

COLLEGE OF EDUCATION

Jerlando F.L. Jackson, DEAN

The College of Education at Michigan State University is a community of students, educators and researchers prepared to meet the challenges of education and kinesiology. We are committed to improving practice together through exemplary research, teaching and service. With a renowned educator preparation program, rigorous training for health-related careers and several nationally ranked graduate programs, the College of Education prepares leaders who make an extraordinary impact on health, well-being and education around the world.

Under the guidance of distinguished administrators and faculty members in four departments, students have opportunities to pursue or advance careers in teaching (elementary, secondary and special education), educational administration, higher education, research, policymaking, student affairs, rehabilitation counseling, school psychology, kinesiology, athletic training, sport coaching, leadership and administration, and health care fields (e.g., preparation for physical therapy, work as a physician assistant or attending medical school). Degree programs are offered on-campus, online and in hybrid formats, which blend face-to-face and online learning. See program sections for details on programs available.

The College of Education has established a reputation for excellence and visionary thinking in its efforts to improve teaching and learning across our nation and world, particularly within the contexts of urban and global education. The faculty remains committed to addressing the educational and physical needs of all people across the life span, and to working closely with educators, leaders and policymakers in the field.

Innovative teacher education programs, outstanding faculty, relationships with practicing professionals and strong research opportunities make the MSU College of Education a dynamic place for learning to teach and contribute to the fields of education and kinesiology. The college is proud to claim more than 59,000 alumni, each touching lives in their own way around the world.

UNDERGRADUATE PROGRAMS

The College of Education offers three bachelor's degree programs: the Bachelor of Arts degree in Elementary Education (PK-12 education), the Bachelor of Science degree in Kinesiology, and the Bachelor of Arts degree in Special Education. The College also offers a Minor in Educational Studies.

For additional information, refer to the Department of Teacher Education for the major in elementary education, the Department of Kinesiology for majors in Kinesiology, and the Department of Counseling, Educational Psychology and Special Education for the major in special education.

The college offers prospective teachers interested in teaching in urban schools opportunities for admission to the Urban Educators Cohort Program. The college also offers prospective teachers with an interest in global education to be admitted to the Global Educators Cohort program. Students interested in these programs submit a supplemental application to the College of Education after being admitted to Michigan State University. See

www.education.msu.edu/urbancohort and
www.education.msu.edu/globalcohort for details.

Admission to College

Students seeking admission to any of the College of Education's undergraduate majors must meet the specific admission criteria and process for the major. For information about admission to the Kinesiology majors, refer to the *Admission* section for those programs in the *Department of Kinesiology* section of this catalog. For information about admission to the Elementary Education and Special Education majors, refer to the *Admission to the Teacher Certification Program* section under *Teacher Certification* in the Department of Teacher Education section of this catalog.

Honors Study

The College of Education encourages honor students to develop rich and distinctive programs of study. Each Honors College member is assigned a special advisor who is responsible for helping the student plan a balanced and rigorous course of study. Students are encouraged, when appropriate, to enroll in graduate seminars, to work on research projects with college faculty and to take full advantage of honors courses offered outside of the College of Education.

MINOR IN EDUCATION AND SOCIETY

The Minor in Education and Society, which is administered by the College of Education, provides an opportunity for students interested in the intersection of learning, education, and society. The minor is a valuable addition for those pursuing careers in the social and behavioral sciences, law, social justice, or education. This minor does not offer professional training for teaching or lead to a teaching certificate or license. The minor is available as an elective to students who are enrolled in bachelor's degree programs at Michigan State University other than the Bachelor of Arts degrees in Education and Special Education. With the approval of the department and college that administers the student's degree program, the courses that are used to satisfy the minor may also be used to satisfy the requirements for the bachelor's degree.

Students who plan to complete the requirements for the minor should consult with the academic advisor for the Education and Society minor in the College of Education.

Requirements for the Minor in Education and Society

CREDITS

- | | |
|--|---|
| 1. Complete the following course (3 credits): | |
| TE 201 Current Issues in Education | 3 |
| 2. Complete 15 credits of approved course work from the following: | |
| CEP 240 Diverse Learners in Multicultural Perspective | 3 |
| CEP 260 Dynamics of Personal Adjustment | 3 |
| CEP 261 Substance Abuse | 3 |
| CEP 416 Teaching and Learning with Technology | 3 |
| CEP 460 Communication Skill Training for the Helping Professional | 3 |
| CEP 470 Disability in a Diverse Society | 3 |
| EAD 315 Student Leadership Training | 3 |
| EAD 361 Educational Reform and Policy Analysis | 3 |

COLLEGE OF EDUCATION

TE	101	Social Foundations of Justice and Equity in Education	3
TE	102	Pedagogy and Politics of Justice and Equity in Education	3
TE	150	Reflections on Learning	3
TE	250	Human Diversity, Power, and Opportunity in Social Institutions	3
TE	351	Urban Education	3
TE	352	Immigrant Language and Culture	3
TE	353	International Education	3

Additional courses may be used to fulfill this requirement with approval by the student's academic advisor for the minor.

TEACHER CERTIFICATION OPTIONS

Majors in elementary education, and special education leading to bachelor's degrees in the College of Education are available for teacher certification. Students should contact the *Department of Teacher Education* for the major in Elementary Education, and the *Department of Counseling, Educational Psychology and Special Education* for the major in Special Education.

For additional information about the teacher certification options, including the many majors throughout the university that are available for those choosing to become secondary or PK-12 education teachers, refer to the statements on the disciplinary majors and to the statement on TEACHER CERTIFICATION in the Department of Teacher Education section of the catalog.

GRADUATE STUDY

Graduate programs in the College of Education provide opportunities for advanced study and research in education and kinesiology, and foster development of the insight and skill needed to deal with the many challenges that confront our graduates in today's professions.

The college offers the following degrees in a variety of specialties: Master of Arts, Master of Science, Educational Specialist, Doctor of Education, and Doctor of Philosophy. Several graduate certificates and specializations are also available. Students study the profession in general as well as particular specialties. There is considerable latitude for students to plan their studies in collaboration with their faculty advisors and to work with faculty across the College and university.

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 a graduate specialization in language and literacy. For additional information refer to the statement on the *Graduate Specialization in Language and Literacy* in the *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 a specialization 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 through the Program in Interdisciplinary Mathematics Education ("PRIME"). 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.)
 - mathematics education (M.S.)
- Department of Counseling, Educational Psychology and Special Education
 - applied behavior analysis (M.A.)
 - applied behavior analysis and autism spectrum disorder (M.A.)
 - clinical mental health counseling (M.A.)
 - educational technology (M.A.)
 - learning experience design (M.A.)
 - rehabilitation counseling (M.A.)
 - school psychology (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
 - applied sport sciences (M.S.)
 - athletic training (M.S.)
 - kinesiology (M.S.)
- Department of Teacher Education
 - Integrated secondary science education (M.S.)
 - 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

COLLEGE OF EDUCATION

TEACHER CERTIFICATION in the *Department of Teacher Education* section.

Requirements for the Degree

A tentative program of study 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 advisor. Program changes require the approval of the advisor. 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, they become 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

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 advisor.

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.

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 fall and spring semester 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 advisor 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).

COLLEGE OF EDUCATION

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 Education

The program is designed for educators and other practitioners who have aspirations for improving their own leadership practice, for developing leadership capacity within their organizations and communities, and for making significant contributions to their local communities and to the future of Michigan. Most graduates with this degree will take up system level leadership in various education agencies, including local and regional school districts, state educational agencies, professional educational associations, and colleges and universities. Graduates will also be prepared to teach in community colleges and regional universities, or to hold adjunct or clinical positions in research universities, as well as hold other types of educational leadership positions. Graduates of the K-12 program with appropriate prior credential and experience qualify for the Michigan Central Office Administrator endorsement.

Admission

Applicants to the Doctor of Education generally have leadership experience in a school and hold a master's degree in education or its equivalent. Students who wish to qualify for the Michigan Central Office Administrator endorsement by completing the Doctor of Education should already hold the School Administrator credential before applying to the program.

Applicants must have a minimum grade-point average of 3.5 in previous graduate work, submit a goal statement, submit three letters of recommendation from persons who are acquainted with the applicant's academic and professional experience, performance, and potential.

Faculty members review applications for program admission and look for indications of a high probability of success if admitted. Such indications include a high level of academic performance in prior degrees, levels of reference supporting academic and clinical proficiency, past leadership experiences and evidence of effectiveness, quality of written expression and a statement of professional goals that is consistent with the objectives of the program.

Applicants may be required to participate in an interview and to submit a sample of scholarly or professional writing.

Requirements for the Degree

The Doctor of Education program consists of a minimum of 45 credits of graduate study beyond the master's degree. The program is a three-year, summer intensive program. The first year focuses on core knowledge required by educational leaders, policy makers, and researchers and follows a calendar that differs from the regular MSU academic calendar. The second year deepens students core knowledge of leadership and systems operations on the regular MSU semester course schedule. Year three is dedicated to completion of the capstone projects. At least 6 credits that are required for the degree must be earned on the East Lansing campus within a single semester.

Guidance Committee

Each student admitted to the Doctor of Education program will form a guidance committee with the approval and the assistance of the department. The guidance committee will consist of at least four Michigan State University regular faculty at least three of whom, including the committee chairperson, possess an earned doctoral degree.

Academic Standards

Candidates for the Doctor of Education degree must achieve a grade-point average of 3.0. Attainment of the minimum grade-point average is in itself an insufficient indicator of potential for success in other aspects of the program and in the field. The guidance committee and academic unit are jointly responsible for evaluating the student's competency (as indicated by, e.g., grades in core and other courses, research performance, and development of professional skills) and rate of progress (as indicated by, e.g., the number of courses for which grades have been assigned or deferred). Written evaluations shall be communicated to the student at least once a year, and a copy of such evaluations shall be placed in the student's file. A student whose performance does not meet the standards of quality will not be permitted to continue to enroll in the degree program, and appropriate action will be taken by the college or department.

Comprehensive Examinations

When the prescribed course work is substantially complete as defined by the guidance committee, the Doctor of Education student will present a portfolio of leadership performance assessments completed during required course work as the comprehensive examination, to be evaluated by members of the guidance committee. The examination portfolio will be maintained in the department for three years. Students must be registered during the semester(s) in which they present the comprehensive examination portfolio. This requirement may be waived by the Dean of The Graduate School upon request of the chair of the academic unit, if the examination is administered during the summer session immediately following a spring semester during which the student was registered and/or prior to a fall semester in which the student will be registered.

COLLEGE OF EDUCATION

Scheduling, composing, and evaluating the comprehensive examinations is done in accordance with college and department policy. The department or college shall make available to doctoral students upon matriculation a written explanation of comprehensive examination procedures. The comprehensive examination portfolio must be completed and approved before the student is permitted to participate in a group capstone project.

Transfer Credits

Graduate credits may be transferred from other accredited institutions or international institutions of similar quality if they are appropriate to the student's program and provided they were completed within the time limits approved for the earning of the degree desired at Michigan State University. The department chairperson and dean must grant approval. Only graduate-level courses in which at least a 3.0 (B) grade was received will be considered for transfer.

Time Limit

All components of the comprehensive examination portfolio must be approved within four years and all remaining requirements for the degree must be completed within six years from the time when a student begins the first class at Michigan State University that appears on his or her doctoral program of study. Application for extensions of the six-year period of time toward degree must be submitted by the department for approval by the dean of the college and the Dean of The Graduate School. Upon approval of the extension, the Doctor of Education comprehensive examination portfolio must be prepared anew and submitted for evaluation.

Doctor of Philosophy

Doctoral programs in education and kinesiology 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
 - mathematics education
- Department of Counseling, Educational Psychology and Special Education
 - educational psychology and educational technology
 - measurement and quantitative methods
 - counselor education and supervision
 - school psychology
 - special education

- Department of Educational Administration
 - education policy
 - higher, adult, and lifelong education
 - K-12 educational administration
- Department of Kinesiology
 - kinesiology
- Department of Teacher Education
 - curriculum, instruction, and teacher education

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.

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.

All doctoral candidates in the college are required to successfully complete a minimum of 9 or more credits focused on research methods approved by their program and a research practicum course of CEP 995 or EAD 995 or KIN 995 or TE 995 for 1 to 3 credits.

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.

COLLEGE OF EDUCATION

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.

EDUCATION

Master of Arts

The Master of Arts degree in Education is designed for educators who are interested in enhancing their professional practice through online study of advanced professional knowledge related to teaching, learning, and leadership in P-12 schools and postsecondary contexts such as community colleges, universities, community centers, and the workplace. The primary objective of the master's degree program in education is to help students acquire a breadth of knowledge grounded in theory while gaining expertise in one or more areas of concentration.

A range of relevant courses and experiences can be incorporated into the student's program to satisfy individual needs and interests.

The student must select one of the concentration areas of study within the discipline of education as part of their planned program: Athletic Administration, Athletic Coaching, Literacy Education, P-12 School and Postsecondary Leadership, Science and Mathematics Education, Special Education, or Technology and Learning. The online format of the program provides optimum flexibility for students who wish to engage in inquiry and learning that will contribute to exemplary educational practice.

The College of Education has not determined whether the Master of Arts Degree in Education (MAED) online program satisfies licensure, endorsement, or certification requirements in all states. Licensure and certification is regulated individually by states and no two are exactly alike. Some states have different levels of licensure and/or certification requirements. For example, in Michigan, the MAED online program alone does not lead to State of Michigan endorsement or initial teacher certification. Students who wish to use this program for renewal, endorsement, or certification in their home state should contact their bachelor's certification institution or their home state department of education for applicable requirements, rules, and regulations of their home state. Students are responsible for determining whether the MAED online program will meet their home states' requirements for certification, licensure, or otherwise advancing a student's teaching credentials. Contact MSU's Online MAED academic advisor with questions or, for state department of education contact information, please visit www2.ed.gov/about/contacts/state/index.html.

The requirements for the program must be completed within five years from the date of matriculation into the program.

In addition to meeting the requirements of the university and of the College of Education, students must meet all requirements specified below with advisor 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 online 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 online learning.

Requirements for the Master of Arts Degree in Education

The program is available only online and only under Plan B (without thesis). The student must complete a total of 30 credits approved by the MAED academic advisor distributed as follows:

	CREDITS
1. Both of the following courses (6 credits):	
ED 800 Concepts of Educational Inquiry	3
ED 870 Capstone Seminar	3
2. Complete a 3-credit Issues course which must be outside the student's primary concentration area and approved by the MAED academic advisor.	
3. Complete one concentration area as approved by the MAED advisor (9-21 credits). Concentrations are available in Athletic Administration, Athletic Coaching, Literacy Education, P-12 School and Postsecondary Leadership, Science and Mathematics Education, Special Education, or Technology and Learning.	
4. Additional credits in courses approved by the MAED advisor to complete the 30 credit minimum. Students are able to pursue a second concentration area with a 9-credit minimum or utilize prior applicable course work at MSU or another institution, pending advisor approval.	
5. Successful completion and exhibition of an online portfolio.	

DEPARTMENT of COUNSELING, EDUCATIONAL PSYCHOLOGY and SPECIAL EDUCATION

Jennifer A. Schmidt, Chairperson

UNDERGRADUATE PROGRAM

The department offers a Bachelor of Arts degree program with a major in special education. This program is a **preprofessional** program for students who plan to be certified as both a PK-12 special education teacher and an elementary general education teacher. Students in the program work toward certification in the learning disabilities area of special education and in general education in prekindergarten through grade three or grade three through grade six. Upon satisfactory completion of the requirements for the Bachelor of Arts degree with a major in special

COLLEGE OF EDUCATION

education, the bachelor's degree is granted as well recommended for Teacher Certification.

Admission

To earn a Bachelor of Arts degree in special education-learning disabilities, students must declare their intent to become a special education-learning disabilities major to the Academic Advising Office in the College of Education.

Requirements for the Bachelor of Arts Degree in Special Education

1. The University requirements for bachelor's degrees as described in the *Undergraduate Education* section of this catalog; 120 credits, including general elective credits, are required for the Bachelor of Arts degree in Special Education.

The completion of Mathematics 201 referenced in item 2. b. below may also satisfy the University mathematics requirement.

The University's Tier II writing requirement for the Special Education major is met by completing Counseling, Educational Psychology and Special Education 301. That course is referenced in item 2. d. below.

CREDITS

2. The following requirements for the major:

a. Professional Education Courses (18 credits):

(1) All of the following courses (18 credits):

CEP 240	Introduction to Exceptional Learners	3
TE 101	Social Foundations of Justice and Equity in Education	3
TE 102	Pedagogy and Politics of Justice and Equity in Education	3
TE 150	Reflections on Learning	3
TE 341	Teaching and Learning of (Bi) Multilingual Learners	3
TE 371	Justice and Equity Seminar I	1
TE 471	Justice and Equity Seminar III	1
TE 472	Justice and Equity Seminar IV	1

b. Elementary Education Courses (9 credits):

(1) The following course (3 credits):

TE 202	Engaging Elementary Learners with Mathematics	3
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(2) The following literacy course (3 credits):

TE 301	Children's Literacy Development (W)	3
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(3) The following mathematics course (3 credits):

MTH 201	Elementary Mathematics for Teachers I	3
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c. One of the following two grade band concentrations (21 or 26 credits):

Prekindergarten through Grade Three (26 credits)

All of the following courses (26 credits):

HDFS 320	Interaction with Children in Groups	3
HDFS 320L	Interaction with Children – Laboratory	1
HDFS 321	Curriculum for Children (W)	3
HDFS 321L	Curriculum for Children – Laboratory	1
TE 330	Science Curriculum for Young Learners (PK-3)	3
TE 331	Social Studies Curriculum for Young Learners (PK-3)	3
TE 340	Teaching and Learning Elementary Science (PK-6)	3
TE 343	Teaching and Learning Elementary Social Studies (PK-6)	3
TE 405A	Teaching Literacy to Diverse Learners – PK-3	3
TE 406A	Teaching Mathematics to Diverse Learners I – PK-3	3

Grade Three through Grade Six (21 credits)

(1) One of the following United States history courses (3 credits):

HST 301	Indigenous-European Encounters in North America	3
HST 302	Revolutionary America	3

(2) One of the following arts integration courses (3 credits):

TE 430	Introduction to Arts in the Classroom	3
TE 431	Learning through Drama	3
TE 432	Learning through Movement	3

(3) All of the following courses (18 credits):

TE 204	Engaging Elementary Learners in Science: Culture and Equity	3
TE 332	Science Curriculum for Upper Elementary Learners (3-6)	3
TE 333	Social Studies Curriculum for Upper Elementary Learners (3-6)	3
TE 340	Teaching and Learning Elementary Science (PK-6)	3
TE 343	Teaching and Learning Elementary Social Studies (PK-6)	3
TE 405	Teaching Language and Literacy to Diverse Learners I (3-6)	3

TE 406	Teaching Mathematics to Diverse Learners II (3-6)	3
d. Learning Disabilities Area of Emphasis (42 credits)		
(1) All of the following courses:		
CEP 301	Literacy Instruction for Students with Disabilities (W)	3
CEP 302	Technology and Content Area Support for Students with Disabilities	2
CEP 339	Classroom Management for Special Education	3
CEP 345	Language and Literacy Development and Disorders	3
CEP 349	Behavior Management in Special Education	3
CEP 351	Special Education Law and Policies	3
CEP 400	Professional Skills in Special Education	1
CEP 401	Transition and Collaboration in Special Education	3
CEP 402	Mathematics Interventions for Students with Disabilities	3
CEP 403	Assessment for Students with Disabilities	3
CEP 404	Literacy Interventions for Students with Disabilities	3
CEP 405	Internship in Teaching Special Education	12

TEACHER CERTIFICATION OPTION

The special education-learning disabilities disciplinary major leading to the Bachelor of Arts degree is available for teacher certification. Students with a special education-learning disabilities disciplinary major must complete the above sequence to be recommended for certification in both elementary—either PK-3 or 3-6—and a K-12 endorsement in Learning Disabilities.

GRADUATE STUDY

The department offers the graduate programs that are listed below:

Graduate Certificates

educational psychology
educational technology
learning design
learning design leadership
learning sciences
k12 computer science education
online teaching and learning
special education leadership: multi-tiered
systems of support

Master of Arts

applied behavior analysis
applied behavior analysis ad autism
spectrum disorder
clinical mental health counseling
educational technology
learning experience design
rehabilitation counseling
special education
special education leadership: multi-tiered
systems of support

Educational Specialist

school psychology

Doctor of Philosophy

educational psychology and educational technology
measurement and quantitative methods
counselor education and supervision
school psychology
special education

COLLEGE OF EDUCATION

Descriptions of the graduate programs, organized by fields of study in alphabetical order, are presented below.

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 may elect a graduate specialization in language and literacy. For additional information, refer to the statement on *Graduate Specialization in Language and Literacy* 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 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.

APPLIED BEHAVIOR ANALYSIS

The Master of Arts degree in Applied Behavior Analysis is designed for persons who plan to be involved in the delivery of behavioral services and interventions to public consumers. It provides the opportunity to develop in-depth knowledge and applied competence in the delivery of behavior analysis to improve the quality of life of consumers in various service settings.

The degree is relevant for persons interested in pursuing careers in behavior analysis that require the Board Certified Behavior Analyst (BCBA) credential. The program offers graduate-level course work and supervised fieldwork in behavior analysis required by the Behavior Analyst Certification Board (BACB) to sit for the national Board Certification exam, which students complete independently. The program develops knowledge and competencies in the administration of behavior analysis beyond an undergraduate or graduate certificate program. It provides students with skills a BCBA requires, such as strong communication, analytical, and scientist-practitioner skills, as well as interpersonal skills that facilitate collaboration with and leadership of professional groups.

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

Admission

An applicant to the Master of Arts degree in Applied Behavior Analysis must:

1. submit both departmental and university application forms.
2. submit three letters of recommendation from persons knowledgeable about the applicant's academic potential to pursue graduate study and competence or potential to deliver applied behavior analysis services.
3. submit a statement of professional goals that clearly describe the applicant's reasons for pursuing the master's degree and the goals that the degree will help them attain.

4. have access to high-speed internet and the appropriate technologies.

Applications are reviewed by faculty who look for indications of a high probability of success. The following factors are significant in determining admission to the Master of Arts degree in Applied Behavior Analysis:

1. A grade-point average of 3.00 or higher in the last two years of undergraduate and all graduate courses.
2. Experience working with children and youth with disabilities in a school or camp or other experience with behavior analysis that is acceptable to the faculty.
3. Professional goals that are consistent with the objectives of the degree program.
4. A test of English language proficiency for students for whom English is not a first language.
5. Submission of Graduate Record Examination (GRE) scores.

Admission to the program is competitive and subject to space availability. Not all students who meet the above requirements will be admitted. A student who, in the judgment of the faculty, has not completed the appropriate course work in exceptional children or behavior management may be required to complete such course work in addition to the requirements below. This collateral course work will not count towards degree requirements. Students will be admitted only during fall semester. Applications must be submitted by January 15th.

Requirements for the Master of Arts Degree in Applied Behavior Analysis

CREDITS

The program is available under Plan A (with thesis). Students must complete a minimum of 38 credits from the following:

1. All of the following courses (24 credits):

CEP 845	Autism Spectrum Disorders: Assessment and Intervention	3
CEP 848	Supervision in Applied Behavior Analysis	3
CEP 851	Concepts and Principles in Applied Behavior Analysis	3
CEP 852	Experimental Analysis of Behavior	3
CEP 853	Functional Behavior Assessment and Behavior Change	3
CEP 854	Ethics in Behavior Analysis	3
CEP 855	Verbal Behavior in Education	3
CEP 942	Single-case Experimental Designs for Intervention Research	3
2. Ten credits in the following course to be completed in three enrollments during the student's first year in the program.

CEP 894F	Practicum in Applied Behavior Analysis	10
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3. The following course (4 credits):

CEP 899	Master's Thesis Research	4
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4. Complete a written report commensurate with publication requirements in Applied Behavior Analysis.
5. Successfully defend the thesis before a faculty committee.

APPLIED BEHAVIOR ANALYSIS AND AUTISM SPECTRUM DISORDER

Master of Arts

The Master of Arts degree in Applied Behavior Analysis and Autism Spectrum Disorder is designed to prepare students to effectively implement the science of Applied Behavior Analysis (ABA) and become experts in autism intervention in schools, clinics, or homes. The program provides the opportunity to develop in-depth knowledge and skills for implementing

COLLEGE OF EDUCATION

effective autism interventions based on the principles of Applied Behavior Analysis.

The program offers the graduate-level course work required to be eligible for taking the national examination for certification by the Behavior Analyst Certification Board in accordance with governing bodies in behavior analysis. The program does not include the supervised fieldwork component required for certification eligibility. Students are responsible for securing an appropriate fieldwork site with credentialed supervision and completing their fieldwork independent of the program. Students desiring a program that includes supervised fieldwork should consider the Master of Arts in Applied Behavior Analysis.

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

Admission

An applicant to the Master of Arts Degree in Applied Behavior Analysis and Autism Spectrum Disorder program must:

1. Submit both departmental and University application forms.
2. Submit three letters of recommendation from professionals knowledgeable about the applicant's academic potential to pursue graduate study and competence or potential to implement Applied Behavior Analysis with people with autism. It is highly recommended that at least one letter comes from a current or former professor.
3. Submit a statement of professional goals that clearly describe the applicant's reasons for pursuing the master's degree and the goals the degree will help them attain.

Applicants are reviewed by faculty who look for indicators of a high probability of success. The following factors are significant in determining admission to the Master of Arts Degree in Applied Behavior Analysis and Autism Spectrum Disorder:

1. A grade-point average of 3.00 or higher in the last two years of undergraduate and graduate courses.
2. Experience working with children and youth with disabilities in a school or other educational setting.
3. Professional goals that are consistent with the objectives of the degree program.
4. A test of English proficiency for students for whom English is not a first language.

Admission to the program is competitive and subject to space and availability. Not all students who meet the above requirements will be admitted. Students will be admitted only during the Fall semester. Applications must be submitted by February 1st.

Requirements for the Master of Arts Degree in Applied Behavior Analysis and Autism Spectrum Disorder

The program is available under Plan B (without thesis) and online only. Students must complete a total of 30 credits from the following:

1. All of the following courses (27 credits):

CEP 843 Autism Spectrum Disorders: Characteristics and Educational Implications

CREDITS

3

CEP 844	Applied Behavior Analysis for Teachers	3
CEP 845	Autism Spectrum Disorders: Assessment and Intervention	3
CEP 846	Autism Spectrum Disorders: Advanced Topics	3
CEP 848	Supervision in Applied Behavior Analysis	3
CEP 851	Concepts and Principles in Applied Behavior Analysis	3
CEP 854	Ethics in Behavior Analysis	3
CEP 855	Verbal Behavior in Education	3
CEP 942	Single-case Experimental Designs for Intervention Research	3

2. Complete 3 additional credits in courses approved by the student's academic advisor.
3. Completion of a final evaluation.

CLINICAL MENTAL HEALTH COUNSELING

Master of Arts

The Master of Arts degree in Clinical Mental Health Counseling prepares future clinical mental health counselors to promote the effective delivery of mental health counseling services to families and individuals with emotional and/or substance abuse disorders. Through course work and clinical training, graduates will gain mastery in the skills, knowledge, and attitudes required for mental health services provision to clients across a variety of clinical and community settings.

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

Admission

To be admitted into the Master of Arts Degree in Clinical Mental Health Counseling applicants must:

1. submit both the university application forms and applicable application fee. Individuals are admitted to the program once per year with enrollment starting in the Fall semester. The deadline to submit applications for admission is February 15th.

Consideration is given to the applicant's previous academic and professional experience. There should be a pattern of experience that supports the applicant's expressed desire to pursue advanced graduate studies in clinical mental health counseling. Appropriate evidence of such experience should be reflected in the applicant's letters of recommendation. The following are factors significant in determining admission to the program:

1. A bachelor's degree in an appropriate field from a recognized educational institution, with a grade point average of 3.0 (B) or better in the last two years of undergraduate study.
2. A written statement of academic goals and career objectives (1 to 2 pages single spaced) that describes the applicant's professional goals as they relate to the Master of Arts degree program in Clinical Mental Health Counseling.
3. Scores from the Graduate Record Examination General Test if the applicant's grade point average is less than 3.0.
4. Three letters of recommendation, with at least two from professors or employers regarding the applicant's

COLLEGE OF EDUCATION

academic capability and/or professional and personal qualifications.

The applicant is required to submit a departmental application form, as well as the university application form. Upon request for admission to the program, the departmental application form is mailed to the applicant with the university application form.

Requirements for the Master of Arts Degree in Clinical Mental Health Counseling

CREDITS

The program is available only under Plan B (without thesis). The student must complete a total of 60 credits distributed as follows:

1. **Counseling Core.** All of the following courses (15 credits):

CEP 861 Counseling Theories	3
CEP 862 Individual Counseling and Helping Relationships	3
CEP 864 Career Development	3
CEP 874 Counseling Ethics	3
CEP 878 Counseling and Group Work	3
2. **Clinical Mental Health Counseling Core.**
All of the following courses (12 credits):

CEP 839 Foundations of Clinical Mental Health Counseling	3
CEP 849 Diagnosis and Psychopathology	3
CEP 859 Crisis and Trauma Counseling	3
CEP 875 Addiction Counseling	3
3. **Research and Evaluation.**
Both of the following courses (6 credits):

CEP 822 Approaches to Educational Research	3
CEP 877 Assessment in Counseling	3
4. **Foundations.** All of the following courses (6 credits):

CEP 891C Special Topics in Rehabilitation Counseling (Section: Development Across the Lifespan)	3
CEP 872 Social and Cultural Diversity in Disability	3
5. **Practicum and Internship.** Both of the following courses (15 credits):

CEP 894A Practicum in Counseling	3
CEP 893A Internship in Counseling	12
6. **Electives** (6 credits):
Complete 6 credits of relevant master's level courses approved by program director and/or advisor.
7. Completion of a final evaluation.

EDUCATIONAL PSYCHOLOGY

Graduate Certificate

The Graduate Certificate in Educational Psychology is designed to provide educators and non-educators with knowledge and perspectives on learning and development. By understanding the psychological processes that underlie learning, as well as the practices that support these processes, the developmental mechanisms that lead to individual differences, and the impact of motivation, participants will gain deeper insight into the needs of developing learners. The certificate is available only online.

Admission

To be considered for admission to the Graduate Certificate in Educational Psychology an applicant must:

1. have completed a bachelor's degree.
2. submit the university application form and fee.
3. Complete the Intent to Enroll form on the program Web site.
4. provide transcripts from all previous institutions of higher education.

5. complete a test of English language proficiency if English is not the first language.

Applications are reviewed by faculty who look for indications of a high probability of success.

Requirements for the Graduate Certificate in Educational Psychology

CREDITS

Students must complete the following courses (9 credits):

CEP 800	Psychology of Learning in School and Other Settings	3
CEP 801	Psychological Development: Learner Differences and Commonalities	3
CEP 802	Developing Positive Attitudes toward Learning	3

EDUCATIONAL PSYCHOLOGY AND EDUCATIONAL TECHNOLOGY

Doctor of Philosophy

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 study, creation, and use of diverse technologies supporting learning and teaching. The program places emphasis on rigorous scholarship and formulation of analytic perspectives on learning, development, and technology embedded in culture and society. Graduates of this program will be equipped to pursue careers in university research and teaching, research and development of online learning environments in diverse educational settings and to assume leadership roles in school systems and the private sector.

Doctoral students in educational psychology and educational technology focus their studies in one or both of the following emphasis areas:

Educational Psychology. Students study processes of human learning and development in naturally occurring settings such as homes, classrooms, peer groups, workplaces, and laboratories in order to understand and improve educational practice. Program participants often base their analyses in specific domains, including mathematics, literacy, and science.

Educational Technology. Students engage in research and development seeking to understand the pedagogy, policy, and design of media and technologies in support of learning, nationally and internationally, in formal environments such as traditional and online classes as well as in informal environments such as homes and after-school programs.

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 may elect a specialization in language and literacy. For additional information, refer to the statement on *Graduate Specialization in Language and Literacy* in the *Department of Teacher Education* section of this catalog.

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

COLLEGE OF EDUCATION

Admission

Persons who hold degrees from a variety of disciplines may apply for admission. 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.

All students admitted to the program begin their studies in fall semester. The deadline for submitting applications is December 1 prior to the year for which admission is sought in order to receive full consideration for financial support. Applications received after this date will be reviewed if space is available in the program.

Requirements for the Doctor of Philosophy Degree in Educational Psychology and Educational Technology

The student must meet the requirements specified below:

	CREDITS
1. Proseminar Sequence (6 credits):	
Both of the following courses:	
CEP 900 Proseminar in Educational Psychology and Educational Technology I	3
CEP 901 Proseminar in Educational Psychology and Educational Technology II	3
2. Educational Inquiry and Research (18 credits):	
All of the following courses:	
CEP 930 Educational Inquiry	3
CEP 931 Qualitative Methods in Educational Research	3
CEP 932 Quantitative Methods in Educational Research I	3
CEP 933 Quantitative Methods in Educational Research II	3
CEP 955 Research Design and Methods for Educational Psychology and Educational Technology	3
CEP 995 Practicum in Research Design and Data Analysis	3
3. Core Courses (12 credits):	
a. One of the following courses (3 credits):	
CEP 911 Intellectual History of Educational Psychology	3
CEP 916 Intellectual History of Educational Technology	3
b. One of the following courses (3 credits):	
One course on culture, critical perspectives, or social justice as approved by the student's guidance committee.	
c. Two of the following courses (9 credits):	
CEP 902 The Psychology Learning School Subjects	3
CEP 903 Cognitive Development Across the Lifespan	3
CEP 904 Social-Emotional Development across the Lifespan	3
CEP 905 Cultural Perspectives on Learning and Development	3
CEP 909 Cognition and Technology	3
CEP 910 Motivation and Learning	3
CEP 917 Design of Media for Learning	3
CEP 953 Teachers and Technology	3
CEP 956 Mind, Media, and Learning	3
Note: CEP 905 may be used to satisfy the "culture/justice" course requirement or used as a course in the Concentration Area if the "culture/justice" requirement is satisfied by another approved course.	
4. Area of Concentration. At least three additional courses in the student's area of concentration. Students are encouraged to include some course work from outside the Department of Counseling, Educational Psychology and Special Education. Emphasis area and concentration courses must provide a coherent program of study approved, in advance, by the student's guidance committee.	
5. Pass a departmental preliminary examination, focused on scholarly writing and the critique of research at the end of the first year of doctoral study.	
6. Satisfactory completion of a research apprenticeship.	
7. Successful completion and defense of the dissertation.	
8. Complete 24 credits of CEP 999 Doctoral Dissertation Research. Students may not earn more than 30 credits in CEP 999 Doctoral Dissertation Research.	

EDUCATIONAL TECHNOLOGY

Graduate Certificate

The Graduate Certificate in Educational Technology is designed to assist current educators in becoming better teachers by utilizing new technologies to improve instructional practice. The introduction of new technology in the classroom will help participants re-think their own practice as teachers, evaluate their own beliefs about what helps students learn, and consider new ideas and perspectives that they might otherwise have overlooked or not encountered.

The scheduling of the certificate program allows flexibility to accommodate both full-time students and working professionals by offering accelerated summer study programs, as well as online and face-to-face courses.

This certificate program has been identified as the first three courses of the Educational Technology NP Endorsement concentration.

This program is not accredited by the Kentucky Education Professional Standards Board and is not recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky.

Admission

To be considered for admission into the Graduate Certificate in Educational Technology, applicants must have completed a bachelor's degree. For additional information, refer to the *Admission* section in the *Graduate Education* section of this catalog.

Requirements for the Graduate Certificate in Educational Technology

	CREDITS
Students must complete all of the following courses (9 credits):	
CEP 810 Teaching for Understanding with Technology	3
CEP 811 Adapting Innovative Technologies to Education	3
CEP 812 Applying Educational Technology to Issues of Practice	3

Master of Arts

The Master of Arts degree program in Educational Technology prepares students for the thoughtful use and design of technology in various educational settings. The program draws on current theories of learning and development to understand the role of technology in learning and instruction.

The program is offered in several different formats and allows flexibility to accommodate both full-time students and working professionals by offering accelerated summer study programs, online and hybrid courses.

This program is not accredited by the Kentucky Education Professional Standards Board and is not recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky.

COLLEGE OF EDUCATION

Admission

Applications for admission to the program are reviewed by faculty who look for indications of a high probability of success. Such indications include a high level of academic performance, experience with educational technology, and consistency of professional goals with the objectives of the program.

The applicant is required to submit both departmental and university application forms and three letters of recommendation from professors or employers.

Requirements for the Master of Arts Degree in Educational Technology

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

	CREDITS
1. Core Courses. All of the following courses:	9
CEP 800 Psychology of Learning in School and Other Settings	3
CEP 807 Proseminar in Educational Technology	3
CEP 822 Approaches to Educational Research	3
2. Completion of a minimum of 21 credits of course work at the 800-level or above as approved by the student's academic advisor. A list of approved courses is available from the Educational Technology Program.	
3. Completion of a final evaluation.	

K12 COMPUTER SCIENCE EDUCATION

The Graduate Certificate in K12 Computer Science Education prepares K12 teachers to teach computational thinking to learners at the elementary and secondary levels. Domains include computational thinking, algorithmic thinking, breaking down complex problems, abstracting and generalizing principles to solve problems, and development of creative thinking. Teachers learn to teach these concepts and skills through culturally relevant pedagogy, attending to how culture and context impact student learning.

Admission

To be considered for admission into the Graduate Certificate in K12 Computer Science Education, applicants must have completed a bachelor's degree.

Requirements for the Graduate Certificate in K12 Computer Science Education

Students must complete 9 credits from the following courses:

	CREDITS
CEP 814 Computational Thinking for K12 Educators	3
CEP 824 Programming Concepts for K12 Educators	3
CEP 833 Creativity in K12 Computing Education	3

LEARNING DESIGN

Graduate Certificate

The Graduate Certificate in Learning Design prepares graduates who are well-versed in online curriculum development, motivation in online learning, ethics and social implications of educational technology, online collaborative communities, accessibility, universal design, deficit model of

disability, social model of disability, human-centered design methods, how to design learning experiences and technological interactions from the perspective of people with disabilities, assistive technology, destigmatizing disease, illness, and impairment, foundational theories of assessment, foundational assumptions of assessment design, assessment-driven curriculum design for learning, designing formative assessments in digital contexts, online content management systems and learning management systems, the role of feedback, its design and provision in digital contexts, and analysis of assessment data to inform pedagogy and support learning.

This program is not accredited by the Kentucky Education Professional Standards Board and is not recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky.

Admission

For admission to the graduate certificate in learning design leadership, the student must:

1. submit both departmental and university application forms.
2. submit official transcripts from all higher education institutions attended.
3. complete the Intent to Enroll form after obtaining approval from their academic advisor if currently enrolled in a graduate degree program at Michigan State University.

Applications for admission to the program are reviewed by faculty who evaluate applicants for indications of a high probability of success. Such indications include academic performance, experience or interest in the field, and consistency of professional goals with the objectives of the program. Factors also considered are:

1. have an undergraduate degree from an accredited institution.
2. have a minimum TOEFL score of 80 if you are a first-language speaker of a language other than English.
3. applying from a state where degrees from Michigan State University are recognized.

Requirements for the Graduate Certificate in Learning Design

The Graduate Certificate is available only online and the student must complete a total of 9 credits from the following:

	CREDITS
CEP 813 Electronic Assessment for Teaching and Learning	3
CEP 820 Teaching and Learning Online	3
UX 835 Accessibility and Design	3

LEARNING DESIGN LEADERSHIP

Graduate Certificate

The Graduate Certificate in Learning Design Leadership prepares graduates who are well-versed in self-evaluation and goal setting; theories of creativity, visual design, multimodal communication, and professional development; platform-specific exploration and development; leadership models; coaching and mentorship; project management and workflow;

COLLEGE OF EDUCATION

organizational management models; communication and conflict; ethical leadership; evaluating design frameworks/finding the best fit for your organization; initiative development, implementation, and evaluation of learning design projects; instructional design theories, principles, and methodologies; industry standards of instructional and learning design; industry needs; pedagogical strategies; promising platforms and technologies for learning design; and societal and ethical issues and implications of educational technologies.

This program is not accredited by the Kentucky Education Professional Standards Board and is not recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky.

Admission

For admission to the graduate certificate in learning design leadership, the student must:

1. submit both departmental and university application forms.
2. submit official transcripts from all higher education institutions attended.
3. complete the Intent to Enroll form after obtaining approval from their academic advisor if currently enrolled in a graduate degree program at Michigan State University.

Applications for admission to the program are reviewed by faculty who evaluate applicants for indications of a high probability of success. Such indications include academic performance, experience or interest in the field, and consistency of professional goals with the objectives of the program. Factors also considered are:

1. have an undergraduate degree from an accredited institution.
2. have a minimum TOEFL score of 80 if you are a first-language speaker of a language other than English.
3. applying from a state where degrees from Michigan State University are recognized.

Requirements for the Graduate Certificate in Learning Design Leadership

The Graduate Certificate is available only online and the student must complete a total of 9 credits from the following:

	CREDITS
CEP 856 Learning Design Leadership	3
CEP 857 Current Topics and Trends in Learning Design	3
CEP 858 Upskilling in Learning Design	3

LEARNING EXPERIENCE DESIGN

Master of Arts

The Master of Arts in Learning Experience Design prepares graduates in human-centered, instructional, and learning experience design who are well-versed in designing learning experiences based on their knowledge of educational psychology, theories of teaching and learning, rich pedagogical knowledge, accessible and inclusive learning design, social and ethical implications of technologies, project management, versatility in platforms and technologies, and

creative design and solutions. Graduates will be positioned to create accessible and inclusive learning experiences and environments, evaluate leading design principles and frameworks, assess learning platforms and technologies for accessibility, generate creative designs and learning solutions, develop strategies to support a team's productivity, and engage in continuous improvement and project management.

This program is not accredited by the Kentucky Education Professional Standards Board and is not recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky.

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

Admission

For admission to the master's degree program in learning experience design on regular status, the student must:

1. submit both departmental and university application forms with responses to both personal and academic statement questions.
2. submit a CV/resume.
3. submit official transcripts from all higher education institutions attended.
4. submit letters of recommendation from professional references.

Applications for admission to the program are reviewed by the learning experience design faculty who evaluate applicants for indications of a high probability of success. Such indications include a high level of academic performance, experience or interest in the field, and consistency of professional goals with the objectives of the program. Factors also considered are:

1. have an undergraduate degree from an accredited institution.
2. have a minimum cumulative grade-point average of 3.00 or higher in your undergraduate degree.
3. have a minimum TOEFL score of 80 if you are a first-language speaker of a language other than English.
4. applying from a state where degrees from Michigan State University are recognized.

Students who do not meet the requirements for admission to the program on regular status may be admitted on a provisional basis to remove deficiencies. Collateral course work will not count towards the requirements for the degree.

Requirements for the Master of Arts Degree in Learning Experience Design

The Master of Arts degree in Learning Experience Design is available only online and under Plan B (without thesis). A total of 30 credits are required for the degree.

	CREDITS
Students must complete the following:	
CEP 800 Psychology of Learning in School and Other Settings	3
CEP 807 Capstone Seminar	3
CEP 813 Electronic Assessment for Teaching and Learning	3
CEP 820 Teaching and Learning Online	3
CEP 822 Approaches to Educational Research	3
CEP 856 Learning Design Leadership	3

COLLEGE OF EDUCATION

CEP 857	Current Topics and Trends in Learning Design	3
CEP 858	Upskilling in Learning Design	3
EAD 861	Adult Learning	3
UX 835	Accessibility and Design	3

LEARNING SCIENCES

Graduate Certificate

The Graduate Certificate in Learning Sciences prepares graduates who are well-versed in learning theories, teaching for understanding, research design and analysis in educational settings, contexts for adult learning, adult identity, development, change, and learning, learning theories and process in adulthood, and the application of learning theories in educational contexts based on research and well-informed practices.

This program is not accredited by the Kentucky Education Professional Standards Board and is not recognized for initial, additional, or renewal of certification or salary enhancement (rank change) for K-12 educators in Kentucky.

Admission

For admission to the graduate certificate in learning sciences, the student must:

1. submit both departmental and university application forms.
2. submit official transcripts from all higher education institutions attended.
3. complete the Intent to Enroll form after obtaining approval from their academic advisor if currently enrolled in a graduate degree program at Michigan State University.

Applications for admission to the program are reviewed by faculty who evaluate applicants for indications of a high probability of success. Such indications include academic performance, experience or interest in the field, and consistency of professional goals with the objectives of the program. Factors also considered are:

1. have an undergraduate degree from an accredited institution.
2. have a minimum TOEFL score of 80 if you are a first-language speaker of a language other than English.
3. applying from a state where degrees from Michigan State University are recognized.

Requirements for the Graduate Certificate in Learning Sciences

The Graduate Certificate is available only online and the student must complete a total of 9 credits from the following:

	CREDITS
CEP 800 Psychology of Learning in School and Other Settings	3
CEP 822 Approaches to Educational Research	3
EAD 861 Adult Learning	3

MEASUREMENT AND QUANTITATIVE METHODS

Doctor of Philosophy

The doctoral program in measurement and quantitative methods is designed for persons who hope to develop and

investigate methods of assessment and quantitative analysis, as well as for individuals who wish to become experts in the application and use of such methods. Graduates may teach courses in educational measurement, statistics, and program evaluation in colleges and universities and are often involved in research on problems of measurement and quantitative methods. Graduates also occupy leadership positions in educational, governmental, and other agencies concerned with educational measurement, statistics, and program evaluation. Students in the program learn to analyze research data and have opportunities to design and execute research studies and to consult on research design, data analysis, and evaluation. Students may develop and evaluate new statistical and psychometric models for use in educational research and behavioral science.

Admission

Applications for admission to the program are reviewed by faculty who look for indications of a high probability of success. Such indications include a high level of academic performance, a high score on the Graduate Record Examination General Test, and a statement of professional goals that is consistent with the objectives of the program. The applicant must submit three letters of recommendation, including at least one letter of recommendation from a professor or employer.

The applicant is required to submit supplemental documents and information as determined by the program, as well as the university application.

Persons are admitted to the program for fall semester only. The deadline for submitting applications is December 1 of each year for admission the following fall semester. If space is available, late applications may be considered.

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

Requirements for the Doctor of Philosophy Degree in Measurement and Quantitative Methods

The student's program plan of course work must fulfill the requirements described below. In addition to completing the required course work, students should participate in measurement and quantitative methods seminars and satisfy the College of Education breadth requirements which require basic knowledge in at least four of the following areas of general professional education: administration; curriculum; psychological foundations; research and evaluation methods; social, philosophical, and historical foundations; motor development and motor learning; biological foundations; ethical considerations; and issues of diversity in education.

	CREDITS
1. Core Courses. All of the following courses (27 to 29 credits):	
CEP 900 Proseminar in Educational Psychology and Educational Technology I	3
CEP 921 Psychometric Theory I	3
CEP 923 Item Response Theory	3
CEP 930 Educational Inquiry	3
CEP 932 Quantitative Methods in Educational Research I	3
CEP 933 Quantitative Methods in Educational Research II	3
CEP 934 Multivariate Data Analysis I	4
CEP 935 Advanced Topics in Multivariate Data Analysis II	4
CEP 995 Practicum in Research Design and Data Analysis	1 to 3
2. Concentration Courses.	
a. Measurement Majors:	
The following course:	

COLLEGE OF EDUCATION

CEP 922 Psychometric Theory II	3
b. Quantitative Majors:	
Two of the following courses:	
EC 820A Econometrics IA	3
EC 820B Econometrics IB	3
PPL 802 Quantitative Methods in Public Policy II	3
PPL 803 Quantitative Methods in Public Policy III	3
STT 441 Probability and Statistics I: Probability	3
STT 442 Probability and Statistics II: Statistics	3
STT 861 Theory of Probability and Statistics I	3
STT 862 Theory of Probability and Statistics II	3
3. Cognate Courses:	
a. Measurement Majors:	
Three of the following courses:	
CEP 938 Latent Variable and Structural Equation Modeling	3
CEP 982 Seminar in Counseling, Educational Psychology and Special Education	3
CEP 991B Special Topics in Educational Statistics and Research Design	4
STT 997 Advanced Topics in Statistics	3
b. Quantitative Majors:	
Three of the following courses:	
CEP 938 Latent Variable and Structural Equation Modeling	4
CEP 982 Seminar in Counseling, Educational Psychology and Special Education	3
CEP 991B Special Topics in Educational Statistics and Research Design	3
EC 821A Cross Section and Panel Data Econometrics I	3
EC 821B Cross Section and Panel Data Econometrics II	3
STT 802 Statistical Computation	3
STT 825 Sample Surveys	3
STT 997 Advanced Topics in Statistics	3
4. Successful completion and defense of the dissertation. Students must complete 24 credits of CEP 999 Doctoral Dissertation Research but may not earn more than 30 credits.	

ONLINE TEACHING AND LEARNING

Graduate Certificate

The Graduate Certificate in Online Teaching and Learning prepares individuals to design and teach online courses. Students learn to apply the latest theories of learning and pedagogy while acquiring skills with new multimedia and networking tools to create exciting new online learning environments. The schedule of the certificate program allows flexibility to accommodate both full-time students and working professionals.

Requirements for the Graduate Certificate in Online Teaching and Learning

	CREDITS
1. Complete all of the following courses (9 credits):	
CEP 813 Electronic Portfolios for Teaching and Learning	3
CEP 817 Learning Technology through Design	3
CEP 820 Teaching Students Online	3

REHABILITATION COUNSELING

Master of Arts

Rehabilitation counseling is a profession devoted to enhancing the quality of life of individuals who have physical, sensory, mental, or emotional, neuro-developmental, or other types of disabilities. Rehabilitation counselors provide counseling and other coordinated services to such individuals in the public, nonprofit, and private sectors of rehabilitation practice. The master's degree program in rehabilitation counseling emphasizes the philosophy, process, and professional

discipline of rehabilitation. The program also emphasizes vocational assessment, vocational placement, and career development for persons with disabilities.

The Master of Arts degree program in rehabilitation counseling has been accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Students who are interested in taking the examination to become a Certified Rehabilitation Counselor, or in obtaining State of Michigan licensure as counselors, should consult with an academic advisor to ensure that they complete the required courses.

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

Admission

Consideration is given to the applicant's previous academic and professional experience. There should be in each applicant's background a pattern of experience that supports his or her expressed desire to pursue advanced graduate studies in rehabilitation counseling. Appropriate evidence of such experience should be reflected in the applicant's letters of recommendation. The following are factors significant in determining admission to the program:

1. A bachelor's degree in an appropriate field from a recognized educational institution, with a grade-point average of 3.0 (B) or better in the last two years of undergraduate study;
2. A written statement of academic goals and career objectives that is 1 or 2 pages single spaced typed in length, that describes the applicant's professional goals as they relate to the Master of Arts degree program in Rehabilitation Counseling.
3. Scores from the Graduate Record Examination General Test if the applicant's grade-point average is less than 3.0;
4. Three letters of recommendation, with at least two from professors or employers.

The applicant is required to submit a departmental application form, as well as the university application form. Upon request for admission to the program, the departmental application form is mailed to the applicant with the university application form.

Requirements for the Master of Arts Degree in Rehabilitation Counseling

The program is available only under Plan B (without thesis). The student must complete a total of 60 credits distributed as follows:

	CREDITS
1. Counseling Core. All of the following courses (15 credits):	
CEP 861 Counseling Theories	3
CEP 862 Individual Counseling and Helping Relationships	3
CEP 864 Career Development	3
CEP 874 Counseling Ethics	3
CEP 878 Group Counseling and Group Work	3
2. Rehabilitation Counseling Core. All of the following courses (18 credits):	
CEP 868 Medical Aspects of Disability	3
CEP 870 Foundations of Rehabilitation Counseling and the Counseling Profession	3
CEP 871 Cognitive and Psychological Aspects of Disability	3

COLLEGE OF EDUCATION

CEP 872	Social and Cultural Diversity in Disability	3
CEP 873	Employment Strategies for Individuals with Disabilities	3
HDFS 810	Theories of Human Development	3
3.	Research and Evaluation. All of the following courses (6 credits):	
CEP 822	Approaches to Educational Research	3
CEP 877	Assessment in Rehabilitation	3
4.	Practicum and Internship. Both of the following courses (15 credits):	
CEP 893A	Rehabilitation Counseling Internship	12
CEP 894A	Rehabilitation Counseling Practicum	3
	Field placements must be approved by the department.	
5.	Electives (6 credits):	
	Complete 6 credits of electives as approved by the academic advisor.	

COUNSELOR EDUCATION AND SUPERVISION

Doctor of Philosophy

The mission of the Counselor Education and Supervision Doctor of Philosophy degree program is to prepare graduates to work as counselor educators, supervisors, researchers, and practitioners and leaders in academic and clinical settings. The program is designed to extend the knowledge base of the counseling profession in a climate of scholarly inquiry, and to prepare students to inform professional practice by generating new knowledge for the profession. It also supports faculty and students in publishing and presenting the results of scholarly inquiry, while equipping students to assume positions of leadership in the counseling profession. An optional concentration in Rehabilitation and Disability is available within the doctoral program for students interested in that focus.

The Doctor of Philosophy Degree in Counselor Education and Supervision will begin the Council for Accreditation of Counseling and Related Educational Programs (CACREP) self-study data collection process to prepare for accreditation. CACREP accreditation denotes a commitment to program excellence and indicates to the public at large that our program is fulfilling its commitment to educational quality. Students enrolled in the program are expected to abide by the ethical principles of the Commission on Rehabilitation Counselor Certification (CRCC) and American Counseling Association (ACA).

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

Admission

To be admitted to the doctoral program in Counselor Education and Supervision, applicants must submit both the university application forms and applicable application fee. Persons are admitted to the program once a year with enrollment starting fall semester. The deadline for submitting applications for admission is December 1st for the following fall semester.

Applicants are evaluated by program faculty based on:

1. A bachelor's degree from an accredited institution with a grade-point average of 3.0 on the 4.0 system (B) or better.
2. A master's degree from an accredited institution in a relevant field such as counseling, or human services with a grade-point average of 3.0 (B) or better.
3. Relevant work history in counseling.

4. A 2-3 page, single spaced written statement about academic goals and career objectives that are consistent with the training mission of the doctoral program in Counselor Education and Supervision.
5. Three letters of recommendation from professors, employers, and/or clinical supervisors to indicate one's academic aptitude, clinical skills, personal qualifications, and/or professional work ethic.
6. Professional writing sample that demonstrates scholarly and/or graduate level writing skills.
7. Verbal, quantitative, and analytical writing scores from the Graduate Record Examination are optional.

During the doctoral program admissions process, applicant prior degree attainment and experiences are evaluated to verify completion of course work including (a) CACREP entry-level core curricular standards, (b) CACREP entry-level professional practice standards, and (c) CACREP entry-level curricular requirements of a specialty area so that any missing content can be completed before or concurrently with initial doctoral-level counselor education course work.

Requirements for the Doctor of Philosophy Degree in Counselor Education and Supervision

The student must meet the requirements specified below.

	CREDITS
1. Educational Inquiry and Research.	
All of the following courses (17 credits):	
CEP 932 Quantitative Methods in Educational Research I	3
CEP 933 Quantitative Methods in Educational Research II	3
CEP 934 Multivariate Data Analysis I	4
CEP 968 Research Methods in Counseling and School Psychology	3
CEP 995 Practicum in Research Design and Data Analysis	1
TE 931 Introduction to Qualitative Methods in Educational Research	3
2. Ethics and Professional Practice of Counseling.	
Both of the following courses (6 credits):	
CEP 963 Ethics in Counseling and School Psychology	3
EAD 965 Diversity and Equity in Postsecondary Education	3
3. Counseling Education and Supervision Core.	
All of the following courses (9 credits):	
CEP 944A Counselor Education Pedagogy	3
CEP 960 Theoretical Foundations of Counseling	3
CEP 969 Clinical Supervision in Counseling and School Psychology	3
4. Counseling, Education and Supervision Professional Preparation/Applied Core.	
All of the following courses (10 credits):	
CEP 944B Teaching Internship in Counselor Education and Supervision	3
CEP 944C Clinical Practice Practicum in Counselor Education and Supervision	3
CEP 944D Clinical Supervision Internship in Counselor Education and Supervision	3
CEP 967 Practice in Leadership, Advocacy and Grants in Counselor Education	1
5. Successful completion and defense of the dissertation. Students may not earn more than 30 credits in CEP 999 Doctoral Dissertation Research, of which 24 are required.	

Optional Concentration in Rehabilitation and Disability

The optional concentration in Rehabilitation and Disability is available for doctoral students in the Doctor of Philosophy Degree program in Counselor Education and Supervision involving additional course work. The concentration prepares students with the knowledge, skills and attitudes needed to collaborate in a professional relationship with people who have disabilities. Students must be in good standing and are expected to declare their interest in pursuing the concentration by the end of the Spring semester of their first year in the Counselor Education and Supervision doctoral program. This provides sufficient time to complete the concentration requirements, within the context of the

COLLEGE OF EDUCATION

doctoral curriculum, in a timely manner and have the concentration officially listed on their transcript. Note: Students who are interested in pursuing the Certified Rehabilitation Counselor (CRC) credential should discuss additional requirements with their advisor or program director.

Students must complete the following:

- | | CREDITS |
|---|---------|
| 1. Rehabilitation and Disability Advance Professional Seminars (6 credits): | |
| CEP 964 Practice and Profession of Rehabilitation Counseling | 3 |
| CEP 965 Psychosocial Bases of Rehabilitation and Disability | 3 |
| 2. At least one of the following specialized/applied rehabilitation disability courses (3 credits): | |
| CEP 864 Career Development | 3 |
| CEP 868 Medical Aspects of Disabilities | 3 |
| CEP 873 Employment Strategies for People with Disabilities | 3 |
| CEP 864 Career Development | 3 |
| CEP 877 Assessment in Counseling | 3 |
| Another course with prior approval of the doctoral program director and advisor. | 3 |
| These courses must be at least at the master's level. If students have taken a rehabilitation counseling or disability related course from another institution, transfer credit can be considered, subject to program approval. | |
| 3. All of the following clinical courses (9 credits): | |
| CEP 944B Teaching Internship | 3 |
| CEP 944C Clinical Counseling Internship | 3 |
| CEP 944D Clinical Supervision Internship | 3 |
| Clinical courses are already required for the PhD program. However, the concentration requires that the student focus within each clinical course on Rehabilitation and Disability content. | |
| 4. Relevant Milestones. Apprenticeship topic and Dissertation topic should be related to rehabilitation and disability. | |

SCHOOL PSYCHOLOGY

Students interested in pursuing graduate study in school psychology must apply for admission to either the educational specialist or the doctoral program in school psychology. The initial phase of study in either of these programs is integrally related to the Master of Arts in School Psychology, which is available only to students in the Educational Specialist in School Psychology or the Doctor of Philosophy in School Psychology. The first 30 required credits of these respective degree programs fulfill the requirements of the Master of Arts in School Psychology, which students may elect to earn before continuing their course of study in either the educational specialist or the doctor of philosophy degree programs.

Master of Arts

The Master of Arts Degree in School Psychology explores the theoretical, philosophical, and professional discipline of school psychology. This program's requirements are met as an integral part of the educational specialist or doctoral program, with a planned sequence of courses and practica experiences. There is no terminal master's program.

Admission

Students interested in graduate study in school psychology should apply directly to the Educational Specialist or Doctor of Philosophy program in School Psychology. Master of Arts degree program requirements are incorporated into and are met as a part of those programs. Students do not apply separately for admission to the Master of Arts program.

Requirements for the Master of Arts Degree in School Psychology

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

1. A minimum of 15 credits in school psychology courses at the 800-level or above.
2. A minimum of 3 credits in child development courses at the 800-level or above.
3. A minimum of 12 credits in courses in areas such as learning and development, or research and evaluation, as approved by the student's guidance committee.
4. Completion of a final examination or evaluation.

Educational Specialist

The Educational Specialist degree program in school psychology is designed for persons who plan to devote their professional careers to school psychological services and who desire to achieve a level of proficiency that will enable them to assume leadership roles. The program consists of a planned sequence of courses, practica, and internship experiences that are complemented by graduate study in educational psychology and supporting disciplines.

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

Admission

An individual should have a bachelor's degree in psychology or education or substantial course work in psychology or education to be considered for admission. A person with a master's degree in psychology or a related field may also apply for admission.

To be admitted to the program, a person with a bachelor's, but not a master's, degree must have a minimum grade-point average of 3.0 (B) for the last two years of undergraduate work. A person with a master's degree must have a minimum grade-point average of 3.5 (B+) for prior graduate work. An admissions interview may be required.

Applicants should provide a written statement to the effect that they will be available to serve an internship of 1200 clock hours (30 weeks). For employment in other states, an internship of nine months may be required.

Persons are admitted to the program only for fall semester. The deadline for submitting applications for admission is January 15th for the following fall semester.

Requirements for the Educational Specialist Degree in School Psychology

Students must meet the requirements specified below. Students who hold a Master of Arts degree in School Psychology may already meet some of these requirements.

- | | CREDITS |
|--|---------|
| 1. All of the following courses (48 credits): | |
| a. School Psychology (45 credits): | |
| All of the following courses: | |
| CEP 801A Collaboration and Consultation in Special Education | 3 |
| CEP 804B Advanced Diagnosis and Remediation for Students with Disabilities | 3 |
| CEP 809 Data-Driven Instruction within Multi-Tiered Systems of Support | 3 |
| CEP 840 Policies, Practices, and Perspectives in Special Education | 3 |

COLLEGE OF EDUCATION

CEP 841	Classroom and Behavior Management in the Inclusive Classroom	3
CEP 844	Applied Behavior Analysis for Teachers	3
CEP 847	Research and Program Evaluation in School Psychology	3
CEP 880	Cognitive Assessment	3
CEP 881	Social and Emotional Assessment and Intervention	3
CEP 884	Roles and Functions of School Psychologists	3
CEP 885	Development and Psychopathology Across the Lifespan	3
CEP 886	Psychological Assessment and Intervention I	3
CEP 888	Theories of Child Psychotherapy	3
CEP 889	Consultation in School Psychology	3
CEP 932	Quantitative Methods in Educational Research I	3
b. Families (3 credits):		
All of the following courses:		
HDFS 895	Families in Poverty	3
2. Two enrollments of the following course (6 credits):		
CEP 893K	Practicum in School Psychology	3
3. Two enrollments of the following course (6 credits):		
CEP 894K	Internship in School Psychology	3

Doctor of Philosophy

The Doctor of Philosophy degree program with a major in School Psychology is designed to equip psychologists with the knowledge, skills, and dispositions necessary to provide quality psychological services to children, youth, and families in multiple settings, as well as to conduct research in related areas. The program includes a planned sequence of course work in school psychology and supporting disciplines, complimented by practica and internship experiences. Students in the program receive the training necessary to become both a certified school psychologist in Michigan, as well as a nationally certified school psychologist. Students are also license-eligible as psychologists, pending completion of state-level licensure requirements.

The Doctor of Philosophy degree in School Psychology is accredited by the Commission on Accreditation of the American Psychological Association (APA) and approved by the National Association of School Psychologists (NASP). The doctoral program is also approved by the Michigan Department of Education. Students who are enrolled in the program are expected to abide by the ethical principles of the APA and NASP.

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

Admission

To be admitted to the doctoral program in school psychology, applicants must submit both the university application forms and applicable application fee, and must have:

1. A bachelor's degree in education or psychology, or in a related field. A master's degree or a teaching certificate is not required, but evidence of experience working with children, youth, and families in school, community, agency, or research settings is desirable.
2. A grade of 3.0 or higher in the following courses or their equivalent: Inferential Statistics, Child Development, and Abnormal Psychology.
3. A grade-point average of 3.0 or higher in the last two years of the bachelor's degree program.
4. A grade-point average of 3.5 or higher in courses taken at the master's degree level or beyond.

5. Professional goals and interests compatible with the program objectives and philosophy as evident in an applicant's statement of Professional Goals and Experiences, as judged by the faculty.
6. Strong personal recommendations from individuals who are knowledgeable about the applicant's academic performance and ability to work effectively with people, as judged by the faculty.
7. Satisfactory scores on the Graduate Record Examination General Test. This typically means scores in the above average range.
8. Evidence of previous research experience such as a master's thesis or scholarly paper, work on a research project, publication in a professional journal, or presentation at a professional conference.
9. A writing sample.
10. An on-campus, web, or equivalent interview.
11. A completed Criminal Background Statement of Understanding Form.
12. A resume or curriculum vita.

Persons are admitted to the program once a year with enrollment starting fall semester. The deadline for submitting applications for admission is December 1st for the following fall semester.

Requirements for the Doctor of Philosophy Degree in School Psychology

The student must meet the requirements specified below. Students who hold an Educational Specialist or a Master of Arts degree in School Psychology may already meet some of these requirements. Student's doctoral plans must be approved by faculty and be consistent with the following requirements.

- | | CREDITS |
|---|---------|
| 1. Research. Complete a minimum of 15 credits, including dissertation work as described below: | |
| CEP 932 Quantitative Methods in Educational Research I | 3 |
| CEP 933 Quantitative Methods in Educational Research II | 3 |
| CEP 934 Multivariate Data Analysis I | 4 |
| CEP 968 Research Methods in Counseling and School Psychology | 3 |
| CEP 995 Practicum in Research Design and Data Analysis | 3 |
| Another advanced quantitative/qualitative methods course as approved by the student's academic advisor. | |
| 2. Ethical and Legal Standards. Complete CEP 963 Ethics in Counseling and School Psychology (3 credits). | |
| 3. Individual and Cultural Diversity. Complete 15 credits from the following: | |
| CEP 885 Development and Psychopathology Across the Lifespan | 3 |
| CEP 903 Cognitive Development Across the Lifespan | 3 |
| CEP 919 Multicultural Practice in Mental Health | 3 |
| CEP 972 Neurobiological Bases of Learning and Behavior | 3 |
| CEP 985A Discipline-Specific Knowledge: Social Aspects of Behavior | 1 |
| CEP 985B Discipline-Specific Knowledge: Developmental Aspects of Behavior | 1 |
| CEP 985C Discipline-Specific Knowledge: Affective Aspects of Behavior | 1 |
| 4. Professional Values, Attitudes and Behaviors. Complete 15 credits from the following: | |
| CEP 884 Roles and Functions of School Psychologists | 3 |
| CEP 986 History of Psychology | 3 |
| CEP 894K Internship in School Psychology-Fall | 3 |
| CEP 894K Internship in School Psychology-Spring | 3 |
| CEP 994K Internship in PhD School Psychology-Summer | 3 |
| CEP 994K Internship in PhD School Psychology-Fall | 3 |
| CEP 994K Internship in PhD School Psychology-Spring | 3 |
| 5. Communication and Interpersonal Skills. Complete 6 credits from the following: | |
| CEP 893K Practicum in School Psychology-Fall | 3 |
| CEP 893K Practicum in School Psychology-Spring | 3 |
| 6. Assessment. Complete 6 credits from the following: | |
| CEP 880 Cognitive Assessment | 3 |
| CEP 881 Social and Emotional Assessment and Intervention | 3 |

COLLEGE OF EDUCATION

7. **Intervention.** Complete 9 credits from the following:
CEP 886 Psychological Assessment and Intervention I 3
CEP 888 Theories of Child Psychotherapy 3
CEP 918 Theories of School-Based Psychological Interventions 3
8. **Supervision.** Complete at least one semester of CEP 993K Practicum in PhD School Psychology (3 credits), which includes a supervision experience.
9. **Consultation and Interprofessional/Interdisciplinary Skills.** Complete 3 credits of CEP 889 Consultation in School Psychology.
10. **Internship.** Participate in the Association of Psychology Postdoctoral and Internship Centers (APPIC) national match and complete a 2000-hour Internship in Psychology at an APPIC-approved internship site. Students enroll in 3 total credits of CEP 994K Internship in PhD School Psychology, for supervision purposes, during the time of the internship, which also fulfill program requirements in Professional, Values, Attitudes and Behaviors, as described above.
11. **Dissertation.** Successful completion and defense of the dissertation. Students may not earn more than 30 credits in CEP 999 Doctoral Dissertation Research, of which 24 credits are required..

SPECIAL EDUCATION

Graduate study in special education leads to the Master of Arts or Doctor of Philosophy degree.

Persons who hold valid State of Michigan teaching certificates in elementary or secondary education and who wish endorsements in special education should refer to the statement on Other Educational Opportunities for Teachers in the Department of Teacher Education section of this catalog.

Master of Arts

The master's degree program with a major in special education is designed for persons who plan to be involved in the education of students with disabilities. Students who are enrolled in the program must complete one of the following areas of emphasis: autism spectrum disorder, or learning disabilities.

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

Admission

An applicant for admission to the master's degree program in special education is required to submit:

1. Both departmental and university application forms.
2. Three letters of recommendation from persons knowledgeable about the applicant's academic potential to pursue graduate study and teaching competence or potential.

A statement of professional goals that clearly describes the applicant's reasons for pursuing a master's degree and the goals that the emphasis area will help the student attain.

Applications are reviewed by faculty who look for indications of a high probability of success. The following factors are significant in determining admission to the program:

1. A grade-point average of 3.0 or higher in the last 60 credit hours attempted of undergraduate and all graduate courses.
2. A valid teaching certificate in elementary or secondary education or eligibility for admission to the teacher certification program.
3. Experience working with children and youth with disabilities (e.g., in a school or camp emphasis area) that

is acceptable to the faculty. The experience should be related to the applicant's planned area of emphasis.

4. Professional goals that are consistent with the objectives of the program.
5. A test of English language proficiency for students for whom English is not a first language.

Students who are seeking certification or endorsement through these emphasis areas and who do not have a valid teaching certificate must complete the requirements for teacher certification in elementary or secondary education, in addition to meeting the requirements for the master's degree in special education with an emphasis in autism spectrum disorder, or learning disabilities.

Students who enter the master's degree program with a valid teaching certificate in elementary or secondary education and who desire an additional endorsement in an area of special education also must meet the endorsement requirements for autism spectrum disorder, or learning disabilities.

Requirements for the Master of Arts Degree in Special Education

In addition to a formal evaluation, the student must complete one of the following areas of emphasis: autism spectrum disorder, or learning disabilities. The total number of credits required for the Master of Arts in Special Education varies according to the area of emphasis a student selects. The program is available only online and only under Plan B (without thesis).

Autism Spectrum Disorder

Two programs in autism spectrum disorders (ASD) are available; autism spectrum disorder or autism spectrum disorder with an autism spectrum disorder endorsement. All graduate-level courses are offered via a combination of web-based, video conference, and phone/video-phone technologies. Students are required to have access to the appropriate technologies and the internet. A student who, in the judgment of the faculty, has not completed appropriate courses in exceptional children or behavior management may be required to complete such courses in addition to the courses listed below.

Autism Spectrum Disorder - Master of Arts with an Autism Spectrum Disorder Endorsement

Students must complete a minimum of 30 credits if they possess a teaching certificate and an initial endorsement in special education. A student who possesses a teaching certificate and is seeking an initial endorsement in special education will be required to complete an additional 6 credits (3 credits of CEP 840 and 3 credits of CEP 893J) for a total of 36 credits. A student who earned a teaching certificate and endorsement in learning disabilities from Michigan State University can transfer 12 credits of approved course work and complete this program upon the completion of 18 credits.

1. All of the following courses (30 credits):
CEP 801A Collaboration and Consultation in Special Education 3
CEP 803A Assessment of Students with Mild Disabilities 3
CEP 841 Classroom and Behavior Management in the Inclusive Classroom 3
CEP 842 Content-Area Instruction for Students with Mild Disabilities 3
CEP 843 Autism Spectrum Disorders: Characteristics and Educational Implications 3
CEP 844 Applied Behavior Analysis for Teachers 3
CEP 845 Autism Spectrum Disorders: Assessment and Intervention 3
CEP 846 Autism Spectrum Disorders: Advanced Topics 3
CEP 850 Technology for Students with Disabilities 3
CEP 894J Special Education Practicum: Children and Youth with Autism Spectrum Disorders 3

COLLEGE OF EDUCATION

Autism Spectrum Disorder - Endorsement only

Students must complete a total of 21 credits. The autism spectrum disorder endorsement only is available to students who already possess a special education endorsement in another disability area. Students who are seeking their initial endorsement in special education in the area of autism spectrum disorder must follow the requirements above under the heading Autism Spectrum Disorder – Master of Arts with an Autism Spectrum Disorder Endorsement.

1. All of the following courses (21 credits):

CEP 841	Classroom and Behavior Management in the Inclusive Classroom	3
CEP 843	Autism Spectrum Disorders: Characteristics and Educational Implications	3
CEP 844	Applied Behavior Analysis for Teachers	3
CEP 845	Autism Spectrum Disorders: Assessment and Intervention	3
CEP 846	Autism Spectrum Disorders: Advanced Topics	3
CEP 894J	Special Education Practicum: Children and Youth with Autism Spectrum Disorders	6

Learning Disabilities

Two programs in learning disabilities are available; Master of Arts without a learning disabilities endorsement or a Master of Arts with a learning disabilities endorsement. All graduate-level courses are offered via a combination of web-based, video conference, and phone/video-phone technologies, with the exception of the Special Education Internship, which is required for students seeking an endorsement. Students are required to have access to the appropriate technologies and the internet.

Learning Disabilities - Master of Arts

This program is designed for students who already have an endorsement to teach students with learning disabilities or who are seeking a master's degree that will permit them to improve their knowledge of learning difficulties and disabilities. Students who complete these requirements will not receive an endorsement in learning disabilities.

Students must complete 30 credits and may be able to transfer 6 to 12 credits of course work from their post-baccalaureate program into the master's area of emphasis with advisor approval. The course work must meet the area of emphasis, department, college, and university requirements. The student's area of emphasis must be approved by the advisor.

1. All of the following courses (21 credits):

CEP 801A	Collaboration and Consultation in Special Education	3
CEP 802A	Reflection and Inquiry in Teaching Special Education I: Mild Impairments	3
CEP 803A	Assessment of Students with Mild Disabilities	3
CEP 804B	Advanced Diagnosis and Remediation for Students with Disabilities	3
CEP 842	Content-Area Instruction for Students with Mild Disabilities	3
CEP 850	Technology for Students with Disabilities	3
Elective in TE or CEPSE		3

2. One of the following courses (3 credits):

CEP 804A	Literacy Instruction for Students with Mild Disabilities	3
TE 846	Accommodating Differences in Literacy Learners	3

3. Two of the following courses (6 credits):

CEP 840	Policies, Practices, and Perspectives in Special Education	3
CEP 841	Classroom and Behavior Management in the Inclusive Classroom	3
CEP 844	Applied Behavior Analysis for Teachers	3

Learning Disabilities - Master of Arts with a Learning Disabilities Endorsement

This program is designed for students who are seeking an endorsement in learning disabilities. This may be the first endorsement for a teacher who is certified in elementary or secondary education prior to entering the area of emphasis or it may be a second endorsement for a student who has an endorsement in another special education area.

Students must complete 30 credits. Students who enter the area of emphasis with a teaching certificate in elementary or secondary special education may be able to transfer up to 6 credits of course work from their post-baccalaureate program into the master's area of emphasis with advisor approval. The course work must meet the area of emphasis, department, college, and university requirements. The student's area of emphasis must be approved by the advisor.

Students who enter the area of emphasis with a valid teaching certificate will be recommended for a State of Michigan teaching endorsement in learning disabilities upon completion of these requirements. The student must contact the Department of Education in other states in which they may desire to teach to determine if the endorsement is recognized.

1. All of the following courses (27 credits):

CEP 801A	Collaboration and Consultation in Special Education	3
CEP 803A	Assessment of Students with Mild Disabilities	3
CEP 804B	Advanced Diagnosis and Remediation for Students with Literacy Disabilities	3
CEP 840	Policies, Practices, and Perspectives in Special Education	3
CEP 841	Classroom and Behavior Management in the Inclusive Classroom	3
CEP 842	Content-Area Instruction for Students with Mild Disabilities	3
CEP 844	Applied Behavioral Analysis for Teachers	3
CEP 850	Technology and Literacy for Students with Mild Disabilities	3
CEP 893F	Special Education Internship: Teaching Children with Learning Disabilities	3

2. One of the following courses (3 credits):

CEP 802A	Reflective and Inquiry in Teaching Special Education I: Mild Impairments	3
TE 846	Accommodating Differences in Literacy Learners	3

Doctor of Philosophy

The doctoral program with a major in special education is available to students who show promise of becoming outstanding leaders in the administration of special education programs or in college instruction. Students' programs of study are planned to develop mastery of a comprehensive field, to foster creative approaches to the educational problems of exceptional children, and to encourage a breadth of understanding of related disciplines.

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

Admission

Applications for admission to the program are reviewed by faculty who look for indications of a high probability of success. Such indications include a high level of academic performance, a high score on the Graduate Record Examination General Test, and a statement of professional goals that is consistent with the objectives of the program. The applicant must submit three letters of recommendation including at least one from a professor or employer.

The applicant is required to submit the university application and applicable application fee.

Persons are admitted to the program once a year with enrollment starting fall semester only. The deadline for submitting applications is December 1 of each year for admission the following fall semester. If space is available in the program, late applications will be considered.

Requirements for the Doctor of Philosophy Degree in Special Education

Students must meet the requirements specified below:

1. **Research Methodology** (21 credits):

a. All of the following courses:		
CEP 930	Educational Inquiry	3
CEP 932	Quantitative Methods in Educational Research I	3
CEP 933	Quantitative Methods in Educational Research II	3

COLLEGE OF EDUCATION

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|---|--|---|
| CEP 942 | Single-Case Experimental Designs for Intervention Research | 3 |
| CEP 995 | Practicum in Research Design and Data Analysis | 3 |
| b. One of the following courses: | | |
| CEP 931 | Introduction to Qualitative Methods in Educational Research | 3 |
| TE 939A | Special Topics in Advanced Qualitative Methodology | 3 |
| TE 939B | Advanced Qualitative Methods: Critical Ethnography | 3 |
| TE 939C | Advanced Qualitative Methods: Discourse Analysis | 3 |
| TE 939D | Advanced Qualitative Methods: Case Studies | 3 |
| TE 939E | Advanced Qualitative Methods: Humanities Oriented Research | 3 |
| TE 939F | Advanced Qualitative Methods: Phenomenology | 3 |
| TE 939G | Advanced Qualitative Methods: Humanizing Research-Decolonizing Qualitative Inquiry | 3 |
| c. At least one additional course in research methods. | | |
| 2. Special Education Core. All of the following courses (15 credits): | | |
| CEP 900 | Proseminar in Educational Psychology and Educational Technology I | 3 |
| CEP 925 | Applied Research in Special Education | 3 |
| CEP 941 | Academic Issues in Special Education for At-Risk Students | 3 |
| CEP 943 | Multicultural Issues in Special Education | 3 |
| CEP 949 | Critical Issues in Special Education | 3 |
| 3. At least 3 courses, totaling 9 credits in an approved cognate area. | | |
| 4. Successful completion and defense of the dissertation. Students may not earn more than 30 credits in CEP 999 Doctoral Dissertation Research. | | |

SPECIAL EDUCATION LEADERSHIP: MULTI-TIERED SYSTEMS OF SUPPORT

The Master of Arts degree in Special Education Leadership: Multi-Tiered Systems of Support (MTSS) program is designed to prepare students to become experts in the implementation of MTSS. It provides the opportunity to improve student achievement and reduce problem behavior by accurately identifying students' needs through comprehensive assessment and then providing evidenced-based interventions in academic and behavior supports. MTSS also provides academic and behavioral support to students who might be at risk of school failure, including facilitating the identification of and intervention for students who may have disabilities. The goal and purpose of MTSS is to create a positive school climate that supports the academic, behavioral, and social needs of all students through forms of disciplined inquiry and data-informed decision-making.

Graduates of this program will obtain the skills necessary to make databased decisions for students and be able to implement MTSS to facilitate evidence-based behavior and academic learning in the classroom setting.

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

Admission

An applicant to the Master of Arts degree in Special Education Leadership: Multi-Tiered Systems of Support (MTSS) program must:

1. Submit both departmental and University application forms.
2. Submit three letters of recommendation from persons knowledgeable about the applicant's academic potential to pursue graduate study and competence or potential to implement MTSS.

3. Submit a statement of professional goals that clearly describe the applicant's reasons for pursuing the master's degree and the goals that the emphasis area will help him/her attain.

Applications are reviewed by faculty who look for indicators of a high probability of success. The following factors are significant in determining admission to the Master of Arts degree in Special Education Leadership: Multi-Tiered Systems of Support (MTSS):

1. A grade-point average of 3.00 or higher in the last two years of all undergraduate and graduate courses.
2. Experience working with children and youth with disabilities in a school or other educational setting.
3. Professional goals that are consistent with the objectives of the degree program.
4. A test of English proficiency for students for whom English is not a first language.

Admission to the program is competitive and subject to space and availability. Not all students who meet the above requirements will be admitted. Students will be admitted only during summer and fall semesters. Applications must be submitted by February 1st.

Requirements for the Master of Arts Degree in Special Education Leadership: Multi-Tiered Systems of Support

CREDITS

The program is available only online and under Plan B (non-thesis). Students must complete a total of 30 credits distributed as follows:

1. All of the following courses (30 credits):

CEP 801A	Collaboration and Consultation in Special Education	3
CEP 802A	Reflection and Inquiry in Teaching Special Education I: Mild Impairment	3
CEP 803A	Assessment of Students with Mild Disabilities	3
CEP 804B	Advanced Diagnosis and Remediation for Students with Literacy Disabilities	3
CEP 809	Data-Driven Instruction within Multi-Tiered Systems of Support	3
CEP 825	Capstone in Multi-Tiered Systems of Support	3
CEP 840	Policies, Practices, and Perspectives in Special Education	3
CEP 841	Classroom and Behavior Management in the Inclusive Classroom	3
CEP 842	Content-Area Instruction for Students with Mild Disabilities	3
CEP 844	Applied Behavior Analysis for Teachers	3
2. Completion of a final evaluation.

SPECIAL EDUCATION LEADERSHIP: MULTI-TIERED SYSTEMS OF SUPPORT

Graduate Certificate

The Graduate Certificate in Special Education Leadership: Multi-Tiered Systems of Support (MTSS) is designed to prepare students to become experts in the implementation of MTSS. It provides the opportunity to improve student achievement and reduce problem behavior by accurately identifying students' needs through comprehensive assessment and then providing evidenced-based interventions in academic and behavior supports. MTSS also provides academic and behavioral support to students who might be at risk of school failure, including facilitating the identification of and intervention for students who may have disabilities. The goal and purpose of MTSS is to create a

positive school climate that supports the academic, behavioral, and social needs of all students through forms of disciplined inquiry and data-informed decision making.

Students will obtain the skills necessary to make databased decisions for students and be able to implement MTSS to facilitate evidence-based behavior and academic learning in the classroom setting.

In addition to meeting the requirements of the University and of the College of Education, students must meet the requirements specified below. The certificate is available online only.

Admission

An applicant to the Graduate Certificate in Special Education Leadership: Multi-Tiered Systems of Support (MTSS) program must:

1. Submit both departmental and University application forms.
2. Submit three letters of recommendation from persons knowledgeable about the applicant's academic potential to pursue graduate study and competence or potential to implement MTSS.
3. Submit a statement of professional goals that clearly describe the applicant's reasons for pursuing the certificate and the goals that the emphasis area will help him/her attain.
4. Have access to high-speed internet and appropriate technologies.

Applications are reviewed by faculty who look for indicators of a high probability of success. The following factors are significant in determining admission to the Graduate Certificate in Special Education Leadership: Multi-Tiered Systems of Support (MTSS):

1. A grade-point average of 3.00 or higher in the last two years of all undergraduate and graduate courses.
2. Experience working with children and youth with disabilities in a school or other educational setting.
3. Professional goals that are consistent with the objectives of the degree program.
4. A test of English proficiency for students for whom English is not a first language.

Admission to the program is competitive and subject to space and availability. Not all students who meet the above requirements will be admitted.

Requirements for the Graduate Certificate in Special Education Leadership: Multi-Tiered Systems of Support

The certificate program is available only online. Students must complete 15 credits from the following:

	CREDITS
1. All of the following courses (12 credits):	
CEP 802A Reflection and Inquiry in Teaching Special Education I: Mild Impairment	3
CEP 804B Advanced Diagnosis and Remediation for Students with Literacy Disabilities	3
CEP 809 Data-Driven Instruction within Multi-Tiered Systems of Support	3
CEP 825 Capstone in Multi-Tiered Systems of Support	3
2. One of the following courses (3 credits):	
CEP 841 Classroom and Behavior Management in the Inclusive Classroom	3

CEP 844 Applied Behavior Analysis for Teachers
3. Completion of a final evaluation.

3

DEPARTMENT of EDUCATIONAL ADMINISTRATION

Sheneka Williams, Chairperson

GRADUATE STUDY

Graduate study in the Department of Educational Administration leads to the Master of Arts, Doctor of Education, or Doctor of Philosophy degree. Each degree represents a different level of understanding and skill. Programs and specific degrees available are:

Economics of Education:
Graduate Specialization
Education Policy and Social Sciences:
Graduate Specialization
Educational Leadership:
Doctor of Education
Education Policy:
Doctor of Philosophy
Higher, Adult, and Lifelong Education:
Master of Arts
Doctor of Philosophy
K–12 Educational Administration:
Doctor of Philosophy
Leadership for Equity Minded Change in
Postsecondary Education:
Doctor of Education
P-12 Educational Leadership:
Master of Arts
Student Affairs Administration:
Master of Arts
Teaching and Learning in Postsecondary Education:
Graduate Certificate
Urban Education:
Graduate Certificate

Students who are interested in obtaining school administrator or central office administrator certification, either in addition to or apart from earning a graduate degree in a program that is administered by the Department of Educational Administration, should consult with an academic advisor to ensure that they complete the required courses.

Students seeking Graduate Certificates in Teaching and Learning in Postsecondary Education or Urban Education must consult with the certificate coordinator to ensure that they complete an approved program of study.

COLLEGE OF EDUCATION

GRADUATE SPECIALIZATION IN ECONOMICS OF EDUCATION

The Graduate Specialization in Economics of Education, which is administered by the College of Education, is designed to provide students with advanced statistical training and understanding of the application of these methods to key educational topics, with particular emphasis on use of economic methods and theories.

The specialization is available as an elective to students who are enrolled in doctoral degree programs at Michigan State University. With the approval of the department and college that administers the student's degree program, the courses that are used to satisfy the specialization may also be used to satisfy the requirements for the doctoral degree. The student's program of study must be approved by the advisor for the specialization.

Requirements for the Graduate Specialization in Economics of Education

	CREDITS
Students must complete the following with a 3.5 grade-point average in courses across the specialization (18 credits):	
1. Both of the following courses with a grade of 3.0 or higher in each course: (6 credits):	
EC 820A Econometrics IA	3
EC 820B Econometrics IB	3
2. One additional 3-credit graduate-level advanced statistics or econometrics course as determined by the student's guidance committee.	
3. One of the following courses (3 credits):	
AFRE 805 Microeconomic Analysis	3
EC 812A Microeconomics I	3
4. Both of the following courses (6 credits):	
EAD 948 Advanced Economics of Education	3
EAD 949 Advanced Seminar in Education Policy	3
5. Complete a substantial research paper on a topic in the economics of education as approved by the student's guidance committee.	

GRADUATE SPECIALIZATION IN EDUCATION POLICY AND SOCIAL SCIENCES

The Graduate Specialization in Education Policy and Social Sciences, which is administered by the Department of Educational Administration, trains doctoral students to conduct research on improving education systems through rigorous exploratory and efficacy methodologies.

The specialization is available as an elective to students who are enrolled in doctoral degree programs at Michigan State University. With the approval of the department and college that administers the student's degree program, the courses that are used to satisfy the specialization may also be used to satisfy the requirements for the doctoral degree. The student's program of study must be approved by the advisor for the specialization.

Admission

Students must declare intention to pursue the Graduate Specialization in Education Policy and Social Sciences prior to the start of the 3rd year in a Ph.D. program.

Requirements for the Graduate Specialization in Education Policy and Social Sciences

Students must complete the following with a 3.5 grade-point average in courses across the specialization (18 credits):

	CREDITS
1. Both of the following courses (6 credits):	
EAD 932 Education Policy Implementation	3
EAD 933 Evaluation of Education Policy Implementation	3
2. One of the following courses (3 credits):	
EAD 907 Education Policy for Immigrant and English Language Learner Students	3
EAD 925 Policy and Practice in Education	3
EAD 926 School Finance and Operations	3
EAD 948 Advanced Economics of Education	3
EAD 949 Advanced Seminar in Education Policy	3
EAD 967 Policy Development and Analysis in Postsecondary Education	3
3. At least two of the following courses (6 credits):	
EAD 948 Advanced Economics of Education	3
EC 835 Public Expenditures	3
EC 880 Labor Economics I	3
EC 881 Labor Economics II	3
PLS 811 Proseminar in Policy Analysis	3
PLS 820 Proseminar in American Politics	3
PLS 821 State Government and Politics	3
PLS 822 Urban Government and Politics	3
A course used to fulfill item 2. may not be used to fulfill item 3.	
4. At least one of the following courses (3 credits):	
EAD 946B Econometric Analysis for Education Policy	3
EC 821A Cross Section and Panel Data Econometrics I	3
EC 823 Applied Econometrics	3
5. Submit a policy brief summarizing research findings on education policy evaluation or implementation.	
6. Submit a dissertation that, in the judgment of the student's dissertation committee, represents the integration of education policy and social sciences and the student's primary field and includes research that is relevant to practical issues in United States education.	

EDUCATIONAL LEADERSHIP

Doctor of Education

The innovative Doctor of Education in Educational Leadership (Ed.D.) aims to achieve high levels of quality and relevance in the preparation of executive educational leaders. In addition, the program seeks to engage faculty and students in the broader Michigan community with the intention of working collaboratively toward effective schools, vital communities, and a re-invigorated state. It is a specialized program in advanced educational leadership practice and is tailored to the needs and interests of targeted students. The program has multiple goals: promoting continuous improvement of schools systems in order to best serve all students; guiding assessment of the politics and policy contexts of schooling; providing opportunities and training for civic engagement with professional and community partners in order to deliberate issues of mutual concern democratically; and engaging in rigorous collaborative research through implementation and evaluation of a creative community action project or through a project designed in consultation with a client organization.

The program is designed for educators and other practitioners who have aspirations for improving their own leadership practice, for developing leadership capacity within their organizations and communities, and for making significant contributions to their local communities and to the future of Michigan. Most graduates with this degree will pursue

COLLEGE OF EDUCATION

system-level leadership in various education agencies, including local and regional school districts, state educational agencies, and professional educational associations. Graduates will also be prepared to teach in community colleges and regional universities, or to hold adjunct or clinical positions in research universities, or other types of educational leadership positions. Graduates of the program with appropriate prior credentials and experience will qualify for the Michigan Central Office Administrator endorsement.

The program consists of a minimum of 45 credits of graduate study beyond the master's degree. In addition to meeting the requirements of the College of Education, students must meet the requirements specified below.

Admission

Applicants to the Doctor of Education degree in Educational Leadership should have leadership experience in a school and hold a master's degree in education or its equivalent.

Applicants must:

1. submit a goal statement.
2. submit three letters of recommendation from persons who are acquainted with the applicant's academic and professional experience, performance, and potential.

Applicants may be required to participate in an interview and to submit a sample of scholarly or professional writing.

Requirements for the Doctor of Education Degree in Educational Leadership

	CREDITS
1. All of the following core courses (18 credits):	
EAD 920 Political Economy of Schooling	3
EAD 921A Educational Leadership and Transformation I	2
EAD 921B Educational Leadership and Transformation II	1
EAD 922A Analyzing Educational Systems I	2
EAD 922B Analyzing Educational Systems II	1
EAD 923 Organizing for Learning	3
EAD 926 School Finance and Operations	3
EAD 987 Leadership for Social Justice	3
2. All of the following inquiry and research courses (18 credits):	
EAD 924A Data and Decisions I	3
EAD 924B Data and Decisions II	1
EAD 929 Collaborative Inquiry	3
EAD 981A Capstone I	4
EAD 981B Capstone II	4
EAD 982A Capstone Seminar I	2
EAD 982B Capstone Seminar II	2
3. All of the following practice focused courses (9 credits):	
EAD 980 Engaged Educational Leadership	2
EAD 984 Human Resources for District Leadership	3
EAD 995 Research Practicum in Educational Administration	3
4. Completion of the comprehensive examination portfolio.	

EDUCATION POLICY

Doctor of Philosophy

The Doctor of Philosophy in Education 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 education policy analysis in universities, research organizations, 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.

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

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 requirements.

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 Education Policy

Students must complete the requirements specified below:

	CREDITS
1. Education Policy Core. All of the following courses (12 credits):	
EAD 942 Economics of Education	3
EAD 943 Politics of Education	3
EAD 944 Social Context of Education	3
EAD 947 Comparative International Education Policy	3
2. Education Inquiry and Research.	
a. All of the following courses (10 to 12 credits):	
CEP 930 Educational Inquiry	3
EAD 946A Regression Analysis for Education Policy	3
EAD 946B Econometric Analysis for Education Policy	3
EAD 995 Research Practicum in Educational Administration	1 to 3
b. One 3-credit qualitative research methods course.	
c. One 3-credit advanced research methods course.	
3. Concentration in Education Policy	12
Four courses in disciplinary or policy studies selected to provide the student with competence in a specialized area of research, including at least 3 credits of EAD 949 Advanced Seminar in Education Policy.	
4. Dissertation	24
Successful completion of 24 credits of Doctoral Dissertation Research. Students may not earn more than 30 credits in Doctoral Dissertation Research.	

HIGHER, ADULT and LIFELONG EDUCATION

Master of Arts

The master's degree program in higher, adult and lifelong education is designed for persons who are preparing for careers in post-secondary education, public and nonprofit agencies, or business and industry. The program focuses on the broad study of issues, institutions, and practices in the field with emphasis on instruction, program development, and program management.

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

COLLEGE OF EDUCATION

Admission

The applicant must submit three letters of recommendation from persons who are acquainted with the applicant's academic and employment experiences and potential.

Requirements for the Master of Arts Degree in Higher, Adult and Lifelong Education

The program is available only online under Plan B (without thesis). The student must complete 30 credits distributed as follows:

	CREDITS
1. Both of the following courses (6 credits):	
EAD 840 Inquiry in Postsecondary Education	3
EAD 868 Proseminar in Higher and Adult Education	3
2. Three of the following courses (9 credits):	
EAD 801 Leadership and Organizational Development	3
EAD 805 Administration in Higher Education	3
EAD 860 Concept of a Learning Society	3
EAD 861 Adult Learning	3
EAD 866 Teaching in Postsecondary Education	3
EAD 870 Foundations of Postsecondary Education	3
EAD 876 Budgeting and Finance in Higher Education	3
EAD 877 Program Planning and Evaluation in Postsecondary Contexts	3
3. Fifteen additional credits of which 9 credits must be in Educational Administration courses within the Higher, Adult and Lifelong Education program.	
4. Pass a final certifying examination.	

Doctor of Philosophy

The doctoral program in higher, adult, and lifelong education is designed for individuals pursuing careers as administrators, researchers, professors, or policymakers in the field. The program emphasizes the complex and multifaceted nature of post-secondary education in the United States and other nations. By studying the diversity of contexts, structures, practices, and participants, students in the program should gain a broad, comparative perspective on the interrelated systems that influence the provision of post-secondary education in modern societies. The program is designed to assist students to distill from these perspectives a meaningful professional agenda and to acquire the skills and knowledge needed to carry this agenda forward.

The program is based on the belief that practitioners in the field of higher, adult, and lifelong education must (1) be knowledgeable about current practices, trends, and issues and (2) be able to advance the current boundaries of professional knowledge.

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

Admission

The applicant must submit three letters of recommendation from persons who are acquainted with the applicant's academic and professional experience, performance, and potential. Applicants may be required to participate in an interview and to submit a sample of scholarly writing.

Requirements for the Doctor of Philosophy Degree in Higher, Adult, and Lifelong Education

	CREDITS
1. Educational Inquiry and Research.	
a. The following course:	
CEP 930 Educational Inquiry	3
b. A graduate level course in quantitative methods approved by the student's guidance committee.	
c. A graduate level course in advanced qualitative methods approved by the student's guidance committee.	
d. A research practicum to be taken after the student has completed the courses referenced in items 1.a., 1.b., and 1. c. above:	
EAD 995 Research Practicum in Educational Administration	3
2. Core Courses. All of the following courses:	
EAD 960 Proseminar in Postsecondary Education	3
EAD 966 Students in Postsecondary Education	3
EAD 967 Policy Development and Analysis in Postsecondary Education	3
EAD 968 Teaching, Learning and Curriculum in Postsecondary Education	3
EAD 970 Organization and Administration in Postsecondary Education	3
3. Additional Educational Administration Courses.	
Eighteen additional credits in 800-level Educational Administration courses or above which deal with issues of postsecondary education.	
4. Successful completion and defense of the dissertation. Students must complete 24 credits but may not earn more than 30 credits in EAD 999 Doctoral Dissertation Research.	

P-12 EDUCATIONAL LEADERSHIP

Master of Arts

The master's degree program in K-12 educational administration is designed to prepare individuals for administrative positions in schools and school districts. The program is open to classroom teachers and noneducators who are interested in the practice or teaching of educational administration.

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

Requirements for the Master of Arts Degree in P-12 Educational Leadership

The program is available only under Plan B (without thesis). The student must complete 30 credits.

	CREDITS
1. All of the following courses (21 credits):	
EAD 806 Evolving Practice of School Leaders	3
EAD 811 Data-Informed Instructional Leadership	3
EAD 812 Leading Continuous Improvement in Schools	3
EAD 820 School Leadership Internship	3
EAD 822 Engaging Diverse Students, Families, and Communities	3
EAD 852 The School Principalship	3
EAD 853 Education Finance and Policy	3
2. A minimum of 9 credits in areas of professional interest and approved by the student's advisor.	
3. Pass a final certifying examination, embedded in EAD 812.	

COLLEGE OF EDUCATION

Doctor of Philosophy

The doctoral degree program in K–12 educational administration is designed to prepare persons who will become administrators in K–12 school systems; administrators, educators, or researchers in institutions of higher education; or policy analysts or policy makers in a variety of agencies concerned with K–12 education.

Perspectives on K–12 educational administration, study of topics of enduring concern to educational administrators, clinical experiences, and applied research are integral aspects of this doctoral program.

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

Admission

Applications for admission to the program are reviewed by faculty who look for indications of a high probability of success within the program. Such indications include a high level of academic performance at the bachelor's and master's levels, evidence of leadership in education, and a statement of professional goals that is consistent with the objectives and resources of the program. Applicants must submit a writing sample.

Requirements for the Doctor of Philosophy Degree in K–12 Educational Administration

CREDITS

Students must meet the requirements specified below.

1. **Educational Inquiry and Research:**
 - a. The following courses:

CEP 930 Educational Inquiry	3
A 900-level course in quantitative methods approved by the student's guidance committee.	
A 900-level course in advanced qualitative methods approved by the student's guidance committee.	
 - b. A research practicum to be taken after the student has completed the courses referenced in items 1.a. above:

EAD 995 Research Practicum in Educational Administration	1 to 3
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2. **K–12 Educational Administration:**

At least 15 credits in other K-12 educational administration courses approved by the student's guidance committee.
3. **Concentration Course work.** Students must complete a minimum of 9 credits of course work that builds expertise in an area related to their doctoral research. These courses should be organized around a specific theme, must be selected with an advisor's guidance, and must be approved by the student's guidance committee. These courses may be taken inside or outside the Department of Educational Administration.
4. **Successful completion and defense of the dissertation.** Students may not earn more than 30 credits in EAD 999 Doctoral Dissertation Research.

LEADERSHIP FOR EQUITY MINDED CHANGE IN POSTSECONDARY EDUCATION

Doctor of Education

The Doctor of Education degree in Leadership for Equity Minded Change in Postsecondary Education provides learners with a breadth of cutting-edge field knowledge and the skills necessary to lead with an analytical and equity-focused approach. Leadership inquiry is an analytical approach to leadership that uses scholarship to advance

policy and practice as well as transform educational systems to become inclusive, equitable, and sustainable communities that serve locally, nationally, and globally. With an emphasis on equity, students will learn how to design and implement effective organizational learning and improvement practices to steer equity minded change.

The program consists of 45 credits of graduate study beyond the master's degree. In addition to meeting the requirements of the College of Education, students must meet the requirements specified below.

Admission

Applicants to the Doctor of Education degree in Leadership for Equity Minded Change in Postsecondary Education should:

1. submit official college transcripts from each degree-granting institution.
2. submit a personal statement that addresses interest in the program, including any personal and professional goals, and the qualities, characteristics, and skills that make the applicant a strong candidate.
3. submit three letters of recommendation from persons who are acquainted with the applicant's academic and professional experience, performance, and potential.
4. submit a professional statement that demonstrates previous accomplishments and commitment to equity minded change.

Requirements for the Doctor of Education in Leadership for Equity Minded Change in Postsecondary Education

CREDITS

Students must complete 45 credits from the following:

1. All of the following core courses (27 credits):

EAD 935 Foundations for Equity-Minded Leaders in Postsecondary Education	3
EAD 960 Proseminar in Postsecondary Education	3
EAD 964 Comparative Higher Education	3
EAD 965 Diversity and Equity in Higher Education	3
EAD 966 Students in Postsecondary Education	3
EAD 967 Policy Development and Analysis in Postsecondary Education	3
EAD 968 Teaching, Learning, and Curriculum in Postsecondary Education	3
EAD 970 Organization and Governance in Postsecondary Education	3
EAD 976 Budget and Finance for Equity in Postsecondary Education	3
2. All of the following research courses (18 credits):

EAD 937A Equity-Oriented Inquiry for Leaders 1	3
EAD 937B Equity-Oriented Inquiry for Leaders 2	3
EAD 996A Research Preparation 1	1
EAD 996B Research Preparation 2	1
EAD 996C Research Preparation 3	1
EAD 996D Research Preparation 4	1
EAD 998A Dissertation in Practice 1	4
EAD 998B Dissertation in Practice 2	4
3. Completion of the comprehensive examination portfolio.

COLLEGE OF EDUCATION

STUDENT AFFAIRS ADMINISTRATION

Master of Arts

The master's degree program in student affairs administration is designed for persons who plan to be employed in this field within institutions of higher education. The program is designed to enable students to achieve an understanding of educational administration, higher education, and student affairs administration. Course work in the major integrates theory and practice. Courses can be chosen to reflect a student's interest in administration and leadership, teaching and learning, or adult development, and to build skills in academic advisement, training and development, communications, or counseling.

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

Admission

Applicants must submit a written personal statement of their experiences and interests guiding their pursuit of a master's degree in student affairs administration. The three required letters of recommendation must be from persons who are acquainted with the applicant's (1) academic and employment performance and (2) potential for graduate work and professional employment in higher education.

Requirements for the Master of Arts Degree in Student Affairs Administration

The program is available only under Plan B (without thesis). The student must complete 36 credits distributed as follows:

	CREDITS
1. All of the following courses (24 credits):	
EAD 805 Administration in Higher Education	3
EAD 870 Foundations of Postsecondary Education	3
EAD 871 Collegiate Contexts for Teaching and Learning	3
EAD 873 College Student Development	3
EAD 874 Introduction to Student Affairs	3
EAD 875 Issues and Strategies in Student Affairs	3
EAD 889 Research and Assessment in Student Affairs	3
EAD 893 Professional Development Seminar in Student Affairs	3
2. Four additional courses totaling 12 credits that contribute to the student's professional goals such as in academic advisement, training and development, communications, or counseling, and are approved by the student's academic advisor. At least two of these courses should be from EAD course offerings taught by HALE faculty.	
3. Completion of a final evaluation.	

GRADUATE CERTIFICATE IN TEACHING AND LEARNING IN POSTSECONDARY EDUCATION

The Graduate Certificate in Teaching and Learning in Postsecondary Education is a professional development program designed to assist current educators and practitioners from a variety of professional settings and disciplines who seek to enhance their understanding of teaching and learning issues for adult learners. The flexible schedule of the graduate certificate program accommodates

both full-time students and working professionals. The certificate is available only online.

Admission

To be considered for admission students must possess a 3.0 grade-point average in the final two years of undergraduate study. Students will submit a personal statement indicating their interest in the program and how it fits within their professional goals. Applicants whose grade-point average is below 3.0 during the final two years of undergraduate study may be considered for admission to the program on a provisional basis.

Requirements for the Graduate Certificate in Teaching and Learning in Postsecondary Education

	CREDITS
Students must complete the following (9 credits):	
1. The following course (3 credits):	
EAD 861 Adult Learning	3
2. At least two of the following courses (6 credits):	
EAD 860 Concept of a Learning Society	3
EAD 863 Training and Professional Development	3
EAD 866 Teaching in Postsecondary Education	3
EAD 871 Collegiate Contexts for Teaching and Learning	3
EAD 877 Program Planning and Evaluation in Postsecondary Contexts	3
EAD 878 Education in the Digital Age	3

GRADUATE CERTIFICATE IN URBAN EDUCATION

The Graduate Certificate in Urban Education, which is administered by the Department of Educational Administration in the College of Education, is designed for students who aspire to understand and focus on issues involving urban education including the racial academic achievement gap; allocation of resources for urban schools; contexts of social, cultural, and economic differences; and the possibilities of transforming the ways in which urban school children learn to be active and engaged participants in their communities.

The certificate is available as an elective to students who are enrolled in master's or doctoral degree programs with approval from the urban education faculty. Students must meet the requirements of the certificate specified below, in addition to the requirements for the student's primary degree program.

Requirements for the Graduate Certificate in Urban Education

	CREDITS
Students must complete the following (12 credits):	
1. The following course (3 credits):	
EAD 901 Urban Education: An Historical Overview	3
2. Three of the following courses (9 credits):	
CEP 943 Multicultural Issues in Special Education	3
EAD 822 Engaging Diverse Students and Families	3
EAD 830 Issues in Urban Education: Racial Achievement Gap	3
EAD 926 School Finance and Operations	3
EAD 940 Organizational Analysis of Education	3
TE961 Urban Politics, Education, and School Reform	3
TE962 Teachers and Teaching in Urban Contexts	3
TE963 Critical Race Theory in Education	3

COLLEGE OF EDUCATION

- Students must complete a research paper on a topic in urban education which may focus on issues related to policy, curriculum, leadership or counseling as they pertain to understanding problems and strengths in urban schools. The research paper topic must be pre-approved by the urban education faculty and completed while enrolled in one of the courses listed above.

DEPARTMENT of KINESIOLOGY

Panteleimon Ekkekakis, Chairperson

UNDERGRADUATE PROGRAM

The department offers a Bachelor of Science degree in Kinesiology with an emphasis on relationships between physical activity in human beings and various sciences. Students will gain an understanding of the development, interpretation, application, and dissemination of knowledge that relates physical activity to human well-being.

KINESIOLOGY

The major in kinesiology places emphasis on the multi dimensional study and application of physical activity to enhance health and well-being. Kinesiology explores not only anatomical, biological, biomechanical, and neurological aspects of physical activity; but also psychological, social-humanistic, and medical perspectives.

The bachelor's degree program in kinesiology is designed to prepare students to enter a variety of fields associated with sport, exercise, and allied health, including professional graduate schools in medicine, physician assistant, nursing, physical therapy, occupational therapy, cardiac rehabilitation, athletic training, and chiropractic medicine. Students who graduate from this program often enter professional exercise science programs or graduate programs in the applied health sciences.

Requirements for the Bachelor of Science Degree in Kinesiology

CREDITS

- The University requirements for bachelor's degrees as described in the *Undergraduate Education* section of this catalog; 120 credits, including general elective credits, are required for the Bachelor of Science degree in Kinesiology.
Students enrolled in the Kinesiology major leading to the Bachelor of Science degree in the Department of Kinesiology may complete an alternative track to Integrative Studies in Biological and Physical Sciences that consists of the following courses: Chemistry 141 and 161, Kinesiology 251, and Physiology 250. The completion of Chemistry 161, and Kinesiology 251 satisfies the laboratory requirement. Chemistry 141 and 161, Kinesiology 251, and Physiology 250 may be counted toward both the alternative track and the requirements for the major referenced in item 2.a. below.
The University's Tier II writing requirement for the Kinesiology major is met by completing Kinesiology 345 referenced in item 2. below.
- The following requirements for the major:
 - All of the following with a minimum grade of 2.0 in each course (11 credits):

CEM 141	General Chemistry	4
MTH 103	College Algebra	3
PSL 250	Introductory Physiology	4
 - All of the following with a minimum grade of 2.0 in each course (16 credits):

KIN 210	Principles of Exercise Physiology	3
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|---------|------------------------------------|---|
| KIN 216 | Principles of Human Anatomy | 3 |
| KIN 220 | Principles of Sports Medicine | 3 |
| KIN 240 | Principles of Biobehavioral Health | 3 |
| KIN 251 | Principles of Human Movement | 4 |
- All of the following courses with a minimum grade-point average of 2.0 (12 credits):

KIN 310	Physiological Bases of Physical Activity	3
KIN 330	Biomechanics of Physical Activity	3
KIN 345	Exercise Psychology (W)	3
KIN 360	Physical Growth and Motor Behavior	3
 - Both of the following courses (2 credits):

CEM 161	Chemistry Laboratory I	1
KIN 190	Frontiers in Applied Health Sciences	1
 - Completion of an approved cognate in kinesiology (a minimum of 12 credits).
 - Completion of a minimum of 3 credits in Experiential Learning. Completion of this requirement may be fulfilled by enrollment in KIN 492, KIN 493, KIN 494, KIN 495, KIN 496, or any approved study abroad, service, research, or internship experience. Students must consult with their academic advisor for specific details of this requirement.

MINOR IN COACHING

The Minor in Coaching is designed to provide students with knowledge, skills, and experiences that will enable them to coach effectively and safely in school, community-youth, and adult sports programs.

The educational objectives of the Minor in Coaching are for students to acquire:

- Knowledge and understanding of the growth and development of athletes.
- Knowledge and understanding of the medical, legal, psychological, social, biological, physical, theoretical, and technical aspects of coaching.
- Practical experience in coaching.

With the approval of the department and college that administer the student's degree program, courses that are used to satisfy the requirements for the minor may also be used to satisfy the requirements for the bachelor's degree.

Requirements for the Minor in Coaching

CREDITS

The student must complete:

- All of the following courses (20 credits):

KIN 210	Principles of Exercise Physiology	3
KIN 220	Principles of Sports Medicine	3
KIN 345	Exercise Psychology (W)	3
KIN 360	Physical Growth and Motor Behavior	3
KIN 400	Principles of Coaching I	4
KIN 401	Principles of Coaching II	4
- One of the following courses (3 or 4 credits):

ANTR350	Human Gross Anatomy for Pre-Health Professionals	3
KIN 216	Principles of Human Anatomy	3
- One of the following courses (2 credits):

KIN 300A	Coaching Baseball	2
KIN 300C	Coaching Soccer	2
KIN 300D	Coaching Basketball	2
KIN 402	Coaching for Strength, Conditioning and Fitness	2
KIN 490	Independent Study	2
KIN 494	Fieldwork	2

To be counted toward the requirements for the Minor in Coaching, the content of Kinesiology 490 must focus on coaching. An academic advisor in the Department of Kinesiology must approve in writing the content of this course before the student enrolls in the course.
- Cardiopulmonary Resuscitation (CPR) and First Aid Certification.**
Students must obtain these two certifications through a reputable source for CPR and first aid. Reputable sources include but are not limited to the American Red Cross, American Heart Association, and the National Safety Council. The certification must be current at the time of the student's date of graduation. These certifications involve additional costs to the student.

COLLEGE OF EDUCATION

MINOR IN HEALTH PROMOTION

The Minor in Health Promotion is designed to assist students in understanding health issues that will serve as a basis for personal and professional growth and positive lifestyle changes. The minor, which is multidisciplinary, is administered by the Department of Kinesiology.

With the approval of the department and college that administer the student's degree program, courses that are used to satisfy the requirements for the minor may also be used to satisfy the requirements for the bachelor's degree.

Requirements for the Minor in Health Promotion

	CREDITS
The student must complete (21 credits):	
1. All of the following courses (12 credits):	
HNF 150 Introduction to Human Nutrition	3
KIN 210 Principles of Exercise Physiology	3
KIN 240 Principles of Biobehavioral Health	3
PSY 320 Health Psychology	3
2. At least 9 credits from the following courses:	
AFRE260 World Food, Population and Poverty	3
ANP 270 Women and Health: Anthropological and International Perspectives	3
ANP 370 Culture, Health, and Illness	3
CEP 260 Dynamics of Personal Adjustment	3
CEP 261 Substance Abuse	3
EPI 390 Disease in Society: Introduction to Epidemiology and Public Health	4
GEO 435 Geography of Health and Disease	3
HDFS225 Lifespan Human Development in the Family	3
HDFS444 Interpersonal Relationships in the Family	3
HDFS445 Human Sexuality	3
HM 101 Introduction to Public Health	3
HNF 102 Dietary Supplements: Evidence vs. Hype	3
HNF 310 Nutrition in Medicine for Pre-Health Professionals	3
HNF 385 Public Health Nutrition	3
HNF 406 Global Foods and Culture	3
HNF 415 Global Nutrition	3
HNF 457 Sports and Cardiovascular Nutrition	3
PHL 344 Ethical Issues in Health Care	4
PHL 453 Ethical Issues in Global Public Health	3
PSY 333 The Neurobiology of Food Intake and Overeating	3
SOC 475 Health and Society	3

GRADUATE STUDY

The department offers programs in kinesiology leading to the Master of Science and Doctor of Philosophy degrees. A Master of Science degree is also available in applied sport sciences and in Athletic Training. Graduate Certificates in Sport Coaching and in Sport Leadership and Management are also available.

Students who are enrolled 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.

APPLIED SPORT SCIENCES

The Master of Science degree in Sport Coaching, Leadership, and Administration provides opportunities for students to develop expertise in learning and using scientific knowledge and best practices related to coaching and developing athletes

and leading sports programs at the intercollegiate, interscholastic, community sports, and university levels. It facilitates interdisciplinary knowledge in various issues related to coaching across the lifespan. Practical experiences are available at high schools, within the university athletic department, and in other sports-related organizations and agencies. The program is available only online.

Admission

To be considered for admission to the Master of Science degree in Sport Coaching, Leadership and Administration students must:

1. have completed a bachelor's degree in the United States or its equivalent from an accredited institution.
2. have a minimum 3.0 grade-point average.
3. submit three letters of recommendation, with at least one from a professional source (colleague, supervisor), and one from an academic source (instructor, advisor).
4. submit a statement of professional goals that clearly describe the applicant's reasons for pursuing the master's degree and the goals that the degree will help them attain.
5. submit a current professional resume no longer than 2 pages.

Upon acceptance, students must submit evidence of current CPR, first-aid, and blood borne pathogen training and maintain such certification throughout their enrollment in the program.

Applications are reviewed by faculty who look for indications of high probability of success. Factors that are significant in determining admission are:

1. A grade-point average of 3.0 or higher.
2. Professional goals that are consistent with the objectives of the master's program.
3. Evidence of a philosophical understanding of developmentally appropriate sport experiences.
4. Relevant career experiences, including employment, internships, or field experiences.

Requirements for the Master of Science Degree in Applied Sport Sciences

The program is available only under Plan B (without thesis) and only available online. The student must complete 30 credits distributed as follows:

1. All of the following courses (3 credits):

KIN 852 Ethics for the Sport Practitioner	1
KIN 896 Capstone in the Applied Sport Sciences	2
2. Complete 27 credits from one of the following concentrations:

Coaching	
a. The following course (3 credits):	
KIN 872 Orientation to the Sport Professions	3
b. Two of the following Physical Cognate courses (6 credits):	
KIN 819 Advanced Sports Nutrition	3
KIN 829 Safety and Injury Control	3
KIN 855 Physical Bases of Coaching Athletes	3
KIN 861 Growth, Maturation, and Physical Activity	3
KIN 865 Stages of Athlete Development	3
KIN 868 Skill Development in Athletes	3
c. Two of the following Psychosocial Cognate courses (6 credits):	
KIN 846 Sociocultural Issues for Sport Practitioners	3
KIN 849B Organizational Behavior in Sport	3
KIN 849 Theory and Practice of Modern Sport Leadership	3
KIN 855 Psychosocial Bases of Coaching Athletes	3
KIN 855P Psychosocial Aspects of Athletic Performance	3
KIN 857 Promoting Positive Youth Development Through Sport	3
d. One of the following Administration Cognate courses (3 credits):	
KIN 851F The Sport Enterprise: Sport Finance	3

COLLEGE OF EDUCATION

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|----------|--|---|
| KIN 851M | The Sport Enterprise: Sport Marketing | 3 |
| KIN 853 | Athletic Administration and Governance | 3 |
| KIN 854 | Legal Aspects of Sport | 3 |
| KIN 858 | Collegiate Athlete Development | 3 |
- e. Complete two additional 3-credit Kinesiology courses approved by the student's academic advisor.
- f. Complete one of the following courses (3 credits):
- | | | |
|----------|-----------------------------|---|
| KIN 875B | Applied Sport Analytics | 3 |
| KIN 880 | Practicum in Sport Coaching | 3 |
| KIN 893 | Internship in Kinesiology | 3 |
- Sport Management**
- a. The following course (3 credits):
- | | | |
|---------|--------------------------------------|---|
| KIN 872 | Orientation to the Sport Professions | 3 |
|---------|--------------------------------------|---|
- b. Four of the following courses (12 credits):
- | | | |
|----------|--|---|
| KIN 849B | Organizational Behavior in Sport | 3 |
| KIN 849 | Theory and Practice of Modern Sport Leadership | 3 |
| KIN 851F | The Sport Enterprise: Sport Finance | |
| KIN 851M | The Sport Enterprise: Sport Marketing | |
| KIN 853 | Athletic Administration and Governance | 3 |
| KIN 854 | Legal Aspects of Sport | 3 |
- c. One of the following courses (3 credits):
- | | | |
|----------|---------------------------|----|
| KIN 875B | Applied Sport Analytics | 33 |
| KIN 893 | Internship in Kinesiology | 3 |
- d. Complete three additional 3-credit Kinesiology courses approved by the student's academic advisor.
- Strength and Conditioning**
- a. All of the following courses (9 credits):
- | | | |
|----------|--|---|
| KIN 815 | Essentials of Strength and Conditioning | 3 |
| KIN 815B | Essentials of Strength and Conditioning II | 3 |
| KIN 819 | Advanced Sport Nutrition | 3 |
- b. One of the following courses (3 credits):
- | | | |
|---------|--|---|
| KIN 872 | Orientation to the Sport Professions | 3 |
| KIN 874 | Skepticism and Inquiry in the Sport Sciences | 3 |
- c. One of the following Psychosocial Cognate courses (3 credits):
- | | | |
|----------|--|---|
| KIN 846 | Sociocultural Issues for Sport Practitioners | 3 |
| KIN 849B | Organizational Behavior in Sport | 3 |
| KIN 849 | Theory and Practice of Modern Sport Leadership | 3 |
| KIN 855 | Psychosocial Bases of Coaching Athletes | 3 |
| KIN 855P | Psychosocial Aspects of Athletic Performance | 3 |
| KIN 857 | Promoting Positive Youth Development Through Sport | 3 |
- d. One of the following Administration Cognate courses (3 credits):
- | | | |
|----------|--|---|
| KIN 851F | The Sport Enterprise: Sport Finance | 3 |
| KIN 851M | The Sport Enterprise: Sport Marketing | 3 |
| KIN 853 | Athletic Administration and Governance | 3 |
| KIN 854 | Legal Aspects of Sport | 3 |
| KIN 858 | Collegiate Athlete Development | 3 |
- e. One of the following courses (3 credits):
- | | | |
|----------|-----------------------------|---|
| KIN 875B | Applied Sport Analytics | 3 |
| KIN 880 | Practicum in Sport Coaching | 3 |
| KIN 893 | Internship in Kinesiology | 3 |
- f. Complete two additional 3-credit Kinesiology courses approved by the student's academic advisor.
3. Completion of a final examination or evaluation.

ATHLETIC TRAINING

The Master of Science degree in Athletic Training prepares students to provide healthcare to physically active patients in coordination with other allied health professionals. Athletic trainers provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions in a variety of healthcare settings. Athletic trainers work under the direction of a physician as required by state licensure statutes.

The Michigan State University athletic training degree blends clinical and academic learning experiences. Athletic training students are exposed to foundational and advanced clinical reasoning, state-of-the-art health care equipment, and patient-oriented research. Students who complete this degree will be eligible to take the Board of Certification (BOC) examination. The Master of Science degree in Athletic Training is designed to prepare students for job opportunities

in professional, collegiate, high school, clinical, industrial settings, military and performing arts.

Admission

To be considered for admission to the Master of Science degree in Athletic Training, applicants must have completed a bachelor's degree from an accredited institution. Admission into the program is based on a combination of the following factors:

1. Have completed an application for graduate study.
2. Previous academic experience and performance as indicated by transcripts from previous degrees including a competitive cumulative grade-point average of 3.0 or higher on a 4.0 scale.
3. Personal goals statement of up to 500 words, covering the following items: academic background, the development of your interest in athletic training, reasons for wanting to enter this program, qualities you possess which will enhance your athletic training skills and aid in achieving your career objective(s).
4. Competitive scores on the Test of English as a Foreign Language (for international students).
5. Three letters of recommendation.
6. Minimum of 75 observation hours under supervision of a certified Athletic Trainer.
7. Interview with the Michigan State University Athletic Training Admissions Board.
8. The following prerequisite or equivalent courses with a grade-point average of 2.5 or higher: Introduction to Athletic Injury (3 credits); Exercise Physiology and Laboratory (3 credits); Biomechanics (3 credits); Anatomy with Laboratory (3 credits); Physiology (3 credits); Chemistry (3 credits); Physics (3 credits); Research Methods or Statistics (3 credits); Biology (3 credits); and Psychology (3 credits).

Requirements for the Master of Science Degree in Athletic Training

The Master of Science degree in Athletic Training is available only under Plan B (without thesis). Students must complete 51 credits for the degree.

- | | CREDITS |
|--|---------|
| 1. All of the following courses (51 credits): | |
| KIN 800 Pathophysiology and Functional Anatomy | 3 |
| KIN 801 Emergency Procedures for Athletic Trainers | 3 |
| KIN 802 Athletic Training Practicum I | 2 |
| KIN 803 Athletic Training Practicum II | 2 |
| KIN 804 Athletic Training Practicum III | 2 |
| KIN 805 Athletic Training Practicum IV | 1 |
| KIN 806 Athletic Training Practicum V | 2 |
| KIN 807 Athletic Training Practicum VI | 3 |
| KIN 832 Lower Body Physical Assessment | 3 |
| KIN 833 Therapeutic Interventions I | 3 |
| KIN 834 Evidence Based Practice in Athletic Training | 3 |
| KIN 835 Pharmacology of Athletic Trainers | 3 |
| KIN 836 Upper Body Physical Assessment | 3 |
| KIN 837 Therapeutic Interventions II | 3 |
| KIN 838 General Medical Conditions for Athletic Trainers | 3 |
| KIN 883 Health Care Administration for Athletic Trainers | 3 |
| KIN 884 Spine Evaluations and Advanced Rehabilitation | 3 |
| KIN 886 Psychology of Sports Injury and Rehabilitation | 2 |
| KIN 887 Performance Enhancement in Sport | 1 |
| KIN 888 Seminar in Athletic Training | 3 |
| 2. Completion of a final examination or evaluation. | |

COLLEGE OF EDUCATION

KINESIOLOGY

Graduate study in kinesiology provides opportunities for students to specialize in areas leading to the Master of Science and Doctor of Philosophy degrees. The programs are designed to prepare individuals for professional positions as educators, researchers, and consultants in a variety of sports, health, and educational contexts. Collaborative course work, laboratory and field experiences, clinical placements, and research are available with other departments and schools both at Michigan State University and at other universities, as well as with various community agencies.

Master of Science

The primary objective of the master's degree program in kinesiology is to help students to acquire a breadth of knowledge grounded in theory, to gain expertise in one or more areas of specialization, and to develop competence in methods of inquiry. The program follows the guidelines that were adopted by the National Association for Sport and Physical Education (NASPE).

A range of relevant courses and experiences can be incorporated into the student's program to satisfy individual needs and interests.

Five major areas of study within the discipline of kinesiology are available to master's students:

Cognitive and Motor Neuroscience
Exercise Physiology
Psychosocial Aspects of Sport and Physical Activity
Strength and Conditioning

For each student, one of these five areas of study is designated as the concentration.

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

Admission

To be considered for admission into the master's program, applicants must have completed an undergraduate degree. Factors considered in admissions decisions include (a) clarity of applicant's professional goals; (b) relationship between the program and the applicant's goals; (c) previous academic experience and performance as indicated by transcripts from previous degrees including a competitive cumulative grade-point average of 3.0 or higher on a 4.0 scale; (d) Test of English as a Foreign Language for international students; (e) three letters of recommendation.

Requirements for the Master of Science Degree in Kinesiology

Breadth requirement. Students who have not completed an undergraduate degree in kinesiology (or similarly named program such as physical education or exercise science) must complete a minimum of 6 credits of Kinesiology courses representing at least two of nine different disciplinary areas (adapted physical activity, athletic training, biomechanics,

coaching, exercise physiology, growth and motor development, psychosocial aspects of sport and physical activity, and sport administration) outside of the student's major area/concentration, as approved by the student's guidance committee. Credits earned in 200 or 300 level courses may be used to fulfill the breadth requirement, but will not count toward the master's degree.

The program is available under both Plan A (with thesis) and Plan B (without thesis). Students must complete 30 credits and meet the requirements specified below:

	CREDITS
Requirements for Plan A and Plan B:	18
1. Required core course (3 credits):	
KIN 871 Research Methods in Kinesiology	3
2. A minimum of 9 credits of kinesiology graduate level courses in the student's concentration as approved by the student's guidance committee.	
Additional Requirements for Plan A:	12
1. Both of the following courses (9 credits):	
One additional research methods course at the 400–900 level approved by the student's guidance committee (3 credits).	
KIN 899 Master's Thesis Research	6
2. Additional credits in courses approved by the student's guidance committee (3 credits).	
Additional Requirements for Plan B:	12
1. Additional credits in courses approved by the student's guidance committee (12 credits). One of the following courses is recommended:	
KIN 893 Internship in Kinesiology	4 to 6
KIN 897 Project in Kinesiology	4
2. Final certifying examination.	
Students who complete Kinesiology 893 or 897 are required to pass an oral certifying examination.	
Students who do not complete Kinesiology 893 or 897 are required to pass a written certifying examination.	

GRADUATE CERTIFICATE IN SPORT COACHING

The Graduate Certificate in Sport Coaching provides opportunities for students to develop expertise in learning and using scientific knowledge and best practices related to coaching and developing athletes and leading sports programs at the intercollegiate, interscholastic, and community sports levels. It facilitates interdisciplinary knowledge in various issues related to coaching across the lifespan. The certificate is available only online.

Admission

To be considered for admission to the Graduate Certificate in Sport Coaching students must:

1. have completed a bachelor's degree.
2. complete the Intent to Enroll form if you are currently enrolled in a graduate degree program at Michigan State University.

Students who are not enrolled at Michigan State University must:

1. submit a university application and application fee.
2. provide transcripts from all previous institutions of higher education.
3. submit an academic statement of 750 words that clearly describe the applicant's reasons for pursuing the certificate and the goals that the certificate will help them attain.
4. submit a current resume of no more than two pages.

COLLEGE OF EDUCATION

5. a test of English language proficiency for students for whom English is not a first language.

Upon acceptance, students must submit evidence of current CPR, first-aid, and blood borne pathogen training and maintain such certification throughout their enrollment in the program.

Applications are reviewed by faculty who look for indications of high probability of success. Factors that are significant in determining admission are:

1. A grade-point average of 3.0 or higher in the last two years of all undergraduate and graduate course work.
2. Professional goals that are consistent with the objectives of the graduate certificate.
3. Evidence of a philosophical understanding of developmentally appropriate sport experiences.
4. Relevant career experiences, including employment, internships, or field experiences.

Requirements for the Graduate Certificate in Sport Coaching

	CREDITS
Students must complete 10 credits from the following:	
1. The following course (1 credit):	
KIN 852 Ethics in Sport Coaching, Leadership, and Administration	1
2. At least one of the following courses (3 to 6 credits):	
KIN 819 Advanced Sport Nutrition	3
KIN 829 Safety and Injury Control	3
KIN 856 Physical Bases of Coaching Athletes	3
KIN 861 Growth, Maturation, and Physical Activity	3
KIN 865 Stages of Athlete Development	3
KIN 868 Skill Development in Athletes	3
3. At least one of the following courses (3 to 6 credits):	
KIN 846 Sociocultural Issues for Sport Practitioners	3
KIN 849 Theory and Practice of Modern Sport Leadership	3
KIN 849B Organizational Behavior in Sport	3
KIN 855 Psychosocial Bases of Coaching Athletes	3
KIN 855P Psychosocial Aspects of Athletic Performance	3
KIN 857 Promoting Positive Youth Development Through Sport	3

GRADUATE CERTIFICATE IN SPORT LEADERSHIP AND MANAGEMENT

The Graduate Certificate in Sport Leadership and Management provides opportunities for students to develop expertise in the operational and administrative functions required for careers in sport organizations at the intercollegiate, interscholastic, and community sports levels. It exposes students to knowledge of the legal, financial, managerial, governance and ethical aspects of sport. The certificate is available only online.

Admission

To be considered for admission to the Graduate Certificate in Sport Leadership and Management students must:

1. have completed a bachelor's degree.
2. complete the Intent to Enroll form if you are currently enrolled in a graduate degree program at Michigan State University.

Students who are not enrolled at Michigan State University must:

1. submit a university application and application fee.

2. provide transcripts from all previous institutions of higher education.
3. submit an academic statement of 750 words that clearly describes the applicant's reasons for pursuing the certificate and the goals that the certificate will help them attain.
4. submit a current resume of no more than two pages.
5. submit two letters of recommendation, one from a professional source (colleague, supervisor), and one from an academic source (instructor, advisor).
6. take a test of English language proficiency for students for whom English is not a first language.

Applications are reviewed by faculty who look for indications of high probability of success. Factors that are significant in determining admission are:

1. a grade-point average of 3.0 or higher in the last two years of all undergraduate and graduate course work.
2. professional goals that are consistent with the objectives of the graduate certificate.
3. evidence of an understanding of the fundamentals of the sport industry.
4. relevant career experiences, including employment, internships, or field experiences.

Requirements for the Graduate Certificate in Sport Leadership and Management

	CREDITS
Students must complete 13 credits from the following:	
1. The following course (1 credits):	
KIN 852 Ethics for the Sport Practitioner	1
2. Four of the following courses (12 credits):	
KIN 849 Theory and Practice of Modern Sport Leadership	3
KIN 849B Organizational Behavior in Sport	3
KIN 851F The Sport Enterprise: Sport Finance	3
KIN 851M The Sport Enterprise: Sport Marketing	3
KIN 853 Athletic Administration and Governance	3
KIN 854 Legal Aspects of Sport	3

Doctor of Philosophy

The primary objective of the doctoral degree program in kinesiology is to develop scholars who are competent in teaching, conducting research, and serving in leadership roles in various educational, governmental, public, or private agencies. In addition to developing expertise in an area of specialization, students must be able to interpret and integrate information from related academic disciplines. Individualized programs of study may be developed, taking into consideration students' academic needs and professional goals.

Each doctoral student in kinesiology chooses one of four areas of concentration:

Athletic Injury and Rehabilitation Training
Cognitive and Motor Neuroscience
Exercise Physiology
Psychosocial Aspects of Sport and Physical Activity

While enrolled in the doctoral degree program in kinesiology, students are expected to present at least one paper at a professional meeting.

COLLEGE OF EDUCATION

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

Admission

Ordinarily, to be considered for admission into the doctoral program, a master's degree is required; however, in cases of exceptional scholarly promise, a student may enter the doctoral program following the completion of the undergraduate degree. Factors considered in admissions decisions include (a) clarity of applicant's goals and research interests; (b) relationship between the program and the applicant's goals and research interests; (c) previous academic experience and performance as indicated by transcripts from previous degrees (a competitive cumulative grade-point average of 3.0 or higher on a 4.0 scale); (d) TOEFL for international students; (e) evidence of research competence such as a master's thesis, senior research project, or other research experience; and (f) three letters of recommendation. An interview with a committee of faculty members is strongly recommended.

Requirements for the Doctor of Philosophy Degree in Kinesiology

Breadth requirement. Students who have completed a previous degree in kinesiology, or similarly named program such as physical education or exercise science, must complete a minimum of 6 credits of kinesiology courses at the 800-900 level outside of the student's area of concentration. Students who have not completed a previous degree in kinesiology must complete a minimum of 9 credits of kinesiology courses at the 800-900 level representing at least two different disciplinary areas (adapted physical activity, athletic injury and rehabilitation training, biomechanics, exercise physiology, growth and motor development, psychosocial aspects of sport and physical activity) outside of the student's major area of concentration. Courses used to satisfy the breadth requirement must be approved by the student's guidance committee. Courses that are used to satisfy the requirements referenced in the area below titled **Educational Inquiry and Research** may not be used to satisfy this requirement.

The student must complete a minimum of 60 credits and meet the requirements specified below:

1. Educational Inquiry and Research.

CREDITS

- The following course:
KIN 995 Research Practicum in Kinesiology 1 to 3
- Complete 9 credits of 800-900 level research methods courses approved by the student's guidance committee.

2. Area of Concentration.

A minimum of four courses at the 800–900 level totaling at least 12 credits in one of the four concentrations approved by the student's guidance committee referenced above. At least 6 of the 12 credits must be in Kinesiology courses. Courses that are used to satisfy the requirements referenced in item 1. above may not be used to satisfy this requirement.

3. Related Studies.

A cognate that consists of a minimum of three courses at the 400–900 level totaling 9 credits. All 9 of the credits must be in courses outside the Department of Kinesiology and must be related to the student's concentration. Both the cognate and the related courses must be approved by the student's guidance committee.

- Successful completion of the research practicum.
- Successful completion and defense of the dissertation. The dissertation must be in the student's concentration. Students may not earn more than 30 credits in KIN 999 Doctoral Dissertation Research.
- Teaching.**
Competency in teaching the subject matter of the student's concentration to undergraduate students or to an outreach audience, as judged by the student's guidance committee. This requirement may be met as part of a graduate teaching assistantship assignment.

DEPARTMENT of TEACHER EDUCATION

Kristen Nicole Bieda, Chairperson

UNDERGRADUATE PROGRAM

The Department of Teacher Education offers a Bachelor of Arts degree program with a major in elementary education. This professional program is designed for students who wish to obtain a Michigan elementary teaching certificate (grades PK-3 or grades 3-6). Upon satisfactory completion of the requirements for the Bachelor of Arts degree with a major in Elementary Education, the bachelor's degree is granted. However, in order for Michigan State University to recommend a person for a teaching certificate, that person must also complete all state requirements, including successful completion of the student teaching internship.

Students who plan to teach in secondary schools should refer to the section on "MSU Subject Matter Teaching Majors for Secondary Teacher Certification" in the section on **TEACHER CERTIFICATION** below.

Students who wish to obtain a special education endorsement in learning disabilities with elementary general education certification should see the *Counseling, Educational Psychology, and Special Education* section of this catalog for information about majoring in Special Education. These students must be admitted to the Elementary Teacher Certification Program and complete required courses and a concentration in grades 3-6 or grades PK-3 in addition to other requirements.

Students who wish to obtain teacher certification for B-K should see the *Human Development and Family Studies* section of this catalog for information about majoring in Child Development and Early Childhood Education: Birth to Kindergarten and Special Education. Students who wish to obtain teacher certification in both B-K and PK-3 may select either the Child Development and Early Childhood Education: Birth to Kindergarten and Special Education or Elementary Education major.

Admission to the Major

To earn a Bachelor of Arts Degree in Elementary Education, students must declare their intent to pursue the Teacher Certification Program administered by the Department of Teacher Education in the College of Education (refer to *Admission to the Teacher Certification Program* under *Teacher Certification* in the *Department of Teacher Education*

COLLEGE OF EDUCATION

section of this catalog). Information about admission requirements and the application process can be found at <https://education.msu.edu/teacher-preparation/applying/applying-msu-students/>.

Requirements for the Bachelor of Arts Degree in Elementary Education

1. The University requirements for bachelor's degrees as described in the *Undergraduate Education* section of this catalog; 120 credits, including general elective credits, are required for the Bachelor of Arts degree in Elementary Education.

The completion of Mathematics 201 referenced in item 2. b. (3) below may also satisfy the University Mathematics requirement.

The University's Tier II writing requirement for the Elementary Education major is met by completing Teacher Education 301A or 301B and Teacher Education 404A or 404B. Those courses are referenced in item 2. below.

The completion of Teacher Education 101 and Teacher Education 102 in item 2.a. below may also satisfy the University's requirement for Integrative Studies in the Social, Behavioral, and Economic Sciences area.

The completion of Teacher Education 341 and Human Development and Family Studies 321 and Human Development and Family Studies 321L in item 2. a. and 2. c. below or Teacher Education 341 and History 301 or History 302 in item 2. a. and 2. c. below may also satisfy the University's requirement for Integrative Studies in the Arts and Humanities area.

2. The following requirements for the major:

a. Professional Education Courses (15 credits):

- (1) All of the following courses (15 credits):

CEP 240	Introduction to Exceptional Learners	3
TE 101	Social Foundations of Justice and Equity in Education	3
TE 102	Pedagogy and Politics of Justice and Equity in Education	3
TE 341	Teaching and Learning of (Bi)Multilingual Learners	3
TE 371	Justice and Equity Seminar I	1
TE 471	Justice and Equity Seminar III	1
TE 472	Justice and Equity Seminar IV	1

b. Elementary Education Courses (12 credits):

- (1) Both of the following courses (6 credits):

TE 202	Engaging Elementary Learners with Mathematics	3
TE 348	Reading and Responding to Children's Literature	3

- (2) *Literacy*

The following course (3 credits):

TE 301	Children's Literacy Development (W)	3
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- (3) *Mathematics* (3 credits):

MTH 201	Elementary Mathematics for Teachers I	3
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c. One of the following concentrations (41 or 42 credits):

Prekindergarten through Grade Three (41 credits):

All of the following courses:

HDFS 320	Interaction with Children in Groups	3
HDFS 320L	Interaction with Children-Laboratory	1
HDFS 321	Curriculum for Children (W)	3
HDFS 321L	Curriculum for Children-Laboratory	1
TE 330	Science Curriculum for Young Learners (PK-3)	3
TE 331	Social Studies for Young Learners (PK-3)	3
TE 403A	Teaching of Science to Diverse Learners (PK-3)	3
TE 404A	Teaching of Social Studies to Diverse Learners (PK-3) (W)	3
TE 405A	Teaching Literacy to Diverse Learners (PK-3)	3
TE 405B	Teaching Literacy to Diverse Learners II (PK-3)	3
TE 406A	Teaching Mathematics to Diverse Learners I (PK-3)	3
TE 406B	Teaching Mathematics to Diverse Learners II (PK-3)	3
TE 481	PK-3 Internship I	3
TE 482	PK-3 Internship II	6

Grade Three through Grade Six (42 credits):

(1)	One of the following United States history courses (3 credits):	
HST 301	Indigenous-European Encounters in North America	3
HST 302	Revolutionary America	3
(2)	One of the following arts integration courses (3 credits):	
TE 430	Introduction to Arts in the Classroom	3
TE 431	Learning Through Drama	3
TE 432	Learning Through Movement	3
(4)	All of the following courses (36 credits):	
TE 204	Engaging Elementary Learners in Science: Culture and Equity	3
TE 332	Science Curriculum for Upper Elementary Learners (3-6)	3

TE 333	Social Studies for Upper Elementary Learners (3-6)	3
TE 403B	Teaching of Science to Diverse Learners (3-6)	3
TE 404B	Teaching of Social Studies to Diverse Learners (3-6) (W)	3
TE 405	Teaching Literacy to Diverse Learners I (3-6)	3
TE 405C	Teaching Literacy to Diverse Learners II (3-6)	3
TE 406	Teaching Mathematics to Diverse Learners I (3-6)	3
TE 406C	Teaching Mathematics to Diverse Learners II (3-6)	3
TE 484	3-6 Internship I	3
TE 485	3-6 Internship II	6

d. English as a Second Language (25 to 29 credits):

Completion of this requirement satisfies the course requirements for the additional endorsement in English as a Second Language. ESL can be waived by completion of Birth-Kindergarten endorsement for Prekindergarten through Grade 3 students. Students pursuing the English as a Second Language Endorsement are advised that proof of proficiency in an additional language equivalent to two semesters of study is required for this endorsement.

- (1) All of the following courses (19 credits):

LLT 307	Methods of Second and Foreign Language Teaching	3
LLT 346	Pedagogical English Grammar for English Teachers	3
TE 101	Social Foundations of Justice and Equity in Education	3
TE 301	Children's Literacy Development (W)	3
TE 341	Teaching and Learning of (Bi)Multilingual Learners	3
TE 342	Teaching Methods for (Bi)Multilingual Learners	3
TE 503	Internship in Teaching Diverse Learners in Additional Endorsement Areas	1

- (2) One of the following courses (3 credits):

LLT 361	Second and Foreign Language Learning	3
LLT 362	Child Second Language Acquisition	3

- (3) Complete either (a) or (b) and (c) (3 to 7 credits):

(a)	LLT 322	English as a Second Language Perspectives in Context	3
(b)	LIN 200	Introduction to Language or	3
	LIN 401	Introduction to Linguistics and	4
(c)	ANP 420	Language and Culture	3

e. Optional Additional Teaching Endorsements

Students may elect to complete one or more optional disciplinary teaching minor(s), in addition to the required grade band concentration and English as a Second Language requirements. The following disciplinary teaching minors are available for prospective elementary school teachers.

Arabic
Chinese
French
German
Japanese
Spanish

Requirements for the disciplinary teaching minors can be found in the section *Requirements for the Disciplinary Teaching Minors* in the section *TEACHER CERTIFICATION*, below. Students wishing to complete an optional disciplinary teaching minor should schedule an appointment with the College of Education Advising Office.

TEACHER CERTIFICATION

ADMISSION TO THE TEACHER CERTIFICATION PROGRAM

Information about current admission requirements and the admission application process can be found at <http://education.msu.edu/academics/undergraduate/>. MSU undergraduates generally apply during the first semester of the sophomore year, although they may apply later.

To be considered for admission to the Teacher Certification Program, an applicant must:

1. Have earned a minimum of 28 credits.
2. Have earned a cumulative grade point average of at least 2.5.
3. Have successfully completed any required developmental course work.

COLLEGE OF EDUCATION

- Have disclosed any prior convictions or civil infractions and provided required court documents as necessary.
- Have passed all portions of the Michigan Test for Teacher Certification (MTTC) Professional Readiness Examination (PRE) or meet established criteria using approved alternative pass measures.
- Have completed all aspects of the application process before the published deadline.

In addition to general admission requirements, applicants applying for admission to the Teacher Certification Program with a major in Special Education must also complete one or two supervised pre-admission experiences, totaling at least 42 hours, with children or youth who have special needs. Prospective Special Education students are encouraged to talk with Special Education faculty about the relative merits of various sites for securing the required experience. Applicants to the Special Education program must submit forms verifying completion of the experience along with a complete admission application (see <http://education.msu.edu/academics/undergraduate/>). Only students who have completed the required experience will be considered for admission to the Special Education major.

Persons who already hold baccalaureate degrees from Michigan State University or other recognized institutions of higher learning are required to follow the process for Post-Bachelors students (see <http://education.msu.edu/certification/postba/post-bachelor-application.asp>). Contact the College of Education Student Affairs Office for more information.

Persons are selected for admission based on a holistic evaluation of criteria that include, but are not limited to, cumulative grade point average, test results, and dispositions for teaching.

REQUIREMENTS FOR TEACHER CERTIFICATION

Teacher Certification at Michigan State University is housed in the College of Education. In order to be certified as a teacher at Michigan State University, candidates must have an acceptable subject matter teaching major and also complete all relevant teacher education course work. Candidates will also have to pass state certification tests and meet other state and program requirements. Interested candidates should schedule a meeting with the College of Education Student Affairs Office for more details.

Course Requirements for Birth to Kindergarten Certification

a. All of the following courses (53 credits):		
CEP 240	Introduction to Exceptional Learners	3
CEP 351	Special Education Law and Policies	3
HDFS 211	Child Growth and Development	3
HDFS 320	Interaction with Children in Groups	3
HDFS 320L	Interaction with Children – Laboratory	1
HDFS 321	Curriculum for Children (W)	3
HDFS 321L	Curriculum for Children – Laboratory	1
HDFS 322	Infant Development and Program Planning	3
HDFS 322L	Interaction and Curriculum for Infants and Toddlers – Laboratory	2
HDFS 421	Assessment of the Young Child	3
HDFS 424	Student Teaching in an Early Childhood Program	6

HDFS 449	Special Needs Children and Their Families	3
HDFS 449L	Children with Special Needs and Their Families Laboratory	1
HDFS 473	Administration of Early Childhood Programs	3
TE 301A	Children's Literacy Development PK-3 (W)	3
TE 330	Science Curriculum for Young Learners (PK-3)	3
TE 341	Teaching and Learning of (Bi)Multilingual Learners	3
TE 405A	Teaching Literacy to Diverse Learners (PK-3)	3
TE 406A	Teaching Mathematics to Diverse Learners I (PK-3)	3

Course Requirements for Elementary Teacher Certification

GPA Standards: All elementary teacher candidates must pass all TE courses as well as CEP 240 with a grade of 2.0 or above. All elementary candidates must have a grade point average of 2.0 or above.

a. Professional Education Courses (15 credits):		
CEP 240	Introduction to Exceptional Learners	3
TE 101	Social Foundations of Justice and Equity in Education	3
TE 102	Pedagogy and Politics of Justice and Equity in Education	3
TE 341	Teaching and Learning of (Bi)Multilingual Learners	3
TE 371	Justice and Equity Seminar I	1
TE 471	Justice and Equity Seminar III	1
TE 472	Justice and Equity Seminar IV	1
b. Elementary Education Courses (12 credits):		
(1) All of the following courses (6 credits):		
TE 348	Reading and Responding to Children's Literature	3
TE 202	Engaging Elementary Learners with Mathematics	3
(2) Literacy		
One of the following courses (3 credits):		
TE 301A	Children's Literacy Development PK-3 (W)	3
TE 301B	Children's Literacy Development 3-6 (W)	3
(3) Mathematics (3 credits):		
MTH 201	Elementary Mathematics for Teachers I	3
c. One of the following concentrations (41 or 42 credits):		
Prekindergarten through Grade Three (41 credits):		
All of the following courses:		
HDFS 320	Interaction with Children in Groups	3
HDFS 320L	Interaction with Children-Laboratory	1
HDFS 321	Curriculum for Children (W)	3
HDFS 321L	Curriculum for Children-Laboratory	1
TE 330	Science Curriculum for Young Learners (PK-3)	3
TE 331	Social Studies Curriculum for Young Learners (PK-3)	3
TE 403A	Teaching of Science to Diverse Learners (PK-3)	3
TE 404A	Teaching of Social Studies to Diverse Learners (PK-3) (W)	3
TE 405A	Teaching Literacy to Diverse Learners (PK-3)	3
TE 405B	Teaching Literacy to Diverse Learners II (PK-3)	3
TE 406A	Teaching Mathematics to Diverse Learners I (PK-3)	3
TE 406B	Teaching Mathematics to Diverse Learners II (PK-3)	3
TE 481	PK-3 Internship I	3
TE 482	PK-3 Internship II	6
Grade Three through Grade Six (42 credits):		
(1) One of the following United States history courses (3 credits):		
HST 301	Indigenous-European Encounters in North America	3
HST 302	Revolutionary America	3
(2) One of the following arts integration courses (3 credits):		
TE 430	Introduction to Arts in the Classroom	3
TE 431	Learning Through Drama	3
TE 432	Learning Through Movement	3
(3) All of the following courses (36 credits):		
TE 204	Engaging Elementary Learners in Science: Culture and Equity	3
TE 332	Science Curriculum for Upper Elementary Learners (3-6)	3
TE 333	Social Studies for Upper Elementary Learners (3-6)	3
TE 403B	Teaching of Science to Diverse Learners (3-6)	3
TE 404B	Teaching of Social Studies to Diverse Learners (3-6) (W)	3
TE 405	Teaching Literacy to Diverse Learners I (3-6)	3
TE 405C	Teaching Literacy to Diverse Learners II (3-6)	3
TE 406	Teaching Mathematics to Diverse Learners I (3-6)	3
TE 406C	Teaching Mathematics to Diverse Learners II (3-6)	3
TE 484	3-6 Internship I	3
TE 485	3-6 Internship II	6

COLLEGE OF EDUCATION

- d. **English as a Second Language** (25 to 29 credits):
Completion of this requirement satisfies the course requirements for the additional endorsement in English as a Second Language. ESL can be waived by completion of Birth-Kindergarten endorsement for Prekindergarten through Grade 3 students.
- (1) All of the following courses (16 credits):
- | | | |
|---------|---|---|
| LLT 307 | Methods of Second and Foreign Language Teaching | 3 |
| LLT 346 | Pedagogical English Grammar for English Teachers | 3 |
| TE 101 | Social Foundations of Justice and Equity in Education | 3 |
| TE 341 | Teaching and Learning of (Bi)Multilingual Learners | 3 |
| TE 342 | Teaching Methods for (Bi)multilingual Learners | 3 |
| TE 503 | Internship in Teaching Diverse Learners in Additional Endorsement Areas | 1 |
- (2) One of the following courses (3 credits):
- | | | |
|---------|--------------------------------------|---|
| LLT 361 | Second and Foreign Language Learning | 3 |
| LLT 362 | Child Second Language Learning | 3 |
- (3) One of the following courses (3 credits):
- | | | |
|---------|---|---|
| TE 301A | Children's Literacy Development PK-3 (W) | 3 |
| TE 301B | Children's Literacy Development 3-6 (W) | 3 |
| TE 302 | Literacy and Adolescent Learners in School and Community Contexts | 3 |
- (4) Complete either (a) or (b) and (c) (3 to 7 credits):
- (a) LLT 322 English as a Second Language Perspectives in Context 3
- (b) LIN 200 Introduction to Language 3
or
LIN 401 Introduction to Linguistics 4
and
- (c) ANP 420 Language and Culture 3
- (5) Proof of proficiency in an additional language equivalent to two semesters of study.
- e. **Optional Additional Teaching Endorsements**
Students may elect to complete one or more optional disciplinary teaching minor(s), in addition to the required grade band concentration and English as a Second Language requirements. The following disciplinary teaching minors are available for prospective elementary school teachers.
- Arabic
Chinese
French
German
Japanese
Spanish

Course Requirements for Secondary Teacher Certification

GPA Standards: All secondary teacher candidates must pass all TE courses as well as CEP 240 with a grade of 2.0 or above. All secondary candidates must have a grade point average of 2.0 or above.

- a. **Professional Education Courses** (18 credits):
- | | | |
|---------|---|---|
| CEP 240 | Introduction to Exceptional Learners | 3 |
| TE 101 | Social Foundations of Justice and Equity in Education | 3 |
| TE 102 | Pedagogy and Politics of Justice and Equity in Education | 3 |
| TE 150 | Reflections on Learning | 3 |
| TE 302 | Literacy and Adolescent Learners in School and Community Contexts | 3 |
| TE 341 | Teaching and Learning of (Bi)Multilingual Learners | 3 |
- b. **Subject-Matter Teaching Methodology Courses** (18 credits):
- (1) **English** (18 credits):
- | | | |
|--------|--|---|
| TE 310 | Clinical Experience in English Education I | 3 |
| TE 410 | Clinical Experience in English Education II | 3 |
| TE 411 | Seminar in English Education I | 3 |
| TE 412 | Seminar in English Education II | 3 |
| TE 413 | Student Teaching Internship in English Education | 6 |
- (2) **Mathematics** (18 credits):
- | | | |
|--------|--|---|
| TE 314 | Clinical Experiences in Mathematics Education I | 3 |
| TE 414 | Clinical Experiences in Mathematics Education II | 3 |
| TE 415 | Seminar in Mathematics Education I | 3 |
| TE 416 | Seminar in Mathematics Education II | 3 |
| TE 417 | Student Teaching Internship in Mathematics Education | 6 |
- (3) **Science** (18 credits):
- | | | |
|--------|--|---|
| TE 321 | Clinical Experience in Science Education I | 3 |
|--------|--|---|

- | | | |
|--------|--|---|
| TE 421 | Clinical Experience in Science Education II | 3 |
| TE 422 | Seminar in Science Education I | 3 |
| TE 423 | Seminar in Science Education II | 3 |
| TE 424 | Student Teaching Internship in Science Education | 6 |
- (4) **Social Studies** (18 credits):
- | | | |
|--------|---|---|
| TE 325 | Clinical Experience in Social Studies Education I | 3 |
| TE 425 | Clinical Experience in Social Studies Education II | 3 |
| TE 426 | Seminar in Social Studies Education I | 3 |
| TE 427 | Seminar in Social Studies Education II | 3 |
| TE 428 | Student Teaching Internship in Social Studies Education | 6 |
- (5) **Agriscience and Natural Resources**
Students seeking teacher licensure in Agriscience and Natural Resources complete all of their teacher education course work in the College of Agriculture and Natural Resources. Students should contact the Agriculture, Food and Natural Resources Education Advisor for more details.
- c. **Optional Teaching Endorsements**
Students may elect to complete one or more optional disciplinary teaching minor(s). The following disciplinary teaching minors are available for prospective secondary teachers. Students wishing to complete one or more of the following optional disciplinary teaching minors should schedule an appointment with the College of Education Advising Office.
- Agriculture, Food and Natural Resources Education
Arabic
Chinese
Economics
English
French
Geography
German
History
Japanese
Mathematics
Political Science
Psychology
Spanish
English as a Second Language

Course Requirements for PK-12 Teacher Certification

GPA Standards: All secondary teacher candidates must pass all TE courses as well as CEP 240 with a grade of 2.0 or above. All secondary candidates must have a grade point average of 2.0 or above.

- a. **Professional Education Courses** (18 credits):
- | | | |
|---------|---|---|
| CEP 240 | Introduction to Exceptional Learners | 3 |
| TE 101 | Social Foundations of Justice and Equity in Education | 3 |
| TE 102 | Pedagogy and Politics of Justice and Equity in Education | 3 |
| TE 150 | Reflections on Learning | 3 |
| TE 302 | Literacy and Adolescent Learners in School and Community Contexts | 3 |
| TE 341 | Teaching and Learning of (Bi)Multilingual Learners | 3 |
- b. **Subject-Matter Teaching Methodology Courses** (18 credits):
- (1) **World Languages** (18 credits):
- | | | |
|--------|---|---|
| TE 334 | Clinical Experiences in World Language Education I | 3 |
| TE 434 | Clinical Experiences in World Language Education II | 3 |
| TE 435 | Seminar in World Language Education I | 3 |
| TE 436 | Seminar in World Language Education II | 3 |
| TE 437 | Student Teaching Internship in World Language Education | 6 |
- (2) **Visual Arts**
Students seeking teacher licensure in Visual Arts Education should contact the advisor in the Department of Art, Art History, and Design for more details.
- (3) **Music Education**
Students seeking teacher licensure in Music Education complete TE 101, TE 150, and TE 302. The remainder of their teacher education course work takes place in the College of Music. Students should contact the advising office in the College of Music for more details.
- c. **Optional Teaching Endorsements**
Students may elect to complete one or more optional disciplinary teaching minor(s). The following disciplinary teaching minors are available for prospective PK-12 teachers in World Languages. Students wishing to

COLLEGE OF EDUCATION

complete one or more of the following optional disciplinary teaching minors should schedule an appointment with the College of Education Advising Office.

Agriculture, Food and Natural Resources Education
Arabic
Chinese
English
French
German
History
Japanese
Mathematics
Psychology
Spanish
English as a Second Language

Disciplinary Teaching Minors Available for Elementary Teacher Certification

Students electing to complete a disciplinary teaching minor(s) in addition to their required major should make their choices from the list below.

MINOR

Arabic
Chinese
German
Japanese
Russian
Teaching English to Speakers
of Other Languages

COLLEGE

Arts and Letters
Arts and Letters
Arts and Letters
Arts and Letters
Arts and Letters
Arts and Letters

Disciplinary Majors Available for Secondary Teacher Certification

MAJOR

Agriculture, Food and Natural Resources
Education
Arabic
Chinese
Comparative Cultures and Politics
English
French
German
History Education
Integrated Science – Secondary Education
Interdisciplinary Studies in Social Science:
Social Science Education
International Relations
Japanese
Mathematics – Secondary Education
Political Theory and Constitutional Democracy
Social Relations and Policy
Spanish

COLLEGE

Agriculture and Natural Resources
Arts and Letters
Arts and Letters
James Madison College
Arts and Letters
Arts and Letters
Arts and Letters
Social Science
Natural Science
Social Science
James Madison College
Arts and Letters
Natural Science
James Madison College
James Madison College
Arts and Letters

Disciplinary Teaching Minors Available for Secondary Teacher Certification

MINOR

Agriculture, Food and Natural Resources
Education
Arabic
Biology
Chemistry
Chinese
Earth Science
Economics
English
Geography
German
History
Japanese
Mathematics-Secondary
Physics
Political Science

COLLEGE

Agriculture and Natural Resources
Arts and Letters
Natural Science
Natural Science
Arts and Letters
Natural Science
Social Science
Arts and Letters
Social Science
Arts and Letters
Social Science
Arts and Letters
Natural Science
Natural Science
Social Science

Psychology
Teaching English to Speakers
of Other Languages

Social Science
Arts and Letters

The economics, geography, and political science disciplinary teaching minors are available only to students pursuing a major in comparative cultures and politics, international relations, political theory and constitutional democracy, social relations and policy, interdisciplinary studies in social science: social science education, or history education.

Undergraduate Degree Majors Leading to PK-12 Endorsements on a Secondary Teaching Certificate

MAJOR

Arabic
Art Education
Chinese
French
German
Japanese
Music Education
Spanish

COLLEGE

Arts and Letters
Arts and Letters
Arts and Letters
Arts and Letters
Arts and Letters
Arts and Letters
Music
Arts and Letters

REQUIREMENTS FOR THE DISCIPLINARY TEACHING MINORS

AGRICULTURE, FOOD AND NATURAL RESOURCES EDUCATION

CREDITS

Students must complete:

- All of the following courses (16 credits):

ANS	110	Introductory Animal Agriculture	3
CSS	101	Introduction to Crop Science	3
CSS	210	Fundamentals of Soil Science	3
CSUS	200	Introduction to Sustainability	3
CSUS	343	Community Food and Agricultural Systems	3
CSUS	493	Professional Internship in Community Sustainability	1
- One of the following courses (3 credits):

AFRE	100	Decision-making in the Agri-Food System	3
AFRE	130	Farm Management I	3
- One of the following groups (3 credits):

a.	HRT	242	Passive Solar Greenhouses for Protected Cultivation	1
	HRT	243	Organic Transplant Production	1
	HRT	253	Compost Production and Use	1
b.	HRT	203	Introduction to Horticulture	3
- One of the following groups (6 credits):

a.	CSUS	860	Youth Leadership: Theory and Practice	3
	CSUS	861	Educational Theory and Application of Experiential Learning in AFNR	3
b.	CSUS	317	Foundations of Teaching Agriculture, Food and Natural Resources	3
	CSUS	417	Agriculture, Food, and Natural Resources Apprenticeship/Clinical Experience	3

28

ARABIC

Complete a minimum of 27 credits form the following:

- All of the following courses (14 credits):

ARB	201	Second-Year Arabic I	5
ARB	202	Second-Year Arabic II	5
ARB	301	Third-Year Arabic I	4
- One of the following courses (3 credits):

ARB	460	Special Topics in Arabic Culture (W)	3
ARB	461	Introduction to Arabic Literature (W)	3
- LLT 307 Methods in Second and Foreign Language Teaching 3
 TE 334 Clinical Experiences in World Language Education I 3
 TE 435 Seminar in World Language Education I 3
 TE 503 Internship in Teaching Diverse Learners in Additional Endorsement Areas 1

27

COLLEGE OF EDUCATION

BIOLOGY

One of the following groups of courses (9 or 10 credits):

(1)	BS 161	Cell and Molecular Biology	3
	BS 162	Organismal and Population Biology	3
	BS 171	Cell and Molecular Biology Laboratory	2
	BS 172	Organismal and Population Biology Laboratory	2
(2)	BS 181H	Honors Cell and Molecular Biology	3
	BS 182H	Honors Organismal and Population Biology	3
	BS 191H	Honors Cell and Molecular Biology Laboratory	2
	BS 192H	Honors Organismal and Population Biology Laboratory	2
(3)	LB144	Biology I: Organismal Biology	4
	LB145	Biology II: Cellular and Molecular Biology	5
	All of the following courses (16 to 18 credits):		
	IBIO 341	Fundamental Genetics	4
	IBIO 355	Ecology	3
	IBIO 355L	Ecology Laboratory (W)	1
	PSL 250	Introductory Physiology	4
	Or		
	PSL 310	Physiology for Pre-Health Professionals	4
	Or		
	PLB 301	Introductory Plant Physiology	3
	BMB 200	Introduction to Biochemistry	4
	Or		
	MMG301	Introductory Microbiology	3
	TE 409	Crafting Teaching Practices in the Secondary Teaching Minor	1
	TE 503	Internship in Teaching Diverse Learners in Additional Endorsement Areas	1
			25 to 28

CHEMISTRY

One of the following sequences:

	CEM 151	General and Descriptive Chemistry	4
	and		
	CEM 152	Principles of Chemistry	3
	or		
	CEM 141	General Chemistry	4
	and		
	CEM 142	General and Inorganic Chemistry	3
	Required Courses:		
	CEM 161	Chemistry Laboratory I	1
	CEM 162	Chemistry Laboratory II	1
	CEM 262	Quantitative Analysis	3
	One of the following sequences:		
	CEM 251	Organic Chemistry I	3
	and		
	CEM 252	Organic Chemistry II	3
	and		
	CEM 255	Organic Chemistry Laboratory	2
	or		
	CEM 351	Organic Chemistry I	3
	and		
	CEM 352	Organic Chemistry II	3
	and		
	CEM 355	Organic Laboratory I	2
	One of the following courses:		
	CEM 444	Chemical Safety	1
	ISE 401	Science Laboratories for Secondary Schools (W)	4
	The following courses:		
	CEM 383	Introductory Physical Chemistry I	3
	TE 409	Crafting Teaching Practice in the Secondary Teaching Minor	1
	TE 503	Internship in Teaching Diverse Learners in Additional Endorsement Areas	1
			26 to 29

CHINESE

1. All of the following courses:

	CHS 201	Second-Year Chinese I	5
	CHS 202	Second-Year Chinese II	5
	CHS 301	Third-Year Chinese I	4
	CHS 302	Third-Year Chinese II	4
	LLT 307	Methods of Second and Foreign Language Teaching	3
	TE 334	Clinical Experiences in world Language Education I	3
	TE 435	Seminar in World Language Education I	3
	TE 503	Internship in Teaching Diverse Learners in Additional Endorsement Areas	1

2. One of the following courses:

	CHS 350	Studies in Chinese Language	3
	CHS 360	Chinese Film Studies	3
	CHS 366	Chinese Culture: Tradition and Modernity (W)	3
	CHS 401	Fourth-Year Chinese I	3
	CHS 402	Fourth-Year Chinese II	3
	CHS 410	Chinese Short Stories	3
	CHS 411	Advanced Spoken Chinese	3
	CHS 466	Modern Chinese Literature and Films (W)	3
			31

EARTH SCIENCE

	AST 207	The Science of Astronomy	3
	GEO 203	Introduction to Meteorology	3
	GLG 201	The Dynamic Earth	4
	GLG 303	Oceanography	3
	GLG 304	Physical and Biological History of the Earth	4
	GLG 401	Global Tectonics and Earth Structure (W)	4
	TE 409	Crafting Teaching Practice in the Secondary Teaching Minor	1
	TE 503	Internship in Teaching Diverse Learners in Additional Endorsement Areas	1
			23

ECONOMICS

(Available only to students pursuing a major in comparative cultures and politics, international relations, political theory and constitutional democracy, social relations and policy, interdisciplinary studies in social science, interdisciplinary studies in social science: social science education, or history with a teacher certification option)

	EC 201	Introduction to Microeconomics	3
	EC 202	Introduction to Macroeconomics	3
	EC 301	Intermediate Microeconomics	3
	EC 302	Intermediate Macroeconomics	3
	TE 503	Internship in Teaching Diverse Learners in Additional Endorsement Areas	1
	Electives from Economics Courses at 300 or 400 level		
			22

ENGLISH

1. All of the following courses (12 credits):

	ENG 210	Introduction to Literary Studies	3
	ENG 280	Introduction to Literary Theories	3
	ENG 302	Introduction to English Language Studies	3
	ENG 308	Readings in Literature for Young Adults	3

2. One of the following courses (3 or 4 credits):

	ENG 360	Studies in Postcolonial and Diaspora Literature (W)	3
	ENG 362	Studies in Modern/Contemporary Literature (W)	3
	ENG 364	Studies in 18th-/19th-Century Literature (W)	3
	ENG 368	Studies in Medieval/Early Modern Literature (W)	3

3. One of the following courses (3 or 4 credits):

	ENG 408	Critical Literacies and Communities	4
	ENG 413	Critical Questions in Language and Composition (W)	3

4. All of the following courses (7 credits):

	TE 310	Clinical Experience in English Education I	3
	TE 411	Seminar in English Education I	3
	TE 503	Internship in Teaching Diverse Learners in Additional Endorsement Areas	1
			25 or 26

ENGLISH AS A SECOND LANGUAGE

Students pursuing the English as a Second Language Endorsement are advised that proof of proficiency in an additional language equivalent to two semesters of study is required for this endorsement.

1. Complete a., or b., and c. (3 to 7 credits):

	a. LLT 322	English as a Second Language Perspectives in Context	3
	b. LIN 200	Introduction to Language	3
	or		
	LIN 401	Introduction to Linguistics	4
	c. ANP 420	Language and Culture	3
	or		
	LIN 471	Sociolinguistics	3

2. Complete one of the following courses (3 credits):

	TE 301	Children's Literacy Development (W)	3
	TE 302	Literacy and Adolescent Learners in School and Community Contexts	3

COLLEGE OF EDUCATION

3. Complete one of the following courses (3 credits):	
LLT 361 Second and Foreign Language Learning	3
LLT 362 Child Second Language Learning	3
4. Complete all of the following courses (16 credits):	
LLT 307 Methods of Second and Foreign Language Teaching	3
LLT 346 Pedagogical English Grammar for English Teachers	3
TE 101 Social Foundations of Justice and Equity in Education	3
TE 341 Teaching and Learning of (Bi)Multilingual Learners	3
TE 342 Teaching Methods for (Bi)multilingual Learners	3
TE 503 Internship in Teaching Diverse Learners in Additional Endorsement Areas	1
	25 to 29

GEOGRAPHY

(Available only to students pursuing a major in comparative cultures and politics, international relations, political theory and constitutional democracy, social relations and policy, interdisciplinary studies in social science, interdisciplinary studies in social science: social science education, or history with a teacher certification option)

1. All of the following courses (11 credits):	
GEO 204 World Regional Geography	3
GEO 206 Physical Geography	3
GEO 206L Physical Geography Laboratory	1
GEO 221 Introduction to Geographic Information	3
TE 503 Internship in Teaching Diverse Learners in Additional Endorsement Areas	1
2. Two of the following courses (6 credits):	
GEO 330 Geography of the United States	3
GEO 331 Geography of Canada	3
GEO 333 Geography of Michigan and the Great Lakes Region	3
3. One of the following courses (3 credits):	
GEO 113 Introduction to Economics Geography	3
GEO 151 Introduction to Human Geography	3
4. One additional course in Geography at the 300 or 400 level	3 to 4
	23 or 24

Students enrolled in the disciplinary teaching minor in geography must have their programs approved by the department.

GERMAN

1. Two of the following courses (6 credits):	
GRM 301 Third-Year German: Global Germany	3
GRM 302 Third-Year German: Nature in Germany	3
GRM 303 Third-Year German: German Genders	3
GRM 304 Third-Year German: German Media	3
GRM 311 Business German	3
2. All of the following courses:	
GRM 341 German Literature and Culture Before 1918	3
GRM 342 German Literature and Culture since 1918	3
GRM 420 Advanced German (W)	3
GRM 460 Linguistic Analysis of Modern German	3
GRM 461 Applied Linguistics for German Learners and Teachers	3
TE 334 Clinical Experiences in world Language Education I	3
TE 435 Seminar in World Language Education I	3
TE 503 Internship in Teaching Diverse Learners in Additional Endorsement Areas	1
	28

HISTORY

The student must complete all of the following courses:	
GEO 204 World Regional Geography	3
GEO 221 Introduction to Geographic Information	3
GEO 330 Geography of the United States and Canada	3
HST 140 World History to 1500	4
HST 150 World History since 1500	4
HST 201 Historical Methods and Skills	4
HST 202 U.S. History to 1876	4
HST 203 U.S. History since 1876	4
HST 320 History of Michigan	3
TE 409 Crafting Teaching Practices in the Secondary Teaching Minor	1
TE 503 Internship in Teaching Diverse Learners in Additional Endorsement Areas	1
	33

JAPANESE

1. All of the following courses (19 credits):	
JPN 202 Second-Year Japanese II	5
JPN 301 Third-Year Japanese I	4
JPN 302 Third-Year Japanese II	4
JPN 350 Japanese Language in Society	3
JPN 369 Japanese Literary and Cultural Studies I	3
2. All of the following courses (10 credits):	
LLT 307 Methods of Teaching English to Speakers of Other Languages	3
TE 334 Clinical Experiences in world Language Education I	3
TE 435 Seminar in World Language Education I	3
TE 503 Internship in Teaching Diverse Learners in Additional Endorsement Areas	1
	29

MATHEMATICS-SECONDARY

1. All of the following courses (11 credits):	
MTH 132 Calculus I	3
MTH 133 Calculus II	4
MTH 234 Multivariable Calculus	4
2. One of the following, either a. or b. (4 or 7 credits):	
a. MTH 299 Transitions	4
MTH 309 Linear Algebra I	3
b. MTH 317H Honors Linear Algebra	4
3. One of the following courses (3 credits):	
MTH 330 Higher Geometry	3
MTH 432 Axiomatic Geometry	3
4. One of the following courses (3 credits):	
STT 351 Probability and Statistics for Engineering	3
STT 441 Probability and Statistics I: Probability	3
STT 430 Introduction to Probability and Statistics	3
5. Both of the following courses (2 credits):	
TE 409 Crafting Teaching Practice in the Secondary Teaching Minor	1
TE 503 Internship in Teaching Diverse Learners in Additional Endorsement Areas	1
	23 to 26

PHYSICS

PHY 183 Physics for Scientists and Engineers I	4
PHY 184 Physics for Scientists and Engineers II	4
PHY 191 Physics Laboratory for Scientists, I	1
PHY 192 Physics Laboratory for Scientists, II	1
PHY 215 Thermodynamics and Modern Physics	3
PHY 431 Optics I	3
PHY 440 Electronics	4
TE 409 Crafting Teaching Practice in the Secondary Teaching Minor	1
TE 503 Internship in Teaching Diverse Learners in Additional Endorsement Areas	1
	22

POLITICAL SCIENCE

(Available only to students pursuing a major in Comparative Cultures and Politics, International Relations, Political Theory and Constitutional Democracy, Social Relations and Policy, Interdisciplinary Studies in Social Science, Interdisciplinary Studies in Social Science: Social Science Education, or History with a teacher certification option.)

All of the following courses (13 credits):	
PLS 100 Introduction to American Politics	3
PLS 140 Introduction to Comparative Politics	3
PLS 160 Introduction to International Relations	3
PLS 170 Introduction to Political Philosophy	3
TE 503 Internship in Teaching Diverse Learners in Additional Endorsement Areas	1
At least three of the following courses (9 or 10 credits) :	
PLS 301 American State Government	3
PLS 302 Urban Politics	3
PLS 304 Minority Politics	3
PLS 310 Public Administration and Policy Making	3
PLS 313 American Public Policy	3
PLS 320 Judicial Politics	3
PLS 321 Constitutional Law	3
PLS 322 Comparative Legal Systems	3
PLS 324 Congress	3
PLS 325 The Presidency	3
PLS 333 Public Opinion and Political Behavior	3

COLLEGE OF EDUCATION

PLS 334	Campaigns and Elections	3
PLS 342	Comparative Political Economy	3
PLS 344	Politics of Developing Areas	3
PLS 351	African Politics	3
PLS 352	Latin American Politics	3
PLS 354	Politics of Asia	3
PLS 356	Politics of Europe and the European Union	3
PLS 357	Politics of English Speaking Democracies	3
PLS 358	Politics of the U.S.S.R. and Its Successor States	3
PLS 362	American Foreign Policy and National Security	3
PLS 363	International and Domestic Political Conflict	3
PLS 364	Politics of the United Nations and International Organizations	3
PLS 371	Classical Political Philosophy	3
PLS 372	Modern Political Philosophy	3
PLS 377	American Political Thought	3

22 or 23

PSYCHOLOGY

PSY 101	Introductory Psychology	4
PSY 200	Cognitive Psychology	3
Or		
PSY 209	Brain and Behavior	3
PSY 235	Social Psychology	3
PSY 238	Developmental Psychology: Lifespan	3
PSY 280	Psychological Disorders	3
PSY 295	Data Analysis in Psychological Research	3
PSY 424	Child and Family Psychopathology (W)	3
or		
PSY 444	Developmental Psychology: Adolescent Through Youth (W)	3
TE 438	Teaching High School Psychology	1
TE 503	Internship in Teaching Diverse Learners in Additional Endorsement Areas	1

26

TEACHER CERTIFICATION REGULATIONS IN THE STATE OF MICHIGAN

All persons teaching in Michigan public schools must be certified by the State Board of Education. Candidates who complete an approved teacher education program apply for teacher certification and are recommended to the State of Michigan by the university.

In order for Michigan State University to recommend a person for a teaching certificate, that person must complete the requirements for the teacher certification program including the successful completion of the student teaching internship.

Initially, *Michigan Standard Teaching Certificates* are recommended by Michigan State University upon the satisfactory completion of program requirements and are valid for five years.

To be qualified to teach at the expiration of the standard certificate, one must either qualify for a *professional education certificate* or for the renewal of the standard certificate. Current requirements for advancing to the Professional Education Certificate or renewing a Standard Certificate can be found on the Michigan Department of Education Web site at: <http://www.michigan.gov/mde>.

Students who intend to pursue a teaching certificate should know that certification requires payment of a fee to the Michigan Department of Education. Payment of the fee is a certificate requirement that must be met prior to issuance of the teaching certificate. The Administrative Rules Governing the Certification of Michigan Teachers require that an application for certification must be made no later than five

years after credit requirements have been met. Furthermore, the Administrative Rules Governing the Certification of Michigan Teachers @ 390.1201) states that:

- (1) The state board may refuse to grant or renew, or may revoke or suspend for a fixed term, or may impose reasonable conditions on, a teaching certificate granted pursuant to these rules for the following reasons:
 - (a) Fraud, material misrepresentation, or concealment in the application for a certificate.
 - (b) Failure or ineligibility of the applicant or certificate holder to meet the criteria for eligibility for the certificate.
 - (c) Conviction, as an adult, of an act of immoral conduct contributing to the delinquency of a child, or of a felony involving moral turpitude.

The College of Education solicits information that is used in making decisions regarding admission, continued enrollment in teacher certification programs, internship placements, and recommendations for teacher certification. Information concerning the procedures that the College follows in soliciting and acting on such information may be obtained in the College of Education Student Affairs office. Since the State of Michigan enters into reciprocal agreements with other states in regard to teacher certification, students should be aware that although other states have requirements similar to those of the State of Michigan, other states may impose additional requirements.

The State Board of Education will only issue a teaching certificate to a person who has passed the relevant tests of the Michigan Test for Teacher Certification (MTTC). There are fees associated with sitting for the MTTC.

ENDORSEMENTS

Persons who hold a valid State of Michigan teaching certificate may earn additional certificate endorsements. Certificate endorsements signify that the certificate holder is highly qualified to teach in the endorsement area at the appropriate grade levels.

The holder of standard, permanent, continuing or professional education certificate may qualify for an additional endorsement by meeting the course work requirements for any Michigan State University disciplinary teaching major or minor. The planned program for meeting course work requirements must include a minimum of 20 semester hours and be approved by a College of Education advisor. In addition to completing required course work in the endorsement area, the candidate must pass the corresponding MTTC subject test, take additional teacher education course work, and complete a supervised clinical experience of at least 30 hours.

A K-12 reading specialist (BR) endorsement or an elementary or secondary reading (BT) endorsement can be obtained by completing the requirements for Michigan State University's Master of Arts degree program in Teaching and Curriculum and a Graduate Specialization in Literacy and Language Instruction. A K-12 special education endorsement can be obtained in learning disabilities or autism spectrum disorders by completing the requirements for Michigan State University's Master of Arts degree program in Special Education. A K-12 special education endorsement may be

COLLEGE OF EDUCATION

placed on either an elementary or secondary teaching certificate. An English as a Second Language endorsement can be added to either an elementary or a secondary certificate by completing the requirements for Michigan State University's Master of Arts degree program in Teaching and Curriculum or by completing a prescribed 23 credit program in English as a Second Language. A vocational endorsement in agricultural education can be obtained by meeting specified requirements.

To be recommended for certification, students completing course work required for endorsement areas must pass the appropriate Michigan Test for Teacher Certification Subject Test. Individuals who are interested in seeking additional endorsements must contact an academic advisor in the Office of Student Affairs, College of Education.

GRADUATE STUDY

Graduate study in the Department of Teacher Education leads to the Master of Arts or Doctor of Philosophy degree. Graduate Specializations are also available in Language and Literacy Education for doctoral students, Literacy and Language Instruction for master's students, and in K-12 English as a Second Language for master's students. A Graduate Certificate in Children's and Young Adult Literature and a Graduate Certificate in Elementary STEM Education are available online. Graduate certificates at the doctoral level are also available in Science Education, Urban Education, English Language Learner Education, and Qualitative Research Methods.

INTEGRATED SECONDARY SCIENCE EDUCATION

The Master of Science degree in Integrated Secondary Science Education is designed for persons who want a broad background in biology, chemistry, earth and space science, and physics and to understand the interrelationships between these disciplines. This program is designed primarily for people who plan to teach science (life science, chemistry, earth and space science, or physics) in secondary schools.

Admission

To be admitted into the Master of Science Degree in Integrated Secondary Science Education students must:

1. have a bachelor's degree in biological science, chemistry, earth science, environmental science, geology, or physics;
2. have an undergraduate cumulative grade-point average of 2.50.

Requirements for the Master of Science Degree in Integrated Secondary Science Education

The program is available under Plan B (without thesis). The student must complete a total of 35 credits distributed as follows:

	CREDITS
1. All the following courses (11 credits):	
ISE 801 Laboratory Investigations in Secondary Education	4
ISE 821 Integrated Science Research and Engineering	3
ISE 822 Foundational Earth Systems for Secondary Science	

	Education	4
2. All of the following courses (24 credits):		
CEP 801 Psychological Development: Learner Differences and Commonalities		3
ISE 800 Problems in Science or Mathematics for Teachers		3
TE 820 Power and Pluralism in School Practice		3
TE 825 Diverse Learners and Learning Subject Matter		3
TE 846 Accommodating Differences in Literacy Learners		3
TE 860 Practice and Inquiry in Science Education		3
TE 861B Inquiry, Nature of Science, and Science Teaching		3
TE 894 Laboratory and Field Experiences in Teaching, Curriculum, and Schooling		3
3. Acquire teaching experience as a graduate teaching assistant for 4 semesters.		

In addition to the requirements below, students will need to complete any necessary courses for state certification of the Integrated Science Secondary Education standards that they have not completed as part of their previous degree course work.

TEACHING and CURRICULUM

Master of Arts

The Master of Arts degree program in Teaching and Curriculum (MATC) is designed principally for persons who wish to acquire advanced professional knowledge related to teaching and curriculum with diverse learners in K-12 schools.

The master's program in teaching and curriculum consists of (1) designated areas of integrated, practice-centered inquiry in professional, disciplinary, and foundational studies and (2) sustained, simultaneous inquiry in both university and public-school settings. The program is designed for certified teachers and other educators who wish to continue their professional studies in teaching and curriculum.

Students may choose any of the following areas to complete a 9-credit concentration in the MATC: Educational Technology, Educational Psychology, K12 Administration, Sociocultural Perspectives, Math/Science, ESL, Literacy, or Kinesiology (Sports Coaching).

In lieu of completing a 9-credit concentration, students may choose to complete a Graduate Specialization in either Literacy and Language Instruction or K12 English as a Second Language (ESL). The Specializations also prepare students for additional endorsements. The Literacy Graduate Specialization can result in a BT (Reading) or BR (Reading Specialist) endorsement. The ESL Graduate Specialization provides preparation to earn a K12-level endorsement in ESL. Applicants who have completed the MSU Teacher Certification Intern Year (TCIY) may have 9 credits (TE 801, TE 802, and TE 804) transferred in to meet degree requirements. All course work, including MSU and external transfer courses, must be completed within 5 (five) years.

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

Admission

Applications for admission to the master's program are reviewed by faculty who look for evidence of appropriate preparation for advanced disciplinary and professional study

COLLEGE OF EDUCATION

at the master's level and the likelihood of academic success, as indicated by an applicant's prior educational record, work experience, statement of professional goals, letters of recommendation, and an assigned professional essay.

Requirements for the Master of Arts Degree in Teaching and Curriculum

The program is available only online and under Plan B (without thesis). Students must complete 30 credits distributed as follows:

	CREDITS
1. Professional Development and Inquiry Core:	9
a. One of the following courses:	
TE 807 Professional Development and Inquiry	3
TE 808 Inquiry into Classroom Teaching and Learning	3
b. One of the following courses:	
TE 801 Professional Roles and Teaching Practice I	3
TE 818 Curriculum in Its Social Context	3
Students who have completed Teacher Education 801 in the College's Internship Year Studies program may use it to fulfill this requirement.	
c. One of the following capstone courses:	
TE 870 Curriculum Design, Development, and Deliberation in Schools	3
TE 872 Teachers as Teacher Educators	3
TE 873 Literacy Leadership	3
2. Concentration:	9
Complete 9 credits in course work selected from one of the following:	
a. Three 3-credit courses at the 400-level or above from a list of approved courses available in the department.	
b. Three 3-credit courses at the 400-level or above from one of the areas of concentration on an approved list available in the department.	
3. Electives:	12
a. Three 3-credit Teacher Education courses at the 400-level or above from a list of approved courses available in the department. Students who have completed Teacher Education 802 and 804 in the College's Internship Year Studies program may use those courses to fulfill this requirement.	
b. Three additional credits of electives as approved by the student's academic advisor.	
4. A synthesis paper acceptable to the student's examining committee. This paper must be submitted near the end of the student's program of study. The submission of an acceptable synthesis paper and professional portfolio satisfies the University requirement of a final examination or evaluation.	
5. A professional portfolio developed by the student throughout the master's program, beginning in Teacher Education 807 or 808. The portfolio is reviewed by two faculty members. A third reviewer is required if the first two reviewers do not reach consensus regarding the acceptability of the portfolio. The submission of an acceptable portfolio satisfies the University's requirement of a final examination or evaluation.	

WORLD LANGUAGE TEACHING

Master of Arts

The Master of Arts degree program in World Language Teaching is designed principally for people who wish to acquire secondary teaching certification (PK-12 language endorsement) while acquiring advanced professional knowledge related to language teaching and curriculum.

To be certified as a teacher, candidates must complete all relevant course work with individual course grades of a 3.0 or higher. Candidates will also have to pass state certification tests and meet other state and program requirements. Interested candidates should schedule a meeting with the program personnel for more details.

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

Admission

Applications for admissions to the master's program are reviewed by faculty who look for evidence of appropriate preparation for both advanced disciplinary and professional study at the master's level and likelihood of successful teaching as indicated by an applicant's prior educational record, tutoring/teaching experience, work experience, statement of professional goals, letters of recommendation and professional essay.

To be eligible for admission to the degree, students must:

1. have an earned bachelor's degree with a cumulative undergraduate grade-point average of 2.5 from an accredited educational institution. Students must maintain an overall 2.5 grade-point average with no individual grade below a 2.5 to be considered for teacher certification.
2. have a major or minor in the language or language proficiency at an Intermediate High level on the ACTFL OPI/WPT tests to be considered for licensure.
3. submit three letters of recommendation.
4. submit official transcripts from all academic institutions attended.
5. disclose tutoring, teaching and work experience.
6. provide a statement of professional goals.
7. submit a professional essay.

Requirements for the Master of Arts Degree in World Language Teaching

The Master of Arts degree program in World Language Teaching is available only under Plan B (without thesis). A total of 31 credits is required for the degree under Plan B. The student's program of study must be approved by the graduate program director.

	CREDITS
1. All of the following courses (25 credits):	
CEP 891 Special Topics in Educational Psychology and Educational Technology	
Section: Social-Emotional Development of School-Age Youths	3
TE 818 Curriculum in Its Social Context	3
TE 832A World Language Teaching Methods I	3
TE 832B World Language Teaching Methods II	1
TE 833 Classroom Management in American Schools	3
TE 842 Elementary Reading Assessment and Instruction	3
TE 843 Secondary Reading Assessment and Instruction	3
TE 884A Internship and Field Experiences in World Language Teaching I	2
TE 884B Internship and Field Experiences in World Language Teaching II	2
TE 884C Internship and Field Experiences in World Language Teaching III	1
TE 884D Internship and Field Experiences in World Language Teaching IV	1
2. One of the following courses (3 credits):	
TE 807 Professional Development and Inquiry	3
TE 808 Inquiry into Classroom Teaching and Learning	3
3. One of the following courses (3 credits):	
TE 870 Curriculum Design, Development and Deliberations in Schools	3
TE 872 Teachers as Teacher Educators	3
4. Submit a professional portfolio as developed throughout the program.	

COLLEGE OF EDUCATION

CURRICULUM, INSTRUCTION, AND TEACHER EDUCATION

Doctor of Philosophy

The doctoral program in Curriculum, Instruction, and Teacher Education (CITE) is designed for individuals who are interested in and show promise of becoming scholars and leaders in the domains of curriculum, instruction, and teacher education at the Pre-K–12 level, in out-of-school spaces, or in local, state, regional, national, or international institutions or agencies. The program is characterized by its interdisciplinary and interinstitutional perspectives on problems and issues of educational practice, as well as its commitment to educational justice and to addressing critical challenges faced by children, students, families, and communities. The program combines internationally renowned faculty, an interdisciplinary approach, exposure to multiple ideas, and flexibility in study through a variety of focal areas to create a one-of-a-kind learning experience tailored to students' goals and commitments. The program is designed to facilitate doctoral students' enactment of the Departments Core Principles in their scholarship, teaching, and service/outreach.

CITE doctoral students link their areas of concentration with one or more of the following: Comparative and Global Studies, Critical Studies, Curriculum, History and Social Studies Education, Language and Literacy, Mathematics Education, Race, Culture, and Equity in Education, Science Education, Teachers and Teacher Learning, Urban Education, or Other Areas of Interest.

Students who are enrolled in the Doctor of Philosophy degree program in Curriculum, Instruction, and Teacher Education in the Department of Teacher Education may elect a specialization in language and literacy. For additional information, refer to the statement on *Graduate Specialization in Language and Literacy* below.

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

Admission

Persons who hold degrees in a wide range of disciplines may apply for admission to the doctoral program. Applicants with limited backgrounds in education, however, may be required to complete collateral work in this field. Applicants must submit a sample of scholarly writing.

Review of applicants focuses on their study and experience in education, on the compatibility between their professional goals and the doctoral program, and on their potential for successful advanced degree work.

Requirements for the Doctor of Philosophy Degree in Curriculum, Instruction, and Teacher Education

Students must complete the following courses:

- | | CREDITS |
|--|---------|
| 1. Core Proseminar sequence. Both of the following courses: | |
| TE 901 Proseminar in Curriculum, Instruction, and Teacher Education I | 3 |
| TE 902 Proseminar in Curriculum, Instruction, and Teacher Education II | 3 |
| 2. Research Requirement - Educational inquiry and research. | |

- | | |
|--|--------|
| a. One of the following courses in quantitative methodology: | |
| CEP 932 Quantitative Methods in Educational Research I | 3 |
| TE 934 Introduction to Quantitative Methods in Educational Research | 3 |
| b. The following course: | |
| TE 931 Introduction to Qualitative Methods in Educational Research | 3 |
| c. One of the following, either (1) or (2): | |
| (1) CEP 930 Educational Inquiry | 3 |
| A course in advanced methodology approved in advance by the guidance committee. | 3 or 4 |
| (2) Two courses in advanced methodology approved in advance by the guidance committee. | 6 to 8 |
| d. A research practicum to be taken after the student has completed the courses referenced in items 2.a., 2.b., or 2.c. above: | |
| TE 995 Research Practicum in Curriculum, Instruction, and Teacher Education | 1 to 3 |
| 3. Core studies in education. | |
| Three courses from a list of approved courses that are designed to provide broad and diverse perspectives on education. The approved list is available from the Department of Teacher Education. | |
| 4. Area of concentration. | |
| At least five additional courses in the student's area of concentration. Both the area and the related courses must be approved by the student's guidance committee. | |
| 5. Successful completion and defense of the dissertation. Students may not earn more than 30 credits in TE 999 Doctoral Dissertation Research. | |

GRADUATE CERTIFICATE IN CHILDREN'S AND YOUNG ADULT LITERATURE

The Graduate Certificate in Children's and Young Adult Literature is designed to provide in-service elementary and secondary teachers with materials and methods for teaching international children's and young adult literature. The focus of the program is on multimodal texts, exploration of the kinds of conversations that surround pieces of literature, and whether those texts are written for children, adults, or both. The program aids understanding classics and awards winners in children's and young adult literature by and about people and communities who have been and continue to be marginalized by and underrepresented in the school curriculum in the United States. The graduate certificate is available only online.

Admission

Students must be currently enrolled in a graduate degree program in the College of Education at Michigan State University and must complete the Intent to Enroll form on the program Web site.

Requirements for the Graduate Certificate in Children's and Young Adult Literature

- | | CREDITS |
|--|---------|
| Students must complete 9 credits from the following courses: | |
| 1. The following course (3 credits): | |
| TE 849 Methods and Materials for Teaching Children's and Adolescent Literature | 3 |
| 2. Two of the following courses (6 credits): | |
| TE 836 Awards and Classics of Children's Literature | 3 |
| TE 838 Children's Literature and Film | 3 |
| TE 850 Critical Reading for Children and Adolescents | 3 |
| TE 883 Seminars in Literacy Instruction | 1 to 4 |
| TE 891 Special Topics in Teaching, Curriculum, and Schooling | 1 to 4 |
| A children's or young adult literature course outside the department, as approved by the student's academic advisor. | |

COLLEGE OF EDUCATION

GRADUATE CERTIFICATE IN ELEMENTARY STEM EDUCATION

The Graduate Certificate in Elementary STEM Education is designed to provide in-service elementary teachers with knowledge about student learning and engagement and instructional practices in STEM disciplines. The primary focus of the program is understanding inquiry-oriented practices across STEM disciplines. The graduate certificate is available only online.

Admission

Students who wish to complete the graduate certificate and are currently enrolled in a graduate degree program in the College of Education at Michigan State University must complete the Intent to Enroll form on the program Web site.

Requirements for the Graduate Certificate in Elementary STEM Education

	CREDITS
Students must complete three courses from at least two of the categories below (9 credits):	
Science Education	
TE 860 Practice and Inquiry in Science Education	3
TE 861A Teaching Science for Understanding	3
TE 861B Inquiry, Nature of Science, and Science Teaching	3
TE 861C Action Research in K-12 Science Mathematics Classrooms	3
Technology Education	
CEP 810 Teaching for Understanding with Technology	3
CEP 811 Adapting Innovative Technologies to Education	3
CEP 812 Applying Educational Technology to Issues of Practices	3
TE 831 Teaching School Subject Matter with Technology	3
Elementary Education	
TE 809 Inquiry-Oriented Instructional Strategies for the Elementary Classroom	3
Mathematics Education	
CEP 805 Learning Mathematics with Technology	3
TE 855 Teaching School Mathematics	3
TE 857 Teaching and Learning Mathematical Problem Solving	3
Special Topics	
TE 891 Special Topics in Teaching, Curriculum, and Schooling	1 to 4

GRADUATE CERTIFICATE IN ENGLISH LANGUAGE LEARNER EDUCATION

The Graduate Certificate in English Language Learner Education is designed for students in doctoral programs who wish to gain a comprehensive understanding of the multiple complexities in educating English Language Learners (ELL) including the influence of the socio-historical, local, and policy contexts and the challenges of teaching learners with diverse levels of English proficiency and prior formal schooling experiences in both English as a second language and content-area classrooms. The graduate certificate provides an overview of the different sociocultural, socio-historical, and sociopolitical factors that influence ELL education; demonstrates different theories, methods, and program models in English as a second language teaching, bilingual education, and content-area teaching; stresses the importance of affirming the linguistic and cultural diversity of ELL's; and offers the knowledge-base and skills in ELL education that students can apply in their own research and teaching in the field of education.

Admission

To be considered for admission to the Graduate Certificate in English Language Learner Education students must be pursuing a doctoral degree program within the College of Education and must complete the Intent to Enroll form on the program Web site.

Requirements for the Graduate Certificate in English Language Learner Education

	CREDITS
Students must complete 12 credits from the following:	
1. Four of the following courses (12 credits):	
EAD 907 Educational Policy for Immigrant and English Language Learner Students	3
LLT 808 Assessment for Language Teaching and Research	3
LLT 860 Second Language Acquisition	3
SOC 852 Migration and Social Change	3
TE 904 ELL/ESL Research and Practice: K-12	3
TE 908 Sociohistorical Perspectives on English Language Learners and Second Language Education in the U.S.	3
TE 909 English Language Learners in Content Areas: Constructing Research Communities and Resources	3
Students who wish to take an alternative course (3 or 4 credits) on English Language Learners in substitution of a course above must request formal permission from the graduate certificate program faculty. Only one substitution request will be accepted.	
2. An English Language Learners Education research project focusing on issues related to teaching and learning, curriculum, policy, counseling, or leadership as they pertain to understanding problems, issues, and potential solutions in ELL education. This requirement can be met through a student's doctoral research practicum requirement or through an independent study project arrangement with a faculty member. The project's topic must be preapproved by the certificate program faculty. The project must result in a paper with a minimum length of 25 pages with references.	

GRADUATE SPECIALIZATION IN K-12 ENGLISH AS A SECOND LANGUAGE

The Graduate Specialization in K-12 English as a Second Language, which is administered by the Department of Teacher Education in the College of Education, is designed for students who aspire to become endorsed to teach English as a Second Language at the elementary and/or secondary level in a K-12 setting.

Admission

Students must be currently enrolled in the Master of Arts degree in Teaching and Curriculum, the Master of Arts degree in Education, or the Master of Arts degree in Special Education at Michigan State University and must complete the Intent to Enroll form on the program Web site. With the approval of the department and college that administers the student's degree program, the courses that are used to satisfy the graduate specialization may also be used to satisfy the requirements for the master's degree. The planned program of courses meets the content knowledge requirements set for by the Michigan Department of Education for the K-12 Endorsement in English as a Second Language (NS).

COLLEGE OF EDUCATION

Requirements for the Graduate Specialization in K-12 English as a Second Language

	CREDITS
Students must complete 23 credits from the following:	
1. All of the following courses (8 credits):	
LLT 846 English Structures and Functions	3
TE 892 ESL/FL Classroom Practices: K-12 Literacy Instruction	3
TE 896 ESL/FL Practicum: K-12	2
2. One of the following courses (3 credits):	
TE 845 Language Diversity and Literacy Instruction and Assessment	3
TE 846 Accommodating Differences in Literacy Learners	3
3. One of the following courses (3 credits):	
Elementary Certified Students	
TE 843 Secondary Reading Assessment and Instruction	3
Secondary Certified Students	
TE 842 Elementary Reading Assessment and Instruction	3
Michigan Department of Education (MDE) requires whenever teachers add a K-12 endorsement, they must have reading course work for both levels of certification - elementary and secondary. It is assumed, to be in compliance with MDE standards for initial certification, that an elementary certified teacher has already had course work related to elementary reading and, likewise, secondary certified teachers have already had a course in cross-content secondary reading. To earn the K-12 endorsement, teachers need to add the reading course that would extend their certification to include the other level.	
4. One of the following courses (3 credits):	
FLT 807 Foreign Language Teaching Methods	3
LLT 807 Language Teaching Methods	3
5. One of the following courses (3 credits):	
FLT 808 Assessment for Foreign Language Teaching	3
LLT 808 Assessment for Language Teaching and Research	3
6. One of the following courses (3 credits):	
FLT 860 Foreign Language Acquisition	3
LLT 860 Second Language Acquisition	3

GRADUATE SPECIALIZATION IN LANGUAGE AND LITERACY EDUCATION

The Graduate Specialization in Language and Literacy Education, which is administered by the Department of Teacher Education, is designed for students who aspire to be scholars, curriculum developers, and policy leaders in literacy at school, district, state, national, and international levels. The specialization focuses on literacy theory, research, and education. It is for students who wish to address issues of language and literacy development, literacy use, literacy instruction, literacy contexts of social, cultural, and linguistic differences, and the possibilities of transforming how people read and take action in their worlds.

The graduate specialization is available as an elective to students who are enrolled in the Doctor of Philosophy degree in Educational Psychology and Educational Technology, the Doctor of Philosophy degree in Curriculum, Instruction and Teacher Education or the Doctor of Philosophy degree in Special Education. Students must complete the Intent to Enroll form on the program Web site. Students must meet the requirements of the specialization specified below, in addition to the requirements for the Doctor of Philosophy degree in Educational Psychology and Educational Technology or the Doctor of Philosophy degree in Curriculum, Instruction and Teacher Education or the Doctor of Philosophy degree in Special Education. With the approval of the department and college that administers the student's degree program, the courses that are used to satisfy the specialization may also be used to satisfy the requirements for the doctoral degree.

For further information visit the Language and Literacy Web site at: <http://education.msu.edu/academics/graduate-specializations-certificates/>.

Requirements for the Graduate Specialization in Language and Literacy Education

	CREDITS
1. All of the following courses (9 credits):	
CEP 930 Educational Inquiry	3
TE 946 Current Perspectives in Literacy Research and Instruction	3
TE 931 Introduction to Qualitative Methods in Educational Research	3
2. One advanced inquiry/research course related to the student's field of interest	3
3. Four of the following courses (12 credits):	
CEP 912 Reading Comprehension: Research and Theory	3
CEP 915 Literacy in Sociocultural Context	3
CEP 941 Academic Issues in Special Education for At-Risk Students	3
CEP 980 Writing, Research and Theory	3
CEP 981 Research on Literacy and Technology	3
TE 904 ELL/ESL Research and Practice: K-12	3
TE 944 Seminar in English Education	3
TE 945 Current Issues in Children's and Adolescent Literature	3
TE 958 History of Literacy Research and Instruction	3
TE 959 Acquisition and Development of Language and Literacy	3
TE 994 Laboratory and Field Experience in Curriculum Instruction and Teacher Education	3
4. One of the following research practicums (1 to 3 credits):	
CEP 995 Practicum in Research Design and Data Analysis	1 to 3
TE 995 Research Practicum in Curriculum, Instruction and Teacher Education	1 to 3
The practicum should be focused on a problem in language and literacy education.	

GRADUATE SPECIALIZATION IN LITERACY AND LANGUAGE INSTRUCTION

The Graduate Specialization in Literacy and Language Instruction, which is administered by the Department of Teacher Education in the College of Education, is designed for students who aspire to develop strong expertise in literacy and language instruction. The specialization is available only online.

The specialization is available as an elective to students who are enrolled in master's degree programs in the College of Education at Michigan State University. Students must complete the Intent to Enroll form on the program Web site. With the approval of the department and college that administers the student's degree program, the courses that are used to satisfy the specialization may also be used to satisfy the requirements for the master's degree.

Requirements for the Graduate Specialization in Literacy and Language Instruction

	CREDITS
Students must complete the following (21 credits):	
1. All of the following courses (18 credits):	
TE 807 Professional Development and Inquiry	3
TE 845 Language Diversity and Literacy Instruction and Assessment	3
TE 848 Writing Assessment and Instruction	3
TE 849 Methods and Materials for Teaching Children's and Adolescent Literature	3
TE 853 Assessing and Responding to Literacy Learning Difficulties I	3

COLLEGE OF EDUCATION

TE 873 Literacy Leadership	3
2. One of the following courses (3 credits):	
TE 842 Elementary Reading Assessment and Instruction	3
TE 843 Secondary Reading Assessment and Instruction	3

GRADUATE CERTIFICATE IN QUALITATIVE RESEARCH METHODS

The Graduate Certificate in Qualitative Research Methods is designed for doctoral students enrolled in College of Education doctoral programs. It focuses on enhancing doctoral students' theoretical and practical preparation and expertise in conceiving, designing, conducting, analyzing, and reporting qualitative research studies as well as preparing them to teach both introductory and advanced courses in qualitative research methods when assuming faculty positions elsewhere.

Admission

Students must be currently enrolled in a doctoral program in the College of Education at Michigan State University and must complete the Intent to Enroll form on the program Web site.

Requirements for the Graduate Certificate in Qualitative Research Methods

	CREDITS
Students must complete 12 credits from the following:	
1. The following course (3 credits):	
TE 931 Introduction to Qualitative Methods in Educational Research	3
2. At least three of the following courses (9 credits):	
HST 803 Seminar in Methodology of Historical Research	3
SOC 985 Qualitative Field Research	3
TE 938 Qualitative Data Analysis	3
TE 939A Special Topics in Advanced Qualitative Methodology	3
TE 939B Advanced Qualitative Methods: Critical Ethnography	3
TE 939C Advanced Qualitative Methods: Discourse Analysis	3
TE 939D Advanced Qualitative Methods: Case Studies	3
TE 939E Advanced Qualitative Methods: Humanities Oriented Research	3
TE 939F Advanced Qualitative Methods: Phenomenology	3
TE 939G Advanced Qualitative Methods: Humanizing Research: Decolonizing Qualitative Inquiry	3
WRA 870 Research Methodologies in Rhetoric and Writing	3

GRADUATE CERTIFICATE IN SCIENCE EDUCATION

The Graduate Certificate in Science Education, which is administered by the Department of Teacher Education in the College of Education, is designed for doctoral students who are interested in developing expertise in science education across and within a range of theoretical and methodological perspectives. Cognition, sociocultural, and feminist-critical perspectives along with both qualitative and quantitative methodologies are studied.

Persons who hold degrees in a wide range of disciplines may apply for admission to the certificate program. Applicants without sufficient science or science education background will be required to complete collateral course work or demonstrate proficiency through other means. Collateral course work will not count towards the certificate program. Review of applicants focuses on their study and experience in science

and education, on the compatibility between their professional goals and the certificate program, and the potential for successful advanced degree work.

With approval of the College of Education, the certificate is available as an elective to any student who is enrolled in a Doctor of Philosophy degree program in the College of Agriculture and Natural Resources, College of Natural Science, or the College of Education. Students must complete the Intent to Enroll form on the program Web site. Students must meet the requirements of the certificate specified below, in addition to the requirements for the student's Doctor of Philosophy degree program.

Requirements for the Graduate Certificate in Science Education

	CREDITS
1. Both of the following courses (9 credits):	
TE 936 Topics in Research on Teaching and Learning Science	6
TE 937 Topics in Social, Historical, Philosophical Foundations of Science Education	3
Students will enroll in two 3-credit enrollments for Teacher Education 936.	
2. Students must complete a project under the supervision of a Teacher Education science education faculty member. College of Education students may fulfill the project requirement through a science education-focused research practicum by enrolling in Teacher Education 995 for 1 to 3 credits. Students outside the College of Education can meet this requirement by enrolling in a 1-credit section of Teacher Education 990 Independent Study experience with a Teacher Education faculty member.	

GRADUATE CERTIFICATE IN TEACHER LEADERSHIP

The Graduate Certificate in Teacher Leadership prepares well-qualified teacher leaders for Michigan and beyond by providing relevant, online programming options for educators interested in building expertise in teacher leadership. Students who successfully complete the certificate will qualify for a Michigan Advanced Professional Education Certificate from the Michigan Department of Education. The certificate is available only online and is available to graduate students at Michigan State University. Student who wish to complete the certificate must complete the Intent to Enroll form on the program Web site.

Requirements for the Graduate Certificate in Teacher Leadership

	CREDITS
Students must complete 12 credits from all the following:	
EAD 822 Engaging Diverse Students and Families	3
EAD 824 Leading Teacher Learning	3
TE 808 Inquiry into Classroom Teaching and Learning	3
TE 812 Teacher Leadership in Practice	3