations); and quantitative methods in education (including measurement, evaluation, statistics, and statistics education).

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Program Requirements
Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A master’s minor requires at least 6 credits of graduate-level EPSY courses. A doctoral minor requires at least 15 credits of graduate-level EPSY courses, of which at least 9 credits must be in 8xxx courses. Course selection is determined in consultation with the educational psychology committee member.
**Twin Cities Campus**  
**Educational Psychology Ph.D.**  
**Educational Psychology**  
**College of Education and Human Development**

Link to a list of faculty for this program.

**Contact Information:**  
Department of Educational Psychology, 250 Educational Science Building, 56 East River Road, Minneapolis, MN 55455 (612-624-6083; fax: 612-624-8241)  
Email: epsy-adm@umn.edu  
Website: [http://www.cehd.umn.edu/edpsych](http://www.cehd.umn.edu/edpsych)

- Program Type: Doctorate  
- Requirements for this program are current for Fall 2011  
- Length of program in credits: 54 to 120  
- This program does not require summer semesters for timely completion.  
- Degree: Doctor of Philosophy

Along with the program-specific requirements listed below, please read the [General Information](#) section of the catalog website for requirements that apply to all major fields.

The educational psychology program has five tracks: counseling and student personnel psychology (CSPP); school psychology; special education; psychological foundations of education (learning and cognition/educational technology, social psychological and social developmental processes in educational psychology including human relations); and quantitative methods in education (including measurement, evaluation, statistics, and statistics education).

**Program Delivery**  
This program is available:  
• via classroom (the majority of instruction is face-to-face)

**Prerequisites for Admission**  
The preferred undergraduate GPA for admittance to the program is 3.00.

**Special Application Requirements:**  
Applicants must apply online submitting a department application, three letters of recommendation, and a statement of goals and interests. In addition, school psychology applicants must submit a critical issue essay, answering the following questions: Identify a critical problem facing contemporary schools in America or another country. What do you think are the social, political, and/or economic factors that are contributing to this problem? What specific solutions might you propose to tackle the problem?

Applications should be accompanied by official transcripts from all colleges and universities attended. The GRE is required for all tracks; an interview is also required for those who make the initial cut in school psychology.

Applications to CSPP, school psychology, and special education are accepted for fall admission only. Applications to psychological foundations and quantitative methods in education are accepted throughout the year. Check directly with the program offices for current deadlines. Applicants must submit the following test score(s):

**GRE General Test**

International applicants must submit score(s) from one of the following tests:  
• TOEFL  
  - Internet Based - Total Score: 79  
  - Internet Based - Writing Score: 21  
  - Internet Based - Reading Score: 19  
  - Paper Based - Total Score: 550  
• IELTS  
  - Total Score: 6.5  
• MELAB  
  - Final score: 80
Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

**Program Requirements**
36 to 60 credits are required in the major.
12 credits are required outside the major.
24 thesis credits are required.

This program may be completed with a minor.

Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

Students must complete credits in EPSY core courses (statistics, measurement, learning, social psychology, issues in educational psychology, and research methods), 12 credits in a supporting program or minor, and 24 thesis credits.

**Program Sub-plans**
Students are required to complete one of the following sub-plans.
Students may not complete the program with more than one sub-plan.

**Counseling and Student Personnel Psychology**
The counseling and student personnel psychology (CSPP) program subscribes to the scientist/practitioner model, which assumes that scholarly inquiry and counseling practice are interdependent and complementary. The program's primary mission is to prepare counseling psychologists to bring a well-trained professional's attitude and interest to bear on the application of psychological and educational knowledge. In addition to becoming skilled clinicians, students learn to be critical consumers and producers of both quantitative and qualitative research.

In addition to EPSY core courses (statistics, measurement, learning, social psychology, issues in educational psychology, and research methods), CSPP doctoral students complete 51 credits in counseling theory and practice, practica, and internships.

**Psychological Foundations**
Graduate study in psychological foundations of education prepares students for research and teaching positions in colleges and universities, schools, private industry, human service organizations, health science units, government agencies, and other research and development centers. The goal of psychological foundations of education is to apply and generate knowledge of psychological processes and metrolological procedures involved in learning and teaching.

The program offers emphases in learning and cognition/educational technology or social psychological and social developmental processes in educational psychology (including human relations). Students typically choose one of these areas in addition to achieving broad competence in all aspects of the curriculum.

Course requirements are determined in consultation with faculty adviser.

**Quantitative Methods in Education**
Graduate study in quantitative methods in education (QME) prepares students for a wide variety of careers, including positions in test publishing firms, college and university teaching and research, research and evaluation centers, public school systems, state departments of assessment, and private industry. The goal of QME is to provide students with broad but rigorous methodological skills so that they may conduct research on methodologies, may help to train others in methodology, or will have the skills necessary to conduct research in related fields.

The program offers emphases in measurement, evaluation, statistics, and statistics education. Students typically choose one of these areas in addition to achieving competence in all aspects of the curriculum.

In addition to EPSY core courses (statistics, measurement, learning, social psychology, issues in educational psychology, and research methods), QME students take the following courses:
Course Group 0
Also required are 3 credits of internship and 12 additional credits in their area of emphasis.
EPSY 5221 - Principles of Educational and Psychological Measurement (3.0 cr)
EPSY 5243 - Principles and Methods of Evaluation (3.0 cr)
EPSY 8222 - Advanced Measurement: Theory and Application (4.0 cr)
EPSY 8261 - Statistical Methods I: Probability and Inference (3.0 cr)
EPSY 8262 - Statistical Methods II: Regression and the General Linear Model (3.0 cr)
EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)

School Psychology
School psychology is an interdepartmental program involving the Departments of Educational Psychology, Psychology, and the Institute of Child Development. It is fully accredited by the American Psychological Association, the Minnesota Board of Teaching, and the National Association of School Psychologists. Through coursework and practica/internships, students develop competencies in assessment, consultation, intervention and program development, research, and evaluation. Graduates are employed as psychologists in local schools, university clinics and hospitals, community mental health centers, and as trainers/researchers in universities. Since 1988, training has focused on the delivery of psychological services in schools and school communities to promote children's and adolescent's academic, social, and behavioral success.

The program integrates didactic and experiential components of training and applied research. Students develop specific competencies through a broad range of applied experiences, including field placements, practica assignments, and a full-year internship.

Special Education
The special education track offers specializations in deaf/hard-of-hearing, emotional behavior disorders, early childhood special education, learning disabilities, autism, and developmental disabilities. Early involvement in research projects and the development of original research programs in such areas as instructional strategies, social and cognitive development, behavioral and psychological management, child development, and technology are encouraged. Special projects and training programs supplement academic studies.

The program focuses on the attainment of core competencies and related skills, since special education professionals share many common concerns and goals. A complementary emphasis is placed on problems unique to or extremely influential in the field, including social and cultural perceptions about disabilities; and federal, state, and local legislation regarding prevention and the care, treatment, education, training, and support of persons with disabilities.
**Twin Cities Campus**

**Educational Psychology Specialist Certificate in Education and Counseling**

**Educational Psychology**

**College of Education and Human Development**

Link to a list of faculty for this program.

**Contact Information:**
Department of Educational Psychology, University of Minnesota, 250 Educational Science Building, 56 East River Road, Minneapolis, MN 55455 (612-624-6083; fax 612-624-8241)
Email: epsy-adm@umn.edu
Website: http://www.cehd.umn.edu/edpsych

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 60
- This program does not require summer semesters for timely completion.
- Degree: Certificate of Specialist in Educ/Counseling

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The counseling and student personnel psychology (CSPP) program subscribes to the scientist/practitioner model, which assumes that scholarly inquiry and counseling practice are interdependent and complementary. The program's primary mission is to prepare counseling psychologists to bring a well-trained professional's attitude and interest to bear on the application of psychological and educational knowledge. In addition to becoming skilled clinicians, students learn to be critical consumers and producers of both quantitative and qualitative research.

**Program Delivery**

This program is available:
- via classroom (the majority of instruction is face-to-face)

**Prerequisites for Admission**

The preferred undergraduate GPA for admittance to the program is 3.00.

Applicants must submit their test score(s) from the following:
- GRE

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

Key to test abbreviations (GRE, TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

**Program Requirements**

Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.
Students must complete at least 60 credits, including 13 credits in EPSY core courses (statistics, measurement, learning, research methods, and social psychology), and 26 credits in counseling theory and practice.

Program Sub-plans
Students are required to complete one of the following sub-plans. Students may not complete the program with more than one sub-plan.

Special Certificate Counseling
Students must complete at least 60 credits, including 13 credits in EPSY core courses (statistics, measurement, learning, research methods, and social psychology), and 26 credits in counseling theory and practice.
Twin Cities Campus
Educational Psychology Specialist Certificate in Education and School Psychological Services

Educational Psychology
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Educational Psychology, University of Minnesota, 250 Educational Science Building, 56 East River Road, Minneapolis, MN 55455 (612-624-4156; fax 612-624-8241)
Email: schpsy@umn.edu
Website: http://www.cehd.umn.edu/edpsych/Programs/SchoolPsych/default.html

• Program Type: Post-baccalaureate credit certificate/licensure/endorsement
• Requirements for this program are current for Fall 2011
• Length of program in credits: 60
• This program does not require summer semesters for timely completion.
• Degree: Certificate of Specialist in Educ/Sch Psych Svc

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

School psychology is an interdepartmental program involving the Departments of Educational Psychology, Psychology, and the Institute of Child Development. It is fully accredited by the American Psychological Association, the Minnesota Board of Teaching, and the National Association of School Psychologists. Through coursework and practica/internships, students develop competencies in assessment, consultation, intervention and program development, research, and evaluation. Graduates are employed as psychologists in local schools, university clinics and hospitals, community mental health centers, and as trainers/researchers in universities. Since 1988, training has focused on the delivery of psychological services in schools and school communities to promote children's and adolescent's academic, social, and behavioral success.

The program integrates didactic and experiential components of training and applied research. Students develop specific competencies through a broad range of applied experiences, including field placements, practica assignments, and a full-year internship.

The specialist program is designed for students who want to become practitioners. It meets the Minnesota certification requirements for school psychologists.

Accreditation
This program is accredited by National Association of School Psychologists (NASP).

Program Delivery
This program is available:
• via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Applicants must submit their test score(s) from the following:
• GRE

International applicants must submit score(s) from one of the following tests:
• TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
• IELTS
  - Total Score: 6.5
• MELAB
- Final score: 80

Key to test abbreviations (GRE, TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

Students must complete at least 60 credits, including credits in EPSY core courses (statistics, measurement, learning, social psychology, and research methods). There is a written final exam.

Program Sub-plans
Students are required to complete one of the following sub-plans. Students may not complete the program with more than one sub-plan.

Specialist Certificate in School Psychology
Students must complete at least 60 credits, including credits in EPSY core courses (statistics, measurement, learning, social psychology, and research methods) and NASP requirements that are delineated in terms of 11 domains of training (e.g., data-based decision-making and accountability, consultation and collaborations).
Twin Cities Campus

Educational Psychology Specialist Certificate in Education and Special Education

Educational Psychology

College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Educational Psychology, University of Minnesota, 250 Educational Science Building, 56 East River Road, Minneapolis, MN 55455 (612-624-6083; fax 612-624-8241)
Email: epsy-adm@umn.edu
Website: http://www.cehd.umn.edu/edpsych

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 60
- This program does not require summer semesters for timely completion.
- Degree: Certificate of Specialist in Educ/Spec Educ

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

Special education offers specializations in deaf/hard-of-hearing, emotional behavior disorders, early childhood special education, learning disabilities, autism, and developmental disabilities. Early involvement in research projects and the development of original research programs in such areas as instructional strategies, social and cognitive development, behavioral and psychological management, child development, and technology are encouraged. Special projects and training programs supplement academic studies.

The program focuses on the attainment of core competencies and related skills, since special education professionals share many common concerns and goals. A complementary emphasis is placed on problems unique to or extremely influential in the field, including social and cultural perceptions about disabilities, and federal, state, and local legislation regarding prevention and the care, treatment, education, training, and support of persons with disabilities.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Special Application Requirements:
Applicants must apply online submitting a department application, three letters of recommendation, and a statement of goals and interests. Applications are accepted for fall admission only.

Applicants must submit their test score(s) from the following:
- GRE

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

Key to test abbreviations(GRE, TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.
Program Requirements
Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 3.00 is required for students to remain in good standing.

In addition to special education coursework (selected in consultation with adviser), students must complete credits in EPSY core courses (statistics, measurement, learning, social psychology, and research methods).

Program Sub-plans
Students are required to complete one of the following sub-plans.
Students may not complete the program with more than one sub-plan.

Specialist Certificate in Special Education
Special education offers specializations in deaf/hard-of-hearing, emotional behavior disorders, early childhood special education, learning disabilities, autism, and developmental disabilities. Early involvement in research projects and the development of original research programs in such areas as instructional strategies, social and cognitive development, behavioral and psychological management, child development, and technology are encouraged. Special projects and training programs supplement academic studies.

The program focuses on the attainment of core competencies and related skills, since special education professionals share many common concerns and goals. A complementary emphasis is placed on problems unique to or extremely influential in the field, including social and cultural perceptions about disabilities, and federal, state, and local legislation regarding prevention and the care, treatment, education, training, and support of persons with disabilities.

In addition to special education coursework (selected in consultation with adviser), students must complete credits in EPSY core courses (statistics, measurement, learning, social psychology, and research methods).
Twin Cities Campus
Endorsement
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development (OLPD); 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455 (612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd/grad-programs/Adm-Licensure/default.html

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 22 to 24
- This program does not require summer semesters for timely completion.
- Degree: College of Education Additional Licensure

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The administrative licensure program offers a variety of courses specifically designed to address the competencies required by the state for the various licenses. Courses are offered throughout the year with evening courses offered during fall, spring, and summer semesters, and day courses offered during summer semester. Most students who enroll in the program are practicing teachers. On average they complete the program in one to two years.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
This program is not offered full-time and therefore is not intended for international students needing a visa to study in the United States.

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

Students must complete all coursework with a grade of S or C or better.

An electronic portfolio presented to a review panel made up of representatives from the University and licensed practitioners is required as the last step to earning licensure.

Required courses
OLPD 5391 is not required for the director of special education license. OLPD 5387 and 5391 are not required for the director of community education license.
OLPD 5310 - Data-Driven Decision Making I (1.0 cr)
OLPD 5324 - Strategic Financial Planning and Policy for Educational Leaders (3.0 cr)
OLPD 5344 - School Law (3.0 cr)
OLPD 5348 - Leaders of Human Resources Administration (3.0 cr)
OLPD 5385 - Licensure Seminar: Program Policies and Inclusionary Leadership (1.0 cr)
OLPD 5386 - Leadership Portfolio Seminar (1.0 cr)
OLPD 5387 - Leadership for Teaching and Learning (2.0 cr)
OLPD 5391 - Special Education Law for Leaders (1.0 cr)
Program Sub-plans
Students are required to complete one of the following sub-plans. Students may complete the program with more than one sub-plan.

Adult Basic Education

Agricultural Education 5-12
Career/Tech Ed: Comm Tech
Career/Tech Ed: Construction
Career/Tech Ed: Creative Dsgn
Career/Tech Ed: Early Child
Career/Tech Ed: Manufacturing
Career/Tech Ed: Medical
Career/Tech Ed: Accomm Special
Career/Tech Ed: Hospitality Sv
Career/Tech Ed: Transportation

Chemistry Education 9-12
Comm Arts/Lit Educ 5-8/9-12
Comm Arts/Lit Education 5-8

Computer, Keyboarding & Related Technology Applications K-12

Deaf and Hard of Hearing

Developmental and Adaptive Physical Education

Developmental Disabilities

Director of Community Ed
Students must have a bachelor's degree plus 24 credits. Additionally, they should have 320 hours of field experience.

Required courses
OLPD 5389 - Community Education Leadership (3.0 cr)
OLPD 5394 - Leadership in Community Education Finance and Law (1.0 cr)
Additional course or experiential requirements may be determined through the pre-assessment completed as part of OLPD 5385.
Adult Education (2 cr)
Early Childhood (2 cr)
School Age Programs (2 cr)

Director of Special Education
Students must possess or complete three years of teaching experience.

60 credits beyond a bachelor's degree to include a graduate degree.

320 hours of field experience.

Required courses
OLPD 5321 - The Principal as Leader of High-Performing Schools (3.0 cr)
OLPD 5368 - Leadership for Special Education Services (3.0 cr)
OLPD 5392 - Special Education Finance: Program Models, Policy, and Law (2.0 cr)
Early Childhood Educ Birth-Gr3
Early Childhood Special Education
Earth & Space Science Ed 9-12
Emotional and Behavioral Disorders
English as a Second Lang K-12
Learning Disabilities K-12
Life Science Education 9-12
Mathematics Education 5-8
Mathematics Education 5-8/9-12
Oral/Aural
Parent and Family Education
Physical Education K-12
Physics Education 9-12
Principal K-12
Students must possess or complete three years of teaching experience.
60 credits beyond a bachelor's degree to include a graduate degree.
320 hours of field experience.

Required courses
OLPD 5321 - The Principal as Leader of High-Performing Schools (3.0 cr)
OLPD 5388 - Leadership for Master(ful) Scheduling (2.0 cr)

Reading
School Counseling K-12
School Psychologist
Science Education 5-8
Social Studies Educ 5-8/9-12
Social Studies Education 5-8

Superintendent
Students must possess or complete three years of teaching experience.
60 credits beyond a bachelor's degree to include a graduate degree.
320 hours of field experience.

Required courses
OLPD 5322 - Leaders in the Superintendency and Central Office (3.0 cr)
OLPD 5393 - Leading School Finance Elections (1.0 cr)

Teacher Coordinator of Work-based Learning
Technology Education 5-12
Visual Arts Education K-12
WorldLang/Cultures: Japanese K-12
WorldLang/Cultures: Arabic K-8
WorldLang/Cultures: Arabic K-12
WorldLang/Cultures: Chinese K-12
WorldLang/Cultures: French K-8
WorldLang/Cultures: French K-12
WorldLang/Cultures: German K-8
WorldLang/Cultures: German K-12
WorldLang/Cultures: Hebrew K-8
WorldLang/Cultures: Hebrew K-12
WorldLang/Cultures: Italian K-8
WorldLang/Cultures: Italian K-12
WorldLang/Cultures: Japanese K-8
WorldLang/Cultures: Latin K-8
WorldLang/Cultures: Latin K-12
WorldLang/Cultures: Norweg K-12
WorldLang/Cultures: Ojibwe K-12
WorldLang/Cultures: Polish K-12
WorldLang/Cultures: Russian K-8
WorldLang/Cultures: Russian K-12
WorldLang/Cultures: Spanish K-12
WorldLang/Cultures: Swedish K-12
Twin Cities Campus

Family Education M.Ed.
Curriculum & Instruction

College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Curriculum and Instruction, 125 Peik Hall, 159 Pillsbury Drive S.E., Minneapolis, MN 55455 (612-625-2545; fax: 612-624-8277)
Email: clips@umn.edu
Website: http://cehd.umn.edu/ci

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 30
- This program does not require summer semesters for timely completion.
- Degree: Master of Education

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The master of education (M.Ed.)/professional studies program in family education develops and strengthens professionals' competencies to work with individuals and families to enhance family life. This graduate-level, practitioner-based program is offered by the Department of Curriculum and Instruction (CI).

The program prepares licensed teachers to further develop their knowledge and skills in the family education field or non-licensed professionals to work with adults, youth, or children in a variety of settings. Students may fulfill requirements for a parent educator license, parent education certificate, or community and learning certificate as part of this degree.

With guidance from faculty advisers, students choose at least 30 semester credits of work that may include courses, independent study, internships, and workshops.

Program Delivery
This program is available:
• via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
A bachelor's degree from an accredited institution in family studies, child psychology, early childhood education, nutrition, or related fields. A 2.80 overall GPA in undergraduate work.

Special Application Requirements:
All applicants must submit the following items:
- Official transcripts from all postsecondary institutions attended or currently attending, except the University of Minnesota. Transcripts must be received from the issuing school in a sealed and stamped envelope, and mailed to CEHD Student Services, 360 Education Sciences Building, 56 East River Road, Minneapolis, MN 55455.
- Any student with a U.S. bachelor's degree or a comparable foreign degree from an accredited college or university may apply to CEHD. Official transcripts of all previous post-secondary academic study must be submitted. Transcripts from coursework completed at universities outside of the United States must be evaluated by a professional credential evaluation center. Request a "course-by-course" evaluation. This process can take four to six weeks; please plan in advance. A suggested provider of this service is Educational Credential Evaluators (ECE), P.O. Box 514070, Milwaukee, WI 53203-3470 (414-289-3400).

All applicants must upload or submit the following items with their online applications:
- Résumé
- Personal Statement describing professional goals compatible with the family education mission (one page)
- Application fee of $55 (charged when the online application is submitted). Fee must be paid with a credit card.

Note: This program is not offered full-time and therefore is not intended for international students needing a visa to study in the U.S.

International applicants must submit score(s) from one of the following tests:
• TOEFL
- Internet Based - Total Score: 79
- Internet Based - Writing Score: 21
- Internet Based - Reading Score: 19
- Paper Based - Total Score: 550

**IELTS**
- Total Score: 6.5

**MELAB**
- Final score: 80

The preferred English language test is Test of English as Foreign Language

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

**Program Requirements**

**Plan C:** Plan C requires 30 major credits and null credits outside the major. The final exam is oral.

This program may not be completed with a minor.

Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 2.80 is required for students to remain in good standing.

Plan C requires 30 credits in consultation with the adviser.

Students complete:
- 15 credits in family education, including CI 5902 - Family Education Perspectives (3 cr)
- 5-6 credits in coursework with a focus on educational processes that are not limited to a specific subject matter (family ed courses do not count for this (e.g. CI 5949); however, adult learning in OLPD and learning technologies in C&I can)
- 9-10 credits in coursework with a supporting focus on family, children, and/or youth issues
- an oral examination

**Course Group 0**

FSOS 5902 - Family Education Perspectives (3.0 cr)
FSOS 5904 - Contemporary Family Education (3.0 cr)
FSOS 5900 - Special Topics in Family, Youth, and Community (1.0 - 4.0 cr)
FSOS 5908 - Family and Work Relationships (3.0 cr)
FSOS 5912 - Sexuality Education (3.0 cr)
FSOS 5914 - Education for Family Communication (3.0 cr)
FSOS 5906 - Program Planning in Family Education (3.0 cr)
CI 5923 - Educational Strategies in Family Education (3.0 cr)
FSOS 5932 - Introduction to Parent Education (1.0 cr)
FSOS 5937 - Parent-Child Interaction (3.0 cr)
FSOS 5942 - Everyday Experiences of Families (2.0 cr)
FSOS 5943 - Parent Learning and Development: Implications for Parent Education (2.0 cr)
FSOS 5944 - Parent Education Curriculum (2.0 cr)
FSOS 5945 - Teaching and Learning in Parent Education (2.0 cr)
FSOS 5946 - Assessment and Evaluation in Parent Education (2.0 cr)
FSOS 5949 - Student Teaching in Parent Education (2.0 cr)
YOST 5952 - Everyday Lives of Youth (3.0 cr)
YOST 5954 - Experiential Learning: Pedagogy for Community and Classroom (3.0 cr)
YOST 5972 - Education in the Community (3.0 cr)
YOST 5974 - The Democratic Learning Community (3.0 cr)

**Program Sub-plans**

A sub-plan is not required for this program.

Students may not complete the program with more than one sub-plan.
Morris
Requirements for this sub-plan are the same as family education general program description.

Students may take courses on Twin Cities or Morris campuses.

Professional Studies
The M.Ed./professional studies program in family education develops and strengthens professionals’ competencies to work with individuals and families to enhance family life. This graduate-level, practitioner-based program is offered by the Department of Curriculum and Instruction (CI). The program prepares licensed teachers to further develop their knowledge and skills in the family education field or non-licensed professionals to work with adults, youth, or children in a variety of settings. Students may fulfill requirements for a parent educator license, parent education certificate, or community and learning certificate as part of this degree. With guidance from faculty advisers, students choose at least 30 semester credits of work that may include courses, independent study, internships, and workshops.

The sub-plan requires 15 credits in family education, including CI 5902 - Family Education Perspectives (3 cr), 5-6 credits in coursework with a focus on educational processes that are not limited to a specific subject matter, and 9-10 credits in coursework with a supporting focus on family, children, and/or youth issues. An oral examination is also part of this program.

Required Coursework
Take 1 or more course(s) from the following:
- FSOS 5902 - Family Education Perspectives (3.0 cr)

Course Group 1
Some of the family education courses available to M.Ed. students include:
- FSOS 5900 - Special Topics in Family, Youth, and Community (1.0 - 4.0 cr)
- FSOS 5904 - Contemporary Family Education (3.0 cr)
- FSOS 5906 - Program Planning in Family Education (3.0 cr)
- FSOS 5908 - Family and Work Relationships (3.0 cr)
- FSOS 5912 - Sexuality Education (3.0 cr)
- FSOS 5914 - Education for Family Communication (3.0 cr)
- CI 5923 - Educational Strategies in Family Education (3.0 cr)
- FSOS 5932 - Introduction to Parent Education (1.0 cr)
- FSOS 5942 - Everyday Experiences of Families (2.0 cr)
- FSOS 5944 - Parent Education Curriculum (2.0 cr)
- FSOS 5945 - Teaching and Learning in Parent Education (2.0 cr)
- FSOS 5946 - Assessment and Evaluation in Parent Education (2.0 cr)
- FSOS 5949 - Student Teaching in Parent Education (2.0 cr)
- FSOS 5952 - Everyday Lives of Youth (3.0 cr)
- YOST 5954 - Experiential Learning: Pedagogy for Community and Classroom (3.0 cr)
- YOST 5972 - Education in the Community (3.0 cr)

Rochester
Requirements for this sub-plan are the same as family education general program description.

Students may take courses on Twin Cities or Rochester campus.
Twin Cities Campus
Family Social Science M.A.
Family Social Science
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Family Social Science, 290 McNeal Hall, 1985 Buford Avenue, Saint Paul, MN 55108 (612-625-3116; fax: 612-625-4227)
Email: fsosgrad@umn.edu
Website: http://www.cehd.umn.edu/fsos/Graduate

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 30
- This program does not require summer semesters for timely completion.
- Degree: Master of Arts

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The program of study uses methods of social science to examine family systems and their interactions with various environments. The curriculum supports study in several broad theme areas: family economic well-being, families and mental health, family diversity, and relationships and development across the life span.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Three overall criteria guide admissions decisions: 1) evidence of strong academic preparation and the ability and desire to perform graduate level scholarship, including research; 2) fit of the applicant's professional goals with family social science (FSoS) faculty scholarship and with the overall FSoS mission, that is, enhancing the well-being of diverse families in a changing world; and 3) unique contributions applicant would make to FSoS values, including social relevance, collaboration, inclusiveness, excellence, innovation, and diversity.

Special Application Requirements:
For more information about application requirements and procedures, consult the Family Social Science Admissions and Orientation web page at http://www.cehd.umn.edu/fsos/Graduate/admissionOrient.asp.

Applicants for the Plan A master's program are reviewed only once per year. The application deadline is December 1 for admission fall semester of the following year. Applicants for the Plan B master's program are considered during the academic year, once they are complete, but not later than April 1, and students may begin graduate study the semester after the application is approved.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).
Program Requirements

Plan A: Plan A requires 14 major credits, 6 credits outside the major, and 10 thesis credits. The final exam is oral.

Plan B: Plan B requires 20 major credits and 6 credits outside the major. The final exam is oral. A capstone project is required.

Capstone Project: Students must demonstrate familiarity with the tools of research or scholarship in the field of family social science, the ability to work independently, and the ability to present the results of their investigation effectively, by completing at least one Plan B project.

The project should involve a combined total of approximately 120 hours (the equivalent of three full-time weeks) of work. The graduate faculty specifies both the nature and extent of the options available to satisfy this requirement, and whether the requirement is to be satisfied in conjunction with, or independent of, the courses in the student's program.

This program may be completed with a minor.

Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 2.80 is required for students to remain in good standing.

The M.A. program is offered under Plan A and Plan B. Plan A requires at least 30 credits, including at least 20 course credits, of which 6 credits are outside the department in a related field, and 10 thesis credits. The Plan A master's is recommended for students who intend to pursue a Ph.D. degree.

Plan B requires at least 30 credits, including at least 26 course credits, of which 6 credits are outside the department in a related field, and at least 4 credits for a Plan B project. The Plan B master's is for students who wish to further their education so that they may hold positions of responsibility serving families. Although the instruction is based on research, the Plan B degree is not intended to provide intensive research training. The Plan B program is understood to be a terminal degree and is not recommended for students who intend to pursue the Ph.D. degree. Consult the department for the most current information.
**Twin Cities Campus**

**Family Social Science Minor**

**Family Social Science**

**College of Education and Human Development**

Link to a list of faculty for this program.

**Contact Information:**
Department of Family Social Science, 290 McNeal Hall, 1985 Buford Avenue, Saint Paul, MN 55108 (612-625-3116; fax: 612-625-4227)
Email: fsosgrad@umn.edu
Website: [http://www.cehd.umn.edu/fsos/Graduate](http://www.cehd.umn.edu/fsos/Graduate)

- Program Type: Graduate minor related to major
- Requirements for this program are current for Fall 2011
- Length of program in credits (Masters): 6
- Length of program in credits (Doctorate): 12
- This program does not require summer semesters for timely completion.

Along with the program-specific requirements listed below, please read the **General Information** section of the catalog website for requirements that apply to all major fields.

The program of study for the family social sciences graduate minor uses methods of social science to examine family systems and their interactions with various environments. The curriculum supports study in several broad theme areas: family economic well-being, families and mental health, family diversity, and relationships and development across the life span.

**Program Delivery**

This program is available:
- via classroom (the majority of instruction is face-to-face)

**Program Requirements**

Use of 4xxx courses towards program requirements is not permitted.

Master's students must complete at least 6 credits of 5xxx or 8xxx coursework in family social science. All courses must be taken A-F and completed with a GPA of at least 3.00.

A doctoral minor requires at least 12 credits of 8xxx courses in family social science including FSOS 8001 - Conceptual Frameworks in the Family (3 credits). All courses for the minor must be taken A-F and completed with a GPA of at least 3.00.
Twin Cities Campus

Family Social Science Ph.D.

Family Social Science

College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Family Social Science, 290 McNeal Hall, 1985 Buford Avenue, Saint Paul, MN 55108 (612-625-3116; fax: 612-625-4227)
Email: fsosgrad@umn.edu
Website: http://www.cehd.umn.edu/fsos/Graduate

- Program Type: Doctorate
- Requirements for this program are current for Fall 2011
- Length of program in credits: 72
- This program does not require summer semesters for timely completion.
- Degree: Doctor of Philosophy

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The program of study for the Ph.D. in family social science uses methods of social science to examine family systems and their interactions with various environments. The curriculum supports study in several broad theme areas: family economic well-being, families and mental health, family diversity, and relationships and development across the life span.

Accreditation
This program is accredited by Commission on Accreditation for Marriage and Family Therapy Education.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Three overall criteria guide admissions decisions: 1) evidence of strong academic preparation and the ability and desire to perform graduate level scholarship, including research; 2) fit of the applicant's professional goals with family social science (FSoS) faculty scholarship and with the overall FSoS mission, that is, enhancing the well-being of diverse families in a changing world; and 3) unique contributions the applicant would make to FSoS values, including social relevance, collaboration, inclusiveness, excellence, innovation, and diversity.

Special Application Requirements:
Students may apply for admission to the Ph.D. program, family science specialization, after completing either a bachelor's degree or a master's degree. Students who enter the Ph.D. program with a bachelor's degree are expected to fulfill the requirements for an M.A. degree in the process of working toward the Ph.D. Students applying for the specialization in marriage and family therapy must have a clinical master's degree. Students cannot earn a clinical master's degree in the Department of Family Social Science.

For more information about application requirements and procedures, consult the Family Social Science Admissions and Orientation web page at http://www.cehd.umn.edu/fsos/Graduate/admissionOrient.asp.

Applicants for the doctoral program are reviewed only once per year. The application deadline is December 1, for admission fall semester of the following year.

International applicants must submit score(s) from one of the following tests:
- TOEFL - Internet Based - Total Score: 79

© 2005 by the Regents of the University of Minnesota
The University of Minnesota is an equal opportunity educator and employer.
Information current as of October 01, 2012
- Internet Based - Writing Score: 21
- Internet Based - Reading Score: 19
- Paper Based - Total Score: 550

IELTS
- Total Score: 6.5

MELAB
- Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
33 credits are required in the major.
15 credits are required outside the major.
24 thesis credits are required.

This program may not be completed with a minor.

Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 2.80 is required for students to remain in good standing.

Courses in the Ph.D. degree program must contribute to an organized program of study and research. The program includes at least 72 credits beyond the master's degree, including 48 course credits and 24 dissertation credits. Coursework includes at least 12 credits in a minor or supporting program; 24 credits in one of the two designated specializations of family science or marriage and family therapy; and 12 credits in core family content and advanced research methods. An optional teaching internship program is recommended for students who are planning for careers in higher education.

Major Field Credits--Depending on previous preparation and the nature of the research undertaken, the number of credits required for individual students, even within the same major field, may vary considerably. Courses included in the official degree program cannot be used to meet both major and outside credit requirements.
Twin Cities Campus
Human Resource Development M.Ed.
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455 (612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 34
- This program does not require summer semesters for timely completion.
- Degree: Master of Education

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The master of education (M.Ed.)/professional studies program in human resource development (HRD) focuses on training of human resources and organizational change issues. This graduate-level, practitioner-based program can be tailored to meet the needs of individual students. The HRD program is offered by the Department of Organizational Leadership, Policy, and Development (OLPD) in the College of Education and Human Development (CEHD). Courses at the University of Minnesota campus are offered at a variety of times, including late afternoons and evenings. Students may also enroll in courses offered during the summer and at off-campus sites.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
Special Application Requirements:
All applicants must upload or submit a résumé and personal statement describing their career goals and rationale for interest in the M.Ed. program (limit two pages) along with the application.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Plan C: Plan C requires 22 major credits and 12 credits outside the major. There is no final exam.

This program may not be completed with a minor.

Use of 4xxx courses towards program requirements is not permitted.
A minimum GPA of 2.80 is required for students to remain in good standing.

**Core Course Requirements**

Students must complete at least 34 credits, including the following courses:

- **OLPD 5201** - Strategies for Teaching Adults (3.0 cr)
- **OLPD 5605** - Strategic Planning through Human Resources (3.0 cr)
- **OLPD 5696** - Internship: Human Resource Development (1.0 - 10.0 cr)
- **OLPD 5615** - Training and Development of Human Resources (3.0 cr)
- **OLPD 5607** - Organization Development (3.0 cr)
- **OLPD 5607** - Survey: Human Resource Development and Adult Education (3.0 cr)
- **OLPD 5801** - Evaluating and Using Research in Organizations and Education (3.0 cr)

Twelve (12) elective credits approved by a faculty adviser.

**U of M HRD UG Degree Continuing Students**

Students holding an undergraduate HRD degree from the University of Minnesota will not be required to retake courses completed during the undergraduate program. However, these students must complete at least 19 credits in HRD-designated courses, including:

- **OLPD 5605** - Strategic Planning through Human Resources (3.0 cr)
- **OLPD 8601** - Advanced Training and Development of Human Resources (3.0 cr)
- **OLPD 8602** - Advanced Organization Development (3.0 cr)
- **OLPD 5819** - Evaluating and Using Research in Organizations and Education (3.0 cr)

Twelve (12) elective credits approved by a faculty adviser.

**Program Sub-plans**

A sub-plan is not required for this program. Students may not complete the program with more than one sub-plan.

**Rochester**

Requirements for the Rochester sub-plan are the same as those listed in general description. Students may take courses on Twin Cities or Rochester campuses.
Twin Cities Campus

Human Resource Development Postbaccalaureate Certificate
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1006, fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 14
- This program does not require summer semesters for timely completion.
- Degree: Human Resource Development PBacc Cert Grad

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The certificate program in human resource development (HRD) focuses on training of human resources and organizational change issues. The HRD program is offered by the Organizational Leadership, Policy, and Development (OLPD) in the College of Education and Human Development (CEHD). Courses at the University of Minnesota campus are offered at a variety of times, including late afternoons and evenings.

Program Delivery
This program is available:
• via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 3.00 is required for students to remain in good standing.

Certificate coursework completed with undergraduate student status cannot be applied to graduate-level degree programs.

The remaining credits can be selected from HRD coursework or ADED 5101 - Strategies for Teaching Adults (3 cr).

Required Courses
OLPD 5801 - Survey: Human Resource Development and Adult Education (3.0 cr)
OLPD 5615 - Training and Development of Human Resources (3.0 cr)
OLPD 5607 - Organization Development (3.0 cr)
OLPD 5696 - Internship: Human Resource Development (1.0 - 10.0 cr)

Program Sub-plans
A sub-plan is not required for this program.
Students may not complete the program with more than one sub-plan.

Rochester
Several courses available on the Twin Cities campus are also available on the University of Minnesota Rochester campus. See http://www.r.umn.edu/academics/programs/certificate/hrd/index.htm for more information.
Rochester sub-plan requirements are the same as those for the general certificate program. Students may take required courses on either campus.
Twin Cities Campus
Infant and Early Childhood Mental Health Postbaccalaureate Certificate
Institute of Child Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Institute of Child Development, 51 East River Road, Minneapolis, MN 55455 (612-625-2252; fax: 612-624-6373)
Email: sarazer@umn.edu
Website: http://www.cehd.umn.edu/icd/affiliatedprograms.html

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 21
- This program requires summer semesters for timely completion.
- Degree: Infant & Early Childhood Mental Health PBac Cert

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The University of Minnesota Infant and Early Childhood Mental Health (IECMH) Certificate Program is an intensive, interdisciplinary postbaccalaureate training program for students and professionals in domains of mental health, health and early care and education.

The program serves to deepen the knowledge and skills of individuals working in birth-to-five prevention, intervention, program administration, and policy development, and to prepare individuals to provide leadership in expanding the breadth and depth of relationship-based services and policies.

The IECMH certificate program is founded on a core set of principles of infant and early childhood mental health practice, asserting that services to families should be relationship-based, culturally sensitive, grounded in an understanding of developmental theory and research with special attention to the effects of trauma, and supported by reflective practice.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
Applicants must hold at least a baccalaureate degree from an accredited college or university in a related area (e.g., child development, social work, child psychology) or document at least two years of work experience in a related field.

Special Application Requirements:
Applicants must have at least two years of documented experience in early childhood research or practice.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.
Program Requirements

Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

Course Group 0

- CPSY 5501 - Foundations in Infant and Early Childhood Mental Health I (3.0 cr)
- CPSY 5503 - Foundations in Infant and Early Childhood Mental Health II (3.0 cr)
- CPSY 5506 - Infant Observation Seminar I (1.0 cr)
- CPSY 5511 - Infant Observation Seminar III (1.0 cr)
- CPSY 5513 - Assessment in Infant and Early Childhood Mental Health: DC 0-3R (2.0 cr)
- CPSY 5515 - Assessment in Infant and Early Childhood Mental Health: NCAST (2.0 cr)
- CPSY 5518 - Prevention and Intervention in Infant and Early Childhood Mental Health I (3.0 cr)
- CPSY 5521 - Prevention and Intervention in Infant and Early Childhood Mental Health II (3.0 cr)
- CPSY 5523 - Reflective Supervision in Infant and Early Childhood Mental Health: Community-based (1.0 cr)
- CPSY 5525 - Reflective Supervision in Infant and Early Childhood Mental Health: Clinical (1.0 cr)
Twin Cities Campus

Innovations in Undergraduate Multicultural Teaching and Learning
Postbaccalaureate Certificate

Postsecondary Teaching and Learning

College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Postsecondary Teaching and Learning, 206 Burton Hall, 178 Pillsbury Drive S.E., Minneapolis, MN 55455 (612-626-8705; fax: 612-625-0709)
Email: pstlgrad@umn.edu

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 15
- This program does not require summer semesters for timely completion.
- Degree: Inno in Ugrd Multicult Tchng & Lrnng PBacc Cert

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The postbaccalaureate certificate in innovations in undergraduate multicultural teaching and learning aims to contribute long-term, systemic, and comprehensive solutions to improve the quality of teaching and learning for all undergraduates, particularly those who traditionally have been underprepared for and underserved in higher education. The program is specifically designed to create a practical context in which to focus on multicultural student success. The required core courses and practicum experience are designed to provide opportunities to apply multicultural education theory to practice and engage as reflective practitioners.

Program Delivery

This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission

Special Application Requirements:
Students may apply to the PSTL graduate certificate program at any time during the year; there is no set application deadline. All applicants must complete the CEHD online application and submit a one- to two-page personal statement. The Personal Statement should address: interest in the program; professional/academic or community qualifications; what the student will bring to the program, and; how completion of the certificate will build on the applicant's capacity to transform postsecondary teaching and learning. Visit http://www.cehd.umn.edu/PsTL/Certificate/apply.asp for more information about how to apply.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 2.80 is required for students to remain in good standing.

To obtain a certificate in innovations in undergraduate multicultural teaching and learning, students are required to take 3 core courses and two electives for a minimum of 15 credit hours. The 3 core PSTL courses are listed below.

Students also choose 6 elective credits. For graduate courses taken at another university, the PSTL director of graduate studies (DGS) will need to approve the courses. For University of Minnesota graduate coursework, either choose 6 credits from the list of approved electives or seek permission from the PSTL DGS.

**Course Group 0**

- **PSTL 5105** - Increasing Access and Success in Undergraduate Classrooms (3.0 cr)
- **PSTL 5106** - Multicultural Teaching and Learning in Diverse College Contexts (3.0 cr)
- **PSTL 5196** - Supervised Practicum in Multicultural Postsecondary Teaching and Learning (3.0 cr)
Twin Cities Campus
International Education Minor
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455 (612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Graduate free-standing minor
- Requirements for this program are current for Fall 2011
- Length of program in credits (Masters): 9
- Length of program in credits (Doctorate): 12
- This program does not require summer semesters for timely completion.

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The interdisciplinary minor in international education is for students enrolled in any M.A. or doctoral program who wish to enter careers in research, consulting, administration, and teaching in an international context. The minor offers a coordinated set of courses from the Departments of Curriculum and Instruction; Educational Policy and Administration; Educational Psychology; Human Resource Education; the School of Kinesiology; and the Institute of Child Development.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Program Requirements
Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

Each program is developed in consultation with the student, the student's adviser, major director of graduate studies, and director of graduate studies for international education. Requirements include OLPD 5103 - Comparative Education and OLPD 5124 - Critical Issues in International Education (one for master's, both for doctoral); research OLPD 5121 (for doctoral students only); and areaspectific coursework. Electives from the University may be added with the adviser's consent and director of graduate studies approval.

Program requirements

Doctoral Requirements
- OLPD 5121 - Educational Reform in International Context (3.0 cr)
- OLPD 5103 - Comparative Education (3.0 cr)
- OLPD 5124 - Critical Issues in International Education and Educational Exchange (3.0 cr)

Master Requirements
Take 1 or more course(s) from the following:
- OLPD 5103 - Comparative Education (3.0 cr)
- OLPD 5124 - Critical Issues in International Education and Educational Exchange (3.0 cr)

Area specific coursework
Take at least one course for either the master's or doctoral minor.
Take 1 or more course(s) from the following:
- CI 5747 - Global and Environmental Education: Content and Practice (3.0 cr)
- EDHD 5001 - Learning, Cognition, and Assessment (3.0 cr)
- OLPD 5048 - Cross-Cultural Perspectives on Leadership (3.0 cr)
- OLPD 5080 - Special Topics: Educational Policy and Administration (1.0 - 3.0 cr)
- OLPD 5102 - Knowledge Constructions and Applications in International Development Contexts (3.0 cr)
- OLPD 5104 - Strategies for International Development of Education Systems (3.0 cr)
- OLPD 5132 - Intercultural Education and Training: Theory and Application (3.0 cr)
- OLPD 8104 - Innovative Systems Thinking in Education and Culture (3.0 cr)
- EPSY 5101 - Intelligence and Creativity (3.0 cr)
- EPSY 5112 - Knowing, Learning, and Thinking (4.0 cr)
• EPSY 5113 - Psychology of Instruction and Technology (3.0 cr)
• EPSY 5432 - Foundations of Individual/Organizational Career Development (3.0 cr)
• EPSY 5461 - Cross-Cultural Counseling (3.0 cr)
• EPSY 8403 - Social/Cultural Contexts: Counseling and Skills (3.0 cr)
• FSOS 8005 - Multicultural Issues in Family Social Science (3.0 cr)
• OLPD 5612 - International Human Resource Development (3.0 cr)
• OLPD 5697 - International Field Study in Human Resource Development (3.0 cr)
• OLPD 5825 - Diversity Issues and Practices in Work and Human Resource Education Settings (3.0 cr)
• OLPD 8842 - Comparative Systems in Work and Human Resource Education (3.0 cr)
Twin Cities Campus
Interpersonal Relationships Research Minor
Institute of Child Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Psychology, University of Minnesota, S354 Elliott Hall, 75 East River Parkway, Minneapolis, MN 55455 (612-626-0025)
Email: simps108@umn.edu
Website: http://www.cehd.umn.edu/icd/IrelMinor

- Program Type: Graduate free-standing minor
- Requirements for this program are current for Fall 2011
- Length of program in credits (Doctorate): 14
- This program does not require summer semesters for timely completion.

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The minor in interpersonal relationships research provides doctoral students with a broad theoretical and methodological foundation for research on behavioral interaction patterns between two persons and the impact of these interactions.

A recently recognized and rapidly advancing interdisciplinary field of scientific inquiry, interpersonal relationships research has its roots in psychology, sociology, family studies, communication, and nursing. The program brings together faculty and students from eight University departments and schools.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Program Requirements
Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

The doctoral minor requires at least 14 graduate credits, including three required core courses and additional elective courses selected from an approved list. The required courses are IREL 8001 (1 cr each of 2 semesters), IREL 8021 (3 cr), and either PSY 5204 (3 cr) or PSY 8202 (3 cr).

Required Coursework
- IREL 8001 - Proseminar in Interpersonal Relationships Research (2.0 cr)
- IREL 8021 - Seminar: Statistical and Methodological Issues in Research on Dyadic Relationships (3.0 cr)
- PSY 5204 - Psychology of Interpersonal Relationships (3.0 cr)
  or PSY 8202 - Close Relationships (3.0 cr)
Twin Cities Campus
Kinesiology M.S.
Kinesiology, School of
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
School of Kinesiology, 1900 University Avenue S.E., Minneapolis, MN 55455 (612-625-5300; fax: 612-626-7700)
Email: kin@umn.edu
Website: http://cehd.umn.edu/kin

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 30
- This program does not require summer semesters for timely completion.
- Degree: Master of Science

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

Kinesiology M.S. students concentrate their studies in one of the following areas: behavioral aspects of physical activity, biomechanics and neuromotor control, exercise physiology, human factors/ergonomics, motor learning/motor development, sport and exercise psychology, or sport sociology.

Program Delivery
This program is available:
• via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Although prospective masters students generally have an undergraduate degree in kinesiology, physical education, or sport and exercise science, others with a baccalaureate degree who have related preparation and a significant background and interest in the scientific study of physical activity may be admitted.

Special Application Requirements:
Applicants must submit a University of Minnesota Graduate School application which includes a written statement of academic interests, goals, and objectives; scores from the General Test of the GRE (verbal, quantitative, and analytical writing) that are less than five years old; three letters of recommendation from persons familiar with their scholarship and research potential; a scholarly writing sample; and transcripts. Submission of all application materials by December 15 is strongly encouraged to ensure priority consideration for admission and for teaching and research assistantships awarded for the next academic year. Typically, students are admitted for the fall semester.

International applicants must submit score(s) from one of the following tests:
• TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Listening Score: 14
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Internet Based - Speaking Score: 23
  - Paper Based - Total Score: 550
• IELTS
  - Total Score: 6.5
• MELAB
  - Final score: 80
The preferred English language test is Test of English as Foreign Language

Key to test abbreviations (TOEFL, IELTS, MELAB).
Program Requirements

**Plan A:** Plan A requires 14 major credits, 6 credits outside the major, and 10 thesis credits. The final exam is oral.

**Plan B:** Plan B requires 14 major credits and 6 credits outside the major. The final exam is oral. A capstone project is required.

**Capstone Project:** The Plan B project is an independent research project with the adviser that meets the following guidelines: Involves a total of approximately 120 hours of work; demonstrates familiarity with the tools of research and scholarship in the field of kinesiology; demonstrates the ability to work independently; and demonstrates the ability to effectively present the results of the investigation.

This program may be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 3.00 is required for students to remain in good standing.

M.S. students select an emphasis in behavioral aspects of physical activity, biomechanics/neuromotor control, exercise physiology, human factors/ergonomics, motor learning/motor development, sport and exercise psychology, or sport sociology.

The M.S. is offered under Plan A and Plan B. Plan A requires 30 credits, including at least 14 course credits in kinesiology, 6 course credits in a minor or related field, and 10 thesis credits (8777). Plan B also requires 30 credits, including at least 14 course credits in kinesiology, 6 course credits in a minor or related field, 4 credits of a research project (8995), and 6 additional credits in any of these areas.

For both Plan A and Plan B, students must take KIN 5981 (3 cr), KIN 8980 (1 cr), and in the related field or minor, EPSY 5261 (3 cr) or EPSY 8261 (3 cr) or equivalent. A GPA of at least 3.00 is required to maintain good standing and to graduate.

**Course Group 0**

- KIN 5981 - Research Methodology in Kinesiology, Recreation, and Sport (3.0 cr)
- KIN 8980 - Graduate Research Seminar in Kinesiology (1.0 cr)
- EPSY 5261 - Introductory Statistical Methods (3.0 cr)
- EPSY 8261 - Statistical Methods I: Probability and Inference (3.0 cr)
Twin Cities Campus

Kinesiology Minor

Kinesiology, School of

College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
School of Kinesiology, 1900 University Avenue S.E., Minneapolis, MN 55455 (612-625-5300; fax: 612-626-7700)
Email: kin@umn.edu
Website: http://cehd.umn.edu/kin

• Program Type: Graduate minor related to major
• Requirements for this program are current for Fall 2011
• Length of program in credits (Masters): 6
• Length of program in credits (Doctorate): 12
• This program does not require summer semesters for timely completion.

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

Emphasis areas in the School of Kinesiology's master's and doctoral programs are behavioral aspects of physical activity, biomechanics/neuromotor control, exercise physiology, human factors/ergonomics, motor learning/development, sport management, sport and exercise psychology, or sport sociology.

Program Delivery
This program is available:
• via classroom (the majority of instruction is face-to-face)

Program Requirements
Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A master's minor requires at least 6 credits of graduate-level kinesiology courses. A doctoral minor requires at least 12 credits of graduate-level kinesiology courses, including 5171 (3 cr) and 8980 (1 cr).

Doctoral Minor
A doctoral minor requires at least 12 credits of graduate-level kinesiology courses.
KIN 5171 - Foundations of Kinesiology (3.0 cr)
KIN 8980 - Graduate Research Seminar in Kinesiology (1.0 cr)
Twin Cities Campus
Kinesiology Ph.D.
Kinesiology, School of
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
School of Kinesiology, 1900 University Avenue S.E., Minneapolis, MN 55455 (612-625-5300; fax: 612-626-7700)
Email: kin@umn.edu
Website: http://cehd.umn.edu/kin

- Program Type: Doctorate
- Requirements for this program are current for Fall 2011
- Length of program in credits: 72
- This program does not require summer semesters for timely completion.
- Degree: Doctor of Philosophy

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

Ph.D. students pursue an individualized program with an emphasis in behavioral aspects of physical activity, biomechanics/neuromotor control, exercise physiology, human factors/ergonomics, motor learning/development, sport management, sport and exercise psychology, or sport sociology.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

It is preferred that applicants have completed a master's degree in the field of kinesiology or a related field and achieved an overall minimum GPA of 3.50.

Applicants must have completed a baccalaureate degree, generally in kinesiology, physical education, or sport and exercise science; or related preparation and a significant background and interest in the scientific study of physical activity.

Special Application Requirements:
Applicants must submit a University of Minnesota Graduate School application which includes a written statement of academic interests, goals, and objectives; scores from the General Test of the GRE (verbal, quantitative, and analytical writing) that are less than five years old; three letters of recommendation from persons familiar with their scholarship and research potential; a scholarly writing sample; and transcripts. Submission of all application materials by December 15 is strongly encouraged to ensure priority consideration for admission and for teaching and research assistantships awarded for the next academic year. Typically, students are admitted for the fall semester.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Listening Score: 14
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Internet Based - Speaking Score: 23
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

The preferred English language test is Test of English as Foreign Language.
Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
24 credits are required in the major.
24 credits are required outside the major.
24 thesis credits are required.

This program may be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 3.00 is required for students to remain in good standing.

Ph.D. students pursue an individualized program with an emphasis in behavioral aspects of physical activity, biomechanics/neuromotor control, exercise physiology, human factors/ergonomics, motor learning/development, sport management, sport and exercise psychology, or sport sociology.

The Ph.D. requires at least 48 course credits and 24 thesis credits, for a total of 72 credits. Course credits include 24 credits in kinesiology, 9 credits in statistical methods, 12 credits in a supporting program or minor (statistical methods courses may be included), and an additional 3 credits in any of these areas. Kinesiology course credits must include 5171 and 5981 (achieving a grade of A or B in each), 2 to 6 credits of 8980, and at least 12 credits of 8xxx. Statistical methods courses must include EPSY 8261 or equivalent and EPSY 8262 or equivalent (achieving a grade of A or B in each). A GPA of at least 3.00 is required to maintain good standing and to graduate.

Course Group 0
- KIN 5171 - Foundations of Kinesiology (3.0 cr)
- KIN 5981 - Research Methodology in Kinesiology, Recreation, and Sport (3.0 cr)
- KIN 8980 - Graduate Research Seminar in Kinesiology (1.0 cr)
- EPSY 8261 - Statistical Methods I: Probability and Inference (3.0 cr)
- EPSY 8262 - Statistical Methods II: Regression and the General Linear Model (3.0 cr)
Twin Cities Campus
Leadership in Education M.Ed.
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd/

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 30
- This program does not require summer semesters for timely completion.
- Degree: Master of Education

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The master of education (M.Ed.)/professional studies program in leadership in education, offered jointly by the Department of Organizational Leadership, Policy, and Development (OLPD) and the Department of Curriculum and Instruction (C&I) in the College of Education and Human Development (CEHD), builds leadership skills and facilitates analysis of K-12 school culture, policies, and practice.

This program develops educational leaders who can serve in schools that foster continuous learning and improvement. Program participants are prepared to advance team, school-wide, and district-wide reform initiatives for coherent educational systems and programs. This program addresses formal and informal leadership methods, emphasizing the roles and contributions of teachers as leaders of instructional improvement, including ways that teachers and principals work together to promote collaborative school cultures.

This 30-semester credit program emphasizes the essential components of leadership, including collaboration, group dynamics, continuous professional learning, school policy, school culture, design and facilitation of improvement initiatives, innovations in teaching and assessment practice, creation of coherent learning experiences, cross-cultural education, and technology.

Students are encouraged to begin the program with other educators from the same school or district. Most students complete the degree in two to three years while continuing to teach full time. Some degree coursework is offered at convenient, off-campus sites in the Twin Cities area.

Program Delivery
This program is available:
• via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
International applicants must submit score(s) from one of the following tests:
• TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
• Paper Based - Total Score: 550
• IELTS
  - Total Score: 6.5
• MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.
Program Requirements

Plan C: Plan C requires 30 major credits and null credits outside the major. There is no final exam.

This program may not be completed with a minor.

Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 2.80 is required for students to remain in good standing.

Course Requirements

- CI 5155 - Contemporary Approaches to Curriculum: Instruction and Assessment (3.0 cr)
- CI 5177 - Practical Research (3.0 cr)
- OLPD 5364 - Context and Practice of Educational Leadership (3.0 cr)
- OLPD 5374 - Leadership for Professional Development (4.0 cr)
- CI 5178 - Project in Teacher Leadership (3.0 - 6.0 cr)
  or OLPD 5361 - Project in Teacher Leadership (3.0 cr)

Electives

14 or more credits of elective courses. Students often choose elective credits aligned with certificates in staff development, school technology, reading, and school administration.

Program Sub-plans

A sub-plan is not required for this program.

Students may not complete the program with more than one sub-plan.

Rochester

Singapore
Twin Cities Campus

Literacy Education M.Ed.
Curriculum & Instruction
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Curriculum and Instruction, 125 Peik Hall, 159 Pillsbury Drive S.E., Minneapolis, MN 55455 (612-625-2545; fax: 612-624-8277)
Email: ciels@umn.edu
Website: http://cehd.umn.edu/ci

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 30
- This program does not require summer semesters for timely completion.
- Degree: Master of Education

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The master of education (M.Ed.)/professional studies program in literacy education is designed to improve the quality of literacy education in K-12 schools.

The program aims to address the growing state and national emphasis on pupils' reading skills and achievement. This graduate-level, practitioner-based program of at least 30 semester credits is designed for K-12 teachers whose assignment includes reading instruction.

The literacy education program provides instruction on current developments in literacy theory and research, as well as teaching methods for reading, writing, language, speech, and media studies. Students will learn to develop instructional units, evaluate and assess K-12 pupils' literacy skills, and develop technology tools to teach them. The program also encourages students to become "literacy leaders" in their schools and school systems.

Program faculty include nationally known researchers in the field, who provide research-based instructional methods. The program focuses on understanding and conducting research in literacy learning, preparing teachers to use research-based teaching methods, and to conduct research on ways to improve the quality of their teaching. The program is offered by the Department of Curriculum and Instruction (C&I) in the College of Education and Human Development (CEHD).

With guidance from faculty advisers, students complete 30 semester credits of work in three areas: a core academic program in education, coursework specific to the area of literacy education, and elective coursework. Courses at the University of Minnesota are offered at a variety of times, including late afternoons and summer session.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
A bachelor's degree from an accredited college or university.

Special Application Requirements:
All applicants must submit the following items:
- Official transcripts from all post-secondary institutions attended or currently attending, except the University of Minnesota. Transcripts must be received from the issuing school in a sealed and stamped envelope, and mailed to CEHD Student Services, 360 Education Sciences Building, 56 East River Road, Minneapolis, MN 55455.
- Any student with a U.S. bachelor's degree or a comparable foreign degree from an accredited college or university may apply to CEHD. Official transcripts of all previous post-secondary academic study must be submitted. Transcripts of coursework completed at a university outside of the United States must be evaluated by a professional credential evaluation center. Request a "course-by-course" evaluation. This process can take four-six weeks; please plan in advance. A suggested provider of this service is Educational Credential Evaluators (ECE), P.O. Box 514070, Milwaukee, WI 53203-3470 (414-289-3400).
All applicants must upload or submit the following items with their online applications:
- Résumé
- Personal statement describing your goals (one page)
- Application fee of $55 (charged when the online application is submitted). Fee must be paid with a credit card.
- All non-native English speakers and/or international students must submit an official score report from the Test of English as a Foreign Language (TOEFL). (Exceptions may be granted for applicants who will have completed 16 semester or 24 quarter credits within the past 24 months in residence as a full-time student at an accredited institution of higher learning in the United States before entering the University of Minnesota.) Please see the program's website for further information and a link to the online application.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

The preferred English language test is Test of English as Foreign Language

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements

Plan C: Plan C requires 24 major credits and 6 credits outside the major. The is no final exam.

This program may not be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 3.00 is required for students to remain in good standing.

Core Requirements
Take the following 6 credits:
- CI 5155 - Contemporary Approaches to Curriculum: Instruction and Assessment (3.0 cr)
- CI 5351 - Technology Tools for Educators (3.0 cr)

Literacy Education Requirements
Take 18 or more credits(s) from the following:
- CI 5401 - Literature for the Elementary School (3.0 cr)
- CI 5402 - Introduction to Special Collections (3.0 cr)
- CI 5403 - Creative Writing For and By Children (3.0 cr)
- CI 5404 - Culturally Diverse Books for Children and Adolescents (3.0 cr)
- CI 5410 - Special Topics in the Teaching of Literacy (1.0 - 3.0 cr)
- CI 5411 - Teaching Reading in the Elementary School (3.0 cr)
- CI 5412 - Reading Difficulties: Instruction and Assessment (3.0 cr)
- CI 5415 - Literacy Development in the Primary Grades (3.0 cr)
- CI 5417 - Elementary literacy Instruction for ESL Students (3.0 cr)
- CI 5431 - Introduction to Instructional Leadership in K-12 Reading (3.0 cr)
- CI 5432 - Instructional Leadership in Reading in Kindergarten and the Elementary Grades (3.0 cr)
- CI 5433 - Instructional Leadership in Reading for the Middle and Secondary Grades (3.0 cr)
- CI 5434 - Professional Development and Evolving Practice in K-12 Reading (3.0 cr)
- CI 5435 - Instructional Leadership in Preventing Reading Difficulties (3.0 cr)
- CI 5441 - Teaching Literature in the Secondary School (2.0 - 3.0 cr)
- CI 5422 - Teaching Writing in Schools (3.0 cr)
- CI 5442 - Literature for Adolescents (3.0 cr)
• Cl 5451 - Teaching Reading in Middle and Secondary Grades (3.0 cr)
• Cl 5461 - Teaching Composition in the Secondary School (2.0 cr)
• Cl 5462 - Evaluating and Assessing Writing (3.0 cr)
• Cl 5472 - Teaching Film, Television, and Media Studies (3.0 cr)
• Cl 5475 - Teaching Digital Writing: Blogs, Wikis, Online Talk, Podcasting, and E-Portfolios to Teach Writing (3.0 cr)

Electives
Electives may be selected from graduate-level courses (5xxx and above) at the University of Minnesota, as approved by faculty advisers. Course lists are available from advisers. Students are advised to choose courses that reflect learning issues faced in the classroom, including special education, secondary language, or cultural diversity issues.

Take 6 or more credits(s) from the following:
• Cl 5331 - Introduction to Learning Technologies (3.0 cr)
• Cl 5337 - Planning for K-12 Technology Design and Integration (3.0 cr)
• Cl 5344 - Facilitating Technology Integration in Classrooms I (1.0 cr)
• Cl 5361 - Teaching and Learning with the Internet (3.0 cr)
• Cl 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
• Cl 5641 - Language, Culture, and Education (3.0 cr)
• Cl 5642 - Assessing English Learners (3.0 cr)
• Cl 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
• Cl 5651 - Foundations of Second Languages and Cultures Education (3.0 cr)
• Cl 5656 - Teaching Literacy in Second Language Classrooms (3.0 cr)
• Cl 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
• YOST 5952 - Everyday Lives of Youth (3.0 cr)
• YOST 5954 - Experiential Learning: Pedagogy for Community and Classroom (3.0 cr)
• COMM 5404 - Language and Culture (3.0 cr)
• COMM 5406 - Communication and Gender (3.0 cr)
• OLPD 5372 - Youth in Modern Society (3.0 cr)
• ENGL 5090 - Readings in Special Subjects (1.0 - 4.0 cr)
• ENGL 5200 - Readings in American Literature (3.0 cr)
• ENGL 5300 - Readings in American Minority Literature (3.0 cr)
• EPSY 5112 - Knowing, Learning, and Thinking (4.0 cr)
• EPSY 5113 - Psychology of Instruction and Technology (3.0 cr)
• EPSY 5114 - Psychology of Student Learning (3.0 cr)
• EPSY 5151 - Cooperative Learning (3.0 cr)
• EPSY 5221 - Principles of Educational and Psychological Measurement (3.0 cr)
• EPSY 5612 - Understanding of Academic Disabilities (3.0 cr)
• EPSY 5613 - Foundations of Special Education I (3.0 cr)
Twin Cities Campus
Multicultural College Teaching and Learning M.A.
Postsecondary Teaching and Learning
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Postsecondary Teaching and Learning, 206 Burton Hall, 178 Pillsbury Drive S.E., Minneapolis, MN 55455 (612-626-8705; fax: 612-625-0709)
Email: pstlgrad@umn.edu
Website: http://www.cehd.umn.edu/PsTL

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 30
- This program does not require summer semesters for timely completion.
- Degree: Master of Arts

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The master of arts in multicultural college teaching and learning offered by the Department of Postsecondary Teaching and Learning (PsTL) provides an opportunity for intensive study of a transformative approach to teaching and learning to promote access to and success for traditionally underserved students. The program is multidisciplinary and a broad understanding of multiculturalism is employed that includes race, ethnicity, class, gender, sexual orientation, disability, age, and religion, so as to acknowledge that personal identity is complex and intersectional. Students engage in a critical examination of contemporary frameworks in educational theory, as well as the study of best practices for addressing them, such as multicultural education, critical pedagogy, assessment, and classroom research. Students are required to complete a semester-long supervised practicum and a two-semester supervised internship.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Special Application Requirements:
In addition to the on-line application, students will also need to upload the following documents as part of their application: two letters of recommendation from persons familiar with the applicant's scholarship and research potential; and a current résumé. In addition, the most important part of the application is a personal statement describing the applicant's interest in the program, professional/academic and/or community qualifications, what the applicant will bring to the diversity of the cohort and the profession, and how completion of the M.A. will build on the applicant's capacity to improve and transform teaching and learning at the postsecondary level.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.
Program Requirements

**Plan A:** Plan A requires 18 major credits, 6 credits outside the major, and 10 thesis credits. The final exam is written and oral.

**Plan B:** Plan B requires 21 major credits and 9 credits outside the major. The final exam is written and oral. A capstone project is required.

**Capstone Project:** The Plan B master's degree requires students to complete a capstone project. Students must demonstrate familiarity with the tools of research or scholarship in multicultural college teaching and learning, the ability to work independently, and the ability to present the results of their investigation effectively. The Plan B capstone project will involve a combined total of approximately 120 hours (the equivalent of three full-time weeks) of work. The PsTL graduate faculty will specify the nature and extent of the options available to satisfy this requirement. In conjunction with the capstone project, students must enroll in the 3 credit PsTL 8315 Plan B Capstone Seminar.

This program may be completed with a minor.

Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 2.8 is required for students to remain in good standing.

At least 1 semesters must be completed before filing a Degree Program Form.

The Plan A master's requires a minimum of 34 credits. Students must complete a minimum of 18 credits in the major field and a minimum of 6 credits in one or more related fields of study outside the major, as well as 10 thesis credits and a master's thesis. The Plan B master's degree requires a minimum of 30 credits. Students must complete 18 credits in the major field and a minimum of 6 credits in one or more related fields of study outside the major and take the 3 credit Plan B Capstone Seminar and complete a capstone project.
Twin Cities Campus
Multicultural College Teaching and Learning Minor
Postsecondary Teaching and Learning
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Post Secondary Teaching and Learning, 206 Burton Hall, 178 Pillsbury Drive S.E., Minneapolis, MN 55455  (612-626-8705; fax: 612-625-0709)
Email: pstlgrad@umn.edu
Website: http://www.cehd.umn.edu/PsTL

- Program Type: Graduate minor related to major
- Requirements for this program are current for Fall 2011
- Length of program in credits (Masters): 6
- Length of program in credits (Doctorate): 12
- This program does not require summer semesters for timely completion.

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

PsTL's graduate minors in multicultural college teaching and learning are designed for current University of Minnesota graduate students who want to study innovative strategies to increase access and success of diverse undergraduate students.

Program Delivery
This program is available:
* via classroom (the majority of instruction is face-to-face)

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

Coursework planned with PsTL DGS.
Online Distance Learning Postbaccalaureate Certificate
Curriculum & Instruction
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Curriculum and Instruction, 125 Peik Hall, 159 Pillsbury Drive S.E., Minneapolis, MN 55455 (612-625-4006; fax: 612-624-8277)
Email: ciinfo@umn.edu
Website: http://cehd.umn.edu/ci

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 12
- This program does not require summer semesters for timely completion.
- Degree: Online Distance Learning Postbaccalaureate Cert.

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The online distance learning certificate is designed to prepare educators and other professionals to design and deliver distance learning opportunities in academic or business settings.

This 12-credit certificate program will prepare students to successfully design, develop, and deliver curriculum on the Internet; use interactive online media; and create online learning communities for business and K-12 and postsecondary schools. As schools and businesses embrace online education, a variety of instructional design guidelines and pedagogical approaches have been developed to effectively guide online education and enhance learning.

Certificate coursework includes face-to-face and online learning opportunities. Technology experience is not required, and courses are designed for learners with a wide range of experience.

Goals of the distance learning certificate include:
- Developing knowledge and skills in the best practices for designing and delivering online distance learning
- Engaging with current research about distance learning, current practices, and learning theory
- Providing opportunities to practice designing, developing, and delivering online distance learning
- Creating learning communities where students can reflect on their own teaching, reading, designing, and writing
- Allowing students to learn from each other

Program Delivery
This program is available:
- primarily online (at least 80% of the instruction for the program is online with short, intensive periods of face-to-face coursework)

Prerequisites for Admission
Applicant must hold a bachelor's degree from an accredited college or university, or be currently enrolled in a University of Minnesota graduate-level degree program.

Special Application Requirements:
Admission is open to degree-seeking and non-degree seeking students.
Applicants must submit the following application materials online:
- Unofficial transcripts from all post-secondary institutions you have attended or are currently attending, except the University of Minnesota
- A one-page goal statement

For complete application instructions, please see the program's website.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
- Internet Based - Writing Score: 21
- Internet Based - Reading Score: 19
- Paper Based - Total Score: 550
• IELTS
  - Total Score: 6.5
• MELAB
  - Final score: 80
The preferred English language test is Test of English as Foreign Language

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 2.80 is required for students to remain in good standing.

Required Courses
Certificate coursework completed as an undergraduate student cannot be applied to graduate-level degree programs.
CI 5321 - Foundations of Distance Education (3.0 cr)
CI 5323 - Online Learning Communities (3.0 cr)
CI 5325 - Designing and Developing Online Distance Learning (3.0 cr)
CI 5327 - Designing Online Adventure Learning (3.0 cr)
Twin Cities Campus
Parent Education Postbaccalaureate Certificate
Curriculum & Instruction
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Curriculum and Instruction, 125 Peik Hall, 159 Pillsbury Drive S.E., Minneapolis, MN 55455 (612-625-2545; fax: 612-624-8277)
Email: cigs@umn.edu
Website: http://cehd.umn.edu/ci

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 16
- This program requires summer semesters for timely completion.
- Degree: Parent Education PBacc Certificate

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The parent education certificate program is designed to prepare professionals to plan, coordinate, and teach parent education programs and services for families with children from early childhood through adolescence.

The 16-credit program prepares professionals who are well qualified to deliver programs designed to address the intellectual, emotional, cultural, social, and physical needs of parents and children. In addition to educational settings that may include public-school parent education programs, preschools, child care centers, and Head Start programs, parent educators may also work in health care and social-service agencies and institutions, and faith-based settings.

Certificate courses are offered online. Online coursework is designed to meet the needs of local and distance learners in Minnesota, around the country and the world.

Students participate in live online chat sessions and weekly reflections with their course instructors. They interview parents, read the latest research, and view presentations by University of Minnesota faculty and noted experts in the field.

The capstone course (CI 5949 - Student Teaching in Parent Education) allows students to teach and interact with parents in a parent education setting under the supervision of a licensed or highly qualified parent educator approved by core faculty. This individualized student teaching allows each program participant to integrate and apply what they have learned to parent education experiences, preparing them for professional work in the field.

Program Delivery
This program is available:
- completely online (all program coursework can be completed online)

Prerequisites for Admission
Special Application Requirements:
Complete the equivalent of six semester undergraduate or graduate credits in child development courses before entering the parent education certificate program, completed within 10 years of admission to the certificate program. If these credits have not been completed at the time of application, the applicant may be admitted conditionally until they are completed and recorded on a transcript. The following CEHD courses are examples of child development courses that may meet this requirement:

- CPSY 4302 - Infant Development
- CPSY 4331 - Social and Personality Development
- CPSY 4343 - Cognitive Development

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
- Internet Based - Writing Score: 21
- Internet Based - Reading Score: 19
- Paper Based - Total Score: 550
  • IELTS
    - Total Score: 6.5
  • MELAB
    - Final score: 80
The preferred English language test is Test of English as Foreign Language

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 2.80 is required for students to remain in good standing.

Course Group 0
Note: CI 5943 through CI 5949 must be taken in the sequence listed. CI 5932, CI 5937, and CI 5942 can be taken in any sequence.
FSOS 5932 - Introduction to Parent Education (1.0 cr)
FSOS 5937 - Parent-Child Interaction (3.0 cr)
FSOS 5942 - Everyday Experiences of Families (2.0 cr)
FSOS 5943 - Parent Learning and Development: Implications for Parent Education (2.0 cr)
FSOS 5944 - Parent Education Curriculum (2.0 cr)
FSOS 5945 - Teaching and Learning in Parent Education (2.0 cr)
FSOS 5946 - Assessment and Evaluation in Parent Education (2.0 cr)
FSOS 5949 - Student Teaching in Parent Education (2.0 cr)
Twin Cities Campus

PK-12 Administration Postbaccalaureate Certificate
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Leadership, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-625-9087; fax: 612-624-3377)
Email: licensure@umn.edu
Website: http://www.cehd.umn.edu/olpd/grad-programs/Adm-Licensure/default.html

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 22
- This program requires summer semesters for timely completion.
- Degree: PK-12 Administration PBacc Certificate

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

Housed within the University of Minnesota’s Department of Organizational Leadership, Policy, and Development (OLPD), the licensing and leadership development program for educational administrators offers an individualized program to prepare aspiring administrators for the following licenses:
- K-12 principal
- Superintendent
- Director of special education
- Director of community education

The administrative licensure program offers a variety of courses specifically designed to address the competencies required by the state for the various licenses.

Accreditation
This program is accredited by Minnesota Board of School Administrators and the NCATE.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.
Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 2.00 is required for students to remain in good standing.

Further requirements: K-12 principal, superintendent, and director of special education
- Possess or complete three years of teaching experience
- 60 credits beyond a bachelor's degree to include a graduate degree
- 320 hours of field experience

Further requirements: director of community education
- A bachelor's degree plus 24 credits
- 320 hours of field experience

Exit requirements
An electronic portfolio presented to a review panel made up of representatives from the University and licensed practitioners is required as the last step to earning licensure.

Required for All Licenses
OLPD 5385 - Licensure Seminar: Program Policies and Inclusionary Leadership (1.0 cr)
OLPD 5386 - Leadership Portfolio Seminar (1.0 cr)
OLPD 5324 - Strategic Financial Planning and Policy for Educational Leaders (3.0 cr)
OLPD 5344 - School Law (3.0 cr)
OLPD 5348 - Leaders of Human Resources Administration (3.0 cr)
OLPD 5387 - Leadership for Teaching and Learning (2.0 cr)
OLPD 5310 - Data-Driven Decision Making I (1.0 cr)
OLPD 5391 - Special Education Law for Leaders (1.0 cr)

Licensure-Specific Course Requirements

K-12 principal
OLPD 5321 - The Principal as Leader of High-Performing Schools (3.0 cr)
OLPD 5388 - Leadership for Master(ful) Scheduling (2.0 cr)

-OR-

School superintendent
OLPD 5322 - Leaders in the Superintendentcy and Central Office (3.0 cr)
OLPD 5393 - Leading School Finance Elections (1.0 cr)

-OR-

Director of special education
OLPD 5368 - Leadership for Special Education Services (3.0 cr)
OLPD 5392 - Special Education Finance: Program Models, Policy, and Law (2.0 cr)
OLPD 5321 - The Principal as Leader of High-Performing Schools (3.0 cr)

-OR-

Director of community education
OLPD 5389 - Community Education Leadership (3.0 cr)
OLPD 5394 - Leadership in Community Education Finance and Law (1.0 cr)
Take 6 credits, in consultation with adviser, from outside of OLPD in the areas of:
- Adult Education (2 cr)
- Early Childhood (2 cr)
- School Age Programs (2 cr)
Twin Cities Campus
Prevention Science Minor
Institute of Child Development
Graduate School

Link to a list of faculty for this program.

Contact Information:
Prevention Science Program, 202 Child Development, 51 East River Parkway, Minneapolis, MN 55455 (612-625-4321; fax: 612-624-6373)
Email: prevsci@umn.edu
Website: http://www.preventionscience.umn.edu

• Program Type: Graduate free-standing minor
• Requirements for this program are current for Fall 2011
• Length of program in credits (Masters): 9
• Length of program in credits (Doctorate): 13
• This program does not require summer semesters for timely completion.

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

Prevention science is defined for the purposes of this program as the scientific study of systematic efforts to reduce the incidence of unhealthy or maladaptive behavior, and to promote health and adaptive behavior in populations across the life span through designing and evaluating interventions, and utilizing knowledge about them more strategically.

The fundamental assumption of this free-standing minor is that future researchers and scholars will be most able to meet the challenges and changes occurring in society and in their chosen professions and disciplines if their training is comprehensive and transdisciplinary.

Prevention science is a rapidly expanding interdisciplinary field and this program will increase opportunities for the University's academic researchers to partner with communities to address the complex issues facing society.

Six areas of concentration will be offered. Students will be expected to select one as a major emphasis. Areas of concentration are: 1) promotion of mental health and well being across the life span; 2) interventions in education, health, and social services; 3) social policy; 4) family and community studies (early stage research, needs assessments, action research); 5) methodology; 6) individualized concentration.

For more information about these areas of concentration, visit www.cehd.umn.edu/icd/PrevSci/concentrations.html.

Program Delivery
This program is available:
• via classroom (the majority of instruction is face-to-face)

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

The master's and doctoral minors are developed in consultation with, and should be approved in advance by, the director of graduate studies for prevention science. The master's minor requires at least 9 credits, including PREV 8001 - Introduction to Prevention Science (3 cr) and 6 credits of elective courses primarily from the student's area of concentration.

The doctoral minor requires at least 13 credits, ordinarily including PREV 8001 - Introduction to Prevention Science (3 cr), PREV 8005 - Capstone course (1 cr), and 9 credits of elective courses primarily from the students area of concentration.

The purpose of the minor is to provide students with interdisciplinary training in prevention science; therefore, all students will be required to fulfill the elective requirements for the minor by taking courses outside their major. Courses counting toward a student's major may not be counted toward the minor.

Required Coursework
PREV 8001 - Prevention Science Core (3.0 cr)
PREV 8005 - Prevention Science Capstone Course (1.0 cr)
Twin Cities Campus

Professional Development Postbaccalaureate Certificate
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 12
- This program does not require summer semesters for timely completion.
- Degree: Staff Development PBacc Certificate Grad

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The certificate in professional development is designed to prepare leaders in designing, implementing, and evaluating learning opportunities for preK-12 educators and related staff.

This 12- to 15-credit graduate-level program offers professional development opportunities for teachers, administrators, and others involved in school improvement initiatives. Throughout the program, students are required to reflect on their learning, make explicit connections between theory and practice, and design staff development processes and materials for use in their own work contexts.

Through the program, participants will:
- Learn to apply research-based standards for staff development
- Be prepared for the multifaceted roles and competencies of staff developers
- Identify organizational and leadership capacities for effective staff development policies and practices
- Be able to articulate effective staff learning principles, designs, and strategies
- Evaluate staff development, including its effects on students, staff, and systems
- Learn to work effectively with groups, including both facilitation and training models of learning
- Identify and access staff development resources, including current research and best practices literature
- Gain awareness of individual strengths and areas for continuous improvement as a professional educator and leader of staff learning

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
Special Application Requirements:
Admission is open to degree-seeking or non-degree seeking students. Applicants must have at least three years of experience working as education or related professionals in preK-12 education.

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

Required Courses
OLPD 5364 - Context and Practice of Educational Leadership (3.0 cr)
OLPD 5374 - Leadership for Professional Development (4.0 cr)
OLPD 5501 - Principles and Methods of Evaluation (3.0 cr)

Additional Coursework
With certificate program faculty approval, students choose and complete 2-5 credits of coursework focusing on a topic that interests them. Students can complete this requirement in one of two ways.

Take 2 - 5 credits(s) from the following:
• OLPD 5095 - Problems: Educational Policy and Administration (1.0 - 3.0 cr)
  or focused elective coursework chosen with program faculty approval.
Twin Cities Campus

Program Evaluation Minor
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Graduate free-standing minor
- Requirements for this program are current for Fall 2011
- Length of program in credits (Masters): 9
- Length of program in credits (Doctorate): 15
- This program does not require summer semesters for timely completion.

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

Program evaluation is an area of inquiry that uses both quantitative and qualitative methods to address questions of concern to policy makers, administrators, managers, and, in some cases, program participants. In this era of competing developments--increased accountability and the democratization of research activity--knowledge of program evaluation is a useful and valuable commodity. The program evaluation minor is an interdisciplinary effort providing intensive study of the techniques and process of evaluation and policy research, in addition to the social and political context within which program evaluation occurs. The graduate minor in program evaluation offers a coordinated set of courses designed for students who wish to have the knowledge and skills necessary to conduct evaluations combined with their graduate majors or professional fields of study. Courses include readings, discussions, and assignments designed to develop the skills essential to professionals intending to use or conduct evaluation in non-profit and for-profit organizations.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

Students need a minimum of 15 credits for the doctoral minor and a minimum of 9 credits for the master’s minor. Individual programs are designed through consultation by the student, the major adviser, and the director of graduate studies.
**Twin Cities Campus**

**Program Evaluation Postbaccalaureate Certificate**

*Organizational Leadership, Policy and Development*

*College of Education and Human Development*

Link to a list of faculty for this program.

**Contact Information:**
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: [http://www.cehd.umn.edu/olpd](http://www.cehd.umn.edu/olpd)

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 12
- This program does not require summer semesters for timely completion.
- Degree: Program Evaluation Postbaccalaureate Certificate

Along with the program-specific requirements listed below, please read the [General Information](http://www.cehd.umn.edu) section of the catalog website for requirements that apply to all major fields.

The program evaluation certificate program offers intensive study of applied methods of evaluating programs and services in school, health, government, nonprofit agencies and market research settings. This interdisciplinary program surveys program evaluation techniques and processes, and examines the social and political contexts of the studies. The program allows working professionals from a variety of disciplines to formalize their training in program evaluation by earning a certificate in this area. Demand for trained professionals in program evaluation has increased steadily to meet the reporting needs of funding agencies, policy makers, and program managers in the public and private sectors. Graduates of evaluation studies programs have found employment in county government, social service agencies, state departments, and research consulting firms and businesses.

**Program Delivery**
This program is available:
- via classroom (the majority of instruction is face-to-face)

**Prerequisites for Admission**
A completed graduate-level degree, master of education (M.Ed.) or master of arts (M.A.), in an appropriate content area, including education, social work, public health, or public policy.

Students must demonstrate relevant academic background, including research methodology and experience in a field in which program evaluation is practiced (e.g., public health, social work, or education). Admission will be based on an assessment of the applicant's advanced knowledge and level of professional experience in the field of program evaluation.

**Special Application Requirements:**
Enrollment in the certificate program will be limited to a maximum of 10 students per calendar year.

For an online application or for more information about graduate education admissions, see the [General Information](http://www.cehd.umn.edu) section of the catalog website.

**Program Requirements**
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

Certificate coursework completed with undergraduate student status cannot be applied to graduate-level degree programs.

**Required Coursework**
8-9 credits

**Foundations of evaluation**
Take 1 or more course(s) from the following:
• OLPD 5501 - Principles and Methods of Evaluation (3.0 cr)
• PA 5311 - Program Evaluation (3.0 cr)
• PUBH 6852 - Program Evaluation in Health and Mental Health Settings (2.0 cr)
• SW 8603 - Program Evaluation (2.0 cr)

**Evaluation theory**
OLPD 8502 - Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3.0 cr)

**Internship in evaluation**
OLPD 8596 - Evaluation Internship (1.0 - 9.0 cr)

**Elective Coursework**
Students may choose elective coursework from the following list. Additional courses may be approved by the program coordinator of evaluation studies.

Take 3 or more credits(s) from the following:
• CI 8115 - Curriculum and Achievement Outcomes in a Diverse Society (3.0 cr)
• CI 8148 - Conducting Qualitative Studies in Educational Contexts (3.0 cr)
• OLPD 5056 - Case Studies for Policy Research (3.0 cr)
• OLPD 5061 - Ethnographic Research Methods (3.0 cr)
• OLPD 8595 - Evaluation Problems (1.0 - 6.0 cr)
• EPSY 5221 - Principles of Educational and Psychological Measurement (3.0 cr)
• EPSY 5244 - Survey Design, Sampling, and Implementation (3.0 cr)
• FSOS 8013 - Qualitative Family Research Methods (3.0 cr)
• PUBH 6724 - The Health Care System and Public Health (3.0 cr)
• SW 8602 - Direct Practice Evaluation (2.0 cr)
• OLPD 5841 - Evaluation of WHRE (3.0 cr)
• WHRE 8914 - Critical Science Research (3 cr)
• OLPD 5524 - Evaluation Colloquium (1.0 cr)

**Program Sub-plans**
A sub-plan is not required for this program.
Students may not complete the program with more than one sub-plan.

Rochester
Information can be found at http://www.r.umn.edu/academics/programs/certificate/program-evaluation/index.htm.

Sub-plan requirements are the same as those on the Twin Cities campus.
Twin Cities Campus
Social and Philosophic Studies Education Minor
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Graduate free-standing minor
- Requirements for this program are current for Fall 2011
- Length of program in credits (Masters): 9
- Length of program in credits (Doctorate): 12
- This program does not require summer semesters for timely completion.

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The graduate minor provides a multidisciplinary foundation for the study of education from the perspectives of history, philosophy, and the social sciences. The minor program is shaped to suit the particular needs and interests of the student at either the master's or doctoral level. In consultation with a faculty member in social and philosophic studies of education in the Department of Organizational Leadership, Policy, and Development, EDPA 5xxx and 8xxx courses are selected both in EDPA and in related fields.

Program Delivery
This program is available:
• via classroom (the majority of instruction is face-to-face)

Program Requirements
Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

Master's or Doctoral

M.A. Students
Area I: History and Philosophy of Education
Take 1 or more course(s) from the following:
• OLPD 5021 - Historical Foundations of Modern Education (3.0 cr)
• GWSS 5103 - Feminist Pedagogies (3.0 cr)

Area II: Social Sciences and Education
Take 1 or more course(s) from the following:
• OLPD 5041 - Sociology of Education (3.0 cr)
• OLPD 5044 - Introduction to the Economics of Education (3.0 cr)
• OLPD 5103 - Comparative Education (3.0 cr)
• OLPD 5128 - Anthropology of Education (3.0 cr)
• OLPD 5302 - Educational Policy: Context, Inquiry, and Issues (3.0 cr)
• OLPD 8002 - Critical Issues in Contemporary Education (3.0 cr)
• OLPD 8104 - Innovative Systems Thinking in Education and Culture (3.0 cr)

-OR-

Doctoral Students
Area I: History and Philosophy of Education
Take 2 or more course(s) from the following:
• OLPD 5021 - Historical Foundations of Modern Education (3.0 cr)
• GWSS 5103 - Feminist Pedagogies (3.0 cr)
Area II: Social Sciences and Education
Take 2 or more course(s) from the following:
  • OLPD 5041 - Sociology of Education (3.0 cr)
  • OLPD 5044 - Introduction to the Economics of Education (3.0 cr)
  • OLPD 5103 - Comparative Education (3.0 cr)
  • OLPD 5128 - Anthropology of Education (3.0 cr)
  • OLPD 5302 - Educational Policy: Context, Inquiry, and Issues (3.0 cr)
  • OLPD 8002 - Critical Issues in Contemporary Education (3.0 cr)
  • OLPD 8104 - Innovative Systems Thinking in Education and Culture (3.0 cr)
Twin Cities Campus
Social Work M.S.W.
School of Social Work
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
School of Social Work, 105 Peters Hall, 1404 Gortner Avenue, St. Paul, MN 55108 (612-625-1220; fax: 612-624-3744)
Email: swadmis@umn.edu
Website: http://cehd.umn.edu/ssw

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 50
- This program does not require summer semesters for timely completion.
- Degree: Master of Social Work

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The M.S.W. prepares students for advanced social work practice. A 50-credit program and a 34-credit advanced standing program are available. The curriculum offers concentrations in direct or community practice.

Accreditation
This program is accredited by Council on Social Work Education.

Program Delivery
This program is available:
• via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

An undergraduate degree in a related discipline is not required, however, students with a bachelor's degree in social work from an accredited program are eligible for advanced standing.

A foundation in the liberal arts and one year of work experience in human services is preferred. Work experience may include paid, volunteer, and intern positions.

Special Application Requirements:
in order to apply, applicants are required to submit a specified personal statement, writing sample, resume, transcripts, and three letters of recommendation. All application instructions are posted on the School of Social Work website.

International applicants must submit score(s) from one of the following tests:
• TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
• IELTS
  - Total Score: 6.5
• MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.
Program Requirements

Plan C: Plan C requires 25 major credits and null credits outside the major. The is no final exam.

This program may be completed with a minor.

Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

At least 1 semesters must be completed before filing a Degree Program Form.

The M.S.W. requires 50 credits; a 34-credit advanced standing program is available to graduates of undergraduate social work programs accredited by the Council on Social Work Education. All credits for the M.S.W. can be completed in two years of full-time study, or three years of part-time study, and must be completed within seven years of the date of the earliest coursework taken for the degree.

The 50-credit program includes a set of required foundation courses (25 cr), courses from a selected concentration, two field internships, and social work electives.

A maximum of 24 credits may be transferred from the following sources with School of Social Work approval: up to 8 credits as a non-degree-seeking student registered for social work graduate credit at the University of Minnesota; up to 24 credits from another regionally and professionally accredited school of social work if the student was registered as a graduate student in the program.

The 34-credit advanced standing program includes courses from a selected concentration, one field internship, and social work electives. A maximum of 16 credits may be transferred from the following sources with School of Social Work approval: 16 credits completed as a graduate student in another accredited M.S.W. program; up to 6 credits as a non-degree-seeking student registered for social work graduate credit at the University of Minnesota.

Program Sub-plans

A sub-plan is not required for this program. Students may not complete the program with more than one sub-plan.

Weekend

Students can complete course requirements on Friday evenings and Saturdays, however, some required program components such as field placements take place during workday business hours.
Twin Cities Campus
Social Work Ph.D.
School of Social Work
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
School of Social Work, 105 Peters Hall, 1404 Gortner Avenue, St. Paul, MN  55108 (612-625-1220; fax: 612-624-3744)
Email: swadmis@umn.edu
Website: http://cehd.umn.edu/ssw

- Program Type: Doctorate
- Requirements for this program are current for Fall 2011
- Length of program in credits: 64
- This program does not require summer semesters for timely completion.
- Degree: Doctor of Philosophy

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The Ph.D. program in social work prepares students to provide intellectual leadership for the social work profession through advanced levels of scholarship, research, theory development, and policy analysis. Students are expected to acquire skill in research design and statistics and to develop a comprehensive knowledge of social work and social welfare history, theory, and policy.

The Ph.D. program does not focus on the development of advanced skills for clinical practice. However, students gain knowledge of practice theory and research related to social work practice. Many graduates assume positions as university faculty. Consequently, the program offers opportunities for students to acquire skills in teaching and curriculum development.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

A master's degree is required.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
28 credits are required in the major.
12 credits are required outside the major.
24 thesis credits are required.
This program may be completed with a minor.

Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

At least 1 semesters must be completed before filing a Degree Program Form.

The Ph.D. program emphasizes mastery of student- and program-determined objectives rather than an accumulation of course credits. Degree requirements vary according to the student's background and educational goals. Typically 40 credits plus 24 required thesis credits beyond the M.S.W. are required. Required courses include core seminars in social work research, social welfare history, social welfare policy, and theory and model development; a social work teaching course; a supervised research practicum and practicum seminar; supporting program courses; statistics courses. Students must also have teaching experience in the School of Social Work while in the program and fulfill the computer skills requirement.
Twin Cities Campus

Special Education M.Ed.

Educational Psychology

College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Educational Psychology, 250 Educational Science Building, 56 East River Road, Minneapolis, MN 55455 (612-624-6083; fax 612-624-8241)
Email: sped-adm@umn.edu
Website: http://www.cehd.umn.edu/edpsych/Programs/SpecialEd/MEd-prospective.html

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 30
- This program requires summer semesters for timely completion.
- Degree: Master of Education

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

Graduates of the University of Minnesota special education teacher licensure programs are student-centered, collaborative professionals who deliver robust, high-quality, and specialized educational services, adding value to the learning and development of infants, children, and adults with disabilities from diverse cultural backgrounds.

Program graduates are knowledgeable in the following areas:
- Engaging in collaborative problem solving with families and professionals to meet the academic, social, behavioral, and life skills needs of individuals with disabilities;
- Implementing—and supporting others' implementation of—evidence-based instruction and intervention with fidelity to improve student outcomes;
- Using reliable and valid assessment data to make individualized educational decisions;
- Systematically selecting and adapting instructional supports to meet individual needs, based on data and knowledge of individual learning, developmental, cultural differences;
- Maximizing expectations and learning opportunities for individuals with disabilities in the Least Restrictive using the full continuum of services; and
- Upholding principles of professionalism and ethics in their practice.

Accreditation
This program is accredited by NCATE/BOT, Council of Exceptional Children (CEC) and Council on Education of the Deaf (CED).

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 2.80.

Experience in working with children and/or people with disabilities is preferred.

Special Application Requirements:
upload the following additional materials into the appropriate areas of the online application:
- The special education application form
- LD addendum, if applicable
- DD addendum, if applicable
- One to two page applicant statement outlining goals, interests, experiences, etc.
- Résumé
- Two letters of recommendation [.pdf], preferably from individuals in the education field (for the online application, applicant's will be asked to enter recommenders' information into the online application; a message will be automatically sent to those recommenders with
further instructions on how to submit their letters)
- MLTE Basic Skills Tests
- Unofficial transcripts from all collegiate institutions attended (Students who are accepted will need to send official transcripts in a sealed envelope. University of Minnesota graduates need not submit University of Minnesota transcripts to Student Services.)
- International applicants should submit a foreign transcript evaluation from an accredited reviewer (ECS http://www.ece.org/ or WES http://www.wes.org/students/index.asp)

International applicants must submit score(s) from one of the following tests:
- **TOEFL**
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- **IELTS**
  - Total Score: 6.5
- **MELAB**
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

### Program Requirements

**Plan C:** Plan C requires 16 major credits and 12 credits outside the major. There is no final exam. A capstone project is required.

**Capstone Project:** A portfolio and integrated paper/mini research project/comprehensive exam is required. The student and her/his adviser will develop the individual’s M.Ed. graduate plan. Once the student’s project is decided he/she will register for 2-3 credits of EPSY 5991.

This program may be completed with a minor.

Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 2.80 is required for students to remain in good standing.

16 credits in Special Education; 12 credits in a related area of study.

### Program Sub-plans

Students are required to complete one of the following sub-plans. Students may complete the program with more than one sub-plan.

#### Deaf and Hard of Hearing

The professional development program in special education specializing in deaf/hard of hearing leads to K-12 classroom licensure and a M.Ed. degree and is designed to prepare teachers to work in a variety of educational settings.

The program philosophy focuses on cultural and social diversity and meeting the needs of individual students who are deaf or hard of hearing. Graduates are prepared to assess, analyze, and problem solve the challenges of learning for deaf or hard of hearing students and their families, focusing on the objective of providing effective teaching practices and instructional strategies.

Course requirements are determined in consultation with faculty adviser.

#### Developmental Disabilities

The professional development program in special education specializing in developmental disabilities leads to K-12 classroom licensure and a M.Ed. degree and is designed to prepare teachers to work in a variety of educational settings.

The program philosophy focuses on cultural and social diversity and meeting the needs of individual students who have developmental disabilities. Graduates are prepared to assess, analyze, and problem solve the challenges of learning for students with developmental disabilities and their families, focusing on the objective of providing effective teaching practices and instructional strategies.
Course requirements are determined in consultation with faculty adviser.

**Early Childhood Special Education**

The professional development program in special education specializing in early childhood special education (ECSE) leads to teaching licensure for work with children from birth through age five as well as a M.Ed. This program is designed to prepare teachers to work in a variety of educational settings, including home and school, with children who have a variety of developmental delays and disabilities.

The ECSE program philosophy focuses on cultural and social diversity and meeting the needs of individual children who have disabilities. Further, the ECSE program emphasizes the delivery of evidence-based practices within the natural routines of families and preschools when addressing the individualized needs of children. Graduates are prepared to assess, analyze, monitor, and problem solve the developmental and educational needs of young children and their families. With that, graduates of the ECSE program are prepared to be leaders in the field for the identification early intervention needs, provision of research-based services, and facilitation of successful transitions to kindergarten.

Course requirements are determined in consultation with faculty adviser.

**Emotional and Behavioral Disabilities**

The professional development program in special education specializing in emotional and behavioral disorders leads to K-12 classroom licensure and a M.Ed. degree and is designed to prepare teachers to work in a variety of educational settings.

The program philosophy focuses on cultural and social diversity and meeting the needs of individual students who have emotional and behavioral disorders. Graduates are prepared to assess, analyze, and problem solve the challenges of learning for students with emotional and behavioral disorders and their families, focusing on the objective of providing effective teaching practices and instructional strategies.

Course requirements are determined in consultation with faculty adviser.

**Learning Disabilities**

The professional development program in special education specializing in learning disabilities leads to K-12 classroom licensure and a M.Ed. degree. It is designed to prepare teachers to work in a variety of educational settings.

The program philosophy focuses on cultural and social diversity, and meeting the needs of individual students who have learning disabilities. Graduates are prepared to assess, analyze, and problem solve the challenges of learning for students with learning disabilities and their families, focusing on the objective of providing effective teaching practices and instructional strategies.

Course requirements are determined in consultation with faculty adviser.

**Teacher Licensure Exempt**

This sub-plan is optional and does not fulfill the sub-plan requirement for this program.

Students in the M.Ed. program in special education who do not hold a valid Minnesota elementary, secondary, or K-12 classroom teaching license must complete additional foundational education coursework to be eligible for a license to teach in their specialization area. This is called the classroom teaching license exemption, and the coursework is in compliance with the exemption requirements of the Minnesota Board of Teaching.
Twin Cities Campus
Specialist in Education and General Education Administration Certificate
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1006; fax 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 60
- This program does not require summer semesters for timely completion.
- Degree: Certificate of Specialist in Educ/Genl Educ/Admin

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The Department of Organizational Leadership, Policy, and Development is a leader in advancing knowledge about educational and organizational change in local, national, and international contexts. Our research, teaching, and outreach reflect a commitment to interdisciplinary and intercultural engagement with educators, scholars, and policy makers seeking to enhance leadership, policy, and development around the globe. Students in the M.A. and Ph.D. programs choose from one of five complementary but distinct program tracks: educational administration (EdAd), evaluation studies (ES), higher education (HiEd), comparative and international development education (CIDE), and work and human resource education (WHRE). Our undergraduate programs focus on human resource development and business and marketing education. In addition, the department offers a variety of programs for practicing professionals and various licensure programs.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
Special Application Requirements:
Note: Applications are not accepted for the certificate of specialist in this program. Students in the program are drawn from currently enrolled doctoral students who apply by submitting a Change of Status.

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

This program's structure is currently under review.
Twin Cities Campus

Specialist in Education and Special Education Administration Certificate
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 60
- This program does not require summer semesters for timely completion.
- Degree: Certificate of Specialist in Educ/Genl Educ/Admin

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The Department of Organizational Leadership, Policy, and Development prepares administrators, scholars, and analysts for leadership roles in education. The department is committed to the preparation of leaders who can act effectively and ethically within the structures, processes, and cultural contexts of organized education.

The department also offers various certificate programs (including program evaluation, staff development, disability policy and services, and preK-12 administration), an individualized concentration in youth leadership development, and minors in international education, social and philosophic studies of education, and program evaluation. See the department website for details on minors and certificate programs.

These graduate programs incorporate relevant knowledge from the behavioral and social sciences and the humanities, with primary reliance on sociology, management science, political science, psychology, public affairs, economics, philosophy, history, and anthropology.

Program Delivery
This program is available:
* via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Applicants must submit their test score(s) from the following:
* GRE

International applicants must submit score(s) from one of the following tests:
* TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
* IELTS
  - Total Score: 6.5
* MELAB
  - Final score: 80

Key to test abbreviations (GRE, TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.
Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

The specialist certificate requires a minimum of 60 credits: at least 30 credits in educational administration, including 3 credits in leadership and 3 credits in policy; at least 6 credits in curriculum and instruction; at least 9 credits taken outside of educational administration (collateral field) and/or in additional certificate or licensure areas in educational policy and administration; and a course in human relations. Up to 30 credits may be transferred from other programs outside the College of Education and Human Development or from other accredited universities. Registration for OEPD 5385 - Licensure Seminar and OEPD 5386 - Portfolio Seminar plus completion of an electronic portfolio and oral examination are required. The oral is an examination of all program areas as well as of the knowledge, skills, and dispositions for each competency required by the Minnesota Board of School Administrators for licensure as an educational administrator.
Twin Cities Campus
Sport Management M.A.
Kinesiology, School of
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
School of Kinesiology, 1900 University Avenue S.E., Minneapolis, MN 55455 (612-625-5300; fax: 612-626-7700)
Email: kin@umn.edu
Website: http://cehd.umn.edu/kin

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 36
- This program does not require summer semesters for timely completion.
- Degree: Master of Arts

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The master of arts in sport management provides academic excellence by combining theoretical instruction and practical experience to prepare tomorrow's leaders for success in the sports industry and marketplace. Students develop the tools of research and learn core concepts through an interdisciplinary curriculum with an emphasis on cultivating new ideas and improving operations in the sport industry.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Special Application Requirements:
Applicants must submit a University of Minnesota Graduate School application which includes a written statement of academic interests, goals, and objectives; scores from the General Test of the GRE (verbal, quantitative, and analytical writing) that are less than five years old; three letters of recommendation from persons familiar with their scholarship and research potential; a scholarly writing sample; and transcripts. Submission of all application materials by December 15 is strongly encouraged to ensure priority consideration for admission and for teaching and research assistantships awarded for the next academic year. Typically, students are admitted for the fall semester.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Listening Score: 14
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Internet Based - Speaking Score: 23
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

The preferred English language test is Test of English as Foreign Language

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.
Program Requirements

Plan A: Plan A requires 16 major credits, 10 credits outside the major, and 10 thesis credits. The final exam is oral.

Plan B: Plan B requires 20 major credits and 16 credits outside the major. The final exam is oral. A capstone project is required.

Capstone Project: The Plan B project is an independent research project with the adviser that meets the following guidelines: involves a total of approximately 120 hours of work; demonstrates familiarity with the tools of research and scholarship in the field of kinesiology; demonstrates the ability to work independently; demonstrates the ability to effectively present the results of the investigation.

This program may be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 3.00 is required for students to remain in good standing.

The M.A. is offered under Plan A and Plan B. Plan A requires 36 credits, including 16 core course credits in kinesiology, 6 research core course credits, 4 elective credits, and 10 thesis credits (8777). The program must include 6 course credits in a minor or related field. Plan B also requires 36 credits, including 16 core course credits in kinesiology, 6 research core course credits, 10 elective credits, and 4 credits of a research project (8995). The program must include 6 course credits in a minor or related field. A GPA of at least 3.00 is required to maintain good standing and to graduate.

Thesis Credits: Master’s

Plan A
Take 10 or more credits(s) from the following:
• KIN 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)
-OR-

Plan B
Take 4 or more credits(s) from the following:
• KIN 8995 - Research Problems in Kinesiology (1.0 - 9.0 cr)
**Twin Cities Campus**

Sport Management Minor
*Kinesiology, School of*

**College of Education and Human Development**

Link to a list of faculty for this program.

**Contact Information:**
School of Kinesiology, 1900 University Avenue S.E., Minneapolis, MN 55455 (612-625-5300; fax: 612-626-7700)
Email: kin@umn.edu
Website: [http://cehd.umn.edu/kin](http://cehd.umn.edu/kin)

- Program Type: Graduate minor related to major
- Requirements for this program are current for Fall 2011
- Length of program in credits (Masters): 6
- This program does not require summer semesters for timely completion.

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

Sport management is an interdisciplinary field that provides students with academic training and field experience for careers in sport and fitness management professions. The sport management program encompasses many different subjects, including sociology, business, marketing, communications, and psychology.

**Program Delivery**
This program is available:
▶ via classroom (the majority of instruction is face-to-face)

**Program Requirements**
Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A master's minor requires at least 6 credits of graduate-level sport management courses.
Twin Cities Campus

Talent Development and Gifted Education Postbaccalaureate Certificate

Educational Psychology

College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Educational Psychology, 56 East River Road, Minneapolis, MN 55455 (612-624-6083; fax: 612-624-8241)
Email: psyf-adm@umn.edu
Website: http://www.cehd.umn.edu/edpsych

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 12
- This program does not require summer semesters for timely completion.
- Degree: Talent Development/Gifted Education PBac Cert Grad

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

This 12-credit certificate program is intended to give teachers, administrators, education professionals, and other individuals with an interest in the education of gifted and talented students the opportunity to obtain the knowledge and skills necessary to develop, implement, and supervise programs in the education of gifted and talented students.

Program Delivery
This program is available:
- primarily online (at least 80% of the instruction for the program is online with short, intensive periods of face-to-face coursework)

Prerequisites for Admission

Special Application Requirements:
Applicants to this program must have completed a bachelor's degree from an accredited institution. Student applications will be reviewed by a committee of individuals affiliated with the program. Detailed application instructions are available at the program website under the certificates link.

Applicants must submit the following application materials:
- Unofficial transcripts from all post-secondary institutions attended or currently attending, including the University of Minnesota. Transcripts can be uploaded directly into the Apply Yourself online application system (see program website).
- For coursework completed outside of the United States, transcripts must be evaluated by a professional credential evaluation center. Request a "course-by-course" evaluation. This process can take 4-6 weeks; please plan accordingly. Students can use any provider that is an accredited member of the National Association of Credential Evaluation Services (NACES). A suggested provider is Educational Credential Evaluators (ECE), P.O. Box 514070, Milwaukee, WI 53203-3470 (414-289-3400, fax: 414-289-3411).
- Answer the following program specific questions on a separate sheet of paper and upload into the online application system: 1) Why are you interested in the talent development and gifted education certificate program? 2) What are your primary areas of interest related to talent development and gifted education?

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

Required Courses
- EPSY 5101 - Intelligence and Creativity (3.0 cr)
- EPSY 5191 - Education of the Gifted and Talented (3.0 cr)
- EPSY 5991 - Independent Study in Educational Psychology (1.0 - 8.0 cr)

Elective course
One course (minimum 3 credits) selected with the approval of the certificate program director. Examples include coursework in learning and cognition, social psychology of education, measurement, or coursework in another discipline such as curriculum and instruction, educational administration, child development, or psychology.
**Twin Cities Campus**

**Teaching M.Ed.**

**Curriculum & Instruction**

**College of Education and Human Development**

Link to a [list of faculty](#) for this program.

**Contact Information:**

Department of Curriculum and Instruction, University of Minnesota, 125 Peik Hall, 159 Pillsbury Drive S.E., Minneapolis, MN 55455

(612-625-2545)

Email: cigs@umn.edu

Website: [http://www.cehd.umn.edu/ci](http://www.cehd.umn.edu/ci)

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 30
- This program requires summer semesters for timely completion.
- Degree: Master of Education

Along with the program-specific requirements listed below, please read the [General Information](#) section of the catalog website for requirements that apply to all major fields.

The master of education (M.Ed.)/initial licensure programs are for individuals with bachelor's degrees who want to become licensed teachers. These graduate-level programs provide rigorous, professional teacher preparation in accordance with the Standards of Effective Practice for Teachers (SEPT) and content standards adopted by the Minnesota Board of Teaching.

**Accreditation**

This program is accredited by Minnesota Board of Teaching and the NCATE (National Council for Accreditation of Teacher Education).

**Program Delivery**

This program is available:

- via classroom (the majority of instruction is face-to-face)

**Prerequisites for Admission**

The preferred undergraduate GPA for admittance to the program is 3.00.

Applicants must have a fully developed knowledge base of the subject area.

- A transcript review can be completed before applying. To have transcript(s) reviewed, please email a copy of all unofficial transcripts to the attention of the Prospective Graduate Student Adviser and Recruiter at the program email address above. Students with completed coursework from outside the United States must arrange for a transcript evaluation.
- Classroom experience with appropriate grade levels-100 paid or unpaid hours
- Cultural and other diversity experience
- Personal statement

**Special Application Requirements:**

Two letters of recommendation (submitted through the online application system) addressing the applicant's education-related experience, work style, and personal attributes. Include at least one letter from a K-12 site supervisor listed on the résumé.

International applicants must submit score(s) from one of the following tests:

- **TOEFL**
  - Internet Based - Total Score: 79
  - Paper Based - Total Score: 550

Key to [test abbreviations](#)(TOEFL).

For an online application or for more information about graduate education admissions, see the [General Information](#) section of the catalog website.

© 2005 by the Regents of the University of Minnesota

The University of Minnesota is an equal opportunity educator and employer.

Information current as of October 01, 2012
Program Requirements

**Plan C:** Plan C requires 30 major credits and null credits outside the major. There is no final exam.

This program may not be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 2.80 is required for students to remain in good standing.

**Required Coursework**

- EDHD 5001 - Learning, Cognition, and Assessment (3.0 cr)
- EDHD 5003 - Developmental and Individual Differences in Educational Contexts (2.0 cr)
- EDHD 5004 - Teaching Students With Special Needs in Inclusive Settings (2.0 cr)
- EDHD 5005 - School and Society (2.0 cr)
- EDHD 5007 - Technology for Teaching and Learning (1.5 cr)
- EDHD 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)
- PUBH 6003 - Fundamentals of Alcohol and Drug Abuse for Teacher Education (1.0 cr)

**Program Sub-plans**

Students are required to complete one of the following sub-plans. Students may complete the program with more than one sub-plan.

**Arabic**

This sub-plan is optional and does not fulfill the sub-plan requirement for this program.

The second languages and cultures education (SLC) initial licensure program at the University of Minnesota is designed to help enrolled students become accomplished professional second language educators for grades K-12. The program integrates the fields of world languages and English as a Second Language (ESL), enabling teachers from both fields to learn from each other. Theory and practice are also linked through concurrent coursework and student teaching, a nationally recognized approach to teacher education.

Native speakers of English who are seeking licensure in a world language must demonstrate proficiency in that language. The following licensure options are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish. Candidates must have advanced proficiency in the language and an understanding of the formal aspects of the language, such as grammar and writing. Nonnative speakers of Arabic, Mandarin Chinese, French, German, Hebrew, Italian, Japanese, Norwegian, Polish, Russian, Spanish, or Swedish who are seeking a K-12 license in any of these languages must obtain a score of at least "advanced low" on the Oral Proficiency Interview (OPI).

**Required Coursework**

- CI 5620 - Introduction to Second Language Acquisition for Language Teachers (3.0 cr)
- EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
- CI 5631 - Second Language Curriculum Development and Assessment (3.0 cr)
- CI 5632 - Literacy and Language Development in Second Language Classrooms (3.0 cr)
- CI 5646 - English Grammar for ESL Teachers (3.0 cr)
- CI 5699 - Clinical Experiences in Second Languages (3.0 - 12.0 cr)
- CI 5634 - Content-Based Instruction in Second Language Settings (3.0 cr)
- CI 5635 - Culture and Diversity in Second Language Classrooms (3.0 cr)
- LGTT 5101 - Applications of Technology in Language Teaching (3.0 cr)
- CI 5696 - Practicum: Teaching World Languages and Cultures in Elementary Schools (2.0 - 6.0 cr)
- CI 5699 Clinical Experiences in Second Languages.
- LING 5001 - Introduction to Linguistics (4.0 cr)
- or LING 3001 - Introduction to Linguistics [S0CS] (4.0 cr)
- CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
- CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
- CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
- CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)

**Art**

This sub-plan is optional and does not fulfill the sub-plan requirement for this program.

The art education initial licensure program at the University of Minnesota is designed to help students become inquiring, analytical, and reflective professional educators who can help all students understand and appreciate art. The program seeks to develop thoughtful practitioners who are enthusiastic about and prepared for leadership roles in the schools. Master of education (M.Ed.) initial licensure

© 2005 by the Regents of the University of Minnesota
The University of Minnesota is an equal opportunity educator and employer.
Information current as of October 01, 2012
programs are for individuals with bachelor's degrees who want to become licensed teachers. These graduate-level programs provide rigorous, professional teacher preparation in accordance with Standards of Effective Practice for Teachers (SEPT) and content standards adopted by the Minnesota Board of Teaching.

**Required Coursework**
- CI 5078 - Application of Aesthetic Theory in Education (2.0 cr)
- CI 5069 - Curriculum Innovations in Art Education (3.0 cr)
- CI 5065 - Improving Art Programs in the Schools (3.0 cr)
- CI 5096 - Art Education: Practicum (1.0 - 6.0 cr)
- EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
- CI 5008 - Theory and Practice of Teaching Art in Elementary Schools (1.0 - 2.0 cr)
- CI 5097 - Student Teaching in Art Education (8.0 cr)
- CI 5049 - Art Media Techniques (1.0 - 4.0 cr)

**Chemistry**
This sub-plan is optional and does not fulfill the sub-plan requirement for this program.

Science teachers are in high demand, and this program will prepare students to step into the classroom with confidence. The college offers a solid mix of theory and practice, as well as all of the resources that come with studying at a top research institution. M.Ed./initial licensure programs are for individuals with bachelor's degrees who want to become licensed teachers.

**Required Coursework**
- EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
- CI 5530 - Secondary Science Teaching: Laboratory-based Instruction (3.0 cr)
- CI 5531 - Teaching Middle School Science (3.0 cr)
- CI 5596 - Clinical Experience in Middle School Science (4.0 cr)
- CI 5532 - Teaching Secondary School Science (3.0 cr)
- CI 5597 - Clinical Experience in Secondary School Science Teaching (4.0 - 8.0 cr)

Take 12 or more credits from the following:
- CI 5533 - Current Developments in Science Teaching (3.0 cr)
- CI 5535 - Foundations of Science Education (3.0 cr)
- CI 5536 - Equity, Policy, and Assessment in Science Education (3.0 cr)
- CI 5539 - Improving Secondary Science Instruction: Surviving the First Two Years (3.0 cr)
- CI 5540 - Special Topics: Science Education (1.0 - 8.0 cr)

**Chinese**
This sub-plan is optional and does not fulfill the sub-plan requirement for this program.

The second languages and cultures education (SLC) initial licensure program at the University of Minnesota is designed to help enrolled students become accomplished professional second language educators for grades K-12. The program integrates the fields of world languages and English as a Second Language (ESL), enabling teachers from both fields to learn from each other. Theory and practice are also linked through concurrent coursework and student teaching, a nationally recognized approach to teacher education.

**Course Group 0**
- CI 5452 Reading in the Content Areas for Initial Licensure Candidates.
- CI 5620 - Introduction to Second Language Acquisition for Language Teachers (3.0 cr)
- CI 5631 - Second Language Curriculum Development and Assessment (3.0 cr)
- CI 5632 - Literacy and Language Development in Second Language Classrooms (3.0 cr)
- CI 5646 - English Grammar for ESL Teachers (3.0 cr)
- CI 5699 - Clinical Experiences in Second Languages (3.0 - 12.0 cr)
- CI 5634 - Content-Based Instruction in Second Language Settings (3.0 cr)
- CI 5635 - Culture and Diversity in Second Language Classrooms (3.0 cr)
- LGTT 5101 - Applications of Technology in Language Teaching (3.0 cr)
- CI 5696 - Practicum: Teaching World Languages and Cultures in Elementary Schools (2.0 - 6.0 cr)
- LING 3001 - Introduction to Linguistics [SOCS] (4.0 cr)
  or LING 5001 - Introduction to Linguistics (4.0 cr)

Three graduate credits on a topic approved by SLC faculty, recommended courses include:
- CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)
- CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
- CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
- CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)
Earth Science
This sub-plan is optional and does not fulfill the sub-plan requirement for this program.

Science teachers are in high demand, and this program will prepare students to step into the classroom with confidence, by taking advantage of the college's solid mix of theory and practice, as well as all the resources that come with studying at a top research institution. M.Ed./initial licensure programs are for individuals with bachelor's degrees who want to become licensed teachers. These graduate-level programs provide rigorous, professional teacher preparation in accordance with Standards of Effective Practice for Teachers (SEPT) and content standards adopted by the Minnesota Board of Teaching.

Required Coursework
CI 5530 - Secondary Science Teaching: Laboratory-based Instruction (3.0 cr)
EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
CI 5531 - Teaching Middle School Science (3.0 cr)
CI 5596 - Clinical Experience in Middle School Science (4.0 cr)
CI 5532 - Teaching Secondary School Science (3.0 cr)
CI 5597 - Clinical Experience in Secondary School Science Teaching (4.0 - 8.0 cr)
•CI 5533 - Current Developments in Science Teaching (3.0 cr)
•CI 5535 - Foundations of Science Education (3.0 cr)
•CI 5536 - Equity, Policy, and Assessment in Science Education (3.0 cr)
•CI 5539 - Improving Secondary Science Instruction: Surviving the First Two Years (3.0 cr)
•CI 5540 - Special Topics: Science Education (1.0 - 8.0 cr)

Elementary
This sub-plan is optional and does not fulfill the sub-plan requirement for this program.

The elementary education initial licensure program is designed to help students become inquiring, analytical, and reflective professional educators who can help students succeed in school. The program also seeks to develop thoughtful practitioners who are enthusiastic about and prepared for leadership roles in the schools. The M.Ed./initial licensure programs are for individuals with bachelor's degrees who want to become licensed teachers. These graduate-level programs provide rigorous, professional teacher preparation in accordance with the Standards of Effective Practice for Teachers (SEPT) and content standards adopted by the Minnesota Board of Teaching.

Required Coursework
CI 5111 - Introduction to Elementary School Teaching (3.0 cr)
CI 5425 - Reading Instruction in the Elementary Grades (3.0 cr)
CI 5426 - Language Arts Instruction in the Elementary Grades (3.0 cr)
CI 5402 - Science Instruction in the Elementary Grades (3.0 cr)
CI 5702 - Social Studies Instruction in the Elementary Grades (3.0 cr)
CI 5822 - Mathematics Instruction in the Elementary Grades (3.0 cr)
CI 5645 - Teaching English Learners in the Elementary Classroom (3.0 cr)
CI 5285 - Clinical Experience in Elementary School Teaching (12.0 cr)
CI 5286 - Student Teaching Seminar: Elementary Education (3.0 cr)
CI 5287 - Capstone Project: Improvement of Teaching in Elementary and Pre-Kindergarten Schools (3.0 cr)

English
This sub-plan is optional and does not fulfill the sub-plan requirement for this program.

The English education initial licensure program is designed to develop inquiring, analytical, and reflective professional educators prepared to teach in the classroom and lead in the schools. These educators can help students succeed in mastering a wide range of written and spoken communication skills.

The M.Ed./initial licensure programs are for individuals with bachelor's degrees who want to become licensed teachers. These graduate-level programs provide rigorous, professional teacher preparation in accordance with Standards of Effective Practice for Teachers (SEPT) and content standards adopted by the Minnesota Board of Teaching.

Required Coursework
CI 5441 - Teaching Literature in the Secondary School (2.0 - 3.0 cr)
CI 5451 - Teaching Reading in Middle and Secondary Grades (3.0 cr)
CI 5481 - Teaching Composition in the Secondary School (2.0 cr)
CI 5481 - Developments in Teaching English and Speech (3.0 cr)
CI 5496 - Directed Experiences in Teaching English (8.0 cr)
CI 5641 - Language, Culture, and Education (3.0 cr)
Take 12 or more credits from the following:

- CI 5472 - Teaching Film, Television, and Media Studies (3.0 cr)
- CI 5410 - Special Topics in the Teaching of Literacy (1.0 - 3.0 cr)
- CI 5422 - Teaching Writing in Schools (3.0 cr)
- CI 5462 - Evaluating and Assessing Writing (3.0 cr)
- CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
- CI 5442 - Literature for Adolescents (3.0 cr)
- CI 5475 - Teaching Digital Writing: Blogs, Wikis, Online Talk, Podcasting, and E-Portfolios to Teach Writing (3.0 cr)

**English as a Second Language**

This sub-plan is optional and does not fulfill the sub-plan requirement for this program.

The second languages and cultures education (SLC) initial licensure program at the University of Minnesota is designed to help enrolled students become accomplished professional second language educators for grades K-12. The program integrates the fields of world languages and English as a Second Language (ESL), enabling teachers from both fields to learn from each other. Theory and practice are also linked through concurrent coursework and student teaching—a nationally recognized approach to teacher education.

**Required Coursework**

- CI 5620 - Introduction to Second Language Acquisition for Language Teachers (3.0 cr)
- CI 5425 - Reading Instruction in the Elementary Grades (3.0 cr)
- CI 5631 - Second Language Curriculum Development and Assessment (3.0 cr)
- CI 5632 - Literacy and Language Development in Second Language Classrooms (3.0 cr)
- CI 5646 - English Grammar for ESL Teachers (3.0 cr)
- CI 5699 - Clinical Experiences in Second Languages (3.0 - 12.0 cr)
- CI 5634 - Content-Based Instruction in Second Language Settings (3.0 cr)
- CI 5635 - Culture and Diversity in Second Language Classrooms (3.0 cr)
- LING 5001 - Introduction to Linguistics (4.0 cr)

Three graduate credits on a topic approved by SLC faculty, recommended courses included below.

Take 12 or more credits from the following:

- CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)
- CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
- CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
- CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)

**French**

The second languages and cultures education (SLC) initial licensure program at the University of Minnesota is designed to help enrolled students become accomplished professional second language educators for grades K-12. The program integrates the fields of world languages and English as a Second Language (ESL), enabling teachers from both fields to learn from each other. Theory and practice are also linked through concurrent coursework and student teaching—a nationally recognized approach to teacher education.

Native speakers of English who are seeking licensure in a world language must demonstrate proficiency in that language. The following licensure options are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish. Candidates must have advanced proficiency in the language and an understanding of the formal aspects of the language, such as grammar and writing. Nonnative speakers of Arabic, Mandarin Chinese, French, German, Hebrew, Italian, Japanese, Norwegian, Polish, Russian, Spanish, or Swedish who are seeking a K-12 license in any of these languages must obtain a score of at least "advanced low" on the Oral Proficiency Interview (OPI).

**Required Coursework**

- LING 5001 - Introduction to Linguistics (4.0 cr)
- CI 5620 - Introduction to Second Language Acquisition for Language Teachers (3.0 cr)
- EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
- CI 5631 - Second Language Curriculum Development and Assessment (3.0 cr)
- CI 5632 - Literacy and Language Development in Second Language Classrooms (3.0 cr)
- CI 5646 - English Grammar for ESL Teachers (3.0 cr)
- CI 5699 - Clinical Experiences in Second Languages (3.0 - 12.0 cr)
- CI 5634 - Content-Based Instruction in Second Language Settings (3.0 cr)
- CI 5635 - Culture and Diversity in Second Language Classrooms (3.0 cr)
- LGTT 5101 - Applications of Technology in Language Teaching (3.0 cr)
- CI 5696 - Practicum: Teaching World Languages and Cultures in Elementary Schools (2.0 - 6.0 cr)

**Other Coursework**

Graduate credits on a topic approved by SLC faculty, recommended courses include:

- CI 5472 - Teaching Film, Television, and Media Studies (3.0 cr)
- CI 5410 - Special Topics in the Teaching of Literacy (1.0 - 3.0 cr)
- CI 5422 - Teaching Writing in Schools (3.0 cr)
- CI 5462 - Evaluating and Assessing Writing (3.0 cr)
- CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
- CI 5442 - Literature for Adolescents (3.0 cr)
- CI 5475 - Teaching Digital Writing: Blogs, Wikis, Online Talk, Podcasting, and E-Portfolios to Teach Writing (3.0 cr)

© 2005 by the Regents of the University of Minnesota

The University of Minnesota is an equal opportunity educator and employer.

Information current as of October 01, 2012
Take 3 or more credits(s) from the following:
- CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)
- CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
- CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
- CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)

General Science
Science teachers are in high demand, and this program will prepare students to step into the classroom with confidence, taking advantage of the college's solid mix of theory and practice, as well as all the resources that come with studying at a top research institution. The M.Ed./initial licensure programs are for individuals with bachelor's degrees who want to become licensed teachers. These graduate-level programs provide rigorous, professional teacher preparation in accordance with Standards of Effective Practice for Teachers (SEPT) and content standards adopted by the Minnesota Board of Teaching.

Required Coursework
CI 5530 - Secondary Science Teaching: Laboratory-based Instruction (3.0 cr)
EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
CI 5531 - Teaching Middle School Science (3.0 cr)
CI 5596 - Clinical Experience in Middle School Science (4.0 cr)
CI 5532 - Teaching Secondary School Science (3.0 cr)
CI 5597 - Clinical Experience in Secondary School Science Teaching (4.0 - 8.0 cr)

Topic Courses
Three graduate credits on a topic approved by SLC faculty, recommended courses include:
Take 3 or more credits(s) from the following:
- CI 5533 - Current Developments in Science Teaching (3.0 cr)
- CI 5535 - Foundations of Science Education (3.0 cr)
- CI 5536 - Equity, Policy, and Assessment in Science Education (3.0 cr)
- CI 5537 - Improving Secondary Science Instruction: Surviving the First Two Years (3.0 cr)
- CI 5540 - Special Topics: Science Education (1.0 - 8.0 cr)

German
The second languages and cultures education (SLC) initial licensure program at the University of Minnesota is designed to help enrolled students become accomplished professional second language educators for grades K-12. The program integrates the fields of world languages and English as a Second Language (ESL), enabling teachers from both fields to learn from each other. Theory and practice are also linked through concurrent coursework and student teaching, a nationally recognized approach to teacher education.

Native speakers of English who are seeking licensure in a world language must demonstrate proficiency in that language. The following licensure options are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish. Candidates must have advanced proficiency in the language and an understanding of the formal aspects of the language, such as grammar and writing. Nonnative speakers of Arabic, Mandarin Chinese, French, German, Hebrew, Italian, Japanese, Norwegian, Polish, Russian, Spanish, or Swedish who are seeking a K-12 license in any of these languages must obtain a score of at least "advanced low" on the Oral Proficiency Interview (OPI).

Required Coursework
LING 5001 - Introduction to Linguistics (4.0 cr)
CI 5620 - Introduction to Second Language Acquisition for Language Teachers (3.0 cr)
EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
CI 5631 - Second Language Curriculum Development and Assessment (3.0 cr)
CI 5632 - Literacy and Language Development in Second Language Classrooms (3.0 cr)
CI 5646 - English Grammar for ESL Teachers (3.0 cr)
CI 5699 - Clinical Experiences in Second Languages (3.0 - 12.0 cr)
CI 5634 - Content-Based Instruction in Second Language Settings (3.0 cr)
CI 5635 - Culture and Diversity in Second Language Classrooms (3.0 cr)
LGTT 5101 - Applications of Technology in Language Teaching (3.0 cr)
CI 5696 - Practicum: Teaching World Languages and Cultures in Elementary Schools (2.0 - 6.0 cr)

Topic Coursework
Three graduate credits on a topic approved by SLC faculty, recommended courses include:
Take 3 or more credits(s) from the following:
- CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)
- CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
- CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
- CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)

© 2005 by the Regents of the University of Minnesota
The University of Minnesota is an equal opportunity educator and employer.
Information current as of October 01, 2012
Hebrew
The second languages and cultures education (SLC) initial licensure program at the University of Minnesota is designed to help enrolled students become accomplished professional second language educators for grades K-12. The program integrates the fields of world languages and English as a Second Language (ESL), enabling teachers from both fields to learn from each other. Theory and practice are also linked through concurrent coursework and student teaching, a nationally recognized approach to teacher education.

Native speakers of English who are seeking licensure in a world language must demonstrate proficiency in that language. The following licensure options are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish. Candidates must have advanced proficiency in the language and an understanding of the formal aspects of the language, such as grammar and writing. Nonnative speakers of Arabic, Mandarin Chinese, French, German, Hebrew, Italian, Japanese, Norwegian, Polish, Russian, Spanish, or Swedish who are seeking a K-12 license in any of these languages must obtain a score of at least "advanced low" on the Oral Proficiency Interview (OPI).

Required Coursework
LING 5001 - Introduction to Linguistics (4.0 cr)
CI 5620 - Introduction to Second Language Acquisition for Language Teachers (3.0 cr)
EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
CI 5631 - Second Language Curriculum Development and Assessment (3.0 cr)
CI 5632 - Literacy and Language Development in Second Language Classrooms (3.0 cr)
CI 5646 - English Grammar for ESL Teachers (3.0 cr)
CI 5649 - Clinical Experiences in Second Languages (3.0 - 12.0 cr)
CI 5654 - Content-Based Instruction in Second Language Settings (3.0 cr)
CI 5655 - Culture and Diversity in Second Language Classrooms (3.0 cr)
LGTT 5101 - Applications of Technology in Language Teaching (3.0 cr)
CI 5696 - Practicum: Teaching World Languages and Cultures in Elementary Schools (2.0 - 6.0 cr)

Topic Coursework
Three graduate credits on a topic approved by SLC faculty, recommended courses include:
- Take 3 or more credits from the following:
  - CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
  - CI 5641 - Language, Culture, and Education (3.0 cr)
  - CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
  - CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
  - CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)

Japanese
The second languages and cultures education (SLC) initial licensure program at the University of Minnesota is designed to help enrolled students become accomplished professional second language educators for grades K-12. The program integrates the fields of world languages and English as a Second Language (ESL), enabling teachers from both fields to learn from each other. Theory and practice are also linked through concurrent coursework and student teaching, a nationally recognized approach to teacher education.

Native speakers of English who are seeking licensure in a world language must demonstrate proficiency in that language. The following licensure options are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish. Candidates must have advanced proficiency in the language and an understanding of the formal aspects of the language, such as grammar and writing. Nonnative speakers of Arabic, Mandarin Chinese, French, German, Hebrew, Italian, Japanese, Norwegian, Polish, Russian, Spanish, or Swedish who are seeking a K-12 license in any of these languages must obtain a score of at least "advanced low" on the Oral Proficiency Interview (OPI).

Required Coursework
LING 5001 - Introduction to Linguistics (4.0 cr)
CI 5620 - Introduction to Second Language Acquisition for Language Teachers (3.0 cr)
EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
CI 5631 - Second Language Curriculum Development and Assessment (3.0 cr)
CI 5632 - Literacy and Language Development in Second Language Classrooms (3.0 cr)
CI 5646 - English Grammar for ESL Teachers (3.0 cr)
CI 5649 - Clinical Experiences in Second Languages (3.0 - 12.0 cr)
CI 5654 - Content-Based Instruction in Second Language Settings (3.0 cr)
CI 5655 - Culture and Diversity in Second Language Classrooms (3.0 cr)
LGTT 5101 - Applications of Technology in Language Teaching (3.0 cr)
CI 5696 - Practicum: Teaching World Languages and Cultures in Elementary Schools (2.0 - 6.0 cr)

Topic Coursework
Three graduate credits on a topic approved by SLC faculty, recommended courses include:
- Take 3 or more credits from the following:
  - CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
  - CI 5641 - Language, Culture, and Education (3.0 cr)
  - CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
  - CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
  - CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)
The second languages and cultures education (SLC) initial licensure program at the University of Minnesota is designed to help enrolled students become accomplished professional second language educators for grades K-12. The program integrates the fields of world languages and English as a Second Language (ESL), enabling teachers from both fields to learn from each other. Theory and practice are also linked through concurrent coursework and student teaching, a nationally recognized approach to teacher education.

Native speakers of English who are seeking licensure in a world language must demonstrate proficiency in that language. The following licensure options are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish. Candidates must have advanced proficiency in the language and an understanding of the formal aspects of the language, such as grammar and writing. Nonnative speakers of Arabic, Mandarin Chinese, French, German, Hebrew, Italian, Japanese, Norwegian, Polish, Russian, Spanish, or Swedish who are seeking a K-12 license in any of these languages must obtain a score of at least "advanced low" on the Oral Proficiency Interview (OPI).

## Required Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 5001</td>
<td>Introduction to Linguistics (4.0 cr)</td>
</tr>
<tr>
<td>CI 5620</td>
<td>Introduction to Second Language Acquisition for Language Teachers (3.0 cr)</td>
</tr>
<tr>
<td>EDHD 5008</td>
<td>Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)</td>
</tr>
<tr>
<td>CI 5631</td>
<td>Second Language Curriculum Development and Assessment (3.0 cr)</td>
</tr>
<tr>
<td>CI 5632</td>
<td>Literacy and Language Development in Second Language Classrooms (3.0 cr)</td>
</tr>
<tr>
<td>CI 5646</td>
<td>English Grammar for ESL Teachers (3.0 cr)</td>
</tr>
<tr>
<td>CI 5699</td>
<td>Clinical Experiences in Second Languages (3.0 - 12.0 cr)</td>
</tr>
<tr>
<td>CI 5634</td>
<td>Content-Based Instruction in Second Language Settings (3.0 cr)</td>
</tr>
<tr>
<td>CI 5635</td>
<td>Culture and Diversity in Second Language Classrooms (3.0 cr)</td>
</tr>
<tr>
<td>LGTT 5101</td>
<td>Applications of Technology in Language Teaching (3.0 cr)</td>
</tr>
<tr>
<td>CI 5696</td>
<td>Practicum: Teaching World Languages and Cultures in Elementary Schools (2.0 - 6.0 cr)</td>
</tr>
</tbody>
</table>

## Topic Coursework

Three graduate credits on a topic approved by SLC faculty, recommended courses include:

- **Take 3 or more credits(s) from the following:**
  - CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
  - CI 5641 - Language, Culture, and Education (3.0 cr)
  - CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
  - CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
  - CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)

## Latin

The second languages and cultures education (SLC) initial licensure program at the University of Minnesota is designed to help enrolled students become accomplished professional second language educators for grades K-12. The program integrates the fields of world languages and English as a Second Language (ESL), enabling teachers from both fields to learn from each other. Theory and practice are also linked through concurrent coursework and student teaching, a nationally recognized approach to teacher education.

Native speakers of English who are seeking licensure in a world language must demonstrate proficiency in that language. The following licensure options are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish. Candidates must have advanced proficiency in the language and an understanding of the formal aspects of the language, such as grammar and writing. Nonnative speakers of Arabic, Mandarin Chinese, French, German, Hebrew, Italian, Japanese, Norwegian, Polish, Russian, Spanish, or Swedish who are seeking a K-12 license in any of these languages must obtain a score of at least "advanced low" on the Oral Proficiency Interview (OPI).

## Required Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LING 5001</td>
<td>Introduction to Linguistics (4.0 cr)</td>
</tr>
<tr>
<td>CI 5620</td>
<td>Introduction to Second Language Acquisition for Language Teachers (3.0 cr)</td>
</tr>
<tr>
<td>EDHD 5008</td>
<td>Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)</td>
</tr>
<tr>
<td>CI 5631</td>
<td>Second Language Curriculum Development and Assessment (3.0 cr)</td>
</tr>
<tr>
<td>CI 5632</td>
<td>Literacy and Language Development in Second Language Classrooms (3.0 cr)</td>
</tr>
<tr>
<td>CI 5646</td>
<td>English Grammar for ESL Teachers (3.0 cr)</td>
</tr>
<tr>
<td>CI 5699</td>
<td>Clinical Experiences in Second Languages (3.0 - 12.0 cr)</td>
</tr>
<tr>
<td>CI 5634</td>
<td>Content-Based Instruction in Second Language Settings (3.0 cr)</td>
</tr>
<tr>
<td>CI 5635</td>
<td>Culture and Diversity in Second Language Classrooms (3.0 cr)</td>
</tr>
<tr>
<td>LGTT 5101</td>
<td>Applications of Technology in Language Teaching (3.0 cr)</td>
</tr>
<tr>
<td>CI 5696</td>
<td>Practicum: Teaching World Languages and Cultures in Elementary Schools (2.0 - 6.0 cr)</td>
</tr>
</tbody>
</table>

## Topic Coursework

Three graduate credits on a topic approved by SLC faculty, recommended courses include:

- **Take 3 or more credits(s) from the following:**
  - CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
  - CI 5641 - Language, Culture, and Education (3.0 cr)
  - CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
  - CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
  - CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)
• CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
• CI 5641 - Language, Culture, and Education (3.0 cr)
• CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
• CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)
• CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)

Life Science
Science teachers are in high demand, and this program will prepare students to step into the classroom with confidence, taking advantage of the college's solid mix of theory and practice, as well as all the resources that come with studying at a top research institution. M.Ed./initial licensure programs are for individuals with bachelor's degrees who want to become licensed teachers. These graduate-level programs provide rigorous, professional teacher preparation in accordance with Standards of Effective Practice for Teachers (SEPT) and content standards adopted by the Minnesota Board of Teaching.

Required Coursework
CI 5530 - Secondary Science Teaching: Laboratory-based Instruction (3.0 cr)
EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
CI 5531 - Teaching Middle School Science (3.0 cr)
CI 5596 - Clinical Experience in Middle School Science (4.0 cr)
CI 5532 - Teaching Secondary School Science (3.0 cr)
CI 5597 - Clinical Experience in Secondary School Science Teaching (4.0 - 8.0 cr)

Other Coursework
Take 12 or more credits from the following:
• CI 5533 - Current Developments in Science Teaching (3.0 cr)
• CI 5535 - Foundations of Science Education (3.0 cr)
• CI 5536 - Equity, Policy, and Assessment in Science Education (3.0 cr)
• CI 5539 - Improving Secondary Science Instruction: Surviving the First Two Years (3.0 cr)
• CI 5540 - Special Topics: Science Education (1.0 - 8.0 cr)

Mathematics
The mathematics education initial licensure program at the University of Minnesota is designed to help students become accomplished professional mathematics educators, and inquiring, analytical, and reflective professional educators prepared to teach in the classroom and lead in the schools.

The M.Ed./initial licensure programs are for individuals with bachelor's degrees who want to become licensed teachers. These graduate-level programs provide rigorous, professional teacher preparation in accordance with Standards of Effective Practice for Teachers (SEPT) and content standards adopted by the Minnesota Board of Teaching.

Required Coursework
MTHE 5011 - Arithmetic Structures in School Mathematics (3.0 cr)
EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
MTHE 5021 - Algebraic Structures in School Mathematics (3.0 cr)
MTHE 5031 - Geometric Structures in School Mathematics (3.0 cr)
MTHE 5696 - Student Teaching in Mathematics (1.0 - 8.0 cr)
MTHE 5539 - Teaching and Learning Mathematics (3.0 cr)
MTHE 5366 - Technology-Assisted Mathematics Instruction (3.0 cr)
MTHE 5993 - Directed Studies in Mathematics Education (2.0 cr)

Other Coursework
Take 3 or more credits from the following:
• MTHE 5100 - Topics in Mathematics Education (1.0 - 6.0 cr)
• MTHE 5155 - Rational Number Concepts and Proportionality (3.0 cr)
• MTHE 5171 - Teaching Problem Solving (3.0 cr)
• MTHE 5172 - Teaching Probability and Statistics (3.0 cr)

Norwegian
The second language and cultures education (SLC) initial licensure program at the University of Minnesota is designed to help enrolled students become accomplished professional second language educators for grades K-12. The program integrates the fields of world languages andEnglish as a Second Language (ESL), enabling teachers from both fields to learn from each other. Theory and practice are also linked through concurrent coursework and student teaching, a nationally recognized approach to teacher education.

Native speakers of English who are seeking licensure in a world language must demonstrate proficiency in that language. The following licensure options are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish. Candidates must have advanced proficiency in the language and an understanding of the formal aspects of the language, such as grammar and writing. Nonnative speakers of Arabic, Mandarin Chinese, French, German, Hebrew,
Italian, Japanese, Norwegian, Polish, Russian, Spanish, or Swedish who are seeking a K-12 license in any of these languages must obtain a score of at least "advanced low" on the Oral Proficiency Interview (OPI).

Required Coursework
LING 5001 - Introduction to Linguistics (4.0 cr)
CI 5620 - Introduction to Second Language Acquisition for Language Teachers (3.0 cr)
EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
CI 5631 - Second Language Curriculum Development and Assessment (3.0 cr)
CI 5632 - Literacy and Language Development in Second Language Classrooms (3.0 cr)
CI 5646 - English Grammar for ESL Teachers (3.0 cr)
CI 5699 - Clinical Experiences in Second Languages (3.0 - 12.0 cr)
CI 5634 - Content-Based Instruction in Second Language Settings (3.0 cr)
CI 5635 - Culture and Diversity in Second Language Classrooms (3.0 cr)
LGGT 5101 - Applications of Technology in Language Teaching (3.0 cr)
CI 5696 - Practicum: Teaching World Languages and Cultures in Elementary Schools (2.0 - 6.0 cr)

Topic Coursework
Graduate credits on a topic approved by SLC faculty, recommended courses include:
Take 3 or more credits from the following:
- CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)
- CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
- CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
- CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)

Ojibwe
The second languages and cultures education (SLC) initial licensure program at the University of Minnesota is designed to help enrollment in this professional second language educators for grades K-12. The program integrates the fields of world languages and English as a Second Language (ESL), enabling teachers from both fields to learn from each other. Theory and practice are also linked through concurrent coursework and student teaching, a nationally recognized approach to teacher education.

Native speakers of English who are seeking licensure in a world language must demonstrate proficiency in that language. The following licensure options are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish. Candidates must have advanced proficiency in the language and an understanding of the formal aspects of the language, such as grammar and writing. Nonnative speakers of Arabic, Mandarin Chinese, French, German, Hebrew, Italian, Japanese, Norwegian, Polish, Russian, Spanish, or Swedish who are seeking a K-12 license in any of these languages must obtain a score of at least "advanced low" on the Oral Proficiency Interview (OPI).

Required Coursework
LING 5001 - Introduction to Linguistics (4.0 cr)
CI 5620 - Introduction to Second Language Acquisition for Language Teachers (3.0 cr)
EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
CI 5631 - Second Language Curriculum Development and Assessment (3.0 cr)
CI 5632 - Literacy and Language Development in Second Language Classrooms (3.0 cr)
CI 5646 - English Grammar for ESL Teachers (3.0 cr)
CI 5699 - Clinical Experiences in Second Languages (3.0 - 12.0 cr)
CI 5634 - Content-Based Instruction in Second Language Settings (3.0 cr)
CI 5635 - Culture and Diversity in Second Language Classrooms (3.0 cr)
LGGT 5101 - Applications of Technology in Language Teaching (3.0 cr)
CI 5696 - Practicum: Teaching World Languages and Cultures in Elementary Schools (2.0 - 6.0 cr)

Topic Coursework
Graduate credits on a topic approved by SLC faculty, recommended courses include:
Take 3 or more credits from the following:
- CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)
- CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
- CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
- CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)

Physics
Science teachers are in high demand, and this program will prepare students to step into the classroom with confidence, taking advantage of the college's solid mix of theory and practice, as well as all the resources that come with studying at a top research institution. The M.Ed./initial licensure programs are for individuals with bachelor's degrees who want to become licensed teachers. These graduate-level programs provide rigorous, professional teacher preparation in accordance with Standards of Effective Practice for Teachers (SEPT) and content standards adopted by the Minnesota Board of Teaching.
### Required Coursework

- **CI 5530** - Secondary Science Teaching: Laboratory-based Instruction (3.0 cr)
- **EDHD 5008** - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
- **CI 5531** - Teaching Middle School Science (3.0 cr)
- **CI 5596** - Clinical Experience in Middle School Science (4.0 cr)
- **CI 5532** - Teaching Secondary School Science (3.0 cr)
- **CI 5597** - Clinical Experience in Secondary School Science Teaching (4.0 - 8.0 cr)

### Other Coursework

Take 12 or more credits(s) from the following:

- **CI 5533** - Current Developments in Science Teaching (3.0 cr)
- **CI 5535** - Foundations of Science Education (3.0 cr)
- **CI 5536** - Equity, Policy, and Assessment in Science Education (3.0 cr)
- **CI 5539** - Improving Secondary Science Instruction: Surviving the First Two Years (3.0 cr)
- **CI 5540** - Special Topics: Science Education (1.0 - 8.0 cr)

### Polish

The second languages and cultures education (SLC) initial licensure program at the University of Minnesota is designed to help enrolled students become accomplished professional second language educators for grades K-12. The program integrates the fields of world languages and English as a Second Language (ESL), enabling teachers from both fields to learn from each other. Theory and practice are also linked through concurrent coursework and student teaching, a nationally recognized approach to teacher education.

Native speakers of English who are seeking licensure in a world language must demonstrate proficiency in that language. The following licensure options are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish. Candidates must have advanced proficiency in the language and an understanding of the formal aspects of the language, such as grammar and writing. Nonnative speakers of Arabic, Mandarin Chinese, French, German, Hebrew, Italian, Japanese, Norwegian, Polish, Russian, Spanish, or Swedish who are seeking a K-12 license in any of these languages must obtain a score of at least "advanced low" on the Oral Proficiency Interview (OPI).

### Required Coursework

- **LING 5001** - Introduction to Linguistics (4.0 cr)
- **CI 5620** - Introduction to Second Language Acquisition for Language Teachers (3.0 cr)
- **EDHD 5008** - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
- **CI 5631** - Second Language Curriculum Development and Assessment (3.0 cr)
- **CI 5632** - Literacy and Language Development in Second Language Classrooms (3.0 cr)
- **CI 5646** - English Grammar for ESL Teachers (3.0 cr)
- **CI 5699** - Clinical Experiences in Second Languages (3.0 - 12.0 cr)
- **CI 5634** - Content-Based Instruction in Second Language Settings (3.0 cr)
- **CI 5630** - Culture and Diversity in Second Language Classrooms (3.0 cr)
- **LGTT 5101** - Applications of Technology in Language Teaching (3.0 cr)
- **CI 5696** - Practicum: Teaching World Languages and Cultures in Elementary Schools (2.0 - 6.0 cr)

### Other Coursework

Graduate credits on a topic approved by SLC faculty, recommended courses include:

Take 3 or more credits(s) from the following:

- **CI 5619** - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
- **CI 5641** - Language, Culture, and Education (3.0 cr)
- **CI 5647** - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
- **CI 5657** - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
- **CI 5660** - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)

### Russian

The second languages and cultures education (SLC) initial licensure program at the University of Minnesota is designed to help enrolled students become accomplished professional second language educators for grades K-12. The program integrates the fields of world languages and English as a Second Language (ESL), enabling teachers from both fields to learn from each other. Theory and practice are also linked through concurrent coursework and student teaching, a nationally recognized approach to teacher education.

Native speakers of English who are seeking licensure in a world language must demonstrate proficiency in that language. The following licensure options are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish. Candidates must have advanced proficiency in the language and an understanding of the formal aspects of the language, such as grammar and writing. Nonnative speakers of Arabic, Mandarin Chinese, French, German, Hebrew, Italian, Japanese, Norwegian, Polish, Russian, Spanish, or Swedish who are seeking a K-12 license in any of these languages must obtain a score of at least "advanced low" on the Oral Proficiency Interview (OPI).

### Required Coursework

- **LING 5001** - Introduction to Linguistics (4.0 cr)
Required Coursework

CI 5620 - Introduction to Second Language Acquisition for Language Teachers (3.0 cr)
EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
CI 5631 - Second Language Curriculum Development and Assessment (3.0 cr)
CI 5632 - Literacy and Language Development in Second Language Classrooms (3.0 cr)
CI 5646 - English Grammar for ESL Teachers (3.0 cr)
CI 5699 - Clinical Experiences in Second Languages (3.0 - 12.0 cr)
CI 5634 - Content-Based Instruction in Second Language Settings (3.0 cr)
CI 5635 - Culture and Diversity in Second Language Classrooms (3.0 cr)
LGTT 5101 - Applications of Technology in Language Teaching (3.0 cr)
CI 5696 - Practicum: Teaching World Languages and Cultures in Elementary Schools (2.0 - 6.0 cr)

Other Coursework

Graduate credits on a topic approved by SLC faculty, recommended courses include:
Take 3 or more credits(s) from the following:

- CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)
- CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
- CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
- CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)

Second Languages and Culture

The second languages and cultures education (SLC) initial licensure program at the University of Minnesota is designed to help enrolled students become accomplished professional second language educators for grades K-12. The program integrates the fields of world languages and English as a Second Language (ESL), enabling teachers from both fields to learn from each other. Theory and practice are also linked through concurrent coursework and student teaching, a nationally recognized approach to teacher education.

Native speakers of English who are seeking licensure in a world language must demonstrate proficiency in that language. The following languages are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish. Candidates must have advanced proficiency in the language and an understanding of the formal aspects of the language, such as grammar and writing. Nonnative speakers of Arabic, Mandarin Chinese, French, German, Hebrew, Italian, Japanese, Norwegian, Polish, Russian, Spanish, or Swedish who are seeking a K-12 license in any of these languages must obtain a score of at least "advanced low" on the Oral Proficiency Interview (OPI).

Required Coursework

LING 5001 - Introduction to Linguistics (4.0 cr)
CI 5620 - Introduction to Second Language Acquisition for Language Teachers (3.0 cr)
EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
CI 5631 - Second Language Curriculum Development and Assessment (3.0 cr)
CI 5632 - Literacy and Language Development in Second Language Classrooms (3.0 cr)
CI 5646 - English Grammar for ESL Teachers (3.0 cr)
CI 5699 - Clinical Experiences in Second Languages (3.0 - 12.0 cr)
CI 5634 - Content-Based Instruction in Second Language Settings (3.0 cr)
CI 5635 - Culture and Diversity in Second Language Classrooms (3.0 cr)
LGTT 5101 - Applications of Technology in Language Teaching (3.0 cr)
CI 5696 - Practicum: Teaching World Languages and Cultures in Elementary Schools (2.0 - 6.0 cr)

Other Coursework

Graduate credits on a topic approved by SLC faculty, recommended courses include:
Take 3 or more credits(s) from the following:

- CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)
- CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
- CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
- CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)

Social Studies

The social studies education initial licensure program is designed to help students become an inquiring, analytical, and reflective professional educators prepared to teach in grades 5-12 classrooms and lead in the schools. The program seeks to develop educators who are advocates for young people and the social studies, and can help youth to become thoughtful and active citizens in a culturally diverse, democratic society.

The M.Ed./initial licensure programs are for individuals with bachelor's degrees who want to become licensed teachers. These graduate-level programs provide rigorous professional teacher preparation in accordance with Standards of Effective Practice for Teachers (SEPT) and content standards adopted by the Minnesota Board of Teaching.

Required Coursework
The second languages and cultures education (SLC) initial licensure program at the University of Minnesota is designed to help enrolled students become accomplished professional second language educators for grades K-12. The program integrates the fields of world languages and English as a Second Language (ESL), enabling teachers from both fields to learn from each other. Theory and practice are also linked through concurrent coursework and student teaching, a nationally recognized approach to teacher education.

Native speakers of English who are seeking licensure in a world language must demonstrate proficiency in that language. The following licensure options are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish. Candidates must have advanced proficiency in the language and an understanding of the formal aspects of the language, such as grammar and writing. Nonnative speakers of Arabic, Mandarin Chinese, French, German, Hebrew, Italian, Japanese, Norwegian, Polish, Russian, Spanish, or Swedish who are seeking a K-12 license in any of these languages must obtain a score of at least "advanced low" on the Oral Proficiency Interview (OPI).

### Required Coursework

- LING 5001 - Introduction to Linguistics (4.0 cr)
- CI 5620 - Introduction to Second Language Acquisition for Language Teachers (3.0 cr)
- EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
- CI 5631 - Second Language Curriculum Development and Assessment (3.0 cr)
- CI 5632 - Literacy and Language Development in Second Language Classrooms (3.0 cr)
- CI 5646 - English Grammar for ESL Teachers (3.0 cr)
- CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)
- CI 5645 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
- CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
- CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
- CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)

### Other Coursework

Graduate credits on a topic approved by SLC faculty, recommended courses include:

- Take 3 or more credits from the following:
- CI 5519 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)
- CI 5671 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
- CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
- CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)

### Swedish

The second languages and cultures education (SLC) initial licensure program at the University of Minnesota is designed to help enrolled students become accomplished professional second language educators for grades K-12. The program integrates the fields of world languages and English as a Second Language (ESL), enabling teachers from both fields to learn from each other. Theory and practice are also linked through concurrent coursework and student teaching, a nationally recognized approach to teacher education.

Native speakers of English who are seeking licensure in a world language must demonstrate proficiency in that language. The following licensure options are available: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Norwegian, Ojibwe, Polish, Russian, Spanish, and Swedish. Candidates must have advanced proficiency in the language and an understanding of the formal aspects of the language, such as grammar and writing. Nonnative speakers of Arabic, Mandarin Chinese, French, German, Hebrew, Italian, Japanese, Norwegian, Polish, Russian, Spanish, or Swedish who are seeking a K-12 license in any of these languages must obtain a score of at least "advanced low" on the Oral Proficiency Interview (OPI).

### Required Coursework

- LING 5001 - Introduction to Linguistics (4.0 cr)
- CI 5620 - Introduction to Second Language Acquisition for Language Teachers (3.0 cr)
- EDHD 5008 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
- CI 5631 - Second Language Curriculum Development and Assessment (3.0 cr)
- CI 5632 - Literacy and Language Development in Second Language Classrooms (3.0 cr)
- CI 5646 - English Grammar for ESL Teachers (3.0 cr)
- CI 5660 - Clinical Experiences in Second Languages (3.0 - 12.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)
- CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
- CI 5645 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
- CI 5671 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
- CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
- CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)
CI 5634 - Content-Based Instruction in Second Language Settings (3.0 cr)
CI 5635 - Culture and Diversity in Second Language Classrooms (3.0 cr)
LGT T 5101 - Applications of Technology in Language Teaching (3.0 cr)
CI 5696 - Practicum: Teaching World Languages and Cultures in Elementary Schools (2.0 - 6.0 cr)

Other Coursework
Graduate credits on a topic approved by SLC faculty, recommended courses are listed below:

Take 3 or more credits(s) from the following:

• CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
• CI 5641 - Language, Culture, and Education (3.0 cr)
• CI 5647 - Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling (3.0 cr)
• CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
• CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)
Twin Cities Campus
Teaching Writing and Critical Literacy Postbaccalaureate Certificate

College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Curriculum and Instruction, University of Minnesota, 125 Peik Hall, 159 Pillsbury Drive S.E., Minneapolis, MN 55455
(612-625-4006)
Email: ciinfo@umn.edu
Website: http://www.cehd.umn.edu/ci

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2011
- Length of program in credits: 15
- This program requires summer semesters for timely completion.
- Degree: Teaching, Writing & Critical Literacy PBacc Cert

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The certificate in teaching writing and critical literacy prepares preK-college educators to strengthen their skills and knowledge of current practice and research in the teaching of critical reading and writing. The certificate is a 15-credit program for degree-seeking and non-degree seeking students.

Writing and reading complement one another, and their interconnectedness is critical to literacy instruction. This certificate will offer advanced knowledge of the teaching of literacy through a focused, rigorous program while developing practicing educators’ skills as teachers and writers in a supportive learning community.

Changing literacy needs of students from all socioeconomic and educational backgrounds demand highly qualified teachers of reading and writing at the K-12 and postsecondary levels. Educators must prepare K-12 students to meet testing requirements at the state and national levels. In addition, teachers must meet the increasing literacy needs that accompany Minnesota’s changing demographics of growing immigrant and English language learner (ELL) populations. Educators also must prepare students to communicate effectively by using new technologies.

The certificate program seeks to accomplish the following goals:
- Develop effective strategies for teaching the writing process to English-language learners and diverse populations, as well as reading and writing across the curriculum
- Engage educators in current research about composition, reading, and learning theory
- Create learning communities where educators reflect on their own teaching, reading, and writing
- Give educators opportunities to learn from other practicing educators

This program begins with a three-week, three-credit Minnesota Writing Project (MWP) Invitational Institute and then extends to allow educators to choose from a wider range of courses from multiple University departments throughout the academic year. Educators will have seven years to complete the certificate, beginning with the first coursework completed for the program, and must maintain a 2.80 overall grade point average (GPA).

This interdisciplinary certificate includes coursework from the departments of Curriculum and Instruction (C&I); English; Writing Studies; Institute of Linguistics, English as a Second Language, and Slavic Languages and Literatures (ILES); and the Center for Writing.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Applicants must be licensed teachers or administrators. Non-licensed teachers may be admitted with faculty letters of recommendation if program space is available.
Submit the following application materials:
- A completed application form [.pdf; download and complete]
- Copies of all postsecondary transcripts. Unofficial copies of transcripts are acceptable.
- A résumé
- A statement of purpose that explains the relationship of courses and research completed to professional goals (suggested length: two pages)
- Two letters of recommendation addressing teaching accomplishments and potential for further study

International applicants must submit score(s) from one of the following tests:

- **TOEFL**
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- **IELTS**
  - Total Score: 6.5
- **MELAB**
  - Final score: 80

The preferred English language test is Test of English as Foreign Language

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

**Program Requirements**

Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 2.80 is required for students to remain in good standing.

**Required Coursework**

- **CI 5463** - Minnesota Writing Project Annual Invitational Summer Institute (3.0 cr)
- **CI 5469** - Minnesota Writing Project Directed Studies (1.0 - 3.0 cr)

Students also complete one of the following courses in the teaching of reading and/or writing courses.

- **CI 5442** - Literature for Adolescents (3.0 cr)
- **CI 5451** - Teaching Reading in Middle and Secondary Grades (3.0 cr)
- **CI 5462** - Evaluating and Assessing Writing (3.0 cr)

Two additional courses appropriate for educators in the certificate are required and will come from a wide range of course designators listed below. Available regular offerings, and topics courses and program seminars will vary from year to year, and will change as the relevant fields create new areas of inquiry.

- **CI 5145** - Critical Pedagogy (3.0 cr)
- **CI 5177** - Practical Research (3.0 cr)
- **CI 5404** - Culturally Diverse Books for Children and Adolescents (3.0 cr)
- **CI 5410** - Special Topics in the Teaching of Literacy (1.0 - 3.0 cr)
- **CI 5411** - Teaching Reading in the Elementary School (3.0 cr)
- **CI 5417** - Elementary literacy Instruction for ESL Students (3.0 cr)
- **CI 5442** - Literature for Adolescents (3.0 cr)
- **CI 5462** - Evaluating and Assessing Writing (3.0 cr)
- **CI 5475** - Teaching Digital Writing: Blogs, Wikis, Online Talk, Podcasting, and E-Portfolios to Teach Writing (3.0 cr)
- **EPSY 5612** - Understanding of Academic Disabilities (3.0 cr)
- **EPSY 5615** - Advanced Academic Interventions (3.0 cr)
- **EPSY 5644** - Language Development and Programming for Deaf/Hard of Hearing Children (3.0 cr)
- **EPSY 5646** - Reading and Writing Practices with Deaf/Hard of Hearing Children (3.0 cr)
- **EPSY 5618** - Specialized Interventions for Students With Disabilities in Reading and Written Language (3.0 cr)
- **EPSY 8117** - Writing Empirical Paper and Research/Grant Proposals in Education and Psychology (3.0 cr)
- **ENGL 5630** - Theories of Writing and Writing Instruction (3.0 cr)
- **ENGL 5790** - Topics in Rhetoric, Composition, and Language (3.0 cr)
- **LGTT 5101** - Applications of Technology in Language Teaching (3.0 cr)
- **LING 4002** - Linguistic Analysis (3.0 cr)
or LING 5001 - Introduction to Linguistics (4.0 cr)
or LING 5461 - Conversation Analysis (3.0 cr)
or LING 5900 - Topics in Linguistics (1.0 - 4.0 cr)
or WRIT 5531 - Introduction to Writing Theory and Pedagogy (3.0 cr)
or WRIT 5664 - Science Writing for Popular Audiences (3.0 cr)
or SLS 5101 - Academic Writing in TESOL (1.0 cr)
or SLS 5401 - Language Analysis for Teachers of English as a Second Language (4.0 cr)
or SLS 5721 - Methods in Teaching English as a Second Language (3.0 cr)
or OLPD 5814 - Developmental Writing and the College Student: Theory and Practice (3.0 cr)
or CI 5147 - Language, Culture, and Education.
or EPSY 8116 - Reading for Meaning: Cognitive Processes in the Comprehension of Texts.
Twin Cities Campus
Technology Enhanced Learning: K-12 Technology Integration Postbaccalaureate Certificate
Curriculum & Instruction
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Curriculum and Instruction, University of Minnesota, 125 Peik Hall, 159 Pillsbury Drive S.E., Minneapolis, MN 55455
(612-625-4006)
Email: ciinfo@umn.edu
Website: http://www.cehd.umn.edu/ci

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Spring 2013
- Length of program in credits: 12
- This program does not require summer semesters for timely completion.
- Degree: T E L: K-12 Technology Integration PBacc Cert Grad

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The K-12 technology integration certificate program prepares students to use technology (computers and the web) to develop instructional materials for use in a wide range of educational contexts. The program is designed for K-12 teachers or administrators interested in using technology in the classroom.

Program Delivery
This program is available:
- primarily online (at least 80% of the instruction for the program is online with short, intensive periods of face-to-face coursework)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Applicants must hold a bachelor’s degree from an accredited college or university, or be currently enrolled in a University of Minnesota graduate-level degree program.

Applicants must submit the following online:
- Unofficial transcripts from all post-secondary institutions that have been attended or are currently being attended, except the University of Minnesota
- A one page goal statement

For complete application instructions, please see the program’s website.

International applicants must submit score(s) from one of the following tests:
- TOEFL - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS - Total Score: 6.5
- MELAB - Final score: 80

The preferred English language test is Test of English as Foreign Language

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

© 2005 by the Regents of the University of Minnesota
The University of Minnesota is an equal opportunity educator and employer.
Information current as of December 03, 2012
Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 2.80 is required for students to remain in good standing.

Transfer credits may not be applied to this certificate program.
Certificate coursework completed as an undergraduate student cannot be applied to graduate level degree programs.

Required Coursework
CI 5337 - Planning for K-12 Technology Design and Integration (3.0 cr)
CI 5344 - Facilitating Technology Integration in Classrooms I (1.0 cr)
CI 5351 - Technology Tools for Educators (3.0 cr)
CI 5361 - Teaching and Learning with the Internet (3.0 cr)
Twin Cities Campus
Technology Enhanced Learning: Multimedia Design and Development
Postbaccalaureate Certificate
Curriculum & Instruction
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Curriculum and Instruction, University of Minnesota, 125 Peik Hall, 159 Pillsbury Drive S.E., Minneapolis, MN 55455
(612-625-4006)
Email: ciinfo@umn.edu
Website: http://www.cehd.umn.edu/ci

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Spring 2013
- Length of program in credits: 12
- This program does not require summer semesters for timely completion.
- Degree: T E L: Multimedia Design & Dev PBacc Cert Grad

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

This certificate program in technology enhanced learning (TEL) prepares students to use technology (computers and the Internet) to develop instructional materials for use in a wide range of educational and training contexts. The program is designed for K-12 teachers, higher education instructors, corporate trainers, and other professionals interested in using technology to support instruction.

Coursework focuses primarily on production and design of electronic educational software for use in education and training contexts. Courses are offered at the University of Minnesota at a variety of times, including late afternoons and Saturdays. Courses are also offered during the summer and, occasionally, at off-campus sites.

The multimedia design and development program is one of three TEL certificates offered by the college's Department of Curriculum and Instruction (C&I). TEL certificates in K-12 technology integration and online distance learning are also available.

Because TEL certificate requirements can be incorporated into the master of education (M.Ed.)/professional studies program in learning technologies, students can earn a certificate while earning the M.Ed. degree. However, students not admitted to the M.Ed. program can earn a certificate separately.

This program is available partially online. Depending on the semester and preference of the learner, between 30 to 50 percent of the program is available online.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Program admission is available to graduate-level students only; a completed bachelor's degree is required.

Applicants must submit the following application materials:
- Unofficial transcripts from all post-secondary institutions that have been or are currently being attended, except from the University of Minnesota
- A one-page goal statement

For complete application instructions, please see the program's website.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
- Internet Based - Reading Score: 19
- Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80
The preferred English language test is Test of English as Foreign Language

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 2.80 is required for students to remain in good standing.

Certificate coursework completed with undergraduate student status cannot be applied to graduate-level degree programs.

Transfer credits may not be applied to this certificate program.

Required Coursework
- CI 5362 - Foundations of Interactive Design for Web-based Learning (3.0 cr)
- CI 5363 - New Media and Interaction Design for Web-based Learning (3.0 cr)
- CI 5336 - Planning for Multimedia Design and Development (3.0 cr)
- CI 5367 - Interactive Multimedia Instruction (3.0 cr)
Twin Cities Campus

Work and Human Resource Education Ed.D.
Organizational Leadership, Policy and Development

College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455 (612-624-1006; fax: 612-624-3377) Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Doctorate
- Requirements for this program are current for Fall 2011
- Length of program in credits: 74
- This program does not require summer semesters for timely completion.
- Courses in this program are taught in the Twin Cities and Rochester campuses (Adult Education and Human Resource Development specializations only).
- Degree: Doctor of Education

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The Department of Organizational Leadership, Policy, and Development is a leader in advancing knowledge about educational and organizational change in local, national, and international contexts. The department's research, teaching, and outreach reflect a commitment to interdisciplinary and intercultural engagement with educators, scholars, and policy makers seeking to enhance leadership, policy, and development around the globe. Students in the M.A. and Ph.D. programs choose from one of five complementary but distinct program tracks: educational administration (EdAd), evaluation studies (ES), higher education (HiEd), comparative and international development education (CIDE), and work and human resource education (WHRE). Undergraduate programs focus on human resource development and business and marketing education. In addition, the department offers a variety of programs for practicing professionals and various licensure programs.

Program Delivery

This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission

The preferred undergraduate GPA for admittance to the program is 3.00.

The program offers specializations in adult education; agricultural, food, and environmental education; human resource development; and comprehensive work and human resources education. Students combine study and related experiences to develop, apply, analyze, synthesize, and evaluate knowledge of the purposes, practices, issues, and problems of work and community education; social, economic, historical, political, cultural, educational, technological, and psychological contexts within which work and community education exist; and types of research that contribute to or apply that knowledge to the specialization.

Special Application Requirements:
Prospective doctoral degree students should have academic background and experience in at least one specialization area.

Applicants must submit their test score(s) from the following:
- GRE
  - General Test - Verbal Reasoning: 450
  - General Test - Quantitative Reasoning: 450
  - General Test - Analytical Writing: 3

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
• IELTS
  - Total Score: 6.5
• MELAB
  - Final score: 80

Key to test abbreviations (GRE, TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
38 credits are required in the major.
12 credits are required outside the major.
24 thesis credits are required.

This program may not be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A written preliminary exam in each of the program areas (general aspects, research, and specialization) and a final oral exam are required.

The Ed.D. requires 60 course credits and 24 field study credits (thesis credits). Course credits include a minimum of 22 credits in the department core, which includes a minimum of 15 credits in research, and a minimum of 28 credits in the program core, 4 of which must be internship credits. Course credits must also include 12 credits from outside the department, which may overlap with those in the department and program cores.
Twin Cities Campus
Work and Human Resource Education M.A.
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455 (612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 30 to 34
- This program does not require summer semesters for timely completion.
- Courses in this program are taught primarily in the Twin Cities campus, but some classes may be taught on UM-Rochester campus from time to time.
- Degree: Master of Arts

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

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

Students in the M.A. and Ph.D. programs choose from one of five complementary but distinct program tracks: educational administration (EdAd), evaluation studies (ES), higher education (HiEd), comparative and international development education (CIDE), and work and human resource education (WHRE). Undergraduate programs focus on human resource development and business and marketing education. In addition, the department offers a variety of programs for practicing professionals and various licensure programs.

The program offers specializations in adult education; agricultural, food, and environmental education; human resource development; and comprehensive work and human resources education. The business and industry education specialization is no longer taking new students.

Students combine study and related experiences to develop, apply, analyze, synthesize, and evaluate knowledge of the purposes, practices, issues, and problems of work and community education; social, economic, historical, political, cultural, educational, technological, and psychological contexts within which work and community education exist; and types of research that contribute to or apply that knowledge to the specialization.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Prospective master's students generally have completed an undergraduate degree or extensive coursework in the specialization area.

Prospective doctoral degree students should have academic background and experience in at least one specialization area.

Special Application Requirements:
Scores from the GRE General Test are required for applicants with a bachelor's degree from a U.S. institution. Applicants should designate the specific specialization to which they seek admission in their goal statement. A current résumé is required. Students are admitted each fall and spring.
International applicants must submit score(s) from one of the following tests:

- **TOEFL**
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550

- **IELTS**
  - Total Score: 6.5

- **MELAB**
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

**Program Requirements**

**Plan A:** Plan A requires 14 major credits, 6 credits outside the major, and 10 thesis credits. The final exam is oral.

**Plan B:** Plan B requires 14 to 20 major credits and 10 credits outside the major. The final exam is oral.

This program may be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 3.00 is required for students to remain in good standing.

The M.A. is offered under Plan A and Plan B. Students in either plan complete a minimum of 30 to 34 credits of 5xxx courses, including 14 credits in the major and 6 credits in the related field. Plan A students also take 10 thesis credits; Plan B students complete a 3- to 6-credit project or paper, with remaining credits taken in either the major or related field.
Work and Human Resource Education M.Ed.
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd/

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 30
- This program does not require summer semesters for timely completion.
- Degree: Master of Education

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The Department of Organizational Leadership, Policy, and Development is a leader in advancing knowledge about educational and organizational change in local, national, and international contexts. The department's research, teaching, and outreach reflect a commitment to interdisciplinary and intercultural engagement with educators, scholars, and policy makers seeking to enhance leadership, policy, and development around the globe. Students in the M.A. and Ph.D. programs choose from one of five complementary but distinct program tracks: educational administration (EdAd), evaluation studies (ES), higher education (HiEd), comparative and international development education (CIDE), and work and human resource education (WHRE). Undergraduate programs focus on human resource development and business and marketing education. In addition, the department offers a variety of programs for practicing professionals and various licensure programs.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 2.80.

Professional experience in a work and human resource education field or an undergraduate major in education with an appropriate content field.

Special Application Requirements:
Applicants are required to submit a resume and personal statement describing career goals and rationale for interest in the M.Ed. program (limit two pages) along with the application.

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- IELTS
  - Total Score: 6.5
- MELAB
  - Final score: 80

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.
Program Requirements

Plan A: Plan A requires 14 major credits, 6 credits outside the major, and 10 thesis credits. The final exam is written and oral.

This program may not be completed with a minor.

Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

Required Coursework

OLPD 5819 - Evaluating and Using Research in Organizations and Education (3.0 cr)
OLPD 5893 - Directed Study in WHRE (1.0 - 4.0 cr)
OLPD 5806 - Philosophy and Practice of Career and Technical Education (2.0 cr)
  or OLPD 5811 - Education for Work (3.0 cr)
  or OLPD 5823 - Work-Based Learning Policies (2.0 cr)
  or OLPD 5813 - Enhancing Work-based Learning Through Collaboration (2.0 cr)

Program Sub-plans

A sub-plan is not required for this program. Students may not complete the program with more than one sub-plan.

Comprehensive Work and Human Resource Education

Morris

Rochester

Requirements for this sub-plan are the same as those listed in general description. Students may take courses on the Twin Cities or Rochester campuses.
Twin Cities Campus
Work and Human Resource Education Ph.D.
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Organizational Leadership, Policy, and Development, 330 Wulling Hall, 86 Pleasant Street S.E., Minneapolis, MN 55455
(612-624-1006; fax: 612-624-3377)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd

- Program Type: Doctorate
- Requirements for this program are current for Fall 2011
- Length of program in credits: 74
- This program does not require summer semesters for timely completion.
- Rochester (Adult Education and Human Resource Development specializations only).
- Degree: Doctor of Philosophy

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

The Department of Organizational Leadership, Policy, and Development is a leader in advancing knowledge about educational and organizational change in local, national, and international contexts. The department's research, teaching, and outreach reflect a commitment to interdisciplinary and intercultural engagement with educators, scholars, and policy makers seeking to enhance leadership, policy, and development around the globe. Students in the M.A. and Ph.D. programs choose from one of five complementary but distinct program tracks: educational administration (EdAd), evaluation studies (ES), higher education (HiEd), comparative and international development education (CIDE), and work and human resource education (WHRE). Undergraduate programs focus on human resource development and business and marketing education. In addition, the department offers a variety of programs for practicing professionals and various licensure programs.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 3.00.

Applicants to the Ph.D. program should have a U.S. master's degree or international equivalent.

The program offers specializations in adult education; agricultural, food, and environmental education; human resource development; and comprehensive work and human resources education. Students combine study and related experiences to develop, apply, analyze, synthesize, and evaluate knowledge of the purposes, practices, issues, and problems of work and community education; social, economic, historical, political, cultural, educational, technological, and psychological contexts within which work and community education exist; and types of research that contribute to or apply that knowledge to the specialization.

Prospective doctoral degree students should have academic background and experience in at least one specialization area.

Applicants must submit their test score(s) from the following:
- GRE
  - General Test - Verbal Reasoning: 450
  - General Test - Quantitative Reasoning: 450
  - General Test - Analytical Writing: 3

International applicants must submit score(s) from one of the following tests:
- TOEFL
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
IELTS
- Total Score: 6.5

MELAB
- Final score: 80

Key to test abbreviations (GRE, TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
38 credits are required in the major.
12 credits are required outside the major.
24 thesis credits are required.

This program may not be completed with a minor.

Use of 4xxx courses toward program requirements is permitted under certain conditions with adviser approval.

A minimum GPA of 3.00 is required for students to remain in good standing.

The Ph.D. requires 60 course credits and 24 thesis credits. Course credits include a minimum of 22 credits in the department core with a minimum of 15 credits in research, and a minimum of 31 credits in the program core. Course credits must also include two graduate-level statistics courses and 12 credits from outside the department, which may overlap with those in the department and program cores.
Twin Cities Campus
Youth Development Leadership M.Ed.
Curriculum & Instruction
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Department of Curriculum and Instruction, University of Minnesota, 125 Peik Hall, 159 Pillsbury Drive S.E., Minneapolis, MN 55455
(612-625-4006)
Email: cinfo@umn.edu
Website: http://www.cehd.umn.edu/cci

- Program Type: Master's
- Requirements for this program are current for Fall 2011
- Length of program in credits: 30
- This program does not require summer semesters for timely completion.
- Degree: Master of Education

Along with the program-specific requirements listed below, please read the General Information section of the catalog website for requirements that apply to all major fields.

Youth development leadership (YDL) is a graduate degree offered for people who work with youth in traditional and nontraditional settings, and who are committed to the healthy development of young people. Effectiveness depends upon keeping up with the challenges facing today’s youth, which requires continual learning and professional growth. This degree is an excellent career opportunity for anyone working with youth, regardless of his or her previous academic background.

The M.Ed. in youth development leadership emphasizes:
- a community-based model of positive youth development;
- experiential learning models;
- leadership and community building by encouraging consultation among faculty, professional youth workers, fellow students, and young people;
- diverse, flexible, and interdisciplinary faculty and curriculum that provide an informed understanding of practices, policies, and ethics of youth development work;
- positive professional development;
- collaborative approach to learning;
- interdisciplinary curriculum;
- cohort of other youth work professionals, for supportive learning environment;
- diverse faculty dedicated to healthy youth development and committed to helping students develop a course of study that meets their professional and personal needs and interests.

Program Delivery
This program is available:
- via classroom (the majority of instruction is face-to-face)

Prerequisites for Admission
The preferred undergraduate GPA for admittance to the program is 2.80.

A bachelor's degree from an accredited institution.

At least two years of experience working with youth.

Special Application Requirements:
All applicants must submit the following items:
- Official transcripts from all post-secondary institutions attended or currently attending, except the University of Minnesota. Transcripts must be received from the issuing school in a sealed and stamped envelope, and mailed to CEHD Student Services, 360 Education Sciences Bldg, 56 East River Road, Minneapolis, MN 55455.
- Any student with a U.S. bachelor's degree or a comparable foreign degree from an accredited college or university may apply to CEHD. Official transcripts of all previous post-secondary academic study must be submitted. Transcripts from coursework completed at a university outside of the United States must be evaluated by a professional credential evaluation center. Request a course-by-course evaluation. This process can take four-six weeks; please plan in advance. A suggested provider of this service is Educational Credential Evaluators (ECE), P.O. Box 514070, Milwaukee, WI 53203-3470 (414-289-3400, fax: 414-289-3411).
All applicants must upload or submit the following items with their online applications:
- Résumé
- Personal statement describing career goals and rationale for interest in the M.Ed. program (limit two pages)
- Letters of recommendation from at least two persons (e.g., administrators, colleagues, instructors) familiar with the applicant's performance who can attest to his or her capacity for youth development leadership
- Application fee of $55, charged when the online application is submitted. Fee must be paid with a credit card.

International applicants must submit score(s) from one of the following tests:
- **TOEFL**
  - Internet Based - Total Score: 79
  - Internet Based - Writing Score: 21
  - Internet Based - Reading Score: 19
  - Paper Based - Total Score: 550
- **IELTS**
  - Total Score: 6.5
- **MELAB**
  - Final score: 80

The preferred English language test is Test of English as Foreign Language

Key to test abbreviations (TOEFL, IELTS, MELAB).

For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

**Program Requirements**

**Plan C:** Plan C requires 20 major credits and 10 credits outside the major. There is no final exam. A capstone project is required.  
**Capstone Project:** The portfolio is a demonstration and personal assessment of individual learning and leadership in youth development work and in the YDL program. Successful completion of the portfolio presentation is the final requirement of the YDL program.

This program may not be completed with a minor.

Use of 4xxx courses towards program requirements is not permitted.

A minimum GPA of 3.00 is required for students to remain in good standing.

**Required Coursework**

- **YOST 5952** - Everyday Lives of Youth (3.0 cr)
- **YOST 5954** - Experiential Learning: Pedagogy for Community and Classroom (3.0 cr)
- **YOST 5956** - Organizational Approaches to Youth Development (3.0 cr)
- **YOST 5958** - Community: Context for Youth Development Leadership (3.0 cr)
- **YOST 5960** - Seminar in Youth Development Leadership (1.0 - 4.0 cr)
- **YOST 5962** - Leadership Field Experience: Youth Development (4.0 cr)

**Elective Credits**

10 or more elective credits must be selected with approval of faculty adviser.