

Office of Student Affairs, Room 1033 (*after October 17, Room 1225*)
(734) 764-7563

REGISTRATION HINTS FOR EDUCATION STUDENTS

This document provides you with helpful hints to aid you in making a correct registration. Registering correctly will help you to avoid the paperwork process to correct a registration later in the term or after the term ends.

[Wolverine Access](http://wolverineaccess.umich.edu) (<http://wolverineaccess.umich.edu>)

Wolverine Access is the gateway on the University's website for students to use to conduct student business while attending the University of Michigan. Through the Student Business link, you will be directed to the Student Center where you will be able to carry out your academic, financial, and personal business online. Important student announcements will appear periodically on the left side of the Wolverine Access home page.

[Office of the Registrar](https://umich-regoff.custhelp.com) (<https://umich-regoff.custhelp.com>)

Another source for important registration information is the web site for the Office of the Registrar. You can view the Academic Calendar, Residency information, and obtain current tuition and fee information.

Subject Codes in Education

There are three subject codes that represent courses offered in the School of Education. You will find the majority of Education's course offerings listed under the subject code of **EDUC**. For Education C Behavioral Sciences in Education, the subject code is **EDBEHAVR**. For Education D Curriculum and Instruction, the subject code is **EDCURINS**.

Backpack and Registration Information

Effective June 9, 2008 there will be a slight change made to the registration process on Wolverine Access.

- **Before you can register, you must add classes to your backpack**
- **From your backpack, you can select to enroll in one or more classes at a time**
- **Registration transactions now follow a three-step process:**
 - **Select Class or Classes**
 - **Confirm Classes**
 - **Review Results**

When backpacking, be sure to choose the correct term and career appointment. If you do not see your correct career appointment, contact the Office of Student Affairs (OSA) at 764-7563 for assistance before making a registration.

If you are waitlisted, please be sure to check periodically for space availability. When space does become available, you will be issued a permission so that you can proceed with registering for the course.

You will be prompted to review your schedule after initial enrollment, adding, dropping, or modifying a class to make sure that your schedule is correct and reflects any change(s) you may have made.

Pay attention to the Academic Calendar; it is recommended that you register before the first day of classes in a given term to avoid a late registration fee assessment.

Schedule of Classes

The most up-to-date schedule of classes information can be viewed via the UM [Registrar's Office](http://www.umich.edu/~regoff/schedule) web site (<http://www.umich.edu/~regoff/schedule>) or [Wolverine Access](http://wolverineaccess.umich.edu) (<http://wolverineaccess.umich.edu>).

Class Notes

Class Notes are additional pieces of information that pertain to a particular class and section. The notes will assist you in selecting and registering in the correct **Education (EDUC)** class and section. To view these notes via Wolverine Access, click on the class number.

Disenrolling, Withdrawing, Dropping, and Adding via Wolverine Access

Registering after the Wolverine Access Registration Period has Ended

The Office of the Registrar web site provides [Student Registration Deadlines](http://www.umich.edu/~regoff/calendar/) (<http://www.umich.edu/~regoff/calendar/>). This information includes the withdrawal, drop, and add deadline dates, etc.

There is a limited period of time at the beginning of each term during which the on-line Wolverine Access registration system is available. Contact OSA (734-764-7569) if you need to withdraw, register, add, or drop after on-line registration has concluded.

Enrollment Limit

Undergraduate **and** graduate students are automatically limited to enrolling in 18 hours of course work via Wolverine Access registration in a full term (fall, winter, spring/summer). Approval is not automatic. Students will be contacted when the enrollment limit has been increased so that you can proceed with electing the class.

Graduate students are limited to 9 hours in a half term (spring or summer). If the total number of hours exceeds 9 or 18 hours in a specific term, you can send an email to [Joan McCoy](mailto:jemccoy@umich.edu) (jemccoy@umich.edu) in OSA. To request an increase in your enrollment limit, include your UM ID number, the catalog number of the course(s), and the credit hour(s) for the course(s).

Undergraduate students must have a cumulative GPA of 3.00 or higher in order to be considered for approval of more than 18 credit hours. Send an email to [Paige Pawson](mailto:ppawson@umich.edu) (ppawson@umich.edu) or [Lisa Clark](mailto:ljclark@umich.edu) (ljclark@umich.edu) in the Office of Teacher Education, Room 1228. To request an increase in your enrollment limit, include your UM ID number, the catalog number of the course(s), and the credit hour(s) for the course(s).

Permissions for Independent Study Courses (e.g., EDUC 310, 317, 320, 470, 638, 640, 650, 655, 657, 767, 770, 789, 798, 835, 990, or 995)

An electronic permission is required for a student to register in an independent study class.

Undergraduate students: Undergraduate students who will register in EDUC 310, 317, 320, or 470 must submit the form, *Undergraduate Independent Study Agreement for EDUC 310, 317, 320, or 470*. Download the form from <http://www.soe.umich.edu/es/resources/undergraduate/index.html>. You must provide a detailed description of the work to be completed. The form must have the faculty member's signature in order to be processed.

If you choose EDUC 310, 317, or 320, take the form to Tina Sanford in the Educational Studies Program Office, Room 4204. Tina's contact information is tsanf@umich.edu or 763-9497.

If you choose EDUC 470, take the form to Linda Rayle in the Center for the Study of Higher and Postsecondary Education Program Office, Room 2117. Linda's contact information is lrayle@umich.edu or 764-9472.

Graduate students: The program office will issue the electronic permission. Requesting permission to enroll in an independent study course indicates that you contacted the professor, discussed this enrollment, and agreed on the work that you will complete. Submit the request form <http://sitemaker.soe.umich.edu/soe.ispe/request>. You will receive an email confirming submission of your request **and** an email when the permission has been issued. Then, you will proceed with registering for the independent study course.

CPEP, ES, and JPEE graduate students: Tina Sanford (ES, Room 4204) will issue permissions for EDUC 310, 317, 320, 638, 640, 650, 655, 657, 789, 798, 835, 990 and 995.

CSHPE graduate students: Linda Rayle (CSHPE, Room 2117) will issue permissions for EDUC 470, 767, 770, 990, and 995.

Grading

The “Grading” section of your schedule indicates how the class(es) you have elected will be graded, i.e., Graded, Sat/Unsat, Pass/Fail, NotforCrdt, Audit.

If a **graduate student** sees a grading basis of NotforCrdt on his/her schedule, this means that you will not receive graduate credit for this class and it will not be used towards your graduate degree program. If a **graduate student** elects a course numbered 100-399 and sees a grading basis of NotforCrdt on his/her schedule, this would be correct because the courses numbered 100-399 are typically not approved for graduate credit. On your transcript, an NFC notation will follow the course title; this notation will be added at the end of the term.

If a **graduate student** elects a course numbered 400 and above, sees a grading basis of NotforCrdt on his/her schedule, and believes that the course is approved for graduate credit, try to modify the grading basis by selecting “Graded”. If you are not able to modify the grading basis, check with OSA to see if the course is approved for graduate credit.

If a **graduate student** sees a grading basis of Audit on his/her schedule, this course will not be used towards your graduate degree program. If you have selected the grading basis of Audit by mistake, try to modify the grading basis by selecting “Graded”. A grade of “VI” will appear on your transcript for a course elected as Audit; this notation will be added at the end of the term.

Meet Togethers and Cross-Listed Courses

“Meet Togethers” are defined as classes that meet with students from another college/school/department at the same time with the same instructor in one location. Each college/school/department lists the course offering. This allows a student to elect it as an Education or non-Education course. Information about “Meet Together Classes” appears as a class notes in Wolverine Access. To view the notes via Wolverine Access, click on the class number.

“Cross-Listed Courses” are defined as courses whose ownership of the course is shared with another college/school/department and meet with students from these units at the same time with the same instructor and in one location. Each college/school/department lists the course offering. This allows a student to elect it as an Education or non-Education course.

Cognate Requirement

All students in master’s or doctoral programs approved by the Rackham Graduate School are required to complete graduate-level coursework in a field or fields other than the student’s field of specialization. This is referred to as the *cognate requirement*.

Rackham policy sets a minimum requirement of four semester hours of cognate courses, but the School of Education exceeds the minimum Rackham cognate requirement as follows:

- ES & CSHPE master’s programs: minimum of six semester hours of cognate coursework
- CSHPE doctoral program: minimum of six semester hours of cognate coursework
- ES doctoral program: minimum of 12 semester hours of cognate coursework

New Rackham Policy Effective Fall Term 2007

A graduate-level course elected Fall 2007 or after to fulfill the cognate requirement must receive a grade of B- or higher.

For ES and CSHPE graduate students, a cognate is usually a graduate-level course taught outside of the School of Education. Under some circumstance, however, EDUC graduate-level courses taken at UM can be used to satisfy part or all of the cognate requirement if:

- The EDUC course is a meet-together or cross-listed course (please note meet-together or cross-listed courses on your worksheet or program course-planning sheet); or
- An ES student chooses an EDUC course (see exception below) that is taught primarily for CSHPE students; or
- A CSHPE student chooses an EDUC course (see exception below) that is taught primarily for ES students.

Exception

Research methods courses such as EDUC 695, 765, 792, 793, 795 may NOT be used to fulfill the cognate requirement.

Choose one of the following to see the complete list of EDUC courses that are eligible to count toward the cognate requirement:

Courses for ES Students; Review the list at the end of this document

Courses for CSHPE Students; Review the list at the end of this document

Under some circumstances a student may, with advisor approval, be able to use non-Education graduate course work from another accredited institution toward fulfillment of the cognate requirement. To help you with this, contact [Joan McCoy](mailto:jemccoy@umich.edu) (jemccoy@umich.edu). She will meet with you and review your transcripts.

If you have any questions about fulfilling the cognate requirement, contact [Joan McCoy](mailto:jemccoy@umich.edu) (jemccoy@umich.edu). General information about the cognate requirement can be found in the [Rackham Graduate School Academic Policies](http://www.rackham.umich.edu/policies/gsh/) (http://www.rackham.umich.edu/policies/gsh/).

Process for electing a course for Audit/Visit

Occasionally a student may choose to audit/visit a course; students can no longer modify the grading basis via Wolverine Access. Audit/visit courses are assessed tuition, but do not count toward course work requirements. To Audit/Visit a course:

- Student registers for the course via Wolverine Access
- Pick up an Election Worksheet from the Office of Student Affairs; we will help you complete the form
- Obtain the signature of the instructor of the course and your advisor or department chair
- Take the form to the Office of the Registrar with a photo ID for processing.

For more information about this process, view the [Rackham Graduate School Academic Policies](http://www.rackham.umich.edu/policies/gsh/) Section 1.2.3: http://www.rackham.umich.edu/policies/gsh/.

Do you need help?

For assistance, you may contact the following when the problem is related to registering in an Education class:

Office of Student Affairs, Room 1225, 764-7563

Tina Sanford, Educational Studies, Room 4204, 763-9497

Linda Rayle, Center for the Study of Higher and Postsecondary Education, Room 2117, 764-9172

Online assistance is available under the “**Help**” tab at the top of the Student Business pages in Wolverine Access. For Wolverine Access questions, contact (734) 764-4357 (4-HELP). You may also contact the Office of the Registrar at (734) 764-6280 for assistance.

Revised: December 12, 2008

Courses for ES Students

With advisor approval, and when applicable with advisor approval, the following EDUC graduate-level courses may be elected by an ES student to fulfill the cognate requirement; for course descriptions view <http://www.soe.umich.edu/courses/index.html>.

- 470. Independent Study in Higher and Postsecondary Education; requires registration with CSHPE faculty member
- 561. Introduction to Higher Education
- 563. The Community College
- 622. Proseminar in Higher Education
- 661. History of Postsecondary Education
- 662. Learning and Development in Higher Education
- 665. Management of Student Affairs and Support Services
- 670. Financial Management in Nonprofit Organizations
- 690. Academic Affairs and Student Development in Postsecondary Education
- 759. Higher Education and Society
- 761. Postsecondary Institutions as Complex Organizations
- 762. Curriculum in Postsecondary Education
- 763. Financial Management and Strategy in Postsecondary Education
- 768. Economics of Education
- 770. Independent Study in Higher and Continuing Education; requires registration with CSHPE faculty member
- 771. Topics in Higher and Continuing Education
- 860. Technology in Higher Education
- 861. Human Resource Development in Postsecondary Education
- 862. Community College Governance and Administration
- 863. Planning, Analysis, and Institutional Research
- 864. The American College Student
- 866. The College and University Professor
- 867. Current Topics in Postsecondary Instruction
- 868. Philosophy of Academic Leadership
- 870. International and Comparative Higher and Continuing Education
- 871. National Economic and Financial Issues in Postsecondary Education
- 872. State Government and Higher Education
- 873. Race, Ethnicity and Gender in Higher Education
- 874. Law and Higher Education
- 875. Managing Change and Quality in Higher Education Institutions
- 876. Program Design and Adult Learning
- 877. Dynamics of Organizational Strategy in Postsecondary Education
- 878. Professional Education in Colleges and Universities
- 879. Capital Financing, Asset Management, and Fund Raising in Higher Education
- 880. Case Studies in Higher Education Management
- 881. Public Policy Research and Analysis in Postsecondary Education

Courses for CSHPE Students

With advisor approval, and when applicable with advisor approval, the following EDUC graduate-level courses may be elected by a CSHPE student to fulfill the cognate requirement; for course descriptions view <http://www.soe.umich.edu/courses/index.html>.

- 500. Foundations of Literacy
 - 501. Literacy Curriculum, Instruction and Assessment: Primary/Elementary
 - 503. Learning from Texts in Subject Areas
 - 504. Teaching with Technology
- (continued on next page)*

505. Literacy Curriculum, Instruction & Assessment: Middle/Secondary
506. Computing Technology in the Mathematics Classroom
509. Literacy and Learning for Typical and Atypical Students: Transition/Adult
510. Teaching and Learning
513. Diagnosing Learning Problems in Elementary Mathematics
514. Teaching in Early Educational Settings
515. Foundations of Early Childhood Education
516. Theory and Practice in Early Childhood Education
517. Early Childhood Education: Policy Issues
518. Workshop on Teaching Mathematics
522. Improvement of Science Teaching
525. Language Development in Home and School Contexts
526. Language Analysis for Second Language Teaching and Learning
528. Workshop on the Teaching of Science
538. Workshop on Social Studies Teaching
547. Current Issues in Educational Studies
551. School Organization and the Policy Environment
552. Instructional Leadership in Schools
553. Administrative Leadership in Schools
555. Financial and Legal Policies for Schools
600. Applications of Learning Theories to Technology Rich Learning Environments
602. Instructional Gaming.
603. Classroom-Based Evaluation of Learning Technology.
604. School Curriculum
605. Internship in Learning Technologies
606. Developmental and Psychological Perspectives on Education
607. Introduction to Educational Measurement and Evaluation.
608. Curriculum Change
609. Curriculum Development and Evaluation
611. Mathematics Instruction in the Elementary School.
612. Mathematics Instruction in the Secondary School
613. Current Issues in Mathematics Education
614. Contemporary Issues in Early Childhood Education
615. Early Childhood Education Curriculum
616. History of Early Childhood Education
617. Qualitative Research in Early Childhood Education
618. Early Childhood Assessment
619. High Risk Infants
620. Education of Young Children with Special Needs.
621. Teaching Writing in the Elementary and Secondary Schools
623. Research on Literacy
632. Readings in the Anthropology of Education
635. Research in the Social Studies
636. Recent Developments in the Social Studies
637. Practicum in Assessment
640. Independent Study in Educational Studies; requires registration with Educational Studies faculty member
641. History of American Education
642. Philosophy and Politics of Education
643. Sociology of Education.
644. Comparative and International Education
645. Education and Cultural Studies
646. Educational Policy Analysis.
647. Everyday Life and Learning
648. Schools and the Production of Persons
(continued on next page)

649. Foundational Perspectives on Educational Reform
655. Directed Research in Educational Studies; requires registration with Educational Studies faculty member
658. Workshop in Educational Administration
696. Consultation and Collaboration for Inclusive Literacy Education
699. Implications of Research on Effective Instruction and Classroom Learning
701. Seminar: Curriculum Issues
703. Historical Perspectives on Literacy Research
704. Contemporary Perspectives on Literacy Research
705. Evaluating Educational and Social Programs
706. Seminar: Issues in Research on Literacy
707. Psychometric Theory: Classical and Latent Trait Models
708. Cognition and Instruction in the Classroom.
709. Motivation in the Classroom
710. Learning, Thinking, and Problem Solving
711. Research in Mathematics Education.
713. Seminar on Science Education
714. Technology and Mathematics Education
715. Special Topics in Education and Psychology
716. Education Psychology Advanced Proseminar
718. Distributed Learning
720. Social Psychology of Education.
721. Human Development and Schooling
722. Models of Teaching and Classroom Instruction
723. Field Research Methods.
724. Ethnographic Interviewing
- 725 and 726. Qualitative Approaches to Educational Research I and II.
727. Research Methods in Cognition and Technology
728. Practicum in Learning Technology Design
729. Culture, Design, and Technology
730. Methods of Classroom Research
733. Reading and Writing Development of Young Children.
734. Sociohistorical Context of Special Education.
735. Theory and Research in Special Education
736. Atypical cognitive and Social Development
737. Topics in Educational Studies
738. Instructional Interventions for Atypical Learners: Theory and Research
739. Differentiating Instruction in Reading
740. Independent Study: Educational Foundations, Policy, and Administration; requires registration with Educational Studies faculty member
741. Topics in History of Education
742. Topics in Sociology of Education
743. Topics in Philosophy of Education
744. Topics in Comparative and International Education
745. Education and Cultural/Multicultural Studies: Reconstructing Urban Schooling
746. Topics in Educational Policy
747. Topics in Foundations and Policy
748. Policy and Practice: School Reform and State Policy
750. Learning and Social Cognition in Science and Technology
751. The Social Context of Schooling
752. Organization Theory and Research in Education
753. Analysis of School Effectiveness
754. Education and Public Policy.
758. Leadership, Learning Organizations and Technology
772. Policy and Contexts of Teacher Education

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- 773. Issues in Teacher Education
- 774. The Practice of Teacher Education
- 775. Research on Teacher Education
- 776. The Practice of Teaching
- 779. Technology and Teacher Learning
- 780. Research on Teaching
- 781. The Study of Mathematics Instruction
- 782. The Study of Mathematical Thinking and Learning
- 783. Mathematics Curriculum: Research and Development
- 790. Foundations of Schooling
- 791. Foundations of Teaching and Learning
- 805. Advanced Topics in Learning Technologies
- 809. Curriculum Theory and Practice
- 830. Historical and Philosophical Roots of Science Education
- 831. Theory and Research on Learning and Instruction in Science
- 832. Theory and Research on the Development of Expertise in Science Teaching
- 833. Theory, Research, and Use of Technological Tools in Science Education
- 834. Designing Science Learning Environments
- 835. Independent Study; requires registration with Educational Studies faculty member
- 841. Advanced Studies in History and Sociology of Education.
- 843. Advanced Studies in Educational Philosophy and Comparative/International Education
- 845. Advanced Studies in Cultural/Multicultural Studies
- 847. Advanced Studies in Foundations and Policy
- 848. Research Seminar in Educational Foundations
- 849. Research Forum: Educational Foundations
- 859. Advanced Topics in Educational Administration and Policy
- 895. The Logic of Inquiry
- 898. Professional Development Seminar