Parent and Family Education
Program Manual

2018-2019

An Appendix to the
Department of Family Social Science
Graduate Student Handbook

This manual provides information unique to students pursuing study in one of the Parent and Family Education programs.

For questions about Parent and Family Education programs contact:
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Revised January 11, 2019
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Overview of Parent and Family Education Programs

Parent and Family Education programs in the Department of Family Social Science prepare professionals whose responsibilities include developing, preparing, and delivering education and learning opportunities for parents and families in a variety of settings. The following programs are available:

1. Family Education M.Ed. (Master’s Plan C)
   a. Family Education M.Ed. with teaching license in Parent and Family Education
   b. Family Education M.Ed. with supporting focus chosen in consultation with adviser
2. Teaching license in Parent and Family Education-subplan
3. Parent Education Post-baccalaureate Certificate

Students choose an individual program or combine programs depending on their professional goals and the requirements of the positions they seek. Combining programs may require multiple applications and application fees.


Online Course Delivery

All Family Education courses are delivered through a software platform called Moodle (also referred to as a Course Management System). Moodle tools have an emphasis on: group work, collaboration, communication, sharing, activities, and critical reflection, which can be most suitable for humanities and/or collaborative type of learning.

Each online course consists of a set of 5 to 15 weekly modules. All students enrolled in an online course complete all modules together on the same schedule. In addition to asynchronous (i.e., not live) online discussions, short weekly reflection papers and other online assignments, students participate once a week in a 50 minute synchronous, “live” online chat session scheduled sometime between 7 and 9 P.M. Central Time. An example is provided below:

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<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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</thead>
<tbody>
<tr>
<td>Online Discussion</td>
<td>Initial posts due by Monday at midnight</td>
<td>Online Discussion</td>
<td>At least 4 responses between Monday and Thursday (due by Thursday at noon)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chat</td>
<td></td>
<td>Chat at 7-7:50pm(CST)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment</td>
<td></td>
<td></td>
<td>Assignment due by Friday at midnight</td>
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</table>

Students registered for courses in Parent and Family Education receive an email message from
instructors approximately two weeks before the course begins. This message contains important information about the course, course readings/textbook, and useful information on learning online. Generally, course sites are open to students no later than one week before the course begins. This offers students the opportunity to acquaint themselves with course content and become comfortable with the learning platform, and to be sure that their personal computer hardware and software are in sync with system requirements.

**Advising**

Students are assigned an adviser when admitted to the program. The adviser assists students in planning their programs of study, scheduling appropriate courses, and meeting program requirements. Students are required to make arrangements to communicate with their adviser (in person or via email, Skype, etc.) before or during the first semester of coursework to develop an appropriate plan. General advising questions should be directed to famed@umn.edu, or (612) 625-2705.

**Communications**

The University provides students with an email account. All future correspondence will be sent **only** to your U of MN email address. Activate your email account and check your email regularly for official University communication.

To facilitate communication with students, the department uses a GoogleGroup (similar to a listserv). This GoogleGroup is used to distribute a monthly newsletter as well as other time-sensitive announcements. Please watch for the newsletter as it includes academic updates, news and events, professional development opportunities, and employment openings.

**Annual Review of Progress**

All students are all **required** to submit materials annually for review. Reviews are conducted by the student’s adviser. Instructions for submitting annual review materials are sent to students in February/March.

Annual review evaluations can be “satisfactory” or “unsatisfactory.” Most students receive satisfactory evaluations. Those students who receive unsatisfactory evaluations will be given clear instructions and a time frame for how to return to good standing in the program. All students receive written feedback from their adviser.

Requirements for good academic standing are:

- Maintaining a minimum overall grade point average (GPA) of 2.8.
- All courses eligible to be included in the M.Ed. program must be graded at “C” or higher for satisfactory progress and for degree completion.
- All FSoS courses required for licensure or the certificate must be graded at a “C” or higher for satisfactory progress and for degree completion.
- A student may not have accumulated more than one course graded “incomplete” on their record.
Continuous Enrollment Requirement and Readmission
All graduate students must enroll and register for at least one credit every fall and spring semester to maintain active status, according to Graduate School policy (http://www.policy.umn.edu/Policies/Education/Education/MASTERSPERFORMANCE.html).

Students who do not register for credit each semester are dropped from their program and must reapply for admission to the program (fee required). Readmission requests must go through the Office of Graduate Admissions. Full instructions are available on the Graduate School website: http://www.grad.umn.edu/admissions/readmission.

Leave of Absence and Reinstatement from a Leave
Graduate students who experience circumstances that prevent them from maintaining active status through continuous registration (excluding summer term) may apply for a leave of absence (LOA); leave limit is four semesters. LOA requires adviser, DGS, and college approval. LOA policy and forms: https://policy.umn.edu/education/gradstudentleave

When a student returns from LOA, they are required to fill out a Leave of Absence Reinstatement Request (no fee required) before they will be able to register for courses.

GRAD 999
GRAD 999 is a zero-credit, zero-tuition registration option intended for graduate students to maintain the continuous enrollment registration requirement while completing their degree. Students who must maintain full-time status to defer loans and/or receive financial aid cannot use GRAD 999 to meet registration requirements.

Students may register for GRAD 999 as a way to maintain active student status without taking coursework. Master’s Plan C (M.Ed.), additional licensure, and post-baccalaureate certificate students are eligible to register once at any point during their program. Adviser and DGS permission is required.

Time Limit for Completion
All requirements for the graduate degree must be completed and the degree awarded within the following time limit after initial enrollment in the graduate program:

Family Education M.Ed.

Students admitted prior to July 2013: All requirements once admitted must be completed and the degree awarded within seven calendar years after initial enrollment.

Students admitted July 2013 and after: All requirements once admitted must be completed and the degree awarded within five calendar years after initial enrollment.
Family Education M.Ed. - with Parent Education Teaching License

_Students admitted prior to July 2013:_ All requirements once admitted must be completed and the degree awarded within _seven calendar years_ after initial enrollment.

_Students admitted July 2013 and after:_ All requirements once admitted must be completed and the degree awarded within _five calendar years_ after initial enrollment.

Parent Education Teaching License:

_Students admitted prior to July 2013:_ Transfer credits must have been completed within 10 calendar years of admission into the licensure program. All courses taken once admitted must be completed within _10 calendar years_, with the exception of Drug Education and Human Relations requirements, in order to be recommended for MN teacher licensure.

_Students admitted July 2013 and after:_ Transfer credits must have been completed within 10 calendar years of admission into the licensure program. All courses taken once admitted must be completed within _four calendar years_, with the exception of Drug Education and Human Relations requirements, in order to be recommended for MN teacher licensure.

Parent Education Post-baccalaureate Certificate:

_Students admitted before or after July 2013:_ Courses taken once admitted must be completed within _four calendar years_.

Students who are unable to complete a program or degree within the time limits due to extraordinary circumstances may petition for an extension of up to 12 months. Students must obtain the approval of their faculty adviser by submitting an Academic Policy Petition form. This form is located on the One Stop forms website: [http://www.onestop.umn.edu/forms/index.html](http://www.onestop.umn.edu/forms/index.html) (under the Registration Forms section).

Students who have been terminated under such circumstances may apply for readmission to the program; however, readmission is not guaranteed. If readmitted, the student would complete the program requirements in place at the time of readmission.
DEGREES and PROGRAMS

Family Education M.Ed. (Master's Plan C)
This program develops and strengthens professionals' competencies to work with individuals and families to enhance family life. This practitioner-based program prepares licensed teachers to further develop their knowledge and skills in the family education field, or non-licensed professionals to work with adults, youth, or children in a variety of settings. The program prepares parent educators for positions in health care, social service agencies, and religious settings in Minnesota and in other states and countries. Students are prepared to design, deliver, and evaluate educational programs in a variety of settings providing support and education to parents and families. Diversity and cultural responsiveness are integrated throughout coursework, student teaching, and observation experiences. The Family Education M.Ed. professional studies degree is a terminal degree for family education practitioners and is not recommended for students who intend to pursue a research degree (i.e. PhD). Students may fulfill requirements for a parent educator license or parent education certificate (additional application and fee required) as part of this degree.

Coursework (30 credits) *

Parent and Family Education (15 credits)
- FSoS 5937 – Parent-Child Interaction
- FSoS 5942 – Diverse Family Experiences
- FSoS 5944 – Curricular Design in Parent Education
- FSoS 5945 – Teaching and Learning in Parent Education
- FSoS 5946 – Assessment and Evaluation in Parent Education

Supporting Focus – (15 credits)
Fifteen credits selected from existing UMN courses in consultation with student’s academic adviser to create a supporting focus which will support development of career goals. Examples may include courses in family social science, child development, education, public health, addiction studies, policy development, program evaluation, prevention science, etc. May include FSoS 5949 – Student Teaching in Parent Education. May be able to include graduate level coursework taken as a non-degree student and/or non-degree courses taken outside of Family Social Science, must provide a syllabus and a petition with rationale for inclusion in MEd

* See Appendix A for detailed course planning information

Students must, in consultation with their adviser, fill out a program checklist to ensure that all requirements will be met. An overall GPA of 2.8 or higher is required with a grade of "C" or higher earned in all required parent and family education courses in order to maintain good standing in the program.

Revised January 11, 2019
Adding a Parent and Family Education Teaching License subplan to an M.Ed.
Students who have been admitted to the M.Ed. degree program may add the license subplan by completing the Change of Status form at http://www.grad.umn.edu/admissions/cos/.
Students should consult their adviser or Heather Cline (Licensure Program Lead) for more information about the additional requirements for teacher candidates.

Final Steps for Degree Completion
- Contact Cathy Schulz (famed@umn.edu) to inform her that you are completing the last semester of coursework.
- During last semester (first eight weeks) of coursework select two faculty members to serve on the oral examination committee. Students should review the Oral Examination section for further details.
- Schedule the oral exam within the final two months of the semester in which the degree will be completed.
  NOTE: to schedule, students should view the Google calendars of both committee members to identify at least three possible dates and times (1 hour in length). These options should be sent to both committees members to finalize scheduling.
- Prepare for the oral exam. Student should review the Oral Examination section for further details.
- For additional Degree Clearance information see:
  https://assets.asr.umn.edu/files/gssp/otr408g_Masters_CEHD_GPAS.pdf

Parent Education Teaching License
The licensure program is a graduate-level post-baccalaureate program approved by the State of Minnesota to prepare and recommend students for licensure as teachers of parents in Early Childhood Family Education Programs (ECFE). A parent educator plans, coordinates, and teaches in an instructional program that addresses the intellectual, emotional, cultural, social and physical needs of both parents and children. The program provides rigorous professional teacher preparation in accordance with Standards of Effective Practice for Teachers (SEP) and content standards adopted by the Minnesota Professional Educator Licensing and Standards Board (PELSB). Students meet these requirements by completing required coursework and engaging in student teaching and other field experiences. To be recommended by the program for licensure by the State of Minnesota, all requirements, such as demonstration of professional teaching dispositions, must be successfully completed.

Students must, in consultation with their adviser, fill out a program checklist to ensure that all requirements will be met. An overall GPA of 2.8 or higher is required with a grade of "C" or higher earned in all required parent and family education courses in order to maintain good standing in the program and be recommended for licensure.
**Contract**
The Office of Teacher Education (OTE) reviews student transcripts and creates an individualized contract that specifies all courses that must be successfully completed in order to obtain a teaching license from the State of Minnesota. Students should consult with their adviser upon receipt of this contract to fill out a program checklist to ensure all requirements will be met.

For more information about licensure policies and procedures, consult the UMN Office of Teacher Education Teaching Handbook. [https://academics.cehd.umn.edu/teaching-handbook/](https://academics.cehd.umn.edu/teaching-handbook/)

**Student Teaching**
All students pursuing a teaching license in parent education are required to complete a student teaching placement. Students should review the Student Teaching section for further details.

**Applying for the Minnesota Teaching Licensure**
After final grades have been posted, students can apply for their Minnesota teaching license. Teacher licensure process: [http://www.cehd.umn.edu/teaching/license/](http://www.cehd.umn.edu/teaching/license/)

Candidates are subject to a background check at the time of Minnesota teaching license application. Background checks are required by the Minnesota Professional Educator Licensing and Standards Board (PELSB) and conducted by the state’s Bureau of Criminal Apprehension (BCA).

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**Family Education M.Ed. with Parent Education Teaching License**
This program is designed to pair the Family Education M.Ed. with Parent Education teacher licensure. It develops and strengthens professionals' competencies to work with individuals and families to enhance family life. Diversity and cultural responsiveness are integrated throughout coursework, student teaching, and observation experiences. The licensure program is a graduate-level post-baccalaureate program approved by the State of Minnesota to prepare and recommend students for licensure as teachers of parents in Early Childhood Family Education Programs (ECFE). A parent educator plans, coordinates, and teaches in an instructional program that addresses the intellectual, emotional, cultural, social and physical needs of both parents and children. The program provides rigorous professional teacher preparation in accordance with Standards of Effective Practice for Teachers (SEP) and content standards adopted by the Minnesota Professional Educator Licensing and Standards Board (PELSB). Students meet these requirements by completing required coursework and engaging in student teaching and other field experiences. To be recommended by the program for licensure by the State of Minnesota, all requirements, such as demonstration of professional teaching dispositions, must be successfully completed. Students pursuing the M.Ed. with teaching license subplan are held to all licensure requirements.

Revised January 11, 2019
Students must, in consultation with their adviser, fill out a program checklist to ensure that all requirements will be met. An overall GPA of 2.8 or higher is required with a grade of "C" or higher earned in all required parent and family education courses in order to maintain good standing in the program and be recommended for licensure.

**Contract**

The Office of Teacher Education (OTE) reviews student transcripts and creates an individualized contract that specifies all courses that must be successfully completed in order to obtain a teaching license from the State of Minnesota. Students should consult with their adviser upon receipt of this contract to fill out a program checklist to ensure all requirements will be met.

For more information about licensure policies and procedures, consult the UMN Office of Teacher Education Teaching Handbook. [https://academics.cehd.umn.edu/teaching-handbook/](https://academics.cehd.umn.edu/teaching-handbook/)

**Student Teaching**

All students pursuing a teaching license in parent and family education (license-only or as an M.Ed. subplan) are required to complete a student teaching placement. Students should review the Student Teaching section for further details.

**Applying for the Minnesota Teaching Licensure**

After final grades have been posted, students can apply for their Minnesota teaching license. Teacher licensure process: [http://www.cehd.umn.edu/teaching/license/](http://www.cehd.umn.edu/teaching/license/)

Candidates are subject to a background check at the time of Minnesota teaching license application. Background checks are required by the Minnesota Professional Educator Licensing and Standards Board (PELSB) and conducted by the state’s Bureau of Criminal Apprehension (BCA).

**Final Steps for Degree Completion**

- Contact Cathy Schulz (famed@umn.edu) to inform her that you are completing the last semester of coursework.
- During last semester (first eight weeks) of coursework select two faculty members to serve on the oral examination committee. Students should review the Oral Examination section for further details.
- Schedule the oral exam within the final two months of the semester in which the degree will be completed.
  NOTE: to schedule, students should view the Google calendars of both committee members to identify at least three possible dates and times (1 hour in length). These options should be sent to both committees members to finalize scheduling.
- Prepare for the oral exam. Student should review the Oral Examination section for further details.
Parent Education Post-baccalaureate Certificate

The program is designed to prepare professionals to plan, coordinate and teach parent education programs and services for families with children from early childhood through adolescence. In addition to working in educational settings certified parent educators may also work in health care, social-service agencies and institutions and faith-based settings.

The certificate DOES NOT meet eligibility requirements for working in Minnesota’s Early Childhood Family Education (ECFE) program. This program is designed specifically for those outside of Minnesota, or for those living in Minnesota who do not plan to work in ECFE.

Coursework (15-18 credits) *

*Prerequisite – Child Development (3 credits)--CPSY 5301 recommended

Parent and Family Education

FSoS 5937 – Parent-Child Interaction
FSoS 5942 – Diverse Family Experiences
FSoS 5945 – Teaching and Learning in Parent Education
FSoS 5944 – Curricular Design in Parent Education
FSoS 5946 – Assessment and Evaluation in Parent Education

Optional: FSoS 5949 – Student Teaching in Parent Education

*See Appendix A for detailed course planning information

Students must, in consultation with their adviser, fill out a program checklist to ensure that all requirements will be met. An overall GPA of 2.8 or higher is required with a grade of "C" or higher earned in all required parent and family education courses in order to maintain good standing in the program.

Prerequisite Coursework

Completion of three semester-credits in child development is a prerequisite of the parent education certificate program. Students who want to have a previous course considered to meet this requirement may be required to submit a syllabus. Students may be provisionally admitted to the program without meeting this prerequisite. Those students must complete the child development requirement in their first year of the program.
**Student Teaching (optional)**
Students pursuing a certificate in parent education may complete a student teaching placement. Students should review the Student Teaching section for further details.

**Final Steps for the Parent Education Certificate**
Contact Cathy Schulz (famed@umn.edu) during the last semester of coursework to verify/confirm completion of the Parent Education Certificate requirements.

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**Commencement**
Commencement exercises for M.Ed. (with or without the teaching license) students are held at the end of spring semester. In March/April, the college will send an email directing students to sign up for participation in commencement. The sign-up triggers a workflow approval request to the student’s adviser. For information about CEHD commencement, see [http://www.cehd.umn.edu/commencement/](http://www.cehd.umn.edu/commencement/)

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**Oral Examination for M.Ed. students with or without the teaching license**

The purposes of the M.Ed. oral examination are to:

1. Review the student’s academic program of study in relation to his or her current and/or projected professional role.
2. Provide an opportunity for the student to discuss his or her academic and professional work—and the relation between the two.
3. Provide a means by which faculty can identify revisions to the M.Ed. program and/or individual coursework to better meet learning needs.
4. Provide an opportunity for the student to realize a sense of accomplishment and closure related to completing the M.Ed. program.

**Arranging for the examination**
To make arrangements for the examination, a student consults with her or his adviser early in the semester to (a) identify a timeframe during which a one-hour meeting could be held and (b) identify two faculty members¹ who will be invited to serve on the examining committee. The student’s adviser reserves a room in McNeal Hall on the St Paul campus where the meeting will be held. In some cases, particularly for students who live outside of Minnesota, the exam may

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¹ The examining committee is composed of two Family Education faculty members selected from the following list: Heather Cline, Susan Walker, Beth Magistad, Cathy Schulz.
be held using video conferencing. Students must confirm distance arrangements with the committee if this format is necessary.

**Examination materials**
The student submits all materials below to committee members via e-mail so that **at least one week prior to the examination**.

1. Copies of three papers written as part of her or his M.Ed. coursework. (NOTE: students who have included FSoS 5949—Student Teaching in Parent Education in their program are asked to submit two student-written papers plus the most recent Observation Guide completed by the Regional Faculty Supervisor). In all cases, copies of papers shared with the committee should not be revised and should include the course instructors’ comments on them (if there are comments on the paper).

2. A 3-4 page reflective summary of their experience in the M.Ed. program and plans for the future. The summary should:
   - explain why the student entered the M.Ed. program; how the student’s background contributed to his or her desires to seek professional development in family education;
   - explain why courses in the M.Ed. program of study were selected;
   - reflect on the strengths and weaknesses of the M.Ed. experience; and
   - outline future professional goals, based on the M.Ed. experience.

3. A completed program checklist showing a total of at least 30 completed credits. Students should consult with Cathy Schulz (famed@umn.edu) for a final approved checklist and to ensure that all degree /graduation requirements have been met.

It is imperative that students confirm the receipt of all materials by committee members prior to the exam. If both committee members do not possess all materials **at least one week** before the scheduled meeting, the student risks cancellation of the exam and will have to reschedule (likely in the next semester).

Generally, at the beginning of the oral examination, the student is asked to give a brief summary of the reflective summary described above. The subsequent examination takes the form of a discussion between the student and the examining committee. It is common for faculty committee members to ask the student questions about the papers that were submitted for the examination or about additional professional issues raised by the student in his or her introductory comments.

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**Student Teaching (Required for Licensure Students)**

**Eligibility and Application for Student Teaching**

Revised January 11, 2019
Application materials will be sent via email in mid-August. Students must complete the Student Teaching Application by **early September** (specific date noted in email) to assure a student teaching placement can be found for spring.

**All parent education and required child development courses, except FSoS 5946 must be completed with a minimum grade of C-** prior to beginning student teaching placement. A student may not have any incomplete required courses. Human Relations and Alcohol and Drug Education coursework are not required to be completed before student teaching.

To be recommended by the program for student teaching placement, all requirements for the demonstration of professional teaching dispositions, must be successfully completed. The program Licensure Program Lead (LPL) will complete a Pre-Placement Dispositions assessment approximately 10 to 12 weeks before the student teaching placement.

**Criminal Background Checks**

Minnesota school districts require background checks on every candidate before beginning any clinical experiences, which may include practicums. School districts may require students to pay for a district-determined background check. In all cases, decisions about candidate eligibility will be made by the district approving the student teaching assignment. Questions about background checks should be directed to cehdlc@umn.edu.

Candidates are also subject to a separate background check at the time of Minnesota teaching license application. Background checks are required by the PELSB and conducted by the state’s Bureau of Criminal Apprehension (BCA).

**Student Teaching Experience**

Student Teaching in Parent Education is the culminating field experience in which licensure and certificate students assume increasing responsibility for teaching in parent education while under the supervision of an experienced, qualified cooperating parent educator (CPE). Student teachers are required to log 100 hours of field experience throughout the program, most of which is accomplished during student teaching. These hours are divided as follows:

- 50 indirect hours including everything parent educators do outside the presence of parents (e.g. in-services, planning, meetings, etc.), and
- 50 direct hours including the time that student teachers spend in contact with parents (e.g. during classes, home visits, consultations, phone calls, etc.).

In order to meet the hour requirements, most students need to student teach in two parenting classes over the course of the semester. If the hourly requirements are completed before the end of the placement program’s classes or semester, some programs want student teachers to stay until the classes end. This is recommended in at least one of your classes in order to experience group closure and the conclusion of the class. Student teachers should consult with the CPE and the program administrator. If the classes at the placement end after the university
semester ends, this is not a problem. Communicate this to the course instructor in order to develop a plan.

**FSoS 5949 Student Teaching in Parent Education**

In addition to the field experience, students are required to enroll in FSoS 5949 Student Teaching in Parent Education. Eligible students will be given permission to register for this course in late November – early December. Students will not be allowed to begin the course if other required coursework is not successfully completed. Permission information will be provided via UMN email.

**Choosing a Site or Program for Student Teaching**

This process varies depending on the student. For some students, such as those who have participated as a parent in an ECFE program, the decision might be easy. Some students select a site or program where they would like to work, or a field in which they would like to work someday. Of course, there may be issues that limit the options (e.g., your geographic location, number of programs, schedules). For students outside of Minnesota, choosing a site or program can be more complicated.

Because student teaching is such an important part of the development of parent education students, it is important to be thoughtful and purposeful in the decision-making process. Here are a few questions to consider: Who would I like to work with as a student teacher? What kind of program do I want to work in someday? Are the beliefs and vision of the organization similar to mine?

Students pursuing a parent and family education teaching license must be placed in one of Minnesota’s Early Childhood Family Education (ECFE) programs, with a licensed parent educator. Students pursuing a Certificate or M.Ed. (without a teaching license) who choose student teaching have more flexibility in student teaching placement.

**Determining if a program can meet my student teaching hour requirements**

A good place to start is to review the program catalogue to get a sense for the classes offered and the schedule of offerings, to be sure there are offerings that match your availability. Keep in mind that direct hours with parents must total 50-60 across the semester, which typically works out to 2-3 classes per week.

**Placement Determination**

Below is the typical placement process:

- Placement coordinator (PC) compiles the applications and begins by contacting the program administrator where you would like to student teach, or where the PC determines would be a good fit based on your availability, location, and preferences stated in your application along with program quality.

- If the program is willing to host a student teacher, the administrator will ask his/her staff to see if a teacher is willing to supervise a student teacher. The program administrator contacts the PC with the names of potential Cooperating Parenting
Educators (CPE - supervising teacher with whom you will be working).

- The PC contacts the student to inform him/her that we have a potential placement. At this point, the student will email or call the program. The purpose of this first contact is to introduce yourself and make sure that your schedule is compatible with the potential CPE.
- The student contacts the PC after this to confirm that the placement will work for him/her.
- The student and PC complete the placement confirmation form. When this form is signed by the PC and the program administrator, then the placement is official.
- Introductory emails and student teaching documents related to FSoS 5949 are sent out in December.

In short, the placement coordinator is responsible for setting up placements. The placement coordinator works with programs and sets up placements starting in middle to late October. When a confirmation is made, the placement coordinator will contact students via email. Placement confirmations occur between late October and early December. The student has a supportive role with the confirmation and completing the information on the placement confirmation form. When it is time to student teach, the placement coordinator will provide students with more information.

**Regional Faculty Supervisor**

For students in Minnesota who are pursuing the teaching license, an additional match will be made to a Regional Faculty Supervisor (RFS). The RFS will be someone other than the CPE or the FSoS 5949 course instructor. The RFS is another experienced, licensed parent educator who resides near the placement location, and will serve as another professional mentor in addition to conducting two observations of the student’s teaching practice approximately mid-way through and near the end of the spring placement. Additional information specific to the various roles and expectations of each is provided below.

**Responsibilities of each person involved in student teaching in parent education**

Student teaching is a collaboration between the teacher candidate, the cooperating teacher, the Regional Faculty Supervisor, and the University of Minnesota instructor/placement coordinator. Each has important responsibilities.
### Student Teaching – FAQs

**Am I eligible to student teach?**

All child development and parent education courses must be successfully completed prior to beginning student teaching. FSoS 5946 can be taken simultaneously with FSoS 5949. The student teaching coordinator will determine your eligibility for student teaching based on your student teaching application. To be recommended by the program for student teaching placement, all requirements for the demonstration of professional teaching dispositions, must be successfully completed. This assessment is typically completed at the end of fall semester (as the students completes FSoS 4944 and 5945).

**How is the placement made?**

When you complete your student teaching application, you have the opportunity to list sites where you would like to student teaching, as well as availability preferences. Once your student teaching application is approved by the student teaching coordinator, he/she will coordinate your student teaching site with you and will confirm your placement.

**How do I choose a site or program where I would like to student teach?**

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<th>Task</th>
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<tbody>
<tr>
<td>● Apply for student teaching placement</td>
<td>● Site Orientation</td>
<td>● Work with TC to secure and approve student teaching site.</td>
<td>● Attend RFS training</td>
</tr>
<tr>
<td>● Enroll &amp; participate in FSoS 5949 during placement</td>
<td>● Mentor and coach TC.</td>
<td>● Approve work plan.</td>
<td>● Conduct initial conference with TC &amp; CPE.</td>
</tr>
<tr>
<td>● Design work plan with CPE, including schedule and activities, and submit to PC/I for approval.</td>
<td>● Work with TC on his/her work plan.</td>
<td>● Complete initial dispositions assessment.</td>
<td>● Conduct 2 observations of TC at student teaching site (including post-observation debrief)</td>
</tr>
<tr>
<td>● Keep time logs and submit tri-weekly to PC/I via email.</td>
<td>● Provide continuous feedback.</td>
<td>● Review time logs.</td>
<td>● Complete two Evaluation of Student Teaching forms and Final Disposition Assessment &amp; submit to TC &amp; CT.</td>
</tr>
<tr>
<td>● Participate in Online Chat sessions</td>
<td>● Communicate with RFS &amp; PC/I as needed.</td>
<td>● Facilitate Online Discussions and Chats.</td>
<td>● Serve as additional mentor to TC.</td>
</tr>
<tr>
<td>● Practice teaching skills.</td>
<td>● Write a Letter of Reference for student to submit to PC/I.</td>
<td>● Secure &amp; Coordinate with RFS who will observe TC at student teaching site.</td>
<td></td>
</tr>
<tr>
<td>● Arrange for two onsite visits by RFS</td>
<td>● Review time logs.</td>
<td>● Review TC Assignment Two Paper.</td>
<td></td>
</tr>
<tr>
<td>● Write and submit Assignment Two Paper.</td>
<td>● Communicate with RFS &amp; PC/I as needed.</td>
<td>● Submit final grade.</td>
<td></td>
</tr>
</tbody>
</table>

Revised January 11, 2019
This process varies depending on the student. If you are already familiar with the program and specific sites, you may list specific sites or educators you would like to work with. For those who are less familiar with the program (or out of state students), you can work with your adviser and student teaching coordinator to find a suitable placement. Throughout your program, we encourage you to explore parent education happening in your community to begin identifying potential student teaching sites. This is also a great opportunity to develop relationships with parent educators in the field and begin building a professional network.

**What is the timeline leading up to the start of FSoS 5949?**

Applications are due mid-September the semester before you plan to student teach. Students will be notified by late September if they are eligible to move towards student teaching. In most cases, placements will be confirmed between October 30th and December 15th. Students must also register for the online course. Permission for course registration will be made available in November or when it is clear that all requirements will be met.

Once your placement is confirmed you are expected to initiate communication and to set up an initial meeting with your cooperating parent educator (CPE). The purpose of this meeting is to get to know each other and make sure schedules fit. If both the student and CPE agree that the placement is a good fit, a Placement Confirmation form is sent to the student. The student and CPE will complete and sign the form and return it to the student teaching coordinator. If you feel like the student teaching placement is not a good fit, contact the placement coordinator as soon as possible.

**How do I know if a program can meet my student teaching hour requirements?**

Most students can complete their direct hours with 2-3 classes per week and their indirect hours with prep time and lesson planning. You are expected to meet with your CPE to determine how you are going to meet the required hours as specified.

**EXAMPLE:** The Terrific Toddlers class is two hours long and runs for 15 weeks. You are expected to arrive 30 minutes before class for prep and have 30 minutes after class for clean-up and lesson planning. This class would provide you with 30 hours of direct time (15 weeks x 2 hours) and 15 hours of indirect time (15 weeks x 1 hour). Students are expected to work with their CPE to fulfill the remaining hours.

**Do I need to complete student teaching if I am currently teaching?**

All students in the licensure program need to participate in student teaching even if they are currently teaching. M.Ed. and Certificate students who wish to take the student teaching course also need a placement even if they are already teaching. If you are currently an early childhood teacher you will need to complete student teaching in our program since you will be working with a different population. If you are currently teaching parent education on a variance, we would like to place you with a different population for student teaching in order to gain experience in a new setting and get the most out of your student teaching experience.
Is it possible to do student teaching outside of Minnesota?
Yes! Student teaching can be done outside of Minnesota for students pursuing the certificate or M.Ed. only programs. Students pursuing a Minnesota teaching license must complete the placement in a Minnesota ECFE program. For those outside of Minnesota, you will need to work with your assigned adviser and the student teaching placement coordinator to find a placement outside of Minnesota. We have had many out-of-state students that were able to successfully complete their student teaching!

Who can I contact if I have questions about student teaching?
Your placement coordinator is Heather Cline. Please address all student teaching related inquiries to Heather via the program email cline048@umn.edu or phone (612) 624-1294.
Appendix A – Course Planning

NOTE: Credits taken as a non-degree student AND credits taken at the U of M before being admitted to the M.Ed. program is limited to ten.

Course Descriptions

FSoS 5937—Parent-Child Interaction (3 credits)
Students will examine the dynamic, reciprocal nature of parent-child interactions across the lifespan through multidisciplinary and diverse research, theories and practices. Emphasis will be given to the bidirectional impact of parent-child interactions on the parent-child relationship and on parents’ and children’s development within complex family, community, cultural and other socio-ecological contexts. Students will continue to reflect and grow in their understanding of the professional role and competencies of a parent educator and learning activities will focus on practical application to both personal lives and professional work with families.

FSoS 5942—Diverse Family Experiences
Students will examine diverse experiences of families and their relevance to parent education and to the professional development of parent educators. Research and theoretical knowledge are woven together with observation and personal reflection to create a strength-based approach to both families and professional development.

FSoS 5944—Curricular Design in Parent Education
Students will develop the skills to adapt and design curricular resources and teaching strategies for effective parent education with diverse families across multiple contexts. Students will develop competence in conducting needs assessment, identifying content, discerning teaching methods, and designing lesson plans. As they develop their own philosophy of practice, students will study the history and evolution of parent education in Minnesota and across the U.S.

FSoS 5945—Teaching and Learning in Parent Education
Students will examine adult, adolescent, and parent learning and development from the perspective of their relevance for parent education. Students will select, use, and reflect on group and individual parent education teaching strategies and facilitation processes designed to meet the needs of diverse populations of adult learners. Critical reflection, ethical practices, and other parent educator competencies related to teaching methods and processes will be addressed. Personal professional development will be facilitated through challenging assumptions and examining the knowledge and competencies required for parent educators.

FSoS 5946—Assessment and Evaluation in Parent Education
Students will be introduced to theory, terminology, issues, and approaches in assessment and evaluation. Students will apply this new material to the tasks of monitoring program performance, assessing program quality, and measuring parent learning and development.
FSoS 5949—Student Teaching in Parent Education
Students will participate in mentored and supervised parent education practice designed to meet individual student needs and interests in parent education. The student teaching assignment is supplemented with online discussions and chats intended to provide students an opportunity to engage in discussion, reflection, and cooperative learning with regard to the practice of parent education. **Prerequisite:** All child development and parent education courses except 5946 must be completed prior to beginning student teaching. **Students must have achieved a minimum grade of a C and have no incompletes in FSoS 5937, 5942, 5944, 5945 and CPSY 5301 before student teaching placement can be finalized.**

Parent and Family Education Course Schedule
Courses are offered entirely online usually according to the schedule below.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSoS 5937—Parent-Child Interaction</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>FSoS 5942—Diverse Family Experiences</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>FSoS 5944—Curricular Design in Parent Education</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>FSoS 5945—Teaching and Learning in Parent Education</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>FSoS 5946—Assessment and Evaluation in Parent Education</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>FSoS 5949—Student Teaching in Parent Education</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
M.ED. Supporting Focus in Family, Children, and/or Youth

- M.Ed. students who are not pursuing licensure will choose fifteen credits selected from existing UMN courses in consultation with their academic adviser to create a supporting focus which will support development of career goals.
- Courses in this category may be found in a range of departments across the University. Examples of departments that offer courses that focus on family, children, and/or youth include:
  - Department of Family Social Science (FSoS)
  - Department of Sociology (Soc)
  - School of Public Affairs (PA)
  - School of Public Health (PubH)
  - School of Social Work (SW) including Youth Studies (YoSt)
  - Institute of Child Development, Child Psychology (CPsy)
  - Center for Spirituality and Healing (CSPH)
  - Educational Psychology (EPSY)
  - Curriculum and Instruction (CI)
- FSoS 5949--Student Teaching in Parent Education (3 credits) offered in the spring semester is recommended as a supporting program class for M.Ed. students. Applications for student teaching placement are due the September before student teaching.

Other suggested supporting program courses include but are not limited to the following:
- Choose from one or more categories to create a 15 credit supporting program.
- Course offerings may change. Please double check the MyU website.

### Supporting focus on Teaching with Technology

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Online/On Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 4311W</td>
<td>Technology and Ethics in Society</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>CI 5156</td>
<td>Popular Culture, Teaching, and Learning</td>
<td>3</td>
<td>X</td>
<td></td>
<td>X (periodic)</td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>CI 5321</td>
<td>Foundations of Distance Education</td>
<td>3</td>
<td></td>
<td></td>
<td>X</td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>CI 5361</td>
<td>Teaching and Learning with the Internet</td>
<td>2-3</td>
<td></td>
<td>X</td>
<td></td>
<td>Online sections may be available</td>
</tr>
</tbody>
</table>
### Supporting focus in Child Development

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Online/On Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPSY 5261</td>
<td>Early Learning in Infancy and Toddlerhood</td>
<td>3</td>
<td>X</td>
<td></td>
<td>X (periodic)</td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>CPSY 5301</td>
<td>Advanced Developmental Psychology</td>
<td>3</td>
<td>X</td>
<td></td>
<td>X</td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>CPSY 5302</td>
<td>Cognitive and Biological Development</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>CPSY 5303</td>
<td>Social and Emotional Development</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Online sections may be available</td>
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</table>

### Supporting focus on Educational Processes

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Online/On Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPSY 5101</td>
<td>Intelligence and Creativity</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>EPSY 5151</td>
<td>Cooperative Learning</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>On campus</td>
</tr>
<tr>
<td>EPSY 5191</td>
<td>Education of the Gifted and Talented</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>On Campus</td>
</tr>
<tr>
<td>EPSY 5243</td>
<td>Principles and Methods of Evaluation</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>OLPD 5201</td>
<td>Strategies for Teaching Adults</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>OLPD 5202</td>
<td>Perspectives of Adult Learning and Development</td>
<td>3</td>
<td>X (periodic)</td>
<td>X (periodic)</td>
<td>X (periodic)</td>
<td>Online sections may be available</td>
</tr>
</tbody>
</table>

### Supporting focus on Spirituality, Healing and Wellness

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Online/On Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSPH 5101</td>
<td>Introduction to Integrative Healing Practices</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>CSPH 5102</td>
<td>Art of Healing: Self as Healer</td>
<td>1</td>
<td>X</td>
<td>X</td>
<td></td>
<td>On Campus</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Dept</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Online/On Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSPH 5118</td>
<td>Whole Person, Whole Community: The Reciprocity of Wellbeing</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>CSPH 5708</td>
<td>Mind-Body Science and the Art of Transformation</td>
<td>1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>CSPH 5805</td>
<td>Wellbeing in the Workplace</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>CSPH 5807</td>
<td>Mindfulness in the Workplace: Pause, Practice, Perform</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Online sections may be available</td>
</tr>
</tbody>
</table>

**Supporting focus for working with Diverse Populations**

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Online/On Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSoS 4107</td>
<td>Traumatic Stress and Resilience in Vulnerable Families Across the Lifespan</td>
<td>3</td>
<td>X</td>
<td></td>
<td>(periodic)</td>
<td>On campus</td>
</tr>
<tr>
<td>FSoS 4108</td>
<td>Understanding and Working with Immigrants and Refugee Families</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td></td>
<td>On campus</td>
</tr>
<tr>
<td>PA 5451</td>
<td>Immigration, Health and Public Policy</td>
<td>3-4</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>EPSY 5135</td>
<td>Human Relations Workshop</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>OLPD 5132</td>
<td>Intercultural Education and Training: Theory and Application</td>
<td>3</td>
<td>X</td>
<td>(periodic)</td>
<td>(periodic)</td>
<td>On campus</td>
</tr>
<tr>
<td>OLPD 5211</td>
<td>Introduction to Undereducated Adult</td>
<td>1</td>
<td>X</td>
<td>(periodic)</td>
<td></td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>CSPH 5118</td>
<td>Whole Person, Whole Community: The Reciprocity of Wellbeing</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Online sections may be available</td>
</tr>
</tbody>
</table>

**Supporting focus on Sexuality**

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Online/On Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSOS 4101</td>
<td>Sexuality and Gender in Families and Close Relationships</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>HSEX 6001</td>
<td>Foundations of Human Sexuality</td>
<td>3</td>
<td>X</td>
<td></td>
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<td>Online sections may be available</td>
</tr>
</tbody>
</table>

Revised January 11, 2019
<table>
<thead>
<tr>
<th>Dept</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Online/On Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSEX 6011</td>
<td>Policy in Human Sexuality: Cutting Edge Analyses</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>HSEX 6012</td>
<td>Sexual Function and Dysfunction</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>HSEX 6013</td>
<td>Sexual Health Education</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
<td>Online sections may be available</td>
</tr>
</tbody>
</table>

**Supporting focus for working with Individuals and Families who are Addicted**

<table>
<thead>
<tr>
<th>Dept</th>
<th>Course Title</th>
<th>Credits</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Online/On Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSOS 5426</td>
<td>Alcohol and Drugs: Families and Culture</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>ADDS 5011</td>
<td>Foundations in Addiction Studies</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td></td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>ADDS 5071</td>
<td>Foundations of Co-occurring Disorders</td>
<td>2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>CI 4312</td>
<td>Sex, Drugs, and the Internet: Educational Perspectives</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Online sections may be available</td>
</tr>
<tr>
<td>FSOS 5429</td>
<td>Counseling Skills Practicum I</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>On campus</td>
</tr>
</tbody>
</table>
Appendix B

Frequently Asked Questions

Who should I contact?

- Review this document to see if your questions are answered.
- Review the Family Social Science Programs & Degrees webpage for more information, checklists, and application instructions.
- Contact Onestop Student services: (612) 624-1111 for questions related to tuition or financial aid.
- Contact Cathy Schulz (famed@umn.edu) for program inquiries as well as specific questions related to registration and applications.
- Contact Pam Matti (p-matt@umn.edu or ote@umn.edu) for questions related to teacher licensure (e.g. licensure contract, applying for your license).

What is the difference between the M.Ed., licensure, and certificate programs?

The M.Ed. is appropriate for students who wish to design, implement, evaluate, and work in family education programs. A licensure is required to teach in Minnesota's Early Childhood Family Education (ECFE program), and a certificate is most appropriate for students who wish to work in parent and family education programs outside the ECFE setting.

Program options:

**M.Ed. with teaching license subplan**: For those needing a teaching license in parent and family education (required to work in Minnesota's ECFE program) who also wish to pursue a Master’s degree. Most popular option because the M.Ed. may be completed with only a few additional courses beyond the licensure requirements. *May be eligible for Federal financial aid.*

**Teaching License-only**: For those needing a teaching license in parent and family education (required to work in Minnesota’s ECFE program) who do not wish to pursue a Master’s degree. More appropriate for those who already have a post-baccalaureate degree, and/or have just a few courses left to complete the teaching license. *Not eligible for Federal financial aid.*

**M.Ed.-only**: For those who already hold a teaching license in parent and family education, do not need/wish to have the option to work in ECFE, or who live outside of Minnesota and wish to pursue graduate-level preparation for working directly with or coordinating services for families.
Certificate: Primarily for those who live outside of Minnesota who wish to pursue a credential in parent education. Can be paired with the M.Ed.; however, an additional $75 application fee will be required by the University of Minnesota.

Is the program entirely online?
YES! The core parent and education courses are only available online, but there are some on-campus options available for the required child development and supplemental licensure and M.Ed. courses. However, all coursework can be completed online.

What are the online courses like?
- Online coursework is designed to meet the needs of local and distance learners in Minnesota, around the country and the world. Each online course consists of 15 weekly modules. All students enrolled in an online course complete all modules together on the same schedule.
- Students read the latest research, have opportunities to observe parent education programs and interview parents, and learn about best practices in the parent education field. In addition to online discussions, short weekly reflection papers, and other assignments, students also participate in a “live” and synchronous online chat session usually scheduled once a week. These chat sessions are 50 minutes long and are scheduled sometime between 7pm and 9pm Central Time.
- Beginning Fall 2019 our online courses utilize a platform called Canvas for course discussion and communication. We also use the University Library Services e-reserves so students can access many course readings online.

Tuition

How much does the M.Ed., licensure, or certificate program cost?
For information about costs please visit https://onestop.umn.edu/finances/estimating-your-costs. Students currently pay the $711.00 per credit (see: https://onestop.umn.edu/finances/tuition#cehd). For graduate courses, six credits are considered full time. Most students take 3-6 credits per semester. Because our program is entirely on-line you will be charged the resident rate.

Does your program offer any scholarships or financial aid?
Several fellowships and awards are available through the department on a competitive basis. These fellowships are announced each spring depending upon availability; not all fellowships are offered every year. A faculty committee selects award recipients. To find out more, visit: http://www.cehd.umn.edu/fsos/current/funding.html#AMED

For more information about financial aid, contact OneStop or visit https://onestop.umn.edu/finances/receiving-financial-aid
I have questions about tuition and financial aid. Who should I contact for more information?

You should contact OneStop Student Services with questions regarding costs, tuition, fees, and financial aid. Visit their website at: http://www.onestop.umn.edu/ or contact them via email at onestop@umn.edu.

You can also call (612) 624-1111 from 8am - 4pm, Monday through Friday, or 1-800-400-8636 toll-free from outside the Twin Cities metropolitan area, or (612) 626-0701 (TTY for hearing-impaired students only).

Application Questions

When can I apply?
- M.Ed. / M.Ed. with license / Certificate Programs
  - October 1st - Spring admission
  - March 1st – Summer or Fall admission
- License-only Program
  - October 1st - Spring admission
  - February 1st - Summer admission
  - June 1st - Fall admission

How do I apply?
To apply for the M.Ed.-only or M.Ed. with teaching license programs, visit:
To apply for the license-only, visit:
http://www.cehd.umn.edu/fsos/programs/professional/license/how-to-apply.html
To apply for the certificate program, visit:
http://www.cehd.umn.edu/fsos/programs/professional/certificate/how-to-apply.html

For additional questions about the application process, visit:
https://www.grad.umn.edu/admissions/applicationinstructions

Non-Degree Students

Can I take courses in the Parent and Family Education program without being enrolled in the program?

You may take up to 10 credits as a non-degree seeking student and then apply those credits to your coursework once you are admitted to the program. To register as a non-degree seeking student you must fill out a non-degree registration request form, found here: https://onestop.umn.edu/sites/onestop.umn.edu/files/forms/otr026_2016.pdf

Instructor approval is required. Send completed form to famed@umn.edu or
Timelines for Programs

**How long does it take to complete each program?**
Completion times will vary from student to student and depends on your personal schedule and workload. Students usually take one or two 3-credit courses a semester. Depending on which program(s) you are in and how many courses you choose to take every semester, this means you could complete the program in 15 months to 3 years (average is 2 years).
The certificate program can be completed in 15 months if you begin in the Spring. For more information, contact famed@umn.edu.

Transferring Coursework

**Will any of my previous coursework transfer into these programs?**
It is possible that previous coursework may apply to your program. This will be decided on a case-by-case basis when you apply to the program. As a general rule, courses taken at the undergraduate level can only count towards the licensure program (NOT the certificate or M.Ed. program), and only 10 credits total can be transferred into your program (from another University or as a non-degree-seeking student). Consult the program to determine what courses can be counted. To transfer courses into your M.Ed. degree program from another college (at UMN) or another university, you must provide a syllabus and a rationale for inclusion in your degree program. Transfer credits must have been completed in the ten years immediately preceding your application.
If you have specific questions about transferring in coursework, please contact famed@umn.edu.

Job Market

**What types of positions do Parent and Family Education graduates find after completing their program?**
M.Ed. graduates have worked in a variety of settings including community and faith-based organizations, as well as in grant-writing, consulting, and developing and implementing parent and family education programming.
The job market for licensed parent educators varies. Positions in the Early Childhood Family Education (ECFE) can be full-time or part-time depending on the location and need of that district. The greatest need for parent education as of right now seems to be in the metro and rural Minnesota areas.

Graduates of the certificate program have found work in implementing parent and family education programming across various sites and organizations.

For more information about job opportunities in the family social science career, visit http://www.cehd.umn.edu/career/degrees/majors/family-social-science/.

Current Students

What if the course(s) I need for fall semester are full?
First, check to see if there is a waitlist and if so, get on the waitlist. If there is not a waitlist contact Cathy Schulz (famed@umn.edu or (612) 625-2705. If you cannot get into the course this semester, you’ll need to adjust your plan. Contact your adviser!

I have a hold on my account and cannot register, what should I do?
First, find out what the hold is for via your MyU account page: https://www.myu.umn.edu. If your hold is associated with tuition or financial aid contact Onestop student services (see contact information above). If your hold is associated with transcripts, you must request official transcripts from all non-UMN institutions once admitted to your program. Official transcripts are to be sent to: Graduate School, 309 Johnston Hall, 101 Pleasant St. SE, Minneapolis, MN 55455-0421. See your admission notice email for further instructions about submitting required transcripts.

I am planning to student teach this year, how does that work?
Please visit the Student Teaching section to learn more.

I am having trouble applying for my teaching license, how do I get help with that?
Please visit CEHD’s “Applying for Teacher Licensure” page for instructions: http://www.cehd.umn.edu/graduate/licensing/default.html. Contact the Office of Teacher Education (OTE) with specific questions: OTE@umn.edu.

I have a question about a course I am enrolled in and cannot get in touch with the instructor, what should I do?
You can expect to receive an email from the course instructor approximately two weeks before the course begins, which will include details related to the structure of the
course, access to the course site, and required textbooks. If you need to get in touch with your instructor before this time, and are having trouble, you may send a message to famed@umn.edu or call (612) 625-2705.
Appendix C

Equal Opportunity Statement

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

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

CEHD Graduate and Professional Education Diversity Statement

We affirm the contributions of all people in our community. Diversity and equity are at the core of our mission in the College of Education and Human Development.

We explicitly reject bias, discrimination, and exclusion on the basis of race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.

We all are responsible for recognizing, confronting, and addressing bias and discrimination and diligently working for positive change in support of equity and diversity.

This publication/material is available in alternative formats upon request. Please contact Cathy Schulz, Department of Family Social Science, 1985 Buford Avenue, 290 McNeal Hall, St. Paul, MN 55108 or telephone: (612) 625-2705.

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

Revised January 11, 2019