

Educational Psychology and Educational Technology

Doctoral Programs in Educational Psychology and Educational Technology

The doctoral program in educational psychology and educational technology is designed for persons who show promise of becoming scholars and leaders in the study of human learning and development in varied educational settings and the design of diverse technologies that support learning and teaching. The program prepares graduates to pursue careers in university research and teaching, research and development of online learning environments, and leadership in school systems and the private sector. The program has extensive international collaborations with scholars around the world studying ways of integrating technology in teaching and learning of science, mathematics, and languages. Doctoral students focus their studies in one of following emphasis areas:

- **Educational Psychology (Learning and Development).** Faculty and doctoral students in this area investigate human learning and development in various settings such as schools, workplaces, communities, and homes. Through these investigations, faculty and students seek to understand and improve educational practice.
- **Educational Technology (Technology and Education).** Faculty and doctoral students in this area seek to understand and improve the use of powerful multimedia technologies to support learning and teaching. A major focus of research in the program is on how the design of interactive and online environments can enhance teaching and learning.
- **Language and Literacy Doctoral Specialization Option.** Students in either emphasis area who are especially interested in literacy may apply for admission to the Language and Literacy Doctoral Specialization, which is offered jointly with the teacher education department. For more information, see <http://ed-web3.educ.msu.edu/phdliteracy/program.htm>.

Applicants should submit materials by December 1 in order to have full opportunity for financial support. Applications submitted by January 5 will be considered as part of the regular review process for admission in fall semester and may be considered for financial support. Applications received after January 5 will be reviewed if space is available in the cohort admitted for fall semester. For more information, see <http://ed-web3.educ.msu.edu/ltc/>.



"I was admitted to numerous top-ranking programs, but it was my visit to MSU and observing the accessibility of faculty members for myself that separated this program from the others."

Aroutis Foster, Doctoral Student, Educational Psychology and Educational Technology

<http://www.educ.msu.edu>



Master’s Degree Program in Educational Technology

The master’s degree program in Educational Technology prepares teachers, administrators, media specialists, computer coordinators and other educational professionals for thoughtful use of multimedia technologies to support teaching and learning in a range of educational environments. The program draws on theories of learning and development to understand the role of technology in learning and instruction. Students focus their studies in one of two emphasis areas:

- **Teaching with Technology in School Settings.** This emphasis area, offered as a cohort-based program in East Lansing, Traverse City and England, is intended primarily for teachers interested in the use of technology to deepen student understanding of subject matter and enhance student problem-solving ability. Ten courses (30 credits) are completed during summers and academic years.
- **Learning, Design and Technology.** This emphasis area, which is available only on the East Lansing campus, is intended for educational professionals interested in the design and evaluation of online and desktop multimedia learning environments, including web-based and other multimedia tools. Students must complete 30 course credits and a final evaluation.

Applications are due February 15. For more information, see <http://edutech.educ.msu.edu/masters/>

Educational Psychology and Educational Technology Faculty

Carole Ames
Professor and Dean
Ph.D., Purdue University

Jere Brophy
University Distinguished Professor
Ph.D., University of Chicago

Joseph Codde
Professor
Ph.D., Michigan State University

Patrick Dickson
Professor
Ph.D., Stanford University

Nell Duke
Associate Professor
Ed.D., Harvard University

Robert Floden
University Distinguished Professor
Ph.D., Stanford University

Matthew Koehler
Associate Professor
Ph.D., University of Wisconsin-Madison

Mary Lundeborg
Professor
Ph.D., University of Minnesota

Raven McCrory
Associate Professor
Ph.D., University of Michigan

Punya Mishra
Associate Professor
Ph.D., University of Illinois at Urbana-Champaign

Kelly Mix
Associate Professor
Ph.D., University of Chicago

Evelyn Oka
Associate Professor
Ph.D., University of Michigan

Richard Prawat
Chair and Professor
Ph.D., Michigan State University

Ralph Putnam
Associate Professor
Ph.D., Stanford University

Cary Roseth
Assistant Professor
Ph.D. University of Minnesota

Barbara Schneider
John A. Hannah
Distinguished Professor
Ph.D., Northwestern University

Jack Smith
Associate Professor
Ph.D., University of California-Berkeley

Rand Spiro
Professor
Ph.D., Pennsylvania State University

David Wong
Associate Professor
Ph.D., Stanford University

Yong Zhao
University Distinguished Professor
Ph.D., University of Illinois at Urbana-Champaign

**Educational Psychology
Educational Technology**

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Measurement and Quantitative Methods

Doctoral Program in Measurement and Quantitative Methods

The doctoral program in measurement and quantitative methods (MQM) prepares students wishing to specialize in the methodology of educational research, the development of educational and psychological tests, and the methodology of statistics as applied to problems in educational research. Specifically, MQM students prepare for positions as faculty members in education, psychology or applied statistics; in the testing industry; and in state-level and national departments of education where program evaluation and the development, administration and analysis of tests and surveys are key activities.

Doctoral students in MQM choose between two specializations—measurement and statistics. Students interested in applications of quantitative methods to issues relating to classroom and large-scale assessment, instrument development, survey administration, and program evaluation adopt the measurement specialty (assessment, measurement, and evaluation). Students with a strong interest in the development of new statistical analyses, the examination of research designs, and inquiry into the statistical properties and behaviors of statistical analyses pursue the statistics specialty.

Students in the assessment, measurement, and evaluation specialization take courses from MQM as well as establishing a cognate in education or another field (such as psychology, sociology, economics, or epidemiology). Students who pursue a specialization in statistics typically take courses in MQM and the department of statistics. All MQM doctoral students take courses to fulfill breadth requirements in the field of education.

Any applicant wishing to be considered for financial support must submit a complete application by January 1 of the calendar year for which that student applies for admission. Only students who apply for admission to the fall semester are given full consideration for financial support. For more information, see <http://ed-web3.educ.msu.edu/CEPSE/mqm>.





"My education at MSU is providing me with a foundation to rely on as I continue to develop my own research interests. I enjoy the mixture of real life examples and statistical and mathematical modeling. I don't think you can solve problems without understanding the assumptions that you are making.

There are a lot of amazing opportunities at MSU that you wouldn't have at other universities. We have the ability to work on assessment and testing and also on large-scale educational problems such as issues of causal inference. Many education policy decisions, such as placement, remediation and retention, are based solely on student test scores. It's important to use quantitative methodologies to ensure that the test scores that you gather and the models that you build assist policymakers in making the best decisions."

Adam Wyse, Doctoral student, Measurement and Qualitative Methods

Measurement and Quantitative Methods Faculty

Amita Chudgar

Assistant Professor
Ph.D., Stanford University

Robert Floden

University Distinguished Professor
Ph.D., Stanford University

Kenneth Frank

Associate Professor
Ph.D., University of Chicago

Kimberly Maier

Assistant Professor
Ph.D., University of Chicago

Tenko Raykov

Professor
Ph.D., Humboldt University,
Berlin, Germany

Mark Reckase

Professor
Ph.D., Syracuse University

William Schmidt

University Distinguished
Professor
Ph.D., University of Chicago

Barbara Schneider

John A. Hannah
Distinguished Professor
Ph.D., Northwestern University

Sharif Shakrani

Professor
Ph.D., Michigan State University

Yeow Meng Thum

Assistant Professor
Ph.D., University of Chicago

Measurement and Quantitative Methods

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"MSU's Rehabilitation Counselor Education doctoral program offers students a diverse environment conducive for learning and growth. Camaraderie within the department eases the stresses of graduate student life, thus creating a pathway toward success.

On a daily basis, I have the opportunity to interact with great leaders and pioneers within the field of rehabilitation counseling, and to hone the skills needed to be an effective rehabilitation counseling professional."

Cozetta Shannon, Doctoral student, Rehabilitation Counselor Education doctoral program



Rehabilitation Counseling

Doctoral Program in Rehabilitation Counselor Education

The doctoral program in rehabilitation counselor education is designed to prepare individuals for careers as university-level educators, researchers and administrators in the rehabilitation counseling profession.

Doctoral study requires the equivalent of approximately two to three years of full-time academic study beyond the master's degree, and typically an additional year to complete the dissertation. The total number of credits required varies for each candidate based on their educational background, professional work experience, and future career goals. The intent of the program is to provide a learning atmosphere for innovative teaching and learning strategies where there is a critical balance between classroom instruction, teaching, clinical supervisory experiences, and research in order to prepare students for successful doctoral level careers in rehabilitation counseling.

The program has linkages with school psychology, school and community counseling, special education, educational psychology, rehabilitation medicine, measurement and quantitative methods and other related disciplines. In addition, the program benefits from its strong relationships with units such as the department of labor and industrial relations, ties to the rehabilitation community and service delivery systems, and through its longstanding affiliation with national and international professional associations and service institutions.

Doctoral applicants are expected to have completed a master's degree from a CORE accredited rehabilitation counseling program, or will be required to complete specific master's level courses in rehabilitation counseling that were not part of their master's program.

Applications are due by December 1. For more information, see <http://ed-web3.educ.msu.edu/ord/futurestudents/prospectivePHD.htm>





Master's Degree Program in Rehabilitation Counseling

The master's degree program in rehabilitation counseling provides a strong foundation in the philosophy, process, and professional discipline of rehabilitation counseling through didactic coursework, practicum, internship, and extracurricular experiences. It develops expertise in the independent living, medical, social, and psychological aspects of disability, the vocational rehabilitation process, and counseling. Skills are developed in counseling, assessment, job placement, career development, and case management. Core competencies are developed in the areas of assessment and evaluation, effective rehabilitation planning and caseload management, service delivery methods and community resource utilization, vocational and personal adjustment counseling, job development, modification and restructuring, and utilization of rehabilitation engineering and accommodation services. Other areas where specific competencies are developed include knowledge of service delivery systems (e.g., state-federal, workers compensation) application of newer service models (e.g., transition from school to work, supported employment), and employer development training. The goal is to train students who have the capacity to establish effective, trusting and meaningful relationships with clients, service providers and employers, while functioning in the capacity of rehabilitation expert for the person with a disability.

Depending upon the student's career interests, the internship may be served in a variety of professional settings, including the state rehabilitation agency, hospitals, rehabilitation facilities, business and industrial settings, private rehabilitation firms, independent living centers, mental health centers, schools, colleges and universities. Students who complete the master's degree are prepared to work as counselors in the public, private and nonprofit sectors, and in diverse organizations within the rehabilitation community.

Applications must be received by February 15. For more information, see <http://ed-web3.educ.msu.edu/ord/futurestudents/prospectiveMA.htm>

Rehabilitation Counseling Faculty

Chandra Donnell
Assistant Professor
Ph.D., Michigan State University

Rhonda Egidio
Professor
Ph.D., Michigan State University

John Kosciulek
Professor
Ph.D., University of Wisconsin-Madison

Michael Leahy
Professor and Ph.D.
Ph.D., University of Wisconsin-Madison

Timothy Tansey
Assistant Professor
Ph.D., University of Wisconsin-Madison

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School Psychology

Doctoral Program in School Psychology

The doctoral program in school psychology is based on the scientist-practitioner model of graduate training, integrating theory, research and practice in professional psychology. The program's objective is to prepare psychologists for an expanded role beyond the traditional clinician-tester role. Consistent with the scientist-practitioner role, students learn to conduct research on problems of concern to schools, provide expertise on matters pertaining to mental health (e.g., preventive programs), provide consultation services to educators and parents, and provide leadership in learning, instruction, and mental health issues. Although primarily psychological in nature, the program provides expertise in a variety of additional areas including behavior disorders, classroom management, primary prevention, remediation of academic and social-emotional problems, measurement and special education. The science and practice of school psychology is grounded in an understanding of psychological development as well as of the social contexts in which development occurs.

The doctoral program prepares psychologists for work in university settings as researchers and teachers, and/or in school settings with students, teachers, educational staff and parents, to assist students who have learning, behavior and emotional difficulties. Graduates may also use their research and professional skills to work in other educational settings, community mental health centers, government agencies or hospitals. The program has been fully accredited by the American Psychological Association (APA) since 1988, as well as by the National Association of School Psychologists (NASP). It is also approved by the Michigan Department of Education. Graduates of the program are eligible to meet the requirements for national certification as a school psychologist (i.e., NCSP), to become certified in Michigan as school psychologists, and to work toward licensure as a psychologist.



Students complete coursework in school psychology, foundational areas of psychology, professional ethics, history and systems of psychology and research. The research curriculum is concerned with promoting an understanding of educational and psychological inquiry, and developing competencies in measurement, evaluation, research methodology, statistics, and data analysis. The practice core courses focus on developing skills to prevent psychological problems through educational outreach, primary prevention and consultation as well as on assessment, treatment, intervention and supervision skills that support learning and development.

The Ph.D. program in school psychology is accredited by the:

National Association of School Psychology

American Psychological Association

Office of Program Consultation and Accreditation

750 First Street, NE., Washington, CD 20002-4242

Phone: 202-336-5979

Email: apaaccred@apa.org. Web site: <http://www.apa.org/ed/accreditation>

Applicants must apply by December 1 and are expected to have completed a bachelor's degree in psychology, education or closely related field prior to entering the program. For more information, see <http://ed-web3.educ.msu.edu/schpsych/>



"MSU's College of Education provides opportunities for close working relationships within the atmosphere of a Big 10 university. The reputation of the college attracts students and faculty who are very talented, but everyone is also very personable, making the amount of time spent on obtaining an advanced degree much more enjoyable. If you ever feel isolated or just the need to socialize, spend some time near the graduate study lounge. It won't take long before you see a familiar face, or meet someone new and interesting."

Jake Mathiason
Doctoral student
School Psychology

Educational Specialist Degree Program in School Psychology

The fundamental purpose of the Ed.S. program in school psychology is to train highly skilled practitioners and leaders who work in public school settings. Graduates are trained as data-based problem solvers to provide preventive as well as remedial school psychological services. The program's curriculum is based on the scientist-practitioner model of graduate training, integrating theory, research, and practice in education and psychology.

Students complete coursework in school psychology, foundational areas of psychology, professional ethics, research, measurement and special education. The research curriculum is concerned with promoting understanding of educational and psychological inquiry, and developing competencies in measurement and evaluation. The practice core courses focus on developing skills to prevent psychological problems through educational outreach, primary prevention, and consultation as well as on assessment, treatment, and intervention skills that support learning and development. During the first two years, students spend a half day up to three days per week in school-based practica. The 400-hour practicum required prior to internship is completed across the first two years of training. Students are required to complete a 1,200-hour school-based internship. Students are supervised by both a field supervisor and a university supervisor. All practicum and internship sites must receive prior approval by the program and students work closely with program faculty to determine placements.

Graduates of the program are eligible to meet the requirements for national certification as a school psychologist (i.e., NCSP) and to become certified in Michigan as school psychologists.

Applicants must apply by December 1. For more information, see <http://ed-web3.educ.msu.edu/programs/areas-of-study/school-psych.htm>.

School Psychology Faculty

Jean Baker
 Associate Professor
 Ph.D., University of Wisconsin-Madison

Sara Bolt
 Assistant Professor

Ph.D., University of Minnesota

John Carlson
 Associate Professor
 Ph.D., University of Wisconsin-Madison

Evelyn Oka
 Associate Professor
 Ph.D., University of Michigan

School Psychology

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Special Education

Doctoral Program in Special Education

The doctoral program in special education engages students in a combination of coursework and mentored teaching and research. Students complete two foundations courses during the first year which are designed to build their academic skills, introduce them to big questions about education, provide a preliminary look at the program's major areas of emphasis and help them establish a professional learning community. Students must also complete at least:

- four doctoral courses about educational inquiry and research, to include: an introduction to educational inquiry, two courses in quantitative research methods, and a research practicum culminating in a written research paper to be undertaken after the other research courses have been completed.
- five courses in special education, which form a major area of concentration.
- three courses from a specified cognate area.
- 24 credit hours of dissertation credit, culminating in the completion of the doctoral dissertation.

In addition to the coursework and residency requirements, students are required to pass preliminary and comprehensive examinations. Finally, all students engage in supervised research and mentored teaching that prepare them for leadership positions in higher education or other public or private institutions.

The deadline for applications is December 1 of the year prior to which enrollment is sought. If space is available, late applications will be accepted. For more information, see <http://ed-web3.educ.msu.edu/CEPSE/sped/PhD/phd.html>

"I appreciated the holistic nature of my experience. The University Distinguished Fellowship and the Leadership Grant allowed me to focus on my education. The faculty encouraged me to pursue additional academic interests, and I always felt supported as a student parent.

MSU is for you if you are looking to explore your field in a challenging educational environment. The potential for involvement is limitless."

Leah Wasburn-Moses, Ph.D. Special Education – MSU, 2005
Assistant Professor of Special Education, Education Psychology Department
Miami (Ohio) University



Master's Program in Learning Disabilities, Emotional Impairment and Deaf Education

The master's degree program in learning disabilities, emotional impairment and deaf education is designed for K-12 teachers who seek additional skills, knowledge, and dispositions to become professional leaders, expert practitioners, and effective collaborators. The master's degree program is designed for persons who plan to be involved in the education of students with disabilities, and to prepare them to offer leadership that advances the quality of educational programs and services available to students with disabilities in the K-12 setting.

The program has been designed to prepare highly qualified teachers with a range of experiences and coursework that bridge the research-to-practice gap. Students have access to research-validated methods and evidence-based practices in all courses but, equally important, they have opportunities to apply those methods in authentic contexts. Throughout the master's program, students receive internship experiences with opportunities to engage in inquiry and to reflect on teaching practice with the support, feedback and collaboration of the teaching faculty. The program offers endorsements in learning disabilities, emotional impairments or hearing impairments that can be added to a Michigan teaching certificate.

Applications should be submitted by March 1. See <http://ed-web3.educ.msu.edu/CEPSE/sped/masters.html> for details.

Special Education Faculty

Gail Dummer
Professor
Ph.D., University of California-Berkeley

Carol Sue Englert
Professor
Ph.D., Indiana University

Summer Ferreri
Assistant Professor
Ph.D., Ohio State University

Harold Johnson
Professor
Ed.D. University of Cincinnati

Troy Mariage
Associate Professor
Ph.D., Michigan State University

Cynthia Okolo
Professor
Ph.D., Indiana University

Natalie Olinghouse
Assistant Professor
Ph.D. Vanderbilt University

Claudia Pagliaro
Associate Professor
Ph.D., Gallaudet University

Susan Peters
Associate Professor
Ph.D., Stanford University

Gary Troia
Associate Professor
Ph.D., University of Maryland

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"The benefits of earning a doctoral degree from MSU are huge in terms of preparation, opportunities to engage in research, and being seen as a strong candidate on the job market.

I obtained an assistant professor position at a research one institution because I was encouraged to start my research agenda early, and publish and present at national conferences from the first year."

Emily Bouck, Ph.D. Special Education – MSU, 2006
Associate Professor, Dept. of Educational Studies
College of Education, Purdue University

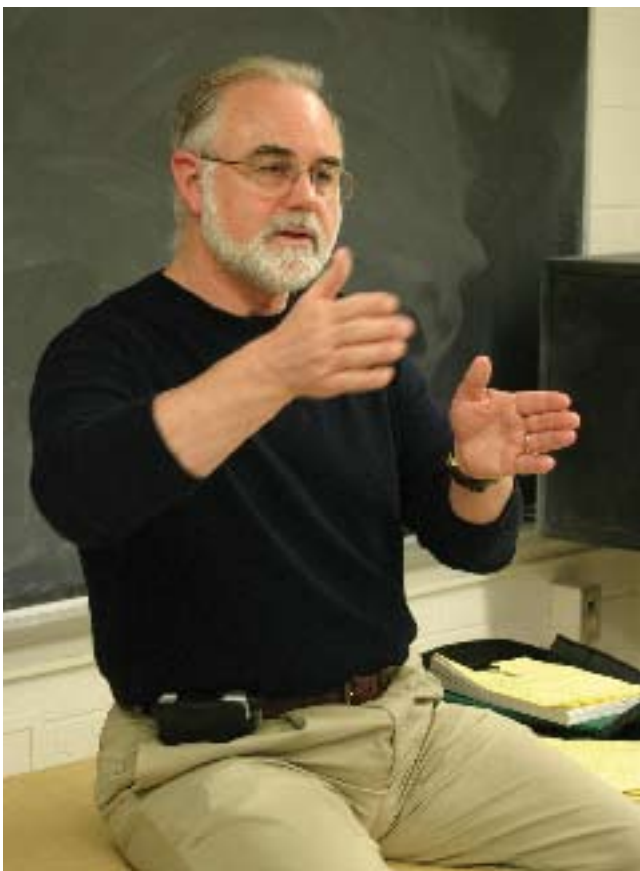
Counseling

Master's Program in Counseling

The master's degree program in counseling prepares students to become counselors in a wide variety of settings, including schools and community agencies. Although students in the program take a common set of core courses, supplemental coursework varies with the specialization and students complete practicum and internship experiences in different sites depending on their specialization. Inherent in all training and curriculum is the infusion of issues related to diversity and development across the lifespan. The training and courses are designed to build a unique and integral bridge between theory and practice.

Full-time students complete the program in two years. After completing coursework, all students are required to take a counseling practicum course during the fall semester and are required to complete an internship on a fulltime basis during the spring semester. Students who wish to graduate with a program endorsement for both school counseling and community counseling must have supervised and documented experience in both sites during the practicum and/or internship experience. A minimum of 50 direct client contact hours will be required in addition to the 240 hours required for the primary area of emphasis before dual endorsement will be granted. This program does not prepare students to become licensed psychologists.

Students are admitted to the program once a year. Application materials must be received by February 15.
For more information, see <http://ed-web3.educ.msu.edu/macounsel/default/htm>



Counseling Faculty

Matthew Diemer
Assistant Professor
Ph.D., Boston College

Sonya Gunnings
Assistant Professor
Ph.D., Michigan State University

Douglas Neil
Assistant Professor
Ph.D., Michigan State University

Robbie Steward
Professor
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