Welcome to the Department of Postsecondary Teaching and Learning (PsTL)

On behalf of the PsTL faculty and staff, we want to welcome you and express our excitement as we begin the third year of our graduate programs. Our departmental values statement articulates a commitment “to the core values of social justice, equity, inclusion, and mutual respect.” This world view is central to who we are as faculty and staff and as individual human beings. It is important to us that you feel that “you belong here”—our departmental motto. As the PsTL Director of Graduate Studies (DGS) and DGS Assistant (DGSA), we consider it our obligation to facilitate the development of a learning environment that provides the opportunity for all graduate students participating in PsTL courses and programs to achieve their educational goals.

We look forward to working with you!

Jeanne L. Higbee, DGS

Jennifer Franko, DGSA

MA Graduation Ceremony – May 2013
Introduction to This Handbook

This handbook is designed to provide graduate students participating in courses and programs in the Department of Postsecondary Teaching and Learning (PsTL) with a readily available source of information about the M.A. and minor in Multicultural College Teaching and Learning, the Certificate in Undergraduate Multicultural Teaching and Learning, related policies and procedures, and graduate student resources. An electronic version of the handbook is available at http://www.cehd.umn.edu/PsTL/Graduate/default.asp. A printed version and alternative formats are available by request by writing to pstlgrad@umn.edu.

This handbook augments and is not a substitute for other sources of information, including those provided by the Graduate School, the College of Education and Human Development, or other University of Minnesota entities. Graduate School policies and procedures are available at the Graduate School’s website (http://www.grad.umn.edu/students/index.html).

The information in this handbook and other University catalogs, publications, or announcements is subject to change without notice. University offices can provide current information about possible changes. The information in this handbook is, to the best of our ability, correct and accurate as of its publication date.

A Note About Official University Communications

Students should note that the University-assigned student email account is the University’s official means of communication with all students. Students are responsible for all information sent to them via the University-assigned email account. The University, Graduate School, and PsTL rely on University student email accounts and not the postal service for important communications such as tuition billing, degree clearances for graduation, PsTL events, and assistantship and scholarship opportunities. Students are responsible for all information including attachments sent to their University email account. If students arrange to have their University email account forwarded to a private account, then the student must remember to change the forwarding destination of the University account if and when the private account is changed.

Changing Address
When students change their mailing address, they must make the changes directly on the web page at OneStop. Department personnel cannot access the web to make these changes.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Welcome</td>
</tr>
<tr>
<td>4</td>
<td>Introduction</td>
</tr>
<tr>
<td>4</td>
<td>A Note About Official University Communications</td>
</tr>
<tr>
<td>9</td>
<td>PART I: FOR GRADUATE STUDENTS ADMITTED FOR FALL 2013</td>
</tr>
<tr>
<td>11</td>
<td>THE DEPARTMENT OF POSTSECONDARY TEACHING AND LEARNING</td>
</tr>
<tr>
<td>11</td>
<td>Departmental Values, Mission, Purpose, and Goals</td>
</tr>
<tr>
<td>12</td>
<td>Governance and Administration of Programs</td>
</tr>
<tr>
<td>12</td>
<td>The PsTL Graduate Faculty</td>
</tr>
<tr>
<td>14</td>
<td>PsTL GRADUATE COURSE OFFERINGS FOR 2013-2014</td>
</tr>
<tr>
<td>15</td>
<td>THE M.A. IN MULTICULTURAL COLLEGE TEACHING &amp; LEARNING</td>
</tr>
<tr>
<td>15</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>15</td>
<td>Advising</td>
</tr>
<tr>
<td>17</td>
<td>Overview of M.A. Curriculum</td>
</tr>
<tr>
<td>17</td>
<td>Required Practicum and Internship</td>
</tr>
<tr>
<td>18</td>
<td>Plan A Requirements</td>
</tr>
<tr>
<td>18</td>
<td>Plan A Thesis</td>
</tr>
<tr>
<td>19</td>
<td>Plan A Required PsTL Courses, Including Research Methods</td>
</tr>
<tr>
<td>19</td>
<td>Plan A Related Fields</td>
</tr>
<tr>
<td>19</td>
<td>Plan A Suggested Research Design and Methods Courses</td>
</tr>
<tr>
<td>19</td>
<td>Plan A Electives</td>
</tr>
<tr>
<td>19</td>
<td>Plan A Thesis Credits</td>
</tr>
<tr>
<td>19</td>
<td>Format and Procedures for the Plan A Final Oral Examination</td>
</tr>
<tr>
<td>20</td>
<td>Final Examination Report Form</td>
</tr>
<tr>
<td>21</td>
<td>Filing the Plan A Master’s Thesis</td>
</tr>
<tr>
<td>21</td>
<td>Plan A Degree Checklist</td>
</tr>
<tr>
<td>21</td>
<td>Suggested Course Scheduling for Completing Plan A Requirements</td>
</tr>
<tr>
<td>21</td>
<td>Plan B Requirements</td>
</tr>
<tr>
<td>21</td>
<td>Plan B Capstone Project</td>
</tr>
<tr>
<td>22</td>
<td>Contents of the Plan B Proposal</td>
</tr>
<tr>
<td>23</td>
<td>Contents of the Capstone Project</td>
</tr>
<tr>
<td>23</td>
<td>Contents of the Capstone Project Reflection Paper</td>
</tr>
<tr>
<td>23</td>
<td>Plan B Required PsTL Courses, Including Research Methods</td>
</tr>
<tr>
<td>24</td>
<td>Plan B Related Fields</td>
</tr>
<tr>
<td>24</td>
<td>Plan B Suggested Research Design and Methods Courses</td>
</tr>
<tr>
<td>24</td>
<td>Plan B Electives</td>
</tr>
</tbody>
</table>
24  Plan B Capstone Project Seminar
24  Format and Procedures for the Plan B Final Oral Examination
25  Final Examination Report Form
26  Filing the Plan B Capstone Project
26  Plan B Degree Checklist
26  Suggested Course Scheduling for Completing Plan B Requirements
26  Preapproved Electives for Both Plan A and Plan B
27  Preapproved Electives From the Graduate School
27  Preapproved Electives From Curriculum and Instruction
27  Preapproved Electives From Organizational Leadership, Policy and Development
28  Preapproved Electives From Educational Psychology
28  Policies and Procedures Applicable to Both Plan A and Plan B
28  Graduate Degree Plan
28  Declaring a Minor
29  Earning a Second Master’s Degree
29  Applying M.A. Credits to a Future Ph.D. Program
29  Transfer Credits
30  Minimum Grade Requirements
30  S/N Policy
30  Incomplete Policy
30  Annual Review of Student Progress
32  Leave of Absence Policy
32  Quarter/Semester Credit Conversion
32  M.A. Examining Committee
32  Scheduling the Final Oral Examination
33  PsTL Guidelines for Refreshments for Oral Examinations
33  Graduation Packet
33  Graduation and Commencement
33  CEHD Commencement Ceremony
33  PsTL Commencement Event
35  **THE CERTIFICATE IN INNOVATIONS IN MULTICULTURAL TEACHING AND LEARNING**
36  **THE MINOR IN MULTICULTURAL COLLEGE TEACHING & LEARNING**
37  **PART II: ACADEMIC AND PROFESSIONAL DEVELOPMENT RESOURCES**
39  College of Education and Human Development Student Services
39  CEHD GradSEHD
41  Graduate and Professional Student Assembly (GAPSA)
41  The Council of Graduate Students (COGS)
42  GoldPASS
42  Disability Services
42  Student Conflict Resolution Center
PART III: FORMS

PsTL DEPARTMENTAL FORMS
M.A. Planning and Completion Form
Certificate Planning and Completion Form
M.A. Student Annual Review Form

Practicum (PsTL 5196) and Internship (PsTL 8296) Forms
Information for On-Site Supervisors (5196)
Information for On-Site Supervisors (8296)
Learning Contract
Time Log
Site Evaluation
Student Evaluation by On-Site Supervisor

GRADUATE SCHOOL FORMS
Graduate Degree Plan
Graduate Degree Plan Checklist
Assign/Update Adviser (staff initiated)
Petition (for changes in the above and other issues related to graduation requirements)
Degree Completion Steps: Plan A
Degree Completion Steps: Plan B
Application for Advanced Master’s Status
Leave of Absence Request
Leave of Absence Reinstatement Request
PsTL’s graduate students, faculty, and support staff.
PART I:

FOR GRADUATE STUDENTS ADMITTED FOR FALL 2013
THE DEPARTMENT OF POSTSECONDARY TEACHING AND LEARNING

Departmental Values, Mission, Purpose, and Goals

The Department of Postsecondary Teaching and Learning is committed to the core values of social justice, equity, inclusion, and mutual respect. In our research, teaching, and community engagement activities, we seek to enact these values by fostering open communication and collaboration; facilitating development of reflective, creative, and critical thinking and problem-solving skills; considering and utilizing multicultural and global perspectives; valuing multiple means of demonstrating and assessing knowledge; and promoting engaged citizenship.

The mission of the Department of Postsecondary Teaching and Learning is to provide student-centered, multicultural, multidisciplinary learning opportunities for a diverse population of students, faculty, and staff; conduct research related to postsecondary pedagogy, student development, learning outcomes, access, and success; and develop engaged partnerships with communities, organizations, and programs so as to support access to and success in higher education.

In Minnesota and beyond, postsecondary educators face the challenge of increasing persistence, supporting engaged learning, and promoting success to graduation, particularly for traditionally underrepresented student populations. The mission for PsTL graduate programs is to contribute comprehensive solutions to improve the quality of teaching and learning for all undergraduates by focusing on the changing faces of postsecondary education in the U.S. and equipping educators and educational policymakers to ensure the success of an increasingly diverse population of students and citizens. Our programs are designed to meet the need for 21st century graduate programming in postsecondary teaching and learning to address contemporary local, state and national contexts in community colleges and 4-year institutions. PsTL graduate programs serve current and future faculty and staff at undergraduate institutions who are interested in developing innovative teaching and learning strategies with an emphasis on access and success for diverse student populations. Diversity is a term that can have many meanings. Within PsTL diversity will be used to refer to the existence of students’ complex and unique social identities, whether defined by race, ethnicity, culture, religion, spirituality, age, gender, sexual orientation, disability, social class, language, citizenship, or any other facet of identity or combination thereof. We use the term multiculturalism to refer to how we respond to diverse social identities: “If diversity is an empirical condition—the existence of multiple group identities in a society—multiculturalism names a particular posture towards this reality” (Miksch, Bruch, Higbee, Jehangir, & Lundell, 2003, p. 6).
Governance and Administration of Programs

The PsTL Department Chair is responsible for leadership of the Department and management of resources. The Director of Graduate Studies (DGS), elected by the PsTL faculty, chairs the Graduate Admission and Financial Aid Committee GAC, and represents the Department to the College and University Administration. The committees described below support the functioning of the Department of Postsecondary Teaching and Learning:

The Leadership Committee is chaired by the Department Chair and composed of the DGS, the DGS Assistant, the First-Year Experience (FYE) Director, and the Department Administrator. The committee addresses general policies and procedures of the Department and considers any special issues that arise.

The Graduate Admission and Financial Aid Committee (GAC), more commonly referred to as the Graduate Advisory Committee, is chaired by the DGS and composed of the DGS Assistant and four elected PsTL Graduate Faculty members. The committee recommends standards for admissions, reviews applications, and makes admission recommendations. The GAC is also responsible for overseeing recruitment; evaluating adequate yearly progress of all M.A. students; compiling graduate student resources (e.g., assistantships, scholarships, and fellowships); identifying prospective practicum and internship sites; and completing program assessments and evaluations.

The PsTL Graduate Faculty

Programs in the Department of Postsecondary Teaching and Learning are delivered by highly qualified graduate faculty with diverse areas of expertise. A list of the PsTL graduate faculty with contact information is included on the following page. Individual profile pages with information about the academic background and areas of scholarly work of the graduate faculty are available at http://www.cehd.umn.edu/PsTL/Graduate/faculty.asp.
Graduate Faculty office and contact information.

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
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</table>
# PsTL GRADUATE COURSE OFFERINGS FOR 2013-2014

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
<th>Fall 2013</th>
<th>Spring 2014</th>
<th>Summer 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>5010</td>
<td>1-2</td>
<td>Special Topics: STEM Education for Diverse Learners</td>
<td></td>
<td></td>
<td>5010</td>
</tr>
<tr>
<td>5105</td>
<td>3</td>
<td>Increasing Access and Success in Undergraduate Classrooms</td>
<td>5105 (online only)</td>
<td>*5105 (online only)</td>
<td></td>
</tr>
<tr>
<td>5106</td>
<td>3</td>
<td>Multicultural Teaching and Learning in Diverse Postsecondary Contexts</td>
<td>5106</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5196</td>
<td>3</td>
<td>Supervised Practicum in Multicultural Postsecondary Teaching &amp; Learning</td>
<td>5196 (online only)</td>
<td>5196</td>
<td>5196 (online only)</td>
</tr>
<tr>
<td>5206</td>
<td>3</td>
<td>Action Research Methods to Improve Postsecondary Teaching &amp; Learning</td>
<td>5206</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5212</td>
<td>3</td>
<td>Multicultural Theories of College Student Development Applied to Teaching &amp; Learning</td>
<td>5212</td>
<td>*5212 (online only)</td>
<td></td>
</tr>
<tr>
<td>8010</td>
<td>3</td>
<td>Special Topics: Pedagogy and Praxis</td>
<td>8010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8010</td>
<td>3</td>
<td>Disability Perspectives in Postsecondary Teaching and Learning</td>
<td></td>
<td>8010</td>
<td></td>
</tr>
<tr>
<td>8296</td>
<td>3-6</td>
<td>Supervised Internship in Postsecondary Teaching &amp; Learning</td>
<td>8296 (hybrid)</td>
<td>8296</td>
<td>8296 (hybrid)</td>
</tr>
<tr>
<td>8315</td>
<td>3</td>
<td>Plan B Capstone Seminar</td>
<td>8315</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8777</td>
<td>1-10</td>
<td>Thesis Credits</td>
<td>8777</td>
<td>8777</td>
<td>8777</td>
</tr>
</tbody>
</table>

* = tentative

**Note:** 8777 is an individual offering by student's adviser

**MA required curriculum:**
PsTL 5106: Multicultural Teaching and Learning in Diverse Postsecondary Contexts  
PsTL 5196 Supervised Practicum in Multicultural Postsecondary Teaching & Learning  
PsTL 5206 Action Research Methods to Improve Postsecondary Teaching & Learning  
PsTL 5212: Multicultural Theories of College Student Development Applied to Teaching & Learning  
PsTL 8296 Supervised Internship in Postsecondary Teaching & Learning  
PsTL 8315 Plan B Capstone Seminar  
and  
PsTL 8777 Plan A Thesis Credits
THE M.A. IN MULTICULTURAL COLLEGE TEACHING & LEARNING

The overarching learning objectives for the M.A. in Multicultural College Teaching & Learning include developing reflective practitioners, implementing overt access missions, using a variety of instructional techniques to promote success in multicultural learning environments, and applying student development theory to consider each student as an individual in the teaching and learning process. The learning outcomes of the Master’s program are an extension of the University of Minnesota’s student learning outcomes for its undergraduates. They reflect the more sophisticated skills that graduate students should develop compared to undergraduates and the specific competencies that a person interested in the systematic improvement of undergraduate education should have.

Learning Outcomes

Students completing the Master’s program in Multicultural College Teaching and Learning

- can apply educational theories and best practices to identifying, defining, and solving problems in college teaching and learning.
- can analyze, synthesize, and evaluate educational research, programs, materials, and experiences.
- understand the nexus between theory, research, and practice.
- understand the histories, methodologies, and ethics applicable to research and teaching in postsecondary education.
- can apply principles and practices of multicultural, developmental, and multidisciplinary scholarship in creative and innovative ways to advance college teaching and learning.
- can effectively communicate with and engage others in multicultural and multidisciplinary environments.
- have the skills to reflect on and to further develop their own knowledge and competencies, and to lead and inspire others in improving postsecondary education.

Advising

Graduate Faculty members serve in the role of academic adviser. The PsTL Graduate Admissions and Financial Aid Committee (GAC) will assign each new student an adviser. The assignment will be based on research and/or career interests and equity in faculty adviser workload. If a student determines after working with the assigned adviser that the adviser is not a “good fit”, the student should contact the DGS. The DGS will then meet with the student and make a new adviser assignment in consultation with the PsTL GAC. Upon approval of a change in adviser assignment, the PsTL DGS Assistant will submit the Assign/Update Adviser form to the Graduate School’s Student Services office.
It is important to note that the initial faculty adviser assignment is not necessarily intended to continue for the duration of the graduate student’s program. Students are encouraged to meet and become acquainted with program faculty. Students who identify a more appropriate adviser match must initiate a change in adviser assignment through the DGS, who in consultation with all parties will determine whether a change in adviser assignment is appropriate. The members of the PsTL Graduate Faculty believe that the match of the adviser and student can be vital to the student’s academic success and must be a mutual decision.

Students who elect to add a program minor will also have a minor adviser. The minor adviser must serve on the student’s examining committee.

Key Functions of a Faculty Adviser
Primary functions of the faculty adviser include the following:

- Assist the student in formulating a program of study and research that culminates in the timely completion of the degree.
- Meet with the student to complete the annual review of the student’s progress and submit the annual review form to the PsTL director of graduate studies (DGS).
- Review and attach a recommendation to any petition the student may make with respect to graduate status, requesting acceptance of an elective from another institution, leave of absence, etc.
- Direct the student’s research for and writing of the Plan A thesis or development and completion of the Plan B capstone project.
- Serve as chair of the student’s examination committee.

Additional Responsibilities of the Faculty Adviser
Additional responsibilities deemed important by the PsTL Graduate Faculty include but are not limited to the following:

- Inform the student about appropriate opportunities related to
  - professional development.
  - membership in professional organizations.
  - career and employment.
  - networking.
  - presentations and publications.
- Assist the student in navigating University resources such as financial aid, health services, etc.
- Serve as a professional reference for employment, scholarship and fellowship applications, and other opportunities.

Expectations for Advising Meetings
Advisers are expected to meet with their advisees at least two times per semester. It is the student’s responsibility to schedule these meetings with the adviser. Prior to registration for each semester, the adviser should meet with the advisee to discuss what courses the
student will be taking and to ascertain if any additional action must be taken (e.g., submission of degree plan to Graduate School for those who plan to graduate during the following semester, request for leave of absence).

**Boundaries of the Relationship Between Adviser and Advisee**
Adviser and advisee relationships are bound by professional and ethical treatment based on mutual respect and collegiality. Romantic and sexual relationships are unethical and strictly prohibited.

**Resolution of Conflicts Between Advisee and Adviser**
If there is a conflict related to teaching (including a grade complaint), advising, or research, the student and adviser should meet with the DGS to discuss the conflict and see if it can be resolved. If the student prefers, the Department Chair will meet with the student and adviser.

If the parties are unable to resolve the conflict, the student will be referred to the Student Conflict Resolution Center (http://www.sos.umn.edu/students/index.html).

**Overview of M.A. Curriculum**

The Master of Arts program in PsTL is individualized according to student background, academic interests, prior educational experience, and professional goals. Students have two options for the degree: Plan A (with master’s thesis) or Plan B (with capstone project). In consultation with their adviser, students will plan a program of coursework that prepares them to evaluate scholarly research related to postsecondary teaching and learning and that will constitute a solid foundation for the student’s Plan A thesis or Plan B project. The first year of the program is designed for participation as part of a cohort. If a student is not able to maintain the cohort class schedule, the DGS and adviser will work with the student to develop a workable plan toward completion of the degree. **Students are expected to complete the entire program within 5 years of their initial enrollment.** Although many students may finish the program in 2 years, the 5-year time frame provides flexibility for working professionals.

**Required Practicum and Internship**

Students are required to complete a semester-long supervised practicum and a one- or two-semester supervised internship. Practicum is designed to provide opportunities that help students:

- Develop their professional identity.
- Reflect on practice.
- Integrate research/scholarship with practice.
Internship is more independent with more hours on site. Students are expected to operate more independently as a colleague or professional staff member—unlike practicum, which provides more structured supervision, support, and feedback via coursework.

Prior to the semester during which students plan to enroll in practicum, they will work with their major adviser to secure a practicum site and supervisor. Similarly, during the semester preceding internship, students will again work with their major adviser and the GAC Practicum and Internship Subcommittee to find an appropriate internship site and supervisor. Members of the PsTL Graduate Faculty will serve as faculty member of record and faculty supervisor for practicum and internship experiences. One potential opportunity will be for M.A. students to complete their practicum and internship working with faculty teaching in the multidisciplinary PsTL First-Year Experience (FYE) curriculum. Other possibilities for practicum and internship sites include programs, courses, and academic support services both within the University of Minnesota and at other postsecondary institutions or programs designed to provide access and ease the transition to higher education. Practicum and internship are graded on a satisfactory (S) / not satisfactory (N) basis.

**Plan A Requirements**

The Plan A degree requires a minimum of 34 credits. Excluding courses that are only offered on a Satisfactory (S) / Unsatisfactory (N) basis (i.e., PsTL 5196, 8296, 8777), no more than one third of the remaining 18 credits may be taken S/N. Students must complete a minimum of 18 credits in the major field and a minimum of 6 credits in one or more related fields of study outside PsTL. One course must be an additional research methodology course to be identified in consultation with the student’s adviser. Students may complete the M.A. with a designated minor. The requirements of the minor are set by the department offering the minor, typically 6 to 9 credits. The Plan A also requires 10 thesis credits and a master’s thesis. There is no language requirement for the Plan A degree.

**Plan A Thesis**

The Plan A master’s degree requires the student to complete a master’s thesis. The master’s thesis in Postsecondary Teaching and Learning is a demonstration of the student’s ability to conduct independent field research using approved scholarly methods of investigation. The Plan A thesis requires original research and consists of 5 chapters including an introduction, methodology, results, analysis, and conclusions plus a literature review. Extensive guidelines for the master’s thesis are provided at [http://www.grad.umn.edu/current_students/forms/gs13.pdf](http://www.grad.umn.edu/current_students/forms/gs13.pdf). Plan A students should review these in detail. Specific guidelines for individual thesis work are determined by the student, the M.A. adviser, minor adviser (if student has declared a minor), and committee members.
Plan A Required PsTL Courses, Including Research Methods (15 credits)
PsTL 5106: Multicultural Teaching and Learning in Diverse College Contexts (3 cr)
PsTL 5196: Supervised Practicum in Multicultural Postsecondary Teaching and Learning (3 cr; prerequisite: PsTL 5106)
PsTL 5206: Action Research Methods to Improve College Teaching and Learning (3 cr)
PsTL 5212: Multicultural Theories of College Student Development Applied to Postsecondary Teaching and Learning (3 cr)
PsTL 8296: Supervised Internship in Postsecondary Teaching and Learning (3-6 cr; prerequisites: PsTL 5106, 5196)

Plan A Related Fields (6 credits)
The M.A. requires 6 semester credits taken outside PsTL that directly relate to the student’s area of study. Students consult with their adviser on course selection. Selected courses should constitute a solid coursework foundation for the student’s thesis. One of these courses must be an additional research methods course (see below).

Plan A Suggested Research Design and Methods Courses (choose one, 3 credits)
CI 8148: Conducting Qualitative Studies in Educational Contexts (3 cr)
OLPD 5056: Case Studies for Policy Research (3 cr)
OLPD 5061: Ethnographic Research Methods (3 cr)
OLPD 5501/EPSY 5243: Principles and Methods of Evaluation (3 cr)
EPSY 5244: Survey Design, Sampling, and Implementation (3 cr)
EPSY 5247: Qualitative Methods in Educational Psychology (3 cr)
EPSY 5261: Introductory Statistical Methods (3 cr)
EPSY 5262: Intermediate Statistical Methods (3 cr)
EPSY 8261: Statistical Methods I: Probability and Inference (3 cr)

Please note that other research methods courses, including special topics courses, can be used to fulfill this requirement, but approval must be sought from the PsTL DGS prior to enrollment.

Plan A Electives
To be determined with adviser to reach required total of 34 credits.

Plan A Thesis Credits (10 credits)
PsTL 8777: M.A. Thesis Credits (10 cr)

Total Plan A: 34 Credits

Format and Procedures for the Plan A Final Oral Examination
Plan A students must pass an oral examination. This is a closed exam; only the student and examining committee members may attend. The student must provide the thesis at least 2 weeks in advance of the scheduled exam time to each member of the
examining committee. The examining committee shall consist of at least three members: two members of the PsTL graduate faculty and one member from the minor or a related field. Committee members cannot represent more than one field simultaneously. The membership of the examining committee is declared at the time the student submits the Assign/Update Examining Committee form. This form cannot be submitted until the Graduate Degree Plan has been approved.

All members of the examining committee must participate in the oral examination. Graduate School policy now allows students and/or committee members to participate from remote locations under certain conditions.

It is anticipated that the final oral examination will take up to 2 hours. Typically, Plan A students are asked to provide a brief description of their academic and career paths and then give a formal summary presentation of their thesis before questioning. This presentation might include the statement of the problem; research question; theoretical framework; research methodology, including sampling and instrumentation if appropriate; data analysis; major findings; conclusions; and implications for practice, policy, and future research. The presentation is typically 30 minutes, but may be extended if the student in consultation with the committee decides to address questions as they arise. The presentation can be enhanced by PowerPoint, Prezi, or other forms of electronic presentation and/or handouts that outline the presentation and address key findings or conclusions. Provision of an abbreviated curriculum vitae may also be appropriate. The presentation should be rehearsed to improve timing, organization, and ease in presentation.

After the presentation, the members of the examining committee pose questions to the student pertaining to any aspect of the thesis and the student’s degree program. The final examination covers the major field and the minor or related fields, and may include any work fundamental to these areas. After questioning is completed, the student is temporarily excused from the room and committee members independently vote once by ballot to “pass” or “fail” the student’s defense of the thesis. In order to pass, a simple majority of committee members must vote to pass. The student is then invited back into the examination room to hear the results of the vote.

**Final Examination Report Form**

If the judgment is that the student has passed the examination, whether or not minor revisions to the thesis are needed, the committee members sign the defense form. If the thesis is judged to require substantial revisions, signatures are withheld until appropriate revisions have been made. If the signatures are withheld, the Graduate School will be notified in writing within 1 week of the examination of the specific revisions required. The adviser constructs the letter in consultation with the other committee members, and the student receives a copy. Upon approval of the final written paper, committee members sign the form.
Filing the Plan A Master’s Thesis
After completing all final revisions, students are required to submit the thesis to the Graduate School. Further information is provided within the checklist described below.

Plan A Degree Checklist
A checklist for completing the Plan A degree is provided by the Graduate School at http://www.grad.umn.edu/current_students/masters/plana.html.

Suggested Course Scheduling for Completing Plan A Requirements

To Graduate in 2 Years
F 2013: PsTL 5106, PsTL 5212, + elective or course in minor department = 9 cr
SP 2014: PsTL 5196, PsTL 5206, + elective or course in minor department or additional research methods course = 9 cr
SU & F 2014, & SP 2015: PsTL 8296 (3 to 6 cr), PsTL 8777 (1 to 10 cr); if only taking 3 cr of PsTL 8296, + elective or course in minor department or additional research methods course = 16 cr

Taking One Course/Semester To Graduate in 3-5 Years
F 2013: PsTL 5106
SP 2014: PsTL 5206
SU 2014: PsTL 5196 (online), additional research methods course, elective, or course in minor department
F 2014: PsTL 5212
SP 2015: PsTL 5196, additional research methods course, elective, or course in minor department
SU & F 2016 and beyond: PsTL 8296 (3 to 6 cr), PsTL 8777 (1 to 10 cr), + any remaining electives, research methods coursework, and/or courses in minor department

Plan B Requirements
The Plan B M.A. degree requires a minimum of 30 credits. Excluding courses that are only offered on a Satisfactory (S) / Unsatisfactory (N) basis (i.e., PsTL 5196, 8296, 8315), no more than one third of the remaining 21 credits may be taken S/N. Students must complete a minimum of 18 credits in the major field and a minimum of 6 credits in one or more related fields of study outside PsTL. Students may complete the M.A. with a designated minor. The requirements of the minor are set by the department offering the minor, typically 6 to 9 credits. Plan B also requires students to take the 3-credit Plan B Capstone Seminar and to complete a capstone project.

Plan B Capstone Project
The Plan B master’s degree requires the student to complete a capstone project regarding multicultural college teaching, learning, and/or student development. The
capstone project does not require the collection of data or data analysis, although it could, depending on the topic. Students will be expected to show competence in the use of tools of research and relevant scholarship, including theories and concepts from multicultural college teaching and learning to bear on the topic in question in their Plan B capstone project. Possible capstone projects include but are not limited to the development and implementation of an evaluation, course, curriculum, workshop, or training module; preparation and submission of a journal article; or preparation of a critical literature review highlighting gaps and need for further study. Formats for the Plan B capstone project include but are not limited to a paper, video, Web site, or multimedia modules, or combinations of the above.

There are three required components to the Plan B Capstone: (a) the proposal, (b) the capstone project, and (c) the brief reflection paper. The format and mode of output for the capstone project are intentionally flexible and will vary according to the specific focus, intended contribution, and target audience of the project. For example, projects may be:

- Practitioner-oriented for those who work directly with students (instructors or student development personnel);
- Developed for direct use with students in a particular context (e.g., advising session, classroom); or
- Topic-oriented (e.g., a more classic research paper for a scholarly-focused audience, investigating a topic through relevant literature and cases).

Regardless of the format of the Plan B capstone project, students must demonstrate familiarity with the tools of research or scholarship in their major field, the ability to work independently, and the ability to present the results of their investigation effectively. The Plan B project should involve approximately 120 hours (the equivalent of 3 full-time weeks) of work. Projects should use American Psychological Association (APA) reference style.

Students pursuing the Plan B M.A. degree must enroll in PsTL 8315: Plan B Capstone Seminar. The seminar is designed to support students who are in different stages of the Plan B process, from conception to production. All seminar participants must at a minimum complete the Plan B proposal and submit it to their adviser to complete the course.

**Contents of the Plan B Proposal**
The proposal (typically 10-15 pages + references) must include:

- A clearly articulated statement of the problem or issue being addressed through the capstone project;
- A theoretical framework to guide the project;
- Demonstrated familiarity with scholarship relevant to the problem or issue being explored;
• A clearly identified and relevant target audience and purpose for the proposed project;
• A proposed format/outcome and a clearly stated rationale as to why that format/form is appropriate to the target audience and stated purpose;
• Demonstrated awareness as to how the rhetorical aspects of the project (language, content, and design) will effectively communicate ideas and perspectives to the intended audience.
• Appropriate citations and references in APA style.

The Plan B proposal must be approved by the student’s adviser before the capstone project is initiated. The student and adviser may opt to solicit feedback from the members of the committee. If the student changes topics after participating in the Capstone Seminar, the student must provide a new purpose, intended audience, theoretical framework, literature review with references, and format or outcome. If desired, the student may embed this information in the reflection paper with the understanding that the length of the reflection paper will be adjusted accordingly and references provided. With adviser approval, the student may change the proposed format or outcome of the capstone project, retaining the other components of the proposal completed in the capstone seminar.

Contents of the Capstone Project
Each Plan B capstone project must convey: (a) the theoretical foundation, (b) significance as established by the student’s review of the literature, (c) assessment of the project, (d) impact of the project as demonstrated by the project assessment, and (e) evidence that the project is informed by multicultural perspectives. Depending on the form of the capstone project, these may be included in the project directly or may be embedded in the final reflection paper that accompanies the project.

Contents of the Capstone Project Reflection Paper
The length of the reflection paper accompanying the capstone project will depend on the nature of the project itself. If all of the required components listed under the previous section on the contents of the capstone project are self-evident in the project, as may be true if the project takes the form of a paper or report, then the reflection paper may be as short as 5 double-spaced pages. The reflection paper should address what the student has learned as a result of completing the capstone. If the theoretical foundation, significance, impact, multicultural perspectives, and any assessment features are not clearly articulated in the final output of the capstone project itself, they should be included in the reflection paper.

Plan B Required PsTL Courses, Including Research Methods (15-18 credits)
PsTL 5106: Multicultural Teaching and Learning in Diverse College Contexts (3 cr)
PsTL 5196: Supervised Practicum in Multicultural Postsecondary Teaching and Learning (3 cr; prerequisite: PsTL 5106)
PsTL 5206: Action Research Methods to Improve College Teaching and Learning (3cr)
PsTL 5212: Multicultural Theories of College Student Development Applied to Postsecondary Teaching and Learning (3 cr)
PsTL 8296: Supervised Internship in Postsecondary Teaching and Learning (3-6 cr; prerequisites: PsTL 5106, 5196)

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

Plan B Suggested Research Design and Methods Courses (optional, 3 credits)
Cl 8148: Conducting Qualitative Studies in Educational Contexts (3 cr)
OLPD 5056: Case Studies for Policy Research (3 cr)
OLPD 5061: Ethnographic Research Methods (3 cr)
OLPD 5501/EPSY 5243: Principles and Methods of Evaluation (3 cr)
EPSY 5244: Survey Design, Sampling, and Implementation (3 cr)
EPSY 5247: Qualitative Methods in Educational Psychology (3 cr)
EPSY 5261: Introductory Statistical Methods (3 cr)
EPSY 5262: Intermediate Statistical Methods (3 cr)
EPSY 8261: Statistical Methods I: Probability and Inference (3 cr)

Plan B Electives
To be determined with adviser to reach required total of 30 credits.

Plan B Capstone Project Seminar (3 credits)
PsTL 8315: Plan B Capstone Seminar (3 cr)

Total Plan B: 30 Credits

Format and Procedures for the Plan B Final Oral Examination
Plan B students must pass an oral examination. This is a closed exam; only the student and examining committee members may attend. The capstone project and reflection paper must be approved by the adviser before being reviewed by members of the examining committee. The student must also attach the project proposal. As previously discussed, if the nature of the project has changed significantly since the original proposal was written, the student may embed new project information in the reflection paper rather than rewriting the proposal. All materials must be provided to the members of the examining committee at least 2 weeks in advance of the final oral examination. The membership of the examining committee is declared at the time the student submits the Assign/Update Examining Committee form. This form cannot be submitted until the Graduate Degree Plan has been approved. The examining committee shall consist of at least three members: two members of the PsTL graduate faculty and one member from the minor or a related field.
Committee members cannot represent more than one field simultaneously. All members of the examining committee must participate in the oral examination. Graduate School policy now allows students and/or committee members to participate from remote locations under certain conditions.

The student is responsible for obtaining the Final Examination Report Form from the Graduate School and bringing it to the final examination.

It is anticipated that the final oral examination will take up to 2 hours. Typically, Plan B students are asked to provide a brief description of their academic and career paths and then give a formal presentation of their capstone project before questioning. The format for this presentation will depend upon the nature of the project. The presentation might include the reason for choosing this particular project topic and format, the purpose of the project, its audience, the theoretical foundation, significance as established by the student’s review of the literature, assessment of the project, impact of the project as demonstrated by the project assessment, and evidence that the project is informed by multicultural perspectives. The presentation is typically 30 minutes, but may be extended if the student in consultation with the committee decides to address questions as they arise. The presentation can be enhanced by PowerPoint, Prezi, or other forms of electronic presentation and/or handouts that outline the presentation and address key findings or conclusions. Provision of an abbreviated curriculum vitae may also be appropriate. The presentation should be rehearsed to improve timing, organization, and ease in presentation.

After the presentation, the members of the examining committee pose questions to the student pertaining to any aspect of the project and the student’s degree program. The final examination covers the major field and the minor or related fields, and may include any work fundamental to these areas. After questioning is completed, the student is temporarily excused from the room and committee members independently vote once by ballot to “pass” or “fail” the student’s defense of the capstone project. In order to pass, a simple majority of committee members must vote to pass. The student is then invited back into the examination room to hear the results of the vote.

**Final Examination Report Form**

If the judgment is that the student has passed the examination, whether or not minor revisions to the capstone project are needed, the committee members sign the defense form. If the capstone project is judged to require substantial revisions, signatures are withheld until appropriate revisions have been made. If the signatures are withheld, the Graduate School will be notified in writing within 1 week of the examination of the specific revisions required. The adviser constructs the letter in consultation with the other committee members, and the student receives a copy. Upon approval of the final capstone project, committee members sign the form.
Filing the Plan B Capstone Project
Students are requested to submit a final copy of their Plan B capstone project to the PsTL DGSA as a reference resource for future students. **Copies are not submitted to the Graduate School.**

Plan B Degree Checklist
A checklist for completing the Plan B degree is provided by the Graduate School at [http://www.grad.umn.edu/current_students/masters/planb.html](http://www.grad.umn.edu/current_students/masters/planb.html).

**Suggested Course Scheduling for Completing Plan B Requirements**

**To Graduate in 2 Years**
F 2013: PsTL 5106, PsTL 5212, + elective or course in minor department = 9 cr
SP 2014: PsTL 5196, PsTL 5206, + elective or course in minor department = 9 cr
SU or F 2014: PsTL 8296 (3 to 6 cr) + elective or course in minor department if taking only 3 cr of 8296 = 6-9 cr
F 2014: PsTL 8315 = 3 cr
SP 2015: Elective or course in minor department if still needed = 3cr

**Taking One Course/Semester To Graduate in 3-5 Years**
F 2013: PsTL 5106
SP 2014: PsTL 5206
SU 2014: PsTL 5196 (online) or elective or course in minor department
F 2014: PsTL 5212
SP 2015: PsTL 5196 (if not taken previously) or elective or course in minor department
SU 2015: PsTL 8296 or elective or course in minor department
F 2015: PsTL 8315
SP & SU 2016: PsTL 8296 (if not taken previously) + elective or course in minor department
if only taking 3 cr of PsTL 8296

**Preapproved Electives for Both Plan A and Plan B**
Both programs must contain 6 semester credits taken outside of PsTL and either the required 10 credits for Plan A thesis or the Plan B capstone seminar (3 credits). Courses in the Preparing Future Faculty program in addition to courses on the PsTL preapproved elective list may satisfy this requirement. If a student wants to take a course to fulfill this requirement that is not on the preapproved list, the course must be approved by the PsTL DGS.

**Note:** PsTL 8777 thesis credits, which are required for Plan A students, may not be used as electives for Plan B student.
Preapproved Electives From the Graduate School
GRAD 5102: Preparation for University Teaching for Nonnative English Speakers
GRAD 5105: Practicum in University Teaching for Nonnative English Speakers
GRAD 8101: Teaching in Higher Education
GRAD 8102: Practicum for Future Faculty
GRAD 8200: Teaching and Learning Topics in Higher Education

Preapproved Electives From Curriculum and Instruction
CI 5137: Multicultural & Gender Fair Curriculum
CI 5145: Critical Pedagogy
CI 5323: Designing and Developing Online Communities
CI 5325: Designing and Developing Online Distance Learning
CI 5331: Foundations of Learning Technologies
CI 5351: Tech Tools for Educators
CI 5367: Interactive Multimedia
CI 5536: Equity, Policy, and Assessment in Science Education
CI 8131: Curriculum and Instruction Core: Critical Examination of Curriculum in Context
CI 8410: Special Topics in Reading Research and Instruction: Literacy in Diverse Settings
CI 8461: Sociocultural Theory, Education, and Literacy
CI 8470: Special Topics: Constructing Identities in Peer, Family, School, Workplace & Virtual Worlds

Preapproved Electives From Organizational Leadership, Policy and Development
OLPD 5056: Case Studies for Policy Research
OLPD 5061: Ethnographic Research Methods
OLPD 5132: Intercultural Education and Training: Theory and Application
OLPD 5201: Strategies for Teaching Adults
OLPD 5202: Perspectives of Adult Learning and Development
OLPD 5211: Introduction to the Undereducated Adult
OLPD 5225: Informal Assessment of Adult English Literacy
OLPD 5226: Advanced Assessment of Adult Literacy
OLPD 5235: Methods of Teaching Advanced Adult Literacy
OLPD 5251: Introduction to Adult Literacy
OLPD 5315: School Technology Leadership Multimedia Project
OLPD 5501: Principles and Methods of Evaluation
OLPD 5528: Focus Group Interviewing Research Methods
OLPD 5701: U.S. Higher Education
OLPD 5704: College Students Today
OLPD 5721: Race and Ethnicity in Higher Education
OLPD 5816: Distance Learning in Adult Education and Training
OLPD 8721: Instruction and Learning in Higher Education
Preapproved Electives From Educational Psychology
EPSY 5113: Psychology of Instruction and Technology
EPSY 5114: Psychology of Student Learning
EPSY 5115: Psychology of Adult Learning and Instruction
EPSY 5151: Cooperative Learning
EPSY 5221: Principles of Educational and Psychological Measurement
EPSY 5231: Introductory Statistics and Measurement in Education
EPSY 5243: Principles and Methods of Evaluation
EPSY 5244: Survey Design/Sampling/Implementation
EPSY 5261: Introduction to Statistical Methods
EPSY 5262: Intermediate Statistical Methods

Policies and Procedures Applicable to Both Plan A and Plan B

The following policies and procedures apply to all students in the M.A. program, whether pursuing Plan A or Plan B.

Graduate Degree Plan
Students should confer with their adviser in developing a plan for completing the degree. The PsTL M.A. Planning and Completion Form (see Part III of this handbook) will be useful in this planning process. The Graduate Degree Plan form (see Part III) must be submitted to the PsTL DGSA to be forwarded to the CEHD Dean’s Office no later than one semester prior to the final oral examination. The form identifies the courses to be completed to earn the M.A. major and minor (if the student chooses to declare a minor, which is not required) and whether the student is pursuing a Plan A or Plan B. The Graduate Degree Plan must be signed by the student’s adviser, co-adviser (if applicable), the PsTL DGS, and the DGS of the minor department (if applicable).

All credits included in the official degree program must be in graduate-level courses taken after completion of any undergraduate degree. Students accepted into the M.A. degree program are permitted to transfer up to 40% of the degree program course work from various sources. However, to maintain the focus and integrity of the multicultural and reflective practice approach to the PsTL M.A. curriculum, transfer courses may not be substituted for the M.A. core courses. For a student to remain in good standing, a 2.80 minimum cumulative grade point average (GPA) must be maintained for all courses included on the degree plan.

Declaring a Minor
Students in the PsTL M.A. program who wish to complete a designated minor must complete 6 or more credits in a single field. A designated minor must be approved by the DGS in the minor field. Students who elect to add a minor will have a minor adviser in addition to their major adviser. The minor adviser is a member of the final examining committee and must sign the Graduate Degree Form. The minor adviser can serve instead of or in addition to a member from a supporting field. In the latter case,
the student will have four rather than the required three members on the committee. The minor is declared via the Graduate Degree Plan form.

**Earning a Second Master’s Degree**

Students may have a maximum of 8 credits in common between two master’s-level degrees. Students considering pursuing a second master’s degree in addition to the M.A. in Multicultural College Teaching and Learning should consult with their adviser and the PsTL DGS regarding course choices. Students who have already earned a Master’s degree and are pursuing an M.A. in PsTL as a second master’s degree should consult with the PsTL DGS about which courses from the previous master’s may be used as electives in the PsTL M.A. program, up to 8 credits.

**Applying M.A. Credits to a Future Ph.D. Program**

Students who plan to pursue a Ph.D. should be aware when selecting M.A. courses of the wide variation in requirements for doctoral programs depending on institution and academic discipline. Students who plan to pursue a Ph.D. should consult with their adviser about their plans.

**Transfer Credits**

**For master’s degrees transferred from outside the University of Minnesota:** A minimum of 60% of total course credits (not including thesis credits) required for a specific master’s degree must be taken at the University. Transferred credits can include a maximum of 12 graduate course credits taken as non-degree seeking or non-admitted status. Transfer of thesis credits is not allowed.

**For master’s degrees transferred from University of Minnesota graduate programs:** A maximum of 12 graduate course credits from other University registration categories, such as non-degree seeking or nonadmitted students, may be considered for transfer once the student is admitted and enrolled in a graduate program.

To be accepted for transfer, courses must (a) meet criteria expressed in the *Graduate School Catalog*, (b) closely match the planned program emphasis, and (c) be approved by the adviser and PsTL DGS. **Because the PsTL M.A. program core requirements are very specific, students will not be able to transfer previous courses to fulfill PsTL M.A. core requirements.**

Credits are transferred by listing the courses on the Graduate Degree Plan form. This form should be filed by the time the student has completed 10 credits, but no later than the semester prior to the semester during which the student intends to graduate. **Students should consult with the PsTL DGS and their adviser before making assumptions about transfer credits.**
Minimum Grade Requirements
The Graduate School requires a minimum GPA of 2.80 out of a possible 4.00 for coursework for the M.A. Satisfactory (S) grades are not calculated in the GPA.

S/N Policy
Students should check with their adviser before electing the S/N grading option for any course except the practicum, internship, and Capstone Seminar or Plan A thesis credits, which are offered only on an S/N basis. A maximum of 1/3 of the course credits included on a Graduate Degree Plan may be taken S/N. Courses offered only S/N will not be counted as part of the student’s permissible number of S/N registrations.

Incomplete Policy
An Incomplete (I) grade will be assigned only when a student is not able to complete all work for the course due to extenuating circumstances beyond the student’s control. The faculty member, in consultation with the student, will complete the Incomplete Contract form, which is then signed by both the student and the faculty member. The form specifies a time frame and what must be done before the incomplete grade can be changed.

Annual Review of Student Progress
Background:
Each spring the PsTL Graduate Admissions and Financial Aid Committee (GAC) is required by University and College of Education and Human Development (CEHD) policy to review the progress of all M.A. students toward the completion of the degree. PsTL has designed this review process as a way to support students’ professional development and achievement of academic, career, and life goals. This annual review recognizes students’ achievements while also ensuring that any concerns are identified early so that students receive timely guidance when appropriate.

Policy:
Each spring semester that they are enrolled, all PsTL M.A. students are required to meet with their adviser to discuss progress toward degree. The results of this review must be forwarded by the adviser to the PsTL Director of Graduate Studies (DGS) by April 1st for potential review by the PsTL GAC. If a contract for improvement has been signed in the past, it must be attached. The DGS will review all completed forms and make a report to the GAC. In any case where the DGS has concerns about adequate progress, the members of the GAC will also review the form. GAC members can also request to review all students’ annual review forms. The members of the GAC will then vote “yes” or “no” on whether each student is making adequate progress toward the M.A. degree. If the student’s adviser is a member of the GAC, the adviser will participate in the discussion of student progress but will not cast a vote. At the end of spring semester, the DGS, in consultation with the DGS Assistant (DGSA), will review spring course grades and bring any additional concerns to the GAC.
Criteria for adequate progress will include but are not limited to the following: (a) maintaining a cumulative grade point average (GPA) of 2.8 in M.A. course work, (b) completing any incompletes in a timely fashion as agreed upon when submitting the Incomplete Contract form, (c) maintaining continuous enrollment unless a Leave of Absence form has been submitted, and (d) remaining a student in good standing at the University of Minnesota. Although a single violation of the University’s Student Conduct Code may not impact standing, two or more violations will be grounds for dismissal from the program. In the case of a tie vote by the GAC, the student will be considered to be making adequate progress. The DGS will inform all M.A. students in writing by June 30th regarding the outcome of the annual review.

Any student who is not making adequate progress toward the M.A. degree will be notified in writing of the department’s concerns and will be afforded an opportunity to demonstrate that these concerns can be addressed and that degree completion is likely. The DGS and adviser will identify a timeline by which any deficiencies must be remedied. A written contract articulating what will be considered demonstrated improvement in progress toward the degree will be made between the DGS and the student. The contract will be attached to the Student Annual Review Form for consideration by the PsTL GAC during the next annual review. Students are responsible for contacting their advisers to develop plans for making satisfactory progress according to any deadlines provided within the contract timeline.

For any student who receives a majority of “no” votes from the PsTL GAC for 2 or more consecutive years, the committee will vote to recommend (a) continuation, (b) continuation with reservations, or (c) termination. A simple majority vote is required for termination. The DGS will inform the student of the termination vote in writing by June 30th.

Implementation of the Policy:
The student and the adviser will schedule a meeting to discuss the student’s progress and collaborate to complete the PsTL M.A. Student Annual Review Form. The student and adviser will review the student’s transcript and respond to the following items:

- Student accomplishments for the past year
- Goals for the coming year
- Concerns for the coming year, which may reflect individual challenges, institutional barriers, or any other areas of concern that need to be addressed to facilitate timely completion of the M.A. degree

The completed form must be signed by both the student and the adviser and filed with the PsTL Director of Graduate Studies (DGS) by April 1st.

Following the vote of the GAC, if a contract articulating what will be considered demonstrated improvement in progress toward the degree is necessary, the signed contract will be attached to the Student Annual Review Form for consideration by the GAC during the next annual review.
**Leave of Absence Policy**
Students who are not going to register for one or more semesters must submit a Leave of Absence form (see Part III of this handbook) for approval by the DGS and final approval by the Graduate School. Students who take an unapproved leave of absence will be required to seek readmission to the M.A. program and pay the application fee.

**Quarter/Semester Credit Conversion**
To convert quarter credits to a semester-based program, the number of quarter credits is multiplied by .67 to obtain the number of semester credits.

**M.A. Examining Committee**
The M.A. examining committee is composed of at least three members: two from the major (one of whom is the adviser), and one from the minor or supporting program (i.e., outside PsTL). However, some faculty in the Department of Postsecondary Teaching and Learning have joint appointments in other departments and can be used as the outside member if appropriate for the student’s program of study and if approved by the adviser. PsTL graduate students may also choose a co-adviser if appropriate. The co-adviser is also then a member of the examining committee. Assigned committee members also serve as thesis reviewers for Plan A. All advisers and committee members must be on the roster of faculty members with graduate faculty status. Prior to asking someone to serve on the committee, the student must confirm eligibility to serve at http://www.grad.umn.edu/faculty_rosters/faculty.html.

To declare or change examining committee members, the student must submit the Assign/Update Examining Committee form online at least 2 weeks prior to the examination. Substitutions for an oral examination that are necessitated by emergency situations must also be approved before the examination begins. In such cases, the committee chair should consult with the Graduate School Student Service Office before the start of the examination. The Graduate School now provides specific conditions under which the student and/or committee member(s) may participate in the exam remotely.

**Scheduling the Final Oral Examination**
Two hours should be allotted for the final oral examination. It is the student’s responsibility to schedule the final examination with the committee members on a suitable date, reserve a room through the PsTL departmental office (206 Burton Hall), inform the Graduate School at least 2 weeks in advance of the examination (160 Williamson Hall, 612-625-3490) and bring the exam form to the exam. It is also the student’s responsibility to provide all committee members with copies of the completed Plan A thesis or Plan B project at least 2 weeks prior to the scheduled examination.
PsTL Guidelines for Refreshments for Oral Examinations
These guidelines are designed to focus on the academic purpose of the final oral examination and to avoid unwelcome financial pressures on the student. Students are not expected to provide refreshments at the oral defense. The adviser may choose to provide beverages if desired; otherwise, committee members may bring their own beverage. No food or alcoholic beverages may be served.

Graduation Packet
When the Graduate Degree Plan form has been approved by the CEHD Dean’s Office, the student should pick up the Graduation Packet or request it online as soon as possible, but at least 2 weeks before the final examination. The Graduation Packet consists of the Final Examination Form, Application for Degree Form, and degree clearance instructions.

Graduation and Commencement
“Graduation” is often confused with “commencement”; they are different and have different deadlines and procedures. While Graduate School degrees are awarded monthly, commencement is held once a year.

CEHD Commencement Ceremony
The College of Education and Human Development holds a formal commencement ceremony in late spring. The College will send out an invitation to participate in commencement to all enrolled graduate students. PsTL students who completed all degree requirements since the last commencement ceremony or who plan to complete in spring or summer of the current year are eligible to participate. Students who reply to CEHD that they intend to participate in commencement will be contacted with detailed information about academic regalia, inviting guests, rehearsal, parking, and so on. Attending the ceremony does not imply that the student has officially graduated.

PsTL Commencement Event
In addition to the formal commencement, PsTL hosts a dinner each spring to celebrate the accomplishments of our students. This dinner provides new graduates and their families, advisers, and mentors; current, prospective, and former students; and PsTL faculty and staff the opportunity to come together and recognize each student’s success. Email invitations with details will be sent to the students.
THE CERTIFICATE IN UNDERGRADUATE MULTICULTURAL TEACHING AND LEARNING

PsTL’s Certificate focuses on engaging practitioners in the effort to increase student achievement and success, particularly for those of diverse backgrounds. Based on current research in educational theory and practice, we focus on campus climate, classroom culture, and instructional practices.

The Certificate in Undergraduate Multicultural Teaching and Learning requires the completion of three core courses and one elective for a minimum of 12 credit hours. The three core PsTL courses (3 cr each) are:

PsTL 5105: Increasing Access and Success in Undergraduate Classrooms
PsTL 5106: Multicultural Teaching and Learning in Diverse Postsecondary Contexts
PsTL 5212: Multicultural Theories of College Student Development Applied to Postsecondary Teaching and Learning

Note: PsTL 5105 and 5212 are currently offered both face-to-face and online, and PsTL 5106 will also be offered online beginning in the 2014-2015 academic year.

Students also choose 3 elective credits. For graduate courses taken at another university, the PsTL Director of Graduate Studies (DGS) will need to approve the courses. The DGS serves as the PsTL adviser for all students participating in the certificate program. For University of Minnesota graduate course work, students can choose 3 credits from PsTL, including PsTL 5206: Action Research Methods to Improve Postsecondary Teaching and Learning, PsTL 5196: Supervised Practicum in Multicultural Postsecondary Teaching and Learning, PsTL graduate-level special topics courses, and/or other courses from the list of preapproved electives (provided on pages 26-27 of this handbook), or seek permission for other courses from the PsTL DGS.

Note: PsTL 8296: Supervised Internship in Postsecondary Teaching and Learning is not available to students in the certificate program.

The Certificate program can be completed in as few as 9 months and most students complete the program within 2 years of initial enrollment. Students are required to complete the program within 5 years of initial enrollment.

Leave of Absence Policy
Students who are not going to register for one or more semesters must submit a Leave of Absence form (see Part III of this handbook) for approval by the DGS and final approval by the Graduate School. Students who take an unapproved leave of absence will be required to seek readmission to the certificate program and pay the application fee.
THE MINOR IN MULTICULTURAL COLLEGE TEACHING & LEARNING

Current University of Minnesota graduate students have the option of obtaining a minor in Multicultural College Teaching and Learning. For doctoral students the minor requires 12 credits; for master’s students the minor requires a minimum of 6 credits.

To pursue a minor, graduate students should work with their adviser in their major department and the PsTL DGS to map out course work that will enhance their ability to teach in diverse postsecondary contexts. A minor can be added by including the minor and related coursework on the Graduate Degree Plan form (see Part III of this handbook), which is then submitted to the student’s graduate program. The DGS in the minor field must sign the Graduate Degree Plan form. If the student already has an approved Graduate Degree Plan form on file with the Graduate School, the student will need to submit a Petition form (see Part III) to add the minor and any additional coursework necessary.

The student must select a member of the PsTL Graduate Faculty as a minor adviser and the minor adviser must then serve on the student’s examining committee. M.A. students must declare a minor no later than the semester prior to their oral final exam.

Suggested courses for the minor include the following:
PsTL 5105: Increasing Access and Success in Undergraduate Classrooms (3 cr)
PsTL 5106: Multicultural Teaching and Learning in Diverse College Contexts (3 cr)
PsTL 5196: Supervised Practicum in Multicultural Postsecondary Teaching and Learning (3 cr)
PsTL 5206: Action Research Methods to Improve College Teaching and Learning (3cr)
PsTL 5212: Multicultural Theories of College Student Development Applied to Postsecondary Teaching and Learning (3 cr)
PsTL Special Topics courses

Note: PsTL 8296: Supervised Internship in Postsecondary Teaching and Learning is not available to students in the minor.
PART II:
ACADEMIC AND
PROFESSIONAL
DEVELOPMENT
RESOURCES
A wide variety of services are available to graduate students at the department, college, and university levels. The following paragraphs describe but a few of the existing resources. Students are encouraged to forward information on resources to pstlgrad@umn.edu so they can be included in future handbooks.

**College of Education and Human Development Student Services**

The following website contains a number of informational links to locations in the Department, the College, the Graduate School, and the University: http://www.cehd.umn.edu/students/Graduate/resources.html. Please consult this page for resources in the following categories:

- Academics and Advising
- Involvement and Opportunities
- Support Programs
- Tuition and Financial Aid
- Career Services

**CEHD GradSEHD**

The following information is from the organization for Graduate Students of the College of Education and Human Development (gradSEHD) website (http://www.tc.umn.edu/~gradsehd/index_files/Page326.htm):

GradSEHD Functions:
- Help improve the quality of students’ academic, professional, social, and personal development while studying at CEHD;
- Act as liaison between the students and the faculty/Administration within CEHD;
- Advocate the incorporation of student views and opinions in the formulation of policies and procedures governing CEHD and University of Minnesota;
- Promote and fund student-initiated academic, professional, personal development and social programs.

**GradSEHD Grants Program**

(http://www.tc.umn.edu/~gradsehd/index_files/Page517.htm)

I - Cohort Development Grants

**Statement of Purpose:**

The primary purpose of the Cohort Development Grant is to provide funding for events, programs, and services that directly impact College of Education and Human Development (CEHD) graduate and professional students. These events can include social events or academic initiatives that contribute to the overall academic, professional, and social development of CEHD graduate and professional students.
Eligibility:
CEHD student organizations or groups are eligible for the Cohort Development Grant. Only registered students will be considered. CEHD student organizations or groups are eligible for one award up to $300 each academic year.

Guidelines:
1. The Cohort Development Grant will be awarded only to programs to which all CEHD graduate and professional students have equal access without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.
2. Applications are available on the GradSEHD website (Documents and Forms) and must be submitted to the GradSEHD mailbox in 360 Education Sciences Building.
3. Fundraisers or profit-generating events will not be funded.
4. To be considered for the funding, the applications must provide honest, complete, and detailed information about the program or event for which the funding is being sought. Incomplete proposals will not be considered for funding.
5. GradSEHD will not fund events retroactively – applications must be submitted prior to the event.
6. If an entrance/registration fee is charged, the fee must be available to all CEHD graduate and professional students at a reduced rate. GradSEHD may assist with and advertise the selling of tickets.
7. Any grant money received must be used for the event or program for which it is awarded. Unused portions of the grant must be refunded to GradSEHD.
8. Publicity regarding the event program must be made throughout the College, and must state that funds were received from GradSEHD.

II - Travel and Research Grants

Statement of Purpose:
Travel and Research Grants are intended to help support professional or academic development for current graduate and professional students in CEHD. Due to limited funding, GradSEHD grants are only available to registered students and should not be expected to cover all related expenses. Travel and Research Grants are intended to offer partial support of travel and research for individual graduate and professional students.

Eligibility:
GradSEHD receives its funding from Graduate & Professional Student Assembly (GAPSA), therefore Travel and Research Grants are only available to current graduate and professional students in CEHD who pay the GAPSA Student Services Fee. You must provide proof of payment of this fee (a print-out of the University student account statement will suffice).

Types of Grants:
1. Travel grant: Applicants are eligible for a maximum amount of $250. Eligible expenses include airfare, ground transportation, lodging, and conference/meeting registration fee. Ground transportation and lodging within the Twin Cities Metro and alcohol are not eligible expenses. Applicants are eligible for one Travel Grant per year.
2. **Research grant:** Applicants are eligible for a maximum amount of $250. Eligible expenses include data collection, data analysis, and publication costs for research conducted independently (e.g., a thesis or dissertation). Applicants are eligible for one Research Grant per year.

**Guidelines:**
1. Travel and Research Grants will be awarded to graduate and professional students without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation.
2. Applications are available on the GradSEHD website (Documents and Forms) and must be submitted to the GradSEHD mailbox in 360 Education Sciences Building.
3. Travel and Research Grants will be awarded only to registered graduate and professional students in CEHD who pay the GAPSA Student Services Fee.
4. Travel and Research Grants will not be awarded to support full funding for the travel or research. Students are encouraged to seek additional sources of funding for remaining costs. Awards will be given after the grantee submits appropriate receipts and documentation.
5. To be considered for funding, applications must provide honest, complete, and detailed information about the travel or research for which the funding is being sought. Incomplete proposals will not be considered for funding. In addition to your completed application, adequate documentation must be provided to help support your request.

**Things you need to know about GradSEHD grants:**
1. **Due date:** Grant applications are reviewed on a monthly basis. Travel Grants are due on the last Friday of the month prior to travel, however it is highly recommended that Travel Grants be submitted two months prior to travel. Research and Cohort Development Grants are reviewed monthly as submitted. Applications are only accepted from September to May.
2. **Drop-off location:** Applications must be dropped off in GradSEHD’s mailbox in 360 Education Sciences Building.

### Graduate and Professional Student Assembly (GAPSA)

The Graduate and Professional Student Assembly (GAPSA, http://www.gapsaumn.org/) is the umbrella-body for all 10 student councils that represent graduate and professional students. GAPSA serves in advocacy and activist roles, acts as a locus for political and lobbying efforts with the state legislature, and hosts many social events.

### The Council of Graduate Students
*(Information Provided by COGS)*

The Council of Graduate Students (COGS, http://www.cogs.umn.edu/), a member of GAPSA, is the student governance organization representing nearly 10,000 graduate students at the University of Minnesota, Twin Cities. Its mission is to advocate on
behalf of graduate students and for graduate education within the University community, and to ensure graduate students—who are integral to the support of the research and teaching enterprises of the University—are fully supported by their advisors, departments, colleges, the Graduate School, and the University at large.

COGS is an open and democratic organization, comprised of graduate students from across the University. COGS provides opportunities for graduate students to participate actively in University governance and policy-making decisions, as well as social, cultural and professional development programming. The backbone of the organization is the General Assembly, comprised of Program Representatives selected by all graduate degree-granting programs at the University. COGS also elects representatives to serve on University-wide committees, the Graduate Education Council, and on the University Senate.

**GoldPASS**

GoldPASS helps to connect University of Minnesota students and alumni with employers, volunteer organizations, and internships across the country. Further information is available at http://goldpass.umn.edu/index.html.

**Disability Services**

Students with documented disabilities must register with the University’s Disability Services (DS; http://ds.umn.edu/) to receive accommodations. The direct link to information about how to register with DS is http://ds.umn.edu/registration-info-students.html.

**Student Conflict Resolution Center**

The Student Conflict Resolution Center (SCRC) has launched a new Graduate/Professional Student Advising and Mentoring Initiative. More information about this and other programs and services available through the SCRC, including how to handle grading and financial aid disputes or academic incivility, is available at http://www.sos.umn.edu/students/index.html.

**Academic Support for Graduate Students**

The following resources provide academic support services for students:

The Student Academic Success Services (SSAS) in 340 Appleby Hall, http://www.uccs.umn.edu/education/sass.htm, which is part of the University Counseling
and Consulting Services, offers a wide variety of support services, including dissertation and thesis support groups.


Support for international students and non-native English speakers is available through the Graduate School, http://www.grad.umn.edu/gradwriting/internationalstudent.html.

The Graduate School also provides a Community of Scholars Program, http://www.grad.umn.edu/outreach/COSP/index.html.

For statistical and research support, researchers in CEHD can contact the CEHD Office of Research Consultation and Services (ORC), http://www.tc.umn.edu/~orcs/scope.html, which also provides tutor referrals for students enrolled in CEHD statistics courses.

**Human Subjects Research Approval (if applicable)**

If the Plan A thesis or the Plan B project involves gathering information from individuals on or off campus, the research project must be approved in advance by the Institutional Review Board (IRB) prior to the gathering of any data. The University of Minnesota and federal policies require that each project involving human subjects be reviewed with respect to: (a) the rights and welfare of the individuals involved, (b) the appropriateness of the methods used to secure informed consent, and (c) the risks and potential benefits of the investigation.

Information and forms are available at http://www.research.umn.edu/irb/. Questions concerning exemptions or other aspects of human subjects research review should be addressed to the IRB: Human Subjects Committee at 612-626-5654. The website provides detailed information about the process and the conditions for each of the possible levels of review.

There are three form/level options: a “full committee review,” an “expedited review”, and an “exempt review.” The “full review” requires a full review of the IRB and may take 4-6 weeks for review and notification of the decision. These forms are appropriate for research designs that may involve a potential threat to the human subjects and thus may involve more deliberation. The “expedited review” involves minimal risk to human subjects but has some risk elements. The “exempt review” applies to those research projects that involve minimal risk and thus are exempt from further IRB review. Most research in PsTL qualifies for the exempt level of review. Exemption waives only the need for further review and does not negate the need for the informed consent of subjects where applicable. The exempted review requests an exemption from the full
review of the board and takes about 2 weeks for a review and decision. IRB forms are submitted electronically with a copy to the department chair and the student’s faculty adviser.

**Research may not be initiated until written notification of exemption is received.** This includes recruitment of subjects, advertising, mailing or distributing consent forms, and data gathering. Any requirements indicated in the response of the Human Subjects Committee must be addressed before commencement of the research project.

### Scholarly Written Products

PsTL has high expectations for scholarly written work. Student writing should reflect an appropriate level of basic composition skills, accepted professional writing style, and appropriate attribution to sources. It is important to note that the standards for scholarly writing are determined by the academic discipline as well as the cultural context. At the University of Minnesota, students are expected to follow the standards and conventions of scholarly writing that prevail in the United States.

#### Quality of Writing

A high level of writing skill is expected for graduate students. While the program offers courses to assist students to reach an appropriate level of research understanding and skills, students are responsible for attaining an appropriate level of writing skills. To assist in this development, students can take advantage of various campus resources.

#### Manuscript Writing Style

Students will be expected to use the manuscript style presented in *The Publication Manual of the American Psychological Association* (6th edition) in their writing. Learning and using APA style early will assist students in reading the professional literature and preparing to write the Plan A thesis or written components of the Plan B capstone project, including the reference list. Students should pay particular attention to the section of the APA Manual that provides guidelines for “Reducing Bias in Language.” The APA Manual also provides general guidance about writing as well as for citation of sources, including electronic references. Additional information is available at http://www.apastyle.org.

#### Plagiarism and Other Forms of Academic Dishonesty

A major purpose of graduate education at the University of Minnesota is to instill in each student an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. To maintain the highest ethical standards of professional conduct and integrity, the University has articulated the complementary responsibilities of faculty and graduate students in support of intellectual honesty.
In October 2012 the University updated its definition of plagiarism, as provided in the University’s Student Conduct Code available at http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf. All University students are required to comply with the Student Conduct Code.

Questions and answers (Q&A) related to issues of academic dishonesty are available on the The Office for Student Conduct and Academic Integrity (OSCAI) website, http://www1.umn.edu/oscai/integrity/student/index.html.

Campus Events

The University offers a wide variety of workshops, seminars, cultural, and other events throughout the year. Information about current campus events can be found at http://events.tc.umn.edu/.

Professional Associations and Conferences

As previously noted, financial support for participation in national professional meetings is available through COGS, GAPSA, and gradSEHD. For local conference registration fees, students may seek up to $100 per year in support from a fund created in PsTL in memory of David Ghere, a former faculty member. Further information is available from the PsTL DGS.

Note: All $ amounts are for graduate student membership fees. N/A indicates that the conference is not affiliated with a professional membership organization. Conference registration fees are available at the website provided.

Postsecondary Teaching and Learning

<table>
<thead>
<tr>
<th>Conference</th>
<th>Location</th>
<th>Date</th>
<th>Website</th>
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</thead>
<tbody>
<tr>
<td>SoTL The Scholarship of Teaching and Learning (Conference)</td>
<td>Savannah, GA</td>
<td>March 26-28, 2013</td>
<td><a href="http://academics.georgiasouthern.edu/ijsotl/conference/">http://academics.georgiasouthern.edu/ijsotl/conference/</a></td>
</tr>
</tbody>
</table>
http://sotl.illinoisstate.edu/sotlConf/

**The Teaching Professor (Conference)**  
May 30-June 1, 2014  
Boston, MA  
http://www.teachingprofessor.com/conference

*IUT*  
Improving University Teaching (Conference)  
2014 information not available at the time of publication

### Developmental Education

<table>
<thead>
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<th>Conference</th>
<th>Date</th>
<th>Location</th>
<th>Fee</th>
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<tbody>
<tr>
<td>NADE National Association for Developmental Education</td>
<td>March 5-8, 2014</td>
<td>Dallas, TX</td>
<td>$30.00</td>
</tr>
<tr>
<td>MNADE Minnesota Association for Developmental Education</td>
<td>September 26-27, 2013</td>
<td>Walker, MN</td>
<td>$15.00</td>
</tr>
<tr>
<td>NCLCA National College Learning Center Association</td>
<td>September 26-28, 2013</td>
<td>Charleston, SC</td>
<td>$35.00</td>
</tr>
<tr>
<td>CRLA College Reading and Learning Association</td>
<td>November 6-9, 2013</td>
<td>Boston, MA</td>
<td>$60.00</td>
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</tbody>
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Note: This conference will be in St. Paul in fall 2014

### Student Development

<table>
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<tr>
<th>Conference</th>
<th>Date</th>
<th>Location</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>ACPA American College Personnel Association</td>
<td>March 30-April 2, 2014</td>
<td>Indianapolis, IN</td>
<td>$39-55</td>
</tr>
<tr>
<td>MCPA Minnesota College Personnel Association</td>
<td>November 4-5, 2013</td>
<td>Rochester, MN</td>
<td>$15.00</td>
</tr>
<tr>
<td>NASPA National Association of Student Personnel Administrators</td>
<td>March 15-19, 2014</td>
<td>Baltimore, MD</td>
<td>$37.00</td>
</tr>
<tr>
<td>ACCA American College Counseling Association</td>
<td>September 25-28, 2013</td>
<td>New Orleans, LA</td>
<td>$50.00</td>
</tr>
<tr>
<td>Event</td>
<td>Location</td>
<td>Cost</td>
<td>Date</td>
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<td>---------------------------------------------------------------------</td>
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<tr>
<td>National Academic Advising Association</td>
<td>October 6-9, 2013</td>
<td>$20.00</td>
<td>2013</td>
</tr>
<tr>
<td>Association for the Study of Higher Education</td>
<td>November 14-16, 2013</td>
<td>$75.00</td>
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</tr>
<tr>
<td>National Association for Multicultural Education</td>
<td>November 6-10, 2013</td>
<td>$40.00</td>
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<tr>
<td>MN National Association for Multicultural Education</td>
<td>Various events in the Twin Cities</td>
<td>N/A</td>
<td>2013</td>
</tr>
<tr>
<td>National Conference on Race and Ethnicity</td>
<td>May 27-June 1, 2014</td>
<td>N/A</td>
<td>2014</td>
</tr>
<tr>
<td>Minnesota Teachers of English to Speakers of Other Languages</td>
<td>November 8-9, 2013</td>
<td>$40.00</td>
<td>2013</td>
</tr>
<tr>
<td>Minnesota Symposium on Disability Studies (Conference)</td>
<td>October 11-12, 2013</td>
<td>N/A</td>
<td>2013</td>
</tr>
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</table>
The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Inquiries about compliance may be directed to the Office of Equal Opportunity and Affirmative Action, 274 McNamara Alumni Center (612-624-9547). Information is available online at http://www.eoaffact.umn.edu/.
Graduate students should be familiar with the following University policies:


Information about research and professional ethics is available from the Graduate School at http://www.grad.umn.edu/ethics/.

In addition, students serving as graduate teaching and research assistants should be acquainted with policies specific to graduate assistantships: http://policy.umn.edu/Policies/hr/Hiring/GRADSTUDENTEMPLOYMENT.html

**Safety**

Information about safety issues both on campus and in the community and resources such as identity theft, self-defense, bicycle theft, and pedestrian and vehicle safety is available at http://www1.umn.edu/police/prevention.html.

**On-Campus Walking Escort Service**

The University’s Security Monitor Program provides a free “escort service” for students walking or biking to and from campus locations and nearby neighborhoods. To request an escort, students should call a student security monitor at (612) 624-WALK shortly before their desired departure time. Further information is available at http://www1.umn.edu/police/escort.html. Students are encouraged to use this service.

**Web Resources**

Listed below are frequently-used resources:

**Requesting Transcripts**

Instructions for requesting official and unofficial transcripts is available online at One Stop Student Services http://onestop.umn.edu/grades_and_transcripts/index.html.

**Searching for Academic Positions**

The Chronicle of Higher Education Career Network, http://chronicle.com/jobs/, maintains an extensive database of job opportunities. A search function is available to locate more information about academic career resources on such topics as interviews, search committees, conferences, cover letters, curriculum vitae, and negotiation.

Academic 360, http://www.academic360.com/, includes job postings for both administrative and faculty positions in higher education.

Health Insurance

All students who are (a) admitted to a degree program, and (b) registered for six or more credits per semester (or three or more credits during summer term) that count towards the automatic assessment of the Student Services Fee, are required by the University of Minnesota to have health plan coverage. Students who meet both of these criteria are eligible for enrollment in the University-sponsored Student Health Benefit Plan. By requiring students to have health plan coverage, the University ensures all students have access to medical care and can maintain good health, which is essential for academic success.

The University works hard to provide eligible students with access to high quality health plans at minimal cost to the student. The Office of Student Health Benefits offers simple, affordable healthcare plans designed to meet the unique needs of students and their dependents. Students have been known to switch from a parent or spouse’s plan to the Student Health Benefit Plan to save money or to receive higher quality benefits. In some cases the cost of a parent’s plan exceeds the cost of a University-sponsored plan or does not provide as complete coverage. Insurance benefits are provided for students who have an assistantship. Further insurance information is available at http://www.bhs.umn.edu/insurance/graduate/.

International students are required to purchase the University-sponsored health plan while studying at the University.
PART III: Forms

PsTL Departmental forms and Graduate School forms appear in the following order:

PsTL DEPARTMENTAL FORMS
M.A. Planning and Completion Form
Certificate Planning and Completion Form
M.A. Student Annual Review Form

Practicum (PsTL 5196) and Internship (PsTL 8296) Forms
Information for On-Site Supervisors (5196)
Information for On-Site Supervisors (8296)
Learning Contract
Time Log
Site Evaluation
Student Evaluation by On-Site Supervisor

GRADUATE SCHOOL FORMS
Graduate Degree Plan
Graduate Degree Plan Checklist
Assign/Update Adviser (staff initiated)
Petition (for changes in the above and other issues related to graduation requirements)
Degree Completion Steps: Plan A
Degree Completion Steps: Plan B
Application for Advanced Master’s Status
Leave of Absence Request
Leave of Absence Reinstatement Request
# PLANNING AND COMPLETION FORM

## Master of Arts
Multicultural College Teaching and Learning

### Student Information:

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<thead>
<tr>
<th>Preferred Name</th>
<th>Student ID Number</th>
<th>Email</th>
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<th>Work No.</th>
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### Students must complete the following courses:

<table>
<thead>
<tr>
<th>Course No.</th>
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<th>Cr.</th>
<th>SEM/YEAR</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>PsTL 5106</td>
<td>Multicultural Teaching &amp; Learning in Diverse Postsecondary Contexts</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>PsTL 5196</td>
<td>Supervised Practicum in Multicultural Postsecondary Teaching and Learning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PsTL 5206</td>
<td>PSTL 5206 Action Research Methods to Improve Postsecondary Teaching &amp; Learning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PsTL 5212</td>
<td>Multicultural Theories of College Student Development Applied to Teaching and Learning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PsTL 8296</td>
<td>PSTL 8296 Supervised Internship in Postsecondary Teaching &amp; Learning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PsTL 8315 or 8777</td>
<td>Plan A (10 credits) or Plan B (3 credits)</td>
<td>3-10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Students must also complete a minimum of six credits of electives including six credits from outside program:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Cr.</th>
<th>SEM/YEAR</th>
<th>GRADE</th>
</tr>
</thead>
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</tbody>
</table>

**TOTAL** | MINIMUM Credits: 30 (Plan B); 34 (Plan A)
Additional Criteria:

<table>
<thead>
<tr>
<th>Complete this section with DGS</th>
<th>DGS Approval &amp; Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives approved by PsTL DGS:</td>
<td></td>
</tr>
<tr>
<td>Minimum overall grade point average is 2.80 or above:</td>
<td></td>
</tr>
<tr>
<td>All course work completed within 5 years of application:</td>
<td></td>
</tr>
<tr>
<td>Official Transcript(s) provided for non-UMN electives:</td>
<td></td>
</tr>
</tbody>
</table>

UPON COMPLETING ALL PROGRAM REQUIREMENTS, SUBMIT THIS FORM TO THE PsTL DIRECTOR OF GRADUATE STUDIES.

Please contact the Director of Graduate Studies (DGS) for advising questions:
Email: pstlgrad@umn.edu
Telephone: 612-626-8705

CERTIFICATION BY DIRECTOR OF GRADUATE STUDIES THAT THE ABOVE NAMED STUDENT HAS COMPLETED THE Master of Arts Multicultural College Teaching and Learning DEGREE.

__________________________
Director of Graduate Studies, PsTL, signature

__________________________
Date

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## PLANNING AND COMPLETION FORM

POST-BACCALAUREATE CERTIFICATE PROGRAM
UNDERGRADUATE MULTICULTURAL TEACHING AND LEARNING

### Student Information:

<table>
<thead>
<tr>
<th>Preferred Name</th>
<th>Student ID Number</th>
<th>Email</th>
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<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>City/State/Zip Code</th>
<th>Home/Cell Phone No.</th>
<th>Work No.</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

### Students must complete the following three courses:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Cr.</th>
<th>SEM/YEAR</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PsTL 5105</td>
<td>Increasing Access &amp; Success in Undergraduate Classrooms</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PsTL 5106</td>
<td>Multicultural Teaching &amp; Learning in Diverse Postsecondary Contexts</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PsTL 5212</td>
<td>Multicultural Theories of College Student Development Applied to Teaching and Learning</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Students must also complete six credits of electives:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Cr.</th>
<th>SEM/YEAR</th>
<th>GRADE</th>
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</tbody>
</table>

**TOTAL**  MINIMUM 12 SEMESTER CR.

### Additional Criteria:

- Complete this section with DGS
- Electives Approved by PsTL DGS:
- Minimum overall grade point average is 2.80 or above:
- All course work completed within 5 years of application:
- Transcript(s) provided for non-UMN electives:

DGS Approval & Date

DGS Approval & Date
Please contact the Director of Graduate Studies (DGS) for advising questions:

Director of Graduate Studies
Department of Postsecondary Teaching and Learning (PsTL)
University of Minnesota
Burton Hall 206
178 Pillsbury Drive SE
Minneapolis, MN 55455

Email: pstlgrad@umn.edu
Telephone: 612-626-8705

CERTIFICATION BY DIRECTOR OF GRADUATE STUDIES THAT THE ABOVE NAMED STUDENT HAS COMPLETED THE POST-BACCALAUREATE CERTIFICATE IN “UNDERGRADUATE MULTICULTURAL TEACHING AND LEARNING”:

________________________________________
Director of Graduate Studies, PsTL, signature

________________________________________
Date
M.A. Student Annual Review Form
Department of Postsecondary Teaching and Learning

Directions: The student and adviser should meet and complete this form together. The signed form is due to the PsTL Director of Graduate Studies (DGS) by April 1st each spring semester and must be signed by both parties. If a contract for improvement has been created in the past, it must be attached. Annual Review Forms will be reviewed by the PsTL Graduate Admissions and Financial Aid Committee (GAC). The DGS will provide each student with a formal letter regarding their status in the program by the end of June.

Student Name:

Adviser Name:

Current Academic Year:

Term of initial enrollment in M.A. program:

Are you pursuing Plan A or Plan B?

PsTL required graduate courses anticipated to be completed by June of the current academic year. Check the courses completed and fill in credits where indicated.

____ 5106  ____ 5196  ____ 5206  ____ 5212  ____ 8296 (# cre ____)

____ Plan B: 8315  ____ Plan A: 8777 (# cre ____)

Approved electives in progress or completed (Plan A students – note research methods course):

<table>
<thead>
<tr>
<th>Designator</th>
<th>Number</th>
<th>Title</th>
<th>Term Taken</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Courses you plan to take next year (Plan A students – note research methods course):

<table>
<thead>
<tr>
<th>Designator</th>
<th>Number</th>
<th>Title</th>
<th>Term</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
If you need more space when answering the following questions, please attach additional sheets as necessary.

Student accomplishments for the past year:

Student goals for the coming year:

Concerns for the coming year (may reflect individual challenges, institutional barriers, or any other areas of concern that need to be addressed to facilitate timely completion of the M.A. degree):

____________________________________________________________________________________

____________________________________________________________________________________

Student signature  Adviser signature  Date

(If a contract for improvement has been developed in the past, please attach.)
Multicultural College Teaching and Learning Practicum

Thank you for agreeing to serve as an on‐site supervisor for a student enrolled in PsTL 5196 the Multicultural College Teaching and Learning Practicum. The semester‐long practicum experience is designed to provide opportunities that help students develop their professional identity, reflect on practice, and integrate research/scholarship with practice.

Students in the practicum course are expected to gain practical postsecondary teaching experience at your setting for 200 minutes per week. Students must complete a total of 50 hours at your site by the end of the semester. As part of this experience students will also participate in a PsTL course for group supervision for 100 minutes per week.

There are a number of forms students will share with you as their practicum supervisor:

- Learning Contract
- 3 Time Logs
- Mid‐semester Evaluation
- Final Evaluation

The Learning Contract is designed to create a meaningful and positive learning experience by specifying goals, expectations, and responsibilities. Students will work with you in the first weeks of the semester to develop a Learning Contract. In addition, students will keep track of and have you sign off on Time Logs three times over the course of the semester. Finally, you will complete an evaluation of student performance at the middle and end of the term.

Thank you once again for agreeing to supervise our student. Please, don’t hesitate to contact me with questions or concerns at any point in the semester.

Michael Stebleton, PhD
Assistant Professor
Department of Postsecondary Teaching and Learning
College of Education and Human Development
University of Minnesota-Twin Cities
253 Burton Hall
Minneapolis, MN 55455

612-625-2110
steb0004@umn.edu

Faculty page: http://works.bepress.com/michael_stebleton/
Supervised Internship in Multicultural College Teaching and Learning I and II

Thank you for agreeing to serve as an on-site supervisor for a student enrolled in PsTL 8296 the Multicultural College Teaching and Learning Internship. The semester-long internship experience is designed to provide opportunities that help students develop their professional identity, reflect on practice, and integrate research/scholarship with practice. As part of integrating research, scholarship, and practice, students will engage in a Citizen Scholar project focused on understanding issues and challenges at your site and trying to find ways to help you address one or two of your most pressing challenges. In this way, our students and our program strive to give back to the communities that serve our academic needs by providing internships for PsTL students.

The internship experience requires students to spend 45 hours at your site for each internship credit they have enrolled in this semester. Students can take up to 3 internship credits. As part of this experience students will also participate in supervision with me, the instructor for the internship course.

There are a number of forms you will complete with students as their internship supervisor. These include the following:
- Learning Contract
- 3 Time Logs
- Mid-semester Evaluation
- Final Evaluation

The Learning Contract is designed to facilitate a meaningful and positive learning experience by specifying goals, expectations, and responsibilities. Students will work with you in the first weeks of the semester to develop a Learning Contract. In addition, students will keep track of and have you sign off on the Time Log three times over the course of the semester. Finally, you will complete an evaluation of the student's performance at the middle and end of the semester.

Thank you once again for agreeing to supervise our student. Please, don’t hesitate to contact me with questions or concerns at any point in the semester.

Sincerely,

Tabitha Grier-Reed, Ph.D., L.P.
Internship Instructor
Associate Professor, Licensed Psychologist
University of Minnesota
College of Education and Human Development
Department of Postsecondary Teaching and Learning
grier001@umn.edu
612 624-2089
Learning Contract
(To Be Completed Jointly by the Student and On-Site Supervisor)

Student name:

Student e-mail:

Name of Site:

On-site supervisor name:

On-site supervisor address:

On-site supervisor phone:

On-site supervisor email:

Start date:

End date:

Are you completing a practicum or internship?
○ Practicum (Requires a minimum of 50 hours over the course of the semester)
○ Internship (Requires a minimum of 45 hours per credit each semester.) Identify the credit hours for which you are enrolled:
  o 1 credit=45 hour minimum each semester
  o 2 credits=90 hour minimum each semester
  o 3 credits=135 hour minimum each semester

Identify the average # of hours you will spend per week at your site:

Identify the day of week and time for on-site supervision meetings:

Describe the Site and reason for choosing this setting:
Identify Goals and Activities

To enhance my competencies and skills in the area of multicultural college teaching and learning, I will focus on the following goals. (List 3-5 goals for the duration of your experience.)

To enhance my competencies and skills in the area of multicultural college teaching and learning, I will engage in the following activities. (List the activities you will engage in at your site to meet your goals.)

How will you and your supervisor assess progress on your goals?

Responsibilities Expected of All PsTL Students:
- Meet with on-site supervisor on a regular basis
- Complete Time Logs
- Schedule interviews with various staff members, administrators, and stakeholders to gain a more comprehensive understanding of the site
- Review relevant documents and literature
- Observe and shadow employees and participate in other activities to advance understanding of the functional area
- Reflect on performance
- Complete a site evaluation

Responsibilities specific to this site:

Behaviors Expected of All PsTL Students:
Demonstrate basic professionalism and maturity:
- Responsibility and dependability
- Open and constructive communication
- Courtesy and respect towards others
- Understanding of and commitment to professional ethics
- Respect for confidentiality and proprietorship of information and materials
- Ability to serve as a role model for students
- Willingness to fulfill “other duties as assigned”
• Demonstrate active engagement and self-directed learning
• Seek information via reading, questioning, and observations
• When appropriate, offer suggestions, ideas, and feedback as an external professional
• Receive constructive feedback and make adjustments accordingly

Additional expectations specific to site:

Signatures:

__________________________________________  __________________________
Student                                      Date

__________________________________________  __________________________
On-Site Supervisor                           Date

__________________________________________  __________________________
Faculty Member of Record                     Date
# TIME LOG

**STUDENT NAME:**

**COURSE INSTRUCTOR:**

Accumulated Hours: **0.00**

On-Site Supervisor Signature:

<table>
<thead>
<tr>
<th>Date</th>
<th># Hours</th>
<th>Specify Tasks (e.g., Meetings, Time with Students, Supervision)</th>
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<tbody>
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8/6/2013
EVALUATION OF INTERNSHIP/PRACTICUM SITE

Student Name:                                      Date:

Course Number and Title:

Name of Site:

Address/Phone Number of Site:

Name and Title of Supervisor:

Supervisor Phone Number:

Supervisor E-mail:

**These evaluations will be available to other students to assist them in choosing a practicum/internship site.**

Describe the context for the practicum/internship site:

Number of Hours per Week at Site:

Number of Hours per Week of Supervision:

Describe the student population (gender, ethnicity, socioeconomic status, presenting concerns):

List activities in which you participated:
Describe any specialized training you had to undergo:

Please use the following scale to evaluate your experience: STRONGLY AGREE = 5, AGREE = 4, NEUTRAL = 3, DISAGREE = 2, STRONGLY DISAGREE = 1

1. I received adequate orientation to the site.
   5   4   3   2   1

2. I felt that my level of training and experience adequately prepared me to work with this particular population.
   5   4   3   2   1

3. I had adequate opportunity to develop my skills.
   5   4   3   2   1

4. I received constructive feedback on my performance.
   5   4   3   2   1

5. I received adequate supervision.
   5   4   3   2   1

6. My work load was adequate.
   5   4   3   2   1

7. My work load was manageable.
   5   4   3   2   1

8. I had adequate opportunity to participate in professional activities (e.g., staff meetings, workshops).
   5   4   3   2   1

9. The work environment at my site was generally supportive and professional.
   5   4   3   2   1

10. This experience has contributed to my professional development.
    5   4   3   2   1
11. Would you recommend this site to other students?
   
   A. Yes, without reservation.
   
   B. Yes, with some reservations. Please explain:
   
   C. No. Please explain:

Are you willing to discuss your experience with future PsTL students?  Yes  No

If so, please list your name, phone number, and email:
Multicultural College Teaching and Learning Internship/Practicum Student Evaluation

Student Name: 

Phone: Email: 

Site Supervisor Name: 

Phone: Email: 

Name of Site: 

Semester: Year: 

This college student development practicum/internship evaluation is intended to provide:
a) a tool for student self-assessment, b) feedback from the supervisor to the student, and c) data to the program faculty for discussion of progress and areas needing improvement.

After reading each statement below, select the number that best reflects your evaluation of the student’s performance.

Please rate the student’s performance using the following scale: 1 = Below average, 2 = Average, 3 = Above average, 4 = Excellent, N = No basis for evaluation

HELPING SKILLS

1. Builds an effective helping relationship with students. 
   1 2 3 4 N

2. Responds to and deals with student’s feelings. 
   1 2 3 4 N

3. Facilitates student’s expression of concerns. 
   1 2 3 4 N

4. Brings focus to student’s concerns or issues. 
   1 2 3 4 N

5. Fosters student problem-solving and decision-making behavior. 
   1 2 3 4 N

6. Encourages student to assume responsibility for their development. 
   1 2 3 4 N
7. Promotes/fosters student growth and goal attainment.
   1 2 3 4 N

8. Is skilled in helping students in academic areas.
   1 2 3 4 N

9. Is skilled in helping students with career issues.
   1 2 3 4 N

10. Maintains confidentiality.
    1 2 3 4 N

11. Refers students to appropriate resources.
    1 2 3 4 N

LEADERSHIP SKILLS

13. Works effectively with others.
    1 2 3 4 N

    1 2 3 4 N

15. Maintains student records effectively.
    1 2 3 4 N

16. Conducts effective workshops and/or teaching activities.
    1 2 3 4 N

17. Helps with program development.
    1 2 3 4 N

18. Demonstrates career guidance skill.
    1 2 3 4 N

    1 2 3 4 N

PROFESSIONAL ATTITUDE AND BEHAVIOR

21. Understands and applies legal and ethical standards of conduct.
    1 2 3 4 N
22. Is dependable and responsible.  
   1  2  3  4  N

23. Behaves in a mature, professional manner.  
   1  2  3  4  N

24. Is adaptable and appropriately flexible.  
   1  2  3  4  N

25. Is aware of areas where improvement is needed.  
   1  2  3  4  N

26. Is open to personal growth and introspection.  
   1  2  3  4  N

27. Shows willingness to take reasonable risks.  
   1  2  3  4  N

28. Demonstrates awareness and openness to diversity issues which may affect professional interaction with students, peers, supervisors, and staff members.  
   1  2  3  4  N

**WORKING IN THE EDUCATIONAL ENVIRONMENT**

29. Shows interest in and familiarizes self with the mission of the organization.  
   1  2  3  4  N

30. Seeks and/or accepts supervision or feedback.  
   1  2  3  4  N

31. Works well with fellow staff members.  
   1  2  3  4  N

32. Uses time effectively.  
   1  2  3  4  N

33. Takes initiative to make things happen.  
   1  2  3  4  N
LEARNING GOALS

Progress on learning goals stated in the learning contract.

1  2  3  4  N

Please Comment:

OVERALL EVALUATION

Your overall evaluation of the student’s level of performance this semester.

1  2  3  4  N

Comments: (Please list at least two of the student’s major strengths and two areas for improvement.)

Strengths:

Areas for Improvement:

Signatures please:

Date: ___________ Student _______________________________________

Date: ___________ Site Supervisor ___________________________________

Date: ___________ Faculty of Record _________________________________
# Graduate Degree Plan

**DIRECTIONS**—Use this form to declare your degree plan. Review your major field’s student handbook and confer with your faculty adviser and Director of Graduate Studies (DGS) to ensure your plan fulfills minimum graduate education and program requirements. Obtain original signatures from your faculty adviser, co-adviser (if applicable), major field DGS, and minor field DGS (if applicable) indicating their approval and submit to your graduate program for review. A copy of your plan will be sent to your University email following final review.

To ensure privacy online, open in Adobe Reader (free at Adobe.com). Please add the required signature(s) in blue or black ink.

## PART 1. Student information

<table>
<thead>
<tr>
<th>University ID</th>
<th>University email</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>@umn.edu</td>
</tr>
</tbody>
</table>

**Student name (Last, first, middle):**

## PART 2. Degree information

<table>
<thead>
<tr>
<th>Degree sought</th>
<th>Major</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Track (if applicable)</th>
<th>Minor (if declared)</th>
<th>Language Requirement (if required)</th>
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<tr>
<th>If Master’s Degree (check one)</th>
<th>Number of thesis credits, if applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Plan A</td>
<td>☐ 10 Master’s Plan A thesis credits (8777)</td>
</tr>
<tr>
<td>☐ Plan B</td>
<td>☐ 24 Doctoral thesis credits (8888)</td>
</tr>
<tr>
<td>☐ Plan C</td>
<td>☐ 4 Doctoral thesis credits (8888)—D.M.A. only</td>
</tr>
<tr>
<td></td>
<td>☐ 12 Doctoral thesis credits (8888)—Ed.D. only</td>
</tr>
</tbody>
</table>

## PART 3. Transfer coursework

List all transfer work in chronological order. Official transcripts must be attached unless previously submitted with your application for admission. **NOTE:** Course type “other” refers to outside of major and/or minor field coursework. A course cannot be used to meet both “major” and “other” course requirements.

<table>
<thead>
<tr>
<th>Term and year</th>
<th>Check one Major</th>
<th>Other</th>
<th>Department &amp; course number</th>
<th>Course title</th>
<th>Number of semester credits</th>
<th>Grade</th>
<th>Institution</th>
</tr>
</thead>
</table>

To request copies of this form in an alternative format, please call the Disabilities Services liaison at 612-625-9578. The University of Minnesota is an equal opportunity employer and educator. This form is printed on paper made from no less than 20 percent post-consumer waste.

* OTR198 Page 1 of 2—6/13
### PART 4. University of Minnesota coursework

List University of Minnesota coursework required by your Graduate Program in chronological order, beginning with earliest term and year. Do not include the following: xxxx-8777, xxxx-8888, xxxx-8666, Grad 999, xxxx-8333, or xxxx-8444, coursework not applied to the degree. **NOTE:** Course type "other" refers to outside of major and/or minor field coursework. A course cannot be used to meet both "major" and "other" course requirements.

<table>
<thead>
<tr>
<th>Term and year</th>
<th>Check one</th>
<th>Department &amp; course number</th>
<th>Course title</th>
<th>Number of semester credits</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major</td>
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<td></td>
<td>Other</td>
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</table>

### PART 5. Course totals (transfer and UMN coursework)

Major course credit total _________ Other/minor course credit total _________ Total course credit total _________

### PART 6. Approval

<table>
<thead>
<tr>
<th>Adviser name</th>
<th>Adviser signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Co-adviser name</td>
<td>Co-adviser signature</td>
<td>Date</td>
</tr>
<tr>
<td>DGS (major field) signature</td>
<td>Date</td>
<td>DGS (minor field) signature</td>
</tr>
</tbody>
</table>

Graduate program/college office use only: note any exceptions to University policy

<table>
<thead>
<tr>
<th>College signature</th>
<th>Date</th>
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</table>

Administrative officer _________ Date _________
# GRADUATE DEGREE PLAN CHECKLIST

Use this checklist as a guide when reviewing a student's Graduate Degree Plan (GDP). Make sure information provided on the GDP is accurate. Graduate programs and/or colleges must submit signed and completed GDP to Graduate Student Services and Progress (160 Williamson Hall, 0174A).

- The student has active student status.
- The student has met minimum program-specific course requirements.
- If applicable, the student has met program-specific second language requirements.
- Student has indicated correct plan type.
- All coursework completed post-baccalaureate.
- Student has not included any ineligible coursework (i.e., audited courses, withdraws, undergraduate-level coursework, and courses graded below C-).

## DOCTORAL DEGREES

**Coursework requirements**

- Completed a minimum of 24 graduate course credits of which 12 credits must be completed at the University of Minnesota.
- Minimum doctoral thesis credits completed at the University.
  - 24 PhD thesis credits
  - 12 EdD thesis credits
  - 4 DMA thesis credits
- Completed a minimum of 12 graduate course credits for a declared minor.
- A maximum of 9 credits of 4000-level coursework is allowed.

**Transfer limits**

- Transfer credits were completed post-baccalaureate, at the graduate level and for graduate credit, and at an accredited institution (must be listed on a graduate transcript).
- Limit for coursework transferred from outside the University is set at the discretion of the graduate program.
- Maximum of 12 credits transferred from non-degree seeking student status.
- Student has an official transcript on file from transferring institution.

**S/N limits**

- Maximum of 5/10 of the course credits completed on the S/N grading basis (except coursework transferred from an international institution and coursework only offered on the S/N grading basis).

**GPA requirements**

- Minimum GPA of 3.000 maintained for degree plan coursework.

## MASTER'S DEGREES

**Coursework requirements**

- Minimum graduate course credits completed:
  - Minimum of 30 graduate course credits for Plan B and Plan C
  - Minimum of 20 graduate course credits for Plan A
  - Minimum of 10 thesis credits for Plan A at the U of M
  - Completed a minimum of 6 graduate course credits for a declared minor.
  - A maximum of 9 credits of 4000-level coursework is allowed.

**Transfer limits**

- Transfer credits were completed post-baccalaureate, at the graduate level, and for graduate credit, and at an accredited institution.
- Maximum of 40% of the course credits (not including thesis credits) are transfer credits.
- Maximum of 12 credits transferred from non-degree seeking student status.
- Student has an official transcript on file from transferring institution.

**Credits in common**

- Maximum of 8 credits shared in common between two University master's degrees (except Regent's approved joint/dual degree programs).

**S/N limits**

- A maximum of 5/10 of the course credits may be completed on the S/N grading basis (except coursework transferred from an international institution and coursework only offered on the S/N grading basis).

**GPA requirements**

- Minimum GPA of 2.800 required for degree plan coursework.

## POST-BACCALAUREATE CERTIFICATES

**Coursework requirements**

- Completed a minimum of 12 graduate course credits.
- All coursework must be 4000-level or above.
- Completed a minimum of 50% of course credits must be 5000-level or above.

**S/N limits**

Graduate Education policy does not specify a limit on the use of S/N credits for post-baccalaureate certificates. Students must take some coursework on the A-F grading basis in order to meet GPA requirements.

**Transfer limits**

- Maximum of 40% of the course credits are transfer credits.
- Transfer credits were completed post-baccalaureate, at the graduate level, and for graduate credit, and at an accredited institution.
- Student has an official transcript on file.

**Credits in common**

- Maximum of 3 credits shared in common between two University post-baccalaureate certificates.

**GPA requirements**

- Minimum GPA of 2.800 required for degree plan coursework.

OTR207  5/13
Graduate Student Adviser Assignment

Instructions

Complete the following form to assign or update a student's faculty adviser assignment. Follow your graduate program's policies and guidelines for identifying adviser assignments.

- Does the adviser meet collegiate level adviser requirements?
- Has the adviser indicated consent to advise this student?
- Do other faculty members need to be informed of this assignment prior to approval?

A student is required to have one primary adviser (from the primary graduate program) whose name appears on the student's transcript, and may have one or more co-advisers who have responsibilities but whose names do not appear on the transcript.

Requester

Date: Thursday, July 18, 2013 10:57 AM

Name: Jennifer Franko

Email: frank010@umn.edu

Student

Enter the student's University ID or Internet ID to populate the fields below

Student or Internet ID: Enter
Graduate Student Petition form

DIRECTIONS—All petitions require review and recommendation by the adviser, the Director of Graduate Studies (DGS), and/or college (if required). If you are declaring a minor or making changes to minor field coursework, the signature of the DGS for the minor is required.

Once all signatures are obtained, please submit the completed petition to Graduate Student Services and Progress (GSSP) at the address below. A copy of the petition will be emailed to you at your university email account upon final processing.

Use this Petition form for the following:

1. Request to change coursework on your approved Graduate Degree Plan (GDP), including transfer work.
   - Write “Remove from my GDP” and identify courses by department, course number, title, number of credits, grade, term and year that you wish to remove and/or “Add to my GDP” identifying courses in the same manner. If changes are substantial, please submit a revised GDP form in lieu of a petition.
   - Attach appropriate transcript(s), if transferring coursework from another institution; all coursework to be transferred must be complete, with grades. If the coursework is currently listed on your approved GDP but was not previously graded, no departmental signatures are required.
   - Present this petition to your adviser and the DGS for the major field (and the DGS for the minor field and college, if required) for review and approval.

2. Request to change or remove the language requirement on your approved GDP.

3. Request to add or remove a minor.
   - For doctoral students, minors must be declared on the GDP prior to taking the preliminary oral examination.
   - For master’s students, minors must be declared prior to the final examination (if applicable); or prior to filing for degree conferral (if no final examination requirement).

If none of the above conditions apply, consult your program, college, or GSSP.

Graduate Student Services and Progress Office
160 Williamson Hall
231 Pillsbury Drive SE, Minneapolis, MN 55455
612-625-3490

To request copies of this form in an alternative format, please call the Disabilities Services liaison at 612-625-9578. The University of Minnesota is an equal opportunity employer and educator. This form is printed on paper made from no less than 20 percent post-consumer waste.
PART 1. Student information
University ID University email
Student name First Middle
Last

PART 2. Degree information
Degree sought Major
Track (if applicable) Minor (if declared)

PART 3. Petition request
Describe your request below. To make changes to the Graduate Degree Plan, list courses by DEPARTMENT, COURSE NUMBER, TITLE, NUMBER OF CREDITS, GRADE, TERM and YEAR.

PART 4. Approval
Adviser name Co-adviser name
Adviser signature Date Co-adviser signature Date
DGS (major field) signature Date DGS (minor field) signature Date
College approval (if required) Date

office use only
☐ processed
administrative officer date

Once completed, submit signed form to Graduate Student Services and Progress Office (160 Williamson Hall, 0174A).
In order to receive your degree, the following procedures must be completed. You must maintain active student status by registering every fall and spring semester until your degree is awarded. All forms must be submitted to the Graduate Student Services and Progress (GSSP) office unless otherwise noted. Contact your graduate program office for program-specific requirements and deadlines.

1. **Complete Graduate Degree Plan**
   Submit at least one semester prior to anticipated graduation

2. **Assign members to master’s final exam committee**
   Complete at least one month prior to exam via www.grad.umn.edu/students/forms/masters/index.html

3. **Request Graduation Packet**
   The packet will include the Graduate Application for Degree form and Reviewers’ Report form. You can request it in person or online up to one semester before your master’s final exam.

4. **Submit Graduate Application for Degree**
   Submit to One Stop by the first business day of anticipated month of graduation

5. **Submit Reviewers’ Report**
   Submit prior to master’s final exam to obtain the Final Examination Report form.

6. **Submit Final Examination Report**
   Must be submitted no later than the last business day of anticipated month of graduation.

7. **Submit Thesis**
   Submit by the last business day of anticipated month of graduation. Consult your Graduation Packet for formatting guidelines.

---

**Questions?**
Contact the Graduate Student Services and Progress office (160 Williamson Hall).

www.grad.umn.edu/students/masters/index.html

**Amber Cellotti**
Degree Progress & Completion
gssp@umn.edu
612-625-4019
DEGREE COMPLETION STEPS

Master’s Plan B
Master’s Plan C

In order to receive your degree, the following procedures must be completed. You must maintain active student status by registering every fall and spring semester until your degree is awarded. All forms must be submitted to the Graduate Student Services and Progress (GSSP) office unless otherwise noted. Contact your graduate program office for program-specific requirements, deadlines, and to determine if your program requires a committee.

1. Complete Graduate Degree Plan
   Submit at least one semester prior to anticipated graduation

2. Assign members to master’s final exam committee
   If applicable, complete at least one month prior to exam via www.grad.umn.edu/students/forms/masters/index.html

3. Request Graduation Packet
   The packet will include the Graduate Application for Degree form and the Final Examination Report/Final Report form. You can request it in person or online up to one semester before your master’s final exam.

4. Submit Graduate Application for Degree
   Submit to One Stop by the first business day of anticipated month of graduation

5. Submit Final Examination Report/Final Report
   Submit by the last business day of anticipated month of graduation

Questions?

Contact the Graduate Student Services and Progress office (160 Williamson Hall).

http://www.grad.umn.edu/students/masters/index.html

Amber Cellotti
Degree Progress & Completion
gssp@umn.edu
612-625-4019
Graduate School students who meet advanced master's status may request permission to enroll for a specific one-credit registration (xxxx-8333) that certifies students as full-time.

Once this form is completed, signed by the student's adviser and the Director of Graduate Studies, it must be submitted to the Graduate Student Services and Progress Office (GSSP) in 160 Williamson Hall for final approval. **The form must be completed each term the student wishes to register for the full-time equivalent benefit.** See reverse for step-by-step instructions and additional information.

PLEASE NOTE DEADLINES FOR SUBMISSION:

- August 15th for the following fall term*
- December 15th for the following spring term*
- May 15th for the following summer term*

*The Graduate School will check for current term grades prior to approving the application.

---

To be completed by the student

Name ____________________________ ID# ____________________________

(Please print) Last First Middle UMN Email ____________________________

Major Program ____________________________

In addition to meeting the above requirements I affirm that I will be working full-time on my graduate research and/or writing my thesis during the term for which this one-credit, full-time status registration is requested.

Term and year requested:
- Fall
- Spring
- Summer 20________

Signature of student ____________________________ Date __________

---

To be completed by the adviser and Director of Graduate Studies

I affirm that the student is eligible and intends to work full-time on graduate research and/or writing of the thesis during the term for which this one-credit, full-time status registration is requested.

Adviser's name (please print) ____________________________ Adviser's signature ____________________________ Date __________

DGS' name (please print) ____________________________ DGS' signature ____________________________ Date __________

Note to department: Upon Graduate School approval, please notify your payroll administrator of the student's new status immediately.

---

Graduate School Use Only

☐ Approved ☐ Denied

Comments: ____________________________________________

__________________________________________________________

Graduate School Officer signature ____________________________ Date __________

OTR194-Rev 01/08
Instructions for filing the APPLICATION FOR ADVANCED MASTER’S STATUS
(Full-time status with one-credit registration)

Before registering for xxxx 8333 (full-time status with one-credit registration), students must establish advanced master’s status. To establish status, Master’s students must file the Application for Advanced Master’s Status form with the Graduate Student Services and Progress Office (GSSP) in 160 Williamson Hall by the term specific deadline.

This is a one-term benefit. To be considered for an extension of the benefit, students must meet with the adviser to determine satisfactory academic progress and to get approval to continue in the status. The student must complete this form every semester s/he wishes to register for the full-time equivalent benefit.

Students become eligible for advanced master’s status the term after completing the following requirements:

a) approved master's Degree Program Form is on file with The Graduate School
b) all coursework included on the Degree Program Form is complete, with grades posted to the transcript prior to the term of application
c) if Plan A, the master’s thesis credit requirement (10 semester credits of xxxx 8777) has been met
d) if Plan B, all coursework is complete and only the Plan B project is not graded
e) the Request for Advanced Master’s Status form has been completed by the DGS and submitted to the GSSP Office (160 Williamson Hall) by the following deadlines:

   August 15th for the following fall term
   December 15th for the following spring term
   May 15th for the following summer term

Note: The Graduate School will check for current term grades prior to approving application.

Instructions for Filing:

a) The student submits this form to his/her department. The department verifies eligibility, recommends the request (Adviser and DGS signatures), and submits the request to the GSSP Office for final review and approval.
b) GSSP office renders decision, notifies the student and DGS, and codes the registration system to allow registration for the full-time equivalent benefit (xxxx 8333). If the student is not eligible to hold the benefit, an explanatory e-mail will be sent to the student and the DGS.
c) Once approved and notified, the student registers for xxxx 8333 before the end of the registration period. (Registration is open through the second week of each term. Late registration fees are assessed on the first day of the term, by the Office of the Registrar.)
d) The application is returned to the department and kept on file in the program office.

PLEASE NOTE CAREFULLY:

1) Students should register for the 1 credit of xxxx 8333 only. Generally assistantships pay for only the 1 credit advanced status registration; students are then personally responsible for costs of additional registrations, including audited courses, in the term in which they register for the FTE option.

2) If the student is registering during the second week of the term s/he must contact the GSSP office (612.625.3490 or 160 Williamson Hall) for an additional registration permission code.

3) UNDER NO CONDITIONS ARE DEPARTMENTS PERMITTED TO GIVE PERMISSION NUMBERS FOR THIS REGISTRATION STATUS.

For questions regarding this form please contact gsmast@umn.edu.

OTR194-Rev 02/11
Leave of Absence Request: Graduate Students (Twin Cities, Duluth, Rochester)

Graduate students who experience circumstances that prevent them from maintaining active status through continuous registration (excluding summer term), and who, through consultation with their Director of Graduate Studies (DGS), advisor(s), and relevant offices determine that a leave of absence (LOA) is appropriate, must request a LOA from their college office using this form.

Please review the information and instructions on the reverse side of this form.

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Proposed term/year LOA begins:  Proposed term/year of return from LOA:  (LOA cannot exceed two academic years)

Reason for LOA (use additional sheets if necessary):

Student’s Signature          Date

Advisor’s signature          Date  Co-Advisor’s signature (if applicable)  Date

DGS’s signature              Date  Additional DGS’s signature (if applicable)  Date

For college use only:

___ Approve   ___ Do not approve

Signature  Date

COMMENTS:

LOA-Grad 2011
Instructions:

Before completing the Leave of Absence (LOA) Request Form, be sure to:

- review Administrative Policy: Leave of Absence and Reinstatement from a Leave: Graduate Students (Twin Cities, Duluth, Rochester);
- confer with your DGS, advisor(s), and relevant offices (e.g., ISSS, Graduate Assistant Employment, Financial Aid) regarding the impact of a LOA on your financial, academic, work-related, and personal circumstances; and
- confer with your DGS, advisor(s) and college office about what, if any, conditions may be placed on your reinstatement after the LOA.

If, after review and consultation, you choose to request a LOA:

- complete the form (include supporting documentation, if requested by your graduate program and/or college);
- obtain signatures of your DGS and advisor(s); and
- submit the signed form to your college office for review.

Important notes

- **When to submit the request:** You are expected to request a LOA prior to the beginning of the proposed term/year of the leave.
- **Verify college approval:** Submitting the LOA to your college office does not guarantee that the request will be approved. Be sure to obtain confirmation from your college that your LOA has been approved, and verify the approved LOA’s start and return dates.
- **Canceling registrations:** A college-approved LOA does not automatically cancel any registrations. If you are enrolled for the term(s) included in the approved LOA, you must cancel your registration(s). Failure to do so will result in billing and assigned grades for the term(s).
- **Financial support (from the University):** If you receive financial aid from the University, you should talk with your graduate program and/or department; Graduate Assistant Employment; Student Financial Aid; International Student and Scholar Services; Graduate School Fellowship Office; and/or a One Stop counselor to learn about any effects a leave of absence might have.
- **Financial support (from private funding sources):** If you receive funding from a source outside the University, you should talk with that agency to learn about any effects a leave of absence might have.
- **If you hold a graduate assistantship appointment:** You must contact Graduate Assistant Employment and talk with your employer prior to submitting this form to your college.
- **If you are an international student:** You must contact the International Student and Scholar Services office to determine what, if any impact the LOA will have regarding your legal status.
- **If you are a student pursuing two graduate degrees in more than one college, you will need to request a leave of absence from each college under the provisions of this policy, and will need to request reinstatement from each college.**
- **If you are a student pursuing a graduate degree and a first professional degree (e.g., J.D. or M.D. degree), you will need to request a leave of absence from your graduate college under the provisions of this policy and will also need to comply with the leave of absence policy stipulated by the college offering the first professional degree.**
- **Reinstatement after LOA:** If you obtain a college-approved LOA in accordance with the Leave of Absence and Reinstatement from a Leave: Graduate Students (Twin Cities, Duluth, Rochester) policy, you are eligible for reinstatement provided you:
  - apply to your college for reinstatement via the Reinstatement from a Leave: Graduate Students: Twin Cities, Duluth, Rochester form;
  - apply for reinstatement to the same major and degree objective; and
  - are reinstated and enrolled for the term/year identified in the college-approved LOA agreement.

To request this form in an alternative format, please contact the Disability Services Liaison at 612-625-9578.
Leave of Absence Reinstatement Request:
Graduate Students (Twin Cities, Duluth, Rochester)

Graduate students who obtained a college-approved leave of absence (LOA) in accordance with Administrative Policy:
Leave of Absence and Reinstatement from a Leave: Graduate Students (Twin Cities, Duluth, Rochester) are eligible for reinstatement if:

- reinstatement is requested for a term/year either prior to, but no later than, the term immediately following the expiration of the leave (excluding summer);
- reinstatement is for the same major and degree objective; and
- no violations of the Student Conduct Code occurred during the LOA that would have been grounds for suspension or expulsion had the violations occurred while the student was enrolled.

Graduate students who did not obtain a college-approved LOA in accordance with University policy prior to interrupting their enrollment (excluding summer) are not eligible for reinstatement. Students must instead apply and be accepted for readmission to re-activate their student status.

Please review the information and instructions on the reverse side of this form.

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| Reinstatement Requested for: | |
|-----------------------------|-
| (term/year)                 | |

Student’s Signature  Date
Advisor’s signature  Date  Co-Advisor’s signature (if applicable)  Date
DGS’s signature  Date  Additional DGS’s signature (if applicable)  Date

For college use only:

___ Approve  ___ Do not approve

Signature  Date

COMMENTS:

For office use only:

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LEAVE OF ABSENCE REINSTATEMENT REQUEST – GRADUATE STUDENTS: Twin Cities, Duluth, Rochester

Instructions

- Confer with your DGS, advisor(s), and college office(s) prior to the expiration of your college-approved LOA to discuss the term/year of your reinstatement, any conditions related to resuming your studies post-LOA, and to obtain their signatures of approval.
- Submit the form to your college office(s).
- Upon college notification of your reinstatement, register for the approved term/year by the University enrollment deadline.

Important notes

- **Plan ahead:** Initiate the reinstatement process with your DGS, advisor(s), and college office(s) at least two months prior to the term/year you wish to return from your college-approved LOA.

- If you are a student pursuing two graduate degrees in more than one college, and your leave was approved by both, you will need to request reinstatement from each college.

- **Register:** You must register the term/year for which you are approved by your college for reinstatement. Failure to do so will invalidate your reinstatement; you would then be required to apply for readmission.

Related information

- Administrative Policy: *Leave of Absence and Reinstatement from a Leave: Graduate Students(Twin Cities, Duluth, Rochester)*
- Graduate programs by college
- Board of Regents Policy: *Student Conduct Code*
- University enrollment deadlines
- Readmission policies and procedures

To request this form in an alternative format, please contact the Disability Services Liaison at 612-625-9578. The University of Minnesota is an equal opportunity educator and employer.