Will she be taught by highly skilled teachers?
Will charter schools or vouchers improve her educational opportunities?
Will educational reform result in real changes in her classroom?

Help Us Pose the Questions and Find Answers

Doctoral Study in EDUCATIONAL POLICY

College of Education • Michigan State University
Michigan State University
Graduate Programs in the
College of Education

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M.A. / M.S  Ed.S.  Ph.D.
Congratulations.

You are about to embark on one of the greatest journeys in academia. Your years as a doctoral student will be among the most challenging and exhilarating of your life. The journey will prepare you to make a difference in the world as a researcher, scholar, and teacher. We hope you will set out on that intellectual sojourn at the College of Education.

A Ph.D. is a beacon. Its light illuminates a realm where value is vested in the power of ideas, understanding, and the relentless search for truth. But not all doctoral programs are created equal. You want to study at an institution whose reputation stands apart, whose faculty members are leaders in their fields, whose commitment to its students is inherent and enduring. That place is MSU.

Seven of our graduate programs are ranked in the top nine by U.S. News and World Report. Two of those programs have been No. 1 for eight consecutive years. As for our professors, they have held positions such as the presidency of the American Educational Research Association and the Association for the Study of Higher Education, as well as prominent roles in organizations such as the National Council on Measurement in Education, and the American Psychological Association. Our reputation is extraordinary.

Beyond all of the prestige and accomplishments is our essential belief that doctoral students are an integral part of this institution. Rest assured that you will receive one-on-one attention, that you will engage in research, teaching, and outreach projects, and that your ideas and contributions will be valued.

We welcome you to Michigan State University, to an unforgettable journey, and to the limitless possibilities of your future.
After almost two decades, the storm of educational reform shows no signs of abating. The American educational system finds itself responding to one wave of reform after another. Charter schools. High standards. Annual testing. Alternative certification for teachers. How can we make sense of these developments? And how can we harness the power of educational reform to improve opportunities for children? These are the questions and issues we as researchers and graduate students in the Educational Policy Program at Michigan State University care about.

Together we’re posing the questions.

Our doctoral program is steeped in distinguished scholarship and innovative reform activity. The goal is to prepare you to assume a variety of professional roles in educational policy analysis and policy development in local, state, national, and international organizations, as well as for faculty positions in higher education.

Together we’re seeking solutions.

Much of our research is closely associated with the Education Policy Center at Michigan State University. The Working Group on School Choice, for example, has conducted a series of studies on how various choice policies, including charter schools and vouchers, have affected educational systems in Michigan and elsewhere. A new line of research focuses on the labor market for teachers and school administrators in an effort to learn how state and national policies can help ensure that all students are taught by highly qualified teachers. Other faculty and students are exploring how national and state policies governing curriculum and instruction influence the classroom practices of teachers. The college is also home to the Third International Mathematics and Science Study (TIMSS), which has focused on curriculum and learning across the globe. A new agenda of policy work based on TIMSS data asks what policy interventions are needed to enhance academic standards and give all students access to challenging curriculum content.

Together we’re finding the answers.

Our proximity to the capitol and the other institutions of state government provides access...
Our program is particularly well-suited to help you construct the following policy concentrations:

> Economics and finance of education
> Educational politics and policy analysis
> Social analysis of educational policy and educational reform
> Policy for teaching and teacher education
> Assessment, evaluation, and quantitative analysis
> Comparative and international perspectives on educational policy
Dorothea Anagnostopoulos  
Ph.D., University of Chicago  

My research examines the definitions and consequences of student learning failure. My writings include studies on the effects of accountability policies on teaching and learning in secondary English classrooms. Areas of interest include secondary literacy and literature and educational, general and reform policy.

David Arsen  
Ph.D., University of California at Berkeley  

I am an economist by training with specialization in public policy analysis. In recent years, I have been studying school choice, charter schools and the privatization of education services. Most recently, I have been studying how school district resource allocation responds to enrollment decline in an increasingly competitive environment.
Philip A. Cusick  
Ph.D., Syracuse University  
I serve as chairperson of the Department of Educational Administration. My research interests include organizational theory, secondary schools, and issues of social class as they relate to schools. I have recently analyzed systemic reform in Michigan and the supply and demand of K-12 administrators in Michigan and nationwide.

Brian DeLany  
Ph.D., Stanford University  
My interests are in organizational decision-making and schooling’s contribution to social stratification. My research examines how schools cope with turbulent policy and resource environments, how students and teachers become resources to be used in the process of institutional coping, and how recent efforts to decentralize decision-making relate to countervailing tendencies for control and accountability by government in both the U.S. and international contexts.
Christopher Dunbar, Jr.  
Ph.D., University of Illinois

My research focuses on alternative education for students who have been unable to successfully matriculate through traditional public school. My current research examines the intersection between school choice and disruptive students. My areas of expertise include school administration, educational leadership and school violence.

Kenneth A. Frank  
Ph.D, University of Chicago

I am interested in studying schools as organizations, how teachers influence one another to affect classroom practices and school decision-making, social networks, and the social context of learning. Most recently, I have published on new quantitative methods for representing relations among teachers and how those relations affect teachers’ orientations to teaching, the characteristics of schools, and ways in which actors generate social capital from their social relations.
Robert Floden
Ph.D., Stanford University

I serve as the director of the College of Education’s Institute for Research on Teaching and Learning. I have published on a wide range of topics, drawing on my expertise in philosophy, statistics, psychology, program evaluation, research on teaching, and research on teacher education. I am currently researching the connections between policy and practice.

David F. Labaree
Ph.D., University of Pennsylvania

My research examines the development of American education using a mix of historical and sociological approaches. One theme of my research has been the impact of political and market pressures on the evolution of educational institutions. Another theme has been the interaction between educational policy and social change. My current research, which combines these interests, concerns the historical roots and current structure of teaching as work, the evolving role of teacher education under changing market conditions and in different institutional settings, and the peculiar nature of education schools.
Reitumetse Obakeng Mabokela  
Ph.D., University of Illinois

My research examines race, ethnicity and gender issues in postsecondary education; institutional transformation and its impact on the mobility of women to leadership positions; organizational culture and its impact on historically marginalized groups, specifically African American or people of African descent in predominantly white institutions. I also maintain an active research agenda in South Africa where my research explores issues of gender and institutional transformation.

Kimberly Maier  
Ph.D., The University of Chicago

My current research focuses on the application of hierarchical measurement models to multilevel item response theory. Other areas of interest include Bayesian data analysis methods for educational research, the study of gender differences in science and mathematics education, and the application of multilevel models to policy research.
Cynthia M. Okolo  
Ph.D., Indiana University  

My research focuses on improving literacy and historical understanding of diverse students in inclusive classroom settings. I’m especially interested in ways in which educational technology can facilitate these goals. Currently, I am a principal investigator with Project REACH, a federally supported research institute charged with investigating instructional interventions to improve the learning of all students in rigorous, standards-based content-area curricula.

Lynn Paine  
Ph.D., Stanford University

My work focuses on comparative and international education and the sociology of education, with an emphasis on the relationship between educational policy and practice, the links between education and social change, and issues of inequality and diversity. Over the years, much of my work has involved the comparative study of teachers, teaching, and teacher education, supported by research in China, the United States, and England.
David N. Plank  
Ph.D., University of Chicago

I serve as co-director of the Education Policy Center at Michigan State University. I am a specialist in the areas of educational policy and educational finance. Over the years, I have conducted research and served as a consultant in these areas in the United States, Africa, and Latin America. My current research interests focus on the implementation of school choice policies, on the design of effective accountability systems in education, and on the labor market for teachers.

Mark Reckase  
Ph.D., Syracuse University

I specialize in the development of educational and psychological tests, educational policy related to testing, and the psychometric theory that supports the assessment of cognitive skills and content knowledge. I’m doing research on applications of unidimensional and multidimensional item response theory models, computerized adaptive testing, assessment using performance tasks, standard setting on educational tests, and methods for evaluating the quality of teacher education programs.
Steven Ryan  
**Ph.D., University of California at Los Angeles**  

My research interests include teacher collaboration, teacher learning, equity-minded school reform, and urban teacher preparation and induction. I have focused my writing on the impact of state, district, and school policy on teacher and teacher educators' work and teacher learning. I am currently studying teacher induction practices in four large urban districts and collaborative efforts to reduce youth violence in urban school communities.

William H. Schmidt  
**Ph.D., University of Chicago**

I am a University Distinguished Professor and professor of educational psychology and measurement and quantitative methods. I am the national project coordinator and executive director of the center that oversees the participation of the United States in the Third International Mathematics and Science Study sponsored by the International Association for Evaluation of Education Achievement (IEA), and serve as co-director of the Education Policy Center at Michigan State University. I also serve on the steering committee for IEA.
BetsAnn Smith
Ph.D., University of Minnesota

I am an assistant professor of educational administration. I have worked with several national research centers studying urban school reform, school organization and restructuring, and teaching as a profession. My current research focuses on theories and models of urban school development.

Michael W. Sedlak
Ph.D., Northwestern University

I am the associate dean for academic affairs in the College of Education and a professor of history of education. My scholarly work has focused on the evolution of youth policy in education, social welfare, and delinquency prevention and remediation programs; high school reform; and the history of professions and professional education. I recently completed a cross-national study of teacher education and am continuing a long-term project on the development of professional education in business.

historical analysis &
youth policy
urban school reform & restructuring
Maria Teresa Tatto
Ed.D., Harvard University

My primary research interest is the study of educational reform from a cross-national perspective and its impact on the contribution of schooling—particularly the role of teachers—to worldwide inequalities produced by economic, political, and social development in peripheral populations. I have written on teacher education reform and its effects on teachers, teaching practice, and learning.

Gary Sykes
Ph.D., Stanford University

I am a professor of educational administration and teacher education, and specialize in educational policy relating to teaching and teacher education. My research interests center on policy issues associated with the improvement of teaching and teacher education, on the development of leadership preparation programs, and on educational choice as an emerging policy issue. In recent years, I have contributed to an analysis of interdistrict choice and charter school policies in Michigan.
Edward Wolfe  
Ph.D., University of California at Berkeley  

My expertise is in the areas of latent trait modeling and logistic regression. I am particularly interested in applications of Rasch models to instrument development and the analysis of ratings. My current research focuses on technical issues relating to instrument development, reliability, and validity; systemic issues relating to innovative testing practices such as computerized testing and performance assessment; survey research and logistic regression; and professional development for teachers.

Suzanne M. Wilson  
Ph.D., Stanford University  

I serve as director of the College of Education’s Center for the Scholarship of Teaching. As an educational psychologist, my interests focus on teacher learning, teacher knowledge, and the connection between educational policy and teachers’ practice. I have conducted research on history and mathematics teaching and have reviewed the literature on teacher professional development and teacher education.
The choice, of course, is yours.

As one of our doctoral students, you’ll have the opportunity to design a program of study that suits your scholarly and professional interests. After completing a policy core, you’ll undertake a research and inquiry minor and build a personalized policy concentration, which will include an internship. The program draws on the expertise of faculty members from all four departments in the College of Education. The specialization has flourished with the support of faculty from other units on campus, including political science, economics, and law, where students do part of their coursework.

We welcome students who have a degree from a variety of disciplines to apply for admission to the program. If you have a limited background in education or the underlying policy disciplines of political science, sociology, history, and economics, however, you might be required to complete collateral work. You must submit a sample of scholarly writing and all Graduate Record General Examination scores. Although applications for admission can be reviewed at any time during the year, it’s in your best interest to complete your application by January 1 because competitive fellowship and graduate assistantship awards are made in January and February.

We hope you’ll join us, and help us pose the questions and find answers to some of the most essential questions in education.
The College of Education at Michigan State University has a mission of LEADERSHIP, SCHOLARSHIP, AND SERVICE IN EDUCATION.

WE PREPARE PROFESSIONALS FOR LEADERSHIP ROLES IN EDUCATION.
Teaching is central to our scholarly identity and to the way we serve the educational needs of communities. We strive to develop and implement excellent, dynamic programs for the preparation of educators.

WE SEEK TO UNDERSTAND, REFORM AND IMPROVE EDUCATION.
We study the processes of human learning and development. We move beyond analysis to promote education policy reform and assist in implementation. We seek to improve the conditions of learning and teaching for everyone in a technological society. We conduct comprehensive, rigorous research that addresses the needs and problems of practice. We strengthen connections between theory and practice through partnerships with schools and communities.

WE EXAMINE ISSUES OF EDUCATION ACROSS THE LIFESPAN.
We seek to understand how children and adults learn and develop, and how educators can best use that knowledge for benefit of all learners. We recognize that all educators are themselves learners and we are committed to providing opportunities for their continuous professional development. We strive to sustain our College as a scholarly community for students, faculty and staff.
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College of Education
207 Erickson Hall, East Lansing, MI 48824-1034
You may also e-mail him at msedlak@msu.edu, or call at (517) 432-1260

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Faculty Profiles: http://ed-web2.educ.msu.edu/researchprofiles/default.asp

MSU is an affirmative-action, equal opportunity institution.