Twin Cities Campus
Additional Licensure Other
Curriculum & Instruction, Educational Psychology, Family Social Science, Kinesiology, School of, Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
CEHD Office of Teacher Education
275 Peik Hall
159 Pillsbury Dr SE
Minneapolis, MN 55455
612-625-5060
Email: ote@umn.edu
Website: http://www.cehd.umn.edu/future/graduate/teach/additional/default.html

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2018
- Length of program in credits: 19 to 24
- This program requires 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 additional licensure program offers a variety of courses specifically designed to address the competencies required by the state for various teaching and administrative licenses. Additional licenses are added to a current five-year, full-time professional Minnesota teaching license. Courses are offered throughout the year with evening courses offered during fall, spring, and summer semesters, and day courses offered during the summer semester. Students who enroll in the program are generally practicing teachers. They complete the program in an average of one to two years.

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
Other requirements to be completed before 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.

Required courses
Required courses are specific to the individual Additional Licensure sub-plan programs listed.

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.

- Director of Community Education
- Director of Special Education
- Early Childhood Special Education
- Parent and Family Education
- Principal K-12
- Superintendent K-12
Twin Cities Campus

Additional Licensure Teaching
Curriculum & Instruction, Educational Psychology, Family Social Science, Kinesiology, School of, Organizational Leadership, Policy and Development

College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
CEHD Office of Teacher Education, 110 Wulling Hall, 86 Pillsbury Dr SE, Minneapolis, MN 55455 612-625-5060.
Email: ote@umn.edu
Website: http://www.cehd.umn.edu/graduate/additional-license.html

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2018
- Length of program in credits: 19 to 24
- This program requires 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 additional licensure program offers a variety of courses specifically designed to address the competencies required by the state for various teaching and administrative licenses. Additional licenses are added to a current five-year, full-time professional Minnesota teaching license. Courses are offered throughout the year with evening courses offered during fall, spring, and summer semesters, and day courses offered during summer semester. Students who enroll in the program are generally practicing teachers. They complete the program in an average of one to two years.

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.

Other requirements to be completed before 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.

Required courses
Required courses are specific to the individual Additional Licensure sub-plan programs listed.

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.

**Academic and Behavioral Strategist**
The professional development program in special education offers a program of study that leads to K-12 licensure as an Academic Behavioral Strategist (ABS) and an MEd degree. This degree is designed to prepare teachers to work in a variety of educational settings with students who have mild to moderate disabilities. Graduates of the program are student-centered, collaborative professionals who implement evidence-based instructional interventions with fidelity to improve learner outcomes. The program incorporates maximizing learner expectations and learning opportunities including cultural and social diversity. 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.

**ABS Licensure Required Courses**
EPSY 4613, 5604, 5605, 5611, 5614, 5616, 5617, 5618, 5619, 5657, 5704, 5705 and 5741

**Agricultural Education 5-12**

**Autism Spectrum Disorders licensure**
The professional development program in special education offers a program in Autism Spectrum Disorders (ASD) that leads to Birth-12 licensure and an MEd degree. This degree is designed to prepare teachers to work in a variety of educational settings including home and school based programs with children who have been identified with ASD and their families. Graduates are prepared to assess, analyze, and provide intervention and remediation of academic, social and communicative challenges for students with ASD. This program focuses on the implementation of evidence-based practices, specialized educational services, and outcomes that add value to the learning and development of infants, children and adults with ASD from diverse cultural backgrounds.

**ASD Licensure Required Courses**
EPSY 4613, 5611, 5614, 5616, 5618, 5621, 5622, 5625, 5631, 5632, 5633, 5661, 5662, 5663, 5664, 5681, 5705, 5742

**Chemistry Education 9-12**

**Comm Arts/Lit Educ 5-8/9-12**

**Comm Arts/Lit Education 5-8**

**Deaf and Hard of Hearing**

**Developmental Disabilities**

**Early Childhood Educ Birth-Gr3**

**Earth & Space Science Ed 9-12**

**Emotional and Behavioral Disorders**
New student applications to Emotional and Behavioral Disorders are not being accepted.

**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**

**Physics Education 9-12**

**Reading**

**Visual Arts Education K-12**

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Information current as of August 31, 2018
WorldLang/Cultures: Japanese K-12
WorldLang/Cultures: Arabic K-12
WorldLang/Cultures: Chinese K-12
WorldLang/Cultures: French K-12
WorldLang/Cultures: German K-12
WorldLang/Cultures: Hebrew K-12
WorldLang/Cultures: Italian K-12
WorldLang/Cultures: Latin K-12
WorldLang/Cultures: Norweg K-12
WorldLang/Cultures: Ojibwe K-12
WorldLang/Cultures: Polish K-12
WorldLang/Cultures: Russian K-12
WorldLang/Cultures: Spanish K-12
WorldLang/Cultures: Swedish K-12
Dance
Theatre
Twin Cities Campus
Adult 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, 206 Burton Hall, 178 Pillsbury Dr. SE, 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 2018
- 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 Human Resource Development 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 2.80.

Special Application Requirements:
When applying online, applicants should complete Statements #1 & 2 (Statement #1 should indicate if student is in a special cohort). Filling out statement #3 optional. Applicants must also submit a résumé and personal statement (limit two pages) describing career goals and rationale for interest in the M.Ed. program. Two letters of recommendation from individuals who can attest to the applicant's potential are also required. Admissions are done on a rolling basis with the following deadlines: March 1 (Summer), July 1 (Fall), November 1 (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 C: Plan C requires 24 major credits and 10 credits outside the major. There 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.

Required Courses

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

- OLPD 5296: Field Experience in Adult Education (3 credits are required and no more than 6 credits may be applied toward the program)
- 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 (1.0 - 6.0 cr)
- OLPD 5607 - Organization Development (3.0 cr)
- OLPD 5801 - Survey: Human Resource Development and Adult Education (3.0 cr)
- OLPD 5819 - Evaluating and Using Research in Organizations and Education (3.0 cr)

One additional 3 credit Adult Education course with adviser approval
Up to 10 credits of electives courses with adviser approval to equal the 34 credits needed for this program. The appropriate elective courses may vary.

Note on OLPD 5296 Field Experience in Adult Education: 3 credits are required and no more than 6 credits may be applied toward the program.

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

All sub-plans have the same curriculum requirements. New students are not being admitted to this sub-plan. Courses may be taken on the Twin Cities campus.
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, 206 Burton Hall, 178 Pillsbury Dr. SE, 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 2018
- Length of program in credits: 14
- This program does not require summer semesters for timely completion.
- 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 Human Resource Development program track 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, advisors, 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.

Special Application Requirements:
Admission is open to degree-seeking or non-degree seeking students who possess a U.S. bachelor's degree (or international equivalent). Applications are reviewed on an ongoing basis and may be submitted at any 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
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)

Students should enroll for a minimum of 4 credits of OLPD 5296 or OLPD 5696
- OLPD 5296 - Field Experience in Adult Education (1.0 - 6.0 cr)
- or OLPD 5696 - Internship: Human Resource Development (1.0 - 10.0 cr)

**Electives**
Only if needed to meet 14 credit minimum
- OLPD 5607 - Organization Development (3.0 cr)
- or Additional OLPD courses with adviser approval to make total credits earned equal at least 14 credits.
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, 206 Burton Hall, 178 Pillsbury Dr. SE, 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 2018
• 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.

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:
* completely online (all program coursework can be completed online)

Prerequisites for Admission
Other requirements to be completed before admission:
US bachelor's degree or international equivalent.

Special Application Requirements:
Admission is open to degree-seeking or non-degree seeking students. Students may pursue the certificate alone or concurrently with a UM master's or doctoral degree program.

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.

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

Adult Literacy
Select courses from the following three modules for a total of at least 6 credits.

Module 1
OLPD 5211 - Introduction to the Undereducated Adult (1.0 cr)
OLPD 5212 - Introduction to Adult Literacy in the Workplace (1.0 cr)
OLPD 5213 - Introduction to Adult Literacy in the Community (1.0 cr)

or Module 2
OLPD 5224 - Formal Assessment of Adult Literacy (1.0 cr)
OLPD 5225 - Informal Assessment of Adult Literacy (1.0 cr)
OLPD 5226 - Advanced Assessment of Adult Literacy (1.0 cr)

or Module 3
OLPD 5233 - Methods of Teaching Beginning Adult Literacy (1.0 cr)
OLPD 5234 - Methods of Teaching Intermediate Adult Literacy (1.0 cr)
OLPD 5235 - Methods of Teaching Advanced Adult Literacy (1.0 cr)

or Subgroup 3

Adult Education

Take one of the following courses for 3 credits.
OLPD 5201 - Strategies for Teaching Adults (3.0 cr)
or OLPD 5202 - Perspectives of Adult Learning and Development (3.0 cr)

Field Experience

Take the following course for 3 credits.
OLPD 5296 - Field Experience in Adult Education (1.0 - 6.0 cr)

Electives

Take at least 2 credits of electives. Courses other than the following may be substituted with program advisor approval.
CI 5651 - Foundations of Second Languages and Cultures Education (3.0 cr)
or 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)
or CI 5662 - Second Language Curriculum Design (3.0 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](http://cehd.umn.edu/ci)

- **Program Type:** Post-baccalaureate credit certificate/licensure/endorsement
- **Requirements for this program are current for Fall 2018**
- **Length of program in credits:** 12
- **This program requires summer semesters for timely completion.**
- **Degree:** Adv Prac in Second Lang Teaching 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’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 pre-service or in-service 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.

A completed bachelor’s degree is required for admission.

**Special Application Requirements:**

Applicants must submit transcripts from every college attended (even those where a degree wasn’t earned), scores from the TOEFL/IELTS/MELAB (if applicable), a resume, and a one page personal statement discussing your experience teaching languages and the ways this certificate program will contribute to your professional development. Certificate applications are reviewed by the department three times per academic year: Fall, Spring and Summer.

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

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The University of Minnesota is an equal opportunity educator and employer.
Information current as of August 31, 2018
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.

Core Courses (6 credits)
CI 5621 - Culture as the Core in the Second Language Classroom (2.0 cr)
CI 5622 - Growing Learner Language: A Hands-On Approach to Developing the Language Learners Produce (2.0 cr)
If CI 5608: CARLA Summer Institute Seminar is selected, student must take "Teaching Language Online" topic section.
LGTT 5110 - Technology in the Second Language Classroom (2.0 cr)
or CI 5608 - CARLA Summer Institute Seminar (1.0 - 4.0 cr)

Elective Courses (6 credits)
Take 3 or more course(s) totaling 6 or more credit(s) from the following:
• CI 5608 - CARLA Summer Institute Seminar (1.0 - 4.0 cr)
• CI 5623 - Improving Language Learning: A Practical Course in Styles- and Strategies-based Instruction (2.0 cr)
• CI 5624 - Content-based Language Instruction and Curriculum Development (2.0 cr)
• CI 5625 - Developing Assessments for the Second Language Classroom (2.0 cr)
• CI 5626 - Developing Learners' Sociocultural Competence (2.0 cr)
**Twin Cities Campus**

**Applied Child and Adolescent Development 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  
51 East River Parkway  
Minneapolis, MN 55455  
612-625-9778  
Email: icdapply@umn.edu  
Website: http://icd.umn.edu/academics/applied-child-and-adolescent-development/

- Program Type: Master's  
- Requirements for this program are current for Fall 2018  
- Length of program in credits: 32  
- 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.

Students will gain knowledge of developmental processes and competence in the application of theory and research to practice and policy/research. Specialization happens via formal tracks in infant and early childhood mental health, child life, or individualized studies.

**Program Delivery**

This program is available:  
- completely online (all program coursework can be completed online)

**Prerequisites for Admission**

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

Other requirements to be completed before admission:  
Applicants must have completed at least one general psychology, human development, or social science course with a grade of B or higher. Applicants must submit, via the online application system, a departmental application to a specific track, TOEFL scores if applicable, three letters of recommendation from persons familiar with their potential for graduate study, unofficial transcripts, a statement of career interests, goals, and objectives, and a statement of diversity.

Child life track applicants must also have completed or have in progress one child life course taught by a certified child life specialist (CCLS) and 100 hours of documented direct experience with children and families in a hospital/medical setting, preferably under the supervision of a CCLS. In addition, applicants must meet the minimum technical standards for internship in a clinical setting as outlined by the Child Life Council.

Please see our website for full details.

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

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 32 major credits and up to null credits outside the major. There is no final exam. A capstone project is required.
Capstone Project: Students will develop an individual capstone project in consultation with their advisor. Their capstone project should integrate the foundational knowledge gained via their coursework with the applied experience required as part of their Plan C Project Credits: CPSY 5996 Field Experience in Applied Child and Adolescent Development (3-6 credits).

This program may be completed with a minor.

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

Students are admitted to a specific track (academic content sub-plan) and must complete the core courses, the required courses for their track as listed below, and the Plan C Project credits.

Core Courses
Take 14 or more credit(s) from the following:
- CPSY 5301 - Advanced Developmental Psychology (3.0 cr)
- CPSY 5302 - Cognitive and Biological Development (3.0 cr)
- CPSY 5303 - Social and Emotional Development (3.0 cr)
- CPSY 5304 - Research Methods in Applied Child and Adolescent Development (3.0 cr)
- CPSY 5306 - Ethics and Professionalism in Applied Child and Adolescent Development (2.0 cr)

Plan C Project Credits
Take 3 - 6 credit(s) from the following:
- CPSY 5996 - Field Experience in Applied Child and Adolescent Development (1.0 - 12.0 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.

Infant and Early Childhood Mental Health
The infant and early childhood mental health track is committed to the development of culturally competent, trauma-informed practitioners and policy makers through inter-disciplinary studies and supervised professional practice. The program philosophy is shaped by an ecological, multigenerational, relational model of development and intervention, attending to the ways biology, environment (i.e., family, culture, socioeconomic context), and individual history transact to promote health and pathology. The track consists of coursework and training in the application of developmental science to early childhood evidence-based practice and policy development. The training prepares practitioners to conceptualize case work with young children (0-5) and their caregivers, and prepares individuals to formulate and advocate research-based policy and practice in the area of childrens mental health.

Infant and Early Childhood Mental Health Track Required Courses
Take 15 or more credit(s) from the following:
- CPSY 5503 - Development and Psychopathology in Early Childhood (3.0 cr)
- CPSY 5506 - Infant Observation Seminar I (1.0 cr)
- CPSY 5508 - Infant Observation Seminar II (1.0 cr)
- CPSY 5511 - Infant Observation Seminar III (1.0 cr)
- CPSY 5513 - Early Childhood Assessment (3.0 cr)
- CPSY 5518 - Prevention and Intervention in Early Childhood: Principles (3.0 cr)
- CPSY 5521 - Prevention and Intervention in Early Childhood: Practice (3.0 cr)

Child Life
The child life track is committed to preparing child life specialists with a strong educational foundation in developmental science coupled with a thorough theoretical education in topics central to the child life profession such as illness and injury, therapeutic play and relationships, and childhood death and bereavement. Students will develop the skills necessary to promote family-centered care and work with children and their families who are living with chronic and acute healthcare challenges.

Child Life Track Required Courses
Take 15 or more credit(s) from the following:
- CPSY 5601 - Child Life Theory, Practice and Program Development (3.0 cr)
- CPSY 5602 - Developmental Perspectives on Illness and Injury in Healthcare (3.0 cr)
- CPSY 5603 - Therapeutic Play for Child Life Practice (3.0 cr)
- CPSY 5604 - Therapeutic Relationships: Supporting Children in Healthcare (3.0 cr)
- CPSY 5605 - Childhood Death and Bereavement (3.0 cr)

Individualized Studies
The individualized studies track prepares students whose work intersects with children and families with a strong academic foundation in developmental science, exposure to current issues and great challenges in developmental science, and the opportunity to craft a
supporting program or add a graduate minor tailored to a student's individual career goals. This track recognizes the wide-ranging professions that benefit from integration with developmental science, such as policy development, evaluation studies, prevention science, parent education, among many other domains currently addressed via existing coursework at the University.

**Individualized Studies Track Required Courses**
Take 9 or more credit(s) from the following:
- CPSY 5310 - Current Issues in Applied Child and Adolescent Development (3.0 cr)
- CPSY 5413 - Early Childhood and Public Policy (3.0 cr)
- EPSY 5261 - Introductory Statistical Methods (3.0 cr)

**Individualized Studies Track Electives**
Take at least 6 credits, selected in consultation with an advisor.
Twin Cities Campus
Autism Spectrum Disorder 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 2018
- Length of program in credits: 12
- 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 disorder (ASD) is designed to prepare teachers and related service personnel to design and deliver services to children and youth with ASD and their families. This 12-credit program provides a broad overview of major issues in ASD and specialized training in methods of assessment, intervention, and treatment evaluation. 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 other human service 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.

Other requirements to be completed before admission:
International students wishing to complete the certificate must be admitted to a degree program at the University of Minnesota, Twin Cities. 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 - Completed online 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.

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
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 from the time of admission. Students must maintain a minimum 3.00 GPA in certificate coursework to remain in the program.

Required Coursework
Students must complete the following coursework (12 credits).
EPSY 5616 - Classroom Management and Behavior Analytic Problem Solving (3.0 cr)
EPSY 5631 - Module 1: Introduction to Augmentative and Alternative Communication (1.0 cr)
EPSY 5632 - Module 2: Evidence-based Methods for AAC Assessment and Intervention (2.0 cr)
EPSY 5661 - Introduction to Autism Spectrum Disorder (3.0 cr)
EPSY 5663 - Assessment and Intervention for Individuals with Autism Spectrum Disorder (3.0 cr)
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)
Email: ljendras@umn.edu
Website: http://www.cehd.umn.edu/icd/programs/graduate.html

- Program Type: Master's
- Requirements for this program are current for Fall 2018
- 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 this master's degree. Current Child Psychology PhD students may choose to complete this master's degree (Plan B) during their progress toward the PhD. See the Child Psychology PhD for more information.

Students seeking an applied masters in Child Psychology should consider the Institute of Child Development's Applied MA in Child and Adolescent Development.

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

Prerequisites for Admission

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

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

Program Requirements

Plan B: Plan B requires 22 major credits and up to null 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.

Major Courses
CPSY 8301 - Developmental Psychology: Cognitive Processes (4.0 cr)
CPSY 8302 - Developmental Psychology: Social and Emotional Processes (4.0 cr)
CPSY 8304 - Developmental Research Methods (3.0 cr)
CPSY 8307 - Prelim Seminar (1.0 cr)
EPSY 8251 - Statistical Methods in Education I (3.0 cr)

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Information current as of August 31, 2018
EPSY 8252 - Statistical Methods in Education II (3.0 cr)

Special Topics and Advanced Seminars (4 credits)
Take 4 or more credit(s) from the following:
• CPSY 8360 - Special Topics in Developmental Psychology (1.0 - 3.0 cr)
• CPSY 8606 - Advanced Developmental Psychopathology (3.0 cr)
• CPSY 8660 - Advanced Developmental Psychology (1.0 - 4.0 cr)

Plan B Project Credits
Take 8 or more credit(s) from the following:
• CPSY 8994 - Research Problems in Child Psychology (1.0 - 6.0 cr)
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:
Email: ljendras@umn.edu
Website: http://www.cehd.umn.edu/icd/programs/CPSY/Graduate/

- Program Type: Graduate minor related to major
- Requirements for this program are current for Fall 2018
- 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.

Graduate 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)

Prerequisites for Admission
Special Application Requirements:
Please contact the Associate Director of Curriculum and Student Services at the Institute of Child Development before declaring the Child Psychology minor.

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.

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.

Doctoral
Required Courses
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)
Remaining credits can be taken from CPSY 4xxx (subject to their major program's approval) or CPSY 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: icdapply@umn.edu
Website: http://www.cehd.umn.edu/icd/programs/CPSY/Graduate/

- Program Type: Doctorate
- Requirements for this program are current for Fall 2018
- Length of program in credits: 68 to 70
- 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 PhD in child psychology focuses primarily on training for research in normal human development. 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. Students are admitted to either the general track or the developmental psychopathology and clinical studies track.

General track students may choose to specialize in an area such as cognitive neuroscience, language, learning, personality, memory, perception, psychobiology, or social development.

Students interested in clinical research may specialize in developmental psychopathology and clinical science through participation in the developmental psychopathology and clinical science (DPCS) training program. DPCS training is a cooperative effort between the Institute of Child Development and the Department of Psychology to instruct leaders in research and teaching. DPCS training draws on the unique strengths of each program. Students in this track complete a required clinical internship, which adds an additional year to program completion.

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.

Most students admitted have a substantial background in psychology, courses in mathematics and the natural sciences, and undergraduate research experience.

Special Application Requirements:
For full application instructions, please see: http://www.cehd.umn.edu/icd/programs/CPSY/Graduate/apply.html Applications are accepted for fall semester entry only and due by December 1 of the previous year. Late applications are not accepted.

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
  - Internet Based - Speaking Score: 27
- IELTS
  - Total Score: 6.5

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Information current as of August 31, 2018
The preferred English language test is Test of English as Foreign Language

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

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

Program Requirements
44 to 46 credits are required in 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 4 semesters must be completed before filing a Degree Program Form.

The PhD 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 45 credits in the major 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.

Major Program Coursework
- CPSY 8301 - Developmental Psychology: Cognitive Processes (4.0 cr)
- CPSY 8302 - Developmental Psychology: Social and Emotional Processes (4.0 cr)
- CPSY 8304 - Developmental Research Methods (3.0 cr)
- CPSY 8307 - Prelim Seminar (1.0 cr)
- CPSY 8321 - Seminar in Teaching Developmental Psychology (1.0 cr)
- CPSY 8322 - Apprenticeship in Teaching Developmental Psychology (1.0 - 3.0 cr)

Special Topics and Advanced Seminars (5 credits minimum)
5 credits of CPSY 8360/CPSY 86xx, of which one course must be at least 3 credits.

Take 2 or more course(s) totaling 5 or more credit(s) from the following:
- CPSY 8360 - Special Topics in Developmental Psychology (1.0 - 3.0 cr)
- CPSY 8606 - Advanced Developmental Psychopathology (3.0 cr)
- CPSY 8607 - Developmental Neurobiology of Stress and Emotion (3.0 cr)
- CPSY 8608 - Clinical Intervention with Children (3.0 cr)
- CPSY 8660 - Advanced Developmental Psychology (1.0 - 4.0 cr)

Statistical Analysis
- EPSY 8251 - Statistical Methods in Education I (3.0 cr)
- EPSY 8252 - Statistical Methods in Education II (3.0 cr)

Research Credits (14 credits minimum)
Take 14 or more credit(s) from the following:
- CPSY 8994 - Research Problems in Child Psychology (1.0 - 6.0 cr)

5 elective credits of CPSY or outside coursework
5 credits of CPSY or outside elective coursework, planned in consultation with adviser.

Thesis Credits
Take exactly 24 credit(s) from the following:
- CPSY 8888 - Thesis Credit: Doctoral (1.0 - 24.0 cr)
Twin Cities Campus
Clinical Physiology and Movement Science Minor
Kinesiology, School of
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 2018
- 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 PhD 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 MD/PhD 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)

Prerequisites for Admission
Special Application Requirements:
Students wishing to pursue this graduate minor must be currently enrolled in a graduate degree program at the University of Minnesota.

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.

CPMS 5101 Introduction to Clinical Physiology and Movement Science is a required core course for all students seeking the minor. KIN 5987 Professional Skills and Grant Writing for Health Sciences, 2 credits, is also required for a PhD minor, unless an equivalent course has been taken or the student can document previous grant writing experience.

Additional elective courses are selected in consultation with the faculty advisor and approved by the director of graduate studies (DGS), in order to satisfy the requirements for the minor. Courses chosen will depend on the background and goals of the student. Students can select one of two tracks: clinical physiology or clinical movement science.

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

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

Clinical Movement Science (Master's)

**Required Courses**
- 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)

**Electives**
Electives are chosen in consultation with the advisor. NURS 8173 and SAPH 8173 are cross-listed.
Take 4 or more credit(s) from the following:
- BMEN 5201 - Advanced Biomechanics (3.0 cr)
- CPMS 5201 - Colloquium in Clinical Physiology and Movement Science (1.0 cr)
- CPMS 8201 - Seminar in Clinical Physiology and Movement Science (1.0 cr)
- KIN 5122 - Applied Exercise Physiology (3.0 cr)
- KIN 5141 - Nutrition and Exercise for Health Promotion and Disease Prevention (3.0 cr)
- KIN 5235 - Advanced Biomechanics II: Kinetics (3.0 cr)
- KIN 5385 - Exercise for Healthy Aging & Disease Prevention and Management (3.0 cr)
- KIN 5485 - Advanced Electrocardiogram Interpretation (3.0 cr)
- KIN 5585 - Pediatric Physiology and Health: Concepts and Applications (2.0 cr)
- KIN 5941 - Clinical Movement Neuroscience (3.0 cr)
- KIN 8122 - Seminar: Exercise Physiology (2.0 cr)
- KIN 8132 - Seminar: Motor Development (3.0 cr)
- KIN 8135 - Seminar: Motor Control and Learning (3.0 cr)
- KIN 8211 - Seminar: Perception and Action (3.0 cr)
- NURS 5222 - Advanced Human Physiology (2.0 cr)
- NURS 8171 - Qualitative Research Design and Methods (3.0 - 4.0 cr)
- NURS 8173 - Principles and Methods of Implementing Research (3.0 cr)
- SAPH 8173 - Principles and Methods of Implementing Research (3.0 cr)
- NURS 8175 - Quantitative Research Design and Methods (3.0 cr)
- OT 5393 - Functional Anatomy and Kinesiology (4.0 cr)
- OTOL 5993 - Directed Studies (1.0 - 12.0 cr)
- OTOL 8239 - Otoneurology (1.0 - 2.0 cr)
- OTOL 8244 - Seminar: Current Literature (1.0 cr)
- PUBH 6320 - Fundamentals of Epidemiology (3.0 cr)
- PUBH 6341 - Epidemiologic Methods I (3.0 cr)
- PUBH 6342 - Epidemiologic Methods II (3.0 cr)
- PUBH 7415 - Introduction to Clinical Trials (3.0 cr)
- PUBH 7420 - Clinical Trials: Design, Implementation, and Analysis (3.0 cr)
- RSC 5135 - Advanced Biomechanics I: Kinematics (3.0 cr)
- RSC 5814 - Age, Exercise, and Rehabilitation (2.0 cr)
- RSC 5841 - Applied Data Acquisition and Processing (3.0 cr)
- RSC 8130 - Current Literature Seminar (1.0 - 3.0 cr)
- RSC 8135 - Human Kinematics (3.0 cr)
- RSC 8170 - Special Topics in Rehabilitation Science (1.0 - 3.0 cr)
- RSC 8282 - Problems in Human Movement (4.0 cr)

Clinical Movement Science (Doctoral)

**Required Courses**
- 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)

**Electives**
Electives are chosen in consultation with the advisor. NURS 8173 and SAPH 8173 are cross-listed.
Take 7 or more credit(s) from the following:
- BMEN 5201 - Advanced Biomechanics (3.0 cr)
- CPMS 5201 - Colloquium in Clinical Physiology and Movement Science (1.0 cr)
- CPMS 8201 - Seminar in Clinical Physiology and Movement Science (1.0 cr)
- KIN 5122 - Applied Exercise Physiology (3.0 cr)
- KIN 5141 - Nutrition and Exercise for Health Promotion and Disease Prevention (3.0 cr)
- KIN 5235 - Advanced Biomechanics II: Kinetics (3.0 cr)
- KIN 5385 - Exercise for Healthy Aging & Disease Prevention and Management (3.0 cr)
- KIN 5485 - Advanced Electrocardiogram Interpretation (3.0 cr)
- KIN 5585 - Pediatric Physiology and Health: Concepts and Applications (2.0 cr)
- KIN 5941 - Clinical Movement Neuroscience (3.0 cr)
- KIN 8122 - Seminar: Exercise Physiology (2.0 cr)
- KIN 8132 - Seminar: Motor Development (3.0 cr)
- KIN 8135 - Seminar: Motor Control and Learning (3.0 cr)
Clinical Physiology (Master's)

Required Courses

CPMS 5101 - Introduction to Clinical Physiology and Movement Science (3.0 cr)

Electives

Electives are chosen in consultation with the advisor. NURS 8173 and SAPH 8173 are cross-listed.

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

- BMEN 5201 - Advanced Biomechanics (3.0 cr)
- CPMS 5201 - Colloquium in Clinical Physiology and Movement Science (1.0 cr)
- CPMS 8201 - Seminar in Clinical Physiology and Movement Science (1.0 cr)
- KIN 5122 - Applied Exercise Physiology (3.0 cr)
- KIN 5141 - Nutrition and Exercise for Health Promotion and Disease Prevention (3.0 cr)
- KIN 5235 - Advanced Biomechanics II: Kinetics (3.0 cr)
- KIN 5385 - Exercise for Healthy Aging & Disease Prevention and Management (3.0 cr)
- KIN 5485 - Advanced Electrocardiogram Interpretation (3.0 cr)
- KIN 5585 - Pediatric Physiology and Health: Concepts and Applications (2.0 cr)
- KIN 5941 - Clinical Movement Neuroscience (3.0 cr)
- KIN 8122 - Seminar: Exercise Physiology (2.0 cr)
- KIN 8132 - Seminar: Motor Development (3.0 cr)
- KIN 8135 - Seminar: Motor Control and Learning (3.0 cr)
- KIN 8211 - Seminar: Perception and Action (3.0 cr)
- NURS 5222 - Advanced Human Physiology (2.0 cr)
- NURS 8171 - Qualitative Research Design and Methods (3.0 - 4.0 cr)
- NURS 8173 - Principles and Methods of Implementing Research (3.0 cr)
- SAPH 8173 - Principles and Methods of Implementing Research (3.0 cr)
- NURS 8175 - Quantitative Research Design and Methods (3.0 cr)
- OT 5393 - Functional Anatomy and Kinesiology (4.0 cr)
- OTOL 5993 - Directed Studies (1.0 - 12.0 cr)
- OTOL 8244 - Seminar: Current Literature (1.0 cr)
- PUBH 6320 - Fundamentals of Epidemiology (3.0 cr)
- PUBH 6341 - Epidemiologic Methods I (3.0 cr)
- PUBH 6342 - Epidemiologic Methods II (3.0 cr)
- PUBH 7415 - Introduction to Clinical Trials (3.0 cr)
- PUBH 7420 - Clinical Trials: Design, Implementation, and Analysis (3.0 cr)
- RSC 5135 - Advanced Biomechanics I: Kinematics (3.0 cr)
- RSC 5814 - Age, Exercise, and Rehabilitation (2.0 cr)
- RSC 5841 - Applied Data Acquisition and Processing (3.0 cr)
- RSC 8130 - Current Literature Seminar (1.0 - 3.0 cr)
- RSC 8135 - Human Kinematics (3.0 cr)
- RSC 8170 - Special Topics in Rehabilitation Science (1.0 - 3.0 cr)
- RSC 8282 - Problems in Human Movement (4.0 cr)
Clinical Physiology (Doctoral)

**Required Courses**

- CPMS 5101 - Introduction to Clinical Physiology and Movement Science (3.0 cr)

**Electives**
Electives are chosen in consultation with the advisor. NURS 8173 and SAPH 8173 are cross-listed.

Take 9 or more credit(s) from the following:

- BMEN 5201 - Advanced Biomechanics (3.0 cr)
- CPMS 5201 - Colloquium in Clinical Physiology and Movement Science (1.0 cr)
- CPMS 8201 - Seminar in Clinical Physiology and Movement Science (1.0 cr)
- KIN 5122 - Applied Exercise Physiology (3.0 cr)
- KIN 5141 - Nutrition and Exercise for Health Promotion and Disease Prevention (3.0 cr)
- KIN 5235 - Advanced Biomechanics II: Kinetics (3.0 cr)
- KIN 5385 - Exercise for Healthy Aging & Disease Prevention and Management (3.0 cr)
- KIN 5485 - Advanced Electrocardiogram Interpretation (3.0 cr)
- KIN 5585 - Pediatric Physiology and Health: Concepts and Applications (2.0 cr)
- KIN 5941 - Clinical Movement Neuroscience (3.0 cr)
- KIN 8122 - Seminar: Exercise Physiology (2.0 cr)
- KIN 8132 - Seminar: Motor Development (3.0 cr)
- KIN 8135 - Seminar: Motor Control and Learning (3.0 cr)
- KIN 8211 - Seminar: Perception and Action (3.0 cr)
- NURS 5222 - Advanced Human Physiology (2.0 cr)
- NURS 8171 - Qualitative Research Design and Methods (3.0 - 4.0 cr)
- NURS 8173 - Principles and Methods of Implementing Research (3.0 cr)
- SAPH 8173 - Principles and Methods of Implementing Research (3.0 cr)
- NURS 8175 - Quantitative Research Design and Methods (3.0 cr)
- OT 5393 - Functional Anatomy and Kinesiology (4.0 cr)
- OTOL 5993 - Directed Studies (1.0 - 12.0 cr)
- OTOL 8239 - Otoneurology (1.0 - 2.0 cr)
- OTOL 8244 - Seminar: Current Literature (1.0 cr)
- PUBH 6320 - Fundamentals of Epidemiology (3.0 cr)
- PUBH 6341 - Epidemiologic Methods I (3.0 cr)
- PUBH 6342 - Epidemiologic Methods II (3.0 cr)
- PUBH 7415 - Introduction to Clinical Trials (3.0 cr)
- PUBH 7420 - Clinical Trials: Design, Implementation, and Analysis (3.0 cr)
- RSC 5135 - Advanced Biomechanics I: Kinematics (3.0 cr)
- RSC 5814 - Age, Exercise, and Rehabilitation (2.0 cr)
- RSC 5841 - Applied Data Acquisition and Processing (3.0 cr)
- RSC 8130 - Current Literature Seminar (1.0 - 3.0 cr)
- RSC 8135 - Human Kinematics (3.0 cr)
- RSC 8170 - Special Topics in Rehabilitation Science (1.0 - 3.0 cr)
- RSC 8282 - Problems in Human Movement (4.0 cr)
Clinical Physiology and Movement Science Postbaccalaureate Certificate
Kinesiology, School of 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: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2018
- 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. Deadline for Fall semester admission is July 15; deadline for Spring semester admission is November 15.

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.

**Required Course**
This course is required for both the Clinical Movement Science track and the Clinical Physiology track:

**CPMS 5101 - Introduction to Clinical Physiology and Movement Science (3.0 cr)**

**Elective Courses**
The following courses are offered by a number of graduate programs and can be used as course electives for the certificate program in consultation with the adviser. NURS 8173 and SAPH 8173 are cross-listed.

- **BMEN 5201 - Advanced Biomechanics (3.0 cr)**
- **or CPMS 5201 - Colloquium in Clinical Physiology and Movement Science (1.0 cr)**
- **or CPMS 8201 - Seminar in Clinical Physiology and Movement Science (1.0 cr)**
- **or KIN 5122 - Applied Exercise Physiology (3.0 cr)**
- **or KIN 5141 - Nutrition and Exercise for Health Promotion and Disease Prevention (3.0 cr)**
- **or KIN 5235 - Advanced Biomechanics II: Kinetics (3.0 cr)**
- **or KIN 5385 - Exercise for Healthy Aging & Disease Prevention and Management (3.0 cr)**
- **or KIN 5485 - Advanced Electrocardiogram Interpretation (3.0 cr)**
- **or KIN 5585 - Pediatric Physiology and Health: Concepts and Applications (2.0 cr)**
- **or KIN 5941 - Clinical Movement Neuroscience (3.0 cr)**
- **or KIN 8173 - Qualitative Research Design and Methods (3.0 - 4.0 cr)**
- **or PUBH 8175 - Quantitative Research Design and Methods (3.0 cr)**
- **or OTOL 5993 - Directed Studies (1.0 - 12.0 cr)**
- **or OTOL 8239 - Otoneurology (1.0 - 2.0 cr)**
- **or OTOL 8244 - Seminar: Current Literature (1.0 cr)**
- **or PUBH 6320 - Fundamentals of Epidemiology (3.0 cr)**
- **or PUBH 6341 - Epidemiologic Methods I (3.0 cr)**
- **or PUBH 6342 - Epidemiologic Methods II (3.0 cr)**
- **or PUBH 7415 - Introduction to Clinical Trials (3.0 cr)**
- **or PUBH 7420 - Clinical Trials: Design, Implementation, and Analysis (3.0 cr)**
- **or RSC 5135 - Advanced Biomechanics I: Kinematics (3.0 cr)**
- **or RSC 5814 - Age, Exercise, and Rehabilitation (2.0 cr)**
- **or RSC 5841 - Applied Data Acquisition and Processing (3.0 cr)**
- **or RSC 8130 - Current Literature Seminar (1.0 - 3.0 cr)**
- **or RSC 8135 - Human Kinematics (3.0 cr)**
- **or RSC 8170 - Special Topics in Rehabilitation Science (1.0 - 3.0 cr)**
- **or RSC 8282 - Problems in Human Movement (4.0 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 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 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 postbaccalaureate certificate requires a minimum of 12 semester credits. CPMS 5101 serves as a required core course for all students seeking a certificate. Electives 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 certificate. The specific courses chosen will depend on the background and goals of the individual student.
Sample Program for Clinical Movement Science Track

Required
- CPMS 5101 - Introduction to Clinical Physiology and Movement Science (3.0 cr)

Electives
- Students should register for 2 credits of OTOL 8239.
- RSC 5841 - Applied Data Acquisition and Processing (3.0 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 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 postbaccalaureate certificate requires a minimum of 12 semester credits. CPMS 5101 is required for all students seeking a certificate. Electives 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 certificate. The specific courses chosen will depend on the background and goals of the individual student.

Sample Program for Clinical Physiology Track

Required
- CPMS 5101 - Introduction to Clinical Physiology and Movement Science (3.0 cr)

Electives
- KIN 5385 - Exercise for Healthy Aging & 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 - 3.0 cr)
- KIN 8122 - Seminar: Exercise Physiology (2.0 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 SE, Minneapolis, MN 55455 (612-625-4006; fax: 612-624-8277)
Email: Clinfo@umn.edu
Website: http://cehd.umn.edu/ci

- Program Type: Master's
- Requirements for this program are current for Fall 2018
- 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 (MEd)/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)
- 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 bachelor's degree from an accredited college or university.

Special Application Requirements:
Applicants must submit transcripts from every college attended (even those where a degree wasn't earned), scores from the TOEFL/IELTS/MELAB (if applicable), a resume, and a clearly written statement of career interests, goals, and objectives. Master's applications are reviewed by department faculty three times per academic year: Fall, Spring and Summer.

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.

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Information current as of August 31, 2018
Program Requirements

Plan C: Plan C requires 30 major credits and up to 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.

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.

Arts in Education
This sub-plan is limited to students completing the program under Plan C.

The MEd/professional studies program in arts in education is designed for experienced art, theater, and dance teachers, and others who want to acquire advanced knowledge and leadership skills in the arts field. The program is flexible and can be tailored to accommodate individual needs. Final project requirements include a school-based project examining a problem, issue, or topic identified by the student.

The MEd/professional studies arts in education sub-plan requires a minimum of 10 credits of core coursework, 14 credits of arts in education coursework, and 6 credits of electives for a total of 30 credits.

Core Coursework (10 credits)
CI 5177 should be taken for 3 credits. CI 5186 should be taken for 1 credit.
CI 5049 - Digital Media & Technology Integration: Arts Education Theory & Practice (3.0 cr)
CI 5155 - Contemporary Approaches to Curriculum: Instruction and Assessment (3.0 cr)
CI 5177 - Practical Research (1.0 - 3.0 cr)
CI 5186 - School-Related Projects (1.0 - 4.0 cr)

Arts in Education Requirements (14 credits)
CI 5050 should be taken for 3 credits.
CI 5050 - Issues in Art Education (1.0 - 4.0 cr)
CI 5069 - Curriculum Innovations in Arts Education (3.0 cr)
CI 5075 - The Social, Historical and Cultural Foundations of Arts Education (3.0 cr)
CI 5078 - Application of Aesthetic Theory in Education (2.0 cr)
CI 8079 - Research in Art Education (3.0 cr)

Electives (6 credits)
Courses will be selected in consultation with faculty advisor.

Elementary Education
This sub-plan is limited to students completing the program under Plan C.

ALERT: the MEd/professional studies degree program in elementary education is currently suspended. We are not accepting applications at this time.

The MEd/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.

The MEd/professional studies elementary education sub-plan requires 3 credits of core coursework, 15 credits of elementary education coursework, and 12 credits of electives for a total of 30 credits.

Core Coursework (3 credits)
CI 5111 - Introduction to Elementary School Teaching (3.0 cr)

Elementary Education Requirements (15 credits)
Courses will be selected in consultation with faculty advisor.

Electives (12 credits)
Courses will be selected in consultation with faculty advisor.
English Education
This sub-plan is limited to students completing the program under Plan C.

The MEd/professional studies program in English education addresses the needs and interests of middle school, high school, and community-college English teachers. 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.

The MEd/professional studies English education sub-plan requires 6 credits of core coursework, 18 credits of English education coursework, and 6 credits of electives for a total of 30 credits.

**Core Coursework (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 credit(s) from the following:
- CI 5404 - Multicultural Literature 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 Critical Media Analysis in Schools (3.0 cr)
- CI 5475 - Teaching Digital Writing (3.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)

**Electives (6 credits)**
Courses will be selected in consultation with faculty advisor.

Environmental Education
This sub-plan is limited to students completing the program under Plan C.

ALERT: the MEd/professional studies degree program in environmental education is currently suspended. We are not accepting applications at this time.

The MEd/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 MEd/professional studies environmental education sub-plan requires 13 credits of core coursework, 3 credits of coursework related to research methods/evaluation/statistics, and 14 credits of electives for a total of 30 credits.

**Core Coursework (13 credits)**
- CI 5186 and CI 5190 must each be taken for a minimum of 2 credits.
- ESPM 5202 - Environmental Conflict Management, Leadership, and Planning (3.0 cr)
- CI 5186 - School-Related Projects (1.0 - 4.0 cr)
- CI 5190 - Directed Individual Study in Curriculum and Instruction (1.0 - 6.0 cr)
- CI 5537 - Principles of Environmental Education (3.0 cr)
- CI 5747 - Global and Environmental Education: Content and Practice (3.0 cr)

**Research Methods, Evaluation, or Statistics (3 credits)**
A minimum of 3 credits, chosen in consultation with the faculty advisor, intended to provide skills or knowledge essential to the required research project.

**Electives (14 credits)**
A minimum of 14 credits of graduate-level coursework (5xxx and above) selected in consultation with faculty advisor from the following fields: natural sciences, social sciences, humanities, education, natural resources, or agriculture.

Interdisciplinary Studies
This sub-plan is limited to students completing the program under Plan C.
The MEd/professional studies program in interdisciplinary studies is a graduate-level, practitioner-based, coursework-only program designed for cohorts of experienced K-12 teachers of different subjects. This program is for cohorts of students and is not offered to individuals.

It integrates coursework representing a number of academic disciplines as defined in K-12 contexts with coursework emphasizing particular areas of interest. Practicing teachers complete 30 semester credits of work in two areas: a core academic program with courses representing a range of K-12 disciplines, and elective courses related to a specific focus area. The program may be combined with a certificate program offered in the Department of Curriculum and Instruction. Depending upon the cohort for which the program is designed, the program may be completed entirely online, entirely face-to-face (F2F), or as a hybrid, with a combination of F2F and online coursework.

The MEd/professional studies interdisciplinary studies sub-plan requires a minimum of 15 credits of interdisciplinary studies coursework, and 15 credits of electives for a total of 30 credits.

**MEd - Interdisciplinary Studies**

**Interdisciplinary Studies**

Total: 30 credits

**Interdisciplinary Requirements (15 credits)**

Students will take CI 5150 twice: once under the "Educational Inequities: Race, Class & Gender" topic, and the second under the "Teaching for Civic Engagement" topic. Each course should be taken for 3 credits.

Take 5 or more course(s) totaling 15 or more credit(s) from the following:

- CI 5361 - Teaching and Learning with the Internet (2.0 - 3.0 cr)
- CI 5540 - Special Topics: Science Education (1.0 - 4.0 cr)
- CI 5150 - Curriculum Topics (3.0 cr)
- CI 5474 - New Literacies Frameworks and Instruction: Digital Texts and Digital Reading (3.0 cr)

**Electives (15 credits)**

Elective credits around a specific focus area will be identified for specific cohorts based on their expressed interests. Elective credits may be comprised of courses leading to a particular certificate.

**-OR-**

**Interdisciplinary Studies - Dual Language & Immersion Education Cohort**

Total: 30 credits

**Interdisciplinary Requirements (15 credits)**

Students will take CI 5150 twice: once under the "Educational Inequities: Race, Class & Gender" topic, and the second under the "Teaching for Civic Engagement" topic.

Take 5 or more course(s) totaling 15 or more credit(s) from the following:

- CI 5361 - Teaching and Learning with the Internet (2.0 - 3.0 cr)
- CI 5540 - Special Topics: Science Education (1.0 - 4.0 cr)
- CI 5150 - Curriculum Topics (3.0 cr)
- CI 5474 - New Literacies Frameworks and Instruction: Digital Texts and Digital Reading (3.0 cr)

**Cohort Requirements (15 credits)**

Students will take the topic "Biliteracy Development in Dual Language and Immersion Classrooms" for the CI 5660 requirement. CI 5660 is taken for 3 credits.

- CI 5648 - Advanced Practices in Teaching Academic Language (3.0 cr)
- CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)
- 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)

**Language Immersion Education**

This sub-plan is limited to students completing the program under Plan C.

The MEd/professional studies program in language immersion education is designed for practicing dual language or language immersion educators, or individuals with an interest in language immersion education. Program participants have the option to add a 15 credit certificate in dual language and immersion education, which requires a separate application. Offered partially online, the program provides educators with the specific knowledge base and skill set needed for the dual language/immersion (DL/I) education setting and emphasizes practical application of concepts.

Key topics include: second language acquisition; research foundations of DL/I education; curriculum planning and assessment development that integrates subject matter content, language, literacy and culture; biliteracy development; language-focused instructional practices and strategies to bring a language focus to content-based instruction; academic language development; issues
related to language status; culturally relevant pedagogy; and tools for assessing language proficiency development. The program culminates with an independent capstone project that gives educators an opportunity to apply the knowledge and skills gained in coursework to their professional practice.

The MEd/professional studies language immersion education sub-plan requires 9 credits of core coursework, 15 credits of language immersion education coursework, and 6 credits of electives for a total of 30 credits.

**Core Coursework (9 credits)**
- CI 5186 should be taken for 3 credits.
- CI 5177 - Practical Research (1.0 - 3.0 cr)
- CI 5186 - School-Related Projects (1.0 - 4.0 cr)
- CI 5351 - Technology Tools for Educators (3.0 cr)

**Language Immersion Requirements (15 credits)**
- CI 5648 - Advanced Practices in Teaching Academic Language (3.0 cr)
- 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)
- CI 5676 - Biliteracy Development in Dual Language/Immersion Classrooms (3.0 cr)

**Electives (6 credits)**
Recommended electives are included. Other elective options include University's Center for Advanced Research on Language Acquisition (CARLA) summer institutes on immersion education (options vary by year) or other courses selected in consultation with advisor.
- CI 5641 - Language, Culture, and Education (3.0 cr)
- or CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)

**Learning Technologies**
This sub-plan is limited to students completing the program under Plan C.

The MEd/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 MEd program, students may earn a certificate while earning the MEd degree.

The MEd/professional studies learning technologies sub-plan requires 9 credits of core coursework, 12 credits of learning technologies coursework, and 9 credits of electives for a total of 30 credits.

**Core Coursework (9 credits)**
- CI 5331 - Introduction to Learning Technologies (3.0 cr)
- CI 5177 - Practical Research (1.0 - 3.0 cr)
- CI 5190 - Directed Individual Study in Curriculum and Instruction (1.0 - 6.0 cr)

**Learning Technologies Requirements (12 credits)**
Courses will be selected in consultation with faculty advisor.

**Electives (9 credits)**
Courses will be selected in consultation with faculty advisor.

**Mathematics Education**
This sub-plan is limited to students completing the program under Plan C.

The MEd/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. Final project requirements include a school-based project examining a problem, issue, or topic identified by the student.

The MEd/professional studies mathematics education sub-plan requires 6 credits of core coursework, 14 credits of mathematics education coursework, and 10 credits of electives for a total of 30 credits.

**Core Coursework (6 credits)**
- CI 5155 - Contemporary Approaches to Curriculum: Instruction and Assessment (3.0 cr)
- CI 5177 - Practical Research (1.0 - 3.0 cr)

**Mathematics Education Requirements (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)

Mathematics Education Electives
Take 2 or more course(s) totaling 6 or more credit(s) from the following:
- 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)

Electives (10 credits)
Courses will be selected in consultation with faculty advisor. Students choose electives from MATH-designated courses (minimum 7 credits); one MTHE-designated course may be included (maximum 3 credits).

Science Education
This sub-plan is limited to students completing the program under Plan C.

Alert: the MEd/professional studies degree program in science education is currently suspended. We are not accepting applications at this time.

The MEd/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. Final project requirements include a school-based project examining a problem, issue, or topic identified by the student.

The MEd/professional studies science education sub-plan requires 9 credits of core coursework, 12 credits of science education coursework, and 9 credits of electives for a total of 30 credits.

Core Coursework (9 credits)
CI 5186 should be taken for 3 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)

Electives (9 credits)
Courses will be selected in consultation with faculty advisor.

Social Studies
This sub-plan is limited to students completing the program under Plan C.

Alert: the MEd/professional studies degree program in social studies education is currently suspended. We are not accepting applications at this time.

The MEd/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 program is flexible and can be tailored to accommodate individual needs.

The MEd/professional studies social studies education sub-plan requires 3 credits of core coursework, 15 credits of social studies education coursework, and 12 credits of electives for a total of 30 credits.

Core Coursework (3 credits)
CI 5741 - Introduction to Social Studies Education (3.0 cr)

Social Studies Requirements (15 credits)
Courses will be selected in consultation with faculty advisor.

Electives (12 credits)
Courses will be selected in consultation with faculty advisor.

Second Language Education
This sub-plan is limited to students completing the program under Plan C.

The MEd/professional studies program in second language education (SLE) 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 language education. The program addresses the needs and interests of second language educators in a variety of teaching contexts, including world languages and English as a second/foreign language (ESL/EFL). 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.

The MEd/professional studies second language education sub-plan requires 12 credits of core coursework, 12 credits of second language education coursework, and 6 credits of electives for a total of 30 credits.

Core Coursework (12 credits)
CI 5186 should be taken for 3 credits.
CI 5155 - Contemporary Approaches to Curriculum: Instruction and Assessment (3.0 cr)
CI 5177 - Practical Research (1.0 - 3.0 cr)
CI 5186 - School-Related Projects (1.0 - 4.0 cr)
CI 5351 - Technology Tools for Educators (3.0 cr)

SLE Requirements (12 credits)
CI 5651 - Foundations of Second Languages and Cultures Education (3.0 cr)
CI 5656 - Teaching Literacy in Second Language Classrooms (3.0 cr)
CI 5662 - Second Language Curriculum Design (3.0 cr)
CI 5642 - Assessing English Learners (3.0 cr)
CI 5658 - Foreign Language Testing and Assessment (3.0 cr)

Electives (6 credits)
Courses will be selected in consultation with faculty advisor.

Second Language Pedagogy
This sub-plan is limited to students completing the program under Plan C.

The MEd/professional studies program in second language pedagogy is designed for practicing K-16 world language or English as a second language (ESL) teachers with an interest in enhancing their pedagogical knowledge and skills. Program participants have the option to add a 12 credit certificate in advanced practices in second language teaching, which requires a separate application. This coursework-only program is offered in conjunction with the summer institute program offered through the University’s Center for Advanced Research on Language Acquisition (CARLA).

Key topics include second language acquisition; the foundations of second language pedagogy and education; using technology to enhance language instruction; content-based curriculum development; performance assessment and issues in language testing; strategies to enhance second language literacy development and the teaching of speaking and listening skills; and integrating culture in language teaching.

The MEd/professional studies second language pedagogy sub-plan requires 21 credits of second language pedagogy coursework, and 9 credits of electives for a total of 30 credits.

Second Language Pedagogy Requirements (21 credits)
LGTT 5110 - Technology in the Second Language Classroom (2.0 cr)
CI 5621 - Culture as the Core in the Second Language Classroom (2.0 cr)
CI 5622 - Growing Learner Language: A Hands-On Approach to Developing the Language Learners Produce (2.0 cr)
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 5642 - Assessing English Learners (3.0 cr)
CI 5658 - Foreign Language Testing and Assessment (3.0 cr)

Electives (9 credits)
Take 9 or more credit(s) from the following:
- CI 5608 - CARLA Summer Institute Seminar (1.0 - 4.0 cr)
- CI 5623 - Improving Language Learning: A Practical Course in Styles- and Strategies-based Instruction (2.0 cr)
- CI 5624 - Content-based Language Instruction and Curriculum Development (2.0 cr)
- CI 5625 - Developing Assessments for the Second Language Classroom (2.0 cr)
- CI 5626 - Developing Learners' Sociocultural Competence (2.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)
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, 206 Burton Hall, 178 Pillsbury Dr. SE, 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 2018
- 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 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
The preferred undergraduate GPA for admittance to the program is 2.50.

Other requirements to be completed before admission:
Applicants must have completed an undergraduate degree by the time they start the program. Students must have completed a four-year college degree or equivalent coursework. Applications are reviewed on a rolling basis and may be submitted at any time.

Special Application Requirements:
Please address the following five questions below. Please answer each question listed and limit your response to 2 typed or word-processed pages, size-12 font. Upload your responses to the ApplyYourself online application in the "Program Specific Questions" upload area.

- What are your major areas of interest in the field of disability services or related to individuals with disabilities?
- What have been your past experiences in the area of disability services or related to individuals with disabilities?
- What is your current involvement in the field of disability services or related to individuals with disabilities?
- What is your anticipated or desired career interest?
- Why are you interested in the Disability Policy and Services Certificate Program?

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.

In addition to coursework, students must 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)**

**Specialized Coursework**
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. The ICI Certificate Coordinator can provide students with a list of acceptable courses meeting this requirement.

6 cr to be taken with approval from the ICI Certificate Coordinator

**Individualized learning experience & Interdisciplinary reflection groups**
This component allows students to integrate and apply the information they have learned in coursework. Students work with the ICI Certf Coord 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. The ILE can be completed in one or two semesters, but must total at least 3 cr and at least 200 hours. The 3 cr to be taken with approval from the ICI Certf Coord
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 SE, 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 2018
- Length of program in credits: 15
- This program does not require summer semesters for timely completion.
- Degree: Dual 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 be able 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, the 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 U.S. 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:
• completely online (all program coursework can be completed 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.

Other requirements to be completed before admission:
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).

This 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.

**Special Application Requirements:**
Applicants must submit transcripts from every college attended (even those where a degree wasn't earned), scores from the TOEFL/IELTS/MELAB (if applicable), a resume, and a goal statement (only if applicant is not a practicing dual language or immersion educator). Certificate applications are reviewed by the department three times per academic year: Fall, Spring and Summer.

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 (TOEFL, IELTS, MELAB).

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.

**Core 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 (6 credits)**
6 credits required with recommended courses listed. Other courses may be selected in consultation with the faculty advisor.
- CI 5648 - Advanced Practices in Teaching Academic Language (3.0 cr)
- CI 5676 - Biliteracy Development in Dual Language/Immersion Classrooms (3.0 cr)
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 (612-625-9778; fax: 612-624-6373)
Email: alle0335@umn.edu
Website: http://www.cehd.umn.edu/icd/programs/ECE/Graduate/

- Program Type: Master's
- Requirements for this program are current for Fall 2018
- Length of program in credits: 57 to 61
- 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 early childhood education initial licensure/master's of education (MEd) 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 educating 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, and creating positive classroom communities. The program includes preparation in developing and implementing professional writing and curriculum planning, authentic assessment, documentation of student learning, reflective practice, professional development, and ethics.

Master's 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 the MN Early Childhood Indicators of Progress adopted by the Minnesota Board of Teaching.

The 52 to 56 credit program includes major coursework, early childhood and elementary methods courses, student teaching experiences in both early childhood and elementary education, and a masters capstone project. This program includes coursework to satisfy both initial licensure requirements and the MEd degree. Upon completion of all requirements, students are eligible for recommendation for teacher licensure in early childhood education (birth to third grade). Teacher licensure is awarded through the Minnesota Department of Education. Students have five years from initial enrollment in the program to complete their MEd degree and must maintain a 2.80 GPA to be eligible for the MEd.

A 30 to 32 credit advanced standing plan is available for students who completed the University of Minnesota-Twin cities BS in early childhood education: foundations degree. Students in the advanced standing plan complete the MEd in two semesters.

Accreditation
This program is accredited by Council for the Accreditation of Educator Preparation (CAEP)

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.

Required prerequisites
Prerequisite Coursework
Prerequisite coursework is required to meet the Standards of Effective Practice for Teachers (SEPT) and the MN Early Childhood Indicators of Progress adopted by the Minnesota Board of Teaching. Prerequisites may be completed after admission to the program.

- CPSY 2301 - Introduction to Child Psychology [SOCS] (4.0 cr)
- CPSY 4331 - Social and Personality Development (3.0 cr)
- CPSY 4343 - Cognitive Development (3.0 cr)
- CPSY 5241 - Practicum in Early Childhood Education (3.0 cr)
- CI 3401W - Diversity in Children's Literature [WI] (3.0 cr)
- CI 5414 - Practicum: Working With Developing Readers (2.0 cr)
- CI 5413 - Foundations of Reading (3.0 cr)
- CI 5307 - Technology for Teaching and Learning (1.5 cr)
- OLPD 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)
- CI 3610 - Linguistics for Teachers [SOCS] (3.0 cr)
  - or LING 3001 - Introduction to Linguistics [SOCS] (4.0 cr)
  - or ENGL 3601 - Analysis of the English Language (4.0 cr)
- PUBH 3005 - Fundamentals of Alcohol and Drug Abuse for Teacher Education (1.0 cr)
  - or PUBH 6003 - Fundamentals of Alcohol and Drug Abuse for Teacher Education (1.0 cr)

Other requirements to be completed before admission:
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 other than the University of Minnesota-Twin Cities BS in early childhood education: foundations are eligible to apply with the understanding that they will take approximately 30 additional credits of prerequisite coursework to meet state licensure standards.

Special Application Requirements:
Applicants who have completed the Early Childhood: Foundations degree through the University of Minnesota apply for admission to fall terms.

Applicants who have not completed their bachelors degrees at the University of Minnesota are eligible to apply for a start term in the spring, summer, or fall.

All applicants must submit the following five required application materials through the online application system:

1. Transcripts - Unofficial transcripts or academic records should be uploaded directly to the online application. International students should also upload an English translation if the transcript is not in English. Please do not mail in paper copies of your transcripts. There is no need for official transcripts or academic records for initial review. If you are admitted, the University will then request official copies of this material.

2. Resume

3. Essay

4. Two Letters of Recommendation - These letters should be written by someone who is knowledgeable about your education-related experiences, work with young children, work style, and personal attributes.

5. Application fee - This fee is charged when you submit your application and is required for each application you submit. Fees must be paid online with a credit card.

Nonnative English speakers and/or international students should also submit an official score report from the Test of English as a Foreign Language (TOEFL).

All applicants must take the Minnesota Teacher Licensure Basic Skills Test [Reading (test code 001), Writing (test code 002), and Mathematics (test code 003)] prior to beginning the program, or have qualifying ACT/SAT scores.

See full application instructions and deadlines at: http://www.cehd.umn.edu/icd/futurestudents/ece/graduate/

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
  - Internet Based - Writing Score: 21
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 57 to 61 major credits and up to null credits outside the major. There 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.

**Early Childhood Education**

**MEd required coursework**

**Major Courses**

- CPSY 5251W - Social and Philosophical Foundations of Early Childhood Education [WI] (3.0 cr)
- EPSY 5001 - Learning, Cognition, and Assessment (3.0 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)

**CPSY Methods Courses**

- CPSY 5252 - Facilitating Social and Emotional Learning in Early Childhood Education (3.0 cr)
- CPSY 5253 - Facilitating Cognitive and Language Learning in Early Childhood Education (3.0 cr)
- CPSY 5254 - Facilitating Creative and Motor Learning in Early Childhood Education (2.0 cr)

**CI Methods Courses**

- CI 5425 - Reading Instruction in the Elementary Grades (3.0 cr)
- CI 5426 - Language Arts Instruction in the Elementary Grades (3.0 cr)
- CI 5502 - Science Instruction in the Elementary Grades (3.0 cr)
- CI 5645 - Teaching English Learners in the Elementary Classroom (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)

Take exactly 2 credit(s) from the following:

- CPSY 5171 - Practicum: Applying Instructional Methods in the Elementary School (2.0 cr)

**Student Teaching**

Take exactly 10 credit(s) from the following:

- CPSY 5181 - Clinical Experience in Elementary School Teaching (10.0 cr)

Take 6 - 8 credit(s) from the following:

- CPSY 5281 - Student Teaching in Early Childhood Education (6.0 - 8.0 cr)

**MEd Completion**

- CPSY 5187 - Capstone Project: Improvement of Teaching in Early Childhood Education (2.0 - 4.0 cr)

**Early Childhood Education - U of MN BS in ECE:F Degree Transitioners**

**MEd required coursework**

**CI Methods Courses**

- CI 5425 - Reading Instruction in the Elementary Grades (3.0 cr)
- CI 5426 - Language Arts Instruction in the Elementary Grades (3.0 cr)
- CI 5502 - Science Instruction in the Elementary Grades (3.0 cr)
- CI 5645 - Teaching English Learners in the Elementary Classroom (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)

**Student Teaching**

Take exactly 10 credit(s) from the following:

- CPSY 5181 - Clinical Experience in Elementary School Teaching (10.0 cr)

**MEd Completion**

- CPSY 5187 - Capstone Project: Improvement of Teaching in Early Childhood Education (2.0 - 4.0 cr)
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 SE, 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 2018
- Length of program in credits: 30 to 41
- 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.

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 K-12 education, postsecondary and research settings, educational service agencies, and business and industry.

The MA degree includes formal tracks in arts in education; elementary education; learning technologies; literacy education; mathematics education; science education; second language education; social studies education; and teaching English to speakers of other languages.

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.

Other requirements to be completed before admission:
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 advisors and the director of graduate studies is adequate.

Special Application Requirements:
Applicants must submit transcripts from every college attended (even those where a degree wasn't earned), scores from the GRE, scores from the TOEFL/IELTS/MELAB (if applicable), three letters of recommendation from individuals familiar with their scholarship and research potential, a resume, a clearly written statement of career interests, goals, and objectives, and a diversity statement. Some program tracks require an example of academic writing. Master's applications are reviewed by department faculty once per academic year, with December 1 as the deadline.

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

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Information current as of August 31, 2018
The preferred English language test is Test of English as Foreign Language (TOEFL).

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

**Plan A:** Plan A requires 15 to 25 major credits, 6 credits outside the major, and 10 thesis credits. The final exam is oral.

**Plan B:** Plan B requires 24 to 25 major credits and 6 to 9 credits outside the major. The final exam is oral. A capstone project is required.

**Capstone Project:** All MA 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 the Plan A thesis 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 advisor’s supervision.

This program may be completed with a minor.

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

Language Requirement: For TESOL track only

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

In education, curriculum & instruction, students may pursue Plan A (with thesis) or Plan B (with one or two papers). 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 advisor.

Plan A requires 15-26 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 24-26 credits in the major and 6-9 credits in one or more related fields outside the major, depending upon formal track chosen.

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.

**Arts in Education**

The MA program’s arts in education track 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.

The arts in education track (Plan A) requires 13 credits of required major coursework plus an additional 2 credits of coursework to be selected in consultation with faculty advisor, 6 credits in a minor/related field, and 10 masters thesis credits for a total of 31 credits.

The arts in education track (Plan B) requires 7 credits of required major coursework plus an additional 11 credits of coursework selected in consultation with faculty advisor, 6 credits of research coursework which includes 3 credits for the Plan B paper, and 6 credits in a minor/related field for a total of 30 credits.

Plan A or Plan B

Arts in Ed - Plan A
Total: 31 credits

Major Coursework
Required courses are listed; others selected in consultation with faculty advisor for a total of 15 credits
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 8134 - Foundations of Research in Curriculum and Instruction I (3.0 cr)
CI 8135 - Foundations of Research in Curriculum and Instruction II (3.0 cr)

Minor or Related Field
Selected in consultation with faculty advisor for a total of 6 credits

Thesis Credits
A minimum of 10 credits are required
CI 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

-OR-

Arts in Ed - Plan B
Total: 30 credits

Major Coursework
Required courses are listed; others selected in consultation with faculty advisor for a total of 18 credits
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)

Research Coursework
CI 8095 is required and should be taken for 3 credits; other courses selected in consultation with faculty advisor for a total of 6 credits
CI 8095 - Problems: Art Education (1.0 - 12.0 cr)

Minor or Related Field
Selected in consultation with faculty advisor for a total of 6 credits

Elementary Education
The MA program's elementary education track 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 track 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.

The elementary education track (Plan A) requires 6 credits of required major coursework plus an additional 9 credits of coursework to be selected in consultation with faculty advisor, 6 credits in a minor/related field, and 10 masters thesis credits for a total of 31 credits.

The elementary education track (Plan B) requires 18 credits of coursework selected in consultation with faculty advisor, 6 credits of research coursework which includes 3 credits for the Plan B paper, and 6 credits in a minor/related field for a total of 30 credits.

Plan A or Plan B

Elem Ed - Plan A
Total: 31 credits

Major Coursework
Required courses are listed; others selected in consultation with faculty advisor for a total of 15 credits
CI 8134 - Foundations of Research in Curriculum and Instruction I (3.0 cr)
CI 8135 - Foundations of Research in Curriculum and Instruction II (3.0 cr)

Minor or Related Field
Selected in consultation with faculty advisor for a total of 6 credits
Thesis Credits
A minimum of 10 credits are required
CI 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

-OR-

Elem Ed - Plan B
Total: 30 credits
Major Coursework
Courses will be selected in consultation with faculty advisor for a total of 18 credits
Research Coursework
CI 8195 (Plan B paper) should be taken for 3 credits; other courses selected in consultation with faculty advisor for a total of 6 credits
CI 8195 - Problems: Improvement of Instruction (1.0 - 6.0 cr)
Minor or Related Field
Selected in consultation with faculty advisor for a total of 6 credits

Learning Technologies
The learning technologies (LT) MA track prepares people for research and practice related to multimedia, design, K-12 technology integration, and online distance learning. MA 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 MA's LT track is targeted at students interested in a stronger research orientation than those who pursue the master of education degree. MA students, who often continue to a PhD 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.

The learning technologies track (Plan A) requires 9 credits of required major coursework plus an additional 9 credits of coursework to be selected in consultation with faculty advisor, 6 credits in a minor/related field, and 10 masters thesis credits for a total of 34 credits.

The learning technologies track (Plan B) requires 6 credits of required major coursework plus an additional 12 credits of coursework to be selected in consultation with faculty advisor, 6 credits of research coursework which includes 3 credits for the Plan B paper, and 6 credits in a minor/related field for a total of 30 credits.

Plan A or Plan B

LT - Plan A
Total: 34 credits
Major Coursework
Required courses are listed; others selected in consultation with faculty advisor for a total of 18 credits
CI 5331 - Introduction to Learning Technologies (3.0 cr)
CI 8134 - Foundations of Research in Curriculum and Instruction I (3.0 cr)
CI 8135 - Foundations of Research in Curriculum and Instruction II (3.0 cr)
Minor or Related Field
Selected in consultation with faculty advisor for a total of 6 credits
Thesis Credits
A minimum of 10 credits are required
CI 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

-OR-

LT - Plan B
Total: 30 credits
Major Coursework
18 credits are required; 6 credits of required courses are listed. Recommend 12 remaining credits be taken in a technology certificate area.
CI 5331 - Introduction to Learning Technologies (3.0 cr)
CI 5155 - Contemporary Approaches to Curriculum: Instruction and Assessment (3.0 cr)
Research Coursework
CI 8395 is required and should be taken for 3 credits; other courses selected in consultation with faculty advisor for a total of 6 credits
CI 8395 - Directed Study: Learning Technologies (1.0 - 6.0 cr)
Minor or Related Field
Selected in consultation with faculty advisor for a total of 6 credits
Literacy Education
The MA program's literacy track 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).

The literacy education track (Plan A) requires 6 credits of required major coursework plus an additional 9 credits of coursework to be selected in consultation with faculty advisor, 6 credits in a minor/related field, and 10 masters thesis credits for a total of 31 credits.

The literacy education track (Plan B) requires 18 credits of coursework selected in consultation with faculty advisor, 6 credits of research coursework which includes 3 credits for the Plan B paper, and 6 credits in a minor/related field for a total of 30 credits.

Plan A or Plan B

Lit Ed - Plan A
Total: 31 credits
Major Coursework
Required courses are listed; others selected in consultation with faculty advisor for a total of 15 credits. At least one course must be a Literacy Education seminar.
CI 8134 - Foundations of Research in Curriculum and Instruction I (3.0 cr)
CI 8135 - Foundations of Research in Curriculum and Instruction II (3.0 cr)
Minor or Related Field
Selected in consultation with faculty advisor for a total of 6 credits
Thesis Credits
A minimum of 10 credits are required
CI 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

Lit Ed - Plan B
Total: 30 credits
Major Coursework
Courses will be selected in consultation with faculty advisor for a total of 18 credits. At least one course must be a Literacy Education seminar.
Research Coursework
CI 8495 is required and should be taken for 3 credits; other courses selected in consultation with faculty advisor for a total of 6 credits
CI 8495 - Problems: Teaching English and Reading (1.0 - 6.0 cr)
Minor or Related Field
Selected in consultation with faculty advisor for a total of 6 credits

Mathematics Education
The MA program's mathematics education track prepares students for research and practice related to K-12 mathematics and engineering education. The MA is targeted at students interested in a stronger research orientation than those who pursue the master of education (MEd) degree. MA students, who often continue on to a PhD 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.

The mathematics education track (Plan A) requires 15 credits of required major coursework, 6 credits in a minor/related field, and 10 masters thesis credits for a total of 31 credits.

The mathematics education track (Plan B) requires 15 credits of coursework selected in consultation with faculty advisor, 6 credits of required research coursework plus an additional 3 credits of research coursework selected in consultation with faculty advisor, and 6 credits in a minor/related field for a total of 30 credits.

Plan A or Plan B

Math Ed - Plan A
Total: 31 credits
Major Coursework
Required courses are listed
CI 8134 - Foundations of Research in Curriculum and Instruction I (3.0 cr)
CI 8135 - Foundations of Research in Curriculum and Instruction II (3.0 cr)
CI 8572 - Learning Theory and Classical Research in STEM Education (3.0 cr)
MTHE 8571 - Research in Mathematics Education (3.0 cr)

Major Coursework - Additional Choice
Choose any one of the following for a total of 3 credits. Any variable credit course should be taken for 3 credits.
MTHE 5155 - Rational Number Concepts and Proportionality (3.0 cr)
or MTHE 5171 - Teaching Problem Solving (3.0 cr)
or MTHE 5172 - Teaching Probability and Statistics (3.0 cr)
or MTHE 5366 - Technology-Assisted Mathematics Instruction (3.0 cr)
or MTHE 8591 - Seminar: Mathematics Education (1.0 - 3.0 cr)

Minor or Related Field
Selected in consultation with faculty advisor for a total of 6 credits

Thesis Credits
A minimum of 10 credits are required
CI 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

-Math Ed - Plan B-
Total: 30 credits

Major Coursework
Selected in consultation with faculty advisor for a total of 15 credits

Research Coursework
Required courses are listed and MTHE 8995 should be taken for 3 credits; other courses selected in consultation with faculty advisor for a total of 9 credits
MTHE 8571 - Research in Mathematics Education (3.0 cr)
MTHE 8995 - Problems: Mathematics Education (1.0 - 6.0 cr)

Minor or Related Field
Selected in consultation with faculty advisor for a total of 6 credits

Science Education
The MA program's science education track 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.

The science education track (Plan A) requires 15 credits of required major coursework, 6 credits in a minor/related field, and 10 masters thesis credits for a total of 31 credits.

The science education track (Plan B) requires 15 credits of required major coursework plus an additional 3 credits of coursework to be selected in consultation with faculty advisor, 6 credits of research coursework which includes 3 credits for the Plan B paper, and 6 credits in a minor/related field for a total of 30 credits.

Plan A or Plan B

Sci Ed - Plan A
Total: 31 credits

Major Coursework
Required courses are listed; CI 8570 should be taken for 3 credits.
CI 5535 - Foundations of Science Education (3.0 cr)
CI 8134 - Foundations of Research in Curriculum and Instruction I (3.0 cr)
CI 8135 - Foundations of Research in Curriculum and Instruction II (3.0 cr)
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)

Minor or Related Field
Selected in consultation with faculty advisor for a total of 6 credits

Thesis Credits
A minimum of 10 credits are required
CI 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)
Sci Ed - Plan B
Total: 30 credits

Major Coursework
Required courses are listed; others selected in consultation with faculty advisor for a total of 18 credits. CI 8570 should be taken twice for a total of 6 credits.
- CI 5534 - Studies in Science Education (3.0 cr)
- CI 5535 - Foundations of Science Education (3.0 cr)
- 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)

Research Coursework
CI 8595 is required and should be taken for 3 credits; other courses selected in consultation with faculty advisor for a total of 6 credits.
- CI 8595 - Problems: Science Education (1.0 - 6.0 cr)

Minor or Related Field
Selected in consultation with faculty advisor for a total of 6 credits

Second Language Education
The second language education (SLE) track 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 the SLE track 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).

The second language education track (Plan B) requires 15 credits of major coursework, 9 credits of foundational and research coursework which includes 3 credits for the Plan B paper, and 6 credits in a minor/related field for a total of 30 credits.

Plan A or Plan B

SLE - Plan A
Total: 34 credits

Major Coursework
- CI 8134 - Foundations of Research in Curriculum and Instruction I (3.0 cr)
- CI 8135 - Foundations of Research in Curriculum and Instruction II (3.0 cr)
- CI 5651 - Foundations of Second Languages and Cultures Education (3.0 cr)
or CI 5670 - Foundations of Dual Language and Immersion Education (3.0 cr)
If taking CI 8650, student should register for 3 credits
- CI 8645 - Indigenous Language Revitalization and Activist Research Methods (3.0 cr)
or CI 8671 - Sociolinguistic Research Approaches to Education (3.0 cr)
or CI 8689 - Language and Education Policy (3.0 cr)
or CI 8650 - Seminar: Special Topics in Second Languages and Cultures Research (1.0 - 3.0 cr)
Take exactly 2 course(s) totaling exactly 6 credit(s) from the following:
- CI 5628 - Analyzing Learner Language in Second Language Acquisition (3.0 cr)
- CI 5662 - Second Language Curriculum Design (3.0 cr)
or CI 5671 - Curriculum Development and Assessment in Dual Language/Immersion Classrooms (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 5676 - Biliteracy Development in Dual Language/Immersion Classrooms (3.0 cr)
- CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
or CI 5672 - Language-Focused Instructional Practices and Strategies for Dual Language/Immersion Classrooms (3.0 cr)

Minor or Related Field
Selected in consultation with faculty advisor for a total of 6 credits

Thesis Credits
A minimum of 10 credits are required
- CI 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)
SLE - Plan B
Total: 30 credits

Major Coursework
Take exactly 15 credit(s) from the following:
- CI 5628 - Analyzing Learner Language in Second Language Acquisition (3.0 cr)
- CI 5648 - Advanced Practices in Teaching Academic Language (3.0 cr)
- CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)
- CI 5656 - Teaching Literacy in Second Language Classrooms (3.0 cr)
  or CI 5676 - Biliteracy Development in Dual Language/Immersion Classrooms (3.0 cr)
- CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
  or CI 5672 - Language-Focused Instructional Practices and Strategies for Dual Language/Immersion Classrooms (3.0 cr)
- CI 5662 - Second Language Curriculum Design (3.0 cr)
  or CI 5671 - Curriculum Development and Assessment in Dual Language/Immersion Classrooms (3.0 cr)
- CI 5657 - Teaching Speaking and Listening in Second Language Classrooms (3.0 cr)
  or CI 5672 - Language-Focused Instructional Practices and Strategies for Dual Language/Immersion Classrooms (3.0 cr)
- CI 5658 - Foreign Language Testing and Assessment (3.0 cr)
  or CI 5642 - Assessing English Learners (3.0 cr)
  or CI 5628 - Analyzing Learner Language in Second Language Acquisition (3.0 cr)
  or EPSY 5261 - Introductory Statistical Methods (3.0 cr)

Foundational & Research Coursework
Student should take the Plan B paper course - CI 8695 - for 3 credits
CI 8695 - Problems: Second Languages and Cultures Education (1.0 - 6.0 cr)
CI 5651 - Foundations of Second Languages and Cultures Education (3.0 cr)
  or CI 5670 - Foundations of Dual Language and Immersion Education (3.0 cr)
If student takes CI 5177, it should be taken for 3 credits
CI 5177 - Practical Research (1.0 - 3.0 cr)
  or CI 5628 - Analyzing Learner Language in Second Language Acquisition (3.0 cr)
  or EPSY 5261 - Introductory Statistical Methods (3.0 cr)

Minor or Related Field
Selected in consultation with faculty advisor for a total of 6 credits

Social Studies Education
The MA's social studies education track 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.

The social studies education track (Plan A) requires 10 credits of required major coursework plus an additional 6 credits of coursework to be selected in consultation with faculty advisor, 6 credits in a minor/related field, and 10 masters thesis credits for a total of 32 credits.

The social studies education track (Plan B) requires 18 credits of coursework to be selected in consultation with faculty advisor, 6 credits in research coursework which includes 3 credits for the Plan B paper, and 6 credits in a minor/related field for a total of 30 credits.

Plan A or Plan B

Soc Stud Ed - Plan A
Total: 32 credits

Major Coursework
Required courses are listed; others selected in consultation with faculty advisor for a total of 16 credits. CI 8796 has to be taken for a minimum of 1 credit.
- CI 5762 - Developing Civic Discourse in the Social Studies (3.0 cr)
- CI 8134 - Foundations of Research in Curriculum and Instruction I (3.0 cr)
- CI 8135 - Foundations of Research in Curriculum and Instruction II (3.0 cr)
- CI 8796 - Research Internship in Social Studies Education (1.0 - 6.0 cr)

Minor or Related Field
Selected in consultation with faculty advisor for a total of 6 credits

Thesis Credits
A minimum of 10 credits are required
CI 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

-OR-

Soc Stud Ed - Plan B
Total: 30 credits
Major Coursework
Courses are selected in consultation with faculty advisor for a total of 18 credits
Research Coursework
CI 8795 is required and should be taken for 3 credits; other courses selected in consultation with faculty advisor for a total of 6 credits
CI 8795 - Problems: Social Studies Education (1.0 - 6.0 cr)
Minor or Related Field
Selected in consultation with faculty advisor for a total of 6 credits

Teaching English to Speakers of Other Languages
The teaching English to speakers of other languages (TESOL) track focuses on the broad field of applied linguistics uniting research, teaching and service in addressing the second language learning needs of adult learners in the university and the wider community, both in the US and abroad. Independent scholarship is encouraged and typically comes in the form of a final project (Plan B) or a more formal thesis (Plan A).

The teaching English to speakers of other languages (TESOL) track (Plan A) requires 25 credits of required major coursework, 6 credits in a minor/related field, and 10 masters thesis credits for a total of 41 credits.

The teaching English to speakers of other languages (TESOL) track (Plan B) requires 25 credits of required major coursework, and 9 credits in a minor/related field for a total of 34 credits.

Plan A or Plan B

TESOL - Plan A
Total: 41 credits
Major Coursework
CI 5654 must be taken for 6 credits.
CI 5651 - Foundations of Second Languages and Cultures Education (3.0 cr)
CI 5653 - Methods in Teaching English as a Second Language (ESL) in Higher Education (3.0 cr)
CI 5646 - English Grammar for ESL Teachers (3.0 cr)
CI 5649 - Language Analysis for ESL Teaching in Higher Ed (4.0 cr)
CI 5654 - Practicum in Language Teaching: ESL and World Languages (1.0 - 6.0 cr)
CI 5658 - Foreign Language Testing and Assessment (3.0 cr)
or CI 5642 - Assessing English Learners (3.0 cr)
Minor or Related Field
Selected in consultation with faculty advisor for a total of 6 credits
Thesis
A minimum of 10 credits are required
CI 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

-OR-

TESOL - Plan B
Total: 34 credits
Major Coursework
CI 5654 must be taken for 6 credits.
CI 5651 - Foundations of Second Languages and Cultures Education (3.0 cr)
CI 5653 - Methods in Teaching English as a Second Language (ESL) in Higher Education (3.0 cr)
CI 5646 - English Grammar for ESL Teachers (3.0 cr)
CI 5649 - Language Analysis for ESL Teaching in Higher Ed (4.0 cr)
CI 5654 - Practicum in Language Teaching: ESL and World Languages (1.0 - 6.0 cr)
CI 5628 - Analyzing Learner Language in Second Language Acquisition (3.0 cr)
CI 5658 - Foreign Language Testing and Assessment (3.0 cr)
or CI 5642 - Assessing English Learners (3.0 cr)
Minor or Related Field
Selected in consultation with faculty advisor for a total of 9 credits
Twin Cities Campus

Education, Curriculum, and Instruction Minor

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 SE, 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 2018
- 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); elementary education; learning technologies; literacy education; mathematics education; science education; second language education; and social studies education.

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

Prerequisites for Admission

Special Application Requirements:
Students must consult with the Director of Graduate Studies in the Department of Curriculum & Instruction regarding specific coursework and committee involvement for the minor. The Director of Graduate Studies gives final approval for the minor coursework submitted on the Graduate Degree Plan or Graduate Planning & Audit System (GPAS).

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.

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.

Master's
A minor at the master's level requires a minimum of 6 credits of CI-designated coursework selected in consultation with the director of graduate studies.

Doctoral
Doctoral (12 Credits)
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)

**Electives (6 Credits)**
Courses will be 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 SE, Minneapolis, MN 55455 (612-625-2545; fax: 612-624-8277).
Email: cigs@umn.edu
Website: http://cehd.umn.edu/ci

- Program Type: Doctorate
- Requirements for this program are current for Fall 2018
- Length of program in credits: 75
- 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 K-12 education, post-secondary education, research settings, educational service agencies, and business and industry.

The PhD degree includes formal tracks in the following: arts in education; culture and teaching; elementary education; learning technologies; literacy education; science, technology, engineering and mathematics (stem) education; second language 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 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 PhD program, but it is not always required.

Other requirements to be completed before admission:
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 transcripts from every college attended (even those where a degree wasn't earned), scores from the GRE, scores from the TOEFL/IELTS/MELAB (if applicable), three letters of recommendation from individuals familiar with their scholarship and research potential, a clearly written statement of career interests, goals, and objectives, a diversity statement, and a resume. Some program tracks require an example of academic writing. Doctoral applications are reviewed by department faculty once per academic year.

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
Program Requirements

39 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.

A total of 75 credits is required for the education, curriculum and instruction PhD program. Requirements include core coursework required by all students, major coursework in the student's selected track, research methodology coursework, and a minimum of 12 credits in a minor or supporting program. All PhD students must also complete 24 doctoral thesis credits. Specific courses and additional work vary depending upon the track and are planned in consultation with the faculty advisor.

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.

Arts in Education

The PhD program's arts in education track 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, K-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 PhD candidates' inquiry on the following: 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.

Arts in education students must take 6 credits of core coursework, 15 credits of major coursework, 15 credits of research coursework, 3 credits of electives, and 12 credits outside the track. Unless otherwise noted, credits need to be selected in consultation with the student's faculty advisor. 24 doctoral thesis credits are also required.

Core Coursework

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)

Major Coursework

Required courses are listed; others selected in consultation with faculty advisor for a total of 15 credits. CI 8085 is a required course as well, though it may be taken as either a major requirement course or as a research elective course.

CI 5075 - The Social, Historical and Cultural Foundations of Arts Education (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)

Research Coursework
CI 8134 - Foundations of Research in Curriculum and Instruction I (3.0 cr)
CI 8135 - Foundations of Research in Curriculum and Instruction II (3.0 cr)

Research Electives
9 additional credits to be selected based upon student's research methodology. If student wishes to take a course not selected below, they should first consult with their faculty advisor to make sure it will count as a research elective.

Take 9 or more credit(s) from the following:
- CI 8085 - Narrative Inquiry in Education (3.0 cr)
- CI 8145 - Using Mixed Methods in Educational Research (3.0 cr)
- CI 8146 - Critical Ethnography in Education (3.0 cr)
- CI 8147 - Critical Discourse Analysis in Educational Research (3.0 cr)
- CI 8149 - Qualitative Research: Coding, Analysis, Interpretation, and Writing (3.0 cr)
- CI 8153 - Research Approaches to Classroom Discourse (3.0 cr)
- CI 8155 - Immigrant Families and U.S. Schools (3.0 cr)
- CI 8165 - Queer and Feminist Theories: Collective Memory Research Methods (3.0 cr)
- CI 8371 - Applied Social Network Analysis in Education (3.0 cr)
- CI 8645 - Indigenous Language Revitalization and Activist Research Methods (3.0 cr)
- CI 8671 - Sociolinguistic Research Approaches to Education (3.0 cr)
- CI 8689 - Language and Education Policy (3.0 cr)
- CI 8913 - Interpretive Research (3.0 cr)
- OLPD 5056 - Case Studies for Policy Research (3.0 cr)
- OLPD 5061 - Ethnographic Research Methods (3.0 cr)
- OLPD 5528 - Focus Group Interviewing Research Methods (1.0 - 3.0 cr)
- OLPD 8502 - Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3.0 cr)
- 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 8215 - Advanced Research Methodologies in Education (3.0 cr)
- EPSY 8222 - Advanced Measurement: Theory and Application (4.0 cr)
- EPSY 8224 - Performance Assessment Design and Analysis (3.0 cr)
- EPSY 8225 - Operational Measurement: Test Score Quality Assurance, Standard Setting, and Equating (3.0 cr)
- EPSY 8226 - Item Response Models: Theory and Applications (3.0 cr)
- EPSY 8251 - Statistical Methods in Education I (3.0 cr)
- EPSY 8252 - Statistical Methods in Education II (3.0 cr)
- EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
- EPSY 8265 - Factor Analysis (3.0 cr)
- EPSY 8266 - Statistical Analysis Using Structural Equation Methods (3.0 cr)
- EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
- EPSY 8268 - Hierarchical Linear Modeling in Educational Research (3.0 cr)
- EPSY 8282 - Statistical Analysis of Longitudinal Data (3.0 cr)
- AMST 8289 - Ethnographic Research Methods: Research Strategies in American Studies (3.0 cr)
- ANTH 8203 - Research Methods in Social and Cultural Anthropology (3.0 cr)
- LING 5462 - Field Research in Spoken Language (3.0 cr)

Minor or Supporting Program
12 credits outside the track, selected in consultation with faculty advisor

Elective
3 credits selected in consultation with faculty advisor

Culture and Teaching
The culture and teaching (CaT) track 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.

CaT students must take 6 credits of core coursework, 15 credits of major coursework, 15 credits of research coursework, 3 credits of electives, and 12 credits outside the track. Unless otherwise noted, credits need to be selected in consultation with the student's faculty advisor.
advisor. 24 doctoral thesis credits are also required.

**Core Coursework**
- 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)

**Major Coursework**
15 credits total, with 9 credits selected in consultation with faculty advisor. CI 8159 will be taken twice for a total of 6 credits.
- CI 8159 - Culture and Teaching Colloquium (3.0 cr)

**Research Coursework**
- CI 8134 - Foundations of Research in Curriculum and Instruction I (3.0 cr)
- CI 8135 - Foundations of Research in Curriculum and Instruction II (3.0 cr)

**Research Electives**
9 additional credits to be selected based upon student's research methodology. If student wishes to take a course not selected below, they should first consult with their faculty advisor to make sure it will count as a research elective.
- Take 9 or more credit(s) from the following:
  - CI 8051 - Narrative Inquiry in Education (3.0 cr)
  - CI 8145 - Using Mixed Methods in Educational Research (3.0 cr)
  - CI 8146 - Critical Ethnography in Education (3.0 cr)
  - CI 8147 - Critical Discourse Analysis in Educational Research (3.0 cr)
  - CI 8149 - Qualitative Research: Coding, Analysis, Interpretation, and Writing (3.0 cr)
  - CI 8153 - Research Approaches to Classroom Discourse (3.0 cr)
  - CI 8155 - Immigrant Families and U.S. Schools (3.0 cr)
  - CI 8165 - Queer and Feminist Theories: Collective Memory Research Methods (3.0 cr)
  - CI 8371 - Applied Social Network Analysis in Education (3.0 cr)
  - CI 8645 - Indigenous Language Revitalization and Activist Research Methods (3.0 cr)
  - CI 8671 - Sociolinguistic Research Approaches to Education (3.0 cr)
  - CI 8689 - Language and Education Policy (3.0 cr)
  - CI 8913 - Interpretive Research (3.0 cr)
- OLPD 5056 - Case Studies for Policy Research (3.0 cr)
- OLPD 5061 - Ethnographic Research Methods (3.0 cr)
- OLPD 5528 - Focus Group Interviewing Research Methods (1.0 - 3.0 cr)
- OLPD 8502 - Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3.0 cr)
- 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 8215 - Advanced Research Methodologies in Education (3.0 cr)
- EPSY 8222 - Advanced Measurement: Theory and Application (4.0 cr)
- EPSY 8224 - Performance Assessment Design and Analysis (3.0 cr)
- EPSY 8225 - Operational Measurement: Test Score Quality Assurance, Standard Setting, and Equating (3.0 cr)
- EPSY 8226 - Item Response Models: Theory and Applications (3.0 cr)
- EPSY 8251 - Statistical Methods in Education I (3.0 cr)
- EPSY 8252 - Statistical Methods in Education II (3.0 cr)
- EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
- EPSY 8265 - Factor Analysis (3.0 cr)
- EPSY 8266 - Statistical Analysis Using Structural Equation Methods (3.0 cr)
- EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
- EPSY 8268 - Hierarchical Linear Modeling in Educational Research (3.0 cr)
- EPSY 8282 - Statistical Analysis of Longitudinal Data (3.0 cr)
- AMST 8289 - Ethnographic Research Methods: Research Strategies in American Studies (3.0 cr)
- ANTH 8203 - Research Methods in Social and Cultural Anthropology (3.0 cr)
- LING 5462 - Field Research in Spoken Language (3.0 cr)

**Minor or Supporting Program**
12 credits outside the track, selected in consultation with faculty advisor

**Elective**
3 credits selected in consultation with faculty advisor

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

The PhD program's elementary education track is designed to help professionals acquire and contribute to the advancement of knowledge and leadership necessary to address the dynamic challenges of contemporary education at the elementary level. Emphasized within the track 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.
Elementary students must take 6 credits of core coursework, 15 credits of major coursework, 15 credits of research coursework, 3 credits of electives, and 12 credits outside the track. Unless otherwise noted, credits need to be selected in consultation with the student's faculty advisor. 24 doctoral thesis credits are also required.

**Core Coursework**
- 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)

**Major Coursework**
- 15 credits selected in consultation with faculty advisor

**Research Coursework**
- CI 8134 - Foundations of Research in Curriculum and Instruction I (3.0 cr)
- CI 8135 - Foundations of Research in Curriculum and Instruction II (3.0 cr)

**Research Electives**
- 9 additional credits to be selected based upon student's research methodology. If student wishes to take a course not selected below, they should first consult with their faculty advisor to make sure it will count as a research elective.
- Take 9 or more credit(s) from the following:
  - CI 8085 - Narrative Inquiry in Education (3.0 cr)
  - CI 8145 - Using Mixed Methods in Educational Research (3.0 cr)
  - CI 8146 - Critical Ethnography in Education (3.0 cr)
  - CI 8147 - Critical Discourse Analysis in Educational Research (3.0 cr)
  - CI 8149 - Qualitative Research: Coding, Analysis, Interpretation, and Writing (3.0 cr)
  - CI 8153 - Research Approaches to Classroom Discourse (3.0 cr)
  - CI 8155 - Immigrant Families and U.S. Schools (3.0 cr)
  - CI 8165 - Queer and Feminist Theories: Collective Memory Research Methods (3.0 cr)
  - CI 8371 - Applied Social Network Analysis in Education (3.0 cr)
  - CI 8645 - Indigenous Language Revitalization and Activist Research Methods (3.0 cr)
  - CI 8671 - Sociolinguistic Research Approaches to Education (3.0 cr)
  - CI 8689 - Language and Education Policy (3.0 cr)
  - CI 8913 - Interpretive Research (3.0 cr)
  - OLPD 5056 - Case Studies for Policy Research (3.0 cr)
  - OLPD 5061 - Ethnographic Research Methods (3.0 cr)
  - OLPD 5528 - Focus Group Interview Research Methods (1.0 - 3.0 cr)
  - OLPD 8502 - Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3.0 cr)
  - 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 8215 - Advanced Research Methodologies in Education (3.0 cr)
  - EPSY 8222 - Advanced Measurement: Theory and Application (4.0 cr)
  - EPSY 8224 - Performance Assessment Design and Analysis (3.0 cr)
  - EPSY 8225 - Operational Measurement: Test Score Quality Assurance, Standard Setting, and Equating (3.0 cr)
  - EPSY 8226 - Item Response Models: Theory and Applications (3.0 cr)
  - EPSY 8251 - Statistical Methods in Education I (3.0 cr)
  - EPSY 8252 - Statistical Methods in Education II (3.0 cr)
  - EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
  - EPSY 8265 - Factor Analysis (3.0 cr)
  - EPSY 8266 - Statistical Analysis Using Structural Equation Methods (3.0 cr)
  - EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
  - EPSY 8268 - Hierarchical Linear Modeling in Educational Research (3.0 cr)
  - EPSY 8282 - Statistical Analysis of Longitudinal Data (3.0 cr)
  - AMST 8289 - Ethnographic Research Methods: Research Strategies in American Studies (3.0 cr)
  - ANTH 8203 - Research Methods in Social and Cultural Anthropology (3.0 cr)
  - LING 5462 - Field Research in Spoken Language (3.0 cr)

**Minor or Supporting Program**
- 12 credits outside the track, selected in consultation with faculty advisor

**Elective**
- 3 credits selected in consultation with faculty advisor

**Learning Technologies**
The PhD's learning technologies (LT) track prepares students for research and practice related to multimedia, design, K-12 technology integration, and online distance learning. PhD graduates often earn academic positions in higher education or become directors and leaders of development or research within 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 PhD 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.

LT students must take 6 credits of core coursework, 15 credits of major coursework, 15 credits of research coursework, 3 credits of electives, and 12 credits outside the track. Unless otherwise noted, credits need to be selected in consultation with the student's faculty advisor. 24 doctoral thesis credits are also required.

**Core Coursework**
- 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)

**Major Coursework**
- 15 credits selected in consultation with faculty advisor

**Research Coursework**
- CI 8134 - Foundations of Research in Curriculum and Instruction I (3.0 cr)
- CI 8135 - Foundations of Research in Curriculum and Instruction II (3.0 cr)

**Research Electives**
- 9 additional credits to be selected based upon student's research methodology. If student wishes to take a course not selected below, they should first consult with their faculty advisor to make sure it will count as a research elective.
  - Take 9 or more credit(s) from the following:
    - CI 8085 - Narrative Inquiry in Education (3.0 cr)
    - CI 8145 - Using Mixed Methods in Educational Research (3.0 cr)
    - CI 8146 - Critical Ethnography in Education (3.0 cr)
    - CI 8147 - Critical Discourse Analysis in Educational Research (3.0 cr)
    - CI 8149 - Qualitative Research: Coding, Analysis, Interpretation, and Writing (3.0 cr)
    - CI 8153 - Research Approaches to Classroom Discourse (3.0 cr)
    - CI 8155 - Immigrant Families and U.S. Schools (3.0 cr)
    - CI 8165 - Queer and Feminist Theories: Collective Memory Research Methods (3.0 cr)
    - CI 8371 - Applied Social Network Analysis in Education (3.0 cr)
    - CI 8645 - Indigenous Language Revitalization and Activist Research Methods (3.0 cr)
    - CI 8671 - Sociolinguistic Research Approaches to Education (3.0 cr)
    - CI 8689 - Language and Education Policy (3.0 cr)
    - CI 8913 - Interpretive Research (3.0 cr)
    - OLPD 5056 - Case Studies for Policy Research (3.0 cr)
    - OLPD 5061 - Ethnographic Research Methods (3.0 cr)
    - OLPD 5528 - Focus Group Interviewing Research Methods (1.0 - 3.0 cr)
    - 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 8215 - Advanced Research Methodologies in Education (3.0 cr)
    - EPSY 8222 - Advanced Measurement: Theory and Application (4.0 cr)
    - EPSY 8224 - Performance Assessment Design and Analysis (3.0 cr)
    - EPSY 8225 - Operational Measurement: Test Score Quality Assurance, Standard Setting, and Equating (3.0 cr)
    - EPSY 8226 - Item Response Models: Theory and Applications (3.0 cr)
    - EPSY 8251 - Statistical Methods in Education I (3.0 cr)
    - EPSY 8252 - Statistical Methods in Education II (3.0 cr)
    - EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
    - EPSY 8265 - Factor Analysis (3.0 cr)
    - EPSY 8266 - Statistical Analysis Using Structural Equation Methods (3.0 cr)
    - EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
    - EPSY 8268 - Hierarchical Linear Modeling in Educational Research (3.0 cr)
    - EPSY 8282 - Statistical Analysis of Longitudinal Data (3.0 cr)
    - AMST 8289 - Ethnographic Research Methods: Research Strategies in American Studies (3.0 cr)
    - ANTH 8203 - Research Methods in Social and Cultural Anthropology (3.0 cr)
    - LING 5462 - Field Research in Spoken Language (3.0 cr)

**Minor or Supporting Program**
- 12 credits outside the track, selected in consultation with faculty advisor

**Elective**
- 3 credits selected in consultation with faculty advisor

**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 advisors 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.

Literacy students must take 6 credits of core coursework, 15 credits of major coursework, 15 credits of research coursework, 3 credits of electives, and 12 credits outside the track. Unless otherwise noted, credits need to be selected in consultation with the student's faculty advisor. 24 doctoral thesis credits are also required.

### Core Coursework
- 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)

### Major Coursework
15 credits selected in consultation with faculty advisor

### Research Coursework
- CI 8134 - Foundations of Research in Curriculum and Instruction I (3.0 cr)
- CI 8135 - Foundations of Research in Curriculum and Instruction II (3.0 cr)

### Research Electives
9 additional credits to be selected based upon student's research methodology. If student wishes to take a course not selected below, they should first consult with their faculty advisor to make sure it will count as a research elective.

Take 9 or more credit(s) from the following:
- CI 8085 - Narrative Inquiry in Education (3.0 cr)
- CI 8145 - Using Mixed Methods in Education Research (3.0 cr)
- CI 8146 - Critical Ethnography in Education (3.0 cr)
- CI 8147 - Critical Discourse Analysis in Educational Research (3.0 cr)
- CI 8149 - Qualitative Research: Coding, Analysis, Interpretation, and Writing (3.0 cr)
- CI 8153 - Research Approaches to Classroom Discourse (3.0 cr)
- CI 8155 - Immigrant Families and U.S. Schools (3.0 cr)
- CI 8165 - Queer and Feminist Theories: Collective Memory Research Methods (3.0 cr)
- CI 8371 - Applied Social Network Analysis in Education (3.0 cr)
- CI 8645 - Indigenous Language Revitalization and Activist Research Methods (3.0 cr)
- CI 8671 - Sociolinguistic Research Approaches to Education (3.0 cr)
- CI 8689 - Language and Education Policy (3.0 cr)
- CI 8913 - Interpretive Research (3.0 cr)
- OLPD 5056 - Case Studies for Policy Research (3.0 cr)
- OLPD 5061 - Ethnographic Research Methods (3.0 cr)
- OLPD 5528 - Focus Group Interviewing Research Methods (1.0 - 3.0 cr)
- OLPD 8502 - Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3.0 cr)
- 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 8215 - Advanced Research Methodologies in Education (3.0 cr)
- EPSY 8222 - Advanced Measurement: Theory and Application (4.0 cr)
- EPSY 8224 - Performance Assessment Design and Analysis (3.0 cr)
- EPSY 8225 - Operational Measurement: Test Score Quality Assurance, Standard Setting, and Equating (3.0 cr)
- EPSY 8226 - Item Response Models: Theory and Applications (3.0 cr)
- EPSY 8251 - Statistical Methods in Education I (3.0 cr)
- EPSY 8252 - Statistical Methods in Education II (3.0 cr)
- EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
- EPSY 8265 - Factor Analysis (3.0 cr)
- EPSY 8266 - Statistical Analysis Using Structural Equation Methods (3.0 cr)
- EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
- EPSY 8268 - Hierarchical Linear Modeling in Educational Research (3.0 cr)
- EPSY 8282 - Statistical Analysis of Longitudinal Data (3.0 cr)
- AMST 8299 - Ethnographic Research Methods: Research Strategies in American Studies (3.0 cr)
- ANTH 8203 - Research Methods in Social and Cultural Anthropology (3.0 cr)
- LING 5462 - Field Research in Spoken Language (3.0 cr)

### Minor or Supporting Program
Minor or Supporting Program

### Elective
3 credits selected in consultation with faculty advisor
Science, Technology, Engineering, and Mathematics Education

The doctoral program's STEM education track at the University of Minnesota is interdisciplinary, focusing on science education, mathematics education, engineering education or agricultural education. Students pursuing this track will choose an area of emphasis in one of the four specializations, while simultaneously participating in scholarly work that spans all areas of STEM education. This integrated style is one of the first in the nation, and is designed to prepare scholars to conduct thoughtful disciplinary and interdisciplinary research in STEM education in order to assume roles as university faculty members, educational leaders, policy makers, and researchers.

STEM students must take 6 credits of core coursework, 9 credits of STEM core coursework, 9 credits of focus area specific (science or mathematics or engineering or agriculture) coursework, 15 credits of research coursework, and 12 credits outside the track. Unless otherwise noted, credits need to be selected in consultation with the student's faculty advisor. 24 doctoral thesis credits are also required.

Core Coursework

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)

STEM Core Coursework

CI 8571 - Equity, Policy, and Social Justice in Science Education (3.0 cr)
CI 8572 - Learning Theory and Classical Research in STEM Education (3.0 cr)
CI 8573 - Nature of Inquiry in STEM Education (3.0 cr)

STEM Focus Area Coursework

Students take 9 credits, with faculty advisor approval, in their focus area: science education or mathematics education or engineering education or agricultural education.

Science Education

3 required credits are listed; 6 additional credits must be taken in consultation with faculty advisor.
CI 8574 - History and Philosophy of Science in Education (3.0 cr)

or

Mathematics Education

9 credits required in consultation with faculty advisor
or

Engineering Education

9 credits required in consultation with faculty advisor
or

Agricultural Education

6 required credits are listed; one additional "AFEE" 3 credit course must be taken in consultation with faculty advisor.
AFEE 8090 - Seminar: Agricultural Education and Extension (1.0 - 3.0 cr)
AFEE 8094 - Research in Agricultural Education and Extension (1.0 - 6.0 cr)

Research Coursework

Students must take CI 8134 and CI 8135, as well as a minimum of 6 credits of statistics and one research elective course, for a total of 15 credits.
CI 8134 - Foundations of Research in Curriculum and Instruction I (3.0 cr)
CI 8135 - Foundations of Research in Curriculum and Instruction II (3.0 cr)

Statistics Requirement

Students must take a minimum of 6 credits of graduate-level Statistics in consultation with their advisor.

Research Electives

3 additional credits to be selected based upon student's research methodology. If student wishes to take a course not selected below, they should first consult with their faculty advisor to make sure it will count as a research elective.
Take 3 or more credit(s) from the following:
• CI 8085 - Narrative Inquiry in Education (3.0 cr)
• CI 8145 - Using Mixed Methods in Educational Research (3.0 cr)
• CI 8146 - Critical Ethnography in Education (3.0 cr)
• CI 8147 - Critical Discourse Analysis in Educational Research (3.0 cr)
• CI 8149 - Qualitative Research: Coding, Analysis, Interpretation, and Writing (3.0 cr)
• CI 8153 - Research Approaches to Classroom Discourse (3.0 cr)
• CI 8155 - Immigrant Families and U.S. Schools (3.0 cr)
• CI 8165 - Queer and Feminist Theories: Collective Memory Research Methods (3.0 cr)
• CI 8371 - Applied Social Network Analysis in Education (3.0 cr)
• CI 8645 - Indigenous Language Revitalization and Activist Research Methods (3.0 cr)
• CI 8671 - Sociolinguistic Research Approaches to Education (3.0 cr)
• CI 8689 - Language and Education Policy (3.0 cr)
• CI 8913 - Interpretive Research (3.0 cr)
• OLPD 5056 - Case Studies for Policy Research (3.0 cr)
• OLPD 5061 - Ethnographic Research Methods (3.0 cr)
• OLPD 5528 - Focus Group Interviewing Research Methods (1.0 - 3.0 cr)
• OLPD 8502 - Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3.0 cr)
• EPSY 5221 - Principles of Educational and Psychological Measurement (3.0 cr)
• EPSY 5243 - Principles and Methods of Evaluation (3.0 cr)

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Information current as of August 31, 2018
Second Language Education

The PhD track in second language education (SLE) 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 PhD track is designed to assume roles as university faculty members, researchers, policy makers, and educational leaders. Independent scholarship is the cornerstone of the PhD.

The SLE PhD 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.

SLE students must take 6 credits of core coursework, 15 credits of major coursework, 15 credits of research coursework, 3 credits of electives, and 12 credits outside the track. Unless otherwise noted, credits need to be selected in consultation with the student's faculty advisor. 24 doctoral thesis credits are also required.

Core Coursework

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)

Major Coursework

Required courses are listed; others selected in consultation with faculty advisor for a total of 15 credits.
CI 8161 - Research Experience I: Study Design and Planning (3.0 cr)
CI 8162 - Research Experience II: Data Analysis and Manuscript Preparation (3.0 cr)

Research Coursework

CI 8134 - Foundations of Research in Curriculum and Instruction I (3.0 cr)
CI 8135 - Foundations of Research in Curriculum and Instruction II (3.0 cr)

Research Electives

9 additional credits to be selected based upon student's research methodology. If student wishes to take a course not selected below, they should first consult with their faculty advisor to make sure it will count as a research elective.

Take 9 or more credit(s) from the following:
- CI 8085 - Narrative Inquiry in Education (3.0 cr)
- CI 8145 - Using Mixed Methods in Educational Research (3.0 cr)
- CI 8146 - Critical Ethnography in Education (3.0 cr)
- CI 8147 - Critical Discourse Analysis in Educational Research (3.0 cr)
- CI 8149 - Qualitative Research: Coding, Analysis, Interpretation, and Writing (3.0 cr)
- CI 8153 - Research Approaches to Classroom Discourse (3.0 cr)
- CI 8155 - Immigrant Families and U.S. Schools (3.0 cr)
- CI 8165 - Queer and Feminist Theories: Collective Memory Research Methods (3.0 cr)
- CI 8371 - Applied Social Network Analysis in Education (3.0 cr)
- CI 8645 - Indigenous Language Revitalization and Activist Research Methods (3.0 cr)
- CI 8671 - Sociolinguistic Research Approaches to Education (3.0 cr)
• CI 8689 - Language and Education Policy (3.0 cr)
• CI 8913 - Interpretive Research (3.0 cr)
• OLPD 5056 - Case Studies for Policy Research (3.0 cr)
• OLPD 5061 - Ethnographic Research Methods (3.0 cr)
• OLPD 5528 - Focus Group Interviewing Research Methods (1.0 - 3.0 cr)
• OLPD 8502 - Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3.0 cr)
• 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 8215 - Advanced Research Methodologies in Education (3.0 cr)
• EPSY 8222 - Advanced Measurement: Theory and Application (4.0 cr)
• EPSY 8224 - Performance Assessment Design and Analysis (3.0 cr)
• EPSY 8225 - Operational Measurement: Test Score Quality Assurance, Standard Setting, and Equating (3.0 cr)
• EPSY 8226 - Item Response Models: Theory and Applications (3.0 cr)
• EPSY 8251 - Statistical Methods in Education I (3.0 cr)
• EPSY 8252 - Statistical Methods in Education II (3.0 cr)
• EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
• EPSY 8265 - Factor Analysis (3.0 cr)
• EPSY 8266 - Statistical Analysis Using Structural Equation Methods (3.0 cr)
• EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
• EPSY 8268 - Hierarchical Linear Modeling in Educational Research (3.0 cr)
• EPSY 8282 - Statistical Analysis of Longitudinal Data (3.0 cr)
• AMST 8289 - Ethnographic Research Methods: Research Strategies in American Studies (3.0 cr)
• ANTH 8203 - Research Methods in Social and Cultural Anthropology (3.0 cr)
• LING 5462 - Field Research in Spoken Language (3.0 cr)

Minor or Supporting Program
12 credits outside the track, selected in consultation with faculty advisor.

Elective
3 credits selected in consultation with faculty advisor.

Social Studies Education
The PhD program's social studies education track 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 PhD 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 have assumed positions as instructional leaders in the public schools, curriculum development specialists, social studies assessment specialists, and college/university faculty.

Social Studies students must take 6 credits of core coursework, 15 credits of major coursework, 15 credits of research coursework, 3 credits of electives, and 12 credits outside the track. Unless otherwise noted, credits need to be selected in consultation with the student's faculty advisor. 24 doctoral thesis credits are also required.

Core Coursework
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)

Major Coursework
15 credits selected in consultation with faculty advisor.

Research Coursework
CI 8134 - Foundations of Research in Curriculum and Instruction I (3.0 cr)
CI 8135 - Foundations of Research in Curriculum and Instruction II (3.0 cr)

Research Electives
9 additional credits to be selected based upon student's research methodology. If student wishes to take a course not selected below, they should first consult with their faculty advisor to make sure it will count as a research elective.

Take 9 or more credit(s) from the following:
• CI 8085 - Narrative Inquiry in Education (3.0 cr)
• CI 8145 - Using Mixed Methods in Educational Research (3.0 cr)
• CI 8146 - Critical Ethnography in Education (3.0 cr)
• CI 8147 - Critical Discourse Analysis in Educational Research (3.0 cr)
• CI 8149 - Qualitative Research: Coding, Analysis, Interpretation, and Writing (3.0 cr)
• CI 8153 - Research Approaches to Classroom Discourse (3.0 cr)
• CI 8155 - Immigrant Families and U.S. Schools (3.0 cr)
• CI 8165 - Queer and Feminist Theories: Collective Memory Research Methods (3.0 cr)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>CI 8371</td>
<td>Applied Social Network Analysis in Education</td>
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<td>Indigenous Language Revitalization and Activist Research Methods</td>
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**Minor or Supporting Program**

12 credits outside the track, selected in consultation with faculty advisor.

**Elective**

3 credits selected in consultation with faculty advisor.
Twin Cities Campus
Educational Psychology M.A.
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 2018
- Length of program in credits: 30 to 51
- 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 (including applied behavior analysis); 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:
Applications are accepted for fall admission only. Applicants must apply online submitting a department application, three letters of recommendation, and a statement of goals and interests. Applications should be accompanied by official transcripts from all colleges and universities attended. In addition, school psychology applicants must also submit a one page critical issue essay, answering the following questions: What is the role of a school psychologist? What are the most critical educational issues school psychologists can help address? How would you like to contribute to addressing these issues in your future career? An interview is required for those who make the initial cut in school psychology.

Application deadlines are November 15 for the school psychology track; December 1 for the quantitative methods and special education tracks; March 1 for the psychological foundations track, and as a second deadline for the quantitative methods track. To be considered for fellowship nominations, applications must be submitted by the November 15 (school psychology) or December 1 deadlines.

Applicants must submit the following test score(s):
GRE General Test (no subject tests are 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

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Information current as of August 31, 2018
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 20 to 24 major credits, 0 credits outside the major, and 10 thesis credits. The final exam is oral.

**Plan B:** Plan B requires 30 to 51 major credits and 0 credits outside the major. The final exam is written and oral.

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 CSPP subplan requires a minimum GPA of 3.0 for students to remain in good standing.

Students must complete credits in EPSY core courses (3 credits in statistics, 3 credits in measurement/evaluation, 3 credits in learning/cognition and 3 credits social/personality). EPSY core courses must be taken on an A-F grade basis. Plan A students must take 10 thesis credits; Plan B registration varies by track. Students must have a minimum of 14 credits in EPSY. Further required credits are detailed within subplan requirements.

**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**

**This sub-plan is limited to students completing the program under Plan B.**

The counseling and student personnel psychology (CSPP) track subscribes to the scientist/practitioner model, which assumes that scholarly inquiry and counseling practice are interdependent and complementary. The track'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. Emphasis areas: community counseling, school counseling, and student personnel psychology/higher education.

Students take 47-51 credits distributed as follows: 12 credits EPSY core courses, 23 credits in counseling theory and practice and 12-16 credits in the area of emphasis. All courses must be taken on an A-F grade basis.

The CSPP subplan requires a minimum GPA of 3.0, no more than two grades below B-, and no more than six credits of incomplete grades for students to remain in good standing.

The final exam is written; students must also submit a portfolio.

**Ed Psych Core Course Requirements**

Students must take 3 credits in statistics, 3 credits in measurement/evaluation, 3 credits in social/personality, and 3 credits in learning/cognition.

- **EPSY 5261 - Introductory Statistical Methods (3.0 cr)**
- **EPSY 5221 - Principles of Educational and Psychological Measurement (3.0 cr)**
- **EPSY 8132 - Personality Development and Socialization (3.0 cr)**

**Learning/Cognition**

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

- **EPSY 5101 - Intelligence and Creativity (3.0 cr)**
- **EPSY 5113 - Psychology of Instruction and Technology (3.0 cr)**
- **EPSY 5114 - Psychology of Student Learning (3.0 cr)**
- **EPSY 5119 - Mind, Brain, and Education (3.0 cr)**
- **EPSY 5191 - Education of the Gifted and Talented (3.0 cr)**
- **EPSY 8112 - Mathematical Cognition (3.0 cr)**
• EPSY 8116 - Reading for Meaning: Cognitive Processes in the Comprehension of Texts (3.0 cr)
• EPSY 8118 - Advanced Cognitive Psychology (3.0 cr)
• EPSY 8707 - Principles of Behavior Analysis and Learning (3.0 cr)
• CPSY 8301 - Developmental Psychology: Cognitive Processes (4.0 cr)
• PSY 5014 - Psychology of Human Learning and Memory (3.0 cr)
• PSY 5015 - Cognition, Computation, and Brain (3.0 cr)
• PSY 5054 - Psychology of Language (3.0 cr)
• PSY 8042 - Proseminar in Cognition, Brain, and Behavior (3.0 cr)

Counseling Theory & Practice Requirements
EPSY 8402 - Individual Counseling: Theories, Applications & Counseling Skills (4.0 cr)
EPSY 8403 - Social/Cultural Contexts: Counseling and Skills (3.0 cr)
EPSY 8404 - Group Counseling: Theory, Applications, and Skills (3.0 cr)
EPSY 8405 - Career Development: Theory, Skills, and Counseling Applications (3.0 cr)
EPSY 8406 - Professional Ethics for Counselors and Psychologists (3.0 cr)
EPSY 8407 - Assessing and Counseling Clients With Psychological Disorders (4.0 cr)
EPSY 8431 - Master's Research Seminar: CSPP (3.0 cr)

Courses in Area of Emphasis
Students must take additional courses (12-16 credits) in their area of emphasis.

Community Emphasis
Students must take 4 credits of EPSY 8503, 4 credits of EPSY 8504 and the special topic course listed below for 4 credits.
EPSY 5415 - Child and Adolescent Development and Counseling (4.0 cr)
EPSY 8503 - Counseling Practicum I (1.0 - 4.0 cr)
EPSY 8504 - Counseling Practicum II (1.0 - 4.0 cr)
EPSY 5400 Wkshp:CounselPsy - Clients in Crises: Intervention and Diagnosis (4 cr)

-OR-

Student Personnel/Higher Ed Emphasis
Students must take 4 credits of EPSY 8503 and 4 credits of EPSY 8504. EPSY5421/OLPD5724 and EPSY 5451/OLPD5704 are recommended, but not required.
EPSY 5415 - Child and Adolescent Development and Counseling (4.0 cr)
EPSY 8503 - Counseling Practicum I (1.0 - 4.0 cr)
EPSY 8504 - Counseling Practicum II (1.0 - 4.0 cr)

-OR-

School Counseling Emphasis
Students must take 3 credits of EPSY 5435, 3 credits of EPSY 8503, and 3 credits of EPSY 8504.
EPSY 5415 - Child and Adolescent Development and Counseling (4.0 cr)
EPSY 5435 - Introduction to School Counseling (3.0 - 6.0 cr)
EPSY 5436 - Crisis Management and Consulting in Schools (3.0 cr)
EPSY 8503 - Counseling Practicum I (1.0 - 4.0 cr)
EPSY 8504 - Counseling Practicum II (1.0 - 4.0 cr)

Psychological Foundations of Education
Graduate study in psychological foundations of education prepares students for research and teaching positions in colleges and universities. Students have also gone on to positions in professional settings such as schools, private industry, human service organizations, health science units, and government agencies. The goal of the track is to apply and generate knowledge of psychological processes and methodological procedures involved in learning and teaching.

The psychological foundations track offers emphases in learning and cognition/educational technology or social psychological and social developmental (including human relations) processes in educational psychology. Students typically choose one of these areas in addition to achieving broad competence in all aspects of the curriculum.

Students take 33-34 credits distributed as follows: 12 credits EPSY core requirements, 3 credits research methodology, and 12 credits in an area of emphasis (PsyF Foundations requirements in the area of emphasis will satisfy EPSY core requirement for learning/cognition or social/personality). Plan A students take 10 thesis credits; Plan B students take 6 research credits and 3 additional credits.

Ed Psych Core Course Requirements
Students must take 3 credits in learning/cognition, 3 credits in social/personality, 3 credits in statistics and 3 credits in measurement/evaluation. 3 credits from the area of emphasis will satisfy learning/cognition or social/personality core requirement. Courses taken to satisfy EPSY core requirements must be taken on an A-F grade basis.

Learning/Cognition
Students in the learning area of PsyF can satisfy this requirement with required learning emphasis courses from the list below.
Students in the social area must take one of the following courses: EPSY 5101, 5112, 5113, 5114, 5115, 5119, 5191. Take 3 or more credit(s) from the following:
- EPSY 5101 - Intelligence and Creativity (3.0 cr)
- EPSY 5113 - Psychology of Instruction and Technology (3.0 cr)
- EPSY 5114 - Psychology of Student Learning (3.0 cr)
- EPSY 5119 - Mind, Brain, and Education (3.0 cr)
- EPSY 5191 - Education of the Gifted and Talented (3.0 cr)
- EPSY 8112 - Mathematical Cognition (3.0 cr)
- EPSY 8116 - Reading for Meaning: Cognitive Processes in the Comprehension of Texts (3.0 cr)
- EPSY 8118 - Advanced Cognitive Psychology (3.0 cr)

Social/Personality
Students in the social area of PsyF can satisfy this requirement with required social emphasis courses from the list below. Students in the learning area must take one of the following courses: EPSY 5151, 5157 or 8157. Take 3 or more credit(s) from the following:
- EPSY 5151 - Cooperative Learning (3.0 cr)
- EPSY 5157 - Social Psychology of Education (3.0 cr)
- EPSY 8157 - Key Topics and Issues in Applying Social Psychology to Education (3.0 cr)
- PSY 5202 - Attitudes and Social Behavior (3.0 cr)
- PSY 5204 - Psychology of Interpersonal Relationships (3.0 cr)
- PSY 5205 - Applied Social Psychology (3.0 cr)
- PSY 5207 - Personality and Social Behavior (3.0 cr)
- PSY 8201 - Social Cognition (3.0 cr)
- PSY 8202 - Close Relationships (3.0 cr)
- PSY 8208 - Social Psychology: The Self (3.0 cr)
- CPSY 8302 - Developmental Psychology: Social and Emotional Processes (4.0 cr)

Statistics
Take 3 or more credit(s) from the following:
- EPSY 8251 - Statistical Methods in Education I (3.0 cr)
- EPSY 8252 - Statistical Methods in Education II (3.0 cr)

Measurement/Evaluation
Take 3 or more credit(s) from the following:
- EPSY 5221 - Principles of Educational and Psychological Measurement (3.0 cr)
- EPSY 5243 - Principles and Methods of Evaluation (3.0 cr)
- PSY 5862 - Psychological Measurement: Theory and Methods (3.0 cr)

Research Methodology
EPSY 5216 - Introduction to Research in Educational Psychology and Human Development (3.0 cr)

Plan B Paper
For students completing the MA under Plan B, Take 6 or more credit(s) from the following:
- EPSY 5991 - Independent Study in Educational Psychology (1.0 - 8.0 cr)
- EPSY 8994 - Research Problems: Educational Psychology (1.0 - 6.0 cr)

Additional 3 credits
3 additional credits are required for Plan B, preferably in either learning/cognition or social psychology/social development, but may also include other areas of educational psychology. Consult with advisor.

Psychological Foundations Emphases

Learning/Cognition Emphasis
Required Learning and Cognition Courses
Take 6 or more credit(s) from the following:
- EPSY 5101 - Intelligence and Creativity (3.0 cr)
- EPSY 5113 - Psychology of Instruction and Technology (3.0 cr)
- EPSY 5114 - Psychology of Student Learning (3.0 cr)
- EPSY 5119 - Mind, Brain, and Education (3.0 cr)
- EPSY 5191 - Education of the Gifted and Talented (3.0 cr)

Specialization Courses in Learning and Cognition
Take 6 or more credit(s) from the following:
- EPSY 8112 - Mathematical Cognition (3.0 cr)
- EPSY 8113 - The Psychology of Scientific Reasoning (3.0 cr)
- EPSY 8114 - Seminar: Cognition and Learning (3.0 cr)
- EPSY 8116 - Reading for Meaning: Cognitive Processes in the Comprehension of Texts (3.0 cr)
- EPSY 8118 - Advanced Cognitive Psychology (3.0 cr)

-OR-

Social Emphasis
Required social psychology course
EPSY 5157 - Social Psychology of Education (3.0 cr)

Additional social psychology or social developmental courses
Take 6 or more credit(s) from the following:
• EPSY 5151 - Cooperative Learning (3.0 cr)
• EPSY 8157 - Key Topics and Issues in Applying Social Psychology to Education (3.0 cr)
• PSY 5202 - Attitudes and Social Behavior (3.0 cr)
• PSY 5204 - Psychology of Interpersonal Relationships (3.0 cr)
• PSY 5205 - Applied Social Psychology (3.0 cr)
• PSY 5207 - Personality and Social Behavior (3.0 cr)
• PSY 8201 - Social Cognition (3.0 cr)
• PSY 8202 - Close Relationships (3.0 cr)
• PSY 8208 - Social Psychology: The Self (3.0 cr)
• CPSY 8302 - Developmental Psychology: Social and Emotional Processes (4.0 cr)

Additional 3 credits
3 additional credits are required, preferably in either social psychology/social development or learning/cognition, but may also include other areas of educational psychology.

Quantitative Methods in Education
This sub-plan is limited to students completing the program under Plan B.

In Quantitative Methods in Education (QME) students explore methodologies of measurement, evaluation, and statistics to improve our understanding and use of these methods as well as explore new approaches to address educational phenomena. Students specializing in measurement study psychometric theories and methods of developing, selecting, and using measures of knowledge, skills, abilities, and non-cognitive variables. This includes item writing, test design, equating, scaling, and standard setting, techniques supporting decision making and accountability. Students specializing in evaluation study theories and models of evaluation that include quantitative and qualitative techniques for evaluating the effectiveness of educational and human services programs. Students specializing in statistics study a wide range of statistical methods, as well as their underlying statistical theories, and develop an understanding of the relationship between research design and statistical analysis, acquiring skills in using a variety of statistical techniques appropriate for specific problems in education. Students specializing in statistics education investigate issues related to teaching and learning statistics and gain experience in statistics instruction. QME students develop knowledge and skills that prepare them for a variety of positions, including test companies, colleges and universities, research and evaluation centers, public school systems, government agencies, and industry.

Students take 33 credits distributed as follows: 12 credits EPSY core requirements, 18 credits QME core requirements (6 credits may be used to satisfy EPSY core requirements, and 3 research credits (EPSY 5991) for the Plan B paper. 2 additional courses (minimum 6 credits) in the area of emphasis are determined in consultation with advisor.

Ed Psych Core Course Requirements
Students must take 3 credits in statistics, 3 credits in measurement/evaluation, 3 credits in learning/cognition, and 3 credits in social/personality. Courses taken to satisfy EPSY core requirements must be taken on an A-F grade basis.

Statistics
QME core courses EPSY 8251 or 8252 will satisfy this requirement.

Measurement/Evaluation
QME core courses EPSY 5221, 5243, 5244 or 5247 will satisfy this requirement.

Learning/Cognition
Take 3 or more credit(s) from the following:
• EPSY 5101 - Intelligence and Creativity (3.0 cr)
• EPSY 5113 - Psychology of Instruction and Technology (3.0 cr)
• EPSY 5114 - Psychology of Student Learning (3.0 cr)
• EPSY 5119 - Mind, Brain, and Education (3.0 cr)
• EPSY 5191 - Education of the Gifted and Talented (3.0 cr)
• EPSY 8112 - Mathematical Cognition (3.0 cr)
• EPSY 8116 - Reading for Meaning: Cognitive Processes in the Comprehension of Texts (3.0 cr)
• EPSY 8118 - Advanced Cognitive Psychology (3.0 cr)
• EPSY 8707 - Principles of Behavior Analysis and Learning (3.0 cr)
• EPSY 8801 - Developmental Psychology: Cognitive Processes (4.0 cr)
• PSY 5014 - Psychology of Human Learning and Memory (3.0 cr)
• PSY 5015 - Cognition, Computation, and Brain (3.0 cr)
• PSY 5054 - Psychology of Language (3.0 cr)
• PSY 8042 - Proseminar in Cognition, Brain, and Behavior (3.0 cr)

Social/Personality
Take 3 or more credit(s) from the following:
• EPSY 5151 - Cooperative Learning (3.0 cr)
• EPSY 5135 - Human Relations Workshop (4.0 cr)
• EPSY 5157 - Social Psychology of Education (3.0 cr)
• EPSY 8132 - Personality Development and Socialization (3.0 cr)
• EPSY 8157 - Key Topics and Issues in Applying Social Psychology to Education (3.0 cr)
• EPSY 8819 - Emotion & Childhood Psychopathology (3.0 cr)
• PSY 5101 - Personality: Current Theory and Research (3.0 cr)
• PSY 5135 - Psychology of Individual Differences (3.0 cr)
• PSY 5202 - Attitudes and Social Behavior (3.0 cr)
• PSY 5204 - Psychology of Interpersonal Relationships (3.0 cr)
• PSY 5205 - Applied Social Psychology (3.0 cr)
• PSY 5207 - Personality and Social Behavior (3.0 cr)
• PSY 8201 - Social Cognition (3.0 cr)
• PSY 8202 - Close Relationships (3.0 cr)
• PSY 8208 - Social Psychology: The Self (3.0 cr)
• CPSY 8302 - Developmental Psychology: Social and Emotional Processes (4.0 cr)
• CPSY 8606 - Advanced Developmental Psychopathology (3.0 cr)
• SOC 8721 - Social Psychology: Micro-Sociological Approaches to Inequalities and Identities (3.0 cr)

Plan B Paper
Students take 3 credits for their Plan B paper.
EPSY 5991 - Independent Study in Educational Psychology (1.0 - 8.0 cr)

QME Core Course Requirements
Courses taken to satisfy QME core requirements must be taken on an A-F grade basis.
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 8251 - Statistical Methods in Education I (3.0 cr)
EPSY 8252 - Statistical Methods in Education II (3.0 cr)

Courses in area of emphasis
Students must take two additional courses (minimum 6 credits) in their area of emphasis.

Evaluation Emphasis
OLPD 8502 - Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3.0 cr)
QME course in consultation with adviser (3 credits)

-OR-

Measurement Emphasis
Students must take one 8xxx level measurement course (3 credits)
QME course in consultation with adviser (3 credits)

-OR-

Statistics Emphasis
EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
QME course in consultation with adviser (3 credits)

-OR-

Statistics Education Emphasis
Students must take EPSY 5272 for 3 credits.
EPSY 5271 - Becoming a Teacher of Statistics (3.0 cr)
EPSY 5272 - Statistics Teaching Internship (1.0 - 3.0 cr)

School Psychology
This sub-plan is limited to students completing the program under Plan B.

School psychology does not offer the MA as a terminal degree; rather, the MA is required to obtain the specialist certificate or PhD in educational psychology.

Students take 30 credits distributed as follows: 12 credits EPSY core requirements, 15 credits School Psychology course requirements, and 3 research credits (EPSY 8822).

EPSY Core Course Requirements
Students must take 3 credits in statistics, 3 credits in measurement/evaluation, 3 credits in learning/cognition, and 3 credits in
social/personality. Courses taken to satisfy EPSY core requirements must be taken on an A-F grade basis.

**Statistics**
- EPSY 5261 - Introductory Statistical Methods (3.0 cr)
- or EPSY 8251 - Statistical Methods in Education I (3.0 cr)

**Measurement/Evaluation**
- EPSY 5221 - Principles of Educational and Psychological Measurement (3.0 cr)

**Learning/Cognition**
- Take 3 or more credit(s) from the following:
  - EPSY 5101 - Intelligence and Creativity (3.0 cr)
  - EPSY 5113 - Psychology of Instruction and Technology (3.0 cr)
  - EPSY 5114 - Psychology of Student Learning (3.0 cr)
  - EPSY 5119 - Mind, Brain, and Education (3.0 cr)
  - EPSY 5191 - Education of the Gifted and Talented (3.0 cr)
  - EPSY 8112 - Mathematical Cognition (3.0 cr)
  - EPSY 8116 - Reading for Meaning: Cognitive Processes in the Comprehension of Texts (3.0 cr)
  - EPSY 8118 - Advanced Cognitive Psychology (3.0 cr)
  - EPSY 8707 - Principles of Behavior Analysis and Learning (3.0 cr)
  - CPSY 8301 - Developmental Psychology: Cognitive Processes (4.0 cr)
  - PSY 5014 - Psychology of Human Learning and Memory (3.0 cr)
  - PSY 5015 - Cognition, Computation, and Brain (3.0 cr)
  - PSY 5054 - Psychology of Language (3.0 cr)
  - PSY 8042 - Proseminar in Cognition, Brain, and Behavior (3.0 cr)

**Social/Personality**
- EPSY 8819 - Emotion & Childhood Psychopathology (3.0 cr)

**Plan B Paper**
- Take 3 or more credit(s) from the following:
  - EPSY 8822 - Research in School Psychology (3.0 cr)

**School Psychology Course Requirements**
- Take 15 or more credit(s) from the following:
  - EPSY 5216 - Introduction to Research in Educational Psychology and Human Development (3.0 cr)
  - EPSY 5802 - History & Scientific Bases of Psychology (3.0 cr)
  - EPSY 5851 - Engaging Diverse Students and Families (3.0 cr)
  - EPSY 8811 - Assessment in School Psychology I: Foundations of Academic Assessment (3.0 cr)
  - EPSY 8812 - Assessment in School Psychology II: Intellectual and Social-Emotional Domains (3.0 cr)
  - EPSY 8813 - Introductory Practicum in School Psychology (2.0 cr)
  - EPSY 8815 - Behavioral and Social Emotional Prevention and Intervention (3.0 cr)
  - EPSY 8816 - Academic Prevention and Intervention (3.0 cr)
  - EPSY 8817 - Problem Analysis and Consultation in School Psychology (3.0 cr)
  - EPSY 8818 - Intermediate Practicum in School Psychology (2.0 cr)
  - EPSY 8821 - Issues in School Psychology (3.0 cr)
  - EPSY 8823 - Ethics and Professional Standards in School Psychology (3.0 cr)
  - EPSY 8849 - Assessment in Early Childhood (3.0 cr)

**Special Education**
The special education track offers opportunities for research and specializations in autism spectrum disorder, 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 special education track 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 take 30-36 credits distributed as follows: 12 credits EPSY core courses. Plan A students take 9 special ed coursework electives and 10 thesis credits; Plan B students take 12 special ed coursework electives and 6 credits in Research Problems (EPSY 8994); students with an area of emphasis in Applied Behavior Analysis (Plan B) take 15 credits required courses and 9 credits Research Problems (EPSY 8994).

**EPSY Core Course Requirements**
Students must take 3 credits in statistics, 3 credits in measurement/evaluation, 3 credits in learning/cognition, and 3 credits in social/personality. Courses taken to satisfy EPSY core requirements must be taken on an A-F grade basis.

**Statistics**
Take 3 or more credit(s) from the following:

- EPSY 5261 - Introductory Statistical Methods (3.0 cr)
- EPSY 8251 - Statistical Methods in Education I (3.0 cr)
- EPSY 8252 - Statistical Methods in Education II (3.0 cr)
- EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
- EPSY 8266 - Statistical Analysis Using Structural Equation Methods (3.0 cr)
- EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
- EPSY 8268 - Hierarchical Linear Modeling in Educational Research (3.0 cr)
- EPSY 8282 - Statistical Analysis of Longitudinal Data (3.0 cr)

Measurement/Evaluation

3 credits required in measurement or evaluation

Measurement

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

- EPSY 5221 - Principles of Educational and Psychological Measurement (3.0 cr)
- EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
- EPSY 8222 - Operational Measurement: Test Score Quality Assurance, Standard Setting, and Equating (3.0 cr)
- EPSY 8226 - Item Response Models: Theory and Applications (3.0 cr)
- EPSY 8265 - Factor Analysis (3.0 cr)
- PSY 5862 - Psychological Measurement: Theory and Methods (3.0 cr)
- PSY 5865 - Advanced Psychological and Educational Measurement (4.0 cr)

or Evaluation

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

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

Learning/Cognition

Students in the ABA area of emphasis should submit a petition for EPSY 5659.

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

- EPSY 5101 - Intelligence and Creativity (3.0 cr)
- EPSY 5113 - Psychology of Instruction and Technology (3.0 cr)
- EPSY 5114 - Psychology of Student Learning (3.0 cr)
- EPSY 5119 - Mind, Brain, and Education (3.0 cr)
- EPSY 5191 - Education of the Gifted and Talented (3.0 cr)
- EPSY 8112 - Mathematical Cognition (3.0 cr)
- EPSY 8116 - Reading for Meaning: Cognitive Processes in the Comprehension of Texts (3.0 cr)
- EPSY 8118 - Advanced Cognitive Psychology (3.0 cr)
- EPSY 8707 - Principles of Behavior Analysis and Learning (3.0 cr)
- CPSY 8301 - Developmental Psychology: Cognitive Processes (4.0 cr)
- PSY 5014 - Psychology of Human Learning and Memory (3.0 cr)
- PSY 5015 - Cognition, Computation, and Brain (3.0 cr)
- PSY 5054 - Psychology of Language (3.0 cr)
- PSY 8042 - Proseminar in Cognition, Brain, and Behavior (3.0 cr)

Social/Personality

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

- EPSY 5135 - Human Relations Workshop (4.0 cr)
- EPSY 5151 - Cooperative Learning (3.0 cr)
- EPSY 5157 - Social Psychology of Education (3.0 cr)
- EPSY 8132 - Personality Development and Socialization (3.0 cr)
- EPSY 8157 - Key Topics and Issues in Applying Social Psychology to Education (3.0 cr)
- EPSY 8819 - Emotion & Childhood Psychopathology (3.0 cr)
- PSY 5101 - Personality: Current Theory and Research (3.0 cr)
- PSY 5135 - Psychology of Individual Differences (3.0 cr)
- PSY 5202 - Attitudes and Social Behavior (3.0 cr)
- PSY 5204 - Psychology of Interpersonal Relationships (3.0 cr)
- PSY 5205 - Applied Social Psychology (3.0 cr)
- PSY 5207 - Personality and Social Behavior (3.0 cr)
- PSY 8201 - Social Cognition (3.0 cr)
- PSY 8202 - Close Relationships (3.0 cr)
- PSY 8208 - Social Psychology: The Self (3.0 cr)
- CPSY 8302 - Developmental Psychology: Social and Emotional Processes (4.0 cr)
- CPSY 8606 - Advanced Developmental Psychopathology (3.0 cr)
- SOC 8721 - Social Psychology: Micro-Sociological Approaches to Inequalities and Identities (3.0 cr)

Special Ed Course Requirements - Plan A
For students completing the MA under Plan A.

**Electives**
- Special Ed coursework selected in consultation with advisor (9 credits).

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

**Special Ed Course Requirements - Plan B**
For students completing the MA under Plan B.

**Electives**
- Special Ed coursework selected in consultation with advisor (12 credits)

**Research Problems**
- Take 6 or more credit(s) from the following:
  - EPSY 8994 - Research Problems: Educational Psychology (1.0 - 6.0 cr)

**Applied Behavior Analysis Emphasis Requirements**
ABA students must complete the MA under Plan B.

**Required Courses**
- EPSY 5623 - Ethics in Applied Behavior Analysis (3.0 cr)
- EPSY 5657 - Interventions for Behavioral Problems in School Settings (3.0 cr)
- EPSY 5663 - Assessment and Intervention for Individuals with Autism Spectrum Disorder (3.0 cr)
- EPSY 8706 - Single Case Designs in Intervention Research (3.0 cr)
- EPSY 8708 - Functional Behavior Assessment (3.0 cr)
  - or EPSY 5661 - Introduction to Autism Spectrum Disorder (3.0 cr)

**Research Problems**
- 9 credits required.
  - EPSY 8994 - Research Problems: Educational Psychology (1.0 - 6.0 cr)
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 2018
- 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 educational psychology program has five tracks: 1) counseling and student personnel psychology (CSPP); 2) school psychology; 3) special education; 4) psychological foundations of education (learning and cognition/educational technology, social psychological and social developmental processes in educational psychology including human relations); and 5) 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
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 master's minor requires at least 6 credits of graduate-level EPSY courses. A doctoral minor requires at least 12 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. Courses must be taken on an A-F grade basis.

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.

Master's
A master's minor requires at least 6 credits of graduate-level EPSY courses. Course selection is determined in consultation with the educational psychology committee member. Courses must be taken on an A-F grade basis.

Doctoral
A doctoral minor requires at least 12 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. Courses must be taken on an A-F grade basis.
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

- Program Type: Doctorate
- Requirements for this program are current for Fall 2018
- Length of program in credits: 66 to 97
- 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 four tracks: 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:
Applications are accepted for fall admission only. Applicants must apply online submitting a department application, three letters of recommendation, and a statement of goals and interests. Applications should be accompanied by official transcripts from all colleges and universities attended. In addition, school psychology applicants must also submit a one page critical issue essay, answering the following questions: What is the role of a school psychologist? What are the most critical educational issues school psychologists can help address? How would you like to contribute to addressing these issues in your future career? An interview is required for those who make the initial cut in school psychology.

Application deadlines are November 15 for the school psychology track; December 1 for the psychological foundations, quantitative methods and special education tracks; March 1 as a second deadline for quantitative methods. To be considered for fellowship nominations, applications must be submitted by the November 15 (school psychology) or December 1 deadlines.

Applicants must submit the following test score(s):
GRE General Test (no subject tests are 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).

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Information current as of August 31, 2018
For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

Program Requirements
42 to 73 credits are required in the major.
0 to 9 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 (6 credits in statistics, 3 credits in measurement/evaluation, 6 credits in research methods, 9 credits from at least two areas: learning/cognition, social/personality, history/systems), 9 credits EPSY electives and 24 thesis credits. Further required credits are detailed within subplan requirements.

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.

Psychological Foundations of Education
Graduate study in psychological foundations of education prepares students for research and teaching positions in colleges and universities. Students have also gone on to positions in professional settings such as schools, private industry, human service organizations, health science units, and government agencies. The goal of the track is to apply and generate knowledge of psychological processes and methodological procedures involved in learning and teaching.

The psychological foundations track offers emphases in learning and cognition/educational technology or social psychological and social developmental (including human relations) processes in educational psychology. Students typically choose one of these areas in addition to achieving broad competence in all aspects of the curriculum.

Students take 72 credits distributed as follows: 24 credits EPSY core requirements, 9 credits EPSY electives, 18 credits in the area of emphasis in PsyF (12 PSYF credits can be used to satisfy EPSY core and elective requirements), 9 credits of coursework outside of ed psych, and 24 thesis credits.

Ed Psych Core Course Requirements
Psychological foundations students must take 3 credits in history/systems, 3 credits in learning/cognition, 3 credits in social/personality, 6 credits in research methods, 6 credits in statistics and 3 credits in measurement/evaluation. Courses taken to satisfy EPSY core requirements must be taken on an A-F grade basis.

History/Systems
PsyF students must take EPSY 8905.
EPSY 8905 - History and Systems of Psychology: Landmark Issues in Educational Psychology (3.0 cr)

Learning/Cognition
Students in the learning area of PsyF can satisfy this requirement with required learning emphasis courses from the list below. Students in the social area of PsyF must take one of the following courses: EPSY 5101, 5112, 5113, 5114, 5115, 5119 or 5191.
Take 3 or more credit(s) from the following:
- EPSY 5101 - Intelligence and Creativity (3.0 cr)
- EPSY 5113 - Psychology of Instruction and Technology (3.0 cr)
- EPSY 5114 - Psychology of Student Learning (3.0 cr)
- EPSY 5119 - Mind, Brain, and Education (3.0 cr)
- EPSY 5191 - Education of the Gifted and Talented (3.0 cr)
- EPSY 8112 - Mathematical Cognition (3.0 cr)
- EPSY 8116 - Reading for Meaning: Cognitive Processes in the Comprehension of Texts (3.0 cr)
- EPSY 8118 - Advanced Cognitive Psychology (3.0 cr)

Social/Personality
Students in the social area of PsyF can satisfy this requirement with required social emphasis courses from the list below. Students in the learning area of PsyF must take one of the following courses: EPSY 5151, 5157 or 8157.
Take 3 or more credit(s) from the following:
• EPSY 5151 - Cooperative Learning (3.0 cr)
• EPSY 5157 - Social Psychology of Education (3.0 cr)
• EPSY 8157 - Key Topics and Issues in Applying Social Psychology to Education (3.0 cr)
• PSY 5135 - Psychology of Individual Differences (3.0 cr)
• PSY 5202 - Attitudes and Social Behavior (3.0 cr)
• PSY 5204 - Psychology of Interpersonal Relationships (3.0 cr)
• PSY 5205 - Applied Social Psychology (3.0 cr)
• PSY 5207 - Personality and Social Behavior (3.0 cr)
• PSY 8201 - Social Cognition (3.0 cr)
• PSY 8202 - Close Relationships (3.0 cr)
• PSY 8208 - Social Psychology: The Self (3.0 cr)
• CPSY 8302 - Developmental Psychology: Social and Emotional Processes (4.0 cr)

Research Methods
• EPSY 5216 - Introduction to Research in Educational Psychology and Human Development (3.0 cr)
• EPSY 8216 - Seminar: Research Processes in Psychological Foundations of Education (3.0 cr)

Statistics
• EPSY 8251 - Statistical Methods in Education I (3.0 cr)
• EPSY 8252 - Statistical Methods in Education II (3.0 cr)

Measurement/Evaluation
• EPSY 5221 - Principles of Educational and Psychological Measurement (3.0 cr)
• EPSY 5243 - Principles and Methods of Evaluation (3.0 cr)
• PSY 5862 - Psychological Measurement: Theory and Methods (3.0 cr)

EPSY Electives
• EPSY 8302 - Developmental Psychology: Social and Emotional Processes (4.0 cr)

External Courses
Psych foundations students must take a minimum of 9 credits of coursework outside of educational psychology in consultation with advisor.

Courses in Area of Emphasis
Students must take additional courses in their area of emphasis in consultation with advisor. EPSY courses will satisfy 3 credits ed psych learning or social core requirement and 9 credits EPSY electives.

Learning/Cognition Emphasis

Required Learning and Cognition Courses
• EPSY 5101 - Intelligence and Creativity (3.0 cr)
• EPSY 5113 - Psychology of Instruction and Technology (3.0 cr)
• EPSY 5114 - Psychology of Student Learning (3.0 cr)
• EPSY 5119 - Mind, Brain, and Education (3.0 cr)
• EPSY 5191 - Education of the Gifted and Talented (3.0 cr)

Specialization Courses in Learning and Cognition
• EPSY 8112 - Mathematical Cognition (3.0 cr)
• EPSY 8113 - The Psychology of Scientific Reasoning (3.0 cr)
• EPSY 8114 - Seminar: Cognition and Learning (3.0 cr)
• EPSY 8116 - Reading for Meaning: Cognitive Processes in the Comprehension of Texts (3.0 cr)
• EPSY 8117 - Writing Empirical Paper and Research/Grant Proposals in Education and Psychology (3.0 cr)
• EPSY 8118 - Advanced Cognitive Psychology (3.0 cr)
• EPSY 8290 - Special Topics: Seminar in Psychological Foundations (1.0 - 6.0 cr)

Social Emphasis

Required Social Psychology or Social Development Courses
• EPSY 5151 - Cooperative Learning (3.0 cr)
• EPSY 5157 - Social Psychology of Education (3.0 cr)
• PSY 5135 - Psychology of Individual Differences (3.0 cr)
• PSY 5202 - Attitudes and Social Behavior (3.0 cr)
• PSY 5204 - Psychology of Interpersonal Relationships (3.0 cr)
• PSY 5205 - Applied Social Psychology (3.0 cr)
• PSY 5207 - Personality and Social Behavior (3.0 cr)

Specialization Courses in Social Psychology or Social Development
• EPSY 5151 - Cooperative Learning (3.0 cr)
• EPSY 5157 - Social Psychology of Education (3.0 cr)
• PSY 5135 - Psychology of Individual Differences (3.0 cr)
• PSY 5202 - Attitudes and Social Behavior (3.0 cr)
• PSY 5204 - Psychology of Interpersonal Relationships (3.0 cr)
• PSY 5205 - Applied Social Psychology (3.0 cr)
• PSY 5207 - Personality and Social Behavior (3.0 cr)
Quantitative Methods in Education

In Quantitative Methods in Education (QME) students explore methodologies of measurement, evaluation, and statistics to improve our understanding and use of these methods as well as explore new approaches to address educational phenomena. Students specializing in measurement study psychometric theories and methods of developing, selecting, and using measures of knowledge, skills, abilities, and non-cognitive variables. This includes item writing, test design, equating, scaling, and standard setting, techniques supporting decision making and accountability. Students specializing in evaluation study theories and models of evaluation that include quantitative and qualitative techniques for evaluating the effectiveness of educational and human services programs. Students specializing in statistics study a wide range of statistical methods, as well as their underlying statistical theories, and develop an understanding of the relationship between research design and statistical analysis, acquiring skills in using a variety of statistical techniques appropriate for specific problems in education. Students specializing in statistics education investigate issues related to teaching and learning statistics and gain experience in statistics instruction. QME students develop knowledge and skills that prepare them for a variety of positions, including test companies, colleges and universities, research and evaluation centers, public school systems, government agencies, and industry.

Students take 72 credits distributed as follows: 27 credits EPSY core requirements, 9 credits EPSY electives, 18 credits QME core requirements, 12 additional credits in the area of emphasis in QME (18 QME credits can be used to satisfy EPSY core and elective requirements), and 24 thesis credits.

Ed Psych Core Course Requirements

Students must take 9 credits in at least two of these areas: learning/cognition, social/personality or history/systems; and 9 credits in research methods. (QME core courses will satisfy EPSY core requirements for 6 credits in statistics and 3 credits in measurement/evaluation; 9 credits in EPSY electives can be satisfied by additional courses in the area of emphasis.) Courses taken to satisfy EPSY core requirements must be taken on an A-F grade basis.

**Learning/Cognition, Social/Personality, History/Systems**

Take 9 or more credits including 2 or more sub-requirements(s) from the following:

**learning/cognition**

- Take 0 or more course(s) from the following:
  - EPSY 5101 - Intelligence and Creativity (3.0 cr)
  - EPSY 5113 - Psychology of Instruction and Technology (3.0 cr)
  - EPSY 5114 - Psychology of Student Learning (3.0 cr)
  - EPSY 5119 - Mind, Brain, and Education (3.0 cr)
  - EPSY 5191 - Education of the Gifted and Talented (3.0 cr)
  - EPSY 8112 - Mathematical Cognition (3.0 cr)
  - EPSY 8116 - Reading for Meaning: Cognitive Processes in the Comprehension of Texts (3.0 cr)
  - EPSY 8118 - Advanced Cognitive Psychology (3.0 cr)
  - EPSY 8707 - Principles of Behavior Analysis and Learning (3.0 cr)
  - CPSY 8301 - Developmental Psychology: Cognitive Processes (4.0 cr)
  - PSY 5014 - Psychology of Human Learning and Memory (3.0 cr)
  - PSY 5015 - Cognition, Computation, and Brain (3.0 cr)
  - PSY 5054 - Psychology of Language (3.0 cr)
  - PSY 8042 - Proseminar in Cognition, Brain, and Behavior (3.0 cr)

**social/personality**

- Take 0 or more course(s) from the following:
  - EPSY 5135 - Human Relations Workshop (4.0 cr)
  - EPSY 5151 - Cooperative Learning (3.0 cr)
  - EPSY 5157 - Social Psychology of Education (3.0 cr)
  - EPSY 8132 - Personality Development and Socialization (3.0 cr)
  - EPSY 8157 - Key Topics and Issues in Applying Social Psychology to Education (3.0 cr)
  - EPSY 8819 - Emotion & Childhood Psychopathology (3.0 cr)
  - CPSY 8302 - Developmental Psychology: Social and Emotional Processes (4.0 cr)
  - CPSY 8606 - Advanced Developmental Psychopathology (3.0 cr)
  - PSY 5101 - Personality: Current Theory and Research (3.0 cr)
  - PSY 5135 - Psychology of Individual Differences (3.0 cr)
  - PSY 5202 - Attitudes and Social Behavior (3.0 cr)
  - PSY 5204 - Psychology of Interpersonal Relationships (3.0 cr)
•PSY 5205 - Applied Social Psychology (3.0 cr)
•PSY 5207 - Personality and Social Behavior (3.0 cr)
•PSY 8201 - Social Cognition (3.0 cr)
•PSY 8202 - Close Relationships (3.0 cr)
•PSY 8208 - Social Psychology: The Self (3.0 cr)
•SOC 8721 - Social Psychology: Micro-Sociological Approaches to Inequalities and Identities (3.0 cr)

•history/systems
Take 0 or more course(s) from the following:
•EPSY 8905 - History and Systems of Psychology: Landmark Issues in Educational Psychology (3.0 cr)

Research Methods
QME students must take these 3 research methods courses.
• EPSY 5244 - Survey Design, Sampling, and Implementation (3.0 cr)
• EPSY 5247 - Qualitative Methods in Educational Psychology (3.0 cr)
• EPSY 8215 - Advanced Research Methodologies in Education (3.0 cr)

Statistics
6 credits of statistics will be satisfied by QME core course requirements.
• EPSY 8251 - Statistical Methods in Education I (3.0 cr)
• EPSY 8252 - Statistical Methods in Education II (3.0 cr)

Measurement/Evaluation
3 credits of measurement or evaluation will be satisfied by QME core course requirements.
• EPSY 5221 - Principles of Educational and Psychological Measurement (3.0 cr)
  or EPSY 5243 - Principles and Methods of Evaluation (3.0 cr)

EPSY Electives
9 credits of EPSY electives can be satisfied by additional QME core courses and courses in the area of emphasis.

QME Core Course Requirements
Students must take these courses, including an 8xxx level measurement course selected in consultation with advisor (minimum 18 credits total). Courses taken to satisfy QME core requirements must be taken on an A-F grade basis.
• EPSY 5221 - Principles of Educational and Psychological Measurement (3.0 cr)
• EPSY 5243 - Principles and Methods of Evaluation (3.0 cr)
• EPSY 8251 - Statistical Methods in Education I (3.0 cr)
• EPSY 8252 - Statistical Methods in Education II (3.0 cr)
• EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
• EPSY 8xxx measurement course (minimum 3 credits)

Courses in Area of Emphasis
Students must take minimum 12 credits in their area of emphasis (in consultation with advisor). EPSY courses will satisfy 9 credits ed psych elective core requirement.

Evaluation Emphasis
For other possible courses, check with your advisor.
Take 12 or more credit(s) from the following:
• EPSY 5246 - Evaluation Colloquium: Psychological Foundations (1.0 cr)
• EPSY 8222 - Advanced Measurement: Theory and Application (4.0 cr)
• EPSY 8225 - Operational Measurement: Test Score Quality Assurance, Standard Setting, and Equating (3.0 cr)
• EPSY 8226 - Item Response Models: Theory and Applications (3.0 cr)
• EPSY 8265 - Factor Analysis (3.0 cr)
• EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
• EPSY 8268 - Hierarchical Linear Modeling in Educational Research (3.0 cr)
• EPSY 8282 - Statistical Analysis of Longitudinal Data (3.0 cr)
• OLPD 5056 - Case Studies for Policy Research (3.0 cr)
• OLPD 5061 - Ethnographic Research Methods (3.0 cr)
• OLPD 5521 - Cost and Economic Analysis in Educational Evaluation (3.0 cr)
• OLPD 5528 - Focus Group Interviewing Research Methods (1.0 - 3.0 cr)
• OLPD 8502 - Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3.0 cr)

-OR-

Measurement Emphasis
For other possible courses, check with your advisor.
Take 12 or more credit(s) from the following:
• EPSY 5246 - Evaluation Colloquium: Psychological Foundations (1.0 cr)
• EPSY 5271 - Becoming a Teacher of Statistics (3.0 cr)
• EPSY 8222 - Advanced Measurement: Theory and Application (4.0 cr)
• EPSY 8225 - Operational Measurement: Test Score Quality Assurance, Standard Setting, and Equating (3.0 cr)
• EPSY 8226 - Item Response Models: Theory and Applications (3.0 cr)
• EPSY 8265 - Factor Analysis (3.0 cr)
• EPSY 8266 - Statistical Analysis Using Structural Equation Methods (3.0 cr)
• EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
• EPSY 8268 - Hierarchical Linear Modeling in Educational Research (3.0 cr)
• EPSY 8282 - Statistical Analysis of Longitudinal Data (3.0 cr)

-OR-

Statistics Emphasis
For other possible courses, check with your advisor.
Take 12 or more credit(s) from the following:
• EPSY 5246 - Evaluation Colloquium: Psychological Foundations (1.0 cr)
• EPSY 5271 - Becoming a Teacher of Statistics (3.0 cr)
• EPSY 8222 - Advanced Measurement: Theory and Application (4.0 cr)
• EPSY 8225 - Operational Measurement: Test Score Quality Assurance, Standard Setting, and Equating (3.0 cr)
• EPSY 8226 - Item Response Models: Theory and Applications (3.0 cr)
• EPSY 8265 - Factor Analysis (3.0 cr)
• EPSY 8266 - Statistical Analysis Using Structural Equation Methods (3.0 cr)
• EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
• EPSY 8268 - Hierarchical Linear Modeling in Educational Research (3.0 cr)
• EPSY 8271 - Statistics Education Research Seminar: Studies on Teaching and Learning Statistics (3.0 cr)
• EPSY 8282 - Statistical Analysis of Longitudinal Data (3.0 cr)

-OR-

Statistics Education Emphasis
EPSY 5271 - Becoming a Teacher of Statistics (3.0 cr)
EPSY 8271 - Statistics Education Research Seminar: Studies on Teaching and Learning Statistics (3.0 cr)
MathEd (MTHE) course (minimum 3 credits)-consult with adviser
Additional course (minimum 3 credits)-consult with adviser

School Psychology
The school psychology PhD program is fully accredited by the American Psychological Association, and the Minnesota Board of Teaching, and approved by the National Association of School Psychologists. Through coursework and practica/internships, students develop competencies in research, assessment, consultation, prevention and intervention, supervision, and higher education instruction. Graduates are employed as faculty and researchers in universities, and as psychologists in K12 schools, clinics, hospitals, community mental health centers. Graduates are eligible for the state school psychologist credential, national certification in school psychology, and most states license to practice professional psychology. Students graduate preparation focuses on the knowledge and skills necessary to develop, implement, and disseminate high quality research and to engage in provision of research-based school psychological practices within multi-tier systems of support to improve academic, social, behavioral, and emotional competence of children and youth. Students develop specific competencies through a broad range of didactic courses, research activities, teaching and supervisory experience, and field placements, including practica and a full-year internship.

Students take 97 credits distributed as follows: 24 credits EPSY core requirements, 9 credits EPSY electives, 49 credits School Psychology required courses (9 credits can be used to satisfy EPSY elective requirement), and 24 thesis credits.

Ed Psych Core Course Requirements
Students must take 9 credits in at least two of these areas: learning/cognition, social/personality or history/systems; 6 credits in research methods; 6 credits in statistics; 3 credits in measurement/evaluation and 9 credits EPSY electives. Courses taken to satisfy EPSY core requirements must be taken on an A-F grade basis.

Learning/Cognition, Social/Personality, History/Systems
Take 9 or more credit(s) including 2 or more sub-requirements(s) from the following:

learning/cognition
Take 0 or more course(s) from the following:
• EPSY 5101 - Intelligence and Creativity (3.0 cr)
• EPSY 5113 - Psychology of Instruction and Technology (3.0 cr)
• EPSY 5114 - Psychology of Student Learning (3.0 cr)
• EPSY 5119 - Mind, Brain, and Education (3.0 cr)
• EPSY 5191 - Education of the Gifted and Talented (3.0 cr)
• EPSY 8112 - Mathematical Cognition (3.0 cr)
• EPSY 8116 - Reading for Meaning: Cognitive Processes in the Comprehension of Texts (3.0 cr)
• EPSY 8118 - Advanced Cognitive Psychology (3.0 cr)
• EPSY 8707 - Principles of Behavior Analysis and Learning (3.0 cr)
• CPSY 8301 - Developmental Psychology: Cognitive Processes (4.0 cr)
• PSY 5014 - Psychology of Human Learning and Memory (3.0 cr)
• PSY 5015 - Cognition, Computation, and Brain (3.0 cr)
• PSY 5054 - Psychology of Language (3.0 cr)
• PSY 8042 - Proseminar in Cognition, Brain, and Behavior (3.0 cr)
• **social/personality**
School Psychology students must take EPSY 8819
Take 1 or more course(s) from the following:
- EPSY 5135 - Human Relations Workshop (4.0 cr)
- EPSY 5151 - Cooperative Learning (3.0 cr)
- EPSY 5157 - Social Psychology of Education (3.0 cr)
- EPSY 8132 - Personality Development and Socialization (3.0 cr)
- EPSY 8157 - Key Topics and Issues in Applying Social Psychology to Education (3.0 cr)
- EPSY 8819 - Emotion & Childhood Psychopathology (3.0 cr)
- CPSY 8302 - Developmental Psychology: Social and Emotional Processes (4.0 cr)
- CPSY 8606 - Advanced Developmental Psychopathology (3.0 cr)
- PSY 5101 - Personality: Current Theory and Research (3.0 cr)
- PSY 5135 - Psychology of Individual Differences (3.0 cr)
- PSY 5202 - Attitudes and Social Behavior (3.0 cr)
- PSY 5204 - Psychology of Interpersonal Relationships (3.0 cr)
- PSY 5205 - Applied Social Psychology (3.0 cr)
- PSY 5207 - Personality and Social Behavior (3.0 cr)
- PSY 8201 - Social Cognition (3.0 cr)
- PSY 8202 - Close Relationships (3.0 cr)
- PSY 8208 - Social Psychology: The Self (3.0 cr)
- SOC 8721 - Social Psychology: Micro-Sociological Approaches to Inequalities and Identities (3.0 cr)

• **history/systems**
Take 0 or more course(s) from the following:
- EPSY 8905 - History and Systems of Psychology: Landmark Issues in Educational Psychology (3.0 cr)

**Statistics**
EPSY 8251 - Statistical Methods in Education I (3.0 cr)
EPSY 8252 - Statistical Methods in Education II (3.0 cr)

**Measurement/Evaluation**
EPSY 5221 - Principles of Educational and Psychological Measurement (3.0 cr)

**Research Methods**
6 credits required
- EPSY 8822 - Research in School Psychology (3.0 cr)
Take 3 or more credit(s) from the following:
- EPSY 5216 - Introduction to Research in Educational Psychology and Human Development (3.0 cr)
- EPSY 8215 - Advanced Research Methodologies in Education (3.0 cr)

**EPSY Electives**
9 credits of EPSY electives can be satisfied by school psychology course requirements.

**School Psychology Course Requirements**
EPSY courses will satisfy 9 credits ed psych elective core requirement.
- EPSY 5802 - History & Scientific Bases of Psychology (3.0 cr)
- EPSY 5851 - Engaging Diverse Students and Families (3.0 cr)
- EPSY 8811 - Assessment in School Psychology I: Foundations of Academic Assessment (3.0 cr)
- EPSY 8812 - Assessment in School Psychology II: Intellectual and Social-Emotional Domains (3.0 cr)
- EPSY 8815 - Behavioral and Social Emotional Prevention and Intervention (3.0 cr)
- EPSY 8816 - Academic Prevention and Intervention (3.0 cr)
- EPSY 8817 - Problem Analysis and Consultation in School Psychology (3.0 cr)
- EPSY 8821 - Issues in School Psychology (3.0 cr)
- EPSY 8823 - Ethics and Professional Standards in School Psychology (3.0 cr)
- EPSY 8831 - Comprehensive School Practicum in School Psychology (3.0 cr)
- EPSY 8832 - Advanced Practicum in School Psychology (3.0 cr)

**Introductory Practicum (4 credits)**
Students must take EPSY 8813 twice.
- EPSY 8813 - Introductory Practicum in School Psychology (2.0 cr)

**Intermediate Practicum (4 credits)**
Students must take EPSY 8818 twice.
- EPSY 8818 - Intermediate Practicum in School Psychology (2.0 cr)

**Practicum: Instruction and Supervision in School Psychology (6 credits)**
Students must take EPSY 8841 twice.
- EPSY 8841 - Practicum: Instruction and Supervision in School Psychology (3.0 cr)

**Internship**
There are two options for internship registration:
* Students completing an internship after defending their dissertation must register for EPSY 8843 both fall & spring semesters of the internship year (2 credits total).
* Students completing an internship before dissertation defense must register for EPSY 8842 both fall & spring semesters of the internship year (1 credit each term).
Special Education

The special education track offers specializations in deaf/hard-of-hearing, emotional behavior disorders, early childhood special education, learning disabilities, autism spectrum disorder, 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 special education track 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.

Students take 66 credits distributed as follows: 24 credits EPSY core requirements, 9 credits EPSY electives, 18 credits special ed course requirements (9 credits can be used to satisfy EPSY elective requirement), and 24 thesis credits.

Ed Psych Core Course Requirements

Students must take 9 credits in at least two of these areas: learning/cognition, social/personality or history/systems; 6 credits in research methods; 6 credits in statistics; 3 credits in measurement/evaluation and 9 credits EPSY electives. Courses taken to satisfy EPSY core requirements must be taken on an A-F grade basis.

Learning/Cognition, Social/Personality, History/Systems

Take 9 or more credit(s) including 2 or more sub-requirements(s) from the following:

**learning/cognition**

Take 0 or more course(s) from the following:

- EPSY 5101 - Intelligence and Creativity (3.0 cr)
- EPSY 5113 - Psychology of Instruction and Technology (3.0 cr)
- EPSY 5114 - Psychology of Student Learning (3.0 cr)
- EPSY 5119 - Mind, Brain, and Education (3.0 cr)
- EPSY 5191 - Education of the Gifted and Talented (3.0 cr)
- EPSY 8112 - Mathematical Cognition (3.0 cr)
- EPSY 8116 - Reading for Meaning: Cognitive Processes in the Comprehension of Texts (3.0 cr)
- EPSY 8118 - Advanced Cognitive Psychology (3.0 cr)
- EPSY 8707 - Principles of Behavior Analysis and Learning (3.0 cr)
- CPSY 8301 - Developmental Psychology: Cognitive Processes (4.0 cr)
- PSY 5014 - Psychology of Human Learning and Memory (3.0 cr)
- PSY 5015 - Cognition, Computation, and Brain (3.0 cr)
- PSY 5054 - Psychology of Language (3.0 cr)
- PSY 8042 - Proseminar in Cognition, Brain, and Behavior (3.0 cr)

**social/personality**

Take 0 or more course(s) from the following:

- EPSY 5135 - Human Relations Workshop (4.0 cr)
- EPSY 5151 - Cooperative Learning (3.0 cr)
- EPSY 5157 - Social Psychology of Education (3.0 cr)
- EPSY 8132 - Personality Development and Socialization (3.0 cr)
- EPSY 8157 - Key Topics and Issues in Applying Social Psychology to Education (3.0 cr)
- EPSY 8819 - Emotion & Childhood Psychopathology (3.0 cr)
- CPSY 8302 - Developmental Psychology: Social and Emotional Processes (4.0 cr)
- CPSY 8606 - Advanced Developmental Psychopathology (3.0 cr)
- PSY 5101 - Personality: Current Theory and Research (3.0 cr)
- PSY 5135 - Psychology of Individual Differences (3.0 cr)
- PSY 5202 - Attitudes and Social Behavior (3.0 cr)
- PSY 5204 - Psychology of Interpersonal Relationships (3.0 cr)
- PSY 5205 - Applied Social Psychology (3.0 cr)
- PSY 5207 - Personality and Social Behavior (3.0 cr)
- PSY 8201 - Social Cognition (3.0 cr)
- PSY 8202 - Close Relationships (3.0 cr)
- PSY 8208 - Social Psychology: The Self (3.0 cr)
- SOC 8721 - Social Psychology: Micro-Sociological Approaches to Inequalities and Identities (3.0 cr)

**history/systems**

Take 0 or more course(s) from the following:

- EPSY 8905 - History and Systems of Psychology: Landmark Issues in Educational Psychology (3.0 cr)

Research Methods

EPSY 8694 - Research in Special Education (3.0 cr)
EPSY 8706 - Single Case Designs in Intervention Research (3.0 cr)

Statistics
EPSY 8251 - Statistical Methods in Education I (3.0 cr)
EPSY 8252 - Statistical Methods in Education II (3.0 cr)

Measurement/Evaluation
Take 3 or more credit(s) from the following:
- 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 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
- EPSY 8222 - Advanced Measurement: Theory and Application (4.0 cr)
- EPSY 8225 - Operational Measurement: Test Score Quality Assurance, Standard Setting, and Equating (3.0 cr)
- EPSY 8226 - Item Response Models: Theory and Applications (3.0 cr)
- EPSY 8265 - Factor Analysis (3.0 cr)
- PSY 5862 - Psychological Measurement: Theory and Methods (3.0 cr)
- PSY 5865 - Advanced Psychological and Educational Measurement (4.0 cr)

EPSY Electives
9 credits of EPSY electives can be satisfied by special ed course requirements.

Special Ed Course Requirements
Students take 18 special ed credits in consultation with advisor. EPSY courses will satisfy 9 credits ed psych elective core requirement.
EPSY 8600 Special Topics: Special Education Issues - Grant Writing Seminar (3 credits)
EPSY 8701 - Doctoral Core Seminar: Special Education I (3.0 cr)
EPSY 8702 - Doctoral Core Seminar: Special Education II (3.0 cr)
EPSY 8xxx - Special Ed elective in consultation with adviser, 3 cr. (EPSY 8707 recommended, but not required)
EPSY 8xxx - Special Ed elective in consultation with adviser, 3 cr. (EPSY 8708 recommended, but not required)
EPSY 8xxx - Special Ed elective in consultation with adviser, 3 cr.
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: spsy-adm@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 2018
- 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.

Students graduate preparation focuses on the knowledge and skills necessary to engage in provision of research-based school psychological practices within multi-tier systems of support to improve academic, social, behavioral, and emotional competence of children and youth, as well as to develop, implement, and use applied research in school settings. Students develop specific competencies through a broad range of didactic courses, research activities, and field placements, including practica and a full-year internship. The specialist certificate is designed for students who want to become practitioners. The school psychology specialist certificate is approved by the Minnesota Board of Teaching and the National Association of School Psychologists. Graduates are eligible for the Minnesota school psychologist credential, and the national certification in school psychology, as well as the school psychology credential in most states.

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.

Special Application Requirements:
Applicants must apply online submitting a department application, three letters of recommendation, and a statement of goals and interests. Applicants must also submit a one page critical issue essay, answering the following questions: What is the role of a school psychologist? What are the most critical educational issues school psychologists can help address? How would you like to contribute to addressing these issues in your future career?

Applications should be accompanied by official transcripts from all colleges and universities attended. The GRE General Test is required (no subject tests are required); an interview is also required for those who make the initial cut.

Applications are accepted for fall admission only (deadline November 15).

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
Program Requirements
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.

Students take 60 credits distributed as follows: 15 credits EPSY core courses, 6 credits EPSY electives, and 45 credits school psychology course requirements (6 credits can satisfy EPSY elective requirement). There is a written final exam.

Ed Psych Core Course Requirements
Students must take 3 credits in statistics, 3 credits in measurement/evaluation, 3 credits learning/cognition, 3 credits social/personality, 3 credits in research methods and 6 credits EPSY electives. Courses taken to satisfy EPSY core requirements must be taken on an A-F grade basis.

Statistics
Take 3 or more credit(s) from the following:
- EPSY 5261 - Introductory Statistical Methods (3.0 cr)
- EPSY 8251 - Statistical Methods in Education I (3.0 cr)

Measurement/Evaluation
EPSY 5221 - Principles of Educational and Psychological Measurement (3.0 cr)

Learning/Cognition
School Psychology students in the Specialist Certificate program may submit a petition for EPSY 5659.

Take 3 or more credit(s) from the following:
- EPSY 5101 - Intelligence and Creativity (3.0 cr)
- EPSY 5113 - Psychology of Instruction and Technology (3.0 cr)
- EPSY 5114 - Psychology of Student Learning (3.0 cr)
- EPSY 5119 - Mind, Brain, and Education (3.0 cr)
- EPSY 5191 - Education of the Gifted and Talented (3.0 cr)
- EPSY 8112 - Mathematical Cognition (3.0 cr)
- EPSY 8116 - Reading for Meaning: Cognitive Processes in the Comprehension of Texts (3.0 cr)
- EPSY 8118 - Advanced Cognitive Psychology (3.0 cr)
- EPSY 8707 - Principles of Behavior Analysis and Learning (3.0 cr)
- CPSY 8301 - Developmental Psychology: Cognitive Processes (4.0 cr)
- PSY 5014 - Psychology of Human Learning and Memory (3.0 cr)
- PSY 5015 - Cognition, Computation, and Brain (3.0 cr)
- PSY 5054 - Psychology of Language (3.0 cr)
- PSY 8042 - Proseminar in Cognition, Brain, and Behavior (3.0 cr)

Social/Personality
EPSY 8819 - Emotion & Childhood Psychopathology (3.0 cr)

Research Methods
Take 3 or more credit(s) from the following:
- EPSY 5216 - Introduction to Research in Educational Psychology and Human Development (3.0 cr)
- EPSY 8215 - Advanced Research Methodologies in Education (3.0 cr)

EPSY Electives
6 credits of EPSY electives can be satisfied by school psychology course requirements.

School Psychology Course Requirements
Students must take 36 credits required courses, 3 credits research problems and 6 credits electives.

Introductory Practicum (4 credits)
Students must take EPSY 8813 twice.

Intermediate Practicum (4 credits)
Students must take EPSY 8818 twice.  
**EPSY 8818 - Intermediate Practicum in School Psychology (2.0 cr)**

**Internship (4 credits)**  
Students must take EPSY 8842 twice for 4 credits total. Note: if additional electives are taken students may enroll in one credit per semester of internship, as long as the total number of credits accrued while in the program is at least 60.  
**EPSY 8842 - Internship: School Psychological Services (1.0 - 10.0 cr)**

**Additional Required Courses**  
EPSY courses will satisfy 6 credits educational psychology elective core requirement.  
**EPSY 5851 - Engaging Diverse Students and Families (3.0 cr)**  
**EPSY 8811 - Assessment in School Psychology I: Foundations of Academic Assessment (3.0 cr)**  
**EPSY 8812 - Assessment in School Psychology II: Intellectual and Social-Emotional Domains (3.0 cr)**  
**EPSY 8815 - Behavioral and Social Emotional Prevention and Intervention (3.0 cr)**  
**EPSY 8816 - Academic Prevention and Intervention (3.0 cr)**  
**EPSY 8817 - Problem Analysis and Consultation in School Psychology (3.0 cr)**  
**EPSY 8821 - Issues in School Psychology (3.0 cr)**  
**EPSY 8823 - Ethics and Professional Standards in School Psychology (3.0 cr)**

**Research Problems**  
**EPSY 8822 - Research in School Psychology (3.0 cr)**

**Electives (6 credits)**  
Students must take at least 6 credits electives selected in consultation with advisor.
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 2018
• 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 (deadline December 1).

Applications should be accompanied by official transcripts from all colleges and universities attended. The GRE General Test is required (no subject tests are required).

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

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Information current as of August 31, 2018
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 2.8 is required for students to remain in good standing.

Students take 60 credits distributed as follows: 15 credits EPSY core courses, 6 credits EPSY electives and 45 credits of coursework in special education (6 credits can satisfy EPSY elective requirement).

Ed Psych Core Course Requirements
Students must take 3 credits in statistics, 3 credits in measurement/evaluation, 3 credits learning/cognition, 3 credits social/personality, 3 credits in research methods and 6 credits EPSY electives. Courses taken to satisfy EPSY core requirements must be taken on an A-F grade basis.

Statistics
Take 3 or more credit(s) from the following:
• EPSY 8251 - Statistical Methods in Education I (3.0 cr)

Measurement/Evaluation
3 credits required from measurement or evaluation
measurement
Take 3 or more credit(s) from the following:
• EPSY 5221 - Principles of Educational and Psychological Measurement (3.0 cr)
• EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
• EPSY 8222 - Advanced Measurement: Theory and Application (4.0 cr)
• EPSY 8226 - Operational Measurement: Test Score Quality Assurance, Standard Setting, and Equating (3.0 cr)
• EPSY 8226 - Item Response Models: Theory and Applications (3.0 cr)
• EPSY 8265 - Factor Analysis (3.0 cr)
• PSY 5862 - Psychological Measurement: Theory and Methods (3.0 cr)
• PSY 5865 - Advanced Psychological and Educational Measurement (4.0 cr)

or evaluation
Take 3 or more credit(s) from the following:
• 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)
• OLPD 5501 - Principles and Methods of Evaluation (3.0 cr)

Learning/Cognition
Take 3 or more credit(s) from the following:
• EPSY 5101 - Intelligence and Creativity (3.0 cr)
• EPSY 5113 - Psychology of Instruction and Technology (3.0 cr)
• EPSY 5114 - Psychology of Student Learning (3.0 cr)
• EPSY 5119 - Mind, Brain, and Education (3.0 cr)
• EPSY 5191 - Education of the Gifted and Talented (3.0 cr)
• EPSY 8112 - Mathematical Cognition (3.0 cr)
• EPSY 8116 - Reading for Meaning: Cognitive Processes in the Comprehension of Texts (3.0 cr)
• EPSY 8118 - Advanced Cognitive Psychology (3.0 cr)
• EPSY 8707 - Principles of Behavior Analysis and Learning (3.0 cr)
• CPSY 8301 - Developmental Psychology: Cognitive Processes (4.0 cr)
• PSY 5014 - Psychology of Human Learning and Memory (3.0 cr)
• PSY 5015 - Cognition, Computation, and Brain (3.0 cr)
• PSY 5054 - Psychology of Language (3.0 cr)
• PSY 8042 - Proseminar in Cognition, Brain, and Behavior (3.0 cr)

Social/Personality
Take 3 or more credit(s) from the following:
• EPSY 5135 - Human Relations Workshop (4.0 cr)
• EPSY 5151 - Cooperative Learning (3.0 cr)
• EPSY 5157 - Social Psychology of Education (3.0 cr)
• EPSY 8132 - Personality Development and Socialization (3.0 cr)
• EPSY 8819 - Emotion & Childhood Psychopathology (3.0 cr)
• PSY 5101 - Personality: Current Theory and Research (3.0 cr)
• PSY 5135 - Psychology of Individual Differences (3.0 cr)
• PSY 5202 - Attitudes and Social Behavior (3.0 cr)
• PSY 5204 - Psychology of Interpersonal Relationships (3.0 cr)
• PSY 5205 - Applied Social Psychology (3.0 cr)
• PSY 5207 - Personality and Social Behavior (3.0 cr)
• PSY 8201 - Social Cognition (3.0 cr)
• PSY 8202 - Close Relationships (3.0 cr)
• PSY 8208 - Social Psychology: The Self (3.0 cr)
• CPSY 8302 - Developmental Psychology: Social and Emotional Processes (4.0 cr)
• CPSY 8606 - Advanced Developmental Psychopathology (3.0 cr)
• SOC 8721 - Social Psychology: Micro-Sociological Approaches to Inequalities and Identities (3.0 cr)

Research Methods
EPSY 8215 - Advanced Research Methodologies in Education (3.0 cr)

EPSY Electives
6 credits of EPSY electives can be satisfied by special education course requirements.

Special Education Course Requirements
EPSY courses will satisfy 6 credits Ed Psych elective core requirement.
EPSY 8694 - Research in Special Education (3.0 cr)
EPSY 8701 - Doctoral Core Seminar: Special Education I (3.0 cr)
EPSY 8702 - Doctoral Core Seminar: Special Education II (3.0 cr)
EPSY 8706 - Single Case Designs in Intervention Research (3.0 cr)
EPSY 8600 Special Topics: Grant Writing (3 cr.)
EPSY 8600 Special Topics: Math Res: Sts with Math Diff (3 cr.)
EPSY 8600 Special Topics: Reading Disabilities Research (3 cr.)

Electives
Students must take 15 credits electives from the following list. Other courses may be taken with permission of advisor.
Take 15 or more credit(s) from the following:
• EPSY 5221 - Principles of Educational and Psychological Measurement (3.0 cr)
• EPSY 5851 - Engaging Diverse Students and Families (3.0 cr)
• EPSY 8600 - Special Topics: Special Education Issues (1.0 - 3.0 cr)
• OLPD 5344 - School Law (3.0 cr)

Specialist Project
Take 9 or more credit(s) from the following:
• EPSY 8993 - Directed Study: Educational Psychology (1.0 - 10.0 cr)
• EPSY 8994 - Research Problems: Educational Psychology (1.0 - 6.0 cr)
Twin Cities Campus
Family Education M.Ed.
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 Ave, St. Paul, MN 55108 (612-625-2705; fax: 612-625-4227)
Email: famed@umn.edu
Website: http://cehd.umn.edu/FSoS/

- Program Type: Master's
- Requirements for this program are current for Fall 2018
- Length of program in credits: 30 to 31
- 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's of education (MEd) Plan C 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 Family Social Science (FSoS). 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. This program prepares parent educators for positions in an early childhood family education (ECFE) program in Minnesota, as well as for positions in health care, social service agencies, and religious settings in Minnesota and in other states and countries. Diversity and cultural responsiveness are integrated throughout coursework, student teaching, and observation experiences. 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 advisors, students choose at least 30 semester credits of work that may include courses and independent study.

Program Delivery
This program is available:
- completely online (all program coursework can be completed online)
- 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
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:
Application deadline is March 1. Apply Online at https://app.applyyourself.com/AYApplicantLogin/fi_ApplicantConnectLogin.asp?id=UMN-GRAD

For program specific application details see http://www.cehd.umn.edu/FSoS/programs/medapply.asp

International Students: Please note, this program is not offered full-time and therefore is not intended for international students needing a visa to study in the US.

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 to 31 major credits and up to 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.

Family education MEd requires 30 credits in consultation with the adviser.

Students complete: 15 credits in family education, including FSOS 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. FSOS 5949)); 9-10 credits in coursework with a supporting focus on family, children, and/or youth issues; a degree completion interview/examination.

Required Coursework

FSOS 5902 - Family Education Perspectives (3.0 cr)

Recommended Coursework

Recommended courses that fulfill the major area of family education are within the department and include:

- FSOS 5932 - Introduction to Parent Education (1.0 cr)
- or FSOS 5937 - Parent-Child Interaction (3.0 cr)
- or FSOS 5942 - Everyday Experiences of Families (2.0 cr)
- or FSOS 5943 - Parent Learning and Development: Implications for Parent Education (2.0 cr)
- or FSOS 5944 - Parent Education Curriculum (2.0 cr)
- or FSOS 5945 - Teaching and Learning in Parent Education (2.0 cr)
- or FSOS 5946 - Assessment and Evaluation in Parent Education (2.0 cr)
- or FSOS 5949 - Student Teaching in Parent Education (2.0 cr)
- or OLPD 5201 - Strategies for Teaching Adults (3.0 cr)
- or CI 5351 - Technology Tools for Educators (3.0 cr)

Supporting Focus: Family/Children/Youth

- FSOS 5946 - Assessment and Evaluation in Parent Education (2.0 cr)
- or FSOS 5949 - Student Teaching in Parent Education (2.0 cr)
- or CPSY 4302 - Infant Development (3.0 cr)
- or CPSY 4331 - Social and Personality Development (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.

Parent Education Teaching License

A teacher of parent and family education is authorized to instruct parents in an early childhood family education (ECFE) program. A parent educator plans, coordinates, and teaches in an instructional program that addresses the intellectual, emotional, cultural, social, and physical needs of both parents and children. Parent education seeks to support respectful, reciprocal interactions between parents and their children.

In Minnesota, a parent educator license is required for employment in an ECFE program. The purpose of the license is to ensure, through scholarly preparation, that parent educators are well-prepared professionals who are qualified to deliver educational programs for parents.
Coursework for the sub plan MEd is organized by teaching license requirements.

Application deadlines are sub plan MEd are March 1 and October 1.

**MEd Required Course**
- FSOS 5902 - Family Education Perspectives (3.0 cr)

**Parenting Ed Courses**
- 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)

**Child Development, Human Relations, & Fundamentals of Drug & Alcohol Abuse**
- CPSY 4302 - Infant Development (3.0 cr)
- CPSY 4331 - Social and Personality Development (3.0 cr)
- EPSY 5135 - Human Relations Workshop (4.0 cr)
- PUBH 6003 - Fundamentals of Alcohol and Drug Abuse for Teacher Education (1.0 cr)

**M.Ed. Elective Education Processes**
- OLPD 5201 - Strategies for Teaching Adults (3.0 cr)
  or CI 5351 - Technology Tools for Educators (3.0 cr)
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/

- Program Type: Master's
- Requirements for this program are current for Fall 2018
- Length of program in credits: 30 to 32
- 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.

Family Social Science offers a unique program of study using the insights and methods of the social sciences to examine how families work within various contexts and cultures.

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.

Other requirements to be completed before admission:
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 web page at http://www.cehd.umn.edu/fsos/.

Applicants for the master's program are reviewed only once per year. The application deadline is March 1 for admission for the following fall semester.

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
Program Requirements

**Plan A:** Plan A requires 14 to 19 major credits, 3 to 6 credits outside the major, and 10 thesis credits. The final exam is oral.

**Plan B:** Plan B requires 19 to 23 major credits and 3 to 7 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 or prevention 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 3.50 is required for students to remain in good standing.

The MA program is offered under Plan A and Plan B. The Plan A master's is recommended for students who intend to pursue a PhD degree. 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 PhD degree. Consult the department for the most current information.

**Plan A**

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.

- FSOS 5014 - Quantitative Family Research Methods I (3.0 cr)
- FSOS 5015 - Family Research Laboratory (1.0 cr)
- FSOS 8001 - Conceptual Frameworks in the Family (3.0 cr)
- FSOS 8013 - Qualitative Family Research Methods (3.0 cr)
- FSOS 8200 - Orientation for Family Social Science (1.0 cr)

**FSOS Elective**

One FSOS course (3.0 cr)

or One PREV course (3.0 cr)

**Statistical Methods**

- EPSY 8251 - Statistical Methods in Education I (3.0 cr)
- EPSY 8252 - Statistical Methods in Education II (3.0 cr)

**Thesis Credits**

Take 10 or more credit(s) from the following:

- FSOS 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

**Plan B**

Plan B requires at least 30 credits, including at least 26 course credits, of which 3 credits are outside the department in a related field, and at least 4 credits for a Plan B project.

- FSOS 8001 - Conceptual Frameworks in the Family (3.0 cr)
- FSOS 8200 - Orientation for Family Social Science (1.0 cr)

One of the following research methods course(s).

- FSOS 5014 - Quantitative Family Research Methods I (3.0 cr)
- FSOS 5015 - Family Research Laboratory (1.0 cr)
- FSOS 8013 - Qualitative Family Research Methods (3.0 cr)

**Electives**

FSOS/PREV courses (12-13 cr)

or PREV Elective

**Statistical Methods**

- EPSY 8251 - Statistical Methods in Education I (3.0 cr)
- EPSY 8252 - Statistical Methods in Education II (3.0 cr)
or EPSY 5244 - Survey Design, Sampling, and Implementation (3.0 cr)
or One course outside FSOS (3.0 cr)

**Family Science Plan B Project**
Take exactly 1 course(s) totaling exactly 4 credit(s) from the following:

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

**Prevention Science**
This sub-plan is limited to students completing the program under Plan A or Plan B.

Understanding & Using What Works:

How can communities support families that have experienced trauma? What are the root causes of addictive behavior? And what strategies work best to promote the wellbeing of children and families?

Prevention Science equips students, scholars, and professionals across a range of fields to answer these questions and confront many of the daunting challenges facing today’s families and communities. The Master's in Prevention Science is grounded in the belief that our greatest hope for improving the lives of children and families is comprehensive, multi-disciplinary training and education that bridges research and practice.

The Prevention Science Plan A requires at least 32 credits, including at least 22 course credits of which 3 credits are outside the department in a related field, and 10 thesis credits.

**Plan A**
- FSOS 5014 - Quantitative Family Research Methods I (3.0 cr)
- FSOS 5015 - Family Research Laboratory (1.0 cr)
- FSOS 8001 - Conceptual Frameworks in the Family (3.0 cr)
- EPSY 8251 - Statistical Methods in Education I (3.0 cr)
- FSOS 5701 - Prevention Science: Principles and Practices (3.0 cr)
  - or PREV 8001 - Prevention Science: Principles and Practices (3.0 cr)
- FSOS 5702 - Prevention Science Research Methodology (3.0 cr)
  - or PREV 8002 - Prevention Science Research Methodology (3.0 cr)
- FSOS 5703 - New Topics in Prevention: Implementation and Dissemination (3.0 cr)
  - or PREV 8003 - New Topics in Prevention: Implementation and Dissemination (3.0 cr)

Take 1 or more course(s) totaling exactly 3 credit(s) from the following:
- FSOS 8193 - Directed Study in Family Social Science (1.0 - 6.0 cr)

**Thesis Credits**
Take 1 or more course(s) totaling exactly 10 credit(s) from the following:
- FSOS 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

**Plan B**
- FSOS 5014 - Quantitative Family Research Methods I (3.0 cr)
- FSOS 5015 - Family Research Laboratory (1.0 cr)
- FSOS 8001 - Conceptual Frameworks in the Family (3.0 cr)
- EPSY 8251 - Statistical Methods in Education I (3.0 cr)
- FSOS 5701 - Prevention Science: Principles and Practices (3.0 cr)
  - or PREV 8001 - Prevention Science: Principles and Practices (3.0 cr)
- FSOS 5702 - Prevention Science Research Methodology (3.0 cr)
  - or PREV 8002 - Prevention Science Research Methodology (3.0 cr)
- FSOS 5703 - New Topics in Prevention: Implementation and Dissemination (3.0 cr)
  - or PREV 8003 - New Topics in Prevention: Implementation and Dissemination (3.0 cr)

**Independent Study in Prevention Science**
Take 1 or more course(s) totaling exactly 3 credit(s) from the following:
- FSOS 8193 - Directed Study in Family Social Science (1.0 - 6.0 cr)

**Electives**
Four additional credits of elective courses from student's area of concentration.

**Plan B Project**
Take 1 or more course(s) totaling exactly 4 credit(s) from the following:
- FSOS 8755 - Master's Paper: Plan B Project (1.0 - 6.0 cr)
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/default.asp

- Program Type: Graduate minor related to major
- Requirements for this program are current for Fall 2018
- 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 science graduate minor uses methods of social science to examine family systems and their interactions with various environments. The curriculum supports study in core family social science coursework including family theories, family research methods, and core family content.

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.

Master's students must complete at least 6 credits of 5xxx or 8xxx coursework in family social science.

Doctoral students must complete at least 12 credits of 5xxx or 8xxx coursework in family social science.

All courses for the minor must be taken A-F and completed with a GPA of at least 3.00.

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.

Doctoral

Required
Take 12 or more credit(s) from the following:

Required
• FSOS 8001 - Conceptual Frameworks in the Family (3.0 cr)
• FSOS 8101 - Family Stress, Coping, and Adaptation (3.0 cr)
• FSOS 8xxx
• FSOS 5014 - Quantitative Family Research Methods I (3.0 cr)
• FSOS 5015 - Family Research Laboratory (1.0 cr)
or FSOS 8013 - Qualitative Family Research Methods (3.0 cr)
FSOS 8014 - Quantitative Family Research Methods II (3.0 cr)

Masters

Required
Take 6 or more credit(s) from the following:
• FSOS 8001 - Conceptual Frameworks in the Family (3.0 cr)

FSOS Electives
• FSOS 8014 - Quantitative Family Research Methods II (3.0 cr)
or
• FSOS 8013 - Qualitative Family Research Methods (3.0 cr)
or
• FSOS 5014 - Quantitative Family Research Methods I (3.0 cr)
or
• FSOS 5015 - Family Research Laboratory (1.0 cr)
or
• FSOS 8101 - Family Stress, Coping, and Adaptation (3.0 cr)
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/

- Program Type: Doctorate
- Requirements for this program are current for Fall 2018
- Length of program in credits: 72 to 75
- 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.

Family social science (FSoS) offers a unique program of study using insights and methods of the social sciences to examine how families work within various contexts and cultures. A doctoral degree in family social science provides a broad foundation of expertise in theory, research, and practice.

Your program of study will include research and coursework across the breadth of family social science, including child adjustment in family context; families and culture; families and financial decisions; family formation and intergenerational studies; families, loss, and trauma; and intimate family relationships. Coursework and research engagement, along with intensive mentoring from faculty, prepares students to contribute to the broader field of family science.

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.

Other requirements to be completed before admission:
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:
Family Science Specialization:
Students may apply for admission to the Family Science Ph.D. specialization after completing either a Bachelor's degree or a Master's degree. If you do not already hold a Master's degree, you may apply for the combined Master's/Ph.D. Program.

Couple & Family Therapy Specialization:
The Couple & Family Therapy Ph.D. specialization features rigorous training in couple and family therapy research informed by diverse disciplines and perspectives.

This specialization is accredited by the Commission on Accreditation for Marriage and Family Therapy Education. Admission to the Couple & Family Therapy specialization is available to applicants who have already obtained a clinical Master's degree, or have achieved equivalent clinical experience as determined by the CFT Faculty.
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.

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**Program Requirements**

48 to 51 credits are required in the major.
0 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 3.5 is required for students to remain in good standing.

Courses in the PhD degree program must contribute to an organized program of study and research. The program requires at least 72 credits, including a minimum of 48 course credits and 24 dissertation credits. Coursework includes at least 23 credits in core family theory and research methods, 9 credits in statistics, and 7 directed research credits. In addition, students complete one of two designated specializations: family science (9 additional credits) or couple and family therapy (12 additional credits). 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.

**Core Requirements**

Take the following courses for a total of 23 credits:

- **FSOS 8200** - Orientation for Family Social Science (1.0 cr)
- **FSOS 8001** - Conceptual Frameworks in the Family (3.0 cr)
- **FSOS 8002** - Advanced Family Conceptual Frameworks (3.0 cr)
- **FSOS 8013** - Qualitative Family Research Methods (3.0 cr)
- **FSOS 8015** - Advanced Qualitative Family Research Methods (3.0 cr)
- **FSOS 5014** - Quantitative Family Research Methods I (3.0 cr)
- **FSOS 5015** - Family Research Laboratory (1.0 cr)
- **FSOS 8014** - Quantitative Family Research Methods II (3.0 cr)
- **FSOS 8101** - Family Stress, Coping, and Adaptation (3.0 cr)

**Directed Research**

Take FSOS 8794 during the first three years of the program, for a total of 7 credits.

Take 7 or more credit(s) from the following:

- **FSOS 8794** - Directed Research in Family Social Science (1.0 - 6.0 cr)

**Statistics or Methods**

Take one of the following statistics/methods sequences for a total of 9 credits:

**Family Science**

- **EPSY 8251** - Statistical Methods in Education I (3.0 cr)
- **EPSY 8252** - Statistical Methods in Education II (3.0 cr)

Advanced Statistics or Methods (3.0 cr)

  - or EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
  - or EPSY 8266 - Statistical Analysis Using Structural Equation Methods (3.0 cr)
or EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
or EPSY 8268 - Hierarchical Linear Modeling in Educational Research (3.0 cr)
or EPSY 8282 - Statistical Analysis of Longitudinal Data (3.0 cr)
or NURS 8185 - Qualitative Data Analysis for Health Care Research (3.0 - 4.0 cr)
or NURS 8195 - Mixed Methods in the Social, Behavioral, and Applied Health Sciences (3.0 cr)
or Couple & Family Therapy
EPSY 8251 - Statistical Methods in Education I (3.0 cr)
EPSY 8252 - Statistical Methods in Education II (3.0 cr)
FSOS 8036 - Couple/Marriage and Family Therapy Research (3.0 cr)

Specialization Requirements

Family Science Specialization
Family Science Electives
Take at least 6 credits in consultation with advisor.
  FSOS Elective
    or PREV 8001 - Prevention Science: Principles and Practices (3.0 cr)
Community/Engagement/Internship Experience
Take 3 credits of coursework to fulfill the specialization's community, engagement, or internship experience requirement, chosen in consultation with advisor.
  FSOS 8193 - Directed Study in Family Social Science (1.0 - 6.0 cr)
or Elective (3.0 cr)
  -OR-

Couple & Family Therapy Specialization Requirements
Family Therapy Supervision
Take 3 or more credit(s) from the following:
  • FSOS 8034 - Marriage and Family Therapy Supervision (3.0 cr)
Family Therapy Practicum
Take FSOS 8295 twice for a total of 6 credits.
Take 6 or more credit(s) from the following:
  • FSOS 8295 - Couple/Marriage Family Therapy Practicum (1.0 - 6.0 cr)
Family Therapy Internship
Take 3 or more credit(s) from the following:
  • FSOS 8296 - Couple/Marriage Family Therapy Internship (1.0 - 12.0 cr)
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, 206 Burton Hall, 178 Pillsbury Dr. SE, 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 2018
- 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 (MEd)/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
The preferred undergraduate GPA for admittance to the program is 2.80.

Special Application Requirements:
In addition to Statements #1 & 2, 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. Two letters of recommendation must also be submitted. Applications are accepted on a rolling basis with semester deadlines of March 1 (Summer), July 1 (Fall) and November 1 (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 C: Plan C requires 22 major credits and 12 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 2.80 is required for students to remain in good standing.

Core Course Requirements

Students not holding an undergraduate degree in HRD must complete at least 34 credits, including the following courses listed below.

Note: For OLPD 5696 at least 4 credits are required and no more than 6 credits will count toward the program.

OLPD 5201 - Strategies for Teaching Adults (3.0 cr)
OLPD 5605 - Strategic Planning through Human Resources (3.0 cr)
OLPD 5607 - Organization Development (3.0 cr)
OLPD 5615 - Training and Development of Human Resources (3.0 cr)
OLPD 5696 - Internship: Human Resource Development (1.0 - 10.0 cr)
OLPD 5801 - Survey: Human Resource Development and Adult Education (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.

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. Students must still take a total of 34 credits of graduate coursework in the program. Of this, students must complete at least 18 credits in HRD-designated courses as described below. Note: For OLPD 5696 at least 4 credits are required and no more than 6 credits will count toward the program.

Required Courses (16 cr)

OLPD 5605 - Strategic Planning through Human Resources (3.0 cr)
OLPD 5696 - Internship: Human Resource Development (1.0 - 10.0 cr)
OLPD 5819 - Evaluating and Using Research in Organizations and Education (3.0 cr)

Option 1 (6 cr)

Organization Development Specialization
OLPD 5607 - Organization Development (3.0 cr)
OLPD 8602 - Advanced Organization Development (3.0 cr)

Option 2 (6 cr)

Training and Development Specialization
OLPD 5615 - Training and Development of Human Resources (3.0 cr)
OLPD 8601 - Advanced Training and Development of Human Resources (3.0 cr)

Additional HRD Courses (6 cr)

6 additional HRD credits approved by faculty adviser

Electives (12 cr)

12 elective credits approved by 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, 206 Burton Hall, 178 Pillsbury Dr. SE, 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 2018
- 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**

**Special Application Requirements:**

Admission is open to degree-seeking or non-degree seeking students who possess a U.S. bachelor's degree (or international equivalent). Applications are reviewed on an ongoing basis and may be submitted at any time.

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.

**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)

**Internship or Field Experience**

4 credits is recommended for either option below
Take exactly 1 course(s) totaling 3 - 6 credit(s) from the following:
- OLPD 5696 - Internship: Human Resource Development (1.0 - 10.0 cr)
- OLPD 5296 - Field Experience in Adult Education (1.0 - 6.0 cr)

**Electives**

The remaining credits can be selected from the following:
- OLPD 5201 - Strategies for Teaching Adults (3.0 cr)
or Additional OLPD courses with adviser approval to make total credits earned equal at least 14 credits.
Twin Cities Campus
Infant and Early Childhood Mental Health Graduate Minor
Institute of Child Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Email: icdapply@umn.edu
Website: http://www.cehd.umn.edu/icd/programs/graduate.html

- Program Type: Graduate free-standing minor
- Requirements for this program are current for Fall 2018
- Length of program in credits (Masters): 9 to 12
- Length of program in credits (Doctorate): 12 to 15
- This program does not require summer semesters for timely completion.
- Students will have the option to complete a field study at a location of their choosing. This will not be a requirement of the minor, however.

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 program will provide students across diverse disciplines and training programs with access to foundational learning from the field of Infant and Early Childhood Mental Health (IECMH). Students will gain knowledge of developmental processes related to competence, psychopathology, and resilience in the application of theory and research to early childhood and multi-generational practice and policy.

Program Delivery
This program is available:
- completely online (all program coursework can be completed online)

Prerequisites for Admission
Students must be actively pursuing a masters or doctoral degree at the University of Minnesota.

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.

Required Courses
Three foundational courses, for a total of 9 credits, are required for both the masters and doctoral minor.
CPSY 5518 - Prevention and Intervention in Early Childhood: Principles (3.0 cr)
CPSY 5503 - Development and Psychopathology in Early Childhood (3.0 cr)
CPSY 5513 - Early Childhood Assessment (3.0 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.

Masters
Optional Field Experience
Students pursuing the IECMH masters-level minor may take up to 3 credits of CPSY 5996 in addition to the 9 required course credits. CPSY 5996 is an optional opportunity that not required for the minor.
CPSY 5996 - Field Experience in Applied Child and Adolescent Development (1.0 - 12.0 cr)
Doctoral

Required Observation Courses
Take exactly 3 course(s) totaling exactly 3 credit(s) from the following:
- CPSY 5506 - Infant Observation Seminar I (1.0 cr)
- CPSY 5508 - Infant Observation Seminar II (1.0 cr)
- CPSY 5511 - Infant Observation Seminar III (1.0 cr)

Optional Field Experience
Students pursuing the IECMH doctoral-level minor may take 3 credits of CPSY 5996 in addition to the 12 required course credits. CPSY 5996 is an optional opportunity that not required for the minor.
Take exactly 3 credit(s) from the following:
- CPSY 5996 - Field Experience in Applied Child and Adolescent Development (1.0 - 12.0 cr)
Twin Cities Campus
Infant and Early Childhood Mental Health Postbaccalaureate Certificate
Institute of Child Development
College of Education and Human Development

Contact Information:
Institute of Child Development, 51 East River Road, Minneapolis, MN 55455 (612-625-2252; fax: 612-624-6373).
Email: icdapply@umn.edu
Website: http://www.cehd.umn.edu/ICD/Programs/IECMH/default.html

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2018
- Length of program in credits: 20
- This program requires summer semesters for timely completion.
- Online.
- 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 online 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:
- completely online (all program coursework can be completed online)

Prerequisites for Admission
Other requirements to be completed before 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.

The admissions model is cohort-based, with new cohorts usually admitted every other year. Admission to this program is currently suspended, but may be opened for fall 2015 at a future time. Please see our website for more details:
http://www.cehd.umn.edu/CEED/certificateprograms/iecmh/admissionprocess.html

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

Key to test abbreviations (TOEFL, IELTS).
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 requirements
CPSY 5996 must be taken for 2 credits
CPSY 5501 - Foundations in Infant and Early Childhood Mental Health I (3.0 cr)
CPSY 5503 - Development and Psychopathology in Early Childhood (3.0 cr)
CPSY 5506 - Infant Observation Seminar I (1.0 cr)
CPSY 5508 - Infant Observation Seminar II (1.0 cr)
CPSY 5511 - Infant Observation Seminar III (1.0 cr)
CPSY 5513 - Early Childhood Assessment (3.0 cr)
CPSY 5518 - Prevention and Intervention in Early Childhood: Principles (3.0 cr)
CPSY 5521 - Prevention and Intervention in Early Childhood: Practice (3.0 cr)
CPSY 5996 - Field Experience in Applied Child and Adolescent Development (1.0 - 12.0 cr)
Twin Cities Campus

Integrative Leadership Minor
Organizational Leadership, Policy and Development
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Organizational Leadership, Policy, and Development, 206 Burton Hall, 178 Pillsbury Dr. S.E., Minneapolis, MN 55455 (612-624-1006)
Email: olpd@umn.edu
Website: http://www.cehd.umn.edu/olpd/grad-programs/ILM/default.html

- Program Type: Graduate free-standing minor
- Requirements for this program are current for Fall 2018
- 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-level academic minor in integrative leadership (ILM) will enhance the preparation of graduate students to lead and foster collective actions across boundaries of individuals, groups, organizations, sectors, and nations to solve some of the world’s most pressing and complex problems.

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

Prerequisites for Admission
Other requirements to be completed before admission:
Prior admission into an established master's, doctoral, or graduate professional degree program is required. Students interested in admission to the minor should contact the ILM director of graduate studies. Admission requires the addition of the required minor coursework to the student's graduate degree program form and the ILM director of graduate studies's signature on the form. Students must demonstrate relevant academic background and experience.

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.

Any student in any University of Minnesota graduate or professional program, regardless of college or enrollment, is encouraged to apply for this minor. Students must already be admitted to a master's, doctoral, or professional degree program at the University of Minnesota.

Doctoral students will need to take an additional course from either the Overview of Leadership Theory or Leading Engagement Processes subgroups to total the 12 credits required of the doctoral minor.

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.

Doctoral

Overview of Leadership Theory
Take 3 - 6 credit(s) from the following:
- OLPD 5048 - Cross-Cultural Perspectives on Leadership (3.0 cr)
OLPD 8020 - Leadership: From Theory to Reflective Practice (3.0 cr)

PA 5011 - Management of Organizations (3.0 cr)

PUBH 6780 - Topics: Public Health Administration and Policy (1.0 - 3.0 cr)

Courses on overview of leadership theory and development from other colleges may be substituted for this core course subject to approval by the Director of Graduate Studies for the Integrative Leadership Minor.

Leading Engagement Processes
If student is taking PA 5990 to fulfill this requirement it should be for section called "Neighborhood Collaborative Engagement (CHANGE)."

MGMT 6035 is cross listed with LAW 6626.

Take 3 - 6 credit(s) from the following:

- MGMT 6035 - Complex and Cross-Cultural Negotiations (2.0 cr)
- MGMT 6410 - Corporate Responsibility (2.0 cr)
- OLPD 5736 - Public Engagement and Higher Education (3.0 cr)
- OLPD 6490 - Managing Civic Engagement (3.0 cr)
- PA 5145 - Civic Participation in Public Affairs (3.0 cr)
- PA 5253 - Designing Planning and Participation Processes (3.0 cr)
- PA 5990 - Topics: Public Affairs - General Topics (0.0 - 3.0 cr)
- PUBH 6066 - Building Communities, Increasing Health: Preparing for Community Health Work (2.0 cr)

Courses on overview of leadership theory and development from other colleges may be substituted for this core course subject to approval by the Director of Graduate Studies for the Integrative Leadership Minor.

Required Final Course
All students must take one of the following:

GCC 5023 - Grand Challenge: Leading Across Sectors to Address Grand Challenges [CIV] (3.0 cr)

or LAW 6623 - Integrative Leadership: From Theory to Practice (3.0 cr)

or MGMT 6402 - Integrative Leadership: From Theory to Practice (3.0 cr)

or OLPD 6402 - Integrative Leadership Seminar (3.0 cr)

or PA 5105 - Integrative Leadership Seminar (3.0 cr)

or PUBH 6702 - Integrative Leadership Seminar (3.0 cr)

Additional Coursework
A minimum of 3 additional credits must be selected from the list of electives below. With permission from the ILM director of graduate studies, students with sufficient background and previous course experience equivalent to one or more courses within the curriculum may apply for waiver of appropriate requirements and replace waived courses with additional electives. PA 5190 is a topics course and topic must be approved by ILM director of graduate studies prior to registering for course.

IBUS 6316 - Sustainability & Cooperative Advantage in Scandinavia (4.0 cr)

or MGMT 6004 - Negotiation Strategies (2.0 cr)

or MGMT 6032 - Strategic Alliances (2.0 cr)

or MGMT 6034 - Strategic Leadership (2.0 cr)

or MGMT 6035 - Complex and Cross-Cultural Negotiations (2.0 cr)

or MGMT 6040 - International Strategy and Organization (2.0 cr)

or NURS 7610 - System Leadership and Innovation (3.0 cr)

or OLPD 5323 - Women in Leadership (3.0 cr)

or OLPD 5332 - Personal Leadership and the Private College (3.0 cr)

or OLPD 8702 - Administration and Leadership in Higher Education (3.0 cr)

or PA 5103 - Leadership and Change (3.0 cr)

or PA 5190 - Topics in Public and Nonprofit Leadership and Management (1.0 - 3.0 cr)

or PA 5251 - Strategic Planning and Management (3.0 cr)

or PA 5405 - Public Policy Implementation (3.0 cr)

or PA 5920 - Skills Workshop (0.5 - 4.0 cr)

or PUBH 6727 - Health Leadership and Effecting Change (2.0 cr)

Masters

Overview of Leadership Theory
Take 3 or more credit(s) from the following:

- OLPD 5048 - Cross-Cultural Perspectives on Leadership (3.0 cr)
- OLPD 8020 - Leadership: From Theory to Reflective Practice (3.0 cr)

- PA 5011 - Management of Organizations (3.0 cr)
- PUBH 6780 - Topics: Public Health Administration and Policy (1.0 - 3.0 cr)

Other Courses on overview of leadership theory and development from other colleges may be substituted for this core course subject to approval by the director of graduate studies for the integrative leadership minor.

Leading Engagement Processes
If student is taking PA 5990 to fulfill this requirement it should be for section called "Neighborhood Collaborative Engagement (CHANGE)."
MGMT 6035 is cross listed with LAW 6626. 
Take 3 or more credit(s) from the following:

- MGMT 6035 - Complex and Cross-Cultural Negotiations (2.0 cr)
- MGMT 6410 - Corporate Responsibility (2.0 cr)
- OLPD 5736 - Public Engagement and Higher Education (3.0 cr)
- OLPD 6490 - Managing Civic Engagement (3.0 cr)
- PA 5145 - Civic Participation in Public Affairs (3.0 cr)
- PA 5253 - Designing Planning and Participation Processes (3.0 cr)
- PA 5990 - Topics: Public Affairs - General Topics (0.0 - 3.0 cr)
- PUBH 6066 - Building Communities, Increasing Health: Preparing for Community Health Work (2.0 cr)

*Other
Courses on overview of leadership theory and development from other colleges may be substituted for this core course subject to approval by the director of graduate studies for the integrative leadership minor.

**Required Final Course**
All students must take one course from the following:

- GCC 5023 - Grand Challenge: Leading Across Sectors to Address Grand Challenges [CIV] (3.0 cr)
- LAW 6623 - Integrative Leadership: From Theory to Practice (3.0 cr)
- or MGMT 6402 - Integrative Leadership: From Theory to Practice (3.0 cr)
- or OLPD 6402 - Integrative Leadership Seminar (3.0 cr)
- or PA 5105 - Integrative Leadership Seminar (3.0 cr)
- or PUBH 6702 - Integrative Leadership Seminar (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, 178 Pillsbury Dr S E Minneapolis, MN 5545-0226 (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 2018
- 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 master's 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 Psychology; Organizational Leadership, Policy, and Development; 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)

Prerequisites for Admission

Special Application Requirements:
Admission is contingent upon being admitted to a master's or a doctoral degree-granting program at the University of Minnesota. For an application form visit the international education minor website (http://www.cehd.umn.edu/olpd/grad-programs/CIDE/gradminor.html) or consult with the director of graduate studies for more information.

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.

Each program is developed in consultation with the student, the student's advisor, major director of graduate studies, and director of graduate studies for international education. Requirements include courses listed below. Electives from the University may be added with the advisor's consent and director of graduate studies approval.

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.

Masters
Core Courses
Take 1 or more course(s) from the following:
- 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)
• 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)
• OLPD 8101 - International Education and Development (3.0 cr)
• OLPD 8103 - Comparative Education (3.0 cr)

• Area Specific Coursework
  Students interested in OLPD 5080 or OLPD 8087 should consult minor advisor prior to registration, as these courses can vary and may or may not be appropriate for this minor.

  Take 6 or more credit(s) from the following:
  • CI 5145 - Critical Pedagogy (3.0 cr)
  • CI 5651 - Foundations of Second Languages and Cultures Education (3.0 cr)
  • CI 8150 - Research Topics in Curriculum & Instruction (3.0 cr)
  • CI 8645 - Indigenous Language Revitalization and Activist Research Methods (3.0 cr)
  • CI 8650 - Seminar: Special Topics in Second Languages and Cultures Research (1.0 - 3.0 cr)
  • EPSY 8403 - Social/Cultural Contexts: Counseling and Skills (3.0 cr)
  • OLPD 5080 - Special Topics: Organizational Leadership, Policy, & Development (1.0 - 3.0 cr)
  • OLPD 5121 - Educational Reform in International Context (3.0 cr)
  • OLPD 5132 - Intercultural Education and Training: Theory and Application (3.0 cr)
  • OLPD 5612 - International Human Resource Development (3.0 cr)
  • OLPD 8087 - Seminar: Organizational Leadership, Policy, and Development (1.0 - 3.0 cr)
  • OLPD 8101 - International Education and Development (3.0 cr)
  • OLPD 8842 - Comparative Systems in Organizational Leadership, Policy, and Development (3.0 cr)
  • PA 5414 - Child Human Rights: Work and Education (3.0 cr)

Doctoral Core Courses

Students interested in OLPD 8087 should consult minor advisor prior to registration, as this course can vary and may or may not be appropriate for this minor.

Take 2 or more course(s) from the following:
• 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)
• 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)
• OLPD 8087 - Seminar: Organizational Leadership, Policy, and Development (1.0 - 3.0 cr)
• OLPD 8101 - International Education and Development (3.0 cr)
• OLPD 8103 - Comparative Education (3.0 cr)

• Area specific coursework
  Students interested in OLPD 5080 should consult minor advisor prior to registration, as this course can vary and may or may not be appropriate for this minor.

Take 6 or more credit(s) from the following:
• CI 5145 - Critical Pedagogy (3.0 cr)
• CI 5651 - Foundations of Second Languages and Cultures Education (3.0 cr)
• CI 8150 - Research Topics in Curriculum & Instruction (3.0 cr)
• CI 8645 - Indigenous Language Revitalization and Activist Research Methods (3.0 cr)
• CI 8650 - Seminar: Special Topics in Second Languages and Cultures Research (1.0 - 3.0 cr)
• EPSY 8403 - Social/Cultural Contexts: Counseling and Skills (3.0 cr)
• OLPD 5080 - Special Topics: Organizational Leadership, Policy, & Development (1.0 - 3.0 cr)
• OLPD 5121 - Educational Reform in International Context (3.0 cr)
• OLPD 5132 - Intercultural Education and Training: Theory and Application (3.0 cr)
• OLPD 5612 - International Human Resource Development (3.0 cr)
• OLPD 8101 - International Education and Development (3.0 cr)
• OLPD 8842 - Comparative Systems in Organizational Leadership, Policy, and Development (3.0 cr)
• PA 5414 - Child Human Rights: Work and 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/Programs/IrelMinor/

- Program Type: Graduate free-standing minor
- Requirements for this program are current for Fall 2018
- 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)

Prerequisites for Admission
Other requirements to be completed before admission:
Admission to the interpersonal relationships research graduate minor is contingent upon prior admission to a doctoral program in a degree-granting department. Admission to the minor program is limited and only by permission of the director of graduate studies in interpersonal relationships research.

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.

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.

Doctoral
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)
- 6 additional credits selected in consultation with minor adviser.


**Twin Cities Campus**

**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 SE, Minneapolis, MN 55455 (612-625-4006; fax: 612-624-8277)
Email: CIinfo@umn.edu
Website: [http://www.cehd.umn.edu/ci](http://www.cehd.umn.edu/ci)

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2018
- 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 (note that a university certificate program or certificate is distinct from a state certificate or certification).

The program is designed for K-12 teachers or administrators interested in using technology in the classroom.

**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 3.00.

A completed bachelor's degree is required for admission.

**Special Application Requirements:**

Applicants must submit transcripts from every college attended (even those where a degree wasn't earned), scores from the TOEFL/IELTS/MELAB (if applicable), a resume, and a one page goal statement. Certificate applications are reviewed by the department three times per academic year: Fall, Spring and Summer.

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.

Core Courses (12 credits)
Required courses are listed; students will also take one additional CI 5xxx course for 3 credits that complements content area, elementary/secondary focus, and individual interests.

CI 5330 - Special Topics in Learning Technologies (3.0 cr)
CI 5351 - Technology Tools for Educators (3.0 cr)
CI 5361 - Teaching and Learning with the Internet (2.0 - 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 SE, 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 2018
- 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.

The School of Kinesiology spans a wide range of inquiry connected by the common thread of the study of human movement. Graduate programs reflect a broad study of physical activity ranging from exercise science, movement science, and human performance, to physical activity and sport science and sport management. Much of the research conducted in the school is interdisciplinary in nature and involves collaborative partnerships with life science disciplines such as medicine, neuroscience, and epidemiology and fosters links with business, education, and social sciences. MS students pursue an individualized program with an emphasis in one of the following areas: behavioral aspects of physical activity; biomechanics and neuromotor control; exercise physiology; perceptual-motor control and learning; physical activity and health; sport and exercise psychology; 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.

Other requirements to be completed before admission:
Although prospective masters students generally have an undergraduate degree in kinesiology or the health sciences, 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 Admissions 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.
Priority deadline for submission of all application materials is December 1 for the following fall admission. Students generally are admitted for the fall semester only.

Applicants must submit their test score(s) from the following:
- GRE
  - General Test - Verbal Reasoning: 153
  - General Test - Quantitative Reasoning: 153
  - General Test - Analytical Writing: 4.5

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
  - Reading Score: 6.5
  - Writing Score: 6.5
- MELAB
  - Final score: 80

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

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
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 18 major credits and 12 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 advisor 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.

The MS 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 (either of which must include a minimum of 3 credits in statistics as determined by faculty advisor) and 10 thesis credits (8777). Plan B also requires 30 credits, including at least 14 major course credits in kinesiology, a capstone project of 4 credits in KIN 8995, at least 6 course credits in a minor or related field (either of which must include a minimum of 3 credits in statistics as determined by faculty advisor), 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, at least 3 credits of statistics or equivalent as defined by the faculty advisor. A GPA of at least 3.00 is required to maintain good academic standing and to graduate.

A maximum of 9 credits of 4xxx-level courses is allowed at the discretion of the faculty advisor.

Required courses
Students must complete the following courses and an area of emphasis listed below.
KIN 5981 - Research Methodology in Kinesiology and Sport Management (3.0 cr)
KIN 8980 - Graduate Research Seminar in Kinesiology (1.0 cr)
Plan A
Plan A students must take 10 credits of KIN 8777.
KIN 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)
Plan B
Plan B students must take 4 credits of KIN 8995.
KIN 8995 - Research Problems in Kinesiology (1.0 - 12.0 cr)

Emphasis Areas
Kinesiology MS students concentrate their studies in one of the following areas: behavioral aspects of physical activity, biomechanics and neuromotor control, exercise physiology, perceptual-motor control and learning, physical activity and health, sport and exercise psychology, or sport sociology.

Behavioral Aspects of Physical Activity
This emphasis examines behavioral interventions for physical activity adoption and maintenance; the epidemiology of physical activity; psychosocial theories related to physical activity promotion; understanding sedentary behavior; and the objective and subjective
assessment of physical activity. In addition to the MS requirements, students choose courses from the following lists with advisor consultation.

**Recommended courses**
Plan A and Plan B students take a minimum of 10 major course credits chosen from the following list. Registration for KIN 5720 is limited to 3 credits.
- KIN 5123 - Motivational Interventions in Physical Activity (3.0 cr)
- KIN 5125 - Advances in Physical Activity and Health (3.0 cr)
- KIN 5126 - Social Psychology of Sport & Physical Activity (3.0 cr)
- KIN 5141 - Nutrition and Exercise for Health Promotion and Disease Prevention (3.0 cr)
- KIN 5371 - Sport and Society (3.0 cr)
- KIN 5375 - Youth Sport Science (3.0 cr)
- KIN 5385 - Exercise for Healthy Aging & Disease Prevention and Management (3.0 cr)
- KIN 5511 - Sport and Gender (3.0 cr)
- KIN 5720 - Special Topics in Kinesiology (2.0 - 4.0 cr)
- KIN 8126 - Sports Medicine Psychology (3.0 cr)
- KIN 8136 - Developmental Sport and Exercise Psychology (3.0 cr)

**Minor or Related Field**
Either minor or related field is chosen, Plan A and Plan B students must take one statistics course with the consultation with their advisor. Plan A students take an additional 3 related-field (other emphasis areas of KIN or outside programs) credits and Plan B students take an additional 9 related-field credits in consultation with the advisor. Recommended courses for related fields are listed below.

**Recommended minor** is public health, child psychology or psychology.

- EPSY 5261 - Introductory Statistical Methods (3.0 cr)
- EPSY 5262 - Intermediate Statistical Methods (3.0 cr)
- EPSY 8252 - Statistical Methods in Education II (3.0 cr)
- PUBH 6094 - Obesity and Eating Disorder Interventions (2.0 cr)
- PUBH 6450 - Biostatistics I (4.0 cr)
- PUBH 6451 - Biostatistics II (4.0 cr)
- PUBH 6636 - Qualitative Research Methods in Public Health Practice (2.0 cr)
- PUBH 6810 - Survey Research Methods (3.0 cr)
- PUBH 6914 - Community Nutrition Intervention (3.0 cr)

-OR-

**Biomechanics and Neuromotor Control**
The study of human biomechanics with its focus on the mechanical and electrophysiological analysis of human motion is combined with the study of movement neuroscience. This emphasis area provides advanced knowledge for understanding how the human nervous system controls movement and how the neurological disease affects motor function.

**Recommended Courses**
A minimum of 10 major course credits (not including KIN 8777) are needed outside of the requirements and may be chosen from the following list.

- KIN 4441 - Movement Neuroscience (3.0 cr)
- RSC 5135 - Advanced Biomechanics I: Kinematics (3.0 cr)
- KIN 5235 - Advanced Biomechanics II: Kinetics (3.0 cr)
- KIN 5643 - Applied Motion Capture and Movement Analysis Technology (3.0 cr)
- KIN 5941 - Clinical Movement Neuroscience (3.0 cr)
- KIN 8132 - Seminar: Motor Development (3.0 cr)
- KIN 8135 - Seminar: Motor Control and Learning (3.0 cr)
- KIN 8211 - Seminar: Perception and Action (3.0 cr)
- KIN 8995 - Research Problems in Kinesiology (1.0 - 12.0 cr)

**Minor or related field**
Either minor or related field is chosen, Plan A and Plan B students must take one statistics course with the consultation with their advisor. Plan A students take an additional 3 related-field (other emphasis areas of KIN or outside programs) credits and Plan B students take an additional 9 related-field credits in consultation with the advisor. Recommended courses for related fields are listed below. Recommended minor is clinical physiology and movement science.

- EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
- EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
- PUBH 6450 - Biostatistics I (4.0 cr)
- PUBH 6451 - Biostatistics II (4.0 cr)
- PUBH 7405 - Biostatistics: Regression (4.0 cr)
- PUBH 7406 - Advanced Regression and Design (4.0 cr)
- STAT 5021 - Statistical Analysis (4.0 cr)
- STAT 5302 - Applied Regression Analysis (4.0 cr)
- STAT 5303 - Designing Experiments (4.0 cr)
Exercise Physiology
Exercise physiology is the study of issues related to acute and chronic effects of physical activity on human physiological systems and health, and how fundamental concepts of human energetics and mechanics apply to exercise, sport, physical exertion, and health promotion. In addition to the MS requirements, students choose courses from the following lists with advisor consultation. Plan A and Plan B students take a minimum of 10 major course credits chosen from the following list.

- KIN 5122 - Applied Exercise Physiology (3.0 cr)
- KIN 5141 - Nutrition and Exercise for Health Promotion and Disease Prevention (3.0 cr)
- KIN 5142 - Applied Nutrition for Sport Performance and Optimal Health (3.0 cr)
- KIN 5385 - Exercise for Healthy Aging & Disease Prevention and Management (3.0 cr)
- KIN 5435 - Advanced Theory and Techniques of Exercise Science (3.0 cr)
- KIN 5485 - Advanced Electrocardiogram Interpretation (3.0 cr)
- KIN 5585 - Pediatric Physiology and Health: Concepts and Applications (2.0 cr)
- KIN 5720 - Special Topics in Kinesiology (2.0 - 4.0 cr)
- KIN 5987 - Professional Skills and Grant Writing for Health Sciences (2.0 cr)
- KIN 8122 - Seminar: Exercise Physiology (2.0 cr)

Minor or related field
Either minor or related field is chosen. Plan A and Plan B students must take one statistics course with the consultation with their advisor. Plan A students take an additional 3 related-field (other emphasis areas of KIN or outside programs) credits and Plan B students take an additional 9 related-field credits in consultation with the advisor. Recommended courses for related fields are listed below.

- EPSY 5261 - Introductory Statistical Methods (3.0 cr)
- PUBH 6450 - Biostatistics I (4.0 cr)
- PUBH 6451 - Biostatistics II (4.0 cr)
- PUBH 7405 - Biostatistics: Regression (4.0 cr)
- PUBH 7406 - Advanced Regression and Design (4.0 cr)
- PUBH 7430 - Statistical Methods for Correlated Data (3.0 cr)
- STAT 5021 - Statistical Analysis (4.0 cr)
- STAT 5302 - Applied Regression Analysis (4.0 cr)
- STAT 5303 - Designing Experiments (4.0 cr)
- STAT 5601 - Nonparametric Methods (3.0 cr)

Perceptual-Motor Control and Learning
Students study the learning of movement skills and the factors that mediate learning as well as the changes in movement behavior over the life span and the processes or factors underlying these changes. In addition to the MS requirements, students choose courses from the following lists with advisor consultation. Registration for KIN 5992 is limited to 3 credits. A maximum of 9 4xxx level courses can be taken at the discretion of the advisor and used to satisfy master credit requirement.

Recommended courses
Plan A and Plan B students take a minimum of 10 major course credits chosen from the following list.

- KIN 4133 - Perceptual-Motor Control and Learning (3.0 cr)
- KIN 4134 - The Aging Motor System (3.0 cr)
- KIN 4136 - Embodied Cognition (3.0 cr)
- KIN 4441 - Movement Neuroscience (3.0 cr)
- KIN 4520 - Current Topics in Kinesiology (2.0 - 4.0 cr)
- HUMF 5001 - Foundations of Human Factors/Ergonomics (3.0 cr)
- RSC 5135 - Advanced Biomechanics I: Kinematics (3.0 cr)
- KIN 5235 - Advanced Biomechanics II: Kinetics (3.0 cr)
- KIN 5643 - Applied Motion Capture and Movement Analysis Technology (3.0 cr)
- KIN 5941 - Clinical Movement Neuroscience (3.0 cr)
- KIN 5992 - Readings in Kinesiology (1.0 - 9.0 cr)
- KIN 8132 - Seminar: Motor Development (3.0 cr)
- KIN 8135 - Seminar: Motor Control and Learning (3.0 cr)
- KIN 8211 - Seminar: Perception and Action (3.0 cr)

Minor or related field
Either minor or related field is chosen. Plan A and Plan B students must take one statistics course with the consultation with their advisor. Plan A students take an additional 3 related-field (other emphasis areas of KIN or outside programs) credits and Plan B students take an additional 9 related-field credits in consultation with the advisor. Recommended courses for related fields are listed below.

- EPSY 5261 - Introductory Statistical Methods (3.0 cr)

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Information current as of August 31, 2018
Physical Activity and Health
The emphasis area in Physical Activity and Health is intended to provide students with advanced study in physical activity and health promotion and disease prevention, as well as study designs from an epidemiological approach. The emphasis area provides a solid foundation sufficient to understand and conduct research in this field. In addition to the MS requirements, students choose courses from the following lists with advisor consultation.

**Recommended Courses**
A minimum of 10 semester course credits with KIN prefix. 4xxx level courses can only be taken at the discretion of the advisor.

- KIN 4214 - Health Promotion (3.0 cr)
- or KIN 5202 - Current Issues in Health (2.0 cr)
- KIN 5203 - Health Media, Consumerism, and Communication (2.0 cr)
- KIN 5122 - Applied Exercise Physiology (3.0 cr)
- KIN 5123 - Motivational Interventions in Physical Activity (3.0 cr)
- KIN 5125 - Advances in Physical Activity and Health (3.0 cr)
- KIN 5141 - Nutrition and Exercise for Health Promotion and Disease Prevention (3.0 cr)
- KIN 5142 - Applied Nutrition for Sport Performance and Optimal Health (3.0 cr)
- KIN 5385 - Exercise for Healthy Aging & Disease Prevention and Management (3.0 cr)
- KIN 8122 - Seminar: Exercise Physiology (2.0 cr)
- KIN 8211 - Seminar: Perception and Action (3.0 cr)

**Minor or related field**
Either minor or related field is chosen, Plan A and Plan B students must take one statistics course with the consultation with their advisor. Plan A students take an additional 3 related-field (other emphasis areas of KIN or outside programs) credits and Plan B students take an additional 9 related-field credits in consultation with the advisor. Recommended courses for related fields are listed below.

**Recommended courses**
EPSY 5261 - Introductory Statistical Methods (3.0 cr)
- or EPSY 8251 - Statistical Methods in Education I (3.0 cr)
- or EPSY 8252 - Statistical Methods in Education II (3.0 cr)
- or PUBH 6450 - Biostatistics I (4.0 cr)
- or PUBH 6451 - Biostatistics II (4.0 cr)

**Sport and Exercise Psychology**
The Sport and Exercise Psychology emphasis focuses on the thoughts, feelings, and actions of participants and professionals within physical activity contexts such as competitive sports, sports medicine and rehabilitation, exercise, and physical education. Scholars seek to understand the cognitive, affective, behavioral, and social mechanisms underlying interactions between the psychology of individual participants and influences of psychological climates within physical activity settings.

**Recommended Courses**
For Plan A and Plan B, a minimum of 10 major course credits are needed outside the requirements and may be chosen from the following list:

- KIN 5123 - Motivational Interventions in Physical Activity (3.0 cr)
- or KIN 5126 - Social Psychology of Sport & Physical Activity (3.0 cr)
- or KIN 5136 - Psychology of Coaching (3.0 cr)
- or KIN 5375 - Youth Sport Science (3.0 cr)
- or KIN 5720 - Special Topics in Kinesiology (2.0 - 4.0 cr)
- or KIN 5723 - Psychology of Sport Injury and Rehabilitation (3.0 cr)
- or KIN 8126 - Sports Medicine Psychology (3.0 cr)
- or KIN 8136 - Developmental Sport and Exercise Psychology (3.0 cr)
- or KIN 8696 - Internship: Applied Sport Psychology (3.0 - 6.0 cr)

**Minor or related field**
Either minor or related field is chosen, Plan A and Plan B students must take one statistics course with the consultation with their advisor. Plan A students take an additional 3 related-field (other emphasis areas of KIN or outside programs) credits and Plan B students take an additional 9 related-field credits in consultation with the advisor. Recommended courses for related fields are listed below.

**Recommended minor is educational psychology.**

- CPSY 5301 - Advanced Developmental Psychology (3.0 cr)
- or CPSY 5302 - Cognitive and Biological Development (3.0 cr)
- or CSPH 5706 - Lifestyle Medicine (2.0 cr)
- or CSPH 5807 - Mindfulness in the Workplace: Pause, Practice, Perform (2.0 cr)
- or EPSY 5261 - Introductory Statistical Methods (3.0 cr)
- or EPSY 8251 - Statistical Methods in Education I (3.0 cr)
- or EPSY 8402 - Individual Counseling: Theories, Applications & Counseling Skills (4.0 cr)
- or EPSY 8404 - Group Counseling: Theory, Applications, and Skills (3.0 cr)
- or EPSY 8406 - Professional Ethics for Counselors and Psychologists (3.0 cr)
- or GRAD 8101 - Teaching in Higher Education (3.0 cr)
- or GRAD 8200 - Teaching and Learning Topics in Higher Education (1.0 cr)
- or KIN 5371 - Sport and Society (3.0 cr)
KIN 5511 - Sport and Gender (3.0 cr)  
KIN 5601 - Sport Management Ethics and Policy (3.0 cr)  
KIN 5725 - Organization and Management of Physical Education and Sport (3.0 cr)  
PREV 8001 - Prevention Science: Principles and Practices (3.0 cr)  
PREV 8002 - Prevention Science Research Methodology (3.0 cr)  
PREV 8003 - New Topics in Prevention: Implementation and Dissemination (3.0 cr)  
PSY 5207 - Personality and Social Behavior (3.0 cr)  
PSY 8208 - Social Psychology: The Self (3.0 cr)  
PSY 8542 - Professional Standards and Ethics in Clinical Psychology (3.0 cr)  
PUBH 6020 - Fundamentals of Social and Behavioral Science (2.0 cr)  
PUBH 6120 - Injury Prevention in the Workplace, Community, and Home (2.0 cr)  
PUBH 6320 - Fundamentals of Epidemiology (3.0 cr)  

Sport Sociology  
Sport sociology is the scientific study of human behavior and social organization in the sport context, focusing on behavior patterns and social processes that occur in the organizational and management systems in which sport exists. The program is housed in the Tucker Center for Research on Girls & Women in Sport, an interdisciplinary research institute. In addition to the MS requirements, students choose courses from the following lists with advisor consultation.

Recommended Courses  
For Plan A and Plan B, a minimum of 10 major course credits are needed outside the requirements and may be chosen from the following list:

KIN 5123 - Motivational Interventions in Physical Activity (3.0 cr)  
KIN 5126 - Social Psychology of Sport & Physical Activity (3.0 cr)  
KIN 5136 - Psychology of Coaching (3.0 cr)  
KIN 5371 - Sport and Society (3.0 cr)  
KIN 5511 - Sport and Gender (3.0 cr)  
KIN 5725 - Organization and Management of Physical Education and Sport (3.0 cr)  
KIN 5801 - Legal Aspects of Sport and Recreation (4.0 cr)  
KIN 8136 - Developmental Sport and Exercise Psychology (3.0 cr)

Minor or related field  
Either minor or related field is chosen. Plan A and Plan B students must take one statistics course with the consultation with their advisor. Plan A students take an additional 3 related-field (other emphasis areas of KIN or outside programs) credits and Plan B students take an additional 9 related-field credits in consultation with the advisor. Recommended courses for related fields are listed below.

AMST 5412 - Comparative Indigenous Feminisms [GP] (3.0 cr)  
COMM 5221 - Media, Race, and Identity (3.0 cr)  
EPSY 5247 - Qualitative Methods in Educational Psychology (3.0 cr)  
EPSY 5261 - Introductory Statistical Methods (3.0 cr)  
EPSY 8251 - Statistical Methods in Education I (3.0 cr)  
EPSY 8252 - Statistical Methods in Education II (3.0 cr)  
GWSS 5104 - Transnational Feminist Theory (3.0 cr)  
GWSS 5190 - Topics: Theory, Knowledge, and Power (3.0 cr)  
GWSS 5406 - Black Feminist Thought in the American and African Diasporas (3.0 cr)  
GWSS 8101 - Intellectual History of Feminism (3.0 cr)  
GWSS 8102 - Advanced Studies in Sexuality (3.0 cr)  
GWSS 8103 - Feminist Theories of Knowledge (3.0 cr)  
KIN 5601 - Sport Management Ethics and Policy (3.0 cr)  
PSY 8209 - Research Methods in Social Psychology (3.0 cr)  
SOC 4451 - Sport, Culture & Society (3.0 cr)  
SOC 8801 - Sociological Research Methods (4.0 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 2018
- 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.

Master's students can choose a kinesiology minor in the following emphasis areas: behavioral aspects of physical activity, biomechanics and neuromotor control, exercise physiology, perceptual-motor control and learning, physical activity and health, sport and exercise psychology, and sport sociology. Doctoral students can pursue a kinesiology minor in these same emphasis areas, with the addition of the sport management emphasis.

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 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. Courses should be chosen in consultation with the student's major adviser and the School of Kinesiology's director of graduate studies.

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.

Master's

Minor Courses
Minor requires at least 6 credits of graduate-level kinesiology courses. Courses should be chosen in consultation with the student's major adviser and the School of Kinesiology's director of graduate studies.

Doctoral

Minor Courses
Minor requires at least 12 credits of graduate-level kinesiology courses. Courses should be chosen in consultation with the student's major adviser and the School of Kinesiology's director of graduate studies.
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 SE, 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 2018
- Length of program in credits: 60 to 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 School of Kinesiology spans a wide range of inquiry connected by the common thread of the study of human movement. Graduate programs reflect a broad study of physical activity ranging from exercise science, movement science, and human performance, to physical activity and sport science and sport management. Much of the research conducted in the school is interdisciplinary in nature and involves collaborative partnerships with life science disciplines such as medicine, neuroscience, and epidemiology and fosters links with business, education, and social sciences. MS students pursue an individualized program with an emphasis in one of the following areas: behavioral aspects of physical activity; biomechanics and neuromotor control; exercise physiology; perceptual-motor control and learning; physical activity and health; sport and exercise psychology; sport sociology.

PhD students pursue an individualized program with an emphasis in behavioral aspects of physical activity, biomechanics and neuromotor control, exercise physiology, perceptual-motor control and learning, physical activity and health, sport and exercise psychology, sport management 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.

Other requirements to be completed before admission:
Applicants must have completed a baccalaureate degree, generally in the following areas: kinesiology; exercise science; sport management; sport psychology/sociology; movement science; or related preparation and significant background and interest in the scientific study of physical activity.

Special Application Requirements:
Applicants must submit a University of Minnesota 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 recommendations from persons familiar with their scholarship and research potential; a scholarly writing sample; and transcripts. Submission of all application materials by December 1 ensures priority consideration for admission and for teaching and research assistantships awarded for the next academic year. Students are admitted for the fall semester only.

Applicants must submit their test score(s) from the following:
• GRE
  - General Test - Verbal Reasoning: 153
  - General Test - Quantitative Reasoning: 153
  - General Test - Analytical Writing: 4.5
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
  - Reading Score: 6.5
  - Writing Score: 6.5
- **MELAB**
  - Final score: 80

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

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.

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**Program Requirements**

24 to 29 credits are required in the major.
12 to 19 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.

The PhD requires 36 to 48 course credits and 24 thesis credits. A minimum total of 60 credits and a maximum total of 72 credits are required to complete the program. Course credits include a minimum of 15 major program credits (including 3 credits of KIN 8980 Graduate Research Seminar), 6 credits in a supporting program or 12 credits in a doctoral minor, 6 research skills course credits, and 9 credits of mentored research experience. At least 6 major course credits, 6 research skills course credits, and 6 mentored experience course credits must be taken as a U of M enrolled student. A GPA of at least 3.00 is required to maintain good standing and to graduate.

**Required Kinesiology Courses**

A minimum of 3 credits of KIN 8980 and a minimum of 9 credits of KIN 8995 are required over the course of the program for all emphasis areas listed below.

- **KIN 8980** - Graduate Research Seminar in Kinesiology (1.0 cr)
- **KIN 8995** - Research Problems in Kinesiology (1.0 - 12.0 cr)

**Emphasis Areas**

Kinesiology PhD students pursue an individualized program with an emphasis in behavioral aspects of physical activity, biomechanics and neuromotor control, exercise physiology, perceptual-motor control and learning, physical activity and health, sport and exercise psychology, sport management or sport sociology.

**Behavioral Aspects of Physical Activity**

Behavioral Aspects of Physical Activity examines behavioral interventions for physical activity adoption and maintenance; the epidemiology of physical activity; psycho-social theories related to physical activity promotion; understanding sedentary behavior; and the objective and subjective assessment of physical activity. Interdisciplinary research is conducted with other departments including medicine, nursing, public health, epidemiology, physiology, nutrition, psychology, etc.

**Emphasis courses**

A minimum of 12 course credits must be selected from the following list. At least 3 credits must be KIN 8xxx.

- **KIN 5123** - Motivational Interventions in Physical Activity (3.0 cr)
- **KIN 5125** - Advances in Physical Activity and Health (3.0 cr)
- **KIN 5126** - Social Psychology of Sport & Physical Activity (3.0 cr)
- **KIN 5141** - Nutrition and Exercise for Health Promotion and Disease Prevention (3.0 cr)
- **KIN 5371** - Sport and Society (3.0 cr)
Research skills courses
A minimum 6-9 research skills courses credits are required, selected from the following list or in consultation with the advisor. Courses taken to fulfill the research skills courses requirement cannot be double counted to fulfill the supporting program requirement.

KIN 5981 - Research Methodology in Kinesiology and Sport Management (3.0 cr)
EPSY 5247 - Qualitative Methods in Educational Psychology (3.0 cr)
EPSY 8251 - Statistical Methods in Education I (3.0 cr)
EPSY 8252 - Statistical Methods in Education II (3.0 cr)
EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
EPSY 8266 - Statistical Analysis Using Structural Equation Methods (3.0 cr)
EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
PUBH 6450 - Biostatistics I (4.0 cr)
PUBH 6451 - Biostatistics II (4.0 cr)
PUBH 6636 - Qualitative Research Methods in Public Health Practice (2.0 cr)
PUBH 6673 - Grant Writing for Public Health (1.0 cr)
PUBH 6810 - Survey Research Methods (3.0 cr)
PUBH 7401 - Fundamentals of Biostatistical Inference (4.0 cr)
PUBH 7405 - Biostatistics: Regression (4.0 cr)
PUBH 7406 - Advanced Regression and Design (4.0 cr)

Minor
Choose either minor or supporting program. A minimum of 12 course credits is required for a University of Minnesota doctoral minor. Recommended minor is: CSPH, PSY or PUBH.

Supporting program
Recommended supporting programs and courses include combining 6-13 credits of advisor-approved selections from other emphasis areas of kinesiology (KIN), such as (but not limited to) sport sociology or sport and exercise psychology.

-OR-

Biomechanics and Neuromotor Control
The study of human biomechanics with its focus on the mechanical and electrophysiological analysis of human motion is combined with the study of movement neuroscience. This emphasis area provides advanced knowledge for understanding how the human nervous system controls movement and how the neurological disease affects motor function.

Emphasis courses
A minimum of 12 course credits must be selected from the following list. At least 3 credits must be KIN 8xxx.

KIN 5235 - Advanced Biomechanics II: Kinetics (3.0 cr)
KIN 5643 - Applied Motion Capture and Movement Analysis Technology (3.0 cr)
KIN 5941 - Clinical Movement Neuroscience (3.0 cr)
KIN 8211 - Seminar: Perception and Action (3.0 cr)
KIN 8132 - Seminar: Motor Development (3.0 cr)
KIN 8135 - Seminar: Motor Control and Learning (3.0 cr)
RSC 5135 - Advanced Biomechanics I: Kinematics (3.0 cr)
NSC 5661W - Behavioral Neuroscience [WI] (3.0 cr)

Research skills courses
A minimum of 6-9 research skills course credits are required, selected from the following list or in consultation with the advisor. Courses taken to fulfill the research skills courses requirement cannot be double counted to fulfill the supporting program requirement.

EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
PUBH 6450 - Biostatistics I (4.0 cr)
PUBH 6451 - Biostatistics II (4.0 cr)
PUBH 7405 - Biostatistics: Regression (4.0 cr)
PUBH 7406 - Advanced Regression and Design (4.0 cr)
STAT 5021 - Statistical Analysis (4.0 cr)
STAT 5302 - Applied Regression Analysis (4.0 cr)
STAT 5303 - Designing Experiments (4.0 cr)
STAT 5601 - Nonparametric Methods (3.0 cr)
Minor
Choose either minor or supporting program. A minimum of 12 course credits are required for a University of Minnesota doctoral minor. Recommended minors include: CGSC, CPMS, GERHO, HUMF, NSC, or PREV.

Supporting program
Any combination of at least 6 KIN or non-KIN course credits may be used for the supporting program and must be approved by the advisor. Recommended kinesiology emphasis areas for supporting courses include exercise physiology, perceptual-motor control and learning, physical activity and sport science, or sport management. Recommended program areas for supporting courses include: BMEN, ME, NURS, OT, OTOL, PUBH, NSC and RSC.
KIN 5981 - Research Methodology in Kinesiology and Sport Management (3.0 cr)
or KIN 5987 - Professional Skills and Grant Writing for Health Sciences (2.0 cr)

-OR-

Exercise Physiology
Exercise physiology is the study of issues related to acute and chronic effects of physical activity on human physiological systems and health, and how fundamental concepts of human energetics and mechanics apply to exercise, sport, physical exertion, and health promotion. Doctoral students learn to apply principles of physiology to solving problems related to functional responses and adaptations involved in human skeletal muscular activity.

Emphasis courses
A minimum of 12 course credits must be selected from the following list. At least 3 credits must be KIN 8xxx. KIN 8122 may be taken multiple times.
KIN 5122 - Applied Exercise Physiology (3.0 cr)
or KIN 5141 - Nutrition and Exercise for Health Promotion and Disease Prevention (3.0 cr)
or KIN 5142 - Applied Nutrition for Sport Performance and Optimal Health (3.0 cr)
or KIN 5385 - Exercise for Healthy Aging & Disease Prevention and Management (3.0 cr)
or KIN 5435 - Advanced Theory and Techniques of Exercise Science (3.0 cr)
or KIN 5485 - Advanced Electrocardiogram Interpretation (3.0 cr)
or KIN 5585 - Pediatric Physiology and Health: Concepts and Applications (2.0 cr)
or KIN 5641 - Scientific Theory and Application of Training and Conditioning in Sport (3.0 cr)
or KIN 5720 - Special Topics in Kinesiology (2.0 - 4.0 cr)
or KIN 5987 - Professional Skills and Grant Writing for Health Sciences (2.0 cr)
or KIN 8122 - Seminar: Exercise Physiology (2.0 cr)

Research skills courses
A minimum of 6-9 research skills course credits are required, selected from the following list or in consultation with the advisor. It is recommended to take a statistical sequence in either EPSY, STAT, or PUBH. It is not recommended to switch courses between departments unless agreed to by the advisor. Courses taken to fulfill the research skills courses requirement can't be double counted to fulfill the supporting program requirement.
EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
or EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
or PUBH 6450 - Biostatistics I (4.0 cr)
or PUBH 6451 - Biostatistics II (4.0 cr)
or PUBH 7405 - Biostatistics: Regression (4.0 cr)
or PUBH 7406 - Advanced Regression and Design (4.0 cr)
or PUBH 7415 - Introduction to Clinical Trials (3.0 cr)
or PUBH 7430 - Statistical Methods for Correlated Data (3.0 cr)
or STAT 5021 - Statistical Analysis (4.0 cr)
or STAT 5302 - Applied Regression Analysis (4.0 cr)
or STAT 5303 - Designing Experiments (4.0 cr)
or STAT 5601 - Nonparametric Methods (3.0 cr)

Minor
Choose either a minor or supporting program. A minimum of 12 course credits are required for a University of Minnesota doctoral minor. Recommended minors include: CGSC, CPMS, GERHO, HUMF, NSC, or PREV.

Supporting program
Any combination of at least 6 KIN or non-KIN course credits may be used for the supporting program and must be approved by the advisor. Recommended kinesiology emphasis areas for supporting courses include biomechanics and neuromotor control, perceptual-motor control and learning, physical activity and sport science, or sport management. Recommended areas for supporting program include: BIOC, FSCN, OT, PHSL, PUBH, NSC, and RSC.

-OR-

Perceptual-Motor Control and Learning
Perceptual-motor control and learning includes related areas of movement behavior inquiry. Motor learning is the study of the learning of movement skills and the factors that mediate learning, such as practice, perceptual guidance, or knowledge of results. Although a lifespan approach is emphasized, students may focus on one or more specific age periods, such as early childhood, adolescence, adulthood or aging.

Emphasis courses
A minimum of 12 course credits must be selected from the following list. At least 3 credits must be KIN 8xxx.
KIN 5235 - Advanced Biomechanics II: Kinetics (3.0 cr)
or KIN 5643 - Applied Motion Capture and Movement Analysis Technology (3.0 cr)
or KIN 5941 - Clinical Movement Neuroscience (3.0 cr)
or KIN 8211 - Seminar: Perception and Action (3.0 cr)
or KIN 8132 - Seminar: Motor Development (3.0 cr)
or KIN 8135 - Seminar: Motor Control and Learning (3.0 cr)
or RSC 5135 - Advanced Biomechanics I: Kinematics (3.0 cr)

Research skills courses
A minimum of 6-9 research skills course credits are required, selected from the following list or in consultation with the advisor. It is recommended to take a statistical sequence in either EPSY, STAT, or PUBH. It is not recommended to switch courses between departments unless agreed to by the advisor. Courses taken to fulfill the research skills courses can't be double counted to fulfill the supporting program requirement.
EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
or EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
or EPSY 8282 - Statistical Analysis of Longitudinal Data (3.0 cr)
or PUBH 6450 - Biostatistics I (4.0 cr)
or PUBH 6451 - Biostatistics II (4.0 cr)
or PUBH 7405 - Biostatistics: Regression (4.0 cr)
or PUBH 7406 - Advanced Regression and Design (4.0 cr)
or STAT 5201 - Sampling Methodology in Finite Populations (3.0 cr)
or STAT 5302 - Applied Regression Analysis (4.0 cr)
or STAT 5303 - Designing Experiments (4.0 cr)
or STAT 5601 - Nonparametric Methods (3.0 cr)

Minor
Choose either a minor or supporting program. All University of Minnesota doctoral minors require a minimum of 12 credits. Recommended minors include CGSC, CPMS, GERO, HUMF, NSC, or PREV.

Supporting program
Any combination of at least 6 KIN or non-KIN course credits may be used for the supporting program and must be approved by the advisor. Recommended kinesiology emphasis areas for supporting courses include biomechanics and neuromotor control, exercise physiology, physical activity and sport science, or sport management. Recommended programs for supporting courses include: BMEN, ME, NURS, OT, OTOL, PubH, NSC, and RSC. Specific KIN course recommendations include:
KIN 5981 - Research Methodology in Kinesiology and Sport Management (3.0 cr)
or KIN 5987 - Professional Skills and Grant Writing for Health Sciences (2.0 cr)
-OR-

Physical Activity and Health
The emphasis area in Physical Activity and Health is intended to provide students with advanced study in physical activity and health promotion and disease prevention, as well as study designs from an epidemiological approach. The emphasis area will provide a solid foundation sufficient to understand and conduct research in this field.

Emphasis courses
A minimum of 12 course credits must be selected from the following list. At least 3 credits must be KIN 8xxx.
KIN 5202 - Current Issues in Health (2.0 cr)
or KIN 5203 - Health Media, Consumerism, and Communication (2.0 cr)
or KIN 5122 - Applied Exercise Physiology (3.0 cr)
or KIN 5123 - Motivational Interventions in Physical Activity (3.0 cr)
or KIN 5125 - Advances in Physical Activity and Health (3.0 cr)
or KIN 5141 - Nutrition and Exercise for Health Promotion and Disease Prevention (3.0 cr)
or KIN 5142 - Applied Nutrition for Sport Performance and Optimal Health (3.0 cr)
or EPSY 5385 - Exercise for Healthy Aging & Disease Prevention and Management (3.0 cr)
or KIN 5585 - Pediatric Physiology and Health: Concepts and Applications (2.0 cr)
or KIN 5987 - Professional Skills and Grant Writing for Health Sciences (2.0 cr)
or KIN 8122 - Seminar: Exercise Physiology (2.0 cr)
or KIN 8211 - Seminar: Perception and Action (3.0 cr)

Research skills courses
A minimum of 6-9 research skills course credits are required, selected from the following list or in consultation with the advisor. Courses taken to fulfill the research skills courses can't be double counted to fulfill the supporting program requirement.
KIN 5981 - Research Methodology in Kinesiology and Sport Management (3.0 cr)
or EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
or EPSY 8266 - Statistical Analysis Using Structural Equation Methods (3.0 cr)
or EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
or EPSY 8282 - Statistical Analysis of Longitudinal Data (3.0 cr)
or PUBH 6450 - Biostatistics I (4.0 cr)
or PUBH 6451 - Biostatistics II (4.0 cr)
or PUBH 7405 - Biostatistics: Regression (4.0 cr)
or PUBH 7406 - Advanced Regression and Design (4.0 cr)
or STAT 5201 - Sampling Methodology in Finite Populations (3.0 cr)
or STAT 5302 - Applied Regression Analysis (4.0 cr)
or STAT 5303 - Designing Experiments (4.0 cr)

Minor
Choose either minor or supporting program, may include only 5xxx level courses or higher. A minimum of 12 course credits are required for a University of Minnesota doctoral minor. Recommended minors include: CGSC, CPMS, GER0, CSPH, NSC, PREV, or PUBH.

Supporting program
Any combination of at least 6 KIN or non-KIN course credits may be used for the supporting program and must be approved by the advisor. Recommended kinesiology emphasis areas for supporting courses include biomechanics and neuromotor control, exercise physiology, physical activity and sport science, or sport management. Recommended programs for supporting courses include: NURS, PUBH, NSC, RSC, CSPH, or PREV.

---OR---

Sport and Exercise Psychology
The Sport and Exercise Psychology emphasis focuses on the thoughts, feelings, and actions of participants and professionals within physical activity contexts such as competitive sports, sports medicine and rehabilitation, exercise, and physical education. Scholars seek to understand the cognitive, affective, behavioral, and social mechanisms underlying interactions between the psychology of individual participants and influences of psychological climates within physical activity settings.

Emphasis courses
A minimum of 12 course credits must be selected from the following list. At least 3 credits must be KIN 8xxx.

KIN 5126 - Social Psychology of Sport & Physical Activity (3.0 cr)
or KIN 5136 - Psychology of Coaching (3.0 cr)
or KIN 5375 - Youth Sport Science (3.0 cr)
or KIN 5720 - Special Topics in Kinesiology (2.0 - 4.0 cr)
or KIN 5723 - Psychology of Sport Injury and Rehabilitation (3.0 cr)
or KIN 8126 - Sports Medicine Psychology (3.0 cr)
or KIN 8136 - Developmental Sport and Exercise Psychology (3.0 cr)
or KIN 8696 - Internship: Applied Sport Psychology (3.0 - 6.0 cr)

Research skills courses
A minimum of 6-9 research skills course credits are required, selected from the following list or in consultation with the advisor. Courses taken to fulfill the research skills courses requirement can't be double counted to fulfill the supporting program requirement.

KIN 5981 - Research Methodology in Kinesiology and Sport Management (3.0 cr)
or EPSY 5247 - Qualitative Methods in Educational Psychology (3.0 cr)
or EPSY 8251 - Statistical Methods in Education I (3.0 cr)
or EPSY 8252 - Statistical Methods in Education II (3.0 cr)
or EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
or EPSY 8265 - Factor Analysis (3.0 cr)
or EPSY 8266 - Statistical Analysis Using Structural Equation Methods (3.0 cr)
or EPSY 8268 - Hierarchical Linear Modeling in Educational Research (3.0 cr)

Minor
Choose either minor or supporting program. A minimum of 12 course credits are required for a University of Minnesota doctoral minor. Recommended minors include: CPSY, EPSY or PSY.

Supporting Program
Recommended supporting program courses include combining 6-13 credits of advisor-approved selections from other emphasis areas within kinesiology (KIN), such as (but not limited to) behavioral aspects of physical activity (e.g.KIN 5123), sport sociology (e.g.KIN 5371 or KIN 5511) or sport management (e.g. KIN 5601 or KIN 5725) and/or from other graduate programs [e.g., CPSY, EPSY, PSY, CSPH, GRAD, PREV, or PUBH].

CPSY 5301 - Advanced Developmental Psychology (3.0 cr)
CPSY 5302 - Cognitive and Biological Development (3.0 cr)
CSPH 5706 - Lifestyle Medicine (2.0 cr)
CPSY 5301 - Mindfulness in the Workplace: Pause, Practice, Perform (2.0 cr)
EPSY 8402 - Individual Counseling: Theories, Applications & Counseling Skills (4.0 cr)
EPSY 8404 - Group Counseling: Theory, Applications, and Skills (3.0 cr)
EPSY 8406 - Professional Ethics for Counselors and Psychologists (3.0 cr)
GRAD 8101 - Teaching in Higher Education (3.0 cr)
GRAD 8200 - Teaching and Learning Topics in Higher Education (1.0 cr)
KIN 5123 - Motivational Interventions in Physical Activity (3.0 cr)
KIN 5371 - Sport and Society (3.0 cr)
KIN 5511 - Sport and Gender (3.0 cr)
KIN 5601 - Sport Management Ethics and Policy (3.0 cr)
KIN 5725 - Organization and Management of Physical Education and Sport (3.0 cr)
PREV 8001 - Prevention Science: Principles and Practices (3.0 cr)
PREV 8002 - Prevention Science Research Methodology (3.0 cr)
PREV 8003 - New Topics in Prevention: Implementation and Dissemination (3.0 cr)
Sport Management
This emphasis concentrates on the theoretical and practical dimensions of the management of athletic events, sports teams and facilities, and the sporting process. The management areas studied include those in the public sector (interscholastic and intercollegiate sport) as well as fitness and facility management. Sport management policy and ethics are also a focus of this emphasis area and research agenda.

Required courses
KIN 8128 - Doctoral Sport Management Seminar (3.0 cr)

Program courses
A minimum of 9 credits must be selected from the following list:
KIN 5375 - Youth Sport Science (3.0 cr)
or KIN 5511 - Sport and Gender (3.0 cr)
or KIN 5371 - Sport and Society (3.0 cr)
or KIN 5421 - Sport Finance (3.0 cr)
or KIN 5461 - Issues in the Sport Industry (3.0 cr)
or KIN 5601 - Sport Management Ethics and Policy (3.0 cr)
or KIN 5631 - Programming and Promotion in Sport (3.0 cr)
or KIN 5725 - Organization and Management of Physical Education and Sport (3.0 cr)
or KIN 5801 - Legal Aspects of Sport and Recreation (4.0 cr)

Research skills courses
A minimum of 6-9 research skills course credits are required, selected from the following list or in consultation with the advisor. Courses taken to fulfill the research skills courses requirement can't be double counted to fulfill the supporting program requirement.
KIN 5981 - Research Methodology in Kinesiology and Sport Management (3.0 cr)
or OLPD 5056 - Case Studies for Policy Research (3.0 cr)
or OLPD 5061 - Ethnographic Research Methods (3.0 cr)
or OLPD 5528 - Focus Group Interviewing Research Methods (1.0 - 3.0 cr)
or EPSY 5244 - Survey Design, Sampling, and Implementation (3.0 cr)
or EPSY 5247 - Qualitative Methods in Educational Psychology (3.0 cr)
or EPSY 8251 - Statistical Methods in Education I (3.0 cr)
or EPSY 8252 - Statistical Methods in Education II (3.0 cr)
or EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
or EPSY 8265 - Factor Analysis (3.0 cr)
or EPSY 8266 - Statistical Analysis Using Structural Equation Methods (3.0 cr)
or EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
or EPSY 8268 - Hierarchical Linear Modeling in Educational Research (3.0 cr)
or FSOS 8013 - Qualitative Family Research Methods (3.0 cr)
or SOC 8801 - Sociological Research Methods (4.0 cr)
or STAT 5302 - Applied Regression Analysis (4.0 cr)

Minor
Choose either a minor or supporting program. A minimum of 12 course credits are required for a University of Minnesota doctoral minor. Recommended minors include: public policy, COMM, EPSY, BA, or CI.

Supporting program
Any combination of at least 6 KIN or non-KIN course credits may be used for the supporting program and must be approved by the advisor. Recommended kinesiology emphasis areas for supporting courses include biomechanics and neuromotor control, exercise physiology, physical activity and sport science, and perceptual-motor control and learning. Recommended program areas for supporting program courses include: OLPD, PA, COMM, marketing, and management.

Sport Sociology
Sport Sociology is the scientific study of human behavior and social organization in the sport context with the primary objective to attempt to identify, describe and explain the role and relationship of sport in society. It focuses on the behavior patterns and social processes that occur in the sporting domain and explores the organizational and management systems and structures in which sport exists.

Emphasis courses
A minimum of 12 course credits must be selected from the following list. At least 3 credits must be KIN 8xxx.
KIN 5123 - Motivational Interventions in Physical Activity (3.0 cr)
or KIN 5126 - Social Psychology of Sport & Physical Activity (3.0 cr)
or KIN 5136 - Psychology of Coaching (3.0 cr)
or KIN 5371 - Sport and Society (3.0 cr)
or KIN 5375 - Youth Sport Science (3.0 cr)
or KIN 5511 - Sport and Gender (3.0 cr)
or KIN 5720 - Special Topics in Kinesiology (2.0 - 4.0 cr)
or KIN 5723 - Psychology of Sport Injury and Rehabilitation (3.0 cr)
or KIN 8126 - Sports Medicine Psychology (3.0 cr)
or KIN 8136 - Developmental Sport and Exercise Psychology (3.0 cr)
or KIN 8696 - Internship: Applied Sport Psychology (3.0 - 6.0 cr)

Research skills courses
A minimum of 6-9 research skills course credits are required, selected from the following list or in consultation with the advisor. Courses taken to fulfill the research skills courses requirement can't be double counted to fulfill the supporting program requirement.

AMST 8250 - Popular Culture and Politics in the 20th Century: Research Strategies (3.0 cr)
or AMST 8289 - Ethnographic Research Methods: Research Strategies in American Studies (3.0 cr)
or COMM 8211 - Critical Communication Studies: History, Theory, Method (3.0 cr)
or COMM 8451 - Seminar: Intercultural and Diversity Research (3.0 cr)
or COMM 8502 - Seminar: Communication Theory Construction (3.0 cr)
or KIN 5981 - Research Methodology in Kinesiology and Sport Management (3.0 cr)
or EPSY 5247 - Qualitative Methods in Educational Psychology (3.0 cr)
or EPSY 8251 - Statistical Methods in Education I (3.0 cr)
or EPSY 8252 - Statistical Methods in Education II (3.0 cr)
or EPSY 8264 - Advanced Multiple Regression Analysis (3.0 cr)
or EPSY 8266 - Statistical Analysis Using Structural Equation Methods (3.0 cr)
or EPSY 8267 - Applied Multivariate Analysis (3.0 cr)
or EPSY 8282 - Statistical Analysis of Longitudinal Data (3.0 cr)
or GWSS 8997 - Dissertation Seminar (1.0 - 3.0 cr)
or PSY 8209 - Research Methods in Social Psychology (3.0 cr)
or PUBH 6810 - Survey Research Methods (3.0 cr)
or PUBH 7401 - Fundamentals of Biostatistical Inference (4.0 cr)
or PUBH 7405 - Biostatistics: Regression (4.0 cr)
or PUBH 7406 - Advanced Regression and Design (4.0 cr)
or SOC 8801 - Sociological Research Methods (4.0 cr)
or SOC 8811 - Advanced Social Statistics (4.0 cr)
or SOC 8890 - Advanced Topics in Research Methods (2.0 - 3.0 cr)

Minor
Choose either minor or supporting program. A minimum of 12 course credits are required for a University of Minnesota doctoral minor. Recommended minors include: AMST, COMM, CPSY, EPSY, GWSS, PUBH, PSY or SOC.

Supporting program
Recommended supporting programs and courses include selections from EPSY, PSY, and CPSY minor programs as well as from other emphasis areas of kinesiology (KIN), such as behavioral aspects of physical activity, sport sociology, or sport management. Other relevant supporting program courses can be found in public health (PUBH), sociology (SOC), center for spirituality and healing (CSPH), or prevention science (PREV).

AMST 5412 - Comparative Indigenous Feminisms [GP] (3.0 cr)
or AMST 8202 - Theoretical Foundations and Current Practice in American Studies (3.0 cr)
or AMST 8240 - Gender, Race, Class, Ethnicity, and Sexuality in the United States: Topical Development (3.0 cr)
or COMM 5221 - Media, Race, and Identity (3.0 cr)
or COMM 8210 - Seminar: Selected Topics in U.S. Electronic Media (3.0 cr)
or COMM 8211 - Critical Communication Studies: History, Theory, Method (3.0 cr)
or GWSS 5104 - Transnational Feminist Theory (3.0 cr)
or GWSS 5190 - Topics: Theory, Knowledge, and Power (3.0 cr)
or GWSS 5406 - Black Feminist Thought in the American and African Diasporas (3.0 cr)
or GWSS 8101 - Intellectual History of Feminism (3.0 cr)
or GWSS 8102 - Advanced Studies in Sexuality (3.0 cr)
or GWSS 8103 - Feminist Theories of Knowledge (3.0 cr)
or GWSS 8107 - Feminist Pedagogies (3.0 cr)
or GWSS 8108 - Genealogies of Feminist Theory (3.0 cr)
or GWSS 8109 - Feminist Knowledge Production (3.0 cr)
or GWSS 8201 - Feminist Theory and Methods in the Social Sciences (3.0 cr)
or GWSS 8220 - Seminar: Cultural Criticism and Media Studies (3.0 cr)
or GWSS 8260 - Seminar: Race, Representation and Resistance (3.0 cr)
or GWSS 8270 - Seminar: Theories of Body (3.0 cr)
or SOC 4451 - Sport, Culture & Society (3.0 cr)
or SOC 4565 - Sociology of Education (3.0 cr)
or SOC 8001 - Sociology as a Profession (1.0 cr)
or SOC 8011 - Teaching Sociology: Theory & Practice (3.0 cr)
or SOC 8211 - The Sociology of Race & Racialization (3.0 cr)
or SOC 8221 - Sociology of Gender (3.0 cr)
or SOC 8290 - Topics in Race, Class, Gender and other forms of Durable Inequality (3.0 cr)
or SOC 8701 - Sociological Theory (4.0 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, 206 Burton Hall, 178 Pillsbury Dr. SE, 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 2018
- 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 (MEd)/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
The preferred undergraduate GPA for admittance to the program is 3.00.

Other requirements to be completed before admission:
Applicants must have teaching experience.

Special Application Requirements:
Applications are reviewed on an ongoing basis, but students are advised to submit application materials by the following preferred dates: November 1 (Spring), March 1 (Summer), July 1 (Fall). International students must apply six weeks earlier than those dates listed.

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 up to 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

- OLPD 5364 - Context and Practice of Educational Leadership (3.0 cr)
- OLPD 5374 - Leadership for Professional Development (4.0 cr)
- CI 5155 - Contemporary Approaches to Curriculum: Instruction and Assessment (3.0 cr)
  or OLPD 5387 - Leadership for Teaching and Learning (3.0 cr)
- CI 5177 - Practical Research (1.0 - 3.0 cr)
  or OLPD 5501 - Principles and Methods of Evaluation (3.0 cr)
- OLPD 5361 - Project in Teacher Leadership (3.0 cr)

Electives

14 or more credits of elective courses with adviser approval. 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

This sub-plan is not accepting new students at this time. Course requirements are the same as the Twin Cities program.

Singapore

Course requirements are the same as the Twin Cities program.
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 SE, Minneapolis, MN 55455 (612-625-4006; fax: 612-624-8277)
Email: CIIinfo@umn.edu
Website: http://cehd.umn.edu/ci

- Program Type: Master's
- Requirements for this program are current for Fall 2018
- 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 (MED)/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.

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 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 college or university.

Special Application Requirements:
Applicants must submit transcripts from every college attended (even those where a degree wasn't earned), scores from the TOEFL/IELTS/MELAB (if applicable), a resume, and a clearly written statement of career interests, goals, and objectives. Master's applications are reviewed by department faculty three times per academic year: Fall, Spring and Summer.

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).

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Information current as of August 31, 2018
Program Requirements

Plan C: Plan C requires 30 major credits and up to 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.

Core Coursework (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 (18 credits)
Take 18 or more credit(s) from the following:
- CI 5402 - Introduction to Special Collections (3.0 cr)
- CI 5403 - Writing For and By Children (3.0 cr)
- CI 5404 - Multicultural Literature 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 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 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 5442 - Literature for Adolescents (3.0 cr)
- CI 5451 - Teaching Reading in Middle and Secondary Grades (3.0 cr)
- CI 5461 - Teaching Composition in the Secondary School (3.0 cr)
- CI 5462 - Evaluating and Assessing Writing (3.0 cr)
- CI 5472 - Teaching Critical Media Analysis in Schools (3.0 cr)
- CI 5475 - Teaching Digital Writing (3.0 cr)

Electives (6 credits)
Courses will be selected in consultation with faculty advisor. Students are advised to select courses that reflect learning issues faced in their classroom, including special education, secondary language, or cultural diversity issues.
Take 6 or more credit(s) from the following:
- CI 5331 - Introduction to Learning Technologies (3.0 cr)
- CI 5361 - Teaching and Learning with the Internet (2.0 - 3.0 cr)
- CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)
- CI 5642 - Assessing English Learners (3.0 cr)
- 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)
- YOST 5952 - Everyday Lives of Youth (3.0 cr)
- YOST 5954 - Experiential Learning: Pedagogy for Community and Classroom (3.0 cr)
- ENGL 5090 - Readings in Special Subjects (1.0 - 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 5613 - Foundations of Special Education I [DSJ] (3.0 cr)
Twin Cities Campus
Multicultural College Teaching and Learning 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, 206 Burton Hall, 178 Pillsbury Dr. SE, 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 2018
- Length of program in credits: 30 to 34
- 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 Organizational Leadership, Policy, and Development (OLPD) 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 one-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:
Applicants must submit two letters of recommendation from persons familiar with their scholarship and research potential, transcripts, a current résumé, and answer to two essay questions found within the University’s online application. The GRE is not required for EPL and MCTL M.A. applicants but is required for application to other M.A. program tracks (CIDE, ES, HE, and HRD). 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. All new students begin in fall semester unless permission to start earlier is granted by the track coordinator. The annual deadline is February 1 for the two-year M.A. program. The annual deadline is February 1 for one-year M.A. program options (not available for the HRD or MCTL tracks).

Letters of recommendation, résumé, essays, and other department application materials are submitted via the University online application system. Unofficial GRE scores, transcripts, and TOEFL/IELTS score may also be submitted via the online application for admission review purposes only. Admitted students must submit official GRE scores (as applicable), transcripts (sent directly from institution[s]), and TOEFL/IELTS scores (as applicable) to the University as a condition of any admission offer.

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 social science, liberal arts, public affairs, and business fields. 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
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 15 major credits, 9 credits outside the major, and 10 thesis credits. The final exam is written and oral.

**Plan B:** Plan B requires 18 major credits and 12 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 capstone project will involve a combined total of approximately 120 hours (the equivalent of three full-time weeks) of work. The OLPD 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 OLPD 5087 MA Research 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 15 credits in the major field (including practicum and internship), a minimum of 6 elective credits outside, one additional 3 credit research methods course, 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 15 credits in the major field, the 3 credit MA Research Seminar, and a capstone project, as well as a minimum of 12 elective credits.

**Required core courses (15 cr minimum)**

The following courses are required for both the Plan A and the Plan B. Student must take 3 credits of OLPD 8796. Additional credits of OLPD 8796 may be taken with advisor approval.

- CI 5106 - Multicultural Teaching and Learning in Diverse College Contexts (3.0 cr)
- OLPD 5796 - Supervised Practicum in Multicultural Postsecondary Teaching and Learning (3.0 cr)
- CI 5116 - Action Research in Educational Settings (3.0 cr)
- OLPD 5712 - Multicultural Theories of College Student Development Applied to Teaching and Learning (3.0 cr)
- OLPD 8796 - Supervised Internship in Postsecondary Teaching and Learning (3.0 - 12.0 cr)

**Electives (Plan A 6 cr) (Plan B 12 cr)**

To be determined with advisor; used to reach total of 34 credits Plan A or 30 credits Plan B. Options include:

- CI 5137 - Multicultural Gender-Fair Curriculum (3.0 cr)
- CI 5145 - Critical Pedagogy (3.0 cr)
- CI 5323 - Online Learning Communities (3.0 cr)
- CI 5325 - Designing and Developing Online Distance Learning (3.0 cr)
- CI 5331 - Introduction to Learning Technologies (3.0 cr)
- CI 5351 - Technology Tools for Educators (3.0 cr)
- CI 5367 - Interactive Multimedia Instruction (3.0 cr)
- CI 5536 - Equity, Policy, and Assessment in Science Education (3.0 cr)
- CI 8131 - Curriculum and Instruction Core: Critical Examination of Curriculum in Context (3.0 cr)
- CI 8461 - Sociocultural Theory, Education, and Literacy (3.0 cr)
- EPSY 5113 - Psychology of Instruction and Technology (3.0 cr)
or EPSY 5114 - Psychology of Student Learning (3.0 cr)
or EPSY 5151 - Cooperative Learning (3.0 cr)
or EPSY 5221 - Principles of Educational and Psychological Measurement (3.0 cr)
or EPSY 5243 - Principles and Methods of Evaluation (3.0 cr)
or EPSY 5244 - Survey Design, Sampling, and Implementation (3.0 cr)
or EPSY 5261 - Introductory Statistical Methods (3.0 cr)
or EPSY 5262 - Intermediate Statistical Methods (3.0 cr)
or GRAD 5102 - Preparation for University Teaching for Nonnative English Speakers (2.0 cr)
or GRAD 5105 - Practicum in University Teaching for Nonnative English Speakers (1.0 - 2.0 cr)
or GRAD 8101 - Teaching in Higher Education (3.0 cr)
or GRAD 8102 - Practicum for Future Faculty (3.0 cr)
or GRAD 8200 - Teaching and Learning Topics in Higher Education (1.0 cr)
or OLPD 5056 - Case Studies for Policy Research (3.0 cr)
or OLPD 5061 - Ethnographic Research Methods (3.0 cr)
or OLPD 5132 - Intercultural Education and Training: Theory and Application (3.0 cr)
or OLPD 5201 - Strategies for Teaching Adults (3.0 cr)
or OLPD 5202 - Perspectives of Adult Learning and Development (3.0 cr)
or OLPD 5211 - Introduction to the Undereducated Adult (1.0 cr)
or OLPD 5225 - Informal Assessment of Adult Literacy (1.0 cr)
or OLPD 5226 - Advanced Assessment of Adult Literacy (1.0 cr)
or OLPD 5235 - Methods of Teaching Advanced Adult Literacy (1.0 cr)
or OLPD 5501 - Principles and Methods of Evaluation (3.0 cr)
or OLPD 5526 - Focus Group Interviewing Research Methods (1.0 - 3.0 cr)
or OLPD 5701 - U.S. Higher Education (3.0 cr)
or OLPD 5704 - College Students Today (3.0 cr)
or OLPD 5721 - Race and Ethnicity in Higher Education (3.0 cr)
or OLPD 5816 - Distance Learning in Adult Education and Training (3.0 cr)
or OLPD 8721 - Instruction and Learning in Higher Education (2.0 - 3.0 cr)
or CI 5105 - Increasing Access and Success in Undergraduate Classrooms (3.0 cr)

Plan A and Plan B requirements

Plan A
All Plan A students must take 10 thesis credits and 6 elective credits and one research methods course to be selected in consultation with advisor.

OLPD 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

-OR-

Plan B
All Plan B students must take the MA Research Seminar and elective credits to be selected in consultation with advisor to reach required total of 30 credits.

OLPD 5087 - MA Research Seminar (1.0 - 3.0 cr)
Multicultural College Teaching and Learning 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, 178 Pillsbury Dr 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 minor related to major
- Requirements for this program are current for Fall 2018
- 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 Department of Organizational Leadership, Policy, and Development's (OLPD) graduate minor in multicultural college teaching and learning is 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)

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

Special Application Requirements:
To obtain a minor, graduate students should work with the MCTL director of graduate studies (DGS) to map out coursework that will enhance their ability to teach in diverse postsecondary contexts.

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.

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.

Masters
Courses (Select 6 cr)
Coursework planned with MCTL director of graduate studies to total 6 credits.
CI 5105 - Increasing Access and Success in Undergraduate Classrooms (3.0 cr)
CI 5106 - Multicultural Teaching and Learning in Diverse College Contexts (3.0 cr)
CI 5116 - Action Research in Educational Settings (3.0 cr)
OLPD 5712 - Multicultural Theories of College Student Development Applied to Teaching and Learning (3.0 cr)

Doctoral
Courses (12 cr)
Coursework planned with MCTL director of graduate studies to total 12 credits.

CI 5105 - Increasing Access and Success in Undergraduate Classrooms (3.0 cr)
CI 5106 - Multicultural Teaching and Learning in Diverse College Contexts (3.0 cr)
CI 5116 - Action Research in Educational Settings (3.0 cr)
OLPD 5712 - Multicultural Theories of College Student Development Applied to Teaching and Learning (3.0 cr)
Twin Cities Campus
Multimedia Design and Development 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 SE, Minneapolis, MN 55455 (612-625-4006; fax: 612-624-8277)
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 2018
- 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 multimedia design and development prepares students to use technology (computers and the Internet) to develop instructional materials for use in a wide range of educational and training contexts (note that a university certificate program or certificate is distinct from a state certificate or certification).

The program is designed for K-12 teachers, higher education instructors, corporate trainers, and other professionals interested in using technology to support instruction.

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.

Special Application Requirements:
Applicants must submit transcripts from every college attended (even those where a degree wasn't earned), scores from the TOEFL/IELTS/MELAB (if applicable), a resume, and a one page goal statement. Certificate applications are reviewed by the department three times per academic year: Fall, Spring and Summer.

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.

Core Courses (12 credits)
Take 4 or more course(s) totaling 12 or more credit(s) from the following:

- CI 5336 - Planning for Multimedia Design and Development (3.0 cr)
- CI 5362 - Foundations of Interactive Design for Web-based Learning (3.0 cr)
- CI 5363 - New Media and Interaction Design for Online and Mobile Learning (3.0 cr)
- CI 5365 - Contemporary Software Development Issues and Tools (3.0 cr)
- CI 5367 - Interactive Multimedia Instruction (3.0 cr)
Twin Cities Campus
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 2018
- 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 (note that a university certificate program or certificate is distinct from a state certificate or certification). Technology experience is not required, and courses are designed for learners with a wide range of experience.

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.

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

A completed bachelor's degree is required for admission.

Special Application Requirements:
Applicants must submit transcripts from every college attended (even those where a degree wasn't earned), scores from the TOEFL/IELTS/MELAB (if applicable), a resume, and a one page goal statement. Certificate applications are reviewed by the department three times per academic year: Fall, Spring and Summer.

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
- 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.

Core Courses (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)
Twin Cities Campus
Organizational Leadership, Policy, and Development 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, 206 Burton Hall, 178 Pillsbury Dr. SE, 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 2018
- Length of program in credits: 58 to 72
- This program does not require summer semesters for timely completion.
- 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.

Admission to the Education Policy and Leadership track, the Higher Education track, and the Human Resource Development track of the Ed.D. are currently suspended.

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 EdD programs choose from one of three complementary but distinct program tracks: education policy and leadership (EPL), higher education (HE), and human resource development (HRD). The department offers M.A. and Ph.D. degrees in the tracks mentioned above, as well as comparative and international development education (CIDE) and evaluation studies (ES). 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.

Other requirements to be completed before admission:
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 academic transcripts, and a current résumé, as well as answer required essay questions via the University's online application system. International students must also submit a TOEFL or IELTS score. Unofficial GRE scores, transcripts, and TOEFL/IELTS score may be submitted via the online application for admission review purposes only. Admitted students must submit official GRE scores (as applicable), transcripts (sent directly from institution[s]), and TOEFL/IELTS scores (as applicable) to the University as a condition of any admission offer. Applicants to the international cohorts should have at least three years of experience in international education.

Special Application Requirements:
Admission to the Education Policy and Leadership track, the Higher Education track, and the Human Resource Development track of the Ed.D. are currently suspended.

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

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Information current as of August 31, 2018
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 to 14 credits are required outside the major.
12 to 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 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 and work and community education environments. Students combine study and related experiences to develop, apply, analyze, synthesize, and evaluate knowledge of the purposes, practices, issues, and problems of their program area. The Ed.D. is offered in 3 OLPD tracks: EPL (pre-K-12 schools), higher education and HRD. Cohorts for the EPL and higher education tracks include those in the metropolitan area, out state Minnesota, and international schools. Those two Ed.D. degree tracks are 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. Through courses, seminars, and independent study, students learn to apply the products of disciplined inquiry to educational policy issues and practical situations in various educational environments and conduct types of research that contribute and/or apply that knowledge to the specialization. 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 when applicable. 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 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.

Education Policy and Leadership
The EPL EdD track is not accepting new students at this time. Information about degree requirements for current students can be found at http://www.cehd.umn.edu/olpd/grad-programs/.

Higher Education
The higher education EdD track is not accepting new students at this time. Information about degree requirements for current students can be found at http://www.cehd.umn.edu/olpd/grad-programs/.

Human Resource Development
The HRD EdD track is not accepting new students at this time. Information about degree requirements for current students can be found at http://www.cehd.umn.edu/olpd/grad-programs/.

Research Courses
Students should consult with advisers about the appropriate time to register for each course.

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Information current as of August 31, 2018
OLPD 8015 - Inquiry strategies in educational and organizational research (3.0 cr)
a 3 credit statistics course to be determined by student and adviser (3 cr inside or outside department)
a qualitative course to be determined by student and adviser (3 cr; inside or outside department)
a quantitative course to be determined by student and adviser (3 cr inside or outside department)
OLPD 8890 - Research Seminar (1.0 cr)

Additional Rsch Course
a 3 credits qualitative course taken with adviser approval
or OLPD 8812 - Quantitative Research in Education (3.0 cr)

Skills and Special Topics
19 credits minimum. OLPD 8011 must be taken during the first year of the program.
OLPD 8011 - Doctoral Research Seminar I (1.0 cr)
18 credits of HRD elective coursework jointly determined by student and adviser based around the student's professional role

Specialization
Must total 12 credits.
A 3 credit OLPD 8xxx level theory seminar course as determined by the adviser
9 additional credits of appropriate coursework as determined by the faculty adviser

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

Same as general program description.

This sub-plan is not accepting new students.
Twin Cities Campus
Organizational Leadership, Policy, and Development 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, 206 Burton Hall, 178 Pillsbury Dr. SE, 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 2018
- Length of program in credits: 30 to 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 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 MA and PhD programs choose from one of five complementary but distinct program tracks: education policy and leadership (EPL), evaluation studies (ES), higher education (HE), comparative and international development education (CIDE), and human resource development (HRD). 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
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, transcripts, a current résumé, and answer to two essay questions found within the University's online application. The GRE is not required for EPL and MCTL M.A. applicants but is required for application to other M.A. program tracks (CIDE, ES, HE, and HRD). 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. All new students begin in fall semester unless permission to start earlier is granted by the track coordinator. The annual deadline is February 1 for the two-year MA program. The annual deadline is February 1 for one-year MA program options (not available for the HRD or MCTL tracks).

Letters of recommendation, résumé, essays, and other department application materials are submitted via the University online application system. Unofficial GRE scores, transcripts, and TOEFL/IELTS score may also be submitted via the online application for admission review purposes only. Admitted students must submit official GRE scores (as applicable), transcripts (sent directly from institution[s]), and TOEFL/IELTS scores (as applicable) to the University as a condition of any admission offer.

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 social science, liberal arts, public affairs, and business fields. 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 15 to 26 major credits, 6 credits outside the major, and 10 thesis credits. The final exam is oral.

**Plan B:** Plan B requires 24 to 28 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.

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

**Plan A or Plan B**

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

**Program Core**
- Offered only in the fall term and normally taken during the year in which the student is writing the masters thesis. Student must take 3 credits of OLPD 5087
- OLPD 5087 - MA Research Seminar (1.0 - 3.0 cr)

**Program Specialization**
- Select one of the 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)

  **or 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)

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

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

**Electives**
- Take 6 or more credit(s) from the following list with advisor approval as needed to reach 34 credits total in the program:

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Note: 8xxx courses should be taken only with the consent of the instructor.

OLPD 5044 - Introduction to the Economics of Education (3.0 cr)
or OLPD 5056 - Case Studies for Policy Research (3.0 cr)
or OLPD 5081 - Ethnographic Research Methods (3.0 cr)
or OLPD 5080 - Special Topics: Organizational Leadership, Policy, & Development (1.0 - 3.0 cr)
or OLPD 5095 - Problems: Organizational Leadership, Policy, and Development (1.0 - 3.0 cr)
or OLPD 5107 - Gender, Education, and International Development (3.0 cr)
or OLPD 5128 - Anthropology of Education (3.0 cr)
or OLPD 8022 - Education and Globalization: Anthropological Perspectives (3.0 cr)
or OLPD 8087 - Seminar: Organizational Leadership, Policy, and Development (1.0 - 3.0 cr)
or OLPD 8101 - International Education and Development (3.0 cr)
or OLPD 8103 - Comparative Education (3.0 cr)
or OLPD 8104 - Innovative Systems Thinking in Education and Culture (3.0 cr)
or OLPD 8302 - Educational Policy Perspectives (3.0 cr)

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

-OR-

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

**Program Core**
This is a course (OLPD 5087) or an independent study under the adviser (OLPD 5095) to prepare Plan B paper. Students pursuing the degree as a one-year program must take a total of 6 cr of OLPD 5087 over 3 semesters (three of those credits will count towards the electives requirement). Students pursuing the degree as a two-year program must take a minimum of 3 credits of OLPD 5087 or OLPD 5095.

OLPD 5087 - MA Research Seminar (1.0 - 3.0 cr)
or OLPD 5095 - Problems: Organizational Leadership, Policy, and Development (1.0 - 3.0 cr)

**Program Specializations**
Select one of the 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)
or **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)

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

**Electives**
Take 12 or more credit(s) from the following list with advisor approval as needed to reach 30 credits total in the program:

Note: 8xxx courses should be taken only with the consent of the instructor.

OLPD 5044 - Introduction to the Economics of Education (3.0 cr)
or OLPD 5056 - Case Studies for Policy Research (3.0 cr)
or OLPD 5081 - Ethnographic Research Methods (3.0 cr)
or OLPD 5080 - Special Topics: Organizational Leadership, Policy, & Development (1.0 - 3.0 cr)
or OLPD 5095 - Problems: Organizational Leadership, Policy, and Development (1.0 - 3.0 cr)
or OLPD 5107 - Gender, Education, and International Development (3.0 cr)
or OLPD 5128 - Anthropology of Education (3.0 cr)
or OLPD 8022 - Education and Globalization: Anthropological Perspectives (3.0 cr)
or OLPD 8087 - Seminar: Organizational Leadership, Policy, and Development (1.0 - 3.0 cr)
or OLPD 8101 - International Education and Development (3.0 cr)
or OLPD 8103 - Comparative Education (3.0 cr)
or OLPD 8104 - Innovative Systems Thinking in Education and Culture (3.0 cr)
or OLPD 8302 - Educational Policy Perspectives (3.0 cr)

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

**Education Policy and Leadership**
Plan A or Plan B

Plan A
Program Core (Minimum 6 cr)
Take from the following including subgroup 1:
- OLPD 5041 - Sociology of Education (3.0 cr)
ar OLPD 5044 - Introduction to the Economics of Education (3.0 cr)
ar OLPD 5048 - Cross-Cultural Perspectives on Leadership (3.0 cr)
ar OLPD 5344 - School Law (3.0 cr)
ar OLPD 5364 - Context and Practice of Educational Leadership (3.0 cr)
ar OLPD 8302 - Educational Policy Perspectives (3.0 cr)
ar Subgroup 1
Take OLPD 5001 if it is being offered or one of the two alternatives if OLPD 5001 is not being offered. Note: OLPD 5011 should be taken only with advisor approval.
- OLPD 5001 - Formal Organizations in Education (3.0 cr)
ar OLPD 5011 - Leading Organizational Change: Theory and Practice (3.0 cr)
ar OLPD 5607 - Organization Development (3.0 cr)
Research Design and Methods (6 cr)
Selected in consultation with advisor.
Related Fields (6 cr outside EPL)
The master's degree requires 6 credits taken outside of the EPL program track that directly relate to the student's area of study. These courses should be selected in consultation with the advisor.
Electives (2-8 cr)
Selected in consultation with advisor.
Thesis Credits (10 cr)
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 advisor.
Total = 30 - 36 credits

-OR-

Plan B
Required Coursework (Minimum 6 cr)
Take a minimum of 6 credits from the following including subgroup 1:
- OLPD 5607 - Organization Development (3.0 cr)
ar OLPD 8302 - Educational Policy Perspectives (3.0 cr)
ar Subgroup 1
Take OLPD 5001 if it is being offered or the alternative if OLPD 5001 is not being offered. Note OLPD 5011 should only be taken with advisor approval.
- OLPD 5001 - Formal Organizations in Education (3.0 cr)
ar OLPD 5011 - Leading Organizational Change: Theory and Practice (3.0 cr)
Program Core (6 cr)
Choose one course from each of the following two areas:
Leadership courses
Choose one of the following:
- OLPD 5048 - Cross-Cultural Perspectives on Leadership (3.0 cr)
ar OLPD 5364 - Context and Practice of Educational Leadership (3.0 cr)
Other Coursework
Choose one of the following:
- OLPD 5041 - Sociology of Education (3.0 cr)
ar OLPD 5044 - Introduction to the Economics of Education (3.0 cr)
ar OLPD 5128 - Anthropology of Education (3.0 cr)
ar OLPD 5324 - Strategic Financial Planning and Policy for Educational Leaders (3.0 cr)
ar OLPD 5344 - School Law (3.0 cr)
ar OLPD 5346 - Politics of Education (3.0 cr)
Research Design and Methods (3 cr)
OLPD 5501 - Principles and Methods of Evaluation (3.0 cr)
Related Fields (6 cr outside EPL)
6 additional credits outside of the EPL program track, selected in consultation with advisor. These usually include additional courses from the program core or other OLPD courses.
Electives (3-8 cr)
Selected in consultation with advisor to meet required 30-32 total credit requirement for this track.
Colloquium Paper (3-6)
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. Students in the two-year program must take 3 or more credits of OLPD 5095. Students in the one-year program must take a total of 6 cr of OLPD 5087 or OLPD 5095 over 3 semesters with advisor approval (three of those credits will count towards the electives requirement).

OLPD 5087 - MA Research Seminar (1.0 - 3.0 cr)
or OLPD 5095 - Problems: Organizational Leadership, Policy, and Development (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 cr)
OLPD 5501 - Principles and Methods of Evaluation (3.0 cr)
OLPD 5502 - Theory and Models of Evaluation (3.0 cr)
or OLPD 8502 - Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3.0 cr)

Research Design and Methods (Minimum 6 cr)
Two qualitative methods courses selected in consultation with advisor for a minimum of 6 credits.

Related Fields (6 cr outside ES)
The master's degree requires 6 semester credits taken outside the ES program track that directly relate to the student's area of study. These courses should be selected in consultation with the advisor. These courses may include additional methods courses taught outside the department such as:
EPSY 5261-Introductory Statistical Methods (3 cr) or comparable stats course required
One additional EPSY measurement or methods course

Electives (Minimum 3 cr)
At least 3 cr selected in consultation with advisor to meet required 31-32 total credit requirement.

Thesis Credits (10 cr)
OLPD 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

-OR-

Plan B
Total Plan B ES Credits: 30-32 credits

Program Core (9 credits)
OLPD 5501 - Principles and Methods of Evaluation (3.0 cr)
OLPD 5521 - Cost and Economic Analysis in Educational Evaluation (3.0 cr)
OLPD 5502 - Theory and Models of Evaluation (3.0 cr)
or OLPD 8502 - Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3.0 cr)

Research Design and Methods (Minimum 6 cr)
Two qualitative methods courses selected in consultation with advisor.

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

Electives (6-7 cr)
Coursework related to the student's specialization, selected in consultation with the advisor. This will total 6-7 credits for students in the one-year or two-year program. These may be OLPD or outside courses.

Colloquium Paper (3-6 cr)
Total of 120 hours of work required. Students in the two-year program must take 3 or more credits of OLPD 5095. Students in the one-year program must take a total of 6 cr of OLPD 5087 or OLPD 5095 over 3 semesters with advisor approval (three of those credits will count towards the electives requirement).
OLPD 5087 - MA Research Seminar (1.0 - 3.0 cr)
or OLPD 5095 - Problems: Organizational Leadership, Policy, and Development (1.0 - 3.0 cr)

Higher Education

Plan A or Plan B

Plan A
Total Plan A HE Credits: 34 credits

Required Coursework (6 cr)
OLPD 5701 - U.S. Higher Education (3.0 cr)
OLPD 5709 - Critical Issues in Higher Education (3.0 cr)

Program Area (9 cr minimum)
From the following with advisor consultation and approval. Other courses as offered by HE program track faculty may also meet this requirement.
OLPD 5001 - Formal Organizations in Education (3.0 cr)  
OLPD 5080 - Special Topics: Organizational Leadership, Policy, & Development (1.0 - 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 5732 - The Law and Postsecondary Institutions (3.0 cr)  
OLPD 5734 - Institutional Research in Postsecondary Education (2.0 - 3.0 cr)  
OLPD 5736 - Public Engagement and Higher Education (3.0 cr)  

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

Research Design and Methods (3 cr minimum)  
Select courses in consultation with their advisor.  
CI 8148 - Conducting Qualitative Studies in Educational Contexts (3.0 cr)  
on EPSY 5244 - Survey Design, Sampling, and Implementation (3.0 cr)  
on EPSY 5247 - Qualitative Methods in Educational Psychology (3.0 cr)  
on EPSY 5261 - Introductory Statistical Methods (3.0 cr)  
on EPSY 5262 - Intermediate Statistical Methods (3.0 cr)  
on OLPD 5056 - Case Studies for Policy Research (3.0 cr)  
on OLPD 5061 - Ethnographic Research Methods (3.0 cr)  
on OLPD 5501 - Principles and Methods of Evaluation (3.0 cr)  
on OLPD 5712 - Quantitative Research in Education (3.0 cr)  
on CI 5116 - Action Research in Educational Settings (3.0 cr)  

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

-OR-  

Plan B  
Total Plan B HE Credits: 30 credits  

Required Coursework (6 cr)  
OLPD 5701 - U.S. Higher Education (3.0 cr)  
OLPD 5709 - Critical Issues in Higher Education (3.0 cr)  

Program Area (12 cr minimum)  
Selected from the following with advisor consultation and approval. Other courses as offered by HE program track faculty may also meet this requirement.  
OLPD 5001 - Formal Organizations in Education (3.0 cr)  
on OLPD 5080 - Special Topics: Organizational Leadership, Policy, & Development (1.0 - 3.0 cr)  
on OLPD 5704 - College Students Today (3.0 cr)  
on OLPD 5721 - Race and Ethnicity in Higher Education (3.0 cr)  
on OLPD 5724 - Leadership and Administration of Student Affairs (2.0 - 3.0 cr)  
on OLPD 5732 - The Law and Postsecondary Institutions (3.0 cr)  
on OLPD 5734 - Institutional Research in Postsecondary Education (2.0 - 3.0 cr)  
on OLPD 5736 - Public Engagement and Higher Education (3.0 cr)  

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

Methods Course (3 cr minimum)  
Select courses in consultation with advisor for a minimum of 3 credits. It is strongly recommended that students in the one year program take a methods course with a course designator other than OLPD.  
CI 8148 - Conducting Qualitative Studies in Educational Contexts (3.0 cr)  
on EPSY 5244 - Survey Design, Sampling, and Implementation (3.0 cr)  
on EPSY 5247 - Qualitative Methods in Educational Psychology (3.0 cr)  
on EPSY 5261 - Introductory Statistical Methods (3.0 cr)  
on EPSY 5262 - Intermediate Statistical Methods (3.0 cr)  
on OLPD 5056 - Case Studies for Policy Research (3.0 cr)  
on OLPD 5061 - Ethnographic Research Methods (3.0 cr)  
on OLPD 5501 - Principles and Methods of Evaluation (3.0 cr)  
on OLPD 8812 - Quantitative Research in Education (3.0 cr)  
on CI 5116 - Action Research in Educational Settings (3.0 cr)  

Colloquium Paper (3 - 6 cr)  
Plan B paper is prepared under the guidance of advisor and committee. The final paper must represent no fewer than 120 hours of work. Students in the two-year program must take 3 or more credits of OLPD 5087 or 5795. Students in the one-year program must...
take a total of 6 cr of OLPD 5087 or OLPD 5795 over 3 semesters with advisor approval (three of those credits will count toward the related fields requirement).
OLPD 5087 - MA Research Seminar (1.0 - 3.0 cr)
or OLPD 5795 - Plan B Research Design (3.0 cr)

Human Resource Development

Plan A or Plan B

Plan A
The masters degree requires 6 credits taken outside the program track that directly relate to the students area of study. Courses totaling 6+ credits should be selected in consultation with the advisor. These courses may include additional methods courses taught outside the department.

General Aspects (3 cr)
OLPD 5801 - Survey: Human Resource Development and Adult Education (3.0 cr)

Research (7 cr)
OLPD 5819 - Evaluating and Using Research in Organizations and Education (3.0 cr)
OLPD 8815 - Ethics and Responsible Research (1.0 cr)
an 8xxx qualitative or quantitative research course (3 cr)

Program Core (16 cr minimum)
Student must take 4 credits of OLPD 5696. Advisor can substitute courses as appropriate.
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 5201 - Strategies for Teaching Adults (3.0 cr)

Thesis Credits (10 cr)
OLPD 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

Electives
Credits to total a minimum of 36 graduate-level coursework credits
Total = 36 cr

-OR-

Plan B
The masters degree requires 6 credits taken outside the program track that directly relate to the students area of study. Courses totaling 6+ credits should be selected in consultation with the advisor. These courses may include additional methods courses taught outside the department.

General Aspects (3 cr)
OLPD 5801 - Survey: Human Resource Development and Adult Education (3.0 cr)

Research (7 cr)
OLPD 5819 - Evaluating and Using Research in Organizations and Education (3.0 cr)
OLPD 8815 - Ethics and Responsible Research (1.0 cr)
an 8xxx qualitative or quantitative research course (3 cr)

Program Core (16 cr minimum)
Student must take 4 credits of OLPD 5696. Advisor can substitute courses as appropriate.
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 5201 - Strategies for Teaching Adults (3.0 cr)

Plan B Project Paper (3 - 6 cr)
Plan B project/paper is prepared under the guidance of advisor & committee - must represent no fewer than 120 hours of work.
Students should register for between 3-6 credits
OLPD 5095 - Problems: Organizational Leadership, Policy, and Development (1.0 - 3.0 cr)

Electives
With approval of advisor as needed to total a minimum of 34 graduate-level coursework credits overall for this plan.
Total = 34 cr
Twin Cities Campus
Organizational Leadership, Policy, and Development Ph.D.
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, 206 Burton Hall, 178 Pillsbury Dr. SE, 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 2018
- Length of program in credits: 70 to 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 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 MA and PhD programs choose from one of five complementary but distinct program tracks: education policy and leadership (EPL), evaluation studies (ES), higher education (HE), comparative and international development education (CIDE), and human resource development (HRD). 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.

Other requirements to be completed before admission:
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 social science, liberal arts, business, and education fields. 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 academic transcripts, and a current résumé; as well as answer required essay questions via the University online application system. Unofficial GRE scores, transcripts, and TOEFL/IELTS score may be submitted via the online application for admission review purposes only. Admitted students must submit official GRE scores (as applicable), transcripts (sent directly from institution[s]), and TOEFL/IELTS scores (as applicable) to the University as a condition of any admission offer.

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 for Fall admission. Submission of all application materials for all tracks by December 1 is strongly encouraged to ensure priority consideration for assistantships awarded for the next academic year. All new students begin in fall semester unless special permission to start earlier is granted by the program coordinator.

International applicants must submit score(s) from one of the following tests:
- TOEFL
Program Requirements
30 to 48 credits are required in the major.
0 to 18 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 track. The PhD is available in five program tracks: education policy and leadership, evaluation studies, higher education, comparative and international development education, and human resource development. All PhD programs include 16 credits in department core courses (which include 15 credits of research methodology courses), 18 or more credits in program core courses, 12-14 credits program approved electives, and 24 thesis credits. The minimum total of course credits varies by track (see the 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 PhD requirements, the degree program is developed by the student and his or her advisor and is subject to approval by the department's director of Graduate Studies and the University.

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 (PhD) 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 two specializations within CIDE are comparative and international development education and intercultural/international education.

Department Core (16 cr)

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

Research courses
Take OLPD 8015 spring term of first year.
OLPD 8015 - Inquiry strategies in educational and organizational research (3.0 cr)
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 (in or outside of department)

Doctoral Seminars in CIDE (6 cr)
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 (6 cr minimum)
Students choose two courses, with a minimum of one 8xxx course for specializations. Any specialization core course not being used as core class can become a CIDE elective.

Comparative and International Development Education
Take 6 or more credit(s) from the following:

- [Course Title] 8xxx
- [Course Title] 8xxx
- [Course Title] 8xxx
- [Course Title] 8xxx
- [Course Title] 8xxx
- [Course Title] 8xxx

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.

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Information current as of August 31, 2018
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)
OLPD 8101 - International Education and Development (3.0 cr)
OLPD 8103 - Comparative Education (3.0 cr)

Intercultural/international education
Take 6 or more credit(s) from the following:
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)
OLPD 8087 - Seminar: Organizational Leadership, Policy, and Development (1.0 - 3.0 cr)

CIDE Elective Courses (8 cr minimum)
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: Organizational Leadership, Policy, & Development (1.0 - 3.0 cr)
OLPD 5095 - Problems: Organizational Leadership, Policy, and Development (1.0 - 3.0 cr)
OLPD 5107 - Gender, Education, and International Development (3.0 cr)
OLPD 5128 - Anthropology of Education (3.0 cr)
OLPD 8022 - Education and Globalization: Anthropological Perspectives (3.0 cr)
OLPD 8087 - Seminar: Organizational Leadership, Policy, and Development (1.0 - 3.0 cr)
OLPD 8104 - Innovative Systems Thinking in Education and Culture (3.0 cr)
OLPD 8302 - Educational Policy Perspectives (3.0 cr)

Additional Coursework (12 cr minimum)
These credits can be used to meet the requirement that a minimum of 12 credits be taken outside the CIDE track or for a minor. Courses not specifically listed should have advisor approval.

Education Policy and Leadership
The doctor of philosophy (PhD) degree with a program emphasis in education policy and leadership (EPL) 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 (16 cr)
Professional socialization seminar
Taken fall term of first year.
OLPD 8011 - Doctoral Research Seminar I (1.0 cr)

Research courses
Take OLPD 8015 spring term of first year.
OLPD 8015 - Inquiry strategies in educational and organizational research (3.0 cr)
3 credit quantitative course (in or outside of department) in consultation with adviser
3 credit qualitative course (in or outside of department) in consultation with adviser
6 credits of additional methods courses in consultation with adviser

Program Core: Education Policy and Leadership (18 cr)
OLPD 5346 - Politics of Education (3.0 cr)
OLPD 8020 - Leadership: From Theory to Reflective Practice (3.0 cr)
OLPD 8104 - Innovative Systems Thinking in Education and Culture (3.0 cr)
OLPD 8302 - Educational Policy Perspectives (3.0 cr)

Subgroup 1
Take OLPD 5001 if it is being offered or one of the two alternatives if OLPD 5001 is not being offered.
OLPD 5001 - Formal Organizations in Education (3.0 cr)
OLPD 5011 - Leading Organizational Change: Theory and Practice (3.0 cr)
OLPD 5607 - Organization Development (3.0 cr)

OLPD Electives (Minimum 3 cr)
Electives selected with approval of advisor.

Additional Coursework (12 cr minimum)
These credits can be used to meet the requirement that a minimum of 12 credits be taken outside the EPL track or for a minor. Courses not specifically listed should have adviser approval. Students who have successfully completed enrollment in the University of Minnesota's Principals Academy may use transfer credits to fulfill this requirement.
Evaluation Studies
The doctor of philosophy (PhD) 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 (16 cr)
Taken fall term of first year.
   OLPD 8011 - Doctoral Research Seminar I (1.0 cr)
Research Courses
Take OLPD 8015 spring term of first year.
   OLPD 8015 - Inquiry strategies in educational and organizational research (3.0 cr)
   3 credit quantitative course (in or outside of department) in consultation with adviser
   3 credit qualitative course (in or outside of department) in consultation with adviser
   6 credits of additional methods courses in consultation with adviser
Program Core: Evaluation Studies (15 cr)
Student must take OLPD 8595 for 3 credits. Student must take OLPD 8596 twice in two different semesters for 3 credits each time.
   OLPD 5501 - Principles and Methods of Evaluation (3.0 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 (17 cr minimum)
These credits can be used to meet the requirement that a minimum of 12 credits be taken outside the ES track or for a minor. Courses not specifically listed should have advisor approval.

Higher Education
The doctor of philosophy (PhD) 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 (16 cr)
Professional socialization seminar
Taken fall term of first year.
   OLPD 8011 - Doctoral Research Seminar I (1.0 cr)
Research Design and Methods
Take OLPD 8015 spring term of first year.
   OLPD 8015 - Inquiry strategies in educational and organizational research (3.0 cr)
   3 credit quantitative course (in or outside of department) in consultation with adviser
   3 credit qualitative course (in or outside of department) in consultation with adviser
   6 credits of additional methods courses in consultation with adviser
Program Core: Higher Education (12 cr)
   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)
Electives (9 cr)
Focused on issues relevant to the HE track with advisor approval.
Additional Coursework (11 cr minimum)
These credits can be used to meet the requirement that a minimum of 12 credits be taken outside the HE track or for a minor. Courses not specifically listed should have advisor approval.

Human Resource Development
The doctor of philosophy (PhD) degree with a program emphasis in human resource development (HRD) is offered by the Department of Organizational Leadership, Policy, and Development (OLPD). Students in HRD 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.

Department Core (16 cr)
Professional socialization seminar
Taken fall term of first year.
OLPD 8011 - Doctoral Research Seminar I (1.0 cr)

Dept Research Courses
Take OLPD 8015 spring term of first year.

OLPD 8015 - Inquiry strategies in educational and organizational research (3.0 cr)
3 credit quantitative foundations course (in or outside of department) in consultation with adviser
3 credit qualitative foundations course (in or outside of department) in consultation with adviser
6 credits of additional methods courses in consultation with adviser

Specialization (9 cr)
Courses must have advisor approval.

One 8xxx level theory seminar (3 cr)
2 or 3 8xxx level seminars offered by various HRD faculty (2-3 credits each for a total of 6 cr)

Additional Research Courses (9 cr)
In addition to the research/methodology courses mentioned in the department core, the following are required for students in HRD:
- 3 credit statistics course selected in consultation with advisor
- The Capstone Research Experience Course (OLPD 8603) is offered every other year. When it is offered take six credits over two semesters, three credits to be taken in fall semester and three credits to be taken in spring semester. Is usually taken during the second year if student is full time.

OLPD 8603 - HRD Capstone Research Experience (3.0 cr)

Additional Coursework (14 cr minimum)
These credits can be used to meet the requirement that a minimum of 12 credits be taken outside the HRD track or for a minor. Courses not specifically listed should have advisor approval.
Twin Cities Campus
Parent Education Postbaccalaureate Certificate
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, St Paul MN 55108 (612-625-2705; fax: 612-625-4227)
Email: famed@umn.edu
Website: http://www.cehd.umn.edu/fsos/

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2018
- 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 (FSOS 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:
Apply online at https://app.applyyourself.com/AYApplicantLogin/ll_ApplicantConnectLogin.asp?id=UMN-GRAD

For program specific application details see http://www.cehd.umn.edu/FSoS/programs/cert.asp

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

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Information current as of August 31, 2018
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 (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**

Note: FSOS 5932 through FSOS 5949 must be taken in the sequence listed. FSOS 5932, FSOS 5937, and FSOS 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
Physical Activity and Health M.Ed.
Kinesiology, School of
College of Education and Human Development

Link to a list of faculty for this program.

- Program Type: Master's
- Requirements for this program are current for Fall 2018
- 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 M.Ed. in physical activity and Health relates to the M.P.H. in community health promotion in the School of Public Health in the following ways:

1. The ultimate goals of the programs are to promote health and prevent chronic diseases;
2. Both programs study the distribution and determinants of health-related states or events in specified populations; and
3. Both programs adopt population-based interventions.

However, they are essentially different in that the M.P.H. in community health promotion focuses on designing community-based program and policy interventions that improved the health of communities while the proposed M.Ed. in physical activity and health focuses on applied training of physical activity professionals to increase physical activity in various populations.

There are limited prerequisites for this program. Students with a background in kinesiology, exercise science, public health, biology, and/or psychology will be able apply for the program. There is minimal overlap with the existing M.Ed. programs at School of Kinesiology and the existing M.P.H. programs at School of Public Health.

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.

Kinesiology, exercise science, public health, biology, psychology

Master degree

Other requirements to be completed before admission:
There are no course requirements for admission except for a Bachelor degree and acceptance to the University of Minnesota Graduate School.

Special Application Requirements:
The School reviews applications on an ongoing basis. Application reviews for specific academic terms begin by the following dates:
- November 1: spring semester admission
- March 1: summer session admission
- July 1: fall semester admission

Admission requirements for this program include the following criteria:
A bachelor's degree, preferably in kinesiology, exercise science, public health, biology, psychology, with a 3.0 minimum grade point average (GPA) from an accredited institution.

All applicants must submit the following items:
- Online application from Apply Yourself
- Application fee ($75 for U.S. applicants; $95 for international applicants)
- Unofficial transcripts of all previous post-secondary academic study must be downloaded to the application (official transcripts will be
required if accepted)
-Personal statement describing career goals and rationale for interest in the program
-Resume

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
  - Reading Score: 6.5
  - Writing 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 26 major credits and 4 credits outside the major. There is no final exam. A capstone project is required.

Capstone Project: Students will enroll in 3 hrs of KIN 5995 Research Problems in Kinesiology to complete their Capstone project. The requirement is a literature review on a particular topic approved by their advisor. Below are the details for the literature review.
1. Research Question Development: (20% of Capstone grade)
2. Literature Review Matrix: (20% of Capstone grade)
3. Literature Review Final Draft: (60% of Capstone grade)

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 3.0 is required for students to remain in good standing.

Required Courses
Students are required to take at least 9 credits in this category. Students need to take at least 3 credits of KIN 5995 after the majority of the coursework is completed.

KIN 5181 - Understanding Kinesiology Research (3.0 cr)
KIN 5125 - Advances in Physical Activity and Health (3.0 cr)
KIN 5995 - Research Problems in Applied Kinesiology (1.0 - 6.0 cr)

Selected Courses
Students must take at least 21 credits for selected courses, of which a minimum of 17 credits from KIN and 4 credits from PUBH courses.

KIN 4385 - Exercise Physiology (4.0 cr)
or KIN 5122 - Applied Exercise Physiology (3.0 cr)
or KIN 5123 - Motivational Interventions in Physical Activity (3.0 cr)
or KIN 5126 - Social Psychology of Sport & Physical Activity (3.0 cr)
or KIN 5141 - Nutrition and Exercise for Health Promotion and Disease Prevention (3.0 cr)
or KIN 5202 - Current Issues in Health (2.0 cr)
or KIN 5203 - Health Media, Consumerism, and Communication (2.0 cr)
or KIN 5385 - Exercise for Healthy Aging & Disease Prevention and Management (3.0 cr)
or KIN 5585 - Pediatric Physiology and Health: Concepts and Applications (2.0 cr)
or PUBH 6020 - Fundamentals of Social and Behavioral Science (2.0 cr)
or PUBH 6025 - Designing e-Interventions for Public Health (2.0 cr)
or PUBH 6074 - Mass Communication and Public Health (3.0 cr)
or PUBH 6094 - Obesity and Eating Disorder Interventions (2.0 cr)
or PUBH 6905 - Nutrition for Public Health Promotion and Disease Prevention (2.0 cr)
or PUBH 6914 - Community Nutrition Intervention (3.0 cr)
or PUBH 6950 - From Kid to Community: Personal, Social and Environmental Influences on Youth Obesity (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, 206 Burton Hall, 178 Pillsbury Dr. SE, Minneapolis, MN 55455 (612-625-9087; fax: 612-624-3377)
Website: http://www.cehd.umn.edu/olpd/grad-programs/Admin-Licensure/default.html

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement
- Requirements for this program are current for Fall 2018
- Length of program in credits: 22 to 23
- 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 PK-12 Administration certificate offers aspiring educational administrators an individualized program to prepare them for the following licenses:
- K-12 principal
- Superintendent
- Director of special education
- Director of community education

The PK-12 Administration certificate 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.

Special Application Requirements:
Applications are reviewed on a rolling basis.

Please visit http://www.cehd.umn.edu/OLPD/apply/certificate/administrative-licensure/ for information about application process and related fees.

Applications to the doctoral and licensure programs are separate processes. Only three-credit licensure courses that have been approved by the candidate's adviser may be counted toward an Ed.D. or Ph.D. If you are considering doing both the certificate and a doctoral program, contact our program office.

Please note: This program is not offered full-time and therefore is not intended for international students needing a visa to study in the United States.

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.

Further requirements for K-12 principal, superintendent, or 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 for director of community education:
  A bachelor's degree plus 20 credits
  320 hours of field experience

Exit requirements
  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 for All Licenses
Note: 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 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 (3.0 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)
  OLPD 5396 - Field Experience in PK-12 Administration: Authentic Practice in Leadership (3.0 cr)

  -OR-

Superintendent
  OLPD 5322 - Leaders in the Superintendency and Central Office (3.0 cr)
  OLPD 5393 - Leading School Finance Elections (1.0 cr)
  OLPD 5396 - Field Experience in PK-12 Administration: Authentic Practice in Leadership (3.0 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 5396 - Field Experience in PK-12 Administration: Authentic Practice in Leadership (3.0 cr)

  -OR-

Director of Community Education

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Information current as of August 31, 2018
OLPD 5389 - Community Education Leadership (3.0 cr)
OLPD 5394 - Leadership in Community Education Finance and Law (1.0 cr)
OLPD 5396 - Field Experience in PK-12 Administration: Authentic Practice in Leadership (3.0 cr)

**Electives for Director of Community Education**

Plus credits in the following areas of emphasis dependent upon undergraduate coursework or work experience with advisor approval:
- undereducated adults; strategies for teaching adults;
- children, youth, in society; early childhood/family education.
Twin Cities Campus
Prevention Science Minor
Family Social Science
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Prevention Science Program, 290 McNeal Hall, 1985 Buford Avenue St Paul, MN 55108 (612-625-1900; fax: 612-625-4227)
Email: prevsci@umn.edu
Website: http://www.cehd.umn.edu/FSoS/programs/minor-ps.asp

- Program Type: Graduate free-standing minor
- Requirements for this program are current for Fall 2018
- 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.

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 http://www.cehd.umn.edu/FSoS/programs/minor-ps.asp

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.

Other requirements to be completed before admission:
Students must have gained admission to a doctoral degree-granting program, and have prepared a minor program of coursework approved by the director of graduate studies in prevention science. Students are required to make formal application to the program. Doctoral students must apply prior to submitting their graduate degree program in the Graduate Planner and Audit System (GPAS) for approval. Instructions and form can be found at http://www.cehd.umn.edu/FSoS/programs/minor-ps.asp

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.

The doctoral minor is developed in consultation with, and should be approved in advance by, the director of graduate studies for prevention science.
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 Courses**
- PREV 8001 - Prevention Science: Principles and Practices (3.0 cr)
  - or FSOS 5701 - Prevention Science: Principles and Practices (3.0 cr)
- PREV 8002 - Prevention Science Research Methodology (3.0 cr)
  - or FSOS 5702 - Prevention Science Research Methodology (3.0 cr)
- PREV 8003 - New Topics in Prevention: Implementation and Dissemination (3.0 cr)
  - or FSOS 5703 - New Topics in Prevention: Implementation and Dissemination (3.0 cr)

**ELECTIVE**
Elective course from area of concentration (3.0 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.

**Doctoral**
**Twin Cities Campus**

Private College Leadership 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  
University of Minnesota--Twin Cities  
206 Burton Hall, 178 Pillsbury Dr. S.E.  
Univ of Minnesota, Minneapolis Mn, 55455  
612-624-1006  
Email: olpd@umn.edu  
Website: [http://www.cehd.umn.edu/olpd/default.html](http://www.cehd.umn.edu/olpd/default.html)

- Program Type: Post-baccalaureate credit certificate/licensure/endorsement  
- Requirements for this program are current for Fall 2018  
- Length of program in credits: 12  
- This program does not require summer semesters for timely completion.  
- For now the courses will be based on the UM Twin Cities campus.  
- Degree: Private College Leadership PBacc Cer

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 Private College Leadership Certificate is not accepting new students at this time.

Created for professionals who are in faculty positions or beginning levels of college administration, this graduate-level certificate offers specific knowledge and skills related to organizational development, leadership, entrepreneurship, and decision-making necessary for leading independent colleges. The Emerging Leaders in Independent Colleges curriculum is designed for individuals who seek to move into leadership positions but do not have formal training related to leadership and management of independent colleges.

**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 bachelor's degree from an accredited institution. The Private College Leadership Certificate is not accepting new students at this time.

Other requirements to be completed before admission:  
Two years of experience in a professional position in higher education.

**Special Application Requirements:**  
The Private College Leadership Certificate is not accepting new students at this time.

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 3.0 is required for students to remain in good standing.

The Private College Leadership Certificate is not accepting new students at this time.
Course List
Take exactly 4 course(s) totaling exactly 12 credit(s) from the following:

- OLPD 5002 - Private Colleges as Formal Organizations (3.0 cr)
- OLPD 5332 - Personal Leadership and the Private College (3.0 cr)
- OLPD 5845 - The Entrepreneurial Private College (3.0 cr)
- OLPD 5902 - Leading Change in Private Colleges (3.0 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, 206 Burton Hall, 178 Pillsbury Dr. 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 2018
- Length of program in credits: 12 to 15
- This program does not require summer semesters for timely completion.
- Degree: Professional 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
The preferred undergraduate GPA for admittance to the program is 2.80.

Special Application Requirements:
Admission to the professional development certificate is open to both degree-seeking or non-degree seeking students. Students may pursue the certificate alone or concurrently with a UM masters or doctoral degree. Applicants must have at least three years of experience working as education or related professionals in preK-12 education. Please note that this program is not offered full-time and therefore is not intended for international students needing a visa to study in the United States. Admission for this program is done on a rolling basis.

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**
- OLPD 5201 - Strategies for Teaching Adults (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 coordinator 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.

- Independently designed study or project [OLPD 5095]
- Focused elective coursework
  
  Take 2 - 5 credit(s) from the following:

**Independently designed study or project: OLPD 5095**
OLPD 5095 Problems: OLPD (1-3 cr). Students submit a proposal for an independently designed study or project to the certificate coordinator for approval by submitting the Proposal for Independent Study or Project as Elective Option [PDF]. Examples of independently designed studies or projects include:
- Comprehensive site-level design for staff development, including learning, implementation, and evaluation components.

**Independently designed study or project: OLPD 5095 Cont'd**
- Internship focused on staff development research, policy, or practice with personnel in school districts, state departments, or higher education
- Individualized study or research review of a staff development-related topic
- Attendance at a national conference with documentation, reflection on learning, and specified follow-up application

**Focused elective coursework**
In consultation with the certificate coordinator, students can choose elective coursework that aligns with individual interests and best practices in the staff development field. Students may choose from the wide range of offerings at the University of Minnesota, including coursework with the following course designators:
- Curriculum and Instruction (CI)
- Educational Psychology (EPSY)
- Organizational Leadership, Policy, and Development (OLPD)
- Public Affairs (PA)
- Sociology (SOC)

**Please Note:**
The certificate coordinator must approve elective coursework. Courses taken before formal admission into the program may be accepted as program credits at a later date. Relevant graduate coursework from other graduate institutions may be approved to fulfill the elective requirement after review of relevant course syllabi. However, all coursework must have been taken within five years from the date of acceptance into the certificate program.
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, 178 Pillsbury Dr 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 2018
- 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 nonprofit and for-profit organizations.

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

Prerequisites for Admission
Other requirements to be completed before admission:
Prior admission into an established MA or PhD is required. Students in the existing evaluation-related concentrations in organizational leadership, policy, and development or educational psychology are not allowed into the minor. Admission to the minor program will therefore be contingent upon enrollment in good standing within a recognized University of Minnesota degree-granting program.

Special Application Requirements:
Students interested in admission to the minor should contact the minor's Director of Graduate Studies. Students must demonstrate relevant academic background and experience.

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.

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

The program for an individual student will be developed by the student, the major advisor, and the director of graduate studies (DGS) of the program evaluation minor. With permission of the program evaluation minor DGS, students with sufficient background and previous course experience equivalent to one or more courses within the minor field curriculum may apply for a waiver of appropriate requirements, and replace waived courses with additional electives to meet the minimum number of credits required for the minor.
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.

Masters

Minor Requirements
- OLPD 5501 - Principles and Methods of Evaluation (3.0 cr)
  or An alternative course approved by program evaluation steering committee
- OLPD 5502 - Theory and Models of Evaluation (3.0 cr)
  or OLPD 8502 - Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3.0 cr)
- OLPD 8596 - Evaluation Internship (1.0 - 9.0 cr)

Doctoral

Minor Requirements
- OLPD 5501 - Principles and Methods of Evaluation (3.0 cr)
  or an alternative course approved by program evaluation steering committee
- OLPD 5502 - Theory and Models of Evaluation (3.0 cr)
  or OLPD 8502 - Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3.0 cr)
- OLPD 5521 - Cost and Economic Analysis in Educational Evaluation (3.0 cr)
- OLPD 8596 - Evaluation Internship (1.0 - 9.0 cr)

Additional coursework

Additional coursework must be selected in conjunction with, and approved by, the minor adviser.
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, 206 Burton Hall, 178 Pillsbury Dr. SE, 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 2018
- Length of program in credits: 12 to 13
- 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 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 (MEd) or master of arts (MA), in an appropriate content area, including education, social work, public health, or public policy.

Other requirements to be completed before admission:
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. Applications are reviewed on a rolling basis.

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 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 required. The following courses (or equivalents approved by the certificate coordinator) are required.
Foundations of evaluation
Take 1 course 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 5502 - Theory and Models of Evaluation (3.0 cr)
or OLPD 8502 - Program Evaluation Theory and Models: Qualitative and Quantitative Alternatives (3.0 cr)

Internship in evaluation
Only 3 credits of this course can count towards this certificate.
OLPD 8596 - Evaluation Internship (1.0 - 9.0 cr)

Elective Coursework
Students may choose 3-4 credits of elective coursework from the following list to meet the overall program minimum of 12 credits. Additional courses may be approved by the certificate coordinator.
Take 3 or more credit(s) from the following:
• CI 8148 - Conducting Qualitative Studies in Educational Contexts (3.0 cr)
• CI 8914 - Critical Science Research (3.0 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)
• OLPD 5056 - Case Studies for Policy Research (3.0 cr)
• OLPD 5061 - Ethnographic Research Methods (3.0 cr)
• OLPD 8521 - Cost and Economic Analysis in Educational Evaluation (3.0 cr)
• OLPD 8595 - Evaluation Problems (1.0 - 6.0 cr)
• PUBH 6724 - The Health Care System and Public Health (3.0 cr)
• SW 8602 - Direct Practice Evaluation (2.0 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
Email: swadmis@umn.edu
Website: http://www.cehd.umn.edu/ssw/Graduate/msw.html

- Program Type: Master's
- Requirements for this program are current for Fall 2018
- Length of program in credits: 34 to 53
- 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 MSW prepares students for advanced social work practice. A 53-credit program and a 34-credit advanced standing program are available. The curriculum offers concentrations in clinical mental health; community practice; families and children; and health, disabilities and aging.

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
Other requirements to be completed before admission:
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.

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 34 to 53 major credits and up to 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 MSW requires 53 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 MSW can be completed in two years of full-time study, or three years to four years of part-time study, and must be completed within five years of the date of the earliest coursework taken for the degree.

The 53-credit program includes a set of required foundation courses (19 cr), courses from a selected concentration, two field internships, and social work electives.

A maximum of 26 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 26 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 14 credits may be transferred from the following sources with School of Social Work approval: 14 credits completed as a graduate student in another accredited MSW program; up to 6 credits as a non-degree-seeking student registered for social work graduate credit at the University of Minnesota.

Foundation Curriculum for Full Program Students
The 19-cr foundation curriculum is required for full program students. The foundation curriculum is waived for advanced standing students, unless required in a student's conditions of admission. Advanced standing students who receive a grade of B- or less in a BSW class that is comparable to one of our foundation classes may be asked to repeat that content in our MSW program. Students should take 8010 for 3 cr in fall; 3 cr in spring or 6 cr in summer.

Take exactly 19 credit(s) from the following:
- SW 5051 - Human Behavior and the Social Environment (2.0 - 3.0 cr)
- SW 5101 - Historical Origins and Contemporary Policies and Programs in Social Welfare (3.0 - 4.0 cr)
- SW 8151 - Social Work Methods: Practice With Individuals and Systems (2.0 cr)
- SW 8152 - Social Work Practice Methods: Families and Groups (2.0 cr)
- SW 8153 - Social Work Practice Methods: Macro Practice and Organizations (2.0 cr)
- SW 8841 - Social Work Research Methods (2.0 cr)
- SW 8010 - Seminar: Field Practicum I (1.0 - 8.0 cr)

Concentration Areas
Clinical Mental Health Concentration
Prepares students for advanced clinical social work practice with children, adults and families across diverse settings and populations. Students learn contextually based approaches to mental health diagnostic assessment, treatment and practice evaluation, with a strong focus on client systems experiencing significant mental health risk.

Anchor and Boost
- SW 8451 - Assessment and Engagement in Clinical Social Work Practice (3.0 cr)
- SW 8452 - Core Concepts in Clinical Social Work Practice (3.0 cr)

Concentration Electives
Take 2 or more course(s) totaling 6 or more credit(s) from the following:
- SW 8352 - Intervention Methods with Families (3.0 cr)
- SW 8461 - Advanced Clinical Social Work Practice with Adults (3.0 cr)
- SW 8462 - Advanced Clinical Practice With Children and Adolescents (3.0 cr)
- SW 8463 - Social Work Practice With Severe and Persistent Mental Illness and Severe Emotional Disturbance (3.0 cr)

Diversity
- SW 8821 - Social Work and Difference, Diversity and Privilege (2.0 cr)

Advanced Policy
- SW 8806 - Health and Mental Health Policy (3.0 cr)
  or SW 8807 - International and Comparative Social Welfare Policy (3.0 cr)

2nd Focus Anchor
Students must choose one course from this list. Dual degree students may substitute a course from their other degree program with approval from the MSW program director.
- SW 8251 - Social Work Practice in Health, Disabilities, and Aging (3.0 cr)
  or SW 8351 - Assessment and Engagement with Families and Children (3.0 cr)
  or SW 8551 - Advanced Community Practice: Assessment, Organizing, and Advocacy (3.0 cr)

Concentration Field Practicum and Seminar
Students complete 6 credits of SW 8020. The credits are either split between fall and spring semesters, or 6 credits are taken during summer. Advanced Standing students take SW 8030.
Take exactly 6 credit(s) from the following:
- SW 8020 - Field Practicum II (1.0 - 6.0 cr)

Advanced Research
Students must complete 3 credits of SW 8842. The credits are split between fall and spring semesters, or 3 credits are taken during
the summer. Dual degree program students may substitute PA 5311 or PUBH 6034. This course must be taken concurrently with SW 8020 or 8030.

Take exactly 3 credit(s) from the following:
• SW 8842 - Advanced Social Work Evaluation (1.0 - 3.0 cr)
• PA 5311 - Program Evaluation (3.0 cr)
• PUBH 6034 - Evaluation (3.0 cr)

Free Electives
Students must complete at least 5 credits of 5000-level or 8000-level courses not used for another program requirement.

-OR-

Community Practice Concentration
Concentration prepares students to improve the effectiveness and responsiveness of human service systems to mobilize groups for social change, and to serve as catalysts for sustainable development and social justice. Students are prepared to fill a variety of community practice roles-leaders, planners, policy advocates, community organizers, mediators, evaluators and agency administrators in a range of settings.

Anchor and Boost
SW 8551 - Advanced Community Practice: Assessment, Organizing, and Advocacy (3.0 cr)
SW 8552 - Advanced Community Practice: Leadership, Planning, and Program Development (3.0 cr)

Concentration Electives
Take 2 or more course(s) totaling 6 or more credit(s) from the following:
• PA 5101 - Management and Governance of Nonprofit Organizations (3.0 cr)
• SW 5562 - Global Social Work and Social Development (3.0 cr)
• SW 8563 - Advanced Policy Advocacy (3.0 cr)

Diversity
SW 8821 - Social Work and Difference, Diversity and Privilege (2.0 cr)

Advanced Policy
SW 8804 - Child Welfare Policy (3.0 cr)
or SW 8805 - Aging and Disability Policy (3.0 cr)
or SW 8806 - Health and Mental Health Policy (3.0 cr)
or SW 8807 - International and Comparative Social Welfare Policy (3.0 cr)

2nd Focus Anchor
Students must choose one course from this list. Dual degree students may substitute a course from their other program with approval of the MSW Program Director.
SW 8251 - Social Work Practice in Health, Disabilities, and Aging (3.0 cr)
or SW 8351 - Assessment and Engagement with Families and Children (3.0 cr)
or SW 8451 - Assessment and Engagement in Clinical Social Work Practice (3.0 cr)

Concentration Field Practicum and Seminar
Students complete 6 credits of SW 8020. The credits are split between fall and spring semesters, or 6 credits are taken during summer. Advanced standing students take SW 8030.
Take exactly 6 credit(s) from the following:
• SW 8020 - Field Practicum II (1.0 - 6.0 cr)

Advanced Research
Students must complete 3 cr of SW 8843. The credits are split between fall and spring semesters. Dual degree students may substitute PA 5311 or PUBH 6034.
Take 3 or more credit(s) from the following:
• SW 8843 - Social Work Program Evaluation (1.0 - 2.0 cr)
• PA 5311 - Program Evaluation (3.0 cr)
• PUBH 6034 - Evaluation (3.0 cr)

Free Electives
Students must complete at least 5 credits of 5000-level or 8000-level courses not used for another program requirement.

-OR-

Families and Children Concentration
Prepares students to work with families and children in a range of settings and organizations, as well as influence relevant organizational structures and policies. Students will be able to identify protective supports and develop interventions that mediate risk and promote resilience.

Anchor and Boost
SW 8351 - Assessment and Engagement with Families and Children (3.0 cr)
SW 8352 - Intervention Methods with Families (3.0 cr)

Concentration Electives
Students must take two courses (6 cr) from the list of concentration electives.
Take 6 or more credit(s) from the following:
• SW 8361 - Identification and Assesment of Family Violence (3.0 cr)
• SW 8363 - Social Work in Child Welfare (3.0 cr)
• SW 8462 - Advanced Clinical Practice With Children and Adolescents (3.0 cr)
Diversity
SW 8821 - Social Work and Difference, Diversity and Privilege (2.0 cr)

Advanced Policy
SW 8804 - Child Welfare Policy (3.0 cr)
or SW 8805 - Aging and Disability Policy (3.0 cr)
or SW 8806 - Health and Mental Health Policy (3.0 cr)
or SW 8807 - International and Comparative Social Welfare Policy (3.0 cr)

2nd Focus Anchor
Students must complete one course from this list. Dual degree students may substitute a course from their other degree program with approval from the MSW program director.
SW 8251 - Social Work Practice in Health, Disabilities, and Aging (3.0 cr)
or SW 8451 - Assessment and Engagement in Clinical Social Work Practice (3.0 cr)
or SW 8551 - Advanced Community Practice: Assessment, Organizing, and Advocacy (3.0 cr)

Concentration Field Practicum and Seminar
Students complete 6 credits of SW 8020. The credits are either split between fall and spring semesters or 6 credits are taken during summer. Advanced standing students take SW 8030.
Take exactly 6 credit(s) from the following:
• SW 8020 - Field Practicum II (1.0 - 6.0 cr)

Advanced Research
Students must complete 3 credits of SW 8842. The credits are split between fall and spring semesters, or all 3 credits are taken during summer. Dual degree program students may substitute PA 5311 or PUBH 6034. This course must be taken concurrently with SW 8020 or 8030.
Take exactly 3 credit(s) from the following:
• SW 8842 - Advanced Social Work Evaluation (1.0 - 3.0 cr)
• PA 5311 - Program Evaluation (3.0 cr)
• PUBH 6034 - Evaluation (3.0 cr)

Free Electives
Students must take at least 5 credits of 5000-level or 8000-level courses not used for another program requirement.

-OR-

Health, Disability and Aging Concentration
Prepares students to work with people affected by distinct and interconnected issues related to health, disability and aging. Students are prepared to work in a variety of settings such as hospitals, primary care clinics, residential care facilities, hospice, community-based programs, and in policy and advocacy organizations.

Anchor and Boost
SW 8251 - Social Work Practice in Health, Disabilities, and Aging (3.0 cr)
SW 8261 - Advanced Social Work Practice in Health Care (3.0 cr)

Concentration Electives
Students must take two courses (6 cr) from this list.
Take 6 or more credit(s) from the following:
• SW 8262 - Empowerment Practice With Persons With Disabilities (3.0 cr)
• SW 8263 - Advanced Direct Practice and Community-Based Interventions in Gerontology (3.0 cr)
• SW 8463 - Social Work Practice With Severe and Persistent Mental Illness and Severe Emotional Disturbance (3.0 cr)

Diversity
SW 8821 - Social Work and Difference, Diversity and Privilege (2.0 cr)

Advanced Policy
SW 8805 - Aging and Disability Policy (3.0 cr)
or SW 8806 - Health and Mental Health Policy (3.0 cr)
or SW 8807 - International and Comparative Social Welfare Policy (3.0 cr)

2nd Focus Anchor
Students should choose one course from this list. Dual degree students may substitute a course from their other degree program with approval from the MSW program director.
SW 8351 - Assessment and Engagement with Families and Children (3.0 cr)
or SW 8451 - Assessment and Engagement in Clinical Social Work Practice (3.0 cr)
or SW 8551 - Advanced Community Practice: Assessment, Organizing, and Advocacy (3.0 cr)

Concentration Field Practicum and Seminar
Students complete 6 credits of SW 8020. These credits are either split between fall and spring, or 6 credits are taken during summer.

Advanced Standing students will take SW 8030.
Take 6 or more credit(s) from the following:
• SW 8020 - Field Practicum II (1.0 - 6.0 cr)

Advanced Research
Students must complete 3 credits of SW 8842. The credits are split between fall and spring, or all 3 credits are taken during summer. Dual degree students may substitute PA 5311 or PUBH 6034.

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Information current as of August 31, 2018
This course must be taken concurrently with SW 8020 or 8030.
Take 3 or more credit(s) from the following:
• SW 8842 - Advanced Social Work Evaluation (1.0 - 3.0 cr)
• PA 5311 - Program Evaluation (3.0 cr)
• PUBH 6034 - Evaluation (3.0 cr)

Free Electives
Students must complete at least 5 credits of 5000-level or 8000-level courses not used for another degree requirement.

Joint- or Dual-degree Coursework: MSW/MPH, MSW/MPP, and MSW/MURP
Student may take a total of 22 credits in common among the academic programs.
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 2018
- 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 PhD 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 PhD 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.

Special Application Requirements:
Priority application deadline is early January in the appropriate year. Final deadline is early March. Applications received by second deadline will be reviewed and applicants accepted on a space-available basis.

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: 100
  - 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).

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Information current as of August 31, 2018
For an online application or for more information about graduate education admissions, see the General Information section of the catalog website.

**Program Requirements**
28 to 32 credits are required in the major.
8 to 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 2 semesters must be completed before filing a Degree Program Form.

The PhD 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. A minimum of 40 credits plus 24 required thesis credits beyond the MSW are required. Required courses include core seminars in social work research, social welfare history, social welfare policy, and theory and model development; a teaching course; a supervised research practicum and practicum seminar (two-semester sequence); supporting program courses (12 credits of supporting program course work is required - eight credits must be taken outside of social work while four credits may be taken in social work); and statistics courses. Students must also have teaching experience in the School of Social Work while in the program. Students are expected to attend PhD Colloquia and research colloquia for at least the first two years of their participation in the program.

**Required Courses**
- **SW 8875, Research Practicum**, must be taken two semesters for a total of four credits.
- **SW 8871 - Social Work Research Seminar I** (3.0 cr)
- **SW 8872 - Social Work Research Seminar II** (3.0 cr)
- **SW 8875 - Research Practicum** (2.0 cr)
- **SW 8861 - Theory and Model Development in Social Work** (3.0 cr)
- **SW 8855 - Social Policy Formulation and Analysis** (3.0 cr)
- **SW 8851 - Social Welfare History and Historical Research Methods** (3.0 cr)
- **GRAD 8101 - Teaching in Higher Education** (3.0 cr)

**Required Statistics Courses**
- 6 credits of graduate level statistics coursework, as approved by the Program Director.

**Supporting Program Coursework**
Students must take 12 credits of supporting course work in consultation with their advisor. 8 credits must be taken outside of social work while 4 credits may be taken in social work.
Twin Cities Campus

Sociocultural Studies in 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, 178 Pillsbury Dr SE, 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 2018
- 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 sociocultural studies in education (SCSE) minor (previously known as the social and philosophic studies of education minor) provides a multidisciplinary foundation for the study of social and cultural phenomena that shape educational ideologies and practices. The minor enables students to take courses from a variety of social science, humanities, and interdisciplinary fields in order to generate a particular perspective, lens, or optic that can illuminate problems or processes of interest to them.

The SCSE minor program is shaped to suit the particular needs and interests of the student at either the master's or doctoral level. Courses at either the 5xxx or 8xxx level are selected in consultation with an SCSE faculty member and approved by the SCSE director of graduate studies (DGS). Courses are generally of two types: those that explicitly draw upon a disciplinary or interdisciplinary perspective to examine educational processes (e.g. economics of education); and those that provide an in-depth exploration of a disciplinary or interdisciplinary perspective itself (e.g. contemporary political thought).

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

Prerequisites for Admission
Other requirements to be completed before admission:
Admission to the SCSE minor is contingent upon prior admission to a University masters or doctoral degree-granting program. Interested students should consult with a SCSE faculty member to develop a proposed course of study, then formally declare the minor when they file their degree plan. Students who declare the minor are required to include a member of the SCSE faculty on their masters or doctoral committee. Students may apply to this minor throughout the year.

Special Application Requirements:
The director of graduate studies (DGS) of the SCSE minor must approve the applicant's proposed course of study by signing the student's degree program form in addition to the student's major DGS.

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.

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.

### Masters

#### Minor Requirements
Master’s students complete at least 9 graduate credits from the list of approved courses below. These must include a minimum of 3 OLPD course credits and 3 credits from courses outside of OLPD (these courses may be within CEHD). Additional courses may be approved by SCSE faculty in consultation with the SCSE minor DGS.

#### OLPD Courses
Must take at least 3 credits from the list below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OLPD 5041</td>
<td>Sociology of Education</td>
<td>3.0 cr</td>
</tr>
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<td>OLPD 5044</td>
<td>Introduction to the Economics of Education</td>
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</tr>
<tr>
<td>OLPD 5103</td>
<td>Comparative Education</td>
<td>3.0 cr</td>
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<tr>
<td>OLPD 5107</td>
<td>Gender, Education, and International Development</td>
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<td>OLPD 5323</td>
<td>Women in Leadership</td>
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<td>OLPD 5128</td>
<td>Anthropology of Education</td>
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<td>OLPD 5132</td>
<td>Intercultural Education and Training: Theory and Application</td>
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<tr>
<td>OLPD 5346</td>
<td>Politics of Education</td>
<td>3.0 cr</td>
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<td>OLPD 5721</td>
<td>Race and Ethnicity in Higher Education</td>
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<tr>
<td>OLPD 8022</td>
<td>Education and Globalization: Anthropological Perspectives</td>
<td>3.0 cr</td>
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<tr>
<td>OLPD 8103</td>
<td>Comparative Education</td>
<td>3.0 cr</td>
</tr>
</tbody>
</table>

#### Non-OLPD Courses
Must take at least 3 credits from the list below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AFRO 5103</td>
<td>World History and Africa</td>
<td>3.0 cr</td>
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<tr>
<td>AFRO 5120</td>
<td>Social and Intellectual Movements in the African Diaspora</td>
<td>3.0 cr</td>
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<tr>
<td>AFRO 8554</td>
<td>Seminar: Gender, Race, Nation, and Policy: Perspectives from Within the African Diaspora</td>
<td>3.0 cr</td>
</tr>
<tr>
<td>AMIN 5890</td>
<td>Readings in American Indian and Indigenous History</td>
<td>3.0 cr</td>
</tr>
<tr>
<td>AMST 8288</td>
<td>Working in the Global Economy: Readings</td>
<td>3.0 cr</td>
</tr>
<tr>
<td>ANTH 8001</td>
<td>Ethnography, Theory, History</td>
<td>3.0 cr</td>
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<tr>
<td>ANTH 8002</td>
<td>Ethnography: Contemporary Theory and Practice</td>
<td>3.0 cr</td>
</tr>
<tr>
<td>ANTH 8207</td>
<td>Political and Social Anthropology</td>
<td>3.0 cr</td>
</tr>
<tr>
<td>ANTH 8215</td>
<td>Anthropology of Gender</td>
<td>3.0 cr</td>
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<td>CI 5136</td>
<td>History of the American Curriculum</td>
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<td>CI 5137</td>
<td>Multicultural Gender-Fair Curriculum</td>
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<tr>
<td>CI 5156</td>
<td>Popular Culture, Teaching, and Learning</td>
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<td>CI 5641</td>
<td>Language, Culture, and Education</td>
<td>3.0 cr</td>
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<tr>
<td>CI 8111</td>
<td>Representations of Knowledge in Curriculum and Culture (1.0 - 3.0 cr)</td>
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<td>CI 8461</td>
<td>Sociocultural Theory, Education, and Literacy</td>
<td>3.0 cr</td>
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<tr>
<td>CL 8362</td>
<td>Modernity and Its Others</td>
<td>4.0 cr</td>
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<td>COMM 5451W</td>
<td>Intercultural Communication Processes [WI]</td>
<td>3.0 cr</td>
</tr>
<tr>
<td>CPSY 5251W</td>
<td>Social and Philosophical Foundations of Early Childhood Education [WI]</td>
<td>3.0 cr</td>
</tr>
<tr>
<td>CSCL 5555</td>
<td>Introduction to Semiotics</td>
<td>3.0 cr</td>
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<tr>
<td>CSCL 5833</td>
<td>Marx, Freud, Nietzsche: Intellectual Foundations</td>
<td>3.0 cr</td>
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<td>CSDS 8001</td>
<td>Basic Research Seminar: Comparative Studies in Discourse and Society I</td>
<td>3.0 cr</td>
</tr>
<tr>
<td>CSDS 8002</td>
<td>Basic Research Seminar in Comparative Studies in Discourse and Society II</td>
<td>3.0 cr</td>
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<tr>
<td>CSDS 8910</td>
<td>Advanced Topics in Comparative Studies in Discourse and Society</td>
<td>3.0 cr</td>
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<tr>
<td>CSDS 8920</td>
<td>Advanced Topics in Comparative Studies in Discourse and Society</td>
<td>3.0 cr</td>
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<tr>
<td>DSSC 8111</td>
<td>Approaches to Knowledge and Truth: Ways of Knowing in Development Studies and Social Change</td>
<td>3.0 cr</td>
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<tr>
<td>DSSC 8310</td>
<td>Topics in Development Studies and Social Change (1.0 - 3.0 cr)</td>
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<td>EPSY 5157</td>
<td>Social Psychology of Education</td>
<td>3.0 cr</td>
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<tr>
<td>GLOS 5403</td>
<td>Human Rights Advocacy</td>
<td>3.0 cr</td>
</tr>
<tr>
<td>GLOS 5602</td>
<td>Other Worlds: Globality and Culture</td>
<td>3.0 cr</td>
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<td>GWSS 5190</td>
<td>Topics: Theory, Knowledge, and Power</td>
<td>3.0 cr</td>
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<tr>
<td>GWSS 8101</td>
<td>Intellectual History of Feminism</td>
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<tr>
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<td>Feminist Theories of Knowledge</td>
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<td>GWSS 8107</td>
<td>Feminist Pedagogies</td>
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<td>GWSS 8108</td>
<td>Genealogies of Feminist Theory</td>
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<td>Feminist Knowledge Production</td>
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<td>HIST 5871</td>
<td>Readings in U.S. Intellectual History: 19th-20th Centuries</td>
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<td>HIST 5932</td>
<td>The Production of Knowledge, Negotiating the Past, and the Writing of African Histories</td>
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<td>HIST 8239</td>
<td>Readings in Gender, Race, Class, and/or Ethnicity in the United States</td>
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<tr>
<td>HIST 8630</td>
<td>Seminar in World History</td>
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<tr>
<td>HIST 8961</td>
<td>Research Seminar: Intellectual History</td>
<td>3.0 cr</td>
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<td>KIN 5371</td>
<td>Sport and Society</td>
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<td>PA 5001</td>
<td>Intellectual Foundations of Public Action</td>
<td>1.5 cr</td>
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<tr>
<td>PA 5414</td>
<td>Child Human Rights: Work and Education</td>
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<tr>
<td>PHIL 5601</td>
<td>History of the Philosophy of Science</td>
<td>3.0 cr</td>
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<tr>
<td>PHIL 8130</td>
<td>Seminar: Epistemology</td>
<td>3.0 cr</td>
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<tr>
<td>PHIL 8131</td>
<td>Epistemology Survey</td>
<td>3.0 cr</td>
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<tr>
<td>PHIL 8133</td>
<td>Feminist Theories of Knowledge</td>
<td>3.0 cr</td>
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<tr>
<td>POL 8101</td>
<td>Introduction to Political Science</td>
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<tr>
<td>POL 8215</td>
<td>Philosophy of Political Inquiry</td>
<td>3.0 cr</td>
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<td>POL 8225</td>
<td>American Political Thought</td>
<td>3.0 cr</td>
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<td>POL 8235</td>
<td>Democratic Theory</td>
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<tr>
<td>POL 8253</td>
<td>Late Modern Political Thought</td>
<td>3.0 cr</td>
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<tr>
<td>POL 8275</td>
<td>Contemporary Political Thought</td>
<td>3.0 cr</td>
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<tr>
<td>POL 8305</td>
<td>Interest Groups and Social Movements</td>
<td>3.0 cr</td>
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<tr>
<td>SOC 8211</td>
<td>The Sociology of Race &amp; Racialization</td>
<td>3.0 cr</td>
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<tr>
<td>SOC 8731</td>
<td>Sociology of Knowledge</td>
<td>3.0 cr</td>
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<tr>
<td>SOC 8735</td>
<td>Sociology of Culture</td>
<td>3.0 cr</td>
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<tr>
<td>SW 5101</td>
<td>Historical Origins and Contemporary Policies and Programs in Social Welfare</td>
<td>3.0 - 4.0 cr</td>
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</table>

**Doctoral Minor Requirements**

Doctoral students complete at least 12 graduate credits from the list of approved courses below. These must include a minimum of 6 OLPD course credits and 3 credits from courses outside of OLPD (these courses may be within CEHD).

**OLPD Courses**

Must take at least 6 credits from the list below.

Take 2 - 3 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 5107 - Gender, Education, and International Development (3.0 cr)
- OLPD 5128 - Anthropology of Education (3.0 cr)
- OLPD 5132 - Intercultural Education and Training: Theory and Application (3.0 cr)
- OLPD 5323 - Women in Leadership (3.0 cr)
- OLPD 5346 - Politics of Education (3.0 cr)
- OLPD 5721 - Race and Ethnicity in Higher Education (3.0 cr)
- OLPD 8022 - Education and Globalization: Anthropological Perspectives (3.0 cr)
- OLPD 8103 - Comparative Education (3.0 cr)

**Non-OLPD Courses**

Must take at least 3 credits from the list below.

Take 1 - 2 course(s) from the following:
- AFRO 5103 - World History and Africa (3.0 cr)
- AFRO 5120 - Social and Intellectual Movements in the African Diaspora (3.0 cr)
- AFRO 8554 - Seminar: Gender, Race, Nation, and Policy--Perspectives from Within the African Diaspora (3.0 cr)
- AMIN 5890 - Readings in American Indian and Indigenous History (3.0 cr)
- AMST 8288 - Working in the Global Economy: Readings (3.0 cr)
- ANTH 8001 - Ethnography, Theory, History (3.0 cr)
- ANTH 8002 - Ethnography: Contemporary Theory and Practice (3.0 cr)
- ANTH 8207 - Political and Social Anthropology (3.0 cr)
- ANTH 8215 - Anthropology of Gender (3.0 cr)
- CI 5136 - History of the American Curriculum (3.0 cr)
- CI 5137 - Multicultural Gender-Fair Curriculum (3.0 cr)
- CI 5156 - Popular Culture, Teaching, and Learning (3.0 cr)
- CI 5641 - Language, Culture, and Education (3.0 cr)
- CI 8111 - Representations of Knowledge in Curriculum and Culture (1.0 - 3.0 cr)
- CI 8461 - Sociocultural Theory, Education, and Literacy (3.0 cr)
- CL 8382 - Modernity and Its Others (4.0 cr)
- COMM 5451W - Intercultural Communication Processes [WI] (3.0 cr)
- CPSY 5251W - Social and Philosophical Foundations of Early Childhood Education [WI] (3.0 cr)
- CSCL 5555 - Introduction to Semiotics (3.0 cr)
- CSCL 5833 - Marx, Freud, Nietzsche: Intellectual Foundations (3.0 cr)
- CSDS 8001 - Basic Research Seminar: Comparative Studies in Discourse and Society I (3.0 cr)
- CSDS 8002 - Basic Research Seminar in Comparative Studies in Discourse and Society II (3.0 cr)
- CSDS 8910 - Advanced Topics in Comparative Studies in Discourse and Society (3.0 cr)
- CSDS 8920 - Advanced Topics in Comparative Studies in Discourse and Society (3.0 cr)
- DSSC 8111 - Approaches to Knowledge and Truth: Ways of Knowing in Development Studies and Social Change (3.0 cr)
- DSSC 8310 - Topics in Development Studies and Social Change (1.0 - 3.0 cr)
• EPSY 5157 - Social Psychology of Education (3.0 cr)
• GLOS 5403 - Human Rights Advocacy (3.0 cr)
• GLOS 5602 - Other Worlds: Globality and Culture (3.0 cr)
• GWSS 5190 - Topics: Theory, Knowledge, and Power (3.0 cr)
• GWSS 8101 - Intellectual History of Feminism (3.0 cr)
• GWSS 8103 - Feminist Theories of Knowledge (3.0 cr)
• GWSS 8107 - Feminist Pedagogies (3.0 cr)
• GWSS 8108 - Genealogies of Feminist Theory (3.0 cr)
• GWSS 8109 - Feminist Knowledge Production (3.0 cr)
• GWSS 8201 - Feminist Theory and Methods in the Social Sciences (3.0 cr)
• HIST 5871 - Readings in U.S. Intellectual History: 19th-20th Centuries (3.0 cr)
• HIST 5932 - The Production of Knowledge, Negotiating the Past, and the Writing of African Histories (3.0 cr)
• HIST 8239 - Readings in Gender, Race, Class, and/or Ethnicity in the United States (3.0 cr)
• HIST 8630 - Seminar in World History (3.0 cr)
• HIST 8961 - Research Seminar: Intellectual History (3.0 cr)
• KIN 5371 - Sport and Society (3.0 cr)
• PA 5001 - Intellectual Foundations of Public Action (1.5 cr)
• PA 5414 - Child Human Rights: Work and Education (3.0 cr)
• PHIL 5601 - History of the Philosophy of Science (3.0 cr)
• PHIL 8130 - Seminar: Epistemology (3.0 cr)
• PHIL 8131 - Epistemology Survey (3.0 cr)
• PHIL 8133 - Feminist Theories of Knowledge (3.0 cr)
• POL 8101 - Introduction to Political Science (3.0 cr)
• POL 8215 - Philosophy of Political Inquiry (3.0 cr)
• POL 8225 - American Political Thought (3.0 cr)
• POL 8235 - Democratic Theory (3.0 cr)
• POL 8236 - Late Modern Political Thought (3.0 cr)
• POL 8275 - Contemporary Political Thought (3.0 cr)
• POL 8305 - Interest Groups and Social Movements (3.0 cr)
• SOC 8211 - The Sociology of Race & Racialization (3.0 cr)
• SOC 8731 - Sociology of Knowledge (3.0 cr)
• SOC 8735 - Sociology of Culture (3.0 cr)
• SW 5101 - Historical Origins and Contemporary Policies and Programs in Social Welfare (3.0 - 4.0 cr)
Twin Cities Campus

Special Education Initial License 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: spedadm@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 2018
- Length of program in credits: 30 to 51
- This program requires summer semesters for timely completion.
- All instruction and practica related to the residency-based sub-plan in EBD are delivered off-campus. Traditional course instruction is delivered in a meeting room in one of the partner district buildings one night per week. Practica are located in public school settings of our partner districts in Federal Setting III and IV EBD classrooms and take place during regular school hours.
- 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, and 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.

Other requirements to be completed before admission:
Experience in working with children and/or people with disabilities is preferred.

Special Application Requirements:
The application deadline is March 1 for summer or fall admission.

Upload the following additional materials into the appropriate areas of the online application:
- 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 30 to 51 major credits and 0 credits outside the major. The is no final exam. A capstone project is required.

Capstone Project: A portfolio and integrated paper/mini research project/comprehensive exam is required in conjunction with registration for EPSY 5690. The student and advisor will develop the individual's MEd graduate plan.

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.

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.

Academic Behavioral Strategist

Professional development in special education offers a program of study that leads to K-12 licensure as an Academic Behavior Strategist (ABS) and an MEd degree. This degree is designed to prepare teachers to work in a variety of educational settings with students who have mild to moderate disabilities. Graduates of the program are student-centered, collaborative professionals who implement evidence-based instructional interventions with fidelity to improve learner outcomes. The program incorporates maximizing learner expectations and learning opportunities including cultural and social diversity. Graduates are prepared to assess, analyze, and problem solve the challenges of learning for students with disabilities and their families.

Students complete 30 credits: 18 credits required courses and 12 credits electives. Additional credits (25-30) are required for adding licensure to degree.

Required Courses

EPSY 5605 - Collaborative Practices for the Special Educator (3.0 cr)
EPSY 5613 - Foundations of Special Education I [DSJ] (3.0 cr)
EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
EPSY 5616 - Classroom Management and Behavior Analytic Problem Solving (3.0 cr)
EPSY 5618 - Specialized Interventions for Students With Mild/Moderate Disabilities in Reading & Written Language (3.0 cr)
EPSY 5631 - Module 1: Introduction to Augmentative and Alternative Communication (1.0 cr)
EPSY 5690 - Experimental Teaching Seminar: MEd Culminating Project (2.0 cr)
Electives
Take 12 or more credit(s) from the following:
- OLPD 5005 - School and Society (2.0 cr)
- CI 5307 - Technology for Teaching and Learning (1.5 cr)
- OLPD 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)
- EPSY 5114 - Psychology of Student Learning (3.0 cr)
- EPSY 5604 - Transition From School to Work and Community Living for Persons With Special Needs (3.0 cr)
- EPSY 5611 - Research-based Practices in Academic and Behavior Disabilities (3.0 cr)
- EPSY 5617 - Academic and Social Interventions for Students with Mild to Moderate Disabilities (3.0 cr)
- EPSY 5619W - Specialized Interventions in Mathematics for Students with Mild to Moderate Disabilities [WI] (3.0 cr)
- EPSY 5657 - Interventions for Behavioral Problems in School Settings (3.0 cr)
- EPSY 5704 - Practicum: Special Education Field Experience in Middle and Secondary School Classrooms (1.0 - 2.0 cr)
- EPSY 5705 - Practicum: Special Ed Field Experience in Early Childhood SpEd (ECSE) & Elementary School Classrooms (1.0 - 2.0 cr)
- EPSY 5720 - Special Topics: Special Education (1.0 - 4.0 cr)
- EPSY 5741 - Student Teaching: Academic and Behavioral Strategist (3.0 - 6.0 cr)
- EPSY 5991 - Independent Study in Educational Psychology (1.0 - 8.0 cr)

Autism Spectrum Disorder
Professional development in special education offers a program in Autism Spectrum Disorder (ASD) that leads to Birth-12 licensure and an MEd degree. This degree is designed to prepare teachers to work in a variety of educational settings including home- and school-based programs with children who have been identified with ASD and their families. Graduates are prepared to assess, analyze, and provide intervention and remediation of academic, social, and communicative challenges for students with ASD. This program focuses on the implementation of evidence-based practices, specialized educational services, and outcomes that add value to the learning and development of infants, children, and adults with ASD from diverse cultural backgrounds.

Students complete 30 credits: 18 credits required courses and 12 credits electives. Additional credits (25-30) are required for adding licensure to degree.

Required Courses
- EPSY 5605 - Collaborative Practices for the Special Educator (3.0 cr)
- EPSY 5613 - Foundations of Special Education I [DSJ] (3.0 cr)
- EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
- EPSY 5616 - Classroom Management and Behavior Analytic Problem Solving (3.0 cr)
- EPSY 5618 - Specialized Interventions for Students With Mild/Moderate Disabilities in Reading & Written Language (3.0 cr)
- EPSY 5631 - Module 1: Introduction to Augmentative and Alternative Communication (1.0 cr)
- EPSY 5690 - Experimental Teaching Seminar: MEd Culminating Project (2.0 cr)

Electives
Take 12 or more credit(s) from the following:
- OLPD 5005 - School and Society (2.0 cr)
- CI 5307 - Technology for Teaching and Learning (1.5 cr)
- OLPD 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)
- EPSY 5114 - Psychology of Student Learning (3.0 cr)
- EPSY 5604 - Transition From School to Work and Community Living for Persons With Special Needs (3.0 cr)
- EPSY 5611 - Research-based Practices in Academic and Behavior Disabilities (3.0 cr)
- EPSY 5619W - Specialized Interventions in Mathematics for Students with Mild to Moderate Disabilities [WI] (3.0 cr)
- EPSY 5653 - Module 2: Evidence-based Methods for AAC Assessment and Intervention (2.0 cr)
- EPSY 5661 - Introduction to Autism Spectrum Disorder (3.0 cr)
- EPSY 5663 - Assessment and Intervention for Individuals with Autism Spectrum Disorder (3.0 cr)
- EPSY 5681 - Education of Preschool Children With Disabilities: Methods and Materials (3.0 cr)
- EPSY 5701 - Practicum: Field Experience in General Education - Inclusive Classrooms (1.0 - 2.0 cr)
- EPSY 5704 - Practicum: Special Education Field Experience in Middle and Secondary School Classrooms (1.0 - 2.0 cr)
- EPSY 5705 - Practicum: Special Ed Field Experience in Early Childhood SpEd (ECSE) & Elementary School Classrooms (1.0 - 2.0 cr)
- EPSY 5720 - Special Topics: Special Education (1.0 - 4.0 cr)
- EPSY 5742 - Student Teaching: Autism Spectrum Disorders (6.0 cr)
- EPSY 5991 - Independent Study in Educational Psychology (1.0 - 8.0 cr)

Deaf and Hard of Hearing
The deaf education program within special education leads to an M.Ed. degree with potential for MN Licensure with additional coursework. It is designed to prepare reflective educators to work with students (and their families) with diverse linguistic and cultural backgrounds. Our program philosophy focuses on providing students with an in depth understanding of advocacy, identity development, language and literacy development, and how to facilitate and assess development across ages and curricular areas giving equal value to ASL and English. The program will prepare graduates to have bilingual and bicultural competence along with the ability to demonstrate best practices and effective instructional strategies to meet the needs of individual learners; in addition, to engage
in and value partnerships with deaf adults, parents, community and professional organizations.

For the M.Ed degree, students complete 30 credits: 15 credits required courses and 15-16 credits electives. Those interested in being prepared to apply for licensure, teaching children who are deaf and hard of hearing (Birth-Grade 12) need to take additional credits (25-30).

**Required Courses**
- **EPSY 5613** - Foundations of Special Education I [DSJ] (3.0 cr)
- **EPSY 5614W** - Assessment and Due Process in Special Education [WI] (3.0 cr)
- **EPSY 5616** - Classroom Management and Behavior Analytic Problem Solving (3.0 cr)
- **EPSY 5641** - Foundations of Deaf Education (3.0 cr)
- **EPSY 5654** - Current Research, Issues Trends in Deaf Education (1.0 cr)
- **EPSY 5690** - Experimental Teaching Seminar: MEd Culminating Project (2.0 cr)

**Electives**
Take 15 - 16 credit(s) from the following:
- **EPSY 5114** - Psychology of Student Learning (3.0 cr)
- **EPSY 5604** - Transition From School to Work and Community Living for Persons With Special Needs (3.0 cr)
- **EPSY 5605** - Collaborative Practices for the Special Educator (3.0 cr)
- **EPSY 5611** - Research-based Practices in Academic and Behavior Disabilities (3.0 cr)
- **EPSY 5618** - Specialized Interventions for Students With Mild/Moderate Disabilities in Reading & Written Language (3.0 cr)
- **EPSY 5642** - Early Intervention for Infants, Toddlers and Families: Deaf and Hard of Hearing (3.0 cr)
- **EPSY 5643** - Seminar: Identity, Culture and Diversity in Deaf Education (2.0 cr)
- **EPSY 5644** - Early Childhood Language and Literacy Development and Best Practices: Deaf and Hard of Hearing (3.0 cr)
- **EPSY 5645** - Deaf Plus: Educating and Understanding Deaf Students with Disabilities (1.0 cr)
- **EPSY 5646** - Best Practices Teaching Reading and Writing for School Age: Deaf and Hard of Hearing (3.0 cr)
- **EPSY 5647** - Spoken Language Practices and Assistive Technology: Deaf and Hard of Hearing (2.0 cr)
- **EPSY 5651** - Best Practices Teaching Content Areas: Deaf Education (3.0 cr)
- **EPSY 5652** - Incorporating Academic ASL in the Classroom: Deaf and Hard of Hearing (3.0 cr)
- **EPSY 5653** - ASL/English Structure and Application (3.0 cr)
- **EPSY 5701** - Practicum: Field Experience in General Education - Inclusive Classrooms (1.0 - 2.0 cr)
- **EPSY 5704** - Practicum: Special Education Field Experience in Middle and Secondary School Classrooms (1.0 - 2.0 cr)
- **EPSY 5705** - Practicum: Special Ed Field Experience in Early Childhood Special Ed (ECSE) & Elementary School Classrooms (1.0 - 2.0 cr)
- **EPSY 5720** - Special Topics: Special Education (1.0 - 4.0 cr)
- **EPSY 5751** - Student Teaching for Deaf Education (1.0 - 6.0 cr)
- **EPSY 5991** - Independent Study in Educational Psychology (1.0 - 8.0 cr)
- **CI 5404** - Multicultural Literature for Children and Adolescents (3.0 cr)
- **CI 5417** - Elementary Literacy Instruction for ESL Students (3.0 cr)
- **CI 5420** - Introduction to Second Language Acquisition for Language Teachers (3.0 cr)
- **OLPD 5000** - School and Society (2.0 cr)
- **OLPD 5009** - Human Relations: Applied Skills for School and Society (1.0 cr)

**Developmental Disabilities**
The professional development program in special education specializing in developmental disabilities leads to K-12 classroom licensure and a MEd 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.

Students complete 30 credits: 18 credits required courses and 12 credits electives. Additional credits (25-30) are required for adding licensure to degree.

**Required Courses**
- **EPSY 5605** - Collaborative Practices for the Special Educator (3.0 cr)
- **EPSY 5613** - Foundations of Special Education I [DSJ] (3.0 cr)
- **EPSY 5614W** - Assessment and Due Process in Special Education [WI] (3.0 cr)
- **EPSY 5616** - Classroom Management and Behavior Analytic Problem Solving (3.0 cr)
- **EPSY 5618** - Specialized Interventions for Students With Mild/Moderate Disabilities in Reading & Written Language (3.0 cr)
- **EPSY 5631** - Module 1: Introduction to Augmentative and Alternative Communication (1.0 cr)
- **EPSY 5690** - Experimental Teaching Seminar: MEd Culminating Project (2.0 cr)

**Electives**
Take 12 or more credit(s) from the following:
- **OLPD 5005** - School and Society (2.0 cr)
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.

Students complete 30 credits: 17 credits required courses and 13 credits electives. Additional credits (25-30) are required for adding licensure to degree.

Required Courses

- EPSY 5609 - Family-centered Services (2.0 cr)
- EPSY 5613 - Foundations of Special Education I [DSJ] (3.0 cr)
- EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
- EPSY 5616 - Classroom Management and Behavior Analytic Problem Solving (3.0 cr)
- EPSY 5618 - Specialized Interventions for Students With Mild/Moderate Disabilities in Reading & Written Language (3.0 cr)
- EPSY 5631 - Module 1: Introduction to Augmentative and Alternative Communication (1.0 cr)
- EPSY 5690 - Experimental Teaching Seminar: MEd Culminating Project (2.0 cr)

Electives

Take 13 or more credit(s) from the following:

- CPSY 5252 - Facilitating Social and Emotional Learning in Early Childhood Education (3.0 cr)
- CPSY 5253 - Facilitating Cognitive and Language Learning in Early Childhood Education (3.0 cr)
- CPSY 5254 - Facilitating Creative and Motor Learning in Early Childhood Education (2.0 cr)
- OLPD 5005 - School and Society (2.0 cr)
- OL 5307 - Technology for Teaching and Learning (1.5 cr)
- OLPD 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)
- EPSY 5114 - Psychology of Student Learning (3.0 cr)
- EPSY 5604 - Transition From School to Work and Community Living for Persons With Special Needs (3.0 cr)
- EPSY 5619W - Specialized Interventions in Mathematics for Students with Mild to Moderate Disabilities [WI] (3.0 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 5682 - Education of Infants and Toddlers with Disabilities: Methods and Materials (3.0 cr)
- EPSY 5701 - Practicum: Field Experience in General Education - Inclusive Classrooms (1.0 - 2.0 cr)
- EPSY 5704 - Practicum: Special Education Field Experience in Middle and Secondary School Classrooms (1.0 - 2.0 cr)
- EPSY 5705 - Practicum: Special Ed Field Experience in Early Childhood SpEd (ECSE) & Elementary School Classrooms (1.0 - 2.0 cr)
- EPSY 5706 - Practicum in Moderate to Severe Developmental Disabilities (2.0 cr)
- EPSY 5720 - Special Topics: Special Education (1.0 - 4.0 cr)
- EPSY 5755 - Student Teaching: Developmental Disabilities, Mild/Moderate (1.0 - 6.0 cr)
- EPSY 5756 - Student Teaching: Developmental Disabilities, Moderate/Severe (1.0 - 6.0 cr)
- EPSY 5991 - Independent Study in Educational Psychology (1.0 - 8.0 cr)
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.

Students complete 30 credits: 18 credits required courses and 12 credits electives. Additional credits (25-30) are required for adding licensure to degree.

Required Courses
EPSY 5605 - Collaborative Practices for the Special Educator (3.0 cr)
EPSY 5613 - Foundations of Special Education I [DSJ] (3.0 cr)
EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
EPSY 5616 - Classroom Management and Behavior Analytic Problem Solving (3.0 cr)
EPSY 5618 - Specialized Interventions for Students With Mild/Moderate Disabilities in Reading & Written Language (3.0 cr)
EPSY 5631 - Module 1: Introduction to Augmentative and Alternative Communication (1.0 cr)
EPSY 5690 - Experimental Teaching Seminar: MEd Culminating Project (2.0 cr)

Electives
Take 12 or more credit(s) from the following:
• OLPD 5005 - School and Society (2.0 cr)
• CI 5307 - Technology for Teaching and Learning (1.5 cr)
• OLPD 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)
• EPSY 5114 - Psychology of Student Learning (3.0 cr)
• EPSY 5604 - Transition From School to Work and Community Living for Persons With Special Needs (3.0 cr)
• EPSY 5611 - Research-based Practices in Academic and Behavior Disabilities (3.0 cr)
• EPSY 5617 - Academic and Social Interventions for Students with Mild to Moderate Disabilities (3.0 cr)
• EPSY 5619W - Specialized Interventions in Mathematics for Students with Mild to Moderate Disabilities [WI] (3.0 cr)
• EPSY 5627 - Seminar: Advanced issues in Learning Disabilities (3.0 cr)
• EPSY 5628 - Characteristics of Moderate to Severe Learning Disabilities (3.0 cr)
• EPSY 5629 - Strategic Instructional Methods for Students Academically At-Risk (3.0 cr)
• EPSY 5657 - Interventions for Behavioral Problems in School Settings (3.0 cr)
• EPSY 5701 - Practicum: Field Experience in General Education - Inclusive Classrooms (1.0 - 2.0 cr)
• EPSY 5704 - Practicum: Special Education Field Experience in Middle and Secondary School Classrooms (1.0 - 2.0 cr)
• EPSY 5705 - Practicum: Special Ed Field Experience in Early Childhood SpEd (ECSE) & Elementary School Classrooms (1.0 - 2.0 cr)
• EPSY 5707 - Practicum in Moderate to Severe Learning Disabilities (3.0 cr)
• EPSY 5720 - Special Topics: Special Education (1.0 - 4.0 cr)
• EPSY 5752 - Student Teaching: Learning Disabilities (1.0 - 6.0 cr)
• EPSY 5991 - Independent Study in Educational Psychology (1.0 - 8.0 cr)

Emotional and Behavioral Disabilities
Note: New student applications to Emotional and Behavioral Disorders are not being accepted.

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.

Students complete 30 credits: 18 credits required courses and 12 credits electives. Additional credits (25-30) are required for adding licensure to degree.

Required Courses
EPSY 5605 - Collaborative Practices for the Special Educator (3.0 cr)
EPSY 5613 - Foundations of Special Education I [DSJ] (3.0 cr)
EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
EPSY 5616 - Classroom Management and Behavior Analytic Problem Solving (3.0 cr)
EPSY 5618 - Specialized Interventions for Students With Mild/Moderate Disabilities in Reading & Written Language (3.0 cr)
EPSY 5631 - Module 1: Introduction to Augmentative and Alternative Communication (1.0 cr)
EPSY 5690 - Experimental Teaching Seminar: MEd Culminating Project (2.0 cr)

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Information current as of August 31, 2018
Electives
Take 12 or more credit(s) from the following:

- OLPD 5005 - School and Society (2.0 cr)
- CI 5307 - Technology for Teaching and Learning (1.5 cr)
- OLPD 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)
- EPSY 5114 - Psychology of Student Learning (3.0 cr)
- EPSY 5604 - Transition From School to Work and Community Living for Persons With Special Needs (3.0 cr)
- EPSY 5611 - Research-based Practices in Academic and Behavior Disabilities (3.0 cr)
- EPSY 5617 - Academic and Social Interventions for Students with Mild to Moderate Disabilities (3.0 cr)
- EPSY 5619W - Specialized Interventions in Mathematics for Students with Mild to Moderate Disabilities [WI] (3.0 cr)
- EPSY 5629 - Strategic Instructional Methods for Students Academically At-Risk (3.0 cr)
- EPSY 5656 - Advanced Issues in Emotional Behavior Disorders (3.0 cr)
- EPSY 5657 - Interventions for Behavioral Problems in School Settings (3.0 cr)
- EPSY 5658 - Characteristics of Moderate to Severe Emotional/Behavioral Disorders (3.0 cr)
- EPSY 5701 - Practicum: Field Experience in General Education - Inclusive Classrooms (1.0 - 2.0 cr)
- EPSY 5704 - Practicum: Special Education Field Experience in Middle and Secondary School Classrooms (1.0 - 2.0 cr)
- EPSY 5705 - Practicum: Special Ed Field Experience in Early Childhood SpEd (ECSE) & Elementary School Classrooms (1.0 - 2.0 cr)
- EPSY 5708 - Practicum in Moderate to Severe Emotional/Behavioral Disorders (3.0 cr)
- EPSY 5720 - Special Topics: Special Education (1.0 - 4.0 cr)
- EPSY 5754 - Student Teaching: Social and Emotional Disabilities (1.0 - 6.0 cr)
- EPSY 5991 - Independent Study in Educational Psychology (1.0 - 8.0 cr)

Emotional and Behavioral Disabilities Residency-Based
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.

Students complete required courses for a total of 30 credits. Additional credits (5-6) are required for adding licensure to degree.

Required Courses
Students take the following courses including one credit of EPSY 5991.

- EPSY 5611 - Research-based Practices in Academic and Behavior Disabilities (3.0 cr)
- EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
- EPSY 5618 - Specialized Interventions for Students With Mild/Moderate Disabilities in Reading & Written Language (3.0 cr)
- EPSY 5619W - Specialized Interventions in Mathematics for Students with Mild to Moderate Disabilities [WI] (3.0 cr)
- EPSY 5629 - Strategic Instructional Methods for Students Academically At-Risk (3.0 cr)
- EPSY 5637 - Core Practices in Special Education: Foundations of Special Education (1.0 cr)
- EPSY 5638 - Core Practices in Special Education: IEP Writing (1.0 cr)
- EPSY 5656 - Advanced Issues in Emotional Behavior Disorders (3.0 cr)
- EPSY 5657 - Interventions for Behavioral Problems in School Settings (3.0 cr)
- EPSY 5658 - Characteristics of Moderate to Severe Emotional/Behavioral Disorders (3.0 cr)
- EPSY 5708 - Practicum in Moderate to Severe Emotional/Behavioral Disorders (3.0 cr)
- EPSY 5991 - Independent Study in Educational Psychology (1.0 - 8.0 cr)
Twin Cities Campus

Special Education M.Ed.

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 2018
- Length of program in credits: 30 to 51
- This program requires summer semesters for timely completion.
- All instruction and practica related to the residency-based sub-plan in EBD are delivered off-campus. Traditional course instruction is delivered in a meeting room in one of the partner district buildings one night per week. Practica are located in public school settings of our partner districts in Federal Setting III and IV EBD classrooms and take place during regular school hours.
- 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.

Other requirements to be completed before admission:
Experience in working with children and/or people with disabilities is preferred.

Special Application Requirements:
The application deadline is March 1 for summer or fall admission.

Upload the following additional materials into the appropriate areas of the online application:
- 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 30 to 51 major credits and 0 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 in conjunction with registration for EPSY 5690. The student and advisor will develop the individual's M.Ed. graduate plan.

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.

**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.

**Academic Behavioral Strategist**

Professional development in special education offers a program of study that leads to K-12 licensure as an Academic Behavior Strategist (ABS) and an M.Ed. degree. This degree is designed to prepare teachers to work in a variety of educational settings with students who have mild to moderate disabilities. Graduates of the program are student-centered, collaborative professionals who implement evidence-based instructional interventions with fidelity to improve learner outcomes. The program incorporates maximizing learner expectations and learning opportunities including cultural and social diversity. Graduates are prepared to assess, analyze, and problem solve the challenges of learning for students with disabilities and their families.

Students complete 30 credits: 18 credits required courses and 12 credits electives. Additional credits (25-30) are required for adding licensure to degree.

**Required Courses**

- EPSY 5605 - Collaborative Practices for the Special Educator (3.0 cr)
- EPSY 5613 - Foundations of Special Education I [DSJ] (3.0 cr)
- EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
- EPSY 5616 - Classroom Management and Behavior Analytic Problem Solving (3.0 cr)
- EPSY 5618 - Specialized Interventions for Students With Mild/Moderate Disabilities in Reading & Written Language (3.0 cr)
- EPSY 5631 - Module 1: Introduction to Augmentative and Alternative Communication (1.0 cr)
- EPSY 5690 - Experimental Teaching Seminar: MEd Culminating Project (2.0 cr)

**Electives**
Take 12 or more credit(s) from the following:
- OLPD 5005 - School and Society (2.0 cr)
- CI 5307 - Technology for Teaching and Learning (1.5 cr)
- OLPD 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)
- EPSY 5114 - Psychology of Student Learning (3.0 cr)
- EPSY 5604 - Transition From School to Work and Community Living for Persons With Special Needs (3.0 cr)
- EPSY 5611 - Research-based Practices in Academic and Behavior Disabilities (3.0 cr)
- EPSY 5617 - Academic and Social Interventions for Students with Mild to Moderate Disabilities (3.0 cr)
- EPSY 5619W - Specialized Interventions in Mathematics for Students with Mild to Moderate Disabilities [WI] (3.0 cr)
- EPSY 5657 - Interventions for Behavioral Problems in School Settings (3.0 cr)
- EPSY 5704 - Practicum: Special Education Field Experience in Middle and Secondary School Classrooms (1.0 - 2.0 cr)
- EPSY 5705 - Practicum: Special Ed Field Experience in Early Childhood SpEd (ECSE) & Elementary School Classrooms (1.0 - 2.0 cr)
- EPSY 5720 - Special Topics: Special Education (1.0 - 4.0 cr)
- EPSY 5741 - Student Teaching: Academic and Behavioral Strategist (3.0 - 6.0 cr)
- EPSY 5991 - Independent Study in Educational Psychology (1.0 - 8.0 cr)

Autism Spectrum Disorder
Professional development in special education offers a program in Autism Spectrum Disorder (ASD) that leads to Birth-12 licensure and an M.Ed. degree. This degree is designed to prepare teachers to work in a variety of educational settings including home and school based programs with children who have been identified with ASD and their families. Graduates are prepared to assess, analyze, and provide intervention and remediation of academic, social and communicative challenges for students with ASD. This program focuses on the implementation of evidence-based practices, specialized educational services, and outcomes that add value to the learning and development of infants, children and adults with ASD from diverse cultural backgrounds.

Students complete 30 credits: 18 credits required courses and 12 credits electives. Additional credits (25-30) are required for adding licensure to degree.

Required Courses
- EPSY 5605 - Collaborative Practices for the Special Educator (3.0 cr)
- EPSY 5613 - Foundations of Special Education I [DSJ] (3.0 cr)
- EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
- EPSY 5616 - Classroom Management and Behavior Analytic Problem Solving (3.0 cr)
- EPSY 5618 - Specialized Interventions for Students With Mild/Moderate Disabilities in Reading & Written Language (3.0 cr)
- EPSY 5631 - Module 1: Introduction to Augmentative and Alternative Communication (1.0 cr)
- EPSY 5690 - Experimental Teaching Seminar: MEd Culminating Project (2.0 cr)

Electives
Take 12 or more credit(s) from the following:
- OLPD 5005 - School and Society (2.0 cr)
- CI 5307 - Technology for Teaching and Learning (1.5 cr)
- OLPD 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)
- EPSY 5114 - Psychology of Student Learning (3.0 cr)
- EPSY 5604 - Transition From School to Work and Community Living for Persons With Special Needs (3.0 cr)
- EPSY 5611 - Research-based Practices in Academic and Behavior Disabilities (3.0 cr)
- EPSY 5619W - Specialized Interventions in Mathematics for Students with Mild to Moderate Disabilities [WI] (3.0 cr)
- EPSY 5632 - Module 2: Evidence-based Methods for AAC Assessment and Intervention (2.0 cr)
- EPSY 5661 - Introduction to Autism Spectrum Disorder (3.0 cr)
- EPSY 5663 - Assessment and Intervention for Individuals with Autism Spectrum Disorder (3.0 cr)
- EPSY 5681 - Education of Preschool Children With Disabilities: Methods and Materials (3.0 cr)
- EPSY 5701 - Practicum: Field Experience in General Education - Inclusive Classrooms (1.0 - 2.0 cr)
- EPSY 5704 - Practicum: Special Education Field Experience in Middle and Secondary School Classrooms (1.0 - 2.0 cr)
- EPSY 5705 - Practicum: Special Ed Field Experience in Early Childhood SpEd (ECSE) & Elementary School Classrooms (1.0 - 2.0 cr)
- EPSY 5720 - Special Topics: Special Education (1.0 - 4.0 cr)
- EPSY 5742 - Student Teaching: Autism Spectrum Disorders (6.0 cr)
- EPSY 5991 - Independent Study in Educational Psychology (1.0 - 8.0 cr)

Deaf and Hard of Hearing
The deaf education program within special education leads to an M.Ed. degree with potential for MN Licensure with additional coursework. It is designed to prepare reflective educators to work with students (and their families) with diverse linguistic and cultural backgrounds. Our program philosophy focuses on providing students with an in depth understanding of advocacy, identity development, language and literacy development, and how to facilitate and assess development across ages and curricular areas giving equal value to ASL and English. The program will prepare graduates to have bilingual and bicultural competence along with the ability to demonstrate best practices and effective instructional strategies to meet the needs of individual learners; in addition, to engage in and value partnerships with deaf adults, parents, community and professional organizations.
For the M.Ed degree, students complete 30 credits: 15 credits required courses and 15-16 credits electives. Those interested in being prepared to apply for licensure, teaching children who are deaf and hard of hearing (Birth-Grade 12) need to take additional credits (25-30).

**Required Courses**

- EPSY 5613 - Foundations of Special Education I [DSJ] (3.0 cr)
- EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
- EPSY 5616 - Classroom Management and Behavior Analytic Problem Solving (3.0 cr)
- EPSY 5641 - Foundations of Deaf Education (3.0 cr)
- EPSY 5654 - Current Research, Issues Trends in Deaf Education (1.0 cr)
- EPSY 5690 - Experimental Teaching Seminar: MEd Culminating Project (2.0 cr)

**Electives**

Take 15 - 16 credit(s) from the following:

- EPSY 5114 - Psychology of Student Learning (3.0 cr)
- EPSY 5604 - Transition From School to Work and Community Living for Persons With Special Needs (3.0 cr)
- EPSY 5605 - Collaborative Practices for the Special Educator (3.0 cr)
- EPSY 5611 - Research-based Practices in Academic and Behavior Disabilities (3.0 cr)
- EPSY 5618 - Specialized Interventions for Students With Mild/Moderate Disabilities in Reading & Written Language (3.0 cr)
- EPSY 5642 - Early Intervention for Infants, Toddlers and Families: Deaf and Hard of Hearing (3.0 cr)
- EPSY 5643 - Seminar: Identity, Culture and Diversity in Deaf Education (2.0 cr)
- EPSY 5644 - Early Childhood Language and Literacy Development and Best Practices: Deaf and Hard of Hearing (3.0 cr)
- EPSY 5645 - Deaf Plus: Educating and Understanding Deaf Students with Disabilities (1.0 cr)
- EPSY 5646 - Best Practices Teaching Reading and Writing for School Age: Deaf and Hard of Hearing (3.0 cr)
- EPSY 5647 - Spoken Language Practices and Assistive Technology: Deaf and Hard of Hearing (2.0 cr)
- EPSY 5651 - Best Practices Teaching Content Areas: Deaf Education (3.0 cr)
- EPSY 5652 - Incorporating Academic ASL in the Classroom: Deaf and Hard of Hearing (3.0 cr)
- EPSY 5653 - ASL/English Structure and Application (3.0 cr)
- EPSY 5701 - Practicum: Field Experience in General Education - Inclusive Classrooms (1.0 - 2.0 cr)
- EPSY 5704 - Practicum: Special Education Field Experience in Middle and Secondary School Classrooms (1.0 - 2.0 cr)
- EPSY 5705 - Practicum: Special Ed Field Experience in Early Childhood SpEd (ECSE) & Elementary School Classrooms (1.0 - 2.0 cr)
- EPSY 5720 - Special Topics: Special Education (1.0 - 4.0 cr)
- EPSY 5751 - Student Teaching for Deaf Education (1.0 - 6.0 cr)
- EPSY 5991 - Independent Study in Educational Psychology (1.0 - 8.0 cr)
- CI 5307 - Technology for Teaching and Learning (1.5 cr)
- CI 5404 - Multicultural Literature for Children and Adolescents (3.0 cr)
- CI 5417 - Elementary literacy Instruction for ESL Students (3.0 cr)
- OLPD 5005 - School and Society (2.0 cr)
- OLPD 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)

**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.

Students complete 30 credits: 18 credits required courses and 12 credits electives. Additional credits (25-30) are required for adding licensure to degree.

**Required Courses**

- EPSY 5605 - Collaborative Practices for the Special Educator (3.0 cr)
- EPSY 5613 - Foundations of Special Education I [DSJ] (3.0 cr)
- EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
- EPSY 5616 - Classroom Management and Behavior Analytic Problem Solving (3.0 cr)
- EPSY 5618 - Specialized Interventions for Students With Mild/Moderate Disabilities in Reading & Written Language (3.0 cr)
- EPSY 5631 - Module 1: Introduction to Augmentative and Alternative Communication (1.0 cr)
- EPSY 5690 - Experimental Teaching Seminar: MEd Culminating Project (2.0 cr)

**Electives**

Take 12 or more credit(s) from the following:

- OLPD 5005 - School and Society (2.0 cr)
- CI 5307 - Technology for Teaching and Learning (1.5 cr)
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<td>EPSY 5609</td>
<td>Family-centered Services</td>
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<td>EPSY 561E</td>
<td>Foundations of Special Education I [DSJ]</td>
<td>3.0 cr</td>
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<td>EPSY 561W</td>
<td>Assessment and Due Process in Special Education [WI]</td>
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<td>EPSY 5616</td>
<td>Classroom Management and Behavior Analytic Problem Solving</td>
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<td>EPSY 5618</td>
<td>Specialized Interventions for Students With Mild/Moderate Disabilities in Reading &amp; Written Language</td>
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<td>EPSY 5631</td>
<td>Module 1: Introduction to Augmentative and Alternative Communication</td>
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**Electives**

Take 13 or more credits from the following:

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<td>CPSY 5253</td>
<td>Facilitating Cognitive and Language Learning in Early Childhood Education</td>
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<td>CPSY 5254</td>
<td>Facilitating Creative and Motor Learning in Early Childhood Education</td>
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<td>OLPD 5009</td>
<td>Human Relations: Applied Skills for School and Society</td>
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<td>EPSY 5114</td>
<td>Psychology of Student Learning</td>
<td>3.0 cr</td>
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<td>EPSY 5604</td>
<td>Transition From School to Work and Community Living for Persons With Special Needs</td>
<td>3.0 cr</td>
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<tr>
<td>EPSY 5619W</td>
<td>Specialized Interventions in Mathematics for Students with Mild to Moderate Disabilities [WI]</td>
<td>3.0 cr</td>
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<td>EPSY 5625</td>
<td>Education of Infants, Toddlers, and Preschool Children With Disabilities: Introduction</td>
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<td>EPSY 5681</td>
<td>Education of Preschool Children With Disabilities: Methods and Materials</td>
<td>3.0 cr</td>
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<td>EPSY 5682</td>
<td>Education of Infants and Toddlers with Disabilities: Methods and Materials</td>
<td>3.0 cr</td>
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<td>EPSY 5701</td>
<td>Practicum: Field Experience in General Education - Inclusive Classrooms</td>
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<td>EPSY 5704</td>
<td>Practicum: Special Education Field Experience in Middle and Secondary School Classrooms</td>
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<td>EPSY 5705</td>
<td>Practicum: Special Ed Field Experience in Early Childhood SpEd (ECSE) &amp; Elementary School Classrooms</td>
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<td>1.0 - 4.0 cr</td>
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<td>EPSY 5761</td>
<td>Student Teaching in Early Childhood Special Education Settings for Children Aged Three to Five Years</td>
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<td>EPSY 5762</td>
<td>Student Teaching in Early Childhood Special Education for Children Aged Birth to Three Years</td>
<td>3.0 cr</td>
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<tr>
<td>EPSY 5991</td>
<td>Independent Study in Educational Psychology</td>
<td>1.0 - 8.0 cr</td>
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</tbody>
</table>

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.

Students complete 30 credits: 17 credits required courses and 13 credits electives. Additional credits (25-30) are required for adding licensure to degree.
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.

Students complete 30 credits: 18 credits required courses and 12 credits electives. Additional credits (25-30) are required for adding licensure to degree.

Required Courses
EPSY 5605 - Collaborative Practices for the Special Educator (3.0 cr)
EPSY 5613 - Foundations of Special Education I [DSJ] (3.0 cr)
EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
EPSY 5616 - Classroom Management and Behavior Analytic Problem Solving (3.0 cr)
EPSY 5618 - Specialized Interventions for Students With Mild/Moderate Disabilities in Reading & Written Language (3.0 cr)
EPSY 5631 - Module 1: Introduction to Augmentative and Alternative Communication (1.0 cr)
EPSY 5690 - Experimental Teaching Seminar: MEd Culminating Project (2.0 cr)

Electives
Take 12 or more credit(s) from the following:
- OLPD 5005 - School and Society (2.0 cr)
- CI 5307 - Technology for Teaching and Learning (1.5 cr)
- OLPD 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)
- EPSY 5114 - Psychology of Student Learning (3.0 cr)
- EPSY 5604 - Transition From School to Work and Community Living for Persons With Special Needs (3.0 cr)
- EPSY 5611 - Research-based Practices in Academic and Behavior Disabilities (3.0 cr)
- EPSY 5617 - Academic and Social Interventions for Students with Mild to Moderate Disabilities (3.0 cr)
- EPSY 5619W - Specialized Interventions in Mathematics for Students with Mild to Moderate Disabilities [WI] (3.0 cr)
- EPSY 5627 - Seminar: Advanced issues in Learning Disabilities (3.0 cr)
- EPSY 5628 - Characteristics of Moderate to Severe Learning Disabilities (3.0 cr)
- EPSY 5629 - Strategic Instructional Methods for Students Academically At-Risk (3.0 cr)
- EPSY 5657 - Interventions for Behavioral Problems in School Settings (3.0 cr)
- EPSY 5701 - Practicum: Field Experience in General Education - Inclusive Classrooms (1.0 - 2.0 cr)
- EPSY 5704 - Practicum: Special Education Field Experience in Middle and Secondary School Classrooms (1.0 - 2.0 cr)
- EPSY 5705 - Practicum: Special Education Field Experience in Early Childhood SpEd (ECSE) & Elementary School Classrooms (1.0 - 2.0 cr)
- EPSY 5707 - Practicum in Moderate to Severe Learning Disabilities (3.0 cr)
- EPSY 5720 - Special Topics: Special Education (1.0 - 4.0 cr)
- EPSY 5752 - Student Teaching: Learning Disabilities (1.0 - 6.0 cr)
- EPSY 5991 - Independent Study in Educational Psychology (1.0 - 8.0 cr)

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.

Students complete 30 credits: 18 credits required courses and 12 credits electives. Additional credits (25-30) are required for adding licensure to degree.

Required Courses
EPSY 5605 - Collaborative Practices for the Special Educator (3.0 cr)
EPSY 5613 - Foundations of Special Education I [DSJ] (3.0 cr)
EPSY 5614W - Assessment and Due Process in Special Education [WI] (3.0 cr)
EPSY 5616 - Classroom Management and Behavior Analytic Problem Solving (3.0 cr)
EPSY 5618 - Specialized Interventions for Students With Mild/Moderate Disabilities in Reading & Written Language (3.0 cr)
EPSY 5631 - Module 1: Introduction to Augmentative and Alternative Communication (1.0 cr)
EPSY 5690 - Experimental Teaching Seminar: MEd Culminating Project (2.0 cr)

Electives
Take 12 or more credit(s) from the following:

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Information current as of August 31, 2018
• OLPD 5005 - School and Society (2.0 cr)
• CI 5307 - Technology for Teaching and Learning (1.5 cr)
• OLDP 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)
• EPSY 5114 - Psychology of Student Learning (3.0 cr)
• EPSY 5604 - Transition From School to Work and Community Living for Persons With Special Needs (3.0 cr)
• EPSY 5611 - Research-based Practices in Academic and Behavior Disabilities (3.0 cr)
• EPSY 5617 - Academic and Social Interventions for Students with Mild to Moderate Disabilities (3.0 cr)
• EPSY 5619W - Specialized Interventions in Mathematics for Students with Mild to Moderate Disabilities [WI] (3.0 cr)
• EPSY 5629 - Strategic Instructional Methods for Students Academically At-Risk (3.0 cr)
• EPSY 5656 - Advanced Issues in Emotional Behavior Disorders (3.0 cr)
• EPSY 5657 - Interventions for Behavioral Problems in School Settings (3.0 cr)
• EPSY 5658 - Characteristics of Moderate to Severe Emotional/Behavioral Disorders (3.0 cr)
• EPSY 5701 - Practicum: Field Experience in General Education - Inclusive Classrooms (1.0 - 2.0 cr)
• EPSY 5704 - Practicum: Special Education Field Experience in Middle and Secondary School Classrooms (1.0 - 2.0 cr)
• EPSY 5705 - Practicum: Special Ed Field Experience in Early Childhood SpEd (ECSE) & Elementary School Classrooms (1.0 - 2.0 cr)
• EPSY 5708 - Practicum in Moderate to Severe Emotional/Behavioral Disorders (3.0 cr)
• EPSY 5720 - Special Topics: Special Education (1.0 - 4.0 cr)
• EPSY 5754 - Student Teaching: Social and Emotional Disabilities (1.0 - 6.0 cr)
• EPSY 5991 - Independent Study in Educational Psychology (1.0 - 8.0 cr)
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, 206 Burton Hall, 178 Pillsbury Dr. SE, 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 2018
- 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.

Applications to this certificate currently are not being accepted.

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 MA and PhD programs choose from one of five complementary but distinct program tracks: education policy and leadership (EPL), evaluation studies (ES), higher education (HE), comparative and international development education (CIDE), and Human Resource Development (HRD). 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 to this certificate currently are not being accepted.

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. In the past, it has been customized based on the student’s prior coursework. A final paper is required for completion.
Twin Cities Campus
Sport and Exercise Science M.Ed.
Kinesiology, School of
College of Education and Human Development

Link to a list of faculty for this program.

Contact Information:
Email: kin@umn.edu
Website: http://www.cehd.umn.edu/kin/

- Program Type: Master's
- Requirements for this program are current for Fall 2018
- 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 sport and exercise science M.Ed. is a practitioner-oriented, graduate-level program designed to prepare students for or advance students in careers related to physical activity, such as sport coaching, athletic training, health promotion, fitness leadership, strength and conditioning coaching, personal training, and physical education teaching.

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. Students must maintain a minimum 3.0 GPA.

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's degree, preferably in kinesiology or physical education.

Special Application Requirements:
The department reviews applications on an ongoing basis. Application reviews for specific academic terms begin by the following dates:

  - November 1: spring semester admission
  - March 1: summer session admission
  - July 1: fall semester admission

Admission requirements for this program include the following criteria:

A bachelor's degree, preferably in physical education or kinesiology, with a 2.50 minimum grade point average (GPA) from an accredited institution. Applicants who do not hold a degree in physical education or kinesiology may need to take some undergraduate prerequisite courses after admission.

All applicants must submit the following items:
- Online application from Apply Yourself
- Application fee
- Unofficial transcripts of all previous post-secondary academic study must be uploaded to the application (official transcripts will be required if accepted)
- Personal statement describing career goals and rationale for interest in the program
- Resume

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
  - Reading Score: 6.5
  - Writing 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: See department for more details.

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 3.0 is required for students to remain in good standing.

Required Courses

Students must consult with their advisor to determine their appropriate coursework. Students register for 3 credits of KIN 5995 and must consult with their advisor before registering for the course.

- KIN 5181 - Understanding Kinesiology Research (3.0 cr)
- KIN 5995 - Research Problems in Applied Kinesiology (1.0 - 6.0 cr)

Elective Courses

Students take a minimum of 14 credits of KIN electives from the list below, and a minimum of 10 additional credits from KIN or non-KIN courses. Students consult with their advisor before registering for electives. Up to 9 4xxx level credits are allowed to meet M.Ed. requirements.

- KIN 4214 - Health Promotion (3.0 cr)
- or KIN 4385 - Exercise Physiology (4.0 cr)
- or KIN 4641 - Training Theory & Analytics I for Sport Performance (3.0 cr)
- or KIN 4741 - Training Theory & Analytics II for Sport Performance (3.0 cr)
- or KIN 5122 - Applied Exercise Physiology (3.0 cr)
- or KIN 5123 - Motivational Interventions in Physical Activity (3.0 cr)
- or KIN 5126 - Social Psychology of Sport & Physical Activity (3.0 cr)
- or KIN 5136 - Psychology of Coaching (3.0 cr)
- or KIN 5141 - Nutrition and Exercise for Health Promotion and Disease Prevention (3.0 cr)
- or KIN 5142 - Applied Nutrition for Sport Performance and Optimal Health (3.0 cr)
- or KIN 5202 - Current Issues in Health (2.0 cr)
- or KIN 5203 - Health Media, Consumerism, and Communication (2.0 cr)
- or KIN 5371 - Sport and Society (3.0 cr)
- or KIN 5375 - Youth Sport Science (3.0 cr)
- or KIN 5385 - Exercise for Healthy Aging & Disease Prevention and Management (3.0 cr)
- or KIN 5441 - Applied Sport Science Research (3.0 cr)
- or KIN 5585 - Pediatric Physiology and Health: Concepts and Applications (2.0 cr)
- or KIN 5641 - Scientific Theory and Application of Training and Conditioning in Sport (3.0 cr)
- or KIN 5643 - Applied Motion Capture and Movement Analysis Technology (3.0 cr)
- or KIN 5696 - Practicum in Kinesiology (1.0 - 6.0 cr)
- or KIN 5720 - Special Topics in Kinesiology (2.0 - 4.0 cr)
- or KIN 5723 - Psychology of Sport Injury and Rehabilitation (3.0 cr)
- or KIN 5841 - Elite Performance and Environmental Considerations (3.0 cr)
- or KIN 5992 - Readings in Kinesiology (1.0 - 9.0 cr)
- or KIN 8126 - Sports Medicine Psychology (3.0 cr)
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 SE, 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 2018
- 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 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) or the GMAT (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 1 is strongly encouraged to ensure priority consideration for admission and for teaching and research assistantships awarded for the next academic year. Students are admitted for the fall semester.

Applicants must submit their test score(s) from the following:
- GRE
  - General Test - Verbal Reasoning: 153
  - General Test - Quantitative Reasoning: 153
  - General Test - Analytical Writing: 4.5
- GMAT
  - Verbal section score: 33
  - Quantitative section score: 44
  - Analytical writing assessment score: 5

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
  - Reading Score: 6.5
  - Writing Score: 6.5

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Information current as of August 31, 2018
• MELAB
  - Final score: 80

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

Key to test abbreviations (GRE, GMAT, 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 26 major credits, up to null credits outside the major, and 10 thesis credits. The final exam is oral.

Plan B: Plan B requires 36 major credits and up to null 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 advisor 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 sport management; 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.

Required Core Coursework (16 Credits)

KIN 5421 - Sport Finance (3.0 cr)
KIN 5631 - Programming and Promotion in Sport (3.0 cr)
KIN 5601 - Sport Management Ethics and Policy (3.0 cr)
KIN 5725 - Organization and Management of Physical Education and Sport (3.0 cr)
KIN 5801 - Legal Aspects of Sport and Recreation (4.0 cr)

Required Research Course (3 Credits)

KIN 5981 - Research Methodology in Kinesiology and Sport Management (3.0 cr)

Required Research Analysis Course (3 Credits)

Take one research analysis course for 3 credits from the following list, or consult with advisor for an alternative course.

CI 8148 - Conducting Qualitative Studies in Educational Contexts (3.0 cr)
EPSY 5261 - Introductory Statistical Methods (3.0 cr)
EPSY 5262 - Intermediate Statistical Methods (3.0 cr)
FSOS 8013 - Qualitative Family Research Methods (3.0 cr)

Electives (4 to 10 Credits)

Plan A students take at least 4 credits, and Plan B students take at least 10 credits from the following list, in consultation with the advisor. Registration for KIN 5992, KIN 5995, and KIN 5720 is limited to 3 credits.

KIN 5371 - Sport and Society (3.0 cr)
KIN 5375 - Youth Sport Science (3.0 cr)
KIN 5461 - Issues in the Sport Industry (3.0 cr)
KIN 5511 - Sport and Gender (3.0 cr)
KIN 5720 - Special Topics in Kinesiology (2.0 - 4.0 cr)
KIN 5992 - Readings in Kinesiology (1.0 - 9.0 cr)
KIN 5995 - Research Problems in Applied Kinesiology (1.0 - 6.0 cr)
MKTG 6088 - Strategic Marketing (2.0 cr)

Plan Options

Plan A

Take 10 master's thesis credits.

KIN 8777 - Thesis Credits: Master's (1.0 - 18.0 cr)

-OR-

Plan B
Take KIN 8995 for 4 credits.

**KIN 8995 - Research Problems in Kinesiology (1.0 - 12.0 cr)**
Twin Cities Campus
Sport Management M.Ed.
Kinesiology, School of
College of Education and Human Development

Link to a list of faculty for this program.

- Program Type: Master's
- Requirements for this program are current for Fall 2018
- 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 sport management master of education (MEd) is a practitioner-oriented, graduate-level program designed to prepare students for advanced study or careers in sport administration, sport management, or sport and fitness related professions. With guidance from professional program advisers, students choose at least 30 semester credits, which may include coursework, independent study, internships, workshops, and professional site-based experiences. Required courses will provide students with a well-balanced perspective of the industry; multiple options in elective courses allow students to focus on topics they find applicable and interesting in relation to the sport and physical activity industry. Students must maintain a minimum 3.0 GPA.

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's degree, preferably in kinesiology or physical education.

Special Application Requirements:
The college reviews applications on an ongoing basis. Application reviews for specific academic terms begin by the following dates:
- November 1: spring semester admission
- March 1: summer session admission
- July 1: fall semester admission

Admission requirements for this program include the following criteria:

A bachelor's degree, preferably in physical education or kinesiology, with a 2.50 minimum grade point average (GPA) from an accredited institution. Applicants who do not hold a degree in physical education or kinesiology may need to take some undergraduate prerequisite courses after admission.

All applicants must submit the following items:
- Online application from Apply Yourself
- Application fee ($75 for U.S. applicants; $95 for international applicants)
- Unofficial transcripts of all previous post-secondary academic study must be downloaded to the application (official transcripts will be required if accepted)
- Personal statement describing career goals and rationale for interest in the program
- Resume

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
  - Reading Score: 6.5
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 22 major credits and 8 credits outside the major. There is no final exam. A capstone project is required.

Capstone Project: Students work with teaching faculty on this final project. It is recommended that students complete the project during the final semester of the program.

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 3.0 is required for students to remain in good standing.

Departmental Core Courses

Students will complete a total of 30 credits, including 22 credits of core course requirements.

- KIN 5421 - Sport Finance (3.0 cr)
- KIN 5601 - Sport Management Ethics and Policy (3.0 cr)
- KIN 5631 - Programming and Promotion in Sport (3.0 cr)
- KIN 5725 - Organization and Management of Physical Education and Sport (3.0 cr)
- KIN 5801 - Legal Aspects of Sport and Recreation (4.0 cr)
- KIN 5995 - Research Problems in Applied Kinesiology (1.0 - 6.0 cr)

Take either KIN 5181 or KIN 5981 in consultation with adviser.

- KIN 5181 - Understanding Kinesiology Research (3.0 cr)
- KIN 5981 - Research Methodology in Kinesiology and Sport Management (3.0 cr)

Elective Courses

In consultation with advisor, students select elective courses for a minimum of 8 credits. It is highly recommended that electives be selected from the following list. One course may be selected from outside kinesiology, such as from the Department of Organizational Leadership, Policy and Development, or Carlson School of Management. KIN 5461 is required for students without baseline knowledge of sport management. KIN 5720 is limited to 3-4 credits.

- KIN 5371 - Sport and Society (3.0 cr)
- KIN 5461 - Issues in the Sport Industry (3.0 cr)
- KIN 5511 - Sport and Gender (3.0 cr)
- KIN 5720 - Special Topics in Kinesiology (2.0 - 4.0 cr)
- KIN 5804 - National Collegiate Athletic Association (NCAA) Compliance (2.0 cr)
- KIN 5992 - Readings in Kinesiology (1.0 - 9.0 cr)
- MBA 6240 - Competing in a Data-Driven Digital Age (2.0 cr)
- MBA 6300 - Strategic Management (3.0 cr)
- PA 5101 - Management and Governance of Nonprofit Organizations (3.0 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

- Program Type: Graduate minor related to major
- Requirements for this program are current for Fall 2018
- 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.

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)

Prerequsites 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.

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.

Master's
Take at least 6 sport management course credits, selected in consultation with the major advisor and the School of Kinesiology director of graduate studies, for the master's-level minor.

Doctoral
Take at least 12 sport management credits, selected in consultation with the major advisor and the School Kinesiology director of graduate studies, for the doctoral-level minor.
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 2018
- 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:
- completely online (all program coursework can be completed online)
- 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 post-baccalaureate certificate 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 Educational Psychology website under the certificates link. Applications are accepted year-round.

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 Educational Psychology's 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 certificate-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 5991 should be taken for 3 credits.
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:**

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- Program Type: Master's
- Requirements for this program are current for Fall 2018
- Length of program in credits: 32 to 55
- 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 (MEd)/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.

Other requirements to be completed before admission:

Each program area has a subset of prerequisite courses. A transcript review is recommended to be completed before applying in order to determine if an applicant is ready to apply or should continue to work on additional prerequisite coursework. Unofficial transcript(s) can be submitted for evaluation to the attention of the appropriate C&I MEd advisor. Students with international coursework must arrange for a transcript evaluation from a foreign transcript evaluation service.

When ready to apply, applicants must submit the following materials in the online application system:

- Upload unofficial transcripts from all schools attended, even if a degree was not earned.
- Upload resume
- Upload essay
- Upload one letter of recommendation
- Upload extenuating circumstances statement (if applicable)
- Upload TOEFL/IELTS/MELAB score (if applicable)

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 32 to 55 major credits and up to 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.

Language Requirement: For specific language sub-plans only

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.

**Arts in Education**

This sub-plan is limited to students completing the program under Plan C.

The arts in 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 visual art, theatre and dance. The program seeks to develop thoughtful practitioners who are enthusiastic about and prepared for leadership roles in the schools.

Master of education (MEd)/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.

The teaching MEd arts in education sub-plan requires a minimum of 32 credits. Additional requirements and credits will be required to earn the initial licensure, which is awarded through the Minnesota Department of Education.

**Arts in Education**

Total: 32 credits

**Summer session**

- 1 additional credit will be required during the summer session to meet licensure requirements by all Visual Arts, Dance and Theatre students by the Minnesota Department of Education. In addition, theatre students will take TH 5183 in the summer session to meet licensure requirements by the Minnesota Department of Education.
  - CI 5049 - Digital Media & Technology Integration: Arts Education Theory & Practice (3.0 cr)
  - CI 5078 - Application of Aesthetic Theory in Education (2.0 cr)
  - CI 5163 - Child and Adolescent Development for Teaching and Learning I (1.0 cr)
  - EPSY 5015 - Teaching Students with Special Needs in Inclusive Settings (1.0 cr)

**Fall session**

- 4 additional credits will be required during the fall session to meet licensure requirements by all Visual Arts, Dance and Theatre students by the Minnesota Department of Education.
  - CI 5065 - Improving Arts Programs in the Schools (3.0 cr)
  - CI 5069 - Curriculum Innovations in Arts Education (3.0 cr)
  - CI 5075 - The Social, Historical and Cultural Foundations of Arts Education (3.0 cr)
  - CI 5617 - Academic Language and English Learners I (1.0 cr)
  - CI 5164 - Child and Adolescent Development for Teaching and Learning II (2.0 cr)
  - EPSY 5016 - Teaching Students with Special Needs in Inclusive Settings (1.0 cr)
  - OLPD 5000 - Cultures, Schools, and Communities (Human Relations) (1.0 cr)
  - OLPD 5010 - Cultures, Schools, and Communities (Human Relations) (2.0 cr)

**Spring session**

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Information current as of August 31, 2018
CI 5008 and CI 5452 should each be taken for 2 credits. 8 additional credits will be required during the spring session to meet licensure requirements by all Visual Arts, Dance and Theatre students by the Minnesota Department of Education.

CI 5008 - Theory and Practice of Arts Teaching (1.0 - 2.0 cr)
CI 5452 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
CI 5168 - Academic Language and English Learners II (1.0 cr)
OLPD 5020 - Cultures, Schools, and Communities (Human Relations) (1.0 cr)

MED Completion Coursework
CI 5050 should be taken for 3 credits.
CI 5050 - Issues in Art Education (1.0 - 4.0 cr)

Elementary
This sub-plan is limited to students completing the program under Plan C.

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 MED/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.

The teaching MED elementary sub-plan requires a minimum of 54.5 credits. Additional requirements and credits will be required to earn the initial licensure, which is awarded through the Minnesota Department of Education.

The teaching MED elementary sub-plan for those who completed the University of Minnesota BS elementary education foundations degree, requires a minimum of 39 credits. Additional requirements and credits will be required to earn the initial licensure, which is awarded through the Minnesota Department of Education.

Elementary Education sub-plans

Elementary Education
Total: 54.5 credits

May session
CI 5111 - Introduction to Elementary School Teaching (3.0 cr)
EPSY 5001 - Learning, Cognition, and Assessment (3.0 cr)

Summer session
1 additional credit will be required during the summer session to meet licensure requirements by the Minnesota Department of Education.
CI 5307 - Technology for Teaching and Learning (1.5 cr)
CPSY 5301 - Advanced Developmental Psychology (3.0 cr)
EPSY 5017 - Teaching Exceptional Students in General Education Classrooms (2.0 cr)
OLPD 5005 - School and Society (2.0 cr)
OLPD 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)

Fall session
CI 5283 - Practicum: Applying Instructional Methods in the Elementary Classroom (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 5502 - Science Instruction in the Elementary Grades (3.0 cr)
CI 5645 - Teaching English Learners in the Elementary Classroom (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)

Spring session
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)

-OR-

Elementary Education - U of M BS Degree Transitioners
Total: 39 credits

Fall session
CI 5283 - Practicum: Applying Instructional Methods in the Elementary Classroom (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 5502 - Science Instruction in the Elementary Grades (3.0 cr)
CI 5645 - Teaching English Learners in the Elementary Classroom (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)

Spring session
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 limited to students completing the program under Plan C.

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 MEd(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.

The teaching MEd English sub-plan requires a minimum of 39.5 credits. Additional requirements and credits will be required to earn the initial licensure, which is awarded through the Minnesota Department of Education.

English Education
Total: 39.5 credits

Summer session
1 additional credit will be required during the summer session to meet licensure requirements by the Minnesota Department of Education.
CI 5163 - Child and Adolescent Development for Teaching and Learning I (1.0 cr)
CI 5307 - Technology for Teaching and Learning (1.5 cr)
EPSY 5015 - Teaching Students with Special Needs in Inclusive Settings (1.0 cr)

Fall session
CI 5441 should be taken for 3 credits.
CI 5164 - Child and Adolescent Development for Teaching and Learning II (2.0 cr)
CI 5451 - Teaching Literature in the Secondary School (2.0 - 3.0 cr)
CI 5471 - Clinical Experience in Teaching Secondary English (3.0 cr)
CI 5617 - Academic Language and English Learners I (1.0 cr)
EPSY 5016 - Teaching Students with Special Needs in Inclusive Settings (1.0 cr)
OLPD 5000 - Cultures, Schools, and Communities (Human Relations) (1.0 cr)
OLPD 5010 - Cultures, Schools, and Communities (Human Relations) (2.0 cr)

Spring session
8 additional credits will be required during the spring session to meet licensure requirements by the Minnesota Department of Education.
CI 5461 - Teaching Composition in the Secondary School (3.0 cr)
CI 5481 - Developments in Teaching English and Speech (3.0 cr)
CI 5618 - Academic Language and English Learners II (1.0 cr)
OLPD 5020 - Cultures, Schools, and Communities (Human Relations) (1.0 cr)

MEd Completion Coursework
If student chooses CI 5150, the course should be taken for 3 credits under the topic "Teaching Pop Music: Youth Music, Youth Culture". If student chooses CI 5410, the course should be taken for 3 credits. If student chooses CI 5484, we recommend the student also take CI 5485.
Take 12 or more credit(s) from the following:
• CI 5150 - Curriculum Topics (3.0 cr)
• CI 5156 - Popular Culture, Teaching, and Learning (3.0 cr)
• CI 5404 - Multicultural Literature for Children and Adolescents (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 5442 - Literature for Adolescents (3.0 cr)
• CI 5462 - Evaluating and Assessing Writing (3.0 cr)
• CI 5464 - The Politics of Literacy and Race in Schools (3.0 cr)
• CI 5472 - Teaching Critical Media Analysis in Schools (3.0 cr)
Mathematics
This sub-plan is limited to students completing the program under Plan C.

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.

MEd/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.

The teaching MEd mathematics sub-plan requires a minimum of 34.5 credits. Additional requirements and credits will be required to earn the initial licensure, which is awarded through the Minnesota Department of Education.

Mathematics Education
Total: 34.5 credits

Summer session
1 additional credit will be required during the summer session to meet licensure requirements by the Minnesota Department of Education.
CI 5307 - Technology for Teaching and Learning (1.5 cr)
EPSY 5001 - Learning, Cognition, and Assessment (3.0 cr)
EPSY 5017 - Teaching Exceptional Students in General Education Classrooms (2.0 cr)
MTHE 5011 - Arithmetic Structures in School Mathematics (3.0 cr)

Fall session
CI 5452 should be taken for 2 credits.
CI 5452 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
CI 5617 - Academic Language and English Learners I (1.0 cr)
MTHE 5021 - Algebraic Structures in School Mathematics (3.0 cr)
OLPD 5000 - Cultures, Schools, and Communities (Human Relations) (1.0 cr)
OLPD 5010 - Cultures, Schools, and Communities (Human Relations) (2.0 cr)

Spring session
8 additional credits will be required during the spring session to meet licensure requirements by the Minnesota Department of Education.
MTHE 5031 - Geometric Structures in School Mathematics (3.0 cr)
OLPD 5020 - Cultures, Schools, and Communities (Human Relations) (1.0 cr)
CI 5618 - Academic Language and English Learners II (1.0 cr)

MED Completion Coursework
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)

Elective
A minimum of three elective credits is required from the following list.
Take 1 or more course(s) totaling 3 or more credit(s) from the following:
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)

Science
This sub-plan is limited to students completing the program under Plan C.

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.

MEd/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.
The teaching MEd science sub-plan requires a minimum of 39.5 credits. Additional requirements and credits will be required to earn the initial licensure, which is awarded through the Minnesota Department of Education.

Science Education
Total: 39.5 credits

Summer session
1 additional credit will be required during the summer session to meet licensure requirements by the Minnesota Department of Education.
CI 5530 - Secondary Science Methods I (3.0 cr)
EPSY 5001 - Learning, Cognition, and Assessment (3.0 cr)
EPSY 5017 - Teaching Exceptional Students in General Education Classrooms (2.0 cr)

Fall session
1 additional credit will be required during the fall session to meet licensure requirements by the Minnesota Department of Education.
CI 5452 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
CI 5531 - Secondary Science Methods II (3.0 cr)
CI 5541 - Teaching History and Nature of Science (3.0 cr)
CI 5596 - Clinical Experience in Middle School Science (4.0 cr)
CI 5617 - Academic Language and English Learners I (1.0 cr)
OLPD 5000 - Cultures, Schools, and Communities (Human Relations) (1.0 cr)
OLPD 5010 - Cultures, Schools, and Communities (Human Relations) (2.0 cr)

Spring session
8 additional credits will be required during the spring session to meet licensure requirements by the Minnesota Department of Education.
CI 5532 - Secondary Science Methods III (3.0 cr)
CI 5619 - Academic Language and English Learners II (1.0 cr)
OLPD 5020 - Cultures, Schools, and Communities (Human Relations) (1.0 cr)

MEd Completion Coursework
No more than 3 credits of CI 5540 can be taken without faculty advisor approval. If student takes CI 5551, student must also take CI 5552. CI 5539 is equivalent to CI 5551/5552. No courses outside of this list will be approved unless exceptional circumstances exist.
Take 9 or more credit(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 5538 - Action Research in Science Education (3.0 cr)
• CI 5540 - Special Topics: Science Education (1.0 - 4.0 cr)
• CI 5551 - Reflecting on Science Classroom Practices I (1.5 cr)
• CI 5552 - Reflecting on Science Classroom Practices II (1.5 cr)

Second Language Education
This sub-plan is limited to students completing the program under Plan C.

The Second Language Education (SLE) 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, Greek, Hebrew, Italian, Japanese, Latin, Norwegian, Ojibwe, 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, Greek, Hebrew, Italian, Japanese, Norwegian, 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).

The teaching MEd English as a Second Language (ESL) focus area requires a minimum of 36.5 credits. Additional requirements and credits will be required to earn the initial licensure, which is awarded through the Minnesota Department of Education.

The teaching MEd world language focus area requires a minimum of 33.5 credits. Students will follow the listed curriculum with the exception of CI 5646. In addition to the courses already listed, students also have the option of taking CI 5619 and CI 5658 under the “MEd Completion Coursework” portion of the degree. Additional requirements and credits will be required to earn the initial licensure, which is awarded through the Minnesota Department of Education.

Students seeking two language licenses will have additional credit requirements beyond what is listed.
Second Language Education

Summer session
CI 5452 and CI 5631 should each be taken for 1 credit. 1 additional credit will be required during the summer session to meet licensure requirements by the Minnesota Department of Education.
CI 5163 - Child and Adolescent Development for Teaching and Learning I (1.0 cr)
CI 5307 - Technology for Teaching and Learning (1.5 cr)
CI 5452 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
CI 5620 - Introduction to Second Language Acquisition for Language Teachers (3.0 cr)
CI 5631 - Second Language Curriculum Development and Assessment (1.0 - 3.0 cr)
EPSY 5015 - Teaching Students with Special Needs in Inclusive Settings (1.0 cr)
LING 5001 - Introduction to Linguistics (4.0 cr)

Fall session
CI 5631 will be required again in Fall session, this time for 2 credits. 6-8 additional credits, dependent upon language license area, will be required during the spring session to meet licensure requirements by the Minnesota Department of Education.
CI 5164 - Child and Adolescent Development for Teaching and Learning II (2.0 cr)
CI 5632 - Literacy and Language Development in Second Language Classrooms (3.0 cr)
CI 5636 - English Grammar for ESL Teachers (3.0 cr)
OLPD 5000 - Cultures, Schools, and Communities (Human Relations) (1.0 cr)
OLPD 5010 - Cultures, Schools, and Communities (Human Relations) (2.0 cr)

Spring session
6-8 additional credits, dependent upon language license area, will be required during the spring session to meet licensure requirements by the Minnesota Department of Education. Additionally, another 3 credits will be required during the May session for students seeking state licensure in world languages in order to meet licensure requirements by the Minnesota Department of Education.
CI 5634 - Content-Based Instruction in Second Language Settings (3.0 cr)
CI 5635 - Culture and Diversity in Second Language Classrooms (3.0 cr)
EPSY 5016 - Teaching Students with Special Needs in Inclusive Settings (1.0 cr)
OLPD 5020 - Cultures, Schools, and Communities (Human Relations) (1.0 cr)

MEd Completion Coursework
If student chooses to take CI 5636, we recommend the student also take CI 5637. If student chooses to complete CI 5660, it should be taken for 3 credits.

Take 3 or more credit(s) from the following:
• CI 5636 - Problems of Practice in Second Language Education: Seminar for Early Career Language Teachers Part 1 (1.5 cr)
• CI 5637 - Problems of Practice in Second Language Education: Seminar for Early Career Language Teachers Part 2 (1.5 cr)
• CI 5641 - Language, Culture, and Education (3.0 cr)
• CI 5648 - Advanced Practices in Teaching Academic Language (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 Language Education for Working Professionals
This sub-plan is limited to students completing the program under Plan C.

The Second Language Education (SLE) for working professionals initial licensure post-baccalaureate program at the University of Minnesota is designed for practicing teachers in the areas of ESL and/or any of the 14 world languages available for licensure through the state of Minnesota. This part-time program provides educators with the specific knowledge base and skill set needed to be a K-12 teacher of ESL or a world language.

The teaching MEd English as a second language (ESL) focus area requires a minimum of 38.5 credits. Additional requirements and credits will be required to earn the initial licensure, which is awarded through the Minnesota Department of Education.

The teaching MEd world languages focus area requires a minimum of 31.5 credits. Additional requirements and credits will be required to earn the initial licensure, which is awarded through the Minnesota Department of Education.

Students seeking two language licenses will have additional credit requirements beyond what is listed.

ESL or World Languages

SLE Working Professionals - ESL
M.Ed. Required Coursework
CI 5452 should be taken for 1 credit
PUBH 6003 - Fundamentals of Alcohol and Drug Abuse for Teacher Education (1.0 cr)
OLPD 5005 - School and Society (2.0 cr)
OLPD 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)
CI 5452 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
CI 5307 - Technology for Teaching and Learning (1.5 cr)

**Special Education focus**
Choose either EPSY 5017 for 2 credits, or EPSY 5015 + EPSY 5016
Take exactly 2 credit(s) from the following:
- EPSY 5017 - Teaching Exceptional Students in General Education Classrooms (2.0 cr)
- EPSY 5015 - Teaching Students with Special Needs in Inclusive Settings (1.0 cr)
- EPSY 5016 - Teaching Students with Special Needs in Inclusive Settings (1.0 cr)

**Psychology focus**
Choose either EPSY 5001 + CPSY 5301 or CI 5163 + CI 5164
Take exactly 2 course(s) totaling 3 - 6 credit(s) from the following:
- EPSY 5001 - Learning, Cognition, and Assessment (3.0 cr)
- CPSY 5301 - Advanced Developmental Psychology (3.0 cr)
- CI 5163 - Child and Adolescent Development for Teaching and Learning I (1.0 cr)
- CI 5164 - Child and Adolescent Development for Teaching and Learning II (2.0 cr)

**Additional Required Experiences/Coursework**
100 hours of experience in schools across elementary, middle and high school language classrooms which must be completed before practicum and student teaching. Credit hours allotted to CI 5696 and student teaching course will depend on the teacher candidates current teaching position.

CI 5620 - Introduction to Second Language Acquisition for Language Teachers (3.0 cr)
CI 5642 - Assessing English Learners (3.0 cr)
CI 5646 - English Grammar for ESL Teachers (3.0 cr)
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 5697 - Practicum: ESL in the Elementary School (2.0 - 6.0 cr)
LING 5001 - Introduction to Linguistics (4.0 cr)

-OR-

SLE Working Professionals - World Languages

MED Required Coursework
CI 5452 should be taken for 1 credit
PUBH 6003 - Fundamentals of Alcohol and Drug Abuse for Teacher Education (1.0 cr)
OLPD 5005 - School and Society (2.0 cr)
OLPD 5009 - Human Relations: Applied Skills for School and Society (1.0 cr)
CI 5452 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
CI 5307 - Technology for Teaching and Learning (1.5 cr)

**Special Education focus**
Choose either EPSY 5017 for 2 credits, or EPSY 5015 + EPSY 5016
Take exactly 2 credit(s) from the following:
- EPSY 5017 - Teaching Exceptional Students in General Education Classrooms (2.0 cr)
- EPSY 5015 - Teaching Students with Special Needs in Inclusive Settings (1.0 cr)
- EPSY 5016 - Teaching Students with Special Needs in Inclusive Settings (1.0 cr)

**Psychology focus**
Choose either EPSY 5001 + CPSY 5301 or CI 5163 + CI 5164
Take exactly 2 course(s) totaling 3 - 6 credit(s) from the following:
- EPSY 5001 - Learning, Cognition, and Assessment (3.0 cr)
- CPSY 5301 - Advanced Developmental Psychology (3.0 cr)
- CI 5163 - Child and Adolescent Development for Teaching and Learning I (1.0 cr)
- CI 5164 - Child and Adolescent Development for Teaching and Learning II (2.0 cr)

**Additional Required Experiences/Coursework**
100 hours of experience in schools across elementary, middle and high school language classrooms which must be completed before practicum and student teaching. Credit hours allotted to CI 5696 and student teaching course will depend on the teacher candidates current teaching position.

CI 5619 - Teaching World Languages and Cultures in Elementary Settings (3.0 cr)
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 5696 - Practicum: Teaching World Languages and Cultures in Elementary Schools (2.0 - 6.0 cr)
or CI 5624 - Content-based Language Instruction and Curriculum Development (2.0 cr)
If student chooses CI 5660, the topic must be "STARTALK for Mandarin Chinese" for 2 credits
CI 5621 - Culture as the Core in the Second Language Classroom (2.0 cr)
or CI 5641 - Language, Culture, and Education (3.0 cr)
CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)
CI 5658 - Foreign Language Testing and Assessment (3.0 cr)
or CI 5625 - Developing Assessments for the Second Language Classroom (2.0 cr)

Social Studies
This sub-plan is limited to students completing the program under Plan C.

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 MEd/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.

The teaching MEd social studies sub-plan requires a minimum of 32.5 credits. Additional requirements and credits will be required to earn the initial licensure, which is awarded through the Minnesota Department of Education.

Social Studies Education
Total: 32.5 credits

Summer session
- CI 5452 should be taken for 2 credits. 1 additional credit will be required during the summer session to meet licensure requirements by the Minnesota Department of Education.
- CI 5163 - Child and Adolescent Development for Teaching and Learning I (1.0 cr)
- CI 5452 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)
- CI 5741 - Introduction to Social Studies Education (3.0 cr)
- CI 5743 - The Social Sciences and the Social Studies (3.0 cr)
- EPSY 5015 - Teaching Students with Special Needs in Inclusive Settings (1.0 cr)

Fall session
5 additional credits will be required during the fall session to meet licensure requirements by the Minnesota Department of Education.
- CI 5164 - Child and Adolescent Development for Teaching and Learning II (2.0 cr)
- CI 5307 - Technology for Teaching and Learning (1.5 cr)
- CI 5617 - Academic Language and English Learners I (1.0 cr)
- CI 5742 - Advanced Methods of Teaching the Social Studies (3.0 cr)
- CI 5745 - Engaging Youth With Social Studies Texts (3.0 cr)
- EPSY 5016 - Teaching Students with Special Needs in Inclusive Settings (1.0 cr)
- OLPD 5000 - Cultures, Schools, and Communities (Human Relations) (1.0 cr)
- OLPD 5010 - Cultures, Schools, and Communities (Human Relations) (2.0 cr)

Spring session
7 additional credits will be required during the spring session to meet licensure requirements by the Minnesota Department of Education.
- CI 5618 - Academic Language and English Learners II (1.0 cr)
- CI 5744 - Seminar: Reflecting on Professional Development in Social Studies Education (3.0 cr)
- OLPD 5020 - Cultures, Schools, and Communities (Human Relations) (1.0 cr)

Elective
A minimum of three elective credits is required from the following list.
- Take 1 or more course(s) totaling 3 or more credit(s) from the following:
  - CI 5746 - Global and Multicultural Education in the Secondary Classroom (3.0 cr)
  - CI 5762 - Developing Civic Discourse in the Social Studies (3.0 cr)

Alternative Pathway: Elementary Education
This sub-plan is limited to students completing the program under Plan C.

The alternative pathway 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. Alternative pathway MEd/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. This Alternative Pathway to Teaching program is for designated cohorts with department approval.

Students must maintain a 2.8 GPA throughout their MEd program in addition to earning a C- or higher in each individual course.
credits are required to complete this sub-plan. Required coursework includes 15 credits in common content area, 15 credits in elementary education track, and 6 elective credits selected in consultation with faculty advisor.

**Common Content Coursework**

CI 5980 will be taken a total of four semesters; 1 credit each semester. CI 5452 should be taken for 1 credit.

- CI 5980 - Clinical Experiences for K-12 Teaching (1.0 - 4.0 cr)
- CI 5981 - Introduction to Equity-Based Pedagogy (1.0 cr)
- CI 5982 - Enacting Equity-Based Pedagogy (2.0 cr)
- CI 5983 - Equity-Based Pedagogy/Advocacy (1.0 cr)
- CI 5984 - Planning Design and Management (1.0 cr)
- CI 5985 - Academic Language and English Learners in the Content Areas (1.0 cr)
- CI 5986 - Foundations of Special Education (1.0 cr)
- CI 5987 - Child and Adolescent Development for Teaching, Learning, and Assessment (1.0 cr)
- CI 5988 - Clinical Experience: Improvement of Teaching (2.0 cr)
- CI 5452 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)

**Elementary Education Coursework**

CI 5211 - Elementary Education Content and Pedagogy I (4.0 cr)
- CI 5212 - Elementary Education Content and Pedagogy II (3.0 cr)
- CI 5213 - Elementary Education Content and Pedagogy III (3.0 cr)
- CI 5214 - Elementary Education Content and Pedagogy IV (3.0 cr)
- CI 5215 - Elementary Education Content and Pedagogy V (2.0 cr)

**Elective Coursework**

A minimum of six credits is required, selected in consultation with faculty advisor.

**Alternative Pathway: Secondary Mathematics**

This sub-plan is limited to students completing the program under Plan C.

ALERT: the Teaching MEd degree program in Alternative Pathway: Secondary Mathematics is currently suspended. We are not accepting applications at this time.

The alternative pathway 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. alternative pathway MEd/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. This Alternative Pathway to Teaching program is for designated cohorts with department approval.

Students must maintain a 2.8 GPA throughout their MEd program in addition to earning a C- or higher in each individual course. 36 credits are required to complete this sub-plan. Required coursework includes 15 credits in common content area, 15 credits in secondary mathematics track, and 6 elective credits selected in consultation with faculty advisor.

**Common Content Coursework**

CI 5980 will be taken a total of four semesters; 1 credit each semester. CI 5452 should be taken for 1 credit.

- CI 5980 - Clinical Experiences for K-12 Teaching (1.0 - 4.0 cr)
- CI 5981 - Introduction to Equity-Based Pedagogy (1.0 cr)
- CI 5982 - Enacting Equity-Based Pedagogy (2.0 cr)
- CI 5983 - Equity-Based Pedagogy/Advocacy (1.0 cr)
- CI 5984 - Planning Design and Management (1.0 cr)
- CI 5985 - Academic Language and English Learners in the Content Areas (1.0 cr)
- CI 5986 - Foundations of Special Education (1.0 cr)
- CI 5987 - Child and Adolescent Development for Teaching, Learning, and Assessment (1.0 cr)
- CI 5988 - Clinical Experience: Improvement of Teaching (2.0 cr)
- CI 5452 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)

**Secondary Mathematics Coursework**

CI 5811 - Introduction to Teaching Secondary Mathematics (4.0 cr)
- CI 5812 - Teaching Algebra (3.0 cr)
- CI 5813 - Teaching Geometry (3.0 cr)
- CI 5814 - Teaching and Learning Mathematics (3.0 cr)
- CI 5815 - Leadership in Mathematics Education (2.0 cr)

**Elective Coursework**

A minimum of six credits is required, selected in consultation with faculty advisor.

**Alternative Pathway: Secondary Science**

This sub-plan is limited to students completing the program under Plan C.
ALERT: the Teaching MEd degree program in Alternative Pathway: Secondary Science is currently suspended. We are not accepting applications at this time.

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. Alternative pathway MEd/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. This alternative pathway to teaching program is for designated cohorts with department approval.

Students must maintain a 2.8 GPA throughout their MEd program in addition to earning a C- or higher in each individual course. 36 credits are required to complete this sub-plan. Required coursework includes 15 credits in common content area, 15 credits in secondary science track, and 6 elective credits selected in consultation with faculty advisor.

Common Content Coursework
CI 5980 will be taken a total of four semesters; 1 credit each semester. CI 5452 should be taken for 1 credit.
CI 5980 - Clinical Experiences for K-12 Teaching (1.0 - 4.0 cr)
CI 5981 - Introduction to Equity-Based Pedagogy (1.0 cr)
CI 5982 - Enacting Equity-Based Pedagogy (2.0 cr)
CI 5983 - Equity-Based Pedagogy/Advocacy (1.0 cr)
CI 5984 - Planning Design and Management (1.0 cr)
CI 5985 - Academic Language and English Learners in the Content Areas (1.0 cr)
CI 5986 - Foundations of Special Education (1.0 cr)
CI 5987 - Child and Adolescent Development for Teaching, Learning, and Assessment (1.0 cr)
CI 5988 - Clinical Experience: Improvement of Teaching (2.0 cr)
CI 5452 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)

Secondary Science Coursework
CI 5511 - Introduction to Secondary Science: Laboratory-based Instruction (4.0 cr)
CI 5512 - Secondary Science Methods: Understanding the Nature of Science (3.0 cr)
CI 5513 - Secondary Science Methods: Equity in Science Teaching (3.0 cr)
CI 5514 - Secondary Science Methods: The Science Learning Environment (2.0 cr)
CI 5515 - Secondary Science Methods: Developing Adaptive Expertise (3.0 cr)

Elective Coursework
A minimum of six credits is required, selected in consultation with faculty advisor.

Alternative Pathway: English as a Second Language
This sub-plan is limited to students completing the program under Plan C.

ALERT: the Teaching MEd degree program in Alternative Pathway: ESL is currently suspended. We are not accepting applications at this time.

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.
Alternative pathway MEd/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. This alternative pathway to teaching program is for designated cohorts with department approval.

Students must maintain a 2.8 GPA throughout their MEd program in addition to earning a C- or higher in each individual course. 36 credits are required to complete this sub-plan. Required coursework includes 15 credits in common content area, 15 credits in English as a Second Language track, and 6 elective credits selected in consultation with faculty advisor.

Common Content Coursework
CI 5980 will be taken a total of four semesters; 1 credit each semester. CI 5452 should be taken for 1 credit.
CI 5980 - Clinical Experiences for K-12 Teaching (1.0 - 4.0 cr)
CI 5981 - Introduction to Equity-Based Pedagogy (1.0 cr)
CI 5982 - Enacting Equity-Based Pedagogy (2.0 cr)
CI 5983 - Equity-Based Pedagogy/Advocacy (1.0 cr)
CI 5984 - Planning Design and Management (1.0 cr)
CI 5985 - Academic Language and English Learners in the Content Areas (1.0 cr)

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Information current as of August 31, 2018
CI 5986 - Foundations of Special Education (1.0 cr)
CI 5987 - Child and Adolescent Development for Teaching, Learning, and Assessment (1.0 cr)
CI 5988 - Clinical Experience: Improvement of Teaching (2.0 cr)
CI 5452 - Reading in the Content Areas for Initial Licensure Candidates (1.0 - 2.0 cr)

English as a Second Language Coursework
CI 5622 - Growing Learner Language: A Hands-On Approach to Developing the Language Learners Produce (2.0 cr)
CI 5611 - Principles of Linguistics (2.0 cr)
CI 5612 - ESL Methods for Multilingual Development (3.0 cr)
CI 5613 - Testing and Assessment for English Learners (3.0 cr)
CI 5614 - Curriculum and Materials Development for English Learners (3.0 cr)
CI 5615 - Academic English for English Learners: Planning, Assessment, Instruction (2.0 cr)

Elective Coursework
A minimum of six credits is required, selected in consultation with faculty advisor.
Twin Cities Campus

Teaching Writing and Critical Literacy 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 SE, Minneapolis, MN 55455 (612-625-4006; fax: 612-624-8277)
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 2018
- 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 (note that a university certificate program or certificate is distinct from a state certificate or certification).

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, 3-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.

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 completed bachelor's degree is required for admission.

Applicants must be licensed teachers or administrators. Non-licensed teachers may be admitted with faculty letters of recommendation if program space is available.

Special Application Requirements:
Applicants must submit transcripts from every college attended (even those where a degree wasn’t earned), scores from the TOEFL/IELTS/MELAB (if applicable), a resume, a goal statement that explains the relationship of courses and research to your
professional goals, and two letters of recommendation addressing your teaching accomplishments and potential for further study. Certificate applications are reviewed by the department three times per academic year: Fall, Spring and Summer.

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.

Core Courses (9 credits)

CI 5463 - Minnesota Writing Project Annual Invitational Summer Institute (3.0 cr)

Teaching Core
Students must complete one of the following courses in the teaching of reading and/or writing.

CI 5422 - Teaching Writing in Schools (3.0 cr)
or CI 5462 - Evaluating and Assessing Writing (3.0 cr)

Directed Study
3 credits of "directed study" will be taken in consultation with faculty adviser

Elective Courses (6 credits)
Take 2 or more course(s) totaling 6 or more credit(s) from the following:

• CI 5145 - Critical Pedagogy (3.0 cr)
• CI 5177 - Practical Research (1.0 - 3.0 cr)
• CI 5404 - Multicultural Literature 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 5442 - Literature for Adolescents (3.0 cr)
• CI 5462 - Evaluating and Assessing Writing (3.0 cr)
• CI 5475 - Teaching Digital Writing (3.0 cr)
• CI 5641 - Language, Culture, and Education (3.0 cr)
• CI 5656 - Teaching Literacy in Second Language Classrooms (3.0 cr)
• CI 5660 - Special Topics in the Teaching of Second Languages and Cultures (1.0 - 4.0 cr)
• ENGL 5790 - Topics in Rhetoric, Composition, and Language (3.0 cr)
• LING 5001 - Introduction to Linguistics (4.0 cr)
• LING 5461 - Conversation Analysis (3.0 cr)
• LING 5900 - Topics in Linguistics (1.0 - 4.0 cr)
• WRIT 5531 - Introduction to Writing Theory and Pedagogy (3.0 cr)
• EPSY 5618 - Specialized Interventions for Students With Mild/Moderate Disabilities in Reading & Written Language (3.0 cr)
• EPSY 5644 - Early Childhood Language and Literacy Development and Best Practices: Deaf and Hard of Hearing (3.0 cr)
• EPSY 5646 - Best Practices Teaching Reading and Writing for School Age: Deaf and Hard of Hearing (3.0 cr)
• EPSY 8116 - Reading for Meaning: Cognitive Processes in the Comprehension of Texts (3.0 cr)
• EPSY 8117 - Writing Empirical Paper and Research/Grant Proposals in Education and Psychology (3.0 cr)
Twin Cities Campus
Undergraduate Multicultural Teaching and Learning 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, 206 Burton Hall, 178 Pillsbury Dr. SE, 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 2018
- Length of program in credits: 12
- This program does not require summer semesters for timely completion.
- Degree: Ugrd Multicultural 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 post baccalaureate certificate in undergraduate multicultural teaching and learning aims to improve the quality of instruction and academic support for all undergraduates, particularly those who traditionally have been underprepared for and underserved in higher education. The required core courses are designed to provide opportunities to apply multicultural 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 undergraduate multicultural teaching and learning graduate certificate any time; there is no set application deadline. All applicants must complete the ApplyYourself online application and submit a 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.

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 the undergraduate multicultural teaching and learning graduate certificate, students must take 3 core courses (9 credits) and 1 elective course (3 credits), for a minimum of 12 course credits. The 3 core courses are listed below. Contact the director of Graduate Studies for information regarding the 3-credit elective requirement.

Core Courses
- CI 5105 - Increasing Access and Success in Undergraduate Classrooms (3.0 cr)
- CI 5106 - Multicultural Teaching and Learning in Diverse College Contexts (3.0 cr)
- OLPD 5712 - Multicultural Theories of College Student Development Applied to Teaching and Learning (3.0 cr)
Twin Cities Campus

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, 206 Burton Hall, 178 Pillsbury Dr. SE, 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 2018
- 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.

Admission to the Work and Human Resource Education (WHRE) MED program is currently suspended.

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 MA and PhD programs choose from one of five complementary but distinct program tracks: education policy and leadership (EPL), evaluation studies (ES), higher education (HE), comparative and international development education (CIDE), and human resource development (HRD). 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.

Other requirements to be completed before admission:
Professional experience in a work and human resource education field or an undergraduate major in education with an appropriate content field.

Special Application Requirements:
Admission to the Work and Human Resource Education (WHRE) MED program are currently suspended.

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
Program Requirements

Plan C: Plan C requires 17 to 21 major credits and 9 to 13 credits outside the major. There 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.

The work and human resource education (WHRE) MEd program is not accepting new students at this time. Information about degree requirements for current students can be found at http://www.cehd.umn.edu/olpd/grad-programs/.

Required Coursework

Two plans are offered:

Plan I is for licensed educators planning to pursue advanced professional study and requires a minimum of 17 semester credits of OLPD courses.

Plan II is for professionals seeking additional education and requires a minimum of 21 semester credits. Students must complete all Plan I requirements. However, the Plan II specialization area must include at least one methods of instruction course.

General Aspects

- **OLPD 5806** - Philosophy and Practice of Career and Technical Education (2.0 cr)
- or **OLPD 5811** - Education for Work (3.0 cr)
- or **OLPD 5813** - Enhancing Work-based Learning Through Collaboration (2.0 cr)
- or **OLPD 5823** - Work-Based Learning Policies (2.0 cr)

Specialization

8-12 credits of OLPD courses with advisor approval depending if Plan I or Plan II.

Research

**OLPD 5819** - Evaluating and Using Research in Organizations and Education (3.0 cr)

Students electing Plan II must take an advisor approved methods of instruction course.

Electives

Up to 13 credits with advisor approval, a minimum of 6 credits must come from outside the OLPD department.

Integrating Project

Students work with their faculty advisor to select specialization courses consistent with their professional goals, select the course(s) to meet the general aspects requirement, and design and complete the integrating project. The proposed program must be reviewed and approved by departmental faculty.

**OLPD 5893** - Directed Study in OLPD (1.0 - 4.0 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

This sub-plan is limited to students completing the program under Plan C.

All subplans in this major use same curriculum. The work and human resource education (WHRE) MEd program is not accepting new students at this time. Information about degree requirements for current students can be found at http://www.cehd.umn.edu/olpd/grad-programs/.

Rochester

This sub-plan is limited to students completing the program under Plan C.

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. The work and human resource education (WHRE) MEd program is not accepting new students at this time.
Information about degree requirements for current students can be found at http://www.cehd.umn.edu/olpd/grad-programs/.
Twin Cities Campus
Youth Development Leadership M.Ed.
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, University of Minnesota, 105 Peters Hall, 1404 Gortner Avenue, St. Paul, MN 55108 (612-625-1220)
Email: pavlo002@umn.edu
Website: http://www.cehd.umn.edu/SSW/Graduate/ydl.html

- Program Type: Master's
- Requirements for this program are current for Fall 2018
- Length of program in credits: 30
- This program does not require summer semesters for timely completion.
- N/A
- 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) understands leadership as a practice everyone does every day, regardless of age. You will be invited to reflect on your own leadership experiences within a learning community that includes fellow students, community practitioners, and faculty. You will learn about your own leadership, deepen your understanding of the young people you work with, and expand your connection within the larger youth work community both locally and globally. You will be invited to think critically about how communities often understand and respond to young people and work to create innovative interventions for young people in schools, community organizations, and the workplace that challenge these typical understandings and create opportunities for young people to fully flourish. How can we collaborate with young people when responding to the most pressing current issues and needs? What organizational structures and strategies support and sustain young people's authentic and meaningful involvement in inclusive, socially just, and equitable opportunities? How can organizations, schools, and communities transform to provide developmentally rich and meaningful opportunities for young people?

Utilizing the most current understanding of youth development joined to issues of inclusion, equity, and social justice, you will graduate with the necessary knowledge and skills to work collaboratively, think critically, and act intentionally to create sustainable opportunities for young people and to transform youth-serving organizations to better respond to all young people and the communities they live in.

The YDL M.Ed. 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.
Other requirements to be completed before admission:
At least two years of experience working with youth.

**Special Application Requirements:**
All applicants must upload the following items to their online application in Apply Yourself:
- Résumé
- Personal statement describing career goals and rationale for interest in the M.Ed. program (limit two pages)
- Unofficial transcripts from all post-secondary institutions you have attended or are currently attending, including the University of Minnesota
- 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, charged when the online application is submitted. Fee must be paid with a credit card.

Applications are accepted on a year-round basis.

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 21 major credits and 9 credits outside the major. The 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 to the student's faculty committee of two or more faculty is the final requirement of the YDL program.

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.

**Required Coursework**

NOTE: Students must take a total two credits of YOST 5960, in one credit increments, during their time in the program.

- **YOST 5950** - Ways of Knowing in Youth Development Leadership: Using Research and Evaluation to Support Community (3.0 cr)
- **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 cr)
- **YOST 5962** - Leadership Field Experience: Youth Development (4.0 cr)

**Elective Credits**

9 or more 5xxx level elective credits must be selected with approval of faculty adviser.