

C&I M.A. STUDENT HANDBOOK

Policies Effective: Fall 2024+ admits

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NOTE: 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.

WELCOME

Welcome to the Department of Curriculum and Instruction!

We are thrilled that you have chosen to be a part of our program. Our task is to help foster your growth into an independent scholar who will contribute meaningfully to our community and the profession. Your admission into this program reflects our confidence in your skills and potential. We are glad that you are here.

C&I Graduate Studies Mission Statement

With adherence to the C&I departmental and CEHD missions:

The C&I Graduate Studies mission is to prepare graduate students to provide leadership in education through rigorous scholarship, mindful practice, and responsive service in collaboration with schools and communities.

This handbook is a guide and living document. It is students' responsibility to familiarize themselves with contents and to refer to as needed. You will also routinely need to refer to these web pages for basic information:

- [Graduate School](#), provides information on degree completion processes, policies, forms
- [One Stop Student Services](#), includes registration, financial services, academic calendars and more
- [C&I MA Current Student Resources](#) - CI specific forms and information
- [Degree Completion Steps for Master's Plan A](#) - For information regarding your milestones
- [Degree Completion Steps for Master's Plan B](#) - For information regarding your milestones

As questions arise, be sure to contact the Graduate Program Coordinator (GPC), Director of Graduate Studies (DGS), your advisor, and other faculty or staff. Faculty members serve as students' main source of guidance on course selection and other academic or professional matters.



ADMINISTRATION AND MANAGEMENT

Governance

The Department Chair is responsible for leadership of the department and management of resources. The Director of Graduate Studies (DGS) chairs the Graduate Studies Committee and coordinates the administration of the department's graduate programs. The DGS communicates and enforces University of Minnesota, College of Education and Human Development, and Department of Curriculum and Instruction policies and opportunities.

Graduate Studies Committee

The Graduate Studies Committee includes four additional C&I faculty members and one student representative (serving a 1-2 year term). The committee addresses policy and programmatic concerns, considers fellowship support for prospective and current students, and supports/initiates professional development and social activities. The committee meets monthly during the academic year. Student representatives do not participate in the evaluation of other students (e.g., for grants or awards).

Contact information

Contact information for all C&I faculty and staff is available on the C&I website:

<https://ci.umn.edu/faculty>

<https://ci.umn.edu/staff>

General info, policies & procedures related to successful graduate degree completion

You can find a listing of policies governing graduate education at the University of Minnesota here:

<https://policy.umn.edu/education>

Major and tracks (sub-plans)

All C&I M.A./Ph.D. students are enrolled in the Major: Education, Curriculum and Instruction

Below are tracks (sub-plans/areas) under Education, Curriculum and Instruction within C&I. C&I tracks are selected by students when applying to the program. *A student can only be matriculated into one track at a time.* The tracks are as follows:

- Arts in Education (MA/PhD)
- Culture and Teaching (PhD)
- Elementary Education (MA/PhD)
- Learning Technologies (MA/PhD)
- Literacy Education (MA/PhD)
- Mathematics Education (MA)
- Science Education (MA)
- Multilingual (formerly Second Language) Education (MA/PhD)

- Social Studies Education (MA/PhD)
- STEM (Science, Technology, Engineering and Mathematics) Education (PhD)
- TESOL (MA)

Students may focus on a specialization within each of these tracks. However, these specializations are not recognized formally by the University and do not appear on any student records. Students wishing to change tracks or majors at the U of M must follow the Change of Status guidelines: <https://grad.umn.edu/admissions/change-or-add-degree-objective>. C&I students should also consult with program area faculty in the proposed new track, and with the DGS and Graduate Program Coordinator (GPC).

Supplementary C&I information:

- All graduate students are required to submit an *annual progress review* (APR) to the Graduate Program Coordinator by a deadline specified in May of each year. The Graduate Program Coordinator emails the instructions to students in April. Students are responsible for completing the report and submitting it prior to the deadline. Students who fail to complete this report will have a Registration Hold placed on their account for the following Spring semester.
- Students should come to agreement in writing with faculty members on the substance and requirements for all individualized courses (directed study, readings, problems courses). Students should use the “[Proposal for Directed Study/Readings/Problems Courses](#)” form.
- A student may not have more than three (3) Incompletes within their current program on their transcript at any given time. Any student found to have more than three (3) Incompletes will receive a one semester allowance to complete missing work and resolve their Incompletes. At the end of the semester if the number of Incompletes is still above the maximum of three (3) allowed in the department, a registration hold will be placed on the student's account by the DGS and GPC. This hold will prevent further registration until the number of Incompletes on the student's record is at three (3) or below. Incompletes will be evaluated as part of Annual Progress Review (APR). Since all students need to register for coursework each Fall and Spring semester to stay active in the program, a registration hold will typically result in the student's discontinuation from the program. Should this occur, a student would need to re-apply to the program. All students are expected to negotiate Incomplete Agreements with this policy in mind. Students should come to agreement in writing with faculty members on the requirements and deadlines for all “Incomplete” grades. Students should refer to the C&I policy on Incomplete Grades and use the “[Incomplete Grade Agreement](#)” form on the [MA/PhD Current Student Resources](#) page.
- Students should complete the necessary requirements and submit all necessary forms for degree completion within the timelines stipulated on the Graduate School web site and the C&I MA Handbook.
- Students should also take into account Time to Degree and Enrollment requirements as outlined in the [Master's Degree: Performance Standards and Progress Policy](#)

When degree requirements and expectations are not met, the DGS will call a joint meeting with the student and the advisor(s) to discuss degree progress and establish clear steps and guidelines for the student. The DGS will follow up with a letter or email outlining the steps agreed upon in the meeting

and indicate a date(s) by which the student is expected to have demonstrated appropriate progress. Consistent failure on the part of the student to meet requirements and expectations will result in a recommendation to the Dean of the Graduate School that the student's status as a graduate student be terminated.

Scholastic Dishonesty / Plagiarism

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. The University Student Conduct Code, available on the [Office of Community Standards \(OCS\) website](#), defines scholastic dishonesty as follows:

Scholastic dishonesty means plagiarism; cheating on assignments or examinations, including the unauthorized use of online learning support and testing platforms; engaging in unauthorized collaboration on academic work, including the posting of student-generated coursework on online learning support and testing platforms not approved for the specific course in question; taking, acquiring, or using course materials without faculty permission, including the posting of faculty-provided course materials on online learning support and testing platforms; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis

Plagiarism is defined as representing the words, creative work, or ideas of another person as one's own without providing proper documentation of source. Examples include, but are not limited to, the following:

- copying information word for word from a (traditional or AI) source without using quotation marks and giving proper acknowledgement by way of footnote, endnote, or in-text citation;
- representing the words, ideas, or data of another person as one's own without providing proper attribution to the author through quotation, reference, in-text citation, or footnote;
- producing, without proper attribution, any form of work originated by another person such as a musical phrase, a proof, a speech, an image, experimental data, laboratory report, graphic design, or computer code;
- paraphrasing, without sufficient acknowledgment, ideas taken from another person that the reader might reasonably mistake as the author's; and
- borrowing various words, ideas, phrases, or data from original sources and blending them with one's own without acknowledging the sources.

It is the responsibility of all students to understand the standards and methods of proper attribution and to clarify with each instructor the standards, expectations, and reference techniques appropriate to the subject area and class requirements, including group work and internet use. Students are encouraged to seek out information about these methods from instructors and other resources and to apply this information in all submissions of academic work.

If you are confronted with allegations of misconduct, the University has a process in place to resolve the issue. Review the Discipline Process outlined under the Student Resources section of the OCS website for detailed information. You can also obtain the assistance of an ombudsman through the Student Conflict Resolution Center (www.sos.umn.edu) to help you through the process.

Note: OCS does not assist with academic performance issues. The Student Conflict Resolution Center provides support related to academic performance disputes.

Use of AI in Scholarly Work

Use of Generative Artificial Intelligence (GAI) and Large Language Models (LLM) (e.g., ChatGPT) can be an important scholarly tool. Use within courses is governed by the instructor. Use for program milestone work (e.g., preliminary exams, dissertations) is permitted, unless specified otherwise by your Program Area. However:

1. Students are responsible for providing appropriate attribution and clear and precise explanation of usage. It is expected that this is distinct from traditional scholarly attribution.
2. Students are responsible for educating themselves on the many and evolving limitations of GAI technology.
3. Students are alone responsible for the quality, accuracy and veracity of the text, data, analysis, or code produced with assistance of GAI.
4. Students are responsible for asking for clarification if they are unsure whether their use of GAI is acceptable by the program.

The University of Minnesota Library provides a guide on how and when to cite “ChatGPT” or other AI tools. Additionally, University Technology Help provides guidance, guidelines, and prohibited uses of AI tools: <https://it.umn.edu/services-technologies/resources/artificial-intelligence-appropriate-use>

Per the Student Conduct Code, unauthorized use of online learning support and testing platforms (AI) is considered a breach of academic integrity and is subject to the same set of sanctions that would result from other forms of scholastic dishonesty.

Conflict Resolution / Grievance Process

If you have a dispute or conflict, the first step of any resolution should be at the lowest unit level, between the parties involved or the parties and an appropriate third party (e.g., other faculty, program coordinator, DGS, GPC, or student services advisor). Students may wish to contact the Student Conflict Resolution Center (www.sos.umn.edu/) or similar support services for advice and possible mediation. If no informal resolution is reached at the lowest unit level, a student may seek informal resolution at the collegiate level with the other party and higher level administrators. If the issue is not resolved informally, the student may seek formal resolution. Information about filing a formal grievance is found on the Office for Community Standards website:

<https://communitystandards.umn.edu/>.

Sexual Harassment Policy

“Sexual Harassment” means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <https://policy.umn.edu/hr/sexharassassault>

University employees are mandated to report sexual misconduct they learn about to their campus Title IX office in accordance with University policy. Reporting options are outlined through the [Equal Opportunity & Title IX office \(EOT\)](#). For more information and support resources, please see the [Sexual Misconduct Resources for Staff, Faculty, and Student Employees brochure](#).

Confidential campus resources available to students include:

- [The Aurora Center](#)
- [Boynton Health Services](#)
- [Student Counseling Services](#)

Discrimination Policy

All University members are prohibited from engaging in, or assisting or abetting another’s engagement in, discrimination and related retaliation. The University of Minnesota will take prompt and effective steps intended to end prohibited conduct; prevent its recurrence; and, as appropriate, remedy its effects.

Discrimination is defined by the University as:

1. An action taken because of a protected characteristic (race, color, creed, religion, national origin, gender, age, marital status, familial status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, and gender expression) that adversely affects a term or condition of an individual’s employment, education, or participation in a University program or activity.
2. A denial of reasonable accommodations that are required to accommodate an individual’s disability; religion; or pregnancy, childbirth, lactation, or related medical condition
3. Discriminatory harassment, which is defined as conduct that occurs under the following conditions:
 - a. When it is stated or implied that an individual needs to submit to, or participate in, unwelcome conduct based on a protected characteristic in order to maintain or advance in their employment, education, or participation in a University program or activity (quid pro quo discriminatory harassment).
 - b. When unwelcome conduct based on a protected characteristic is severe, persistent, or pervasive and: (1) unreasonably interferes with an individual's employment, education,

or participation in a University program or activity; (2) creates a work, employment, or other University environment that a reasonable person would find to be intimidating, hostile, or offensive; or (3) effectively denies an individual equal access to a University program or activity (hostile environment discriminatory harassment).

Students should consult the [University's Discrimination Policy](#) for more information and resources to report suspected discrimination.

Retaliation Policy

University community members are prohibited from retaliating (taking an adverse action) against an individual because of the individual's good faith participation in:

- Reporting or otherwise expression opposition to, suspected or alleged misconduct;
- Participating in any process designed to review or investigate suspected or alleged misconduct; or
- Accessing the Office for Conflict Resolution Services

Students can consult the [University's Retaliation Policy](#) for more information and procedures to report retaliation concerns.

Access to Educational Records

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

Disability Support

The University of Minnesota's mission is to provide top-notch educational opportunities for all students, including those with disabilities. C&I recognizes that accommodations may be necessary for students with disabilities to fully access campus programs and facilities and is committed to providing access and inclusion through both formal and informal accommodations and universal design.. Students and faculty should utilize inclusive access teaching and learning methods to encourage full engagement and be sensitive to variable needs and learning processes.

The Disability Resource Center (DRC) provides support and resources to students with documented disabilities seeking accommodations throughout their academic journey from admission to graduation. Students can begin connecting with the DRC by visiting <https://disability.umn.edu/student-access>.

Upon meeting with the DRC, an overview of available reasonable accommodations will be provided to the student. Some of the disabilities the DRC supports include: mental health disabilities, Attention Deficit Hyperactivity Disorder (ADD/ADHD), learning disabilities, mobility impairments, chronic health conditions, blind and low vision, deaf and hard of hearing, deaf/blind, brain injuries, and Autism Spectrum Disorder. Additionally, the DRC provides Disability Related Scholarships.

In instances, in which a student believes that they are not receiving timely disability-related reasonable accommodations in their education program or activity, the student can connect with the DRC to go through a grievance process: <https://disability.umn.edu/student-access/grievance-process>

FINANCIAL SUPPORT

Graduate assistantships, fellowships, and loans are the most common forms of graduate student support.

Graduate assistantships

Within C&I, Ph.D. students are generally given priority for graduate assistantships. However, we encourage M.A. students to research graduate assistantship opportunities and to review the associated benefits with through the Graduate Assistant Employment website:

<https://hr.umn.edu/Jobs/Graduate-Assistant-Employment/About-Graduate-Assistant-Employment>

A 50% Graduate Assistant (GA) appointment (20 hours of work per week) is considered a 'full time' assistantship.

Possible graduate assistantships may include:

- **Teaching Assistantships (TA):** Many TAs supervise student teachers in the initial licensure programs. These positions usually require experience teaching in a U.S. public school.
- **Research Assistantships:** Most faculty members have ongoing research projects that include graduate student researchers. Speak with your advisor and/or other faculty in your area regarding prospective research projects.
- **Administrative Assistantships:** Some administrative assistantships are available including Administrative Fellows working in the Curriculum Library and with the Director of Graduate Studies.

Travel support

The CI Graduate Studies Committee supports students presenting at professional conferences. You may apply for travel support funds at any time (no deadlines), and support is in the form of a reimbursement after travel is complete. *Students must be presenting at conferences to receive funding; attending conferences is encouraged, however, no funds are available for this.* Students who receive funding are strongly encouraged to participate in all aspects of the conference (i.e. attending other sessions, networking events, etc.). Students will only be supported for one conference per year (Sept - Aug).

\$800 is available to each student per academic year (fall-spring) until full program allocation of \$3,000 is reached.

Award Maximums:

- \$200 - Local/Virtual (only registration fee can be reimbursed)
- \$400 - Domestic travel
- \$600 - Canada | Hawaii
- \$800 - International travel
- \$3,000 - Total while in program

As a condition of the award, the Graduate Studies Committee asks that all recipients participate in the

annual C&I Emerging Scholars Conference in the spring. **Please use the [CI M.A./Ph.D. Travel Support Request form](#) to complete your request. Requests must be made within 60 days of purchase.** Students are also encouraged to pursue college and university-wide travel support opportunities.

Graduate School Fellowships

The Graduate School offers a variety of fellowships available to currently enrolled students. The C&I Graduate Program Coordinator informs students about these fellowships as the Graduate School notifies programs. Students will be sent instructions for those fellowships that are competitive and require program nomination. The Graduate School maintains a listing here: <https://www.grad.umn.edu/funding>

College of Education and Human Development Scholarships and Awards

The College of Education and Human Development lists many fellowships and scholarships here: <http://www.cehd.umn.edu/graduate/scholarships/>.

ADVISING

The adviser acts as the student's major guide and advocate. Upon admission to an M.A. or Ph.D. degree program, students are initially assigned a faculty adviser or co-advisers. C&I provides Graduate Student Advising Guidelines that outline the expectations of a successful advising relationship in the following areas:

- Communication
- Socialization into the Norms of Academy
- Fostering Community
- Co-authoring Publications / Co-presenting at Conferences
- Graduate Program Milestone Completion
- Employment after Graduation

It is important that both students and advisors review and discuss these guidelines together to ensure that both the student's and advisor's needs are met. Regular (e.g., annual) check-ins around the guidelines and about how the advising relationship is proceeding are also encouraged. These check-ins are an excellent opportunity to review expectations, goals, and values.

Once students identify a research focus, they may wish to change advisers in order to work with a faculty member with compatible research interests. This is not uncommon as research interests do shift; however, students need to communicate clearly with all parties. In other instances, a student may wish to change advisors for personal or other reasons. The Director of Graduate Studies (DGS) is available to consult if students have any questions about a possible advisor change and/or how to navigate this process. Students may contact the DGS directly by email.

C&I is committed to quality advising, to ensuring students have an appropriate match and relationship, and to supporting students to degree completion. Changing advisors is sometimes a needed and productive step in one's graduate program.

Students may initiate an adviser change by notifying the present adviser of the intent to change, securing agreement of the new faculty member to serve as adviser, and emailing the Graduate Program Coordinator (cigs@umn.edu) a completed Change of Advisor form. When you send a change of adviser email, please copy both your current and new adviser to signify approval. The Change of Advisor form can be found here:

<https://sites.google.com/a/umn.edu/students-c-and-i/m-a-and-ph-d>.

If a conflict develops between a student and his/her adviser, the student should first discuss the problem with the adviser. The DGS may also be consulted as needed. Additional support can be found through the Student Conflict Resolution Center: <http://www.sos.umn.edu/>. This service offers informal and formal conflict resolution services to resolve students' university-based problems and concerns. An ombudsman provides confidential, neutral, and informal options.

M.A. INFORMATION

Steps towards successful M.A. degree completion

The M.A. degree offers two options for completion: the Plan A and the Plan B. The Plan A requires a formal thesis that is submitted to the Graduate School and is more appropriate if future doctoral study is likely. The Plan B substitutes additional coursework and requires a special project/paper(s) in lieu of the thesis. Students usually choose their plan within the first year of coursework. The plan selection is made officially when the student files the GPAS with the Graduate School.

M.A. Plan A

M.A. Plan A should complete the following steps. Full details about the [Master's Degree Plan A Completion Steps can be found here](#).

1. Consult with your adviser regarding course selection; refer to C&I course requirements and register for courses every fall and spring to maintain active status in the program.
2. Complete the C&I M.A. Plan A Program Planning Form for your specific track found on the C&I Current Students website; this maps your coursework by requirement area and lists your master's final examination committee. Students are expected to complete the C&I M.A. Program Planning Form after they have completed 10 credits. For full time students, this amounts to the 2nd semester.
3. Construct a formal written thesis proposal according to program area requirements and distribute it to your committee.
4. Hold a formal meeting with your committee and gain input from the committee and written approval on the M.A. Plan A Thesis Review Sheet, to be submitted to the Graduate Program Coordinator.
5. If applicable, file Human Subjects forms to the Institutional Review Board (IRB) to request approval to conduct thesis research.
6. Submit your Graduate Planning & Audit System (GPAS), required by the Graduate School, at least one semester prior to your anticipated graduation and assign master's final examination committee at least one month prior to exam.
7. Submit the Graduate Application for Degree (in MyU > Academics) no later than the first business day of your anticipated month of graduation.
8. Initiate electronic *Reviewers' Report form* to the Graduate School prior to master's final exam – the Graduate School will then release your Final Exam Form.
9. Hold master's final examination and initiate electronic *Final Exam Form* for Graduate Students
 - a. Committee Chair must complete the form by the last business day of anticipated month of graduation.
10. Submit thesis to the Graduate School by the last business day of the anticipated month of graduation.

M.A. Plan A: Thesis Requirements

All Plan A students must demonstrate familiarity with the tools of research or scholarship in their track, the ability to work independently, and the ability to present the results of their investigation effectively. The thesis required for the Plan A is formal and submitted to the Graduate School. The Plan A thesis is divided into chapters (usually five). A thesis proposal must be discussed and approved by the student's committee before

the student may proceed with the thesis. The Plan A thesis:

- requires 10 thesis credits (CI 8777)
- is a formal M.A. thesis (bound and submitted to Graduate School), involving around 450 hours of work
- requires a thesis proposal, which must be written and presented to the committee for approval before the study begins
- involves original research in the form of a “mini-dissertation” divided into chapters
- is likely to require human subjects (IRB) approval, which must be obtained prior to beginning data collection

M.A. Plan A: Thesis Proposal

Suggested contents of the thesis proposal include the following:

- Introduction and Statement of the Problem
- Literature Review
- Preparation and Qualifications for Conducting the Research
- Appendix

M.A. Plan A: Final Thesis

Suggested contents of the final thesis include the following:

- The Introduction and Statement of the Problem
- Literature Review
- Methodology
- Presentation of the Results
- Conclusion and Implications
- Bibliography, Resources and Appendices (if applicable)

Examples of M.A. Plan A Thesis

“Reading Strategies Instruction in Spanish and Its Influence on Reading Comprehension in English”

Conducted in an international school in Paraguay, this study explored the effect of reading strategy instruction in Spanish (the students’ native language) on their reading comprehension in English. Seventeen 5th-graders participated and received instruction in reading strategy use in Spanish over a 4-month period. Data sources included pre- and post-interviews, pre- and post-questionnaires involving a self-assessment of strategy use, and reading comprehension measures using the recall protocol procedure (3 times over 5 months) and oral fluency measures (3 times over 5 months). *Required IRB approval*

“Word Women: Learning about Literacy from Extraordinary Girl Writers outside of the Classroom”

This descriptive analysis explored the literacy lives of extraordinary adolescent girl writers who have published their writing outside of the classroom. Based on a review of the literature, indicating that researchers have unearthed new layers of meaning by expanding literacy studies beyond formal writing classrooms and curriculum, this study captured the voluntary out-of-school writing practices of five girls, ages 11–18. Three primary questions guided this research: “What motivates young authors to write?” “How do these girls define themselves as writers?” and “What does their writing process look like?” Using open-ended interviews, electronic mail surveys, and published and unpublished writing samples, the researcher drew conclusions about the compelling and complex ways these girls used writing to express themselves and make sense of their world, and as a result of these discoveries, the ways in which we can reflect on writing pedagogy. *Required IRB approval*

M.A. Plan B

M.A. Plan B should complete the following steps. Full details about the [Master’s Degree Plan B](#)

[Completion Steps can be found here.](#)

1. Consult with your adviser regarding course selection; refer to C&I course requirements and register for courses every fall and spring to maintain active status in the program.
2. Complete the C&I M.A. Plan B Program Planning Form for your specific track found on the [C&I Current Students website](#); this maps your coursework by requirement area and lists your master's final examination committee. Students are expected to complete the C&I M.A. Program Planning Form after they have completed 10 credits. For full time students, this amounts to the 2nd semester.
3. Submit your Graduate Planning & Audit System (GPAS), required by the Graduate School, at least one semester prior to your anticipated graduation and assign master's final examination committee at least one month prior to exam.
4. If applicable, file Human Subjects forms to the Institutional Review Board (IRB) to request approval to conduct research.
5. Submit the Graduate Application for Degree (in MyU > Academics) no later than the first business day of your anticipated month of graduation.
6. Hold master's final examination and initiate electronic *Final Exam Form* for Graduate Students
 - a. The Committee Chair must complete the form by the last business day of the anticipated month of graduation.

M.A. Plan B: Project Requirements

All Plan B students must demonstrate the ability to work independently. A proposal must be discussed and approved by the student's committee before the student may proceed with the project. The Plan B project:

- requires a 3 credit problems course (course number varies by track)
- results in one or two papers involving a combined total of approximately 120 hours of work (if one paper, should be approximately 40-60 pages, divided into sections; if two, each should be approximately 20-30 pages)
- requires a project proposal, which must be approved by the adviser before work on the paper(s) begins
- may or may not involve human subjects (IRB) approval
- are not submitted to the Graduate School, but most students present members of the committee with a bound copy

M.A. Plan B: Project Proposal

Suggested contents of the Plan B project proposal include the following:

- Purpose of the Project
- Literature Review
- Proposed "Method"
- Appendix

M.A. Plan B: Final Project

Suggested contents for the final Plan B project(s) include the following:

- Abstract
- Purpose of the Rationale for the Project/Inquiry
- Literature Review
- Description of the Project
- Description of the Results and Implications
- Bibliography, Resources and Appendices (if applicable)

Example of M.A. Plan B Final Project

A teacher created a series of alternative assessments for foreign language classrooms (as part of a course on testing and assessment) and decided to try them out with her students and seek their responses. She was interested in exploring whether the alternative (performance) assessments had an impact on students' motivation and attitudes toward language learning. The paper involved an in-depth literature review on alternative assessment in foreign language teaching and motivation and attitudes toward language learning. The assessments that were designed were included along with a synthesis of the data gathered from students.

Required IRB approval

Human Subjects Approval

Most M.A. theses and Plan B projects/papers involve work with students, teachers or other school or business personnel (i.e., human subjects). Students must submit an application to the University's Internal Review Board (IRB) prior to contacting potential subjects or collecting data. Depending upon the nature of the study, IRB approval may take several months, so students are advised to plan ahead and apply early in the research process. Advisers must approve and sponsor students' IRB applications and students should work closely and early with their mentors. . The University of Minnesota requires Human Subjects' Protection Training for all investigators and research personnel, including students. For detailed information on how to complete and register for human subjects training and how to submit an application to the IRB, visit the [Institutional Review Board home page](#)

COURSEWORK

M.A. Plan A program planning

Plan A programs require a minimum of 21-31 course credits, plus 10 thesis credits. At least 12 credits must be U of MN course credits taken while enrolled as a degree-seeking student in our master's Plan A program. A minimum of 15 credits of major coursework is required which includes two research courses that are required across all tracks except for TESOL (CI 8134 / CI 8135), as well as additional courses that reflect depth and breadth of the particular discipline. Each M.A. track has a different set of specific course requirements, which are outlined on planning forms available on the [C&I website](#). Students must work closely with the assigned adviser to plan their program.

M.A. Plan B program planning

Plan B programs require a minimum of 30 credits. At least 20 credits must be U of MN course credits taken while enrolled as a degree-seeking student in our master's Plan B program. A minimum of 15 credits of major coursework is required which will include courses that reflect the depth and breadth of the particular discipline. In addition, a minimum of 6 credits of research coursework is required for all tracks except TESOL. This will include research methods coursework and an 8000-level independent study course for the Plan B. Each M.A. track has a different set of specific course requirements, which are outlined on planning forms available on the [C&I website](#). Students must work closely with the assigned adviser to plan their program.

Minor or related field requirements

A minimum of 6 credits is required for a minor or related field.

A traditional minor includes work in a single field related to the major, but taken outside the C&I department. The minor field must be declared when a student submits their degree program, and coursework must be approved by the Director of Graduate Studies (DGS) for the minor. In addition, the outside member on the student's committee must represent the minor field. Some examples of minors completed by students in C&I are:

- Educational Psychology
- Mathematics
- Studio Arts
- International Education
- Literacy and Rhetorical Studies

A related field is less formal and more flexible than a minor. It should consist of a coherent pattern of courses that complement the major in a meaningful way. The final examination may include content from the related field, but students are not expected to have significant competency in the field like those with a traditional minor. Students may elect to take courses within C&I (but outside their specific track) for the related field. For example, a student with a track in Learning Technologies may have a related field in Literacy Education.

Transfer credits

M.A. students may transfer no more than 9 credits. Transfer credits include those taken from an outside institution and those courses taken at the U of MN as a non-degree graduate-level student prior to starting their Master's program. Suitable transfer credits are graduate-level, and must have been taught by a faculty member with a Ph.D. or equivalent terminal degree. Transfer coursework must have been completed no more

than ten-years prior to the student's admission into their CI graduate program. Students cannot transfer in course work to replace required core courses (CI 8134 / CI 8135 for Plan A students). In the case of a transfer from a non-United States institution, graduate course credits to be transferred must have been earned in a program judged by the University graduate program to be comparable to a graduate degree program of a regionally accredited institution in the United States. Transfer of thesis credits is not allowed. Each student works closely with his or her adviser to determine which credits are suitable for transfer into our M.A. program; transfer advising is only done after acceptance to the M.A. program.

Please note: courses leading to licensure that focus primarily on practical teaching methods are prohibited from transferring into the M.A. program.

The following is a list of ILP courses not allowed for inclusion on any C&I PhD and MA program plans:

Common Content: CPSY 5301, EPSY 5001, EPSY 5015, EPSY 5016, EPSY 5720, OLPD 5000, OLPD 5005, OLPD 5009, OLPD 5010, OLPD 5020, OLPD 5341, PubH 6003

Arts in Education: CI 5008, CI 5065, CI 5069, CI 5163, CI 5164, CI 5307, CI 5452, CI 5617, CI 5618

Elementary: CI 5111, CI 5283, CI 5286, CI 5287, CI 5307, CI 5425, CI 5426, CI 5502, CI 5645, CI 5702, CI 5822
English: CI 5163, CI 5164, CI 5307, CI 5441, CI 5451, CI 5461, CI 5481, CI 5617, CI 5618

Multilingual (Second Language) Education: CI 5163, CI 5164, CI 5307, CI 5452, CI 5620, CI 5631, CI 5632, CI 5634, CI 5635, CI 5646

Social Studies: CI 5163, CI 5164, CI 5307, CI 5452, CI 5612, CI 5617, CI 5646, CI 5741, CI 5742, CI 5743, CI 5745
Science: CI 5167, CI 5307, CI 5452, CI 5530, CI 5531, CI 5532, CI 5533, CI 5536, CI 5541, CI 5551, CI 5552, CI 5618

Mathematics: CI 5167, CI 5307, CI 5452, CI 5618, MthE 5011, MthE 5021, MthE 5031

Submitting the Graduate Planning & Audit System (GPAS)

Students work with advisers in planning their programs. Students first submit the C&I MA Program Planning Form for their track to the Graduate Program Coordinator for DGS review; this should be done after 10 credits have been completed. Students may email the form to the Graduate Program Coordinator (cc'ing the advisor indicates that the student's advisor has previously approved the program). Students are notified once the program is approved; they are then instructed to:

- Submit the Graduate Planning & Audit System (GPAS) via: MyU > Academics > Degree Progress tab

The Graduate Planning & Audit System (GPAS) audit automatically shows all graduate-level coursework you have taken at the University of Minnesota-Twin Cities. Students should submit their GPAS once they have registered for their last semester of coursework. After being submitted by the student, the Graduate Planning & Audit System (GPAS) is reviewed and approved by the Graduate Program Coordinator.

REGISTRATION

Registration requirements

All Graduate School students are required to register every fall and spring term to maintain their active status. Active status is necessary to register for courses, take exams, file for graduation, or otherwise participate in the University community as a Graduate School student.

GRAD 999 was created as a registration option for students seeking to maintain active status without registering for courses or thesis credits. This is a zero-credit, zero-fee, and non-graded registration option - only for graduate students who must register solely to meet the registration requirement. C&I allows students to register for GRAD 999 a maximum of two terms.

For more information on other registration categories (CI 8333) and/or readmission instructions see:
<https://onestop.umn.edu/academics/special-registration-categories-graduate-and-professional-students>

Registration Exception

Should students need to request a change to their registration after a deadline (e.g. add, drop, etc.), they may do so by submitting a *Graduate Registration Exception Request form*- under “Registration” drop-down at:
<https://onestop.umn.edu/forms>

Leave of Absence and Reinstatement

In some instances, students need to interrupt their enrollment for reasons they cannot control. A formal leave of absence provides students the opportunity to return to the University under the rules and policies in effect when they left and without affecting their time to degree. It also allows the University the opportunity to counsel students about actions they must take to be reinstated upon the expiration of the leave. An approved leave of absence may not exceed two academic years, and the time on leave will not be counted toward the time to degree.

You must apply for the leave as well as request reinstatement when you’re ready to return. The policy and links to forms are found here: <https://policy.umn.edu/education/gradstudentleave> (forms under Forms/Instructions section). A signature from your departmental Director of Graduate Studies is required, after consultation with your faculty adviser.

MASTER'S FINAL EXAMINATION

The Graduate School requires a final examination for M.A. candidates. In C&I, this exam is oral and is based primarily on the Plan A thesis or Plan B project/paper(s), though it may include any work fundamental to the major and related field or minor. The final oral is conducted as a closed examination, attended by only the student and all examining committee members, and usually lasts 1—1 1/2 hours (the absence of any member results in an invalid examination). The adviser or chair of the student's examining committee coordinates the examination.

Assigning the master's final examining committee

Students work with advisers in determining their master's final examination committee. The master's final examination committee consists of a minimum of three members: two (including the student's adviser) from the major and one from the related field (in another track or outside C&I) or official minor (must be outside C&I). To assign, complete the electronic form: <https://onestop.umn.edu/academics/examination-committees>.

Preparing for Graduation

Early in the term in which you plan to defend your dissertation – review the required steps under the Final Exams and Graduation sections of the Degree Completion Steps document for [Plan A](#) or for [Plan B](#). This includes information necessary for completing the degree. Plan A students will initiate the *Reviewers' Report form* and *Final Exam Form* and Plan B students will initiate the *Final Exam Form*. More information on these forms is below.

Preparing to take the final exam

Students must make the Plan A thesis or Plan B project/paper(s) available to the examining committee for review well in advance of the final examination (at least 2-3 weeks). The Plan A thesis is read by the entire examining committee, and committee members must be unanimous in certifying that the thesis is ready for defense, as indicated by their electronic signatures on the *Reviewers' Report form*. Instructions for the preparation of the thesis, including format specifications, should be obtained from the Graduate School. Students are responsible for scheduling the final oral examination with committee members at least one week prior to the exam. Students should work with staff in 125 Peik to secure a location for the closed exam.

Submitting the final examination report

The results of the examination are reported on the *Final Exam Form* the student initiates and sends to the Committee Chair. Once the exam is completed, the Committee Chair must submit the *Final Examination Form* to the Graduate School by the last business day of the intended month of graduation. A majority vote of the committee is required to pass the examination, with all members present and voting. A student who fails the examination may be terminated from the graduate program or may be allowed, on unanimous recommendation of the examining committee, to retake the examination, providing the re-examination is conducted by the original examining committee.

Submitting copies of the Plan A thesis

Plan A students must submit the thesis to the Graduate School. The student's advisor(s) must sign the thesis to confirm that it is complete and satisfactory in all respects and that all required revisions have been made. The Thesis Formatting and Submission instructions are available at: <https://onestop.umn.edu/academics/grad-and-professional/thesis-or-dissertation-submission>

GRADUATION & COMMENCEMENT

CEHD Commencement

CEHD's commencement ceremony is held once per year in May. All students are notified early in spring term about the process for signing up for commencement. Additional information is available at:

<http://www.cehd.umn.edu/commencement/default.html>

Please note: participating in commencement does not mean that you are, or will be, cleared for graduation. Graduation (degree) clearance is a separate process.

Students graduating from September through August during the academic year are invited to attend May commencement.

Clearance for graduation

Degrees are awarded monthly. To qualify for graduation in a particular month, a student must submit the Application for Degree form no later than the first day of that month and must complete the examination and submit the thesis (if Plan A) by the last business day of the anticipated month of graduation. The Application for Degree form can be found under MyU.umn.edu > Academics > Degree Progress tab

