

MICHIGAN STATE UNIVERSITY

Educational Psychology and Educational Technology *Doctor of Philosophy*

Application Deadline: Ph.D. – December 1.

A doctoral program is more than a collection of courses, but courses play an important role in supporting students' learning about a range of perspectives and issues relevant to technology and education, to support the development of their own research focus, and to participate in intellectual communities. Course requirements are intended to provide students with a common grounding in important knowledge and issues while providing maximum flexibility to build a program suited to the student's individual professional goals. The requirements ensure a rich grounding in understanding and carrying out research. Each student is expected to work closely with his or her guidance committee to select courses that provide sufficient exposure to other perspectives important for studying chosen educational issues.

Candidates for the Ph.D. degree in Educational Psychology and Educational Technology will complete at least 14 courses, meeting the following requirements:

1) Proseminar. A two-semester **proseminar** taken during the first year of advanced graduate study. These two courses are designed to help build students' academic skills and professional learning community, introduce them to historically and currently important issues in technology, learning, and related fields, and provide them with a preliminary look at the scholarly themes that characterize the program.

- * *Proseminar in Educational Psychology I (CEP 900)*
- * *Proseminar in Learning and Development (CEP 901A)*
or *Proseminar in Technology and Education (CEP 901B)*

2) Inquiry/Research. The following four courses about **educational inquiry and research**:

- * *Educational Inquiry (CEP 930)*
- * *Quantitative Methods in Educational Research I (CEP 932)*
- * *Quantitative Methods in Educational Research II (CEP 933)*
- * *Practicum in Research Design and Data Analysis (CEP 995)*

In addition to these minimal requirements, most students take additional courses that constitute a cohort-based two-year sequence preparing students for understanding and conducting rigorous research in technology and education. The second year of this sequence centers on research methods and design particular to technology and education and the conducting of original research through a research practicum.

Year 1

Year 2

Educational Inquiry (CEP 930)

* *Quantitative Methods in Educational Research I (CEP 932)*

* *Qualitative Methods in Educational Research (summer) (CEP 931)*

* *Quantitative Methods in Educational Research II (CEP 933)*

* *Research Methods and Design for Learning, Technology, and Culture (CEP 955)*

* *Practicum in Research Design and Data Analysis (CEP 995)*

3) Emphasis Area Courses. Three selective courses chosen to provide breadth of understanding in educational issues and meet College of Education basic knowledge requirements:

Technology and Education Selectives

* *Cognition and Technology (CEP 909)*

* *Technology and K-12 Education (CEP 916)*

* *Design of Media for Learning (CEP 917)*

* *Technology, Society, and Culture (CEP 951)*

* *Technology for Teaching and Learning in Higher Education (CEP 952)*

* *Teachers and Technology (CEP 953)*

* *Mind, Media, and Learning (CEP 956)*

Learning and Development Selectives

* *The Psychology of Learning School Subjects (CEP 902)*

* *Cognitive Development across the Lifespan (CEP 903)*

* *Social-Emotional Development across the Lifespan (CEP 904)*

* *Cultural Perspectives on Learning and Development (CEP 905)*

* *Psychological Study of Teaching (CEP 907)*

* *Motivation and Learning (CEP 910)*

* *Intellectual History of Educational Psychology (CEP 911)*

* *Learning in Complex Domains (CEP 957)*

Literacy

4) Area of Specialization. At least five additional courses in the student's area of specialization, developed within *Learning and Development, Technology and Education, or Literacy*. Students are encouraged to include some coursework from outside the Department of Counseling, Educational Psychology and Special Education. Emphasis area and specialization courses must provide a coherent program of study approved, in advance, by the student's guidance committee. (Research methodology courses beyond the required four courses may count as specialization courses.)

Courses in the selective lists above may be used as appropriate for specialization courses. Some additional courses within Educational Psychology and Educational Technology that might be used as specialization courses are:

- * *Learning Science with Technology: Theoretical Perspectives (CEP 914)*
- * *Special Topics in Learning, Technology, and Culture (CEP 991A)*
- * *Psychology and Pedagogy of Literacy (CEP 912)*
- * *Psychology and Pedagogy of Mathematics (CEP 913)*
- * *Language, Literacy and Learning (CEP 915)*

Other Requirements

5) Meet the university's **residency requirement** -- defined as enrolling in six credits of coursework in two consecutive semesters.

6) Pass the departmental **preliminary examination**, taken at the end of the first year of doctoral study.

7) Pass a **comprehensive examination** administered according to departmental policy.

8) The doctoral program culminates in the completion of the doctoral **dissertation** (24 semester credit hours).