

EDUCATION

GRADUATE STUDY

Graduate programs in the College of Education provide opportunities for advanced study and research in education and foster development of the insight and skill needed to deal with the many challenges that confront the education profession today.

The College offers the following degrees in a variety of specialties: Master of Arts, Master of Science, Educational Specialist, and Doctor of Philosophy. Students study the profession in general as well as particular specialties. Within many programs, there is considerable latitude for students to plan their studies in collaboration with their faculty advisers.

Included in the requirements for some graduate degree programs that are offered by departments in the College of Education are courses that involve observations, field experiences, and internships. Students are responsible for their transportation and affiliated expenses to and from observations, field experiences, and internships.

Students who are enrolled in the Doctor of Philosophy degree program in Educational Psychology and Educational Technology in the Department of Counseling, Educational Psychology and Special Education and the Doctor of Philosophy degree program in Curriculum, Instruction, and Teacher Education in the Department of Teacher Education may elect an option in language and literacy. For additional information refer to the statement on *Requirements for the Doctor Philosophy Degree in Educational Psychology and Educational Technology* in the *Department of Counseling, Educational Psychology and Special Education* section of this catalog, and the statement on *Requirements for the Doctor of Philosophy Degree in Curriculum, Instruction, and Teacher Education* in the *Department of Teacher Education* section of this catalog.

Students who are enrolled in Master of Arts, Educational Specialist and Doctor of Philosophy degree programs in the Department of Counseling, Educational Psychology and Special Education and in Master of Science and Doctor of Philosophy degree programs in the Department of Kinesiology may elect specializations in Infancy and Early Childhood. For additional information, refer to the statement on *Interdepartmental Graduate Specializations in Infancy and Early Childhood* in the *College of Social Science* section of this catalog.

The Master of Science and Doctor of Philosophy degrees in Mathematics Education are administered jointly by the College of Natural Science and the College of Education. The College of Natural Science is the primary administrative unit. For additional information, refer to the statements on *Mathematics Education* in the *College of Natural Science* section of this catalog.

Master of Arts and Master of Science

Each candidate for the Master of Arts or Master of Science degree selects one of the major fields in one of the academic units listed below:

- College of Education
 - education (M.A.)
 - literacy instruction (M.A.)
 - mathematics education (M.S.)
- Department of Counseling, Educational Psychology and Special Education
 - psychology and Special Education counseling (M.A.)
 - educational technology (M.A.)
 - rehabilitation counseling (M.A.)
 - special education (M.A.)
- Department of Educational Administration
 - higher, adult, and lifelong education (M.A.)
 - K–12 educational administration (M.A.)
 - student affairs administration (M.A.)

- Department of Kinesiology
 - kinesiology (M.S.)
- Department of Teacher Education
 - teaching and curriculum (M.A.)

In addition to meeting the requirements of the University as described in the *Graduate Education* section of this catalog, students must meet the requirements specified below.

Admission

Students wishing to become candidates for the master's degree must possess a bachelor's degree from a recognized educational institution. A grade–point average of at least 3.00 during the final two years of undergraduate study is required for regular admission. Admission on a provisional basis is sometimes available; however, a provisional admission requires a grade–point average of at least 2.50 during the final two years of undergraduate study.

Teacher certification is also required for admission in some areas. A student wishing to obtain teacher certification may be admitted to a special program in order to obtain a teaching certificate. For additional information, refer to the statement on *TEACHER CERTIFICATION* in the Department of Teacher Education section.

Requirements for the Degree

A tentative program of studies for the degree should be prepared prior to the completion of 10 semester credits. No student will be accepted as a candidate for the master's degree unless such a program has been approved by the adviser. Program changes require the approval of the adviser.

For most of the programs offered by the College of Education, the master's degree may be earned on either Plan A (with thesis) or Plan B (without thesis). For Plan A, not more than 8 credits of master's thesis research may count toward the degree.

Students in any master's program in the College of Education may apply a maximum of 12 credits earned through any combination of courses taken through lifelong education, graduate certification, or in transfer from another institution. Each program may determine if courses are appropriate for the master's program and may allow fewer than 12 credits to be applied to the specific master's program.

Academic Standards

If, upon completion of 18 or more graduate credits, the student has not attained a grade–point average of 3.00 or higher, he or she becomes ineligible to continue work toward the master's degree in the College.

Educational Specialist

The Educational Specialist program is designed for persons who wish to achieve, by a planned program of graduate studies, proficiency beyond the level of the master's degree or equivalent but who do not necessarily plan to complete the Doctor of Philosophy degree.

Each candidate for the Educational Specialist degree selects one of the major fields in one of the departments listed below:

- Department of Counseling, Educational Psychology and Special Education
 - school psychology
- Department of Educational Administration
 - K–12 educational administration

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Department of Teacher Education
curriculum, teaching, and educational policy

If the student is accepted for admission to doctoral study while pursuing the Educational Specialist degree or after completing this degree, credit for studies completed during the program may be applied to the doctoral degree upon recommendation of the student's doctoral guidance committee and approval of the Dean of the College of Education. However, the program leading to the Educational Specialist degree should not be thought of as a normal stage between the master's degree and the doctorate, but as a program for people who do not plan to complete work for a doctoral degree. There is no assurance that any of the work taken for the Educational Specialist degree will be counted toward the doctorate should the individual be admitted to a doctoral program.

Admission

Admission to the program normally occurs after the completion of the master's degree or equivalent. However, application may be made by those students who are pursuing bachelor's degrees from recognized educational institutions.

A student who has taken comprehensive examinations for a doctor's degree may apply for transfer to the Educational Specialist program only if these examinations have been satisfactorily passed. Other students in good standing who are in the doctoral program but have not taken the comprehensive examinations and wish to apply for transfer to the Educational Specialist program may do so by application and upon the approval of the guidance committee and adviser.

Admission to the program is subject to the general regulations of the University as set forth in the *Graduate Education* section of this catalog and the College of Education. Normally, the application will be processed in a manner similar to that for doctoral students. Scores for the Graduate Record Examination General Test¹ are required at the time the application for admission to an educational specialist program is submitted. This examination must have been taken no longer than five years prior to the application for admission. At the discretion of the department, applicants may be admitted on a provisional basis pending the required Graduate Record Examination General Test¹ scores. Students thus admitted on a provisional basis must take the Graduate Record Examination General Test within a specified time period after enrollment in order to be considered for admission to regular status.

The Miller Analogies Test may be substituted for the Graduate Record Examination General Test by students in K–12 Educational Administration.

Requirements for the Degree

The Educational Specialist program consists of two full years (equivalent of 60 semester credits) of graduate study beyond the bachelor's degree. The second academic year of graduate study normally embraces 30 semester credits of graduate study. When the master's degree or equivalent is earned in an appropriate field and at an approved institution, a minimum equivalent of 30 additional semester credits of study is required for the Educational Specialist degree. At least 10 of the last 30 semester credits that are required for the degree must be completed on the East Lansing campus.

The sequence of studies for each student pursuing the Educational Specialist degree is planned by the designated adviser with the student's guidance committee, following the procedure described for the Doctor of Philosophy degree program in the College. Students must satisfactorily complete a terminal comprehensive examination that is administered in accordance

with department policies. Demonstrated competence in statistics or a reading knowledge of a foreign language will be required whenever such competence is judged appropriate to the program by the guidance committee.

Included in the 60 semester credits that are required for the Educational Specialist degree is study in the major area, in other areas of professional education, and in related areas outside of the College of Education. Field work, internship, externship, and similar laboratory-type experiences constitute at least 6 credits of the program.

Academic Standards

Candidates for the Educational Specialist degree must achieve a grade-point average of not less than 3.20 during the last half of the program (the last 30 semester credits).

Transfer Credits

Up to 8 semester credits beyond the master's degree may be transferred from a recognized educational institution upon approval of the student's guidance committee and the Dean of the College of Education.

Time Limit

All requirements must be completed within five calendar years from the time of the student's first enrollment after completing the master's degree. A student who does not take a master's degree is allowed seven years to complete the requirements.

Doctor of Philosophy

Doctoral programs in education at Michigan State University are available to students who show promise of becoming outstanding leaders, disciplined in theory development and research, and qualified to provide exemplary leadership in educational programs. Programs in the College of Education are planned to develop mastery of a comprehensive field, to foster creative intelligence in dealing with educational problems, and to encourage a breadth of understanding of related fields. Such doctoral study is necessarily rigorous and exacting.

Each candidate for the Doctor of Philosophy degree selects one of the major fields in one of the academic units listed below:

- College of Education
 - educational policy
 - mathematics education
- Department of Counseling, Educational Psychology and Special Education
 - educational psychology and educational technology
 - measurement and quantitative methods
 - rehabilitation counselor education
 - school psychology
 - special education
- Department of Educational Administration
 - higher, adult, and lifelong education
 - K–12 educational administration
- Department of Kinesiology
 - kinesiology
- Department of Teacher Education
 - curriculum, instruction, and teacher education

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In addition to meeting the requirements of the University as described in the *Graduate Education* section of this catalog, students must meet the requirements specified below.

Admission

Applicants must have a record acceptable to the College and department. A master's degree in an appropriate subject matter field may be required, but completion of a master's degree is not a guarantee of admission.

Following receipt of the application, all transcripts, required test scores, letters of recommendation, and any other information required by the program, doctoral applicants may be invited to meet with a faculty committee before a final decision on doctoral admission is reached.

Scores for the Graduate Record Examination General Test are required at the time the application for admission to a doctoral program is submitted. This examination must have been taken no longer than five years prior to the application for admission. At the discretion of the department, applicants may be admitted on a provisional basis pending the required Graduate Record Examination scores. Students who are thus admitted on a provisional basis must take the Graduate Record Examination General Test within a specified time period after enrollment in order to be considered for admission to regular status.

Requirements for the Degree

A program encompassing approximately two full years of study beyond the master's degree is planned with and for each candidate. The concentration of study in the various programs will vary with the candidate's goals, background of study, current status of understanding, and experience.

All doctoral candidates in the college are required to have basic knowledge in at least four of the following areas of general professional education: (1) administration; (2) curriculum; (3) psychological foundations; (4) research and evaluation methods; (5) social, philosophical, and historical foundations; (6) motor development and motor learning; (7) biological foundations; (8) ethical considerations; (9) issues of diversity in education. The specific areas selected shall be determined by the student's guidance committee in consultation with the student.

The candidate is required to choose a research problem and to report the research in the form of a dissertation. The dissertation is equivalent to 24 semester credits.

The student must pass written comprehensive examinations that are administered in accordance with department and school policies. For some programs these examinations will be under the direction of the appropriate members of the candidate's guidance committee, supplemented by such other faculty members as may be appointed for the purpose by the Dean of the College. For other programs, a common examination is administered at regularly scheduled times.

The candidate will be orally examined upon presentation of the dissertation. The examination will center on the dissertation itself, but will also include examination on relevant basic concepts.

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Master of Arts

The Master of Arts degree in Education is designed for experienced educators who are interested in enhancing their professional practice through on-line study of advanced professional knowledge related to teaching, learning, and leadership in K-12 schools. Through elective sequences of learning opportunities,

students will develop one or two concentrations that focus on selected areas such as special education, technology and learning, school leadership, literacy education, and science and mathematics education. The program provides optimum flexibility for students who wish to engage in inquiry and learning that will contribute to exemplary educational practice.

The requirements for the program must be completed within five years. In addition to meeting the requirements of the University and of the College of Education, students must meet all requirements specified below with adviser approval.

Admission

Applications for admission to the Master of Arts in Education are reviewed by College of Education faculty who look for evidence of appropriate preparation for advanced professional study at the master's level and the likelihood of success in the distance learning format. Such evidence includes applicant's prior educational record, work experience in educational settings, and a statement of professional goals that is consistent with the intellectual focus and on-line format of the program. In this statement, applicants must specify their interest in at least one area of concentration and address their personal and professional strengths that support their ability to engage in on-line learning.

Requirements for the Master of Arts Degree in Education

The program is available only on-line and only under Plan B (without thesis). The student must complete a total of 30 credits distributed as follows:

1. Completion of 9 credits of core requirements in educational autobiography and inquiry, issues in educational practice, and a capstone-synthesis course. A list of available courses can be obtained from the student's academic adviser.
2. Completion of a minimum of 9 credits in an area of concentration selected from such fields of study as special education, technology and learning, school leadership, literacy education, and science and mathematics education.
3. Completion of a minimum of 9 additional credits in a second area of concentration or in areas approved by the student's academic adviser.
4. A minimum of 3 credits in electives approved by the student's academic adviser.
5. Successful completion and exhibition of an on-line portfolio.

EDUCATIONAL POLICY

Doctor of Philosophy

The Doctor of Philosophy in Educational Policy is designed for persons who show promise of becoming scholars and leaders in state, national, and international policy communities. The program prepares scholars and leaders to understand, evaluate, and implement educational policy in higher education, government agencies, philanthropies and other institutions in the public and private sectors. Students will have opportunities to develop analytical perspectives on current issues in educational policy and to investigate how these issues shape organizations, practice and learning. Students will acquire an understanding of different contexts for educational-policy formation. They will master the skills essential for policy research and analysis and participate in field-based policy development and evaluation practica.

In addition to meeting the requirements of the University and the College of Education, students must meet the requirements specified below.

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Admission

Persons who hold bachelor's or master's degrees from a variety of disciplines may apply for admission to this doctoral program. Applicants with limited backgrounds in education or the underlying policy disciplines of political science, sociology, history, and economics, may be required to complete collateral work that will *not* count toward the degree.

The review of applications focuses on previous study and experience, compatibility between academic and professional goals and this doctoral program, and demonstration of potential for successful advanced degree work.

Requirements for the Doctor of Philosophy Degree in Educational Policy

Students must complete the requirements specified below:

	CREDITS
1. Educational Policy Core. All of the following courses:	13
EAD 925 Policy and Practice in Education	3
EAD 942 Economic Analysis in Educational Policy Making	3
EAD 943 Politics of Education	3
ED 928 Proseminar in Educational Policy	1
TE 901 Proseminar in Curriculum, Teaching, and Educational Policy I	3
2. Educational Inquiry and Research.	
a. All of the following courses:	9
CEP 930 Educational Inquiry	3
CEP 932 Quantitative Methods in Educational Research I	3
CEP 933 Quantitative Methods in Educational Research II	3
b. One of the following courses:	1 to 3
EAD 995 Research Practicum in Educational Administration	1 to 3
TE 995 Research Practicum in Curriculum, Teaching and Educational Policy	1 to 3
3. Concentration in Educational Policy	18
Six courses in policy studies selected to provide the student with competence in an approved policy concentration in comparative studies, economics, evaluation, political science, sociology, or related fields. This concentration must be approved, in advance, by the student's guidance committee.	
4. The following course:	
ED 976 Capstone in Educational Policy Analysis and Evaluation	3
5. Dissertation	24
One of the following courses:	
EAD 999 Doctoral Dissertation Research	
TE 999 Doctoral Dissertation Research	

LITERACY INSTRUCTION

Master of Arts

The master's degree program in literacy instruction is designed for persons who aspire to be leaders in literacy education. The program focuses on preparing practitioners and researchers who are committed to having a voice in the reform of literacy inquiry, curriculum, policy, and practice.

The literacy instruction program provides varied opportunities for students to acquire knowledge of literacy from a theoretical perspective, comprehend research reports, learn how to generate researchable questions, develop their own research agendas, and engage in exemplary literacy instructional practice.

The program is available with two emphasis areas:

The **K-12** emphasis focuses primarily on literacy instruction across the K-12 grades and includes opportunities to qualify for the reading specialist (BR) or one of two reading (BT) endorsements. The content of this emphasis meets the guidelines set forth by the Professional Standards and Ethics Committee of the International Reading Association and the Professional Standards Committee of the Michigan Reading Association, and the Guidelines for University Programs for Training Reading Specialists developed by the Michigan Department of Education. Upon completion of the requirements for the program, a student who

holds a State of Michigan elementary teaching certificate can be recommended by the college for the elementary reading (BT) endorsement, and the student who holds a State of Michigan secondary certificate can be recommended by the college for the secondary reading (BT) endorsement. Students who wish to be recommended for the state's K-12 reading specialist (BR) endorsement must select the *Reading Specialist* area of concentration under item 4. below. Students who wish to be recommended for one of the state's BT endorsements can select one of the other areas of concentration under item 4. below.

The **Middle/Secondary English Language Arts** emphasis focuses primarily on teaching English language arts in middle school and secondary classrooms, with opportunities for taking some course work in the Department of English. It is designed for recently certified teachers of secondary English who wish to pursue their continuing certification course work in a master's degree focusing on issues of English disciplinary knowledge, methodology, and pedagogy. It provides middle and secondary English teachers with opportunities to directly address subject-specific pedagogical interests and needs. The content of this emphasis meets the guidelines set forth by the National Council of Teachers of English for academic and professional studies in English language arts education.

In addition to meeting the requirements of the University and of the College of Education, students must meet the requirements specified below.

Admission

For students who select the **K-12** emphasis area: applicants must have had experience with elementary or secondary school age children. Applicants submit three letters of recommendation that address both their academic and professional leadership potential.

For students who select the **Middle/Secondary English Language Arts** emphasis area: applicants must have a baccalaureate degree in English or a related field and be certified in the teaching of English language arts (7-12) or have equivalent experience. Applicants must also submit a writing sample that reflects aptitude for critical and scholarly writing and three letters of recommendation that address both their academic and professional potential.

Requirements for the Master of Arts Degree in Literacy Instruction

The program is available only under Plan B (without thesis). Students must complete a minimum of 33 credits in one of the following emphasis areas, distributed as shown below. The student's program of study must be approved by the Graduate Chairperson.

CREDITS

K-12

1. Foundations of Literacy Instruction			
Both of the following courses (6 credits):			
TE	840	Proseminar I: Historical Bases for Literacy Instruction	3
TE	841	Proseminar II: Psychological Bases for Literacy Instruction	3
2. Educational Foundations			
One of the following courses (3 credits):			
CEP	452	Students with Disabilities in the Regular Classroom	3
CEP	800	Psychology of Learning in School and Other Settings	3
CEP	801	Psychological Development: Learner Differences and Commonalities	3
EAD	853B	Schools, Families and Communities	3
TE	810	History of American Education	3
TE	811	Philosophical Inquiry and Contemporary Issues in Education	3
TE	812	Sociological Inquiry into Education	3

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TE	815	Comparative Analysis of Educational Practice	3	ENG	861	Advanced Studies in Second Language Acquisition	3
TE	816	Education in Transition	3	ENG	991A	Topics in English Language Studies	3
TE	820	Power and Pluralism in School Practice	3	LLT	461	Second Language Acquisition	3
TE	821	Race and Educational Policy in the United States	3	LLT	807	Methods of Teaching English to Speakers of Other Languages	3
TE	822	Issues of Culture in Classrooms and Curriculum	3				
TE	823	Learning Communities and Equity	3				
Students who have completed Teacher Education 801 or 803 in the College of Education's Internship Year Studies program may use either course to count towards this requirement.							
3.	Literacy Instructional Methodology						
All of the following courses (15 credits):							
TE	842	Advanced Methods of Elementary School Reading	3				
TE	843	Reading, Writing and Reasoning in Secondary School Subjects	3				
TE	844	Classroom Literacy Assessment.	3				
TE	847	Methods for Teaching Language Arts.	3				
TE	849	Methods and Materials for Teaching Children's and Adolescent Literature	3				
4.	Areas of Concentration						
6 to 9 credits selected from one of the following areas:							
Reading Specialist							
TE	853	Corrective and Remedial Literacy Instruction in the Classroom	3				
TE	854	Clinical Literacy Instruction	3				
TE	873	Literacy Leadership.	3				
Writing Instruction							
TE	835	Theory and Research on the Teaching of Writing	3				
TE	848	Methods of Writing Instruction.	3				
Early Literacy Foundations and Development							
TE	845	Language Diversity and Literacy Instruction	3				
TE	851	Literacy for the Young Child in Home and School	3				
Children's and Adolescent Literature							
TE	836	Awards and Classics of Children's Literature	3				
TE	849	Methods and Materials for Teaching Children's and Adolescent Literature	3				
TE	850	Critical Reading for Children and Adolescents	3				
English as a Second Language							
LLT	807	Methods of Teaching English to Speakers of Other Languages	3				
LLT	808	Studies in Teaching English to Speakers of Other Languages	3				
Technology							
CEP	810	Teaching for Understanding with Computers	3				
CEP	811	Adapting Innovative Technologies to Education	3				
CEP	812	Applying Instructional Technology to Problems of Practice	3				
Students who have completed Teacher Education 802 and 804 in the College of Education's Internship Year Studies program may count both courses as their area of concentration, unless they are seeking the Michigan Reading Specialist Certificate, in which case they must complete the Reading Specialist area of concentration requirements listed above.							
5.	Three additional credits of electives as approved by the student's academic adviser.						
6.	Completion of a final examination or evaluation.						

4.	Foundations for Teaching and the Profession						
One of the following courses or an approved substitution (3 credits):							
TE	810	History of American Education	3				
TE	811	Philosophical Inquiry and Contemporary Issues in Education	3				
TE	812	Sociological Inquiry into Education	3				
TE	815	Comparative Analysis of Educational Practice	3				
TE	820	Power and Pluralism in School Practice	3				
TE	821	Race and Educational Policy in the United States	3				
TE	822	Issues of Culture in Classroom and Curriculum	3				
TE	823	Learning Communities and Equity	3				
Students who have completed Teacher Education 803 in the College of Education's Internship Year Studies program may use this course as the choice in this area.							
5.	Electives.						
Additional credits of electives, up to 12 credits, are needed to reach 33 credits. These can be selected from among appropriate graduate courses in teacher education; English; counseling, educational psychology and special education; linguistics, or other appropriate courses that support the professional and academic development of the student as a teacher of English Language Arts. Students who have completed Teacher Education 802 in the College of Education's Internship Year Studies program may use this course towards these electives.							
6.	Portfolio. A portfolio developed over time must be acceptable to the student's guidance committee. The purpose of the portfolio as a certifying examination are (1) to demonstrate an advanced understanding of and ability in practices in the teaching of English, and (2) to enable the student to articulate a coherent understanding of the major issues in English education. The portfolio requirement includes (1) documentation of expertise in an area of English pedagogy, through videotapes of classroom teaching or classroom artifacts that demonstrate competence as a teacher of English, accompanied by a reflective essay that provides evidence of how the student's studies have affected this practice and his/her understanding of this practice, and (2) a reflective essay based on a prompt that requires the student to write a position paper theorizing an important issue in the field and connecting research, theory, and practice. The submission of an acceptable portfolio satisfies the University requirement of a final examination or evaluation.						

MIDDLE/SECONDARY ENGLISH LANGUAGE ARTS

			CREDITS
1.	Core Requirement. Both of the following courses (6 credits):		
ENG	872	Methods of Research into Language Learning and Literacy	3
TE	837	Issues and Trends in English Education	3
2.	Language, Literacy, and Pedagogy. One course from each of the following four areas (12 credits):		
Approaches and Issues in the English Language			
ENG	845	Approaches to the English Language	3
ENG	848	Analysis of English Discourse.	3
ENG	861	Advanced Studies in Second Language Acquisition.	3
ENG	991A	Topics in English Language Studies.	3
LLT	461	Second Language Acquisition.	3
LLT	807	Methods of Teaching English to Speakers of Other Languages	3
TE	845	Language Diversity and Literacy Instruction	3
Students who have completed TE 804 in the College of Education's Internship Years Studies program may use it as the choice in this area.			
Approaches and Issues in the Teaching of Literature			
ENG	862	Approaches to the Teaching of Literature.	3
TE	849	Methods and Materials for Teaching Children's and Adolescent Literature	3
TE	850	Critical Reading for Children and Adolescents	3
Approaches and Issues in Reading			
ENG	875	The Teaching of English Language and Literature: Reading Theory	3
TE	843	Reading, Writing, and Reasoning in Secondary School Subjects	3
Theory and Research in the Teaching of Writing			
ENG	876	Composition Studies: Issues, Theory, and Research	3
TE	835	Theory and Research on the Teaching of Writing	3
TE	848	Methods of Writing Instruction.	3
3.	Language Requirement		
The language requirement may be satisfied through demonstration of second-year proficiency in a second language, including American Sign Language, or by completing two of the following courses. Only one course will count toward the degree.			