

M.Ed.
MASTER OF EDUCATION

Student Handbook
2011-2012



College of Education + Human Development

2011-2012 M.Ed. Student Handbook

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ABOUT THE COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT (CEHD)

The College of Education was founded by the University in 1905. In 2006 the College of Education and Human Development became part of a newly organized college that now includes the former General College (Department of Postsecondary Teaching and Learning) and two units of the former College of Human Ecology (the School of Social Work and the Department of Family Social Science). The college is accredited by the American Psychological Association (APA), the Commission on Accreditation for Marriage and Family Therapy Education, the Council on Social Work Education, the Minnesota Board of School Administrators, and the National Council for Accreditation in Teacher Education (NCATE).

Mission Statement

The College of Education and Human Development is a world leader in discovering, creating, sharing, and applying principles and practices of multiculturalism and multidisciplinary scholarship to advance teaching and learning and to enhance the psychological, physical, and social development of children, youth, and adults across the lifespan in families, organizations, and communities.

Diversity

CEHD is a leader in providing research, teaching, learning, and engagement opportunities for students, faculty, and staff that reflect the changing demographics of the 21st century. The college is committed to recruiting, enrolling, and educating a diverse population of students who represent the overall composition of our society.

We also offer programs such as the Common Ground Consortium which supports advanced graduate work in education by students of culturally diverse backgrounds who are graduates of several Historically Black Colleges and Universities; the Multicultural Teacher Development Project which seeks to recruit and prepare students of culturally diverse backgrounds for teacher development programs; and a full complement of TRiO Programs: TRiO Student Support Services, College English Transitions, Upward Bound, and McNair Scholars.

Conceptual Framework for Education Programs

The conceptual framework establishes the shared vision for CEHD efforts in preparing educators to work effectively in P-12 schools. It provides directions for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability.

There are three central themes for this framework:

1. *Promoting inquiry, research, and reflection*
As an academic community, we embrace the “spirit of inquiry,” of seeking truth, knowledge, and information. We engage in formal “scientific inquiry” or research as a way of systematically exploring significant issues. And we consistently reflect on our experience and our role in creating and ascribing meaning to those experiences.
2. *Honoring the diversity of our communities and learners*
The traditional role of a university, and one to which we are committed, is to expose students to a diversity of ideas and viewpoints. Diversity of ideas is the foundation and sustenance of a democratic society. Honoring diversity also involves respect for the diversity of race/ethnicity, nationality, culture, language, religion, socioeconomic status, sexual orientation, disability status and human potential. This second aspect of diversity supports and is integral to the first; issues of diversity must be a conscious part of the dialogue.

3. *Fostering a commitment to lifelong learning and professional development*

Our third theme is the most comprehensive because it acknowledges and supports the central concept of human development: that learning and growing are lifelong endeavors that enhance us personally and professionally.

Equal Opportunity

The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

Inquiries regarding compliance may be directed to the Director, Office of Equal Opportunity and Affirmative Action, University of Minnesota, 274 McNamara Alumni Center, 200 Oak Street S.E., Minneapolis, MN 55455, (612) 624-9547, eoaa@umn.edu. www.eoaa.umn.edu.

Academic Departments

The College of Education and Human Development is comprised of eight academic departments as well as numerous research and service centers or institutes. Each department offers courses and resources within a specialized area, and we encourage you to look across the college when seeking to fulfill electives in your program.

The college has 185 tenured faculty and more than 5,200 students. Consistently ranked as one of the most productive professional schools of education in the country, the college is a state, national, and international leader in teaching, research, and outreach. Several of the college’s academic units are ranked in the top five nationally. Our primary academic units include:

Curriculum and Instruction (C&I)
ciinfo@umn.edu
612-625-4006

Organizational Leadership, Policy & Development (OLPD)
olpd@umn.edu
612-624-1006

Educational Psychology (EdPsych)
epsy-adm@umn.edu
612-624-6083

Postsecondary Teaching and Learning (PsTL)
pstl@umn.edu
612-626-8705

Family Social Science (FSoS)
fsosinfo@umn.edu
612-625-1900

School of Kinesiology
kin@umn.edu
612-625-5300

Institute of Child Development (ICD)
icd@umn.edu
612-624-0526

School of Social Work (SSW)
swadmis@umn.edu
612-625-1220

M.ED. PROGRAMS

The M.Ed. is a professional, graduate-level degree that emphasizes applied coursework and usually requires completion of a field-based experience. It is available in two tracks: initial licensure or professional studies.

M.Ed./Initial Licensure Program (M.Ed./ILP)

This is a professional degree designed to prepare students seeking initial licensure to teach in preK–12 public school settings. While completing licensure requirements, students also earn credits toward the M.Ed. degree.

The curriculum varies depending on your chosen content area (ex: math, art, social studies, etc.), and typically the courses are prescribed and follow a particular order. Most programs can be completed in about 12-15 months; however, students have up to seven years to complete their degree, beginning with the first coursework used in the program (this includes any non-degree or transfer work applied to the program). Speak with your program adviser or review the content specific portion of the CEHD website for more information: www.cehd.umn.edu.

M.Ed./Professional Studies Program

This degree program is designed to meet the needs of practicing professionals in education and human development fields. Following admission to the program, the student and faculty adviser meet to plan a program. Students seeking additional licensure are also often admitted to the college as professional studies students.

Academic Calendar

The University calendar is located on the One Stop website: onestop.umn.edu. Those enrolled in a Professional Studies degree program will follow the main University calendar unless otherwise noted in a course syllabus.

Students in the Initial Licensure programs typically follow the academic calendar of the school in which they are placed for their teaching practicum. This will mean a deviation from the University's calendar and it's important that you carefully read the email you receive regarding your placement. For more information, contact Kathy Byrn (byrn0039@umn.edu) for elementary-level placements or Amy Jo Lundell (lunde037@umn.edu) for secondary-level placements. For didactic courses, note the dates and times of courses listed on the One Stop website.

Professional Licensure

The curriculum in the M.Ed./ILP prepares students to meet MN state licensure requirements. It is strongly recommended that you obtain a Minnesota teaching license even if you think you'll be working in another state. Having an issued license makes it easier to transfer your qualifications to another state.

More information about licensure and specific step-by-step instructions are on the CEHD website: <http://www.cehd.umn.edu/current/graduate/advising/licensing/default.html>.

ADVISING & STUDENT SERVICES

Your advisers play an important role in your graduate studies, from initial notification of your admission into the college to the completion of your M.Ed. degree. Although the approach to advising may differ among departments, these general principles apply to all departments:

- Academic advising is available to prospective and currently enrolled students.
- Academic advising addresses students' needs in coursework, program planning, and developmental issues.

Faculty Advisers

Faculty advisers are professors/instructors in CEHD and have a wealth of experience they can share with students regarding how to succeed in the academic environment. Faculty advisers can also be a good resource if you are having trouble with your student teaching placement or curriculum requirements. They are experts in their field and will be able to answer questions specific to the teaching profession.

Student Services Advisers

Although you are responsible for your progress in school and staying up to date on your degree progress, your Student Services adviser is here to help you with questions or issues that arise along the way. This adviser can assist you with many day-to-day advising issues such as submitting a petition, course registration, graduation planning, or adjusting to the rigors of a graduate-level program. Advisers at the University of Minnesota use a note system, APLUS, to track meetings and note milestones. All students have access to these notes upon request.

Students are notified of their faculty and Student Services advisers in their acceptance letter and/or during their respective orientation. You can also find their names and contact information through the myU portal or by viewing your online transcripts. Meetings can be arranged with the student services adviser by contacting the main office at 612-625-3339 or cehdinfo@umn.edu. Before meeting with either adviser, give careful thought to possible course selections, program schedules, and short-term and long-term education and career goals. It is particularly helpful for professional studies students to bring applicable academic records to your sessions including all undergraduate and graduate transcripts. If you plan to transfer credits to your M.Ed. program, be prepared to submit course descriptions and/or college bulletins if requested.

Graduate Advising Mission Statement

The CEHD graduate advising group strives to foster student success both academically and professionally by fully maximizing the unique strengths of the CEHD M.Ed. program, using proactive, innovative, and effective methods of advising practice.

The CEHD graduate advising group is strongly committed to increasing the potential learning experiences available to each of our M.Ed. Students by providing accurate and timely information to promote their professional preparation through collaborative partnerships and community building.

The CEHD graduate advising group is dedicated to supporting the College and University's mission by continuously improving our advising practice through targeted follow-up and assessment.

Changing Your Adviser

If a student finds that a different faculty member would better suit their advising needs, they may request to change faculty advisers. This change must be approved by the new adviser and by the college. The M.Ed. Request for Record Change form is available on the CEHD website:

<http://www.cehd.umn.edu/current/graduate/advising/forms/MEdRecordChange.pdf>.

Career Services

The mission of the CEHD Career Services office is to prepare and support undergraduate and graduate students and recent alumni in the College of Education and Human Development to make well thought out decisions about their career development and job search by:

- Providing resources, individual appointments, programs, and presentations.

- Valuing differences and meeting students and recent alumni where they are in their own personal development.
- Creating and maintaining employer relations to enhance networking connections and recruitment opportunities for CEHD students and recent alumni.
- Collaborating with CEHD departments and the greater University of Minnesota community.

The staff in the Career Services office offer one hour individual appointments with a career counselor covering topics such as career assessment, résumé/CV critique, cover letter writing, practice interviews, graduate school and job search planning. Schedule an appointment by calling 612-624-7577.

OTHER PROGRAM REQUIREMENTS

In addition to the curriculum and credit minimums for each specific program, there are other requirements for our M.Ed./Initial Licensure students.

Background Check

All students in our M.Ed./Initial Licensure program are subject to a background investigation as part of our teaching placement process. This may include an inquiry to obtain information regarding your professional licensure, police record, and/or mode of living. The primary objective of any investigation will be to verify information you provided on your application for admission to our programs for teaching licensure or for placement in a clinical experience.

The report will be shared with school district or other agency designees as part of the process for your placement. The district or agency will inform the college if you have been approved for placement in a clinical experience. The college will notify you in the case of a district or agency refusing your placement; and you will be provided a copy of the report, the name, address, and telephone number of the reporting agency, and a summary of your rights under the Fair Credit Reporting Act, as well as additional information on your rights under the law.

Licensure Exams

For M.Ed./Initial Licensure students, there are three Minnesota Teacher Licensure Exams (MTLE) required to obtain a Minnesota teaching license (www.cehd.umn.edu/current/graduate/advising/licensing/mtle.html). The MTLE are delivered as computer-based tests, with the exception of World Language and Culture tests, which are paper-based. Each MTLE test includes multiple subtests, each with its own passing score. Subtests consist of multiple-choice, constructed-response, and/or other technology-supported test items to assess candidates' knowledge and skills based on the test objectives.

The first exam, Basic Skills, has three subtests and covers reading, writing, and math. This test must be taken prior to starting the licensure program. When admitted into the M.Ed./Initial Licensure program, you will have a hold placed on your student account until scores from this exam are received by the CEHD Student Services office.

Second is the test of Content Knowledge for the specific licensure field, which consists of two subtests with the exception of Elementary content knowledge, which consists of three subtests. Most students will take this during their first semester of student teaching.

Third is the Pedagogy exam which includes topics such as student development & learning, learning environments, instruction and assessment, and professional roles and responsibilities. Most students will take this during their last semester of student teaching.

More information about the exam content, study guides, registration, and costs is found on the MTLE website: www.mtle.nesinc.com.

POLICIES, PROCEDURES, AND EXPECTATIONS

University Email

Consistent with the University policy, university-assigned student email accounts (your umn.edu account) is the official means of communication from the University and CEHD. Check your University-assigned email account regularly. Failure to do so may result in missing information vital to your success in the program. Forwarding your University email to another account risks losing important information; therefore, it is recommended that you do not forward your university account to another personal email account. If you choose to forward email to a personal account, you are still responsible for all information, including attachments.

Registration

Course registration is done online once you have been officially admitted to your degree program. Specific instructions regarding your classes and/or sections will be provided to Initial Licensure students upon admission (and again at orientation). Professional studies M.Ed. student should work with their faculty adviser to set up a course plan to ensure they are meeting all program requirements. Instructions about how to register are found on the One Stop registration website: <http://onestop.umn.edu/registration/index.html>.

Petitions

A petition allows a student to seek permission to vary their own program from the program requirements listed in CEHD publications. This can include course substitutions, transfers, exemptions, extensions, and program changes. Work with your Student Services adviser to ensure you are submitting all necessary forms and documentation for best consideration of your request. The *Academic Policy Petition* is the standard form used for requests and is found on the One Stop Forms website: <http://onestop.umn.edu/forms/index.html>.

Academic Standards

All M.Ed. students are expected to exhibit the attributes of accountability, integrity, professionalism, regard for self, regard for others, respect, responsibility, safety, and theoretical competence. These attributes are described in the following academic standards and examples. Violations of these standards may result in sanctions including, but not limited to, a written warning, required compliance, probation, a probationary contract for continued coursework, mandatory leave of absence, and/or dismissal from the M.Ed. program. Note: examples are illustrative and not intended to encompass all specifically desired actions.

Students will:

1. Assume personal responsibility for their licensure or professional studies education.
Example: Attend classes and practicum as assigned; be prepared for classes and practicum; initiate consultation with faculty or student services adviser about academic progress; attend classes and participate in courses in an active manner.

2. Demonstrate accountability in the classroom, internship, and/or teaching placement.
Example: Meet obligations for teaching experience as outlined in the course syllabus or by the teacher or district policy; meet obligations for coursework as outlined in the syllabus; communicate absence due to illnesses and other emergencies.
3. Maintain integrity in scholastic activities.
Example: Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsements; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.
4. Seek appropriate assistance from faculty, staff, internship supervisor, or cooperating teachers when in the classroom.
Example: When in doubt about what to do, consult with faculty or a cooperating teacher before intervening; follow district procedures.
5. Engage in the evaluation of one's own educational process.
Example: Provide constructive feedback as appropriate or as requested; examine one's progress in attaining the knowledge, attitudes, and skills necessary to the role of teaching.
6. Be responsible for delineating and maintaining appropriate boundaries.
Example: Achieve a balance between students' educational needs and the child's educational needs; refrain from using social media (Facebook, Twitter, etc.) to discuss professional/educational matters.
7. Maintain a professional demeanor and appearance in the classroom.
Example: Follow the dress code of the district; use respectful, non-offensive language; communicate using appropriate spoken/written language and nonverbal communication as required by the profession.

Behavior Standards

In addition to maintaining the above listed academic standards, M.Ed. students have a responsibility to conduct themselves in a professional manner. These behavioral expectations are described in the following standards and examples. Violations of this code may result in sanctions including, but not limited to a written warning, required compliance, probation, a probationary contract for continued coursework, mandatory leave of absence, and/or dismissal from the M.Ed. program.

Students will:

1. Comply with the policies and procedures outlined in this handbook and the University of Minnesota Board of Regents Student Conduct Code (<http://www1.umn.edu/regents/policies.html>).
2. Refrain from the intake of any chemical substance that would impair judgment or result in disruptive/disorderly behavior within the University community.
3. Demonstrate integrity and honesty in all actions.

4. Demonstrate respect toward students and with peers, staff, faculty, and others
5. Refrain from any unlawful conduct or unethical behavior, within or outside the University of Minnesota community, which impairs the capacity to function as a professional.

Transfer Coursework

Policies about prior coursework vary by program. Undergraduate-level credits may not be applied toward the M.Ed. degree; however, undergraduate credits may be applied to the licensure requirements. This policy applies to any courses completed as part of a B.A. or B.S. program, or coursework designated as undergraduate level by the institution (e.g., 1xxx- or 3xxx-level coursework).

With adviser approval, students may apply graduate-level coursework completed at an accredited institution other than the University of Minnesota toward their M.Ed. program.

Students in the M.Ed. program who have taken coursework toward a different graduate degree (e.g., M.A., M.S., Ph.D.) may apply up to 10 graduate credits from the other degree program toward the M.Ed. degree.

Pass/Fail Coursework

The college strictly limits the use of pass/fail (S-N) grading. No more than one-third (1/3) of the credits for the M.Ed. degree may be taken S-N. Students are not permitted to change the grading option for a course after the second week of class.

M.Ed. Credit Requirements

All M.Ed. students must complete at least 30 graduate-level semester credits to qualify for the degree; some programs may require more than 30 credits. Graduate credits at the University of Minnesota are designated as 5xxx level or above. A limited number of 4xxx-level courses may be applied to M.Ed. programs.

GPA Requirement

Students must maintain a 2.80 grade point average (GPA) throughout their program. All GPA requirements for student teaching, internships, and graduation are computed using University of Minnesota-Twin Cities coursework only.

“D” Grades

Courses in which students receive a “D” grade or lower may not be applied toward the M.Ed. degree. (This applies to students admitted to a M.Ed. program spring 2002 and later.) Students with “D” grades should discuss make-up or substitution options with their faculty adviser.

Scholastic Dishonesty and Plagiarism

The University of Minnesota's Student Conduct Code classifies scholastic dishonesty as a disciplinary offense actionable by the University. Scholastic Dishonesty is defined as

Scholastic Dishonesty: “Submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with

another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.”

Plagiarism: “The spectrum is a wide one. At one end there is a word-for-word copying of another’s writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary...It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so admirably expresses one’s opinion that one is tempted to make it personal property. Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit—but more the result, perhaps, of laziness than of bad intent—is the patching together of random jottings made in the course of reading, generally without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people’s ideas and works, the writer’s sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honesty, though still dishonest, is the paraphrase, an abbreviated (and often skillfully prepared) restatement of someone else’s analysis or conclusions without acknowledgement that another person’s text has been the basis for the recapitulation.” Martin et al. 1969 (AAUP, 1989; Salazar, M.K., 1993.)

Code of Conduct: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html

Academic Misconduct: http://www1.umn.edu/regents/policies/humanresources/Academic_Misconduct.html

Center for Writing: <http://writing.umn.edu/tww/plagiarism/index.html>

Conflict Resolution/Grievance

The first step of any resolution should be at the lowest unit level, between the parties involved or the parties and an appropriate third party (e.g., other faculty, program coordinator, or student services adviser). Students may wish to contact the Student Conflict Resolution Center (<http://www.sos.umn.edu/>) or similar support services for advice and possible mediation. If no informal resolution is reached at the lowest unit level, a student may seek informal resolution at the collegiate level with the other party and higher level administrators. If the issue is not resolved informally, the student may seek formal resolution. More information about filing a formal grievance is found on the Office for Student Conduct and Academic Integrity website: <http://www1.umn.edu/oscai/>.

Access to Educational Records

In accordance with University of Minnesota Board of Regents’ policies on access to student records, information about a student generally may not be released to a third party without the student’s permission. Exceptions under the law include state and federal educational and financial aid institutions. Some student information – name, address, email, telephone number, dates of enrollment and enrollment status (full-time, part-time, not enrolled, withdrawn, and date of withdrawal), college and class, major, adviser, academic awards and honors received, and degrees earned – is considered public or directory information. Students may prevent the release of public information by notifying the records office on their campus. Students have the right to review their educational records and to challenge the contents of those records.

Changing your Name, Contact, and Other Personal Information

Students who have changed their name, contact, and other personal information during the course of their program are responsible for notifying the University. In order to request an official change with the University, students must submit the appropriate University forms, including the Name Change Request or Notice of Address Change forms, available online: <http://onestop.umn.edu/forms/index.html>, or at

the University's One Stop office. Students must also contact CEHD Student Services and their faculty adviser with these changes so that all records can be updated.

FINISHING YOUR M.ED. DEGREE & COMMENCEMENT

Final degree clearance and graduation depends on completion of all degree requirements, including the posting of final grades to the student's record.

Applying for Graduation

Students seeking to graduate from their M.Ed. program must complete the following steps:

- Complete all program requirements
- Fill out required program form and submit to your faculty adviser for signature. Once signature is obtained, submit to the CEHD Student Services Office, 360 Education Sciences, 56 East River Road, Minneapolis, MN 55455
- Fill out the Application for Degree form and submit along with the program form
- Notify your CEHD Student Services adviser when all final grades are posted

Forms are located on the CEHD website

(<http://www.cehd.umn.edu/current/graduate/advising/forms/programs/default.html>) and must be submitted no later than the first business day of the month you intend to graduate. It's recommended that they be submitted approximately 2-3 months prior to the completion of your classes to ensure ample time for processing. After final grades are posted to the transcript, the Student Services office reviews records, verifies successful completion of program requirements, and clears degrees for graduation. If there are any outstanding requirements, the Student Services office will notify you via email. It typically takes 4-6 weeks for your degree to be posted to your transcript once it's been cleared.

Obtaining Your Diploma

The official diploma reflecting completion of the M.Ed. degree will be sent by the University's Office of the Registrar within 8-10 weeks of degree posting.

Commencement Ceremony

CEHD hosts a commencement ceremony each spring semester. The ceremony is traditionally held in mid-May; invitations are emailed to students in March. M.Ed. graduates who have completed degree requirements within the last year (any time after the last ceremony) are welcome to participate. For more information contact the Student Services Office at 612-625-3339 or cehdinfo@umn.edu.

UNIVERSITY RESOURCES

We hope you find this list of student resources useful for navigating through your academic and student life at the University of Minnesota, Twin Cities campus. We wish you continued success during your time at the University.

Alumni Society: www.cehd.umn.edu/alumni/default.html

The college has more than 70,000 living alumni in the United States and abroad. With more than 8,000 Alumni Association members, the CEHD Alumni Society is the second largest alumni society at the University of Minnesota.

Campus Escort Service: www.umn.edu/police/escort.html
612-624-WALK (9255)

Offered through the University Police Department, this is a free, 24 hours-a-day walking service for students, staff, faculty, and visitors. Escorts are provided throughout the East Bank, West Bank, St. Paul campus, and surrounding areas.

Childcare

U of M Child Development Center (CEHD): www.cehd.umn.edu/ChildDevelopmentCenter
612-627-4014

The University of Minnesota Child Care Center, located a few blocks north of the East Bank Campus (1600 Rollins Avenue S.E.), provides full-time and limited part-time care for infant, toddler, and preschool children of University-affiliated parents. It is accredited by the National Academy of Early Childhood Programs and licensed by the State of Minnesota. Full-time child care is provided Monday through Friday from 7:15 a.m. to 6:00 p.m. for children ages 3 months to pre-kindergarten.

Shirley G. Moore Lab School: www.cehd.umn.edu/ICD/LabSchool/default.asp
612-624-5593

The Shirley G. Moore Laboratory School, is located in the Institute of Child Development on the East Bank Campus, and offers morning and afternoon programs for children between the ages of 2 and 5 years, 2-5 days a week. They are licensed for 100 children. They accept children with special needs whenever that is feasible for the child and the school.

Community Child Care, Commonwealth Terrace Cooperative: www.sphc.umn.edu/childcare.html
651-645-8958

The Community Child Care Center at 1250 Fifield Avenue in the Commonwealth Terrace Student Family Housing Cooperative near the St. Paul Campus, offers flexible scheduling for children ages 16 months to 5 years, from 7:15 a.m. to 6:00 p.m. They're licensed for 35 children; sliding fees for students; parent cooperative; breakfast, lunch and snacks provided; extensive waiting list.

Como Early Learning Center: www.comoelc.com
1024 27th Avenue S.E.
Minneapolis
612-331-8340

Como Early Learning Center (CELC) is a non-profit childcare center founded in 1975 by University of Minnesota students from Como Student Community Cooperative, a student family housing complex near the University. CELC is licensed to offer childcare services for children ages 16 months to 6 years. It was founded to provide childcare services to the University of Minnesota community. To this day, CELC primarily serves University families, but also offers services to the surrounding community.

MN Childcare Resource & Referral Network: www.mnchildcare.org
info@mnchildcare.org
651-665-0150

The Minnesota Child Care Resource & Referral Network helps families find child care and understand their care options, supports child care providers through grants and education, and informs the community on the importance of child care.

Nursing Mother's Lactation Rooms: <http://z.umn.edu/lactationrooms>
Space/rooms available to mothers who are breastfeeding and need to pump during their time on campus. Each facility set up is different – visit the website for descriptions.

Community Service Learning Center: www.servicelearning.umn.edu/aboutus/index.html

csl@umn.edu

612-626-2044

The U of M's Community Service-Learning Center is open to all students at the University of Minnesota, Twin Cities. We focus on getting students involved in the local community through volunteering, service-learning classes, and other unique opportunities.

Council of Graduate Students (COGS): <http://www.cogs.umn.edu>

cogs@umn.edu

COGS is the governing body for all graduate students at the University of Minnesota, representing around 10,000 grad students to the University administration and advocating on their behalf. We also provide such services as: competitive travel awards, workshops and social events.

Counseling & Consulting Services: uccs.umn.edu

612-624-3323

University Counseling & Consulting Services (UCCS) offers comprehensive, accessible, flexibly-delivered counseling, consultation, instruction, and testing services within the University and to the Minnesota educational community.

Disability Services: ds.umn.edu

ds@umn.edu

612-626-1333 (V/TTY)

Works to ensure access to University employment, courses, programs, facilities, services, and activities for faculty, students, and staff with disabilities.

Equal Opportunity and Affirmative Action: www.eoaffact.umn.edu

eoaa@umn.edu

612-624-9547

The Office of Equal Opportunity and Affirmative Action provides expertise and system-wide leadership for the University in the following areas: Advocacy, Policy Development and Issue Identification, Education, Discrimination Consultation and Investigation, Community Connections, and Compliance.

Graduate & Professional Student Assembly: www.gapsa.umn.edu

gapsa@umn.edu

612-625-2982

GAPSA's purpose is to advocate for, represent and inform Graduate and Professional Students at the University of Minnesota. They have several grants available to graduate and professional students, including: Academic Initiative Grants, Social Event Grants, Travel Grants, and Small Grants. They also represent students at the legislature and here at the University. Their website offers many links to resources for graduate students including housing, childcare, and local events. Visit the lounge in room 234 Coffman Union to relax and unwind!

Gender Groups

Gay, Lesbian, Bisexual, Transgender, Ally Programs Office: www.glbta.umn.edu
glbta@umn.edu
612-625-0537

The Gay, Lesbian, Bisexual, Transgender, Ally (GLBTA) Programs Office is dedicated to improving campus climate for all University of Minnesota students, staff, faculty, alumni, and visitors by developing and supporting more inclusive understandings of gender and sexuality. Information, referral, education, and consultant services available.

Women's Center: www.umn.edu/women
women@umn.edu
612-625-9837

A unit of the Office for Equity and Diversity, the Women's Center increases connections for women's success, cultivating socially responsible leaders, and advocating for organizational culture change toward excellence for all.

GradSEHD: www.tc.umn.edu/~gradsehd

This student group helps improve the quality of students' academic, professional, social, and personal development while studying at CEHD; acts as liaison between the students and the faculty/Administration within CEHD; advocates the incorporation of student views and opinions in the formulation of policies and procedures governing CEHD and University of Minnesota; and promotes and funds student-initiated academic, professional, personal development and social programs.

International Student Support

International Student and Scholar Services: www.isss.umn.edu
isss@umn.edu
612-626-7100

Provides academic counseling, and assists international students with developing the skills necessary to succeed in the U.S. educational system. Provides visa and immigration related services.

Second Language Studies: sls.umn.edu
slsinfo@umn.edu
612-626-4802

A principal goal of the Program in Second Language Studies is to prepare effective, knowledgeable language teaching professionals. While our primary focus is on English as a second or foreign language (ESL), we also pay attention to other languages as well. Through our research, degree programs, and courses - as well as our outreach to the University and communities outside the University - faculty and students investigate the interrelated areas of second language (L2) teaching, learning, use, and analysis.

Learning Abroad Center: www.umabroad.umn.edu
umabroad@umn.edu
612-626-9000

The Learning Abroad Center is the University of Minnesota's comprehensive resource for study, work, intern, volunteer, and travel experiences worldwide.

Mental Health & Wellbeing

Aurora Center for Advocacy & Education: www.umn.edu/aurora
aurora@umn.edu

612-626-9111 (24-hour help line)

612-626-2929 (general inquiries)

The Aurora Center provides free and confidential crisis intervention to victims of sexual assault, relationship violence, stalking and harassment. TAC also provides services for "concerned persons," that is, people who are concerned about a friend or loved one who has experienced these types of crimes. TAC accepts walk-in clients and operates a 24-hour help line, which is answered 365 days a year.

Boynton Mental Health: www.bhs.umn.edu/east-bank-clinic/mental-health-services.htm

612-624-1444 (appointment)

612-625-8475 (urgent need)

Boynton's staff of psychiatrists, licensed psychologists, and licensed independent clinical social workers provide a variety of counseling options. Services available include individual and couple counseling and psychotherapy (up to ten visits per year for one or in combination), medication assessment and management, urgent consultation (phone or in person), a variety of group therapies, social work assistance, and chemical health assessment and treatment.

HSI-Crisis Connection: www.crisis.org

612-379-6363

866-379-6363 (toll free)

HSI-Crisis Connection is a non-profit mental health counseling agency providing 24-hour telephone counseling services, specializing in crisis counseling, intervention and referral.

National Graduate Student Crisis Line: www.gradhelp.org

1-800-GRADHLP (472-3457)

Helps college students reach confidential, free telephone counseling, crisis intervention, suicide prevention, information and referral services provided by specially trained call takers. Caring, professional staff and well-trained volunteers answer 24 hours a day, 7 days a week, 365 days a year.

Multicultural Departments/Programs

African American & African Studies: www.aaas.umn.edu

aaas@umn.edu

612-624-9847

American Indian Studies: www.amin.umn.edu

aminstud@umn.edu

612-626-7904

Asian American Studies: www.aas.umn.edu

aast@umn.edu

612-624-2317

Chicano Studies: chicano.umn.edu

chicstud@umn.edu

612-626-7904

Multicultural Student Support

African Student Association: www.asa-umn.org

asa@umn.edu

612-626-2380

The mission of the African Student Association is to create a forum where Africans and non-Africans can come together and openly discuss issues concerning Africa and Africans while educating the University and the community at large about Africa and her many rich cultures.

American Indian Student Cultural Center

aisscc@umn.edu

612-624-1338

The mission of AISCC is to promote cultural diversity develop leadership in American Indian students of the U of M, assisting building understanding of American Indian people, issues, history and culture by bringing in native scholars and hosting events open to the entire university campus.

Asian American Student Union: www.tc.umn.edu/~asu

asu@umn.edu

612-624-9824

The Asian-American Student Union aims to provide educational, cultural, social and community activities for students within and outside the University of Minnesota and to promote understanding of the diverse Asian/Pacific cultures to the University at large.

Black Graduate & Professional Students Association: www.tc.umn.edu/~bgapsa

bgapsa@umn.edu

The mission of BGAPSA is to support graduate and professional students of African descent in their quest to graduation by building a community where they can share their successes and concerns, participate in social events and educational experiences, and engage in the broader community through service.

La Raza Student Cultural Center: www.umn.edu/~laraza

laraza@umn.edu

612-625-2995

The group's purpose is to achieve a greater historical, political, cultural and social awareness concerning the Chicano and Latino communities, through cultural and educational programs and events.

Martin Luther King, Jr. (MLK) Program: mlk.class.umn.edu

mlkdesk@umn.edu

612-625-2300

The MLK Program is one of the advising communities within the College of Liberal Arts, and is available to any CLA student who appreciates an environment that embraces and fosters multiculturalism. MLK provides advising services that encompass every major that CLA offers and supplies the information and support students need to succeed at the University.

Minnesota International Center: www.micglobe.org
mic@umn.edu
612-625-4421

Provides rich and varied opportunities for individuals from Minnesota and around the world to serve as citizen diplomats and gain a deeper understanding of their place in the world community.

Multicultural Center for Academic Excellence (MCAE): mcae.umn.edu
mcae@umn.edu
612-624-6386

MCAE develops culturally sensitive, practical and supportive relationships with its diverse students and provides personal and cultural academic programs in an effort to help facilitate their maximal academic and career development.

One Stop Student Services: onestop.umn.edu
East Bank –333 Science Teaching & Student Services
West Bank –130 West Bank Skyway
St. Paul –130 Coffey Hall
onestop@umn.edu
612-624-1111

Services provided include registration and registration changes, record maintenance, enrollment certification, transcripts, graduation information, and financial aid information (scholarships, grants, work-study, financial aid applications, financial counseling).

Student Academic Success Services: www.sass.umn.edu
612-624-3323

SASS was created to promote academic success at the University of Minnesota. While tutoring and advising are not offered, staff work with students in other balance and skill development areas that impact performance: Active Learning, Self Awareness, Study Skills, Life Balance, and Campus Engagement.

Student Conflict Resolution Center: www.sos.umn.edu
sos@umn.edu
612-624-SCRC (7272)

Documents the internal process to review and resolve complaints brought by students regarding the University's provision of education and academic services affecting their role as students.

Student Emergency Loan Fund: www.umn.edu/self/
self@umn.edu
612-625-2650

120-day loans for U of M students who meet eligibility requirements.

Student Writing Center: writing.umn.edu/sws/index.htm
writing@umn.edu
612.625.1893

Student Writing Support provides free writing instruction for all University of Minnesota students—graduate and undergraduate—at all stages of the writing process. In face-to-face and online collaborative consultations, we help students develop productive writing habits and revision strategies.

Technology Support: www.oit.umn.edu

101 Coffman Memorial Union
50 Coffey Hall (St. Paul Campus)
612-301-HELP (4357)

Provides help and assistance with email, the Internet, and common campus technology issues.

Test Preparation

MTLE Study Guide & Sample Tests: www.mtle.nesinc.com/Home.aspx

Each official MTLE practice test is designed to simulate the experience of taking an MTLE test. The interactive study guides feature sample questions with correct response rationales, annotated test frameworks, a score report interpretation guide, and other helpful study tools. Available for Basic Skills, Early Childhood Education, and Elementary Education.

XAMonline :: www.xamonline.com

In addition to a thorough review, our guides include practice tests with up to 125 questions to prepare you for the actual exam. The practice tests include full answer rationales as well as skill reference and rigor for each question

Grad School Test Prep: cce.umn.edu/grad-school-test-prep
cceinfo@umn.edu
612-624-4000

Offers prep courses for the GRE, GMAT, LSAT, PCAT, or TOEFL. The courses help you determine your readiness for the actual exam and pinpoint those areas on which you should focus your study.

U Card Office: www.umn.edu/ucard/umtc/home.html

G-22 Coffman Memorial Union
612-626-9900

U Card is the official University photo ID which is used to access the libraries and other on campus facilities. You can also store up to \$1000 in Gopher GOLD value on the card.

University Student Legal Services: www.umn.edu/usls

usls@umn.edu
612-624-1001

USLS provides legal representation and legal advice to eligible (fee paying) students on the Twin Cities campus. USLS operates as a department of the Office for Student Affairs and the staff members are professionals experienced in the areas of law important to students and sensitive to the special needs of student clients.

University Technology Training Center: uttc.umn.edu/training/index.jsp

uttc@umn.edu
612-625-1300

The University Technology Training Center (UTTC) mission is to provide the University community with up-to-date technology training, efficient, economical learning through short, non-credit courses, and knowledgeable, qualified instructors in a supportive learning environment.