

Curriculum, Teaching and Educational Policy

Doctoral Program in Curriculum, Teaching and Educational Policy

The doctoral program in curriculum, teaching and educational policy is designed for those interested in becoming scholars and leaders in the areas of curriculum, teaching, teacher education and educational policy at the local, national and/or international levels. The program is characterized by its interdisciplinary and interinstitutional perspectives on problems and issues of educational practice. Doctoral specializations include history and social studies education, literacy education, mathematics education and science education. Emphasis may also be pursued in educational policy and social analysis of teacher education and teacher learning.

Faculty members share many beliefs and assumptions about how these missions should be pursued, and have constructed the advanced graduate programs with the following underlying assumptions:

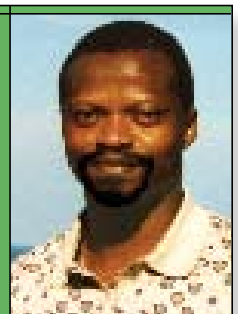
- Curriculum, teaching, and educational policy depends upon multiple and diverse disciplines, voices, and comparative perspectives about practice, inquiry and alternative forms of pedagogy and curriculum.
- Studying practice can include attention to the historical, political, social, cultural, institutional and ethical contexts of teaching and schooling that can impact teaching, teacher education, curriculum and policy.
- Study and practice should mirror and foster understanding of and regard for diverse learners, their communities and their experiences. Efforts to improve practice and to contribute to knowledge about practice are undertaken with the well-being of all children, youth and people in mind.
- Study and practice should foster understanding and appreciation of the ways that diverse learners come to know disciplinary and subject-matter content. Teaching also entails understanding the content goals of schooling, the ways in which that disciplinary content becomes expressed in school curricula, and the influence of culture and context on the learning of that content.

Although applications for admission can be reviewed at any time during the year, it is in the best interest of students to complete the application as early as possible in the academic year, preferably by December 15 for guaranteed consideration with respect to college and university fellowships. January 5 is the last day when applications can be completed for any possibility of consideration for the competitive fellowship awards administered by the college and university. Competition for departmental support occurs for applications completed in the spring and summer of the year before study begins.

For more information see <http://ed-web3.educ.msu.edu/ctep/default.aspx>.

"When you join MSU's College of Education, you'll step into an environment conducive to intellectual risk-taking and collaboration— essential ingredients for a successful and meaningful professional life after grad school."

**Martial Dembele, Ph.D. Curriculum, Teaching and Educational Policy – MSU, 1995
Assistant Professor, Department of Educational Administrations and Foundations
University of Montreal**



Educational Specialist Program in Teaching and Educational Policy

The educational specialist degree program (Ed.S.) in curriculum, teaching and educational policy focuses specifically on practitioner-based inquiry about curriculum, policy, teaching and learning to teach. It is an advanced specialized program of study for practicing teachers and other education professionals that encompasses coursework at both the master's and advanced graduate level. The program is geared to individuals who hold a master's degree in education and have at least five years of experience as professional educators. The Ed.S. degree requires 30 semester hours beyond the master's degree, the completion of a professional portfolio and a comprehensive examination.

Applications are considered on a rolling basis. For more information, see <http://ed-web3.educ.msu.edu/ctep/prospective/eadindex.html>.



Master of Arts in Curriculum and Teaching

The master of arts in curriculum and teaching (MACT) program has been developed specifically for novice and experienced teachers who are committed to teaching diverse students.

In order to help both beginning and experienced teachers develop strong teaching practices, the following goals guide the program:

- **Engaging in Critical Inquiry.** The primary focus of the MACT program is critical inquiry aimed at improving and supporting student learning and success. MACT teachers become part of a professional community of educators that includes teacher researchers, policy makers, and educational leaders. In addition, the program develops teacher understanding of how students learn subject matter, how practices and policies have influenced teachers in the classroom, and ways to improve professional practice in support of all students' learning.
- **Developing as Accomplished Teachers.** Good teaching is not acquired by experience alone. It requires critical reflection on experiences and thoughtful review of goals, practices, and impact on students. The MACT program helps teachers develop a rich repertoire of knowledge and skills that are focused on student learning. With opportunities for international study and professional endorsements, the MACT program enhances teachers' educational practices that respect all students. By providing opportunities for teachers to work together, the MACT program fosters engagement to improve education for everyone.
- **Moving Toward Teacher Leadership.** The MACT program promotes and develops teacher commitment to collaborative inquiry and shared decision-making in their schools. As informed and caring professionals, MACT graduates are prepared to assume leadership roles as change agents, within and beyond the classroom.

The program is offered on campus in East Lansing and at other Michigan locations. MACT courses are offered online, face-to-face, or as a hybrid of face-to-face and online.

Applications for admission to the MACT are considered throughout the year. For more information about admissions and course offerings, see <http://ed-web3.educ.msu.edu/mact/>, or email MACT@msu.edu.

CTEP Faculty (See list on next page)

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"When I have chatted with graduate students from other universities at conferences, I always leave the conversation feeling grateful for the supportive, exciting learning environment at MSU.

The diversity of faculty perspectives, availability of discussion and writing groups, rich array of research opportunities, and wide selection of courses available make Michigan State the perfect place for a graduate school experience."

Jill Newton, Third-year doctoral student, Michigan State University

Mathematics Education

Doctoral Program in Mathematics Education

The Doctor of Philosophy in Mathematics Education program is joint with the College of Education and the College of Natural Science, with the College of Natural Science as the lead college. This doctoral program is designed for those who show promise of becoming leaders in local, state, national and international mathematics education communities. The program prepares researchers and leaders to address critical issues in mathematics education by developing analytical perspectives for research, engaging in reflective teaching, and deepening mathematical knowledge.

Students in the Ph.D. program in Mathematics Education will have opportunities to acquire an understanding of and experience in various aspects of the mathematics education field, including: investigation of mathematical learning and teaching; the development of instructional materials; participation in policy formation; development and use of assessment; and the integration of technology into mathematics learning and teaching.

A career at any level in mathematics education requires substantive knowledge of the core discipline of mathematics. Therefore, the degree is designed so that each student can pursue the equivalent of a master's degree or more in mathematics suitable to his or her area of focus. With his or her guidance committee, each student will plan a set of courses in mathematics that, together with the student's prior coursework and teaching experiences, is appropriate for the student's career plans.

To be considered for teaching and research assistantships and for a variety of possible university or college fellowships, it is very important for applicants to submit application material on time. All application materials should be submitted by December 1st for the following academic year.

For more information about program requirements and how to apply, please visit <http://www.dsme.msu.edu/mathed/MathEdDoctoralProgram.htm>

A corresponding master's program in mathematics education is also available. A description can be found at http://www.dsme.msu.edu/mathed/Masters_MathEd.htm

Mathematics Education Program Faculty

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