



# College of EDUCATION

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Michigan State University's College of Education, [www.educ.msu.edu](http://www.educ.msu.edu), is one of the nation's top schools for pursuing or advancing a career as a teacher, counselor, coach, athletic trainer, administrator, researcher, professor or policy-maker. From its innovative, five-year teacher preparation program to its renowned faculty to its online masters programs and highly ranked graduate programs, the college serves as a model for other programs of professional education throughout the country and as a leader at the international level. Our research and development projects reach around the world. Some, like our Confucius Institute, which prepares and offers instruction in Chinese language in an online format, and the U.S. China Center on Educational Excellence, which develops and disseminates effective models of education integrating the strengths of Eastern and Western educational practices, bring the world to Michigan State University.

Improving educational opportunities and equity for K-12 children has been a long-standing priority of the college. Committed to a mission of leadership, scholarship and service in education, faculty prepare professionals for leadership roles in education, seek to understand, reform and improve education and examine issues of education across the lifespan. The teacher preparation program, which coordinates undergraduate and post-baccalaureate work, develops both content and pedagogical knowledge for teachers. Field studies and internships integrate work in Michigan and Chicago Public K-12 schools with course work on campus. Students choose from the following areas: elementary education, kinesiology, special education, and secondary education – with many choices for teaching majors and minors. The college also offers two bachelor's degree programs in kinesiology that prepare

professionals for careers in athletic training, coaching, health and wellness promotion, community physical education, fitness leadership and physical therapy. Graduate programs provide opportunities for advanced study and research in education, and foster the insight and skill critical to confronting challenges facing education, including issues of health and wellness. The college offers 10 Doctor of Philosophy degrees, three education specialist programs, and 14 master's degree programs, including three of which are online master's programs. The College also offers a Master of Science and a Doctor of Philosophy degree program in Math Education that are offered in collaboration with the College of Natural Science.

The college is widely known for its research on teaching and learning. Michigan State University serves as the lead institution in an international study, known as Teacher Education and Development Study in Mathematics, or TEDS-M. By comparing how elementary and middle school math teachers are prepared in 19 countries, the project is expected to contribute important information about the role of teachers' preparation. This follows previous international comparisons of students' achievement in mathematics. Meanwhile, there are more than a dozen centers and institutes within the college conducting research in various areas. They include the Literacy Achievement Research Center, which studies literacy development strategies through more than 30 individual projects; the Institute for the Study of Youth Sports (ISYS), which researches the benefits and detriments of athletic participation; the Center for Physical Activity and Health which studies the effect of physical activity on human health and helps educational organizations develop policies to promote physical activity behavior; and the Education Policy Center, which engages in educational research that helps inform key policy and decision-makers at the state, national, and international levels.

**EDUCATION**  
**Undergraduate Programs**

**UNDERGRADUATE PROGRAMS**

The College of Education offers four bachelor's degree programs: the Bachelor of Science degree in Athletic Training, the Bachelor of Arts degree in 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 education, the *Department of Kinesiology* for the major in Kinesiology, and the *Department of Counseling, Educational Psychology and Special Education* for the major in special education.

The college offers prospective teachers who declare a commitment to teaching in urban schools opportunities to be admitted to the Urban Educators Cohort Program as freshmen. The college also offers prospective teachers with an interest in global education to be admitted to the Global Education Cohort program as freshmen. Students interested in these programs submit a supplemental application to the College of Education after being admitted to Michigan State University. See the College of Education Web site at [www.educ.msu.edu](http://www.educ.msu.edu) for details.

**Honors Study**

The College of Education encourages honor students to develop rich and distinctive programs of study. Each Honors College member is assigned to a special advisor who has the responsibility to help the student plan a balanced and rigorous course of study. Such a program will ordinarily include Honors Options in professional education courses. Students are also encouraged, when appropriate, to enroll in graduate seminars, to work on research projects with faculty in the College, to take full advantage of honors courses offered outside of the College of Education, and to observe and participate in public school classrooms.

**MINOR IN EDUCATIONAL STUDIES**

The Minor in Educational Studies, 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 Degree in 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. At least 12 unique credits counted towards the requirements for a student's minor must not be used to fulfill the requirements for that student's major.

Students who plan to complete the requirements for the minor should consult an undergraduate academic advisor in the College of Education.

**Requirements for the Minor in Educational Studies**

	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 260 Dynamics of Personal Adjustment . . . . .	3
CEP 261 Substance Abuse . . . . .	3
CEP 370 Educating Students with Special Needs . . . . .	3
CEP 371 Fundamentals of Conflict and Conflict Resolution in Educational Settings . . . . .	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
EAD 362 Student Culture and Higher Education . . . . .	3
EAD 363 Diversity and Higher 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**

Disciplinary majors in education, kinesiology, and special education leading to bachelor's degrees in the College of Education are available for teacher certification.

Students who elect a disciplinary major must contact the *Department of Teacher Education* for the major in education, the *Department of Kinesiology* for the major in kinesiology, 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 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 foster development of the insight and skill needed to deal with the many challenges that confront the education profession today.

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

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

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

Students who are enrolled in Master of Arts, Educational Specialist and Doctor of Philosophy degree programs in the Department of Counseling, Educational Psychology and Special Education and in Master of Science and Doctor of Philosophy degree programs in the Department of Kinesiology may elect specializations in Infancy and Early Childhood. For additional

information, refer to the statement on *Interdepartmental Graduate Specializations in Infancy and Early Childhood* in the *College of Social Science* section of this catalog.

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

### **Master of Arts and Master of Science**

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

- College of Education
  - education (M.A.)
  - literacy instruction (M.A.)
  - mathematics education (M.S.)
- Department of Counseling, Educational Psychology and Special Education
  - counseling (M.A.)
  - educational technology (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
  - kinesiology (M.S.)
- Department of Teacher Education
  - teaching and curriculum (M.A.)

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

### **Admission**

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

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

### **Requirements for the Degree**

A tentative program of 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, he or she becomes ineligible to continue work toward the master's degree in the college.

### **Educational Specialist**

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

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

- Department of Counseling, Educational Psychology and Special Education
  - school psychology
- Department of Educational Administration
  - K–12 educational administration
- Department of Teacher Education
  - curriculum, instruction, and teacher education

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. Scores for the Graduate Record Examination General Test<sup>1</sup> are required at the time the application for admission to an educational specialist program is submitted. This examination must have been taken no longer than five years prior to the appli-

## EDUCATION

### Graduate Study

ation for admission. At the discretion of the department, applicants may be admitted on a provisional basis pending the required Graduate Record Examination (GRE) General Test scores. Students thus admitted on a provisional basis must take the Graduate Record Examination General Test within a specified time period after enrollment in order to be considered for admission to regular status.

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

### Requirements for the Degree

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

The sequence of studies for each student pursuing the Educational Specialist degree is planned by the designated 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).

### Transfer Credits

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

### Time Limit

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

### Doctor of Philosophy

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

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

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

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

### Admission

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

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

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

### Requirements for the Degree

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

All doctoral candidates in the college are required to have basic knowledge in at least four of the following areas of general professional education: (1) administration; (2) curriculum; (3) psycho-

logical foundations; (4) research and evaluation methods; (5) social, philosophical, and historical foundations; (6) motor development and motor learning; (7) biological foundations; (8) ethical considerations; (9) issues of diversity in education. The specific areas selected shall be determined by the student's guidance committee in consultation with the student.

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

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

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

## **EDUCATION**

### **Master of Arts**

The Master of Arts degree in Education is designed for experienced educators who are interested in enhancing their professional practice through on-line study of advanced professional knowledge related to teaching, learning, and leadership in K-12 schools. Through elective sequences of learning opportunities, students will develop one or two concentrations that focus on selected areas such as special education, technology and learning, school leadership, literacy education, and science and mathematics education. The program provides optimum flexibility for students who wish to engage in inquiry and learning that will contribute to exemplary educational practice.

The requirements for the program must be completed within five years. In addition to meeting the requirements of the university and of the College of Education, students must meet all requirements specified below with 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 on-line format of the program. In this statement, applicants must specify their interest in at least one area of concentration and address their personal and professional strengths that support their ability to engage in on-line learning.

### **Requirements for the Master of Arts Degree in Education**

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

1. Completion of 9 credits of core requirements in educational autobiography and inquiry, issues in educational practice, and a capstone-synthesis course. A list of available courses can be obtained from the student's academic advisor.
2. Completion of a minimum of 9 credits in an area of concentration selected from such fields of study as special education,

technology and learning, school leadership, literacy education, and science and mathematics education.

3. Completion of a minimum of 9 additional credits in a second area of concentration or in areas approved by the student's academic advisor.
4. A minimum of 3 credits in electives approved by the student's academic advisor.
5. Successful completion and exhibition of an on-line portfolio.

## **EDUCATIONAL POLICY**

### **Doctor of Philosophy**

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

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.

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

### **Requirements for the Doctor of Philosophy Degree in Educational Policy**

Students must complete the requirements specified below:

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

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ED	976	Capstone in Educational Policy Analysis and Evaluation	3	
5.		Dissertation		24
		One of the following courses:		
EAD	999	Doctoral Dissertation Research		
TE	999	Doctoral Dissertation Research		

**LITERACY INSTRUCTION**

**Master of Arts**

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

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

The program is available with two emphasis areas:

The **K-12** emphasis focuses primarily on literacy instruction across the K-12 grades and includes opportunities to qualify for the reading specialist (BR) or one of two reading (BT) endorsements. The content of this emphasis meets the guidelines set forth by the Professional Standards and Ethics Committee of the International Reading Association and the Professional Standards Committee of the Michigan Reading Association, and the Guidelines for University Programs for Training Reading Specialists developed by the Michigan Department of Education. Upon completion of the requirements for the program, a student who holds a State of Michigan elementary teaching certificate can be recommended by the college for the elementary reading (BT) endorsement, and the student who holds a State of Michigan secondary certificate can be recommended by the college for the secondary reading (BT) endorsement. Students who wish to be recommended for the state's K-12 reading specialist (BR) endorsement must select the *Reading Specialist* area of concentration under item 4. below. Students who wish to be recommended for one of the state's BT endorsements can select one of the other areas of concentration under item 4. below.

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

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

**Admission**

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

For students who select the **Middle/Secondary English Language Arts** emphasis area: applicants must have a baccalaure-

ate degree in English or a related field and be certified in the teaching of English language arts (7-12) or have equivalent experience. Applicants must also submit a writing sample that reflects aptitude for critical and scholarly writing and three letters of recommendation that address both their academic and professional potential.

**Requirements for the Master of Arts Degree in Literacy Instruction**

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

CREDITS

**K-12**

<b>1. Foundations of Literacy Instruction</b>				
Both of the following courses (6 credits):				
TE	840	Proseminar I: Historical Bases for Literacy Instruction		3
TE	841	Proseminar II: Psychological Bases for Literacy Instruction		3
<b>2. Educational Foundations</b>				
One of the following courses (3 credits):				
CEP	452	Students with Disabilities in the Regular Classroom		3
CEP	800	Psychology of Learning in School and Other Settings		3
CEP	801	Psychological Development: Learner Differences and Commonalities		3
EAD	853B	Schools, Families and Communities		3
TE	810	History of American Education		3
TE	811	Philosophical Inquiry and Contemporary Issues in Education		3
TE	812	Sociological Inquiry into Education		3
TE	815	Comparative Analysis of Educational Practice		3
TE	816	Education in Transition		3
TE	820	Power and Pluralism in School Practice		3
TE	821	Race and Educational Policy in the United States		3
TE	822	Issues of Culture in Classrooms and Curriculum		3
TE	823	Learning Communities and Equity		3
Students who have completed Teacher Education 801 or 803 in the College of Education's Internship Year Studies program may use either course to count towards this requirement.				
<b>3. Literacy Instructional Methodology</b>				
All of the following courses (15 credits):				
TE	842	Advanced Methods of Elementary School Reading		3
TE	843	Reading, Writing and Reasoning in Secondary School Subjects		3
TE	844	Classroom Literacy Assessment		3
TE	847	Methods for Teaching Language Arts		3
TE	849	Methods and Materials for Teaching Children's and Adolescent Literature		3
<b>4. Areas of Concentration</b>				
6 to 9 credits selected from one of the following areas:				
<b>Reading Specialist</b>				
TE	853	Corrective and Remedial Literacy Instruction in the Classroom		3
TE	854	Clinical Literacy Instruction		3
TE	873	Literacy Leadership		3
<b>Writing Instruction</b>				
TE	835	Theory and Research on the Teaching of Writing		3
TE	848	Methods of Writing Instruction		3
<b>Early Literacy Foundations and Development</b>				
TE	845	Language Diversity and Literacy Instruction		3
TE	851	Literacy for the Young Child in Home and School		3
<b>Children's and Adolescent Literature</b>				
TE	836	Awards and Classics of Children's Literature		3
TE	849	Methods and Materials for Teaching Children's and Adolescent Literature		3
TE	850	Critical Reading for Children and Adolescents		3
<b>English as a Second Language</b>				
LLT	807	Methods of Teaching English to Speakers of Other Languages		3
LLT	808	Studies in Teaching English to Speakers of Other Languages		3
<b>Technology</b>				
CEP	810	Teaching for Understanding with Computers		3
CEP	811	Adapting Innovative Technologies to Education		3
CEP	812	Applying Instructional Technology to Problems of Practice		3
Students who have completed Teacher Education 802 and 804 in the College of Education's Internship Year Studies program may count both courses as their area of concentration, unless they are seeking the Michigan Reading Specialist Certificate, in which case they must com-				

- plete the Reading Specialist area of concentration requirements listed above.
5. Three additional credits of electives as approved by the student's academic advisor.
  6. Completion of a final examination or evaluation.

**MIDDLE/SECONDARY ENGLISH LANGUAGE ARTS**

CREDITS

1. <b>Core Requirement.</b> Both of the following courses (6 credits):		
ENG 872	Methods of Research into Language Learning and Literacy . . . . .	3
TE 837	Issues and Trends in English Education . . . . .	3
2. <b>Language, Literacy, and Pedagogy.</b> One course from each of the following four areas (12 credits):		
<b>Approaches and Issues in the English Language</b>		
ENG 845	Approaches to the English Language . . . . .	3
ENG 848	Analysis of English Discourse . . . . .	3
ENG 861	Advanced Studies in Second Language Acquisition . . . . .	3
ENG 991A	Topics in English Language Studies . . . . .	3
LLT 461	Second Language Acquisition . . . . .	3
LLT 807	Methods of Teaching English to Speakers of Other Languages . . . . .	3
TE 845	Language Diversity and Literacy Instruction . . . . .	3
Students who have completed TE 804 in the College of Education's Internship Years Studies program may use it as the choice in this area.		
<b>Approaches and Issues in the Teaching of Literature</b>		
ENG 862	Approaches to the Teaching of Literature . . . . .	3
TE 849	Methods and Materials for Teaching Children's and Adolescent Literature . . . . .	3
TE 850	Critical Reading for Children and Adolescents . . . . .	3
<b>Approaches and Issues in Reading</b>		
ENG 875	The Teaching of English Language and Literature: Reading Theory . . . . .	3
TE 843	Reading, Writing, and Reasoning in Secondary School Subjects . . . . .	3
<b>Theory and Research in the Teaching of Writing</b>		
ENG 876	Composition Studies: Issues, Theory, and Research . . . . .	3
TE 835	Theory and Research on the Teaching of Writing . . . . .	3
TE 848	Methods of Writing Instruction . . . . .	3
3. <b>Language Requirement</b>		
The language requirement may be satisfied through demonstration of second-year proficiency in a second language, including American Sign Language, or by completing two of the following courses. Only one course will count toward the degree.		
ENG 861	Advanced Studies in Second Language Acquisition . . . . .	3
ENG 991A	Topics in English Language Studies . . . . .	3
LLT 461	Second Language Acquisition . . . . .	3
LLT 807	Methods of Teaching English to Speakers of Other Languages . . . . .	3
4. <b>Foundations for Teaching and the Profession</b>		
One of the following courses or an approved substitution (3 credits):		
TE 810	History of American Education . . . . .	3
TE 811	Philosophical Inquiry and Contemporary Issues in Education . . . . .	3
TE 812	Sociological Inquiry into Education . . . . .	3
TE 815	Comparative Analysis of Educational Practice . . . . .	3
TE 820	Power and Pluralism in School Practice . . . . .	3
TE 821	Race and Educational Policy in the United States . . . . .	3
TE 822	Issues of Culture in Classroom and Curriculum . . . . .	3
TE 823	Learning Communities and Equity . . . . .	3
Students who have completed Teacher Education 803 in the College of Education's Internship Year Studies program may use this course as the choice in this area.		
5. <b>Electives.</b>		
Additional credits of electives, up to 12 credits, are needed to reach 33 credits. These can be selected from among appropriate graduate courses in teacher education; English; counseling, educational psychology and special education; linguistics, or other appropriate courses that support the professional and academic development of the student as a teacher of English Language Arts. Students who have completed Teacher Education 802 in the College of Education's Internship Year Studies program may use this course towards these electives.		
6. <b>Portfolio.</b>		
A portfolio developed over time must be acceptable to the student's guidance committee. The purpose of the portfolio as a certifying examination are (1) to demonstrate an advanced understanding of and ability in practices in the teaching of English, and (2) to enable the student to articulate a coherent understanding of the major issues in English education. The portfolio requirement includes (1) documentation of expertise in an area of English pedagogy, through videotapes of classroom teaching or classroom artifacts that demonstrate competence as a teacher of English, accompanied by a reflective essay that provides evidence of how the student's studies have affected this practice and his/her understanding of this practice, and (2) a reflective essay based on a prompt that requires the student to write a position paper theorizing an important issue in the field and connecting research, theory, and practice. The submission of an acceptable portfolio satisfies the University requirement of a final examination or evaluation.		

# DEPARTMENT of COUNSELING, EDUCATIONAL PSYCHOLOGY and SPECIAL EDUCATION

*Richard S. Prawat, Chairperson*

## UNDERGRADUATE PROGRAM

The department offers a Bachelor of Arts degree program with a major in special education. This program is designed for students who plan to be certified as both a K-12 special education teacher and an elementary teacher. The program combines **preprofessional** preparation in one of the two areas of special education and in elementary education. Upon satisfactory completion of the requirements for the Bachelor of Arts degree with a major in special education, the bachelor's degree is granted. However, in order for Michigan State University to recommend a person for an elementary teaching certificate with an endorsement in special education, that person must also complete the requirements for the Teacher Certification Internship Year Studies program described in the section on *TEACHER CERTIFICATION* in the *Department of Teacher Education* section of this catalog.

Application for admission to the Deaf Education area of emphasis is completed during fall of the sophomore year. The application must include a letter of application, a letter of reference, and an interview with a designated deaf education faculty member. Students completing the deaf education area of emphasis will be prepared to work with all K-12 students who are deaf or hard-of-hearing. The emphasis offers three areas of concentration: auditory/oral, bilingual; or consulting teacher. These concentrations include course work and practica at the undergraduate and internship level and have been designed to meet the instructional needs of students who are deaf or hard-of-hearing and rely primarily upon spoken English for instruction; bilingual and rely primarily upon American Sign Language and written English for instruction; or consulting teacher who are primarily educated within a general education classroom and supported by a deaf education teacher. Students are encouraged to visit the program Web site at [www.educ.msu.edu/deafed](http://www.educ.msu.edu/deafed) for additional information and advising information.

## 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 Integrative Studies in Social, Behavioral and Economic Science 220 referenced in item 2. b. (6) below may also satisfy a portion of the University Integrative Studies requirements in the Social, Behavioral, and Economic Sciences. The completion of Integrative Studies in Arts and Humanities 241A, IAH 241C, or IAH 241E referenced in item 2. b. (7) below may also satisfy a portion of the University Integrative Studies requirements in the Arts and Humanities.
  - The completion of Mathematics 201 referenced in item 2. b. (1) below may also satisfy the University mathematics requirement.
  - The University's Tier II writing requirement for the Special Education major is met by completing one course as specified below:
    - Deaf education area of emphasis: Counseling, Educational Psychology and Special Education 430 with a minimum grade of 2.0. That course is referenced in item 2. d. (1) below.
    - Learning disabilities area of emphasis: Counseling, Educational Psychology and Special Education 301. That course is referenced in item 2. d. (2) below.

## EDUCATION

### Department of Counseling, Educational Psychology and Special Education

2. The following requirements for the major:
- Professional Education Courses** (21 credits):  
All of the following courses:
 

CEP 240	Diverse Learners in Multicultural Perspective	3
TE 150	Reflections on Learning	3
TE 301	Learners and Learning in Context - Elementary (W)	4
TE 401	Teaching of Subject Matter to Diverse Learners - Elementary	5
TE 402	Crafting Teaching Practice - Elementary (W)	6
  - Planned Program for Elementary Education for Special Education Majors** (15 credits):  
For the requirements for the Language Arts Integrated Teaching major, refer to the section "MSU Subject Matter Teaching Majors for Teacher Preparation and Certification: MSU Integrated Teaching Majors for Elementary Teacher Certification" in the *TEACHER CERTIFICATION* section of this catalog.
    - Both of the following mathematics courses (6 credits):
 

MTH 201	Elementary Mathematics for Teachers I	3
MTH 202	Elementary Mathematics for Teachers II	3
    - The following course in children's literature (3 credits):
 

TE 348	Reading and Responding to Children's Literature	3
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This course meets the Children's Literature requirement for the Language Arts Integrated Teaching Major.
    - The following course on language acquisition and development (3 credits):
 

CSD 333	Oral Language Development	3
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This course is also required in the Deaf Education and Learning Disabilities Emphasis Areas. Students in the Deaf Education and Learning Disabilities Emphasis Areas will count these credits in emphasis area requirements.
    - The following course on science in the elementary schools (3 credits):
 

SME 301	Science for Elementary Schools	3
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    - The following geography course (3 credits):
 

GEO 204	World Regional Geography	3
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This course meets the geography requirement for the Social Studies Integrated Teaching Major.
    - The following history course or approved social science alternative (4 credits):
 

ISS 220	Time, Space and Change in Human Society (D)	4
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    - One of the following arts courses (4 credits):
 

IAH 241A	Creative Arts and Humanities: Music and Society in the Modern World (D)	4
IAH 241C	Creative Arts and Humanities: Cultural and Artistic Traditions of Europe	4
IAH 241E	Creative Arts and Humanities: The Creative Process	4
  - Language Arts Integrated Teaching Major** (36 to 41 credits)  
The Language Arts Integrated Teaching Major is designed to meet the Subject Matter Teaching Major/Minor requirement for the two Special Education Emphasis Areas (Deaf Education, and Learning Disabilities). One of the other Integrated Teaching Majors (Social Studies, General Science), or one of the approved disciplinary majors, or one of the approved disciplinary teaching minor combinations is also available for elementary teacher certification (with the appropriate endorsement), with the approval of the Department of Counseling, Educational Psychology, and Special Education Department.
  - One of the following two Areas of Emphasis (19 to 34 credits):
 **Deaf Education** (28 to 34 credits):
    - Both of the following courses (6 credits):
 

CEP 430	Introduction to Deaf Education (W)	3
CSD 333	Oral Language Development	3
    - All of the following Instruction-Based courses (13 credits):
 

CEP 431	Lesson Design and Instruction in Deaf Education	3
CEP 432	Language Assessment and Intervention in Deaf Education	3
CEP 433	Practicum Experience in Deaf Education	1
CEP 436	Seminar: Methods of Content Area Instruction in Deaf Education	1
CSD 444	Audiologic Rehabilitation	4
CSD 491	Topics in Communicative Sciences and Disorders	1
    - Both of the following courses (6 credits):
 

CEP 441A	American Sign Language I	3
CEP 441B	American Sign Language II	3

Students will be required to reach a specific level of signing proficiency on an independent evaluation such as the American Sign Language Proficiency Interview (ASLPI) or the Sign Language Proficiency Interview (SLPI) as indicated upon admission to the program.
    - At least one of the following concentrations:
 

*Auditory/Oral*  
The following course:

CEP 435	Oral Instruction in Deaf Education I	3
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*Bilingual*  
All of the following courses:

CEP 434	Structure of English and American Sign Language	3
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CEP 442A	American Sign Language III	3
CEP 442B	American Sign Language IV	3

Students will be required to reach a specific level of signing proficiency on an independent evaluation such as the American Sign Language Proficiency Interview (ASLPI) or the Sign Language Proficiency Interview (SLPI) as indicated upon admission to the program.

*Consulting Teacher*  
Both of the following courses:

CEP 435	Oral Instruction in Deaf Education I	3
CEP 442A	American Sign Language III	3

**Learning Disabilities** (19 credits):  
All of the following courses:

CEP 301	Introduction to Students With Mild Impairments (W)	3
CEP 449	Behavior Management in Special Education	3
CEP 451	Models of Special Education Administration and Services	3
CEP 452	Students with Disabilities in the Regular Classroom	3
CSD 333	Oral Language Development	3
PSY 101	Introductory Psychology	4

## TEACHER CERTIFICATION OPTION

The special education disciplinary major leading to the Bachelor of Arts degree is available for teacher certification. Students with a special education disciplinary major must complete the following pedagogy courses:

Students who are seeking both elementary teacher certification and K-12 endorsement in **Deaf Education** satisfy all of the pedagogy course requirements by completing Counseling, Educational Psychology and Special Education 240, 502C, 801A (Auditory/Oral and Consulting Teacher concentrations), 802C (Bilingual concentration), 803C (Auditory/Oral concentration), and 804C (Bilingual concentration) and Teacher Education 150, 301, 401, 402, and 501. In addition, students in the Consulting Teacher concentration select Counseling, Educational Psychology and Special Education 802C or 803C or 804C. [NOTE: Counseling, Educational Psychology and Special Education 502C, 801A, 802C, 803C, and 804C contain disciplinary content, as well as pedagogical content. Therefore, those courses are also counted toward the requirements for endorsement in the area of Deaf Education.] Students who completed Teacher Education 502, 801, 802, 803, and 804 and who are seeking endorsement in **Deaf Education** must complete Counseling, Educational Psychology and Special Education 502C, 801A, 802C, 803C, and 804C as specified by concentration.

Students who are seeking both elementary teacher certification and K-12 endorsement in **Learning Disabilities** satisfy all of the pedagogy course requirements by completing Counseling, Educational Psychology and Special Education 240, 502A, 801A, 802A, 803A, and 804A and Teacher Education 150, 301, 401, 402, and 501. [NOTE: Counseling, Educational Psychology and Special Education 502A, 801A, 802A, 803A, and 804A contain disciplinary content, as well as pedagogical content. Therefore, those courses are also counted toward the requirements for endorsement in the area of learning disabilities.] Students who completed Teacher Education 502, 801, 802, 803, and 804 and who are seeking endorsement in **Learning Disabilities** must complete Counseling, Educational Psychology and Special Education 502A, 801A, 802A, 803A, and 804A.

Students who elect the special education disciplinary major must contact the Department of Counseling, Educational Psychology and Special Education. For additional information, refer to the section on *TEACHER CERTIFICATION* in the *Department of Teacher Education* section of this catalog.



## GRADUATE STUDY

The department offers the graduate degree programs that are listed below:

### Master of Arts

counseling  
 educational technology  
 rehabilitation counseling  
 special education

### Educational Specialist

school psychology

### Doctor of Philosophy

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

Descriptions of the degree 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.

## COUNSELING

### Master of Arts

The master's degree program in counseling is designed to prepare students to become counselors in elementary or secondary schools, community colleges, or public or private community counseling offices. Through the selection of field placements and course work, the student develops a focus in school counseling, community counseling or both. Graduates with a Master of Arts degree in Counseling may qualify for endorsement or licensure as a school counselor and Licensed Professional Counselor (LPC) in the State of Michigan. Applicants should refer to the Program Handbook for information. The master's degree program in counseling is not intended to prepare students for licensure as psychologists in the State of Michigan.

The requirements for the program may be completed in two academic years (4 semesters) of full-time study. Most of the courses that are required for the program may be completed on a part-time basis during fall and spring semesters.

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 is required to submit both departmental and university application forms. At least one letter of recommendation must be submitted from a professor associated with the student's undergraduate program or previous graduate study. The applicant also must have the results of a recent Graduate Record Examination General Test submitted to the department. 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 and a statement of professional goals that is consistent with the objectives of the program.

### Requirements for the Master of Arts Degree in Counseling

The program is available only under Plan B (without thesis). The student must complete a total of 48 credits distributed as follows:

		CREDITS
1.	Counseling Core Courses. All of the following courses: . . . . .	39
	CEP 821 Measurement and Evaluation for Counseling and Development . . . . .	3
	CEP 860A Perspectives in Multicultural Counseling . . . . .	3
	CEP 861 Counseling Theory, Philosophy, and Ethics . . . . .	3
	CEP 862 Introduction to Individual and Group Counseling . . . . .	3
	CEP 863 Counseling and Consulting Models and Strategies . . . . .	3
	CEP 864 Career Counseling . . . . .	3
	CEP 865 Assessment and Research in Counseling . . . . .	3
	CEP 893C Counseling Internship . . . . .	12
	CEP 894C Counseling Practicum . . . . .	6
2.	Social and Cultural Foundations of Personality or Behavior. At least one 3-credit course at the 800-900 level approved by the student's academic advisor. . . . .	3
3.	Human Growth and Development. At least one 3-credit course at the 800-900 level approved by the student's academic advisor. . . . .	3
4.	At least one 3 credit course at the 800-900 level that involves counseling in elementary or secondary schools, community colleges, or community agencies. Students who intend to be School Counselors in K-12 schools must enroll in Counseling, Educational Psychology and Special Education (CEP) 866 <i>Psychoeducational Interventions for Children and Youth</i> . Students who intend to be community-based or community college counselors must enroll in CEP 866 or an approved elective. The student is responsible for arranging field placements that are subject to the approval of the student's academic advisor. The field placements must be in the student's focus area. A full-time field placement in a single semester or a half-time field placement in each of two semesters is required.	3

## EDUCATIONAL ASSESSMENT FOR K-12 PRACTITIONERS

The Graduate Certificate in Educational Assessment for K-12 Practitioners is designed for educators who desire to learn how to develop, administer, and use the educational assessments they oversee. The program will provide an understanding of the purpose, advantages, and challenges in using student assessments to guide and evaluate student learning.

### Admission

To be considered for admission into the Graduate Certificate in Educational Assessment for K-12 Practitioners, applicants must have completed a bachelor's degree. Previous exposure to statistics or measurement course work is not necessary. For additional information, refer to the *Admission* section in the *Graduate Education* section of this catalog.

### Requirements for the Graduate Certificate in Educational Assessment for K-12 Practitioners

		CREDITS
Students must complete 9 credits from the following courses:		
1.	Both of the following courses (6 credits): . . . . .	
	CEP 823 Overview of Balanced Assessment Systems . . . . .	3
	CEP 837 Analyzing, Using and Reporting Assessment Results . . . . .	3
2.	One of the following courses (3 credits): . . . . .	
	CEP 825 Educational Assessments and Testing Programs . . . . .	3
	CEP 830 Classroom-Based Assessment . . . . .	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 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.

**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 . . . . .	6
a. The following course:	
CEP 900 Proseminar in Learning, Technology, and Culture . . . . .	3
b. One of the following courses:	
CEP 901A Proseminar in Educational Psychology . . . . .	3
CEP 901B Proseminar in Educational Technology . . . . .	3
2. Educational Inquiry and Research . . . . .	12

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	
CEP 995 Practicum in Research Design and Data Analysis . . . . .	3	
3. Emphasis Area Courses. Three courses from one of the following emphasis areas chosen to provide breadth of understanding in educational issues . . . . .		9
a. Educational Psychology		
CEP 902 The Psychology of 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 907 Psychological Study of Teaching . . . . .	3	
CEP 910 Motivation and Learning . . . . .	3	
CEP 911 Intellectual History of Educational Psychology . . . . .	3	
CEP 912 Psychological and Cognitive Aspects of Literacy Learning . . . . .	3	
CEP 915 Literacy, Learning and Development in Sociocultural Context . . . . .	3	
CEP 957 Learning in Complex Domains . . . . .	3	
b. Educational Technology		
CEP 909 Cognition and Technology . . . . .	3	
CEP 915 Literacy, Learning and Development in Sociocultural Context . . . . .	3	
CEP 916 Technology and K-12 Education . . . . .	3	
CEP 917 Design of Media for Learning . . . . .	3	
CEP 951 Technology, Society, and Culture . . . . .	3	
CEP 952 Technology for Teaching and Learning in Higher Education . . . . .	3	
CEP 953 Teachers and Technology . . . . .	3	
CEP 956 Mind, Media, and Learning . . . . .	3	
4. Area of Concentration. At least five additional courses in the student's area of concentration. Students are encouraged to include some course work from outside the Department of Counseling, Educational Psychol- ogy 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. Satisfactory completion and defense of a doctoral dissertation.		

**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 faceto-face courses.

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

**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**

Students must complete all of the following courses (9 credits):			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.

An Educational Technology (NP) endorsement can be added to either an elementary or secondary certificate by completing the requirements for MSU's Master of Arts degree program in Educational Technology. For more information on the NP endorsement, visit [www.edutech.msu.edu](http://www.edutech.msu.edu).

**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.		

**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 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.

Persons are admitted to the program for fall and spring semesters.

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 must meet the requirements specified below:

			CREDITS
1.	Educational Inquiry and Research.		
	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
		CEP 995 Practicum in Research Design and Data Analysis . . . . .	3
2.	Proseminar. The following course:		
		CEP 900 Proseminar in Learning Technology and Culture . . . . .	3
3.	Measurement and Quantitative Methods Core. . . . .		20
	All of the following courses:		
		CEP 920 Construction of Psychoeducational Instruments . . . . .	3
		CEP 921 Psychometric Theory I . . . . .	3
		CEP 922 Psychometric Theory II . . . . .	3
		CEP 923 Item Response Theory . . . . .	3
		CEP 934 Multivariate Data Analysis I. . . . .	4
		CEP 935 Advanced Topics in Multivariate Data Analysis II . . . . .	4
4.	Selectives. Three of the following courses: . . . . .		10 to 12
		CEP 826 Evaluation of Educational Programs and Policies. . . . .	3
		CEP 936 Synthesis of Educational Research . . . . .	4
		CEP 937 Survey Research Methods in Education . . . . .	4
		CEP 939 Seminar in Educational Measurement . . . . .	3
		CEP 991B Special Topics in Educational Statistics . . . . .	4
5.	Cognate. Complete either a. or b.: . . . . .		6 to 9
	a.	Measurement: At least three additional 3-credit courses outside of measurement and quantitative methods, approved by the student's guidance committee.	
	b.	Statistics: One of the following set of courses:	
	(1)	STT 441 Probability and Statistics I: Probability. . . . .	3
		STT 442 Probability and Statistics II: Statistics . . . . .	3
	(2)	STT 861 Theory of Probability and Statistics I. . . . .	3
		STT 862 Theory of Probability and Statistics II . . . . .	3

**REHABILITATION COUNSELING**

**Master of Arts**

Rehabilitation counseling is a profession devoted to enhancing the quality of life of individuals who have physical, mental, or emotional disabilities. Rehabilitation counselors provide counseling and other coordinated services to such individuals in the public,

## EDUCATION

### Department of Counseling, Educational Psychology and Special Education

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 on Rehabilitation Education.

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 3.00 (B) or better in the last two years of undergraduate study;
2. Scores from the Graduate Record Examination General Test if the applicant's grade-point average is less than 3.00;
3. At least two letters of recommendation 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 54 credits distributed as follows:

	CREDITS
1. Counseling Core. All of the following courses: . . . . .	12
CEP 860A Perspectives in Multicultural Counseling. . . . .	3
CEP 861 Counseling Theory, Philosophy, and Ethics . . . . .	3
CEP 862 Introduction to Individual and Group Counseling . . . . .	3
CEP 864 Career Counseling . . . . .	3
2. Rehabilitation Counseling Core. All of the following courses: . . . . .	21
CEP 868 Medical Aspects of Disability. . . . .	3
CEP 869 Private Sector Rehabilitation . . . . .	3
CEP 870 Foundations of Rehabilitation Counseling. . . . .	3
CEP 871 Cognitive and Psychological Aspects of Disability . . . . .	3
CEP 872 Social and Environmental Aspects of Rehabilitation. . . . .	3
CEP 873 Employment Strategies for Individuals with Disabilities . . . . .	3
CEP 876 Professional Issues in Rehabilitation Counseling . . . . .	3
3. Research and Evaluation. All of the following courses: . . . . .	6
CEP 822 Approaches to Educational Research. . . . .	3
CEP 877 Vocational Assessment and Research in Rehabilitation . . . . .	3
4. Practicum and Internship. Both of the following courses: . . . . .	15
CEP 893A Rehabilitation Counseling Internship. . . . .	9
CEP 894A Rehabilitation Counseling Practicum . . . . .	6
Field placements must be approved by the department.	

## REHABILITATION COUNSELOR EDUCATION

### Doctor of Philosophy

The Doctor of Philosophy degree program with a major in rehabilitation counselor education is designed to prepare individuals for careers as university-level educators and researchers and as consultants. The program is designed to provide the specialized knowledge and skills needed to help individuals with physical, mental, or emotional disabilities to become fully integrated and productive participants of society.

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 rehabilitation counseling, a person must have:

1. A grade-point average of 3.30 or higher in master's degree course work in rehabilitation counseling or in a related field.
2. Strong letters of personal and professional recommendation regarding the applicant's academic capability and professional and personal qualifications, as judged by the faculty.
3. Relevant post-master's work experience in rehabilitation counseling, as judged by the faculty.
4. Professional goals and interests that are compatible with the objectives and philosophy of the program, as judged by the faculty.
5. Satisfactory scores on the Graduate Record Examination General Test, as judged by the faculty.

The applicant is required to submit both departmental and university application forms. Persons are admitted to the program only for fall semester. The deadline for submitted applications for admission is **January 15** of the year in which admission is sought.

Applicants to the Doctor of Philosophy degree program with a major in rehabilitation counselor education are expected to have completed a master's degree program in rehabilitation counseling accredited by the Council on Rehabilitation Education. Applicants with a master's degree in counseling, psychology, or another human service field would need to complete the core master's level courses in rehabilitation counseling **in addition** to the requirements for the degree. Students will be encouraged to enroll in new course content areas that were not addressed in their master's degree programs.

### Requirements for the Doctor of Philosophy Degree in Rehabilitation Counselor Education

The student must meet the requirements specified below.

	CREDITS
1. Educational Inquiry and Research. All of the following courses: . . . . .	17
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 968 Research Methods in Counseling and School Psychology . . . . .	3
CEP 995 Practicum in Research Design and Data Analysis . . . . .	1
2. Ethics and Professional Practice of Counseling. Both of the following courses: . . . . .	6
CEP 963 Ethics in Counseling and School Psychology . . . . .	3
CEP 969 Clinical Supervision in Counseling and School Psychology . . . . .	3
3. Rehabilitation Counseling Proseminars. All of the following courses: . . . . .	9
CEP 960 Theoretical Foundations of Counseling. . . . .	3
CEP 964 Practice and Profession of Rehabilitation Counseling . . . . .	3
CEP 965 Psychosocial Bases of Disability and Rehabilitation . . . . .	3
4. Professional Preparation Core. All of the following course: . . . . .	9
CEP 944A Rehabilitation counselor Pedagogy. . . . .	3
CEP 944B Teaching Practicum in Rehabilitation Counselor Education . . . . .	3

- CEP 944C Clinical Practice Practicum in Rehabilitation Counseling 3  
Learning and Development/Diversity. Two of the following courses: . . . 6  
CEP 860A Perspectives in Multicultural Counseling. . . . . 3  
CEP 903 Cognitive Development Across the Lifespan . . . . . 3  
CEP 905 Cultural Perspectives on Learning and Development. . . . 3
6. Elective Study. Two courses selected with the approval of the student's guidance committee.  
Students who wish to develop additional counseling experience, prior to enrollment in CEP 944C, may enroll in CEP 944D Clinical Supervision Practicum in Rehabilitation Counselor Education, as a 3 credit elective.

## **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 and at least 18 credits in psychology, 9 credits in educa-

tion, and a valid teacher's certificate in order to be considered for admission. A person with a master's degree in psychology or a related field may also apply for admission. 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.

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 3.00 (B) for the last two years of undergraduate work. A person with a master's degree must have a minimum grade-point average of 3.50 (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 December 1st for the following academic year.

### **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.

1. A minimum of 18 credits in courses in school psychology, excluding courses that involve clinical or field experiences, approved by the student's guidance committee.
2. A minimum of 6 credits in a supervised internship. Both the courses and the field placements must be approved by the student's guidance committee. To meet this requirement, the student must complete 1200 supervised clock hours, at least 600 of which must be completed in a school setting.
3. A minimum of 6 additional credits in courses in areas such as learning and development, or research and evaluation, approved by the student's guidance committee.
4. Additional credits as determined by the student's guidance committee.
5. Students who hold a Master of Arts degree with a major in school psychology may not be required to complete all of the requirements listed.

### **Doctor of Philosophy**

The Doctor of Philosophy degree program with a major in School Psychology is designed to prepare school psychologists who will become scientist-practitioners in school and university settings. The school psychology program has been accredited by the American Psychological Association (APA) and approved by the National Association of School Psychologists (NASP). 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, a person 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 with children, youth, and families is desirable.
2. A grade-point average of 3.00 or higher in the last two years of the bachelor's degree program.
3. A grade-point average of 3.50 or higher in courses taken at the master's degree level or beyond.
4. Professional goals and interests that are consistent with the objectives of the program, as judged by the faculty.
5. Strong personal recommendations, as judged by the faculty.
6. Satisfactory scores on the Graduate Record Examination General Test, as judged by the faculty.

## EDUCATION

### Department of Counseling, Educational Psychology and Special Education

The applicant must submit both departmental and university application forms. Persons are admitted to the program only for fall semester. The deadline for submitting applications for admission is December 1st for the following academic year.

### 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.

	CREDITS
1. <b>Educational Inquiry and Research.</b> All of the following courses: . . . . .	17 to 19
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 968 Research Methods in Counseling and School Psychology . . . . .	3
CEP 995 Practicum in Research Design and Data Analysis . . . . .	1 to 3
2. <b>Psychological Foundations:</b> . . . . .	13 or 14
a. The following course (4 credits): . . . . .	
PSY 805 History of Psychology . . . . .	4
b. One of the following courses (3 credits): . . . . .	
CEP 903 Cognitive Development across the Lifespan . . . . .	3
CEP 904 Social-Emotional Development across the Lifespan . . . . .	3
c. One of the following courses (3 or 4 credits): . . . . .	
PSY 811 Advanced Behavioral Neuroscience . . . . .	3
PSY 851 Neuropsychology . . . . .	4
PSY 852A Neuropsychological Assessment . . . . .	3
3. <b>Theoretical Foundations.</b> Both of the following courses: . . . . .	6
CEP 888 Theories of Child Psychotherapy . . . . .	3
CEP 963 Ethics in Counseling and School Psychology . . . . .	3
4. <b>School Psychology.</b> All of the following courses: . . . . .	36
a. CEP 880 Cognitive Assessment . . . . .	3
CEP 881 Social and Emotional Assessment and Intervention . . . . .	3
CEP 883 Psychology of Classroom Discipline . . . . .	3
CEP 884 Roles and Functions of School Psychologists . . . . .	3
CEP 885 Behavior Disorders in Children . . . . .	3
CEP 886 Psychological Assessment and Intervention I . . . . .	3
CEP 889 Consultation in School Psychology . . . . .	3
CEP 893K Practicum in School Psychology . . . . .	3
CEP 894K Internship in School Psychology . . . . .	3
CEP 993K Practicum in PhD School Psychology . . . . .	3
CEP 918 Theories of School-Based Psychological Interventions . . . . .	3
CEP 919 Current Research and Issues in School Psychology . . . . .	3
b. At least four electives approved by the student's guidance committee . . . . .	12
Students who hold an Educational Specialist or Master of Arts degree with a major in School Psychology may not be required to complete all of the courses listed.	
5. Internship. A field-based internship related to school psychology that must extend over a full calendar year and that must consist of at least 2,000 supervised clock hours of practice. Students fulfill this requirement by completing Counseling, Educational Psychology and Special Education 994K.	

## 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.

Persons who are interested in meeting the requirements for State of Michigan approval as a teacher of physical education for persons with disabilities, or as a teacher of preprimary impaired students, either in addition to or apart from earning a Master of Arts or Doctor of Philosophy degree in Special Education, should consult with an academic advisor to ensure that they complete the required courses.

## 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 three areas of emphasis: deaf education, emotional impairment, 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.

Deaf education candidates must schedule an interview with deaf education faculty.

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 3.00 or higher in all undergraduate and graduate courses.
2. A valid teaching certificate in elementary or secondary education or eligibility for admission to the teacher certification program.
3. For emotional impairment and learning disabilities candidates, experience working with children and youth with disabilities (e.g., in a school or camp program) that is acceptable to the faculty. Ideally, the experience should be related to the applicant's planned area of emphasis.
4. For deaf education candidates, experience working with children and youth who are deaf or hard-of-hearing (e.g. in a school or camp program) that is acceptable to the faculty.
5. Professional goals that are consistent with the objectives of the program.
6. Scores from either the Graduate Record Examination General Test or the Miller Analogies Test that are acceptable to the faculty.

Students who enter the master's degree program *without* 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 *one* of the following areas of emphasis: deaf education, emotional impairment, or learning disabilities. Upon completion of the requirements for teacher certification and the master's degree, the student will be recommended for a State of Michigan teaching certificate and endorsement in the area of emphasis. Refer to the statement on TEACHER CERTIFICATION in the *Department of Teacher Education* section of this catalog for additional requirements.

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 requirements for *one* of the following areas of emphasis: deaf education, emotional impairment, or learning disabilities. Upon completion of the requirements for the master's degree, the student will receive a recommendation for an additional State of Michigan endorsement in the area of emphasis.

## Requirements for the Master of Arts Degree in Special Education

In addition to a formal evaluation, the student must complete *one* of the following three areas of emphasis: deaf education, emotional impairment 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 under Plan B (without thesis).

### Deaf Education

Two programs in deaf education are available; deaf education or deaf education with a deaf education 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. Students are encouraged to visit the program Web site at [www.educ.msu.edu/deafed](http://www.educ.msu.edu/deafed) for additional information.

### Deaf Education – Master of Arts

Students must complete a minimum of 30 credits which includes 6 to 9 credits of approved transfer course work from the internship year and successfully complete a certifying examination. Students enter the program with teacher certification in elementary or secondary education and deaf education after completing MSU's deaf education teacher preparation program.

Students must complete one of the following emphases:

	CREDITS
<i>Mathematics/Science Emphasis:</i>	
1. All of the following courses:	
CEP 838 Psychosocial Development in Deaf and Hard of Hearing Individuals . . . . .	3
CEP 847 Advanced Studies in Deaf Education . . . . .	3 to 6
CEP 894I Special Education Practicum: Children and Youth in Deaf Education . . . . .	1 to 6
2. Nine credits of course work from MSU mathematics education or science education courses approved by the student's academic advisor.	
3. Three to six credits of elective course work approved by the student's academic advisor.	
<i>Parent/Infant Emphasis:</i>	
1. All of the following courses:	
CEP 838 Psychosocial Development in Deaf and Hard of Hearing Individuals . . . . .	3
CEP 847 Advanced Studies in Deaf Education . . . . .	3 to 6
CEP 894I Special Education Practicum: Children and Youth in Deaf Education . . . . .	1 to 6
2. Three credits of course work from the MSU School of Social Work approved by the student's academic advisor.	
3. Three credits of course work from the MSU Department of Communicative Sciences and Disorders approved by the student's academic advisor.	
4. Three to six credits of elective course work approved by the student's academic advisor.	
5. The following course:	
CEP 890 Independent Study . . . . .	3
<i>Deaf Education – Master of Arts with a Deaf Education Endorsement</i>	
Students must complete a minimum of 60 to 63 credits and successfully complete a certifying examination. Students enter the program with teacher certification in elementary or secondary education. The course of study includes a combination of one of the above emphasis areas, either Mathematics/Science or Parent/Infant and additional course work for the deaf education endorsement as determined and approved by the program faculty after consultation with the student.	
1. Complete one of the emphases above (Mathematics/Science or Parent/Infant).	
2. The following Foundation course:	
CEP 430 Introduction to Deaf Education (W) . . . . .	3
3. All of the following Instruction-Based courses:	
CEP 431 Lesson Design and Instruction in Deaf Education . . . . .	3
CEP 432 Language Assessment and Intervention in Deaf Education . . . . .	3
CEP 882 Seminar in Counseling, Educational Psychology and Special Education . . . . .	1
CEP 893D Special Education Internship: Teaching Deaf Children and Youth . . . . .	3
CEP 894I Special Education Practicum: Children and Youth in Deaf Education . . . . .	1 to 6
CSD 444 Audiologic Rehabilitation . . . . .	4
CSD 491 Topics in Communicative Sciences and Disorders . . . . .	1
4. All of the following American Sign Language courses:	
CEP 441A American Sign Language I . . . . .	3
CEP 441B American Sign Language II . . . . .	3
Students will be required to reach a specific level of signing proficiency on an independent evaluation such as the American Sign Language Proficiency Interview (ASLPI) or the Sign Language Proficiency Interview (SLPI) as indicated upon admission to the program.	
5. At least one of the following concentrations:	
<i>Auditory/Oral</i>	
All of the following courses:	
CEP 435 Oral Instruction in Deaf Education I . . . . .	3
CEP 801A Professional Role in Teaching Special Education: Collaboration and Consultation . . . . .	3
CEP 803C Oral Instruction in Deaf Education II . . . . .	3
<i>Bilingual</i>	
CEP 434 Structure of English and American Sign Language . . . . .	3
CEP 442A American Sign Language III . . . . .	3

CEP 442B American Sign Language IV . . . . .	3
CEP 802C Bilingual Instruction in Deaf Education . . . . .	3
CEP 804C Reflection and Inquiry in Teaching Special Education II: Deaf Education . . . . .	3

Students will be required to reach a specific level of signing proficiency on an independent evaluation such as the American Sign Language Proficiency Interview (ASLPI) or the Sign Language Proficiency Interview (SLPI) as indicated upon admission to the program.

### Consulting Teacher

All of the following courses:

CEP 435 Oral Instruction in Deaf Education I . . . . .	3
CEP 442A American Sign Language III . . . . .	3
CEP 801A Professional Role in Teaching Special Education: Collaboration and Consultation . . . . .	3

One of the following courses:

CEP 802C Bilingual Instruction in Deaf Education . . . . .	3
CEP 803C Oral Instruction in Deaf Education II . . . . .	3
CEP 804C Reflection and Inquiry in Teaching Special Education II: Deaf Education . . . . .	3

Students will be required to reach a specific level of signing proficiency on an independent evaluation such as the American Sign Language Proficiency Interview (ASLPI) or the Sign Language Proficiency Interview (SLPI) as indicated upon admission to the program.

### Emotional Impairment

The student who elects the emotional impairment area of emphasis must complete a total of 30 credits for the degree. A student who in the judgment of the faculty has not completed an appropriate course in exceptional children must complete such a course in addition to the courses that are listed below: an introductory course in classroom/behavior management and an introductory course in special education law/policy. A student who possesses a teaching certificate, but has no prior endorsement in special education will be required to complete 6 credits of CEP 893G in addition to 6 credits of CEP 894H. For these students the program will be 36 credits.

	CREDITS
1. All of the following courses:	
CEP 801A Professional Role in Teaching Special Education I: Collaboration and Consultation . . . . .	3
CEP 802A Reflection and Inquiry in Teaching Special Education I: Mild Impairment . . . . .	3
CEP 803A Professional Role in Teaching Special Education II: Assessment of Mild Impairment . . . . .	3
CEP 804A Reflection and Inquiry in Teaching Special Education II: Mild Impairment . . . . .	3
CEP 827 Classroom, School and Community Programs for Students with Emotional Impairments . . . . .	3
CEP 828 Behavior Analysis and Intervention for Students with Emotional Impairments . . . . .	3
CEP 829 Seminar in Emotional Impairment: Academic and Social Issues . . . . .	3
CEP 885 Behavior Disorders in Children . . . . .	3
CEP 893G Special Education Internship: Teaching Children with Emotional Impairments . . . . .	6
CEP 894H Special Education Practicum: Children and Youth with Emotional Impairments . . . . .	6

### Learning Disabilities

A student who in the judgment of the faculty has not completed an appropriate course in exceptional children must complete such a course **in addition** to the courses that are listed below.

A student who possesses a teaching certificate and an endorsement in learning disabilities, and who has completed Counseling, Educational Psychology and Special Education 449 and 451, must substitute Counseling, Educational Psychology and Special Education 858 and 885 for those courses.

A student who possesses a teaching certificate and an endorsement in special education will be required to substitute additional courses approved by the department for Counseling, Educational Psychology and Special Education 893F.

The student who elects the learning disabilities area of emphasis must complete a total of 33 credits for the degree including:

	CREDITS
1. All of the following courses:	
CEP 449 Behavior Management in Special Education . . . . .	3
CEP 451 Models of Special Education Administration and Services . . . . .	3
CEP 801A Professional Role in Teaching Special Education I: Collaboration and Consultation . . . . .	3
CEP 802A Reflection and Inquiry in Teaching Special Education I: Mild Impairment . . . . .	3
CEP 803A Professional Role in Teaching Special Education II: Assessment of Mild Impairment . . . . .	3
CEP 804A Reflection and Inquiry in Teaching Special Education II: Mild Impairment . . . . .	3
CEP 893F Special Education Internship: Teaching Children with Learning Disabilities . . . . .	6
CEP 894G Special Education Practicum: Children and Youth with Learning Disabilities . . . . .	6
2. One of the following courses:	
. . . . .	3

**EDUCATION**

**Department of Counseling, Educational Psychology and Special Education**

TE	842	Advanced Methods of Elementary School Reading . . . . .	3
TE	843	Reading, Writing, and Reasoning in Secondary School Subjects . . . . .	3
TE	844	Classroom Literacy Assessment. . . . .	3
TE	845	Language Diversity and Literacy Instruction . . . . .	3
TE	847	Methods for Teaching Language Arts . . . . .	3
TE	848	Methods of Writing Instruction. . . . .	3
TE	849	Methods and Materials for Teaching Children's and Adolescent Literature . . . . .	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 one letter of recommendation from a professor or employer.

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.

Persons are admitted to the program only for fall semester. The deadline for submitting applications for admission is February 15 of the year in which admission is sought. If space is available in the program, late applications will be accepted.

**Requirements for the Doctor of Philosophy Degree in Special Education**

Students must meet the requirements specified below:

1. Educational Inquiry and Research.
  - a. 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
  - b. A research practicum of 1 to 3 credits approved by the student's guidance committee.
2. General Professional Core. Both of the following courses:
 

CEP	900	Proseminar in Educational Psychology I . . . . .	3
CEP	901	Proseminar in Educational Psychology II . . . . .	3
3. Special Education Core. All of the following courses:
 

CEP	940	Policy Analysis of Trends in Special Education . . . . .	3
CEP	941	Academic Issues in Special Education for At-Risk Students . . . . .	3
CEP	942	Educational Perspectives on Low-Incidence Populations in Special Education. . . . .	3
CEP	943	Multicultural Issues in Special Education . . . . .	3
CEP	949	Critical Issues in Special Education . . . . .	3

# DEPARTMENT of EDUCATIONAL ADMINISTRATION

*Marilyn Amey, Chairperson*

**GRADUATE STUDY**

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

- Higher, Adult, and Lifelong Education:
  - Master of Arts
  - Doctor of Philosophy
- K-12 Educational Administration:
  - Master of Arts
  - Educational Specialist
  - Doctor of Philosophy
- Student Affairs Administration:
  - Master of Arts

Students who are interested in obtaining administrative 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 School Administrator certification and endorsements must consult with an academic advisor to ensure that they complete an approved program of study.

**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.

**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 under Plan B (without thesis). The student must complete 30 credits distributed as follows:

	CREDITS
1. Both of the following courses:	6
EAD 868 Proseminar in Higher and Adult Education . . . . .	3
TE 891 Special Topics in Teaching, Curriculum and Schooling . . . . .	3
2. Three of the following courses:	9
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 courses:	
CEP 930 Educational Inquiry . . . . .	3
CEP 932 Quantitative Methods in Educational Research I . . . . .	3
b. A 900-level course in advanced qualitative methods approved by the student's guidance committee.	
c. A research practicum to be taken after the student has completed the courses referenced in items 1.a. and 1.b. 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.	

- Nine *additional* credits in 800-level Educational Administration courses or above which deal with issues of postsecondary education.
- 4. Cognate outside the major or electives (9 credits).

**K-12 EDUCATIONAL ADMINISTRATION**

The graduate degree programs in K-12 educational administration are designed to prepare persons for leadership positions in elementary and secondary education in the United States and other nations.

**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 K-12 Educational Administration**

The program is available only under Plan B (without thesis). The student must complete 30 credits and meet the requirements specified below, which must be approved by the student's academic advisor.

	CREDITS
1. A core of selective experiences that builds on three critical leadership capacities: (1) vision building, interpersonal and political skills; (2) organizational analysis; and (3) research and inquiry. In addition, the core experience will include field-based leadership internships. . . . .	18
2. A minimum of 12 credits in an area of emphasis focused on professional interest . . . . .	12
3. Pass a final certifying examination.	

**Educational Specialist**

The Educational Specialist degree program in K-12 educational administration is intended for school administrators who hold master's degrees in that field and who wish to continue their professional education *or* for educators who hold graduate or graduate-professional degrees in other fields and who want to prepare for administrative positions in K-12 education. The program consists of a minimum of 30 semester credits of graduate study beyond a graduate degree in an appropriate field. However, an applicant may be admitted without having earned a graduate degree. For those admitted without a graduate degree, the program consists of a minimum of 60 semester credits of graduate study.

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

**Admission**

Faculty members review applications for program admission and look for indications of a high probability of success if admitted to the program. Such indications include a high level of academic performance at the bachelor's and graduate levels, letters of reference supporting academic and clinical proficiency, evidence of leadership in education, above average scores on the Graduate Record Examination or the Miller Analogies Test, quality of written expression, and a statement of professional goals that is consistent with the objectives of the program. Applicants must submit a sample of their academic or professional writing.

**EDUCATION**

**Department of Educational Administration**

**Requirements for the Educational Specialist Degree in K–12 Educational Administration**

The academic advisor will review the student’s statement of professional goals and graduate credits earned prior to admission and develop a planned program which meets the requirements specified below.

1. A minimum of 21 credits in 800-900 level courses in the K-12 Educational Administration major excluding clinical or field-based experiences (e.g. field research, laboratory or reflective practicum, externships, internships, and supervised fieldwork).
2. A minimum of 9 credits in supervised clinical or field-based experiences. The credits must be in 800-900 level courses with clinical or field-based experiences as their central focus (e.g. field research, laboratory or reflective practicum, externships, internships, and supervised fieldwork).
3. A minimum of 12 credits in general professional education consisting of at least 3 credits in educational inquiry and the remaining credits in social, philosophical, historical, curricular, or teaching and learning areas.
4. A minimum of 9 credits in a discipline or disciplines outside the College of Education, or in a field of study in education other than K-12 educational administration.
5. Remaining credits are electives as determined by the student’s academic advisor.

**Residence**

At least 6 of the credits that are required for the degree must be earned on the East Lansing campus within a single semester.

**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**

Students must meet the requirements specified below.

- |   |         |
|---|---------|
| 1. Educational Inquiry and Research:                              | CREDITS |
| a. The following courses:   |         |
| CEP 930 Educational Inquiry . . . . .                             | 3       |
| CEP 932 Quantitative Methods in Educational Research I . . . . .  | 3       |
| b. One of the following courses:                                  |         |
| CEP 933 Quantitative Methods in Educational Research II . . . . . | 3       |

- |  |        |
|--|--------|
| c. A 900-level course in advanced qualitative methods approved by the student’s guidance committee.  |        |
| c. A research practicum to be taken after the student has completed the courses referenced in items 1.a. and 1.b. above:   |        |
| EAD 995 Research Practicum in Educational Administration . . . . .   | 1 to 3 |
| 2. K–12 Educational Administration:  |        |
| a. One of the following courses:   |        |
| EAD 990 Independent Study . . . . .  | 3      |
| EAD 994 Laboratory and Field Experience in Educational Administration . . . . .  | 3      |
| b. At least 12 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. |        |

**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 statement of their volunteer experiences and interests that are related to the field of 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 administration in higher education. Applicants must be available for an interview.

**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 40 credits distributed as follows:

- |   |         |
|---|---------|
|   | CREDITS |
| 1. All of the following courses:  | 25      |
| 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 The College Student Experience . . . . .  | 3       |
| EAD 874 Student Affairs in Collegiate Settings I . . . . .  | 3       |
| EAD 875 Student Affairs in Collegiate Settings II . . . . .   | 3       |
| EAD 889 Research and Assessment in Student Affairs . . . . .  | 3       |
| EAD 893 Professional Development Seminar in Student Affairs . . . . .   | 4       |
| 2. Two or three courses selected from EAD course offerings approved by the student’s academic advisor . . . . .   | 6 to 9  |
| 3. Two or three additional courses in such areas as academic advisement, training and development, communications, and counseling approved by the student’s academic advisor. . . . . | 6 to 9  |

# DEPARTMENT of KINESIOLOGY

**Deborah L. Feltz, Chairperson**

## UNDERGRADUATE PROGRAM

The department offers Bachelor of Science degree majors in Kinesiology and in Athletic Training 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.

### ATHLETIC TRAINING

The major in athletic training prepares students to work with athletes, physicians, and coaches to ensure the health care and well-being of the competitive and recreational athlete. The Michigan State University athletic training major blends clinical and academic learning experiences. Students will gain knowledge and skills in evaluation and the treatment and rehabilitation of athletic injuries and will be prepared to organize and manage athletic training programs. The Michigan State University student majoring in athletic training is exposed to state-of-the-art philosophies, equipment, and research.

A student in this major will complete a two-year athletic training curriculum while working in a variety of clinical settings. These settings include on-campus rotations within the athletic department, high schools, and various clinics. Through clinical education, the student will encounter experiences requiring immediate decision-making, physician consultation, injury evaluations, and communications with coaches, student-athletes, and approved clinical instructors. Students who complete this major will be eligible to take the Board of Certification (BOC) examination.

The Bachelor of Science degree in Athletic Training is designed to prepare students for job opportunities in collegiate, professional, clinical, high school, and industrial settings. Students who graduate from this program may enter professional physical therapy programs, medical programs, or graduate studies in kinesiology. The degree is accredited by the Commission on Accreditation of Athletic Training (CAATE).

### Admission as a Junior

Admission to the athletic training major is competitive. A limited number of students are admitted. The deadline for application to the major is February 1. The decision regarding admission to the major is based on the following criteria:

1. Submission of the following: (a) an application to the major in athletic training; (b) an essay expressing reasons for selecting the field of athletic training; and (c) three letters of personal reference.
2. Completion of the following prerequisite courses with a grade-point average of 2.50 in these courses:
 

KIN 125 First Aid and Personal Safety	3
KIN 126 Introduction to Athletic Training	3
KIN 127 Clinical Observation in Athletic Training	1
KIN 227 Clinical Rotations in Athletic Training	2
KIN 320 Pathology of Sports Injury	3

3. A minimum grade of 2.00 in each of the following courses: Chemistry 141, Kinesiology 216, Mathematics 103, Physics and Astronomy 231, and Physiology 250.
4. University grade-point average of 2.50 or above.
5. Interview with the Michigan State University Athletic Training Admissions Board.
6. Space availability in the formal clinical curriculum sites.

### Requirements for the Bachelor of Science Degree in Athletic Training

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 Science degree in Athletic Training. Students must take Mathematics 103 and 114 or Mathematics 116 to fulfill the mathematics requirement of the University.

Students who are enrolled in the Athletic Training major leading to the Bachelor in 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, Physics 231 and 251, and Physiology 250. The completion of Chemistry 161, Physics 251, and Physiology 250 satisfies the laboratory requirement. Chemistry 141 and 161, Physics 231 and 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 Athletic Training major is met by completing Kinesiology 445. That course is referenced in item 2. b. below.

- |  | CREDITS |
|--|---------|
| 2. The following requirements for the major:   |         |
| a. All of the following with a minimum grade of 2.00 in each course:   | 17      |
| CEM 141 General Chemistry  | 4       |
| KIN 216 Applied Human Anatomy  | 3       |
| MTH 103 College Algebra  | 3       |
| PHY 231 Introductory Physics I   | 3       |
| PSL 250 Introductory Physiology  | 4       |
| b. All of the following courses with a minimum grade-point average of 2.00:  | 36      |
| KIN 121 The Healthy Lifestyle  | 3       |
| KIN 125 First Aid and Personal Safety  | 3       |
| KIN 126 Introduction to Athletic Training  | 3       |
| KIN 127 Clinical Observation in Athletic Training  | 1       |
| KIN 170 Foundations of Kinesiology   | 2       |
| KIN 217 Applied Human Anatomy Laboratory   | 2       |
| KIN 227 Clinical Rotations in Athletic Training  | 2       |
| KIN 260 Physical Growth and Motor Behavior   | 3       |
| KIN 310 Physiological Bases of Physical Activity   | 3       |
| KIN 320 Pathology of Sports Injury   | 3       |
| KIN 330 Structural and Mechanical Analysis of Physical Activity  | 3       |
| KIN 340 Psychological Bases of Physical Activity   | 3       |
| KIN 445 Sociocultural Analysis of Physical Activity (W)  | 3       |
| KIN 465 Adapted Physical Activity  | 3       |
| c. Both of the following courses:  | 2       |
| CEM 161 Chemistry Laboratory I   | 1       |
| PHY 251 Introductory Physics Laboratory I  | 1       |
| d. All of the following courses:   | 7       |
| KIN 250 Measurement in Kinesiology   | 3       |
| KIN 370 Proseminar in Kinesiology  | 2       |
| KIN 411 Laboratory Experiences in Exercise Physiology  | 2       |
| e. All of the following courses with a minimum grade-point average of 2.00:  | 22      |
| HNF 150 Introduction to Human Nutrition  | 3       |
| KIN 421 Lower Body Injury Evaluation   | 3       |
| KIN 422 Rehabilitation of Athletic Injuries  | 3       |
| KIN 423 Therapeutic Modalities   | 3       |
| KIN 425 Organization and Administration of Athletic Training   | 3       |
| KIN 426 Upper Body Injury Evaluation   | 3       |
| PSY 101 Introductory Psychology  | 4       |
| f. Successful completion of the final clinical rotation, with a minimum grade of 2.00 in the following:  | 4       |
| KIN 427 Clinical Rotations in Athletic Training  | 4       |
| g. A candidate must meet a minimum clinical evaluation score as required by the program director based on performance in clinical rotation experiences and competency. |         |
| h. Meet professional standards as designated by the department.  |         |

**KINESIOLOGY**

The major in kinesiology places emphasis on the attainment of disciplinary knowledge in the anatomical, biomechanical, developmental, physiological, and sociological aspects of physical activity, explores how physical activity relates to human well-being, and offers a choice of an area of emphasis in physical education or in exercise science. Students who select the physical education area of emphasis and who intend to pursue teacher certification should see TEACHER CERTIFICATION OPTIONS in the *Department of Kinesiology* section of this catalog.

The bachelor's degree program in kinesiology is designed to prepare students to enter a variety of fields associated with sport, exercise science, education, and allied health services. Students who graduate from this program often enter a teacher certification program, professional exercise science programs, or graduate studies in kinesiology.

**Admission as a Junior**

Admission to the major requires completion of at least 56 credits acceptable to the College with a cumulative university grade-point average of 2.00 or above and a minimum grade of 2.00 in each of the following courses: Chemistry 141, Kinesiology 216, Mathematics 103, Physics and Astronomy 231, and Physiology 250.

**Requirements for the Bachelor of Science Degree in Kinesiology**

- 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 must take Mathematics 103 and 114 or Mathematics 116 to fulfill the math requirement of the University. Students who are 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, Physics 231 and 251, and Physiology 250. The completion of Chemistry 161, Physics 251, and Physiology 250 satisfies the laboratory requirement. Chemistry 141 and 161, Physics 231 and 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 445. That course is referenced in item 2.a. below.

**CREDITS**

- The following requirements for the major:
  - All of the following with a minimum grade of 2.00 in each course:
 

CEM	141	General Chemistry	4
KIN	216	Applied Human Anatomy	3
MTH	103	College Algebra	3
PHY	231	Introductory Physics I	3
PSL	250	Introductory Physiology	4
  - All of the following courses with a minimum grade-point average of 2.00:
 

KIN	121	The Healthy Lifestyle	3
KIN	125	First Aid and Personal Safety	3
KIN	170	Foundations of Kinesiology	2
KIN	217	Applied Human Anatomy Laboratory	1
KIN	260	Physical Growth and Motor Behavior	3
KIN	310	Physiological Bases of Physical Activity	3
KIN	330	Structural and Mechanical Analysis of Physical Activity	3
KIN	340	Psychological Bases of Physical Activity	3
KIN	445	Sociocultural Analysis of Physical Activity (W)	3
KIN	465	Adapted Physical Activity	3
  - Both of the following courses:
 

CEM	161	Chemistry Laboratory I	1
PHY	251	Introductory Physics Laboratory I	1
  - One of the following two areas of emphasis:
 

			25 to 30
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**Physical Education**

The physical education area of emphasis is designed for those who plan to teach. Prior to enrollment, specific course selections must be approved by the student's advisor.

- Complete one course in each of the following areas of aquatics, conditioning, and team sports (3 to 7 credits):

**Aquatics**

KIN	101A	Swimming I	1
KIN	101T	SCUBA Diving I	1
KIN	101U	Sailing	1
KIN	111A	Swimming II	1
KIN	111B	Swimming III	1
KIN	111C	Diving	1

KIN	111D	Emergency Water Safety	1
KIN	111G	SCUBA Diving II	1
KIN	111K	Water Polo	1
KIN	111M	Windsurfing	1
KIN	111P	Canoeing	1
KIN	111R	Windsurfing II	1
KIN	111S	Sailing II	1
KIN	111U	SCUBA Open Water Certification	1
KIN	111V	Rowing	1
KIN	201	Water Safety Instruction	3
KIN	205	Lifeguarding	2

**Conditioning**

KIN	103A	Aerobic Exercise I	1
KIN	103C	Aerobic Exercise, Low Impact	1
KIN	103D	General Conditioning I	1
KIN	103G	Power Walking	1
KIN	103R	Weight Training I	1
KIN	103S	Swim Conditioning	1
KIN	103T	Distance Running	1
KIN	103U	Step Aerobics	1
KIN	103V	Boxing Conditioning	1
KIN	113A	Aerobic Exercise II	1
KIN	113B	General Conditioning II	1
KIN	113C	General Conditioning III	1
KIN	113E	Weight Training II	1
KIN	113F	Weight Training III	1
KIN	113K	Strength and Conditioning II	1
KIN	113N	General Conditioning IV	1
KIN	113P	Weight Training IV	1
KIN	202	Aerobic Exercise Instruction	3

**Team Sports**

KIN	108A	Basketball I	1
KIN	108C	Ice Hockey I	1
KIN	108F	Soccer I	1
KIN	108K	Volleyball I	1
KIN	108N	Rugby	1
KIN	108P	Softball I	1
KIN	108R	Soccer, Indoor	1
KIN	118A	Basketball II	1
KIN	118B	Ice Hockey II	1
KIN	118C	Soccer II	1
KIN	118D	Softball II	1
KIN	118E	Volleyball II	1

- Complete one course in either area of dance or gymnastics (1 credits):

**Dance**

KIN	104D	Social Dance	1
KIN	104F	Country Dance	1
KIN	104G	Folk Dance	1
KIN	114A	Social Dance II	1

**Gymnastics**

KIN	105B	Gymnastics I	1
KIN	105D	Tumbling and Floor Exercise I	1
KIN	115A	Gymnastics II	1
KIN	115B	Tumbling and Floor Exercise II	1

- Complete one course in either area of individual sports or racquet sports (1 credit):

**Individual Sports**

KIN	106A	Bicycle Touring	1
KIN	106C	Bowling I	1
KIN	106E	Golf I	1
KIN	106G	Horsemanship I	1
KIN	106N	Track and Field	1
KIN	106U	Ice Skating I	1
KIN	106V	Self Defense	1
KIN	106W	Yoga	1
KIN	106X	In-line Skating	1

**Racquet Sports**

KIN	107B	Racquetball I	1
KIN	107E	Tennis I	1

- Both of the following courses:
 

KIN	350	Techniques of Teaching I	2
KIN	351	Techniques of Teaching II	2

**Teacher Certification**

Please refer to the statement on TEACHER CERTIFICATION OPTIONS in the Department of Kinesiology section of this catalog.

**All of the following courses:**

CEP	240	Diverse Learners in Multicultural Perspective	3
TE	150	Reflections on Learning	3
TE	301	Learners and Learning in Context(W)	4
TE	401	Teaching of Subject Matter to Diverse Learners	5
TE	402	Crafting Teaching Practice(W)	6

**Exercise Science**

The exercise science area of emphasis is designed for those who plan to work in the fields of fitness leadership, cardiac rehabilitation, pre-physical therapy, pre-medical training, athletic administration, adapted physical activity or in related fields. Prior to enrollment, specific course selections must be approved by the student's advisor.

- All of the following courses:

KIN 250	Measurement in Kinesiology . . . . .	3	
KIN 370	Proseminar in Kinesiology . . . . .	2	
KIN 411	Laboratory Experiences in Exercise Physiology . . . . .	2	
KIN 450	Design and Evaluation of Physical Activity Programs . . . . .	3	
2.	Completion of an approved cognate in kinesiology (a minimum of 12 credits) . . . . .		12
3.	Internship. The internship experience must be approved by the KIN Internship Coordinator (a minimum of 3 credits) . . . . .		3
KIN 493	Internship . . . . .	3	

**SPECIALIZATION IN COACHING**

The Specialization 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. Students who complete the specialization will be eligible to take the examination for certification as a Program for Athletic Coaches' Education (PACE) Coach. The Department of Kinesiology administers the specialization.

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

1. Knowledge and understanding of the growth and development of athletes.
2. Knowledge and understanding of the medical, legal, psychological, social, biological, physical, theoretical, and technical aspects of coaching.
3. 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 specialization may also be used to satisfy the requirements for the bachelor's degree.

**Requirements for the Specialization in Coaching**

The student must complete:		CREDITS
1.	All of the following courses (19 credits):	
KIN 125	First Aid and Personal Safety . . . . .	3
KIN 260	Physical Growth and Motor Behavior . . . . .	3
KIN 340	Psychological Bases of Physical Activity . . . . .	3
KIN 400	Principles of Coaching I . . . . .	4
KIN 401	Principles of Coaching II . . . . .	4
KIN 494	Fieldwork . . . . .	2
The Program for Athletic Coaches' Education is administered jointly by MSU's Institute for the Study of Youth Sports and the Michigan High School Athletic Association.		
2.	One of the following courses (2 credits):	
KIN 300A	Coaching Baseball . . . . .	2
KIN 300B	Coaching Sports for Athletes with Disabilities . . . . .	2
KIN 300C	Coaching Soccer . . . . .	2
KIN 300D	Coaching Basketball . . . . .	2
KIN 300E	Coaching Football . . . . .	2
KIN 300K	Coaching Track and Field . . . . .	2
KIN 490	Independent Study . . . . .	2

To be counted toward the requirements for the Specialization 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.

Upon completion of the requirements for the Specialization in Coaching, the student should contact the Chairperson of the Department of Kinesiology and request certification for the completion of the specialization. After the certification is approved by the chairperson of the department and the Dean of the College of Education, the Office of the Registrar will enter on the student's academic record the name of the specialization and the date that it was completed. This certification will appear on the student's transcript.

**SPECIALIZATION IN HEALTH PROMOTION**

The Specialization 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 specialization, 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 specialization may also be used to satisfy the requirements for the bachelor's degree.

**Requirements for the Specialization in Health Promotion**

The student must complete:		CREDITS
1.	All of the following courses (9 credits):	
HNF 150	Introduction to Nutrition and Food Science . . . . .	3
PSY 325	Affect and Self-Esteem . . . . .	3
KIN 121	The Healthy Lifestyle . . . . .	3
2.	At least 9 credits from the following courses:	
<b>Social/Cultural</b>		
ANP 270	Women and Health: Anthropological and International Perspectives . . . . .	3
ANP 370	Culture, Health, and Illness . . . . .	3
ECP 260	World Food, Population and Poverty . . . . .	3
FCE 225	Ecology of Lifespan Human Development in the Family . . . . .	3
FSC 421	Food Laws and Regulations . . . . .	3
GEO 435	Geography of Health and Disease . . . . .	3
HNF 375	Community Nutrition . . . . .	3
HNF 406	Sociocultural Aspects of Food . . . . .	3
ISS 210	Society and the Individual (D) . . . . .	4
PHL 344	Ethical Issues in Health Care . . . . .	4
SOC 241	Social Psychology . . . . .	3
SW 471	Child Welfare . . . . .	3
SW 472	Social Work in Health Care . . . . .	3
SW 474	Substance Abuse and the Human Services . . . . .	3
<b>Biological</b>		
BS 110	Organisms and Populations . . . . .	4
FSC 211	Principles of Food Science . . . . .	3
ISB 206H	Human Biology and Society . . . . .	3
MMG 101	Preview of Microbiology . . . . .	1
MMG 201	Fundamentals of Microbiology . . . . .	3
MMG 206	Allied Health Microbiology Laboratory . . . . .	1
<b>Lifestyle</b>		
CEP 260	Dynamics of Personal Adjustment . . . . .	3
CEP 261	Substance Abuse . . . . .	3
FCE 145	The Individual, Marriage and the Family . . . . .	3
FCE 414	Parenting . . . . .	3
FCE 444	Interpersonal Relationships in the Family . . . . .	3
FCE 445	Human Sexuality . . . . .	3
KIN 101	Beginning Aquatics . . . . .	1
KIN 103	Beginning Conditioning . . . . .	1
KIN 125	First Aid and Personal Safety . . . . .	3
PSY 320	Health Psychology . . . . .	3

Only one of the following two courses may be used to satisfy the requirements for the Specialization in Health Promotion: Integrative Studies in Biological Science 206H; Integrative Studies in Social, Behavioral, and Economic Sciences 210. That course may also be used to satisfy University requirements.

Upon completion of the requirements for the Specialization in Health Promotion, the student should contact the Chairperson of the Department of Kinesiology and request certification for the completion of the specialization. After the certification is approved by the chairperson of the department and the Dean of the College of Education, the Office of the Registrar will enter on the student's academic record the name of the specialization and the date that it was completed. This certification will appear on the student's transcript.

**TEACHER CERTIFICATION OPTIONS**

The disciplinary major in kinesiology leading to the Bachelor of Science degree is available for teacher certification.

Students who elect the kinesiology disciplinary major must contact the Department of Kinesiology.

For additional information, refer to the statement on TEACHER CERTIFICATION in the Department of Teacher Education section of this catalog.

## GRADUATE STUDY

The department offers programs in kinesiology leading to the Master of Science and Doctor of Philosophy degrees.

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.

## 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.

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

- Adapted Physical Activity
- Athletic Training
- Biomechanics
- Coaching
- Exercise Physiology
- Growth and Motor Development
- Psychosocial Aspects of Sport and Physical Activity
- Sport Administration
- Student Athlete Development

For each student, one of these nine 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) competitive scores on the Graduate Record Examination (and 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, sport administration, student athlete development) 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
<b>Requirements for Plan A and Plan B:</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.	
<b>Additional Requirements for Plan A:</b> .....	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).	
<b>Additional Requirements for Plan B:</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 <i>not</i> complete Kinesiology 893 or 897 are required to pass a <b>written</b> certifying examination.	

### 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.

Six major areas of study within the discipline of kinesiology are available to doctoral students:

- Adapted Physical Activity
- Athletic Training
- Biomechanics
- Exercise Physiology
- Growth and Motor Development
- Psychosocial Aspects of Sport and Physical Activity

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

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

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) competitive scores on the Graduate Record Examination (and 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 major area/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 training, biomechanics, exercise physiology, growth and motor development, psychosocial aspects of sport and physical activity) outside of the student's major area/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:

- |   | CREDITS |
|---|---------|
| 1. Educational Inquiry and Research.  |         |
| a. The following courses:   |         |
| CEP 930 Educational Inquiry . . . . .   | 3       |
| CEP 932 Quantitative Methods in Educational Research I . . . . .  | 3       |
| b. One of the following courses:  |         |
| CEP 933 Quantitative Methods in Educational Research II . . . . .   | 3       |
| A 900-level course in advanced qualitative methods approved by the student's guidance committee.  |         |
| c. The following course:  |         |
| KIN 995 Research Practicum in Kinesiology . . . . .   | 1 to 3  |
| d. The following course:  |         |
| KIN 895 Research Ethics . . . . .   | 1       |
| 2. Area of Concentration.   |         |
| A minimum of four courses at the 800-900 level totaling at least 12 credits in <i>one</i> of the six major areas of study referenced above. At least 6 of the 12 credits must be in Kinesiology courses. Courses in the student's concentration must be approved by the student's guidance committee. Courses that are used to satisfy the requirements referenced in item 1. above may <i>not</i> 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. <i>Both</i> the cognate <i>and</i> the related courses must be approved by the student's guidance committee.   |         |
| 4. Successful completion of the research practicum.   |         |
| 5. Successful completion and defense of the dissertation. The dissertation must be in the student's concentration.  |         |
| 6. 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

**Suzanne M. Wilson, Chairperson**

## UNDERGRADUATE PROGRAM

The Department of Teacher Education offers a Bachelor of Arts degree program with a major in education. This program is a preprofessional program that is designed as an option for students who plan to teach in elementary schools and who wish to complete an Integrated Teaching Major or two disciplinary teaching minors, rather than a single disciplinary major. Students in the program work toward certification as elementary teachers. Upon satisfactory completion of the requirements for the Bachelor of Arts degree with a major in 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 the requirements for the Teacher Certification Internship Year Studies Program described in the section on **TEACHER CERTIFICATION** below.

Students who plan to teach in *elementary* schools and who wish to complete a single disciplinary major, rather than an integrated teaching major or two disciplinary teaching minors, and students who plan to teach in secondary schools, should refer to the section on "MSU Subject Matter Teaching Majors for Elementary and Secondary Teacher Certification" in the section on **TEACHER CERTIFICATION** below.

Students who wish to obtain a special education endorsement in deaf education, or learning disabilities on an elementary teacher certificate 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 the Planned Program for Elementary Education for Special Education majors and the Language Arts Integrated Teaching Major, or other approved alternative, in addition to other requirements.

Students who wish to obtain an early childhood endorsement on an elementary teacher certificate should see the *Family and Child Ecology* section of this catalog for information about majoring in Child Development. These students must be admitted to the Elementary Teacher Certification Program and complete the Planned Program for Elementary Education for Child Development majors and the Language Arts Integrated Teaching Major, or other approved alternative, in addition to other requirements.

## Requirements for the Bachelor of Arts Degree in Education

- 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 education.
  - The completion of Integrative Studies in Arts and Humanities 241A, 241C, or 241E referenced in item 2. b. (7) below may also satisfy the University's elective requirement in Integrative Studies in Arts and Humanities.
  - Students who are admitted to the Elementary Teacher Certification Program and who choose to complete the requirements for the Integrated Science Teaching Major may complete an alternate track to Integrative Studies in Biological and Physical Sciences that consists of Biological Science 111 and 111L and Chemistry 141, all of which are required courses in the Integrated Science Teaching Major.
  - The completion of Mathematics 201 referenced in item 2. b. (1) below may also satisfy the University Mathematics requirement.
  - The University's Tier II writing requirement for the Education major is met by completing Teacher Education 301, 401, and 402. Those courses are referenced in item 2. a. (1) below.
- The following requirements for the major:

**EDUCATION**  
**Department of Teacher Education**

	CREDITS
a. <b>Professional Education Courses:</b> .....	21
(1) All of the following courses (21 credits):	
TE 150 Reflections on Learning .....	3
TE 250 Human Diversity, Power, and Opportunity in Social Institutions .....	3
TE 301 Learners and Learning in Context - Elementary (W) .....	4
TE 401 Teaching of Subject Matter to Diverse Learners - Elementary .....	5
TE 402 Crafting Teaching Practice - Elementary (W) ..	6
b. <b>Planned Program for Elementary Education:</b> .....	18 to 25
(1) Both of the following mathematics courses (6 credits):	
MTH 201 Mathematical Investigations I .....	3
MTH 202 Mathematical Investigations II .....	3
(2) The following course in children's literature (3 credits):	
TE 348 Reading and Responding to Children's Literature .....	3
This course meets the children's literature requirement for the Language Arts Integrated Teaching Major.	
(3) One of the following language acquisition and development courses (3 credits):	
CSD 333 Oral Language Development .....	3
ENG 302 Introduction to English Language Studies .....	3
LIN 200 Introduction to Language .....	3
Language Arts Integrated Teaching majors or English ma- jors will count this course toward their major requirement.	
(4) The following science in elementary schools course (3 credits):	
SME 301 Science for Elementary Schools .....	3
This course is waived for students who complete the require- ments for the Integrated Science Teaching Major.	
(5) One of the following U.S. history courses (4 credits):	
HST 202 U.S. History to 1876 .....	4
HST 203 U.S. History since 1876 .....	4
Both of these courses are required for the Social Studies In- tegrated Teaching Major. Students who choose the history concentration will count these credits towards the concentra- tion.	
(6) The following geography course (3 credits):	
GEO 204 World Regional Geography .....	3
Students who choose the Social Studies Integrated Teaching Major, geography concentration, will count these credits towards the concentration. This course also meets one of the geography requirements for the history concentra- tion.	
(7) One of the following arts courses (2 to 4 credits):	
IAH 241A Creative Arts and Humanities: Music and Society in the Modern World (D) .....	4
IAH 241C Creative Arts and Humanities: Cultural and Artistic Traditions of Europe .....	4
IAH 241E Creative Arts and Humanities: The Creative Process .....	4
MUS 463 Methods and Materials of Elementary Music I .....	2
c. <b>Subject Matter Teaching Preparation</b> .....	36 to 58
One of the following two options:	
A given course may not be counted toward the requirements for both a disciplinary major or integrated teaching major and a disci- plinary teaching minor (including the Planned Program for Ele- mentary Education), nor toward the requirements for two or more disciplinary teaching minors (including the Planned Program for Elementary Education).	
(1) <b>One Integrated Teaching Major.</b> Three integrated teaching majors (language arts, social studies [with concentrations in history and geography] and integrated science) are available for prospective elementary school teachers. These majors, which are housed in the College of Education, provide pro- spective elementary teachers with the opportunity to focus academic studies in a set of closely allied subject areas that are central to the core curriculum in elementary and middle schools. To enroll in one of these teaching majors, students must be admitted to the College of Education's Elementary Teacher Certification Program.	
(a) Language Arts .....	36 to 46
(b) Social Studies .....	37 or 38
(i) History Concentration .....	38
(ii) Geography Concentration .....	37
(c) Integrated Science .....	55 to 58
For the requirements for the three integrated teaching ma- jors, refer to the section "MSU Subject Matter Teaching Ma- jors for Teacher Preparation and Certification": (a) MSU Integrated Teaching Majors for Elementary Teacher Certifi- cation" in the section on <i>TEACHER CERTIFICATION</i> below.	
(2) <b>Two Disciplinary Teaching Minors</b> (41 to 50 credits): The following disciplinary teaching minors are available for prospective elementary school teachers. Students electing to complete the requirements for two disciplinary teaching minors should make their choices from the listing below.	
Computer Science .....	22 or 23
English .....	21 to 23
Environmental Science .....	24 to 27

French .....	21
German .....	23
Geography .....	22
History .....	23 to 26
Japanese .....	24
Mathematics .....	20
Russian .....	23
Spanish .....	24
Teaching English to Speakers of Other Languages .....	20 to 25

For a listing of the requirements for the disciplinary teaching minors, refer to the section "Requirements for the Disciplinary Teaching Minors Listed Above" in the section on *TEACHER CERTIFICATION* below.

**One Disciplinary Major** is an alternative to the education major for elementary teacher certification. See the section "MSU Subject Matter Teaching Majors for Teacher Preparation and Certification: (b) MSU Disciplinary Majors for Elementary and Secondary Teacher Certification in the *TEACHER CERTIFICATION* section below.

Students wishing to major in one of the disciplinary majors approved for elementary teacher certification, which are listed below, should refer to the respective departments for the requirements of these majors.

- (a) College of Arts and Letters:
  - English
  - East Asian Language and Culture (Japanese)
  - French
  - German
  - History
  - Spanish
- (b) James Madison College:
  - International Relations
  - Political Theory and Constitutional Democracy
  - Social Relations and Policy
- (c) College of Natural Science:
  - Mathematics
- (d) College of Social Science:
  - Interdisciplinary Studies in Social Science

Those seeking elementary teacher certification through fulfilling the requirements for a disciplinary major must also meet the requirements for the Planned Program for Elementary Education listed in item 2. b. above.

## TEACHER CERTIFICATION

### ADMISSION TO THE TEACHER CERTIFICATION PROGRAM

The number of students admitted to the Teacher Certification Program at the junior level or above is established by the university. Enrollment in the program is limited. The criteria and procedures for the selection of students for admission to the Teacher Certification Program are established by the College of Education.

The form for applying for admission to the Teacher Certification Program and information about the admission process are available in the Office of Student Affairs, College of Education.

Students who are enrolled in undergraduate degree programs at Michigan State University generally apply for entry into the program during the first semester of their sophomore year.

To be eligible for consideration for admission to the Teacher Certification Program, the student must have:

1. enrolled in, or have applied for admission to, a disciplinary major that is available for teacher certification.
2. Completed at least 28 credits with a cumulative grade-point average of 2.75 or higher.
3. Completed any required remedial-developmental-preparatory courses.
4. Passed all portions of the Michigan Test for Teacher Certification (MTTC) Basic Skills Test.
5. Submitted a completed application form to the Office of Student Affairs, College of Education. Applications are accepted once each year during the fall semester. Students who will have completed 56 or more credits by the end of the following summer session may apply for admission to the Teacher Certification Program.



To be eligible for consideration for admission to the Teacher Certification Program with a major in special education, the student must also have completed one or two supervised pre-admission experiences totaling at least 42 hours in one of the following areas of emphasis: deaf education or learning disabilities. The area of emphasis should be the one that the student will select to meet the requirements for the bachelor's degree. Prospective special education students are strongly encouraged to talk with faculty in special education about the potential value of sites for securing the required experience. A list of various possible sites in Michigan is posted on the Web, and is linked from the Michigan State University Teacher Education home page. Prospective applicants to the special education program must submit a form verifying completion of the experience with the completed application. Although applicants to the special education major will not be ranked by their performance in the experience, only students who have completed the required experience will be considered for admission.

### Persons Selected for Admission

Persons are selected for admission on the basis of criteria that include consideration of cumulative grade–point average, written communication skills, and experience that is relevant to teacher certification. **To be admitted to the Teacher Certification Program, a student must have completed at least 56 credits with a cumulative grade–point average of 2.75 or higher.**

To be eligible for consideration for admission to the Teacher Certification Program, persons who hold bachelor's degrees from Michigan State University and other recognized educational institutions must have submitted a completed application form to the Office of Student Affairs, College of Education. Applications are accepted twice a year, in the fall and spring semesters. Contact the Office of Student Affairs, College of Education, for specific deadlines. Admission to the program is competitive. The number of students admitted each year varies by certification area.

## REQUIREMENTS FOR TEACHER CERTIFICATION

### Disciplinary Course Requirements and Pedagogy Course Requirements

For some majors, disciplinary courses in addition to, or in lieu of, the courses that are required for the bachelor's degree in the disciplinary major are required for teacher certification. Furthermore, for some disciplines, pedagogy courses in addition to, or in lieu of, the following courses are required for teacher certification: Teacher Education 150, 301, 401, 402, 501, 502, 801, 802, 803, and 804; Teacher Education 250 or Counseling, Educational Psychology and Special Education 240.

For additional information concerning disciplinary course requirements and pedagogy course requirements, refer to the section on teacher certification options in the catalog sections for the colleges, departments, and schools that administer disciplinary majors that are available for teacher certification.

### General–Liberal Education Requirements

The State of Michigan requires applicants for provisional certification to have completed at least 40 semester credits in a program of “general or liberal education,” which is designed to ensure that teachers understand the “substance, concepts, and methods of the principal areas of human knowledge, and skills essential to communication and inquiry in modern society.” The courses used to fulfill the university's Integrative Studies and Tier I writing re-

quirements will count for 30 of the 40 credits required in general-liberal education.

### Observation and Field Experience Requirements

Included in the requirements for teacher certification are courses that involve observations and field experiences in schools. Students are responsible for their transportation to and from observations and field experiences. Students are responsible for costs associated with observations and field experiences; e.g., transportation.

### Teacher Certification Internship Year Studies Program

Persons may gain access to the Teacher Certification Internship Year Studies Program as follows:

1. **Elementary Teacher Certification:**
  - a. Students who complete the requirements for the bachelor's degree with a major in child development or special education at Michigan State University are thereby qualified to pursue the Internship Year Studies Program.
  - b. Michigan State University students who were admitted to the Teacher Certification Program with a disciplinary major other than those referenced in item 1. a. above, who complete the requirements for a bachelor's degree at Michigan State University, and who complete the requirements for teacher certification referenced in items 2. and 3. a. (1) through (3) in the section “Prerequisites for Admission to the Internship Year Studies Program” below are thereby qualified to pursue the Internship Year Studies Program.
  - c. Students who complete the requirements for a bachelor's degree at another educational institution, or who complete the requirements for a bachelor's degree at Michigan State University without having been admitted to the Teacher Certification Program, must meet the requirements referenced in the section “Prerequisites for Admission to the Internship Year Studies Program” below in order to be considered for admission to that program.

Students who plan to direct preschool programs must, and students who plan to teach children under five years of age should, meet the requirements for the Bachelor of Science degree with a major in Child Development and meet the requirements referenced in items 3. a. (1) through (3) in the section “Prerequisites for Admission to the Internship Year Studies Program” below in order to be considered for admission to the Internship Year Studies Program. Students who plan to teach in kindergartens or in early elementary grades may gain access to the Internship Year Studies Program via any one of the three alternatives referenced in item 1. above.

2. **Secondary Teacher Certification:**
  - a. Michigan State University students who were admitted to the Teacher Certification Program with a disciplinary major other than those referenced in item 1. a. above and those referenced in items 3. a. and b. below, who complete the requirements for a bachelor's degree at Michigan State University, and who complete the requirements for teacher certification referenced in items 2. and 3. b. (1) through (3) in the section on “Prerequisites for Admission to the Internship Year Studies Program” below are thereby qualified to pursue the Internship Year Studies Program.
  - b. Students who complete the requirements for a bachelor's degree at another educational institution, or who complete the requirements for a bachelor's degree at Michigan State University without having been admitted

to the Teacher Certification Program, must meet the requirements referenced in the section on "Prerequisites for Admission to the Internship Year Studies Program" below in order to be considered for admission to that program.

3. **Secondary Teacher Certification K-12 Endorsed**

**Subject Areas:**

- a. Michigan State University students who were admitted to the teacher certification program with either a communicative sciences and disorders or music education disciplinary major and who complete the requirements for teacher certification referenced in items 2. and 3. b. (1) through (3) in the section on "Prerequisites for Admission to the Internship Year Studies Program" below are thereby qualified to pursue the Internship Year Studies Program.
- b. Michigan State University students who were admitted to the Teacher Certification Program with an art education, or kinesiology disciplinary major, who complete the requirements for a bachelor's degree from Michigan State University, and who complete the requirements for teacher certification referenced in items 2. and 3. b. (1) through (3) in the section on "Prerequisites for Admission to the Internship Year Studies Program" below are thereby qualified to pursue the Internship Year Studies Program.
- c. Michigan State University students who were admitted to the Teacher Certification Program with a disciplinary major other than those referenced in items 2. and b. above, who complete the requirements for a bachelor's degree at Michigan State University, and who complete the requirements for teacher certification referenced in items 2. and 3 b. (1) through (3) under the heading "Prerequisites for Admission to the Internship Year Studies Program" below are thereby qualified to pursue the Internship Year Studies Program.
- d. Students who complete the requirements for a bachelor's degree at another educational institution, or who complete the requirements for a bachelor's degree at Michigan State University without having been admitted to the Teacher Certification Program, must meet the requirements referenced in the section on "Prerequisites for Admission to the Internship Year Studies Program" below in order to be considered for admission to that program.

**Prerequisites for Admission to the Internship Year Studies Program**

All students seeking admission to the Internship Year Studies Program must have:

- 1. A baccalaureate degree from a recognized educational institution with a cumulative grade-point average of at least 2.50.
- 2. Passed all portions of the Michigan Test for Teacher Certification (MTTC) Basic Skills Test and completed the State of Michigan Department of Education's technology requirement.
- 3. Completed the following undergraduate requirements for teacher certification:
  - a. **Undergraduate Requirements for Elementary Teacher Certification:**
    - (1) The professional education courses listed in the "Undergraduate Professional Education and Planned Program Course Requirements for Elementary Teacher Certification" section below.
    - (2) The Planned Program for Elementary Education listed in the "Undergraduate Professional Educa-

tion and Planned Program Course Requirements for Elementary Teacher Certification" section below.

The Planned Programs for Elementary Education are tailored slightly to the education, child development, and special education majors, respectively.

- (3) One of the following three options for subject matter teaching preparation:

A given course may not be counted toward the requirements for both a disciplinary major or integrated teaching major and a disciplinary teaching minor (including the Planned Program for Elementary Education), nor toward the requirements for two or more disciplinary teaching minors (including the Planned Program for Elementary Education).

- (a) One of the three approved integrated teaching majors for elementary teacher certification (language arts, social studies, integrated science), with a grade-point average of at least 2.50. The integrated teaching majors are described below in the section "MSU Subject Matter Teaching Majors for Teacher Preparation and Certification" and their requirements are listed in the section "Requirements for the Integrated Teaching Majors."

The Language Arts Integrated Teaching Major is designated to meet the Subject Matter Teaching Major/Minor requirement for the two special education emphasis areas (deaf education or learning disabilities) and for the child development major. One of the other integrated teaching majors (social studies, integrated science), or one of the approved disciplinary majors, or one of the approved disciplinary teaching minor combinations is also available for elementary teacher certification (with the appropriate endorsement), with the approval of the Department of Counseling, Educational Psychology, and Special Education or the Department of Family and Child Ecology, respectively.

- (b) An approved single disciplinary major for elementary teacher certification, with a grade-point average of at least 2.50. The approved disciplinary majors for elementary teacher certification are listed below in the section on "Options for Acceptable Subject Matter Teaching Majors and Minors for Elementary Teacher Certification."
- (c) Two approved disciplinary teaching minors for teacher certification, with a grade-point average of at least 2.50. The approved disciplinary teaching minors for elementary teacher certification and their requirements are listed below in the section on "Options for Acceptable Subject Matter Teaching Majors and Minors for Elementary Teacher Certification."

b. **Undergraduate Requirements for Secondary Teacher Certification:**

- (1) The Professional Education Courses listed below in the section on the "Undergraduate Professional Education Course Requirements for Secondary Teacher Certification."
- (2) An approved single disciplinary major for secondary teacher certification, with a grade-point average of at least 2.50. The approved disciplinary majors for secondary teacher certification are listed below in the section on "Options for Acceptable Subject

Matter Teaching Majors and Minors for Secondary Teacher Certification."

- (3) An approved disciplinary teaching minor for secondary teacher certification, with a grade-point average of at least 2.50. The approved disciplinary teaching minors for secondary teacher certification and their requirements are listed below in the section on "Options for Acceptable Subject Matter Teaching Majors and Minors for Secondary Teacher Certification."
4. Earned a grade point average of 2.5 or above for pre-internship professional education courses required for teacher certification with no individual grade below 2.0.
5. Completed any disciplinary courses and pedagogy courses that are required in addition to the courses that are required for the disciplinary major and the courses that are referenced in item 3.a.(1) or 3.b.(1) above.  
Any additional disciplinary courses and any additional pedagogy courses that are required for teacher certification are referenced in the sections on teacher certification options in the catalog sections for the colleges, departments, and schools that administer the disciplinary majors that are available for teacher certification.
6. Passed the required State of Michigan certification tests for elementary teaching or the appropriate major and minor subject area tests for secondary teaching. Elementary Education candidates who request internship placements in grades 7-8 must pass appropriate subject matter major/minor tests in addition to the Elementary Education test.
7. Submitted a complete criminal disclosure form; and
8. Met professional criteria as specified by the College of Education.

Language Arts Integrated Teaching majors or English majors will count this course toward their major requirement.

Special education majors must take Communicative Sciences and Disorders 333, which is also required for the deaf education and learning disabilities emphasis areas. This course will count toward their major requirements.

- d. The following course on science in elementary schools (3 credits):  
SME 301 Science for Elementary Schools . . . . . 3  
This course is waived for students who complete the requirements for the Integrated Science Teaching Major.
- e. One of the following U.S. history courses (4 credits):  
HST 202 U.S. History to 1876 . . . . . 4  
HST 203 U.S. History since 1876 . . . . . 4  
Both of these courses are required for the Social Studies Integrated Teaching Major. Students who choose the history concentration will count these credits towards the concentration.  
Special education majors and child development majors must take Integrative Studies in the Social, Behavioral and Economic Sciences 220 (or an approved social science alternative) in lieu of History 202 or 203.
- f. The following geography course (3 credits):  
GEO 204 World Regional Geography . . . . . 3  
Students who choose the Social Studies Integrated Teaching Major, geography concentration, will count these credits towards the concentration. This course also meets one of the geography requirements for the history concentration.  
Child development and special education majors will count these credits toward their major requirements.
- g. One of the following arts courses (2 to 4 credits):  
IAH 241A Creative Arts and Humanities: Music and Society in the Modern World (D) . . . . . 4  
IAH 241C Creative Arts and Humanities: Cultural and Artistic Traditions of Europe . . . . . 4  
IAH 241E Creative Arts and Humanities: The Creative Process . . . . . 4  
MUS 463 Methods and Materials of Elementary Music I . . . . . 2  
Students may use Integrative Studies in Arts and Humanities 241A, 241C, or 241E to satisfy the Integrative Studies in Arts and Humanities elective component of the university's Integrative Studies requirement in Arts and Humanities. Special Education and Child Development majors must take Integrative Studies in Arts and Humanities 241A or 241C or 241E.

**Undergraduate Professional Education and Planned Program Course Requirements for Elementary Teacher Certification**

1. The following Professional Education Courses:
 

	CREDITS
a. All of the following courses (21 credits):	
TE 150 Reflections on Learning . . . . .	3
TE 250 Human Diversity, Power, and Opportunity in Social Institutions. . . . .	3
TE 301 Learners and Learning in Context - Elementary (W) . . . . .	4
TE 401 Teaching of Subject Matter to Diverse Learners - Elementary . . . . .	5
TE 402 Crafting Teaching Practice - Elementary (W) . . . . .	6
Students with a major in special education are required to complete Counseling, Educational Psychology and Special Education 240 in lieu of Teacher Education 250.	
Students with a major in child development may substitute Family and Child Ecology 212 or 225 and 442 or Counseling, Educational Psychology and Special Education 240 for Teacher Education 250.	
2. The following Planned Program for Elementary Education:  
The Planned Programs for Elementary Education are tailored slightly to the education, child development, and special education majors, as noted below.
  - a. Both of the following mathematics courses (6 credits):  
MTH 201 Mathematical Investigations I . . . . . 3  
MTH 202 Mathematical Investigations II . . . . . 3  
The completion of Mathematics 201 may also satisfy the university mathematics requirement.
  - b. The following course in children's literature (3 credits):  
TE 348 Reading and Responding to Children's Literature . . . . . 3  
This course meets the children's literature requirement for the Language Arts Integrated Teaching Major.
  - c. One of the following courses on language acquisition and development (3 credits):  
CSD 333 Oral Language Development . . . . . 3  
ENG 302 Introduction to English Language Studies . . . . . 3  
LIN 200 Introduction to Language . . . . . 3

**Undergraduate Professional Education Course Requirements for Secondary Teacher Certification**

1. The following Professional Education Courses:
 

	CREDITS
a. All of the following courses (21 credits):	
TE 150 Reflections on Learning . . . . .	3
TE 250 Human Diversity, Power, and Opportunity in Social Institutions. . . . .	3
TE 302 Learners and Learning in Context - Secondary (W)	4
TE 407 Teaching of Subject Matter to Diverse Learners - Secondary (W) . . . . .	5
TE 408 Crafting Teaching Practices - Secondary (W) . . . . .	6
The pedagogy courses that are required for students with a disciplinary major in communicative sciences and disorders are specified in the section on <i>TEACHER CERTIFICATION OPTION</i> in the Department of Communicative Sciences and Disorders section of this catalog. Students with a disciplinary major in communicative sciences and disorders must complete Teacher Education 150, 301, and 842; Counseling, Educational Psychology and Special Education 240; and Communicative Sciences and Disorders 483 to be considered for admission to the Internship Year Studies Program.	
The pedagogy courses that are required for students with a disciplinary major in kinesiology are specified in the section on <i>TEACHER CERTIFICATION OPTIONS</i> in the <i>Department of Kinesiology</i> section of this catalog. Students with a disciplinary major in Kinesiology must complete Counseling, Educational Psychology and Special Education 240, in lieu of Teacher Education 250, to be considered for admission to the Internship Studies Program.	
The pedagogy courses that are required for students with a disciplinary major in music education are specified in the section on <i>TEACHER CERTIFICATION OPTIONS</i> in the College of Music section of this catalog. Students with a disciplinary major in music education must complete Teacher Education 150, Teacher Education 250, Teacher Education 302 and Music 260 to be considered for admission to the Internship Studies Program.	
Students with a disciplinary major in art education must complete Studio Art 481 and 482 in lieu of Teacher Education 407 and 408.	

**Admission to the Internship Year Studies Program**

The section on admission to the Internship Year Studies Program pertains to all students who complete the requirements for a bachelor’s degree at another educational institution, or who complete the requirements for a bachelor’s degree at Michigan State University without having been admitted to the Teacher Certification Program.

The number of students admitted to the Internship Year Studies Program is established by the university. Enrollment in the program is limited. The criteria and procedures for the selection of students for admission to the Internship Year Studies Program are established by the College of Education.

**Requirements for the Internship Year Studies Program**

	CREDITS
1. All of the following Professional Education Courses: . . . . .	24
TE 501 Internship in Teaching Diverse Learners I . . . . .	6
TE 502 Internship in Teaching Diverse Learners II . . . . .	6
TE 801 Professional Roles and Teaching Practice I . . . . .	3
TE 802 Reflection and Inquiry in Teaching Practice I . . . . .	3
TE 803 Professional Roles and Teaching Practice II . . . . .	3
TE 804 Reflection and Inquiry in Teaching Practice II . . . . .	3
2. Meet all professional standards for the internship year as specified by the College of Education.	

Students with a music education disciplinary major must complete approved alternative courses in lieu of Teacher Education 501, 502, 801, 802, 803, and 804.

Students who fulfill all of the requirements for a Master of Arts degree with a major in Communicative Sciences and Disorders will have completed the courses that are required in lieu of Teacher Education 502, 801, 802, 803, and 804.

Students with a special education disciplinary major who are seeking both teacher certification and endorsement in deaf education must complete Counseling, Educational Psychology and Special Education 502C, 801A, 802C, 803C, and 804C in lieu of Teacher Education 502, 801, 802, 803, and 804. Those courses contain disciplinary content, as well as pedagogical content. Therefore, those courses are also counted toward the requirements for endorsement in the area of deaf education. Students who completed Teacher Education 502, 801, 802, 803, and 804 and who are seeking endorsement in deaf education must complete Counseling, Educational Psychology and Special Education 502C, 801A, 802C, 803C, and 804C.

Students with a special education disciplinary major who are seeking both teacher certification and endorsement in learning disabilities must complete Counseling, Educational Psychology and Special Education 502A, 801A, 802A, 803A, and 804A in lieu of Teacher Education 502, 801, 802, 803, and 804. Those courses contain disciplinary content, as well as pedagogical content. Therefore, those courses are also counted toward the requirements for endorsement in the area of learning disabilities. Students who completed Teacher Education 502, 801, 802, 803, and 804 and who are seeking endorsement in learning disabilities must complete Counseling, Educational Psychology and Special Education 502A, 801A, 802A, 803A, and 804A.

**Internship Placements**

Students seeking teacher certification are required to complete extended internships during the Internship Year Studies Program. Interns who desire to be placed in middle or secondary schools must pass the Michigan Test for Teacher Certification (MTTC) subject tests in their majors and minors. Elementary interns, including Special Education and Child Development majors, must pass, at minimum, the MTTC test in Elementary Education prior to placement in grades K-5. For the full criteria to be admitted to the internship year, see *Prerequisites for Admission to the Internship Year Studies Program*.

Although students are given an opportunity to express their preferences concerning possible internship placement sites, the placement of students in internships is the sole responsibility of the College of Education. The College will not honor student-arranged internship placements.

Each student’s subject areas, the availability of field instructors, the voluntary willingness of schools to accept interns and visitors, and the College’s commitment to providing service to public schools are considered in internship placement decisions. Given the number of factors that influence internship placement decisions, the College cannot guarantee that placements will be avail-

able in the vicinity of East Lansing or in a location that a student prefers.

Students are responsible for their transportation to and from internships. Students are responsible for costs associated with internships; e.g., transportation, or moving to and living in the community in which a student’s internship placement is located.

For additional information, students should contact the faculty who are responsible for internship placements.

**Relationship of the Internship Year Studies Program to Master’s Degree Programs**

Students may be admitted to the Internship Year Studies Program without being admitted to a master’s degree program. Students who are admitted to both the Internship Year Studies Program and a master’s degree program may pursue both programs simultaneously. For students who complete the Internship Year Studies Program, a maximum of 12 credits in 800–level courses that are required for that program may be applied to a master’s degree with the approval of the units that administer the master’s degree program. Exceptions are the Master of Arts in Teaching and Curriculum, the Master of Arts in Literacy Instruction, and the Master of Arts in Special Education with an emphasis in Deaf Education which allow a maximum of 9 credits.

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.

For additional information about the 800–level courses that are required for the Internship Year Studies Program, refer to the section on “Requirements for the Internship Year Studies Program.”

**MSU SUBJECT MATTER TEACHING MAJORS AND MINORS FOR TEACHER PREPARATION AND CERTIFICATION**

Michigan State University offers three options for subject matter teacher preparation and certification.

**MSU Integrated Teaching Majors for Elementary Teacher Certification**

The State of Michigan requires a minimum of 36 semester credits for a group teaching major for elementary teacher certification. Three integrated teaching majors are available for prospective elementary school teachers:

- Language Arts
- Social Studies (with history and geography concentrations)
- Integrated Science

These majors, which are housed in the College of Education, provide prospective elementary teachers with the opportunity to focus academic studies in a set of closely allied subject areas that are central to the core curriculum in elementary and middle schools and that are aligned with Michigan Department of Education standards. To enroll in one of these integrated teaching majors, students must be admitted to the Elementary Teacher Certification Program in the College of Education. The specific course requirements for each of the integrated teaching majors are listed below.

The Language Arts Integrated Teaching Major is designated to meet the subject matter teaching major/minor requirement for the two special education emphasis areas (deaf education or learn-

ing disabilities) and for the child development major. One of the other integrated teaching majors (social studies, integrated science), or one of the approved disciplinary majors, or one of the approved disciplinary teaching minor combinations is also available for elementary teacher certification (with the appropriate endorsement), with the approval of the Department of Counseling, Educational Psychology, and Special Education or the Department of Family and Child Ecology, respectively.

**MSU Disciplinary Majors for Elementary and Secondary Teacher Certification**

The State of Michigan requires a minimum of 30 semester credits for a single–subject disciplinary major, and a minimum of 36 semester credits for a group subject disciplinary major, for elementary and secondary teacher certification. Therefore, in the event that fewer than the required minimum number of credits are included in the student’s disciplinary major, the student must complete additional credits as necessary for teacher certification.

All of the disciplinary majors are undergraduate majors.

Students in the special education major are recommended only for elementary teacher certification: K-12 endorsed subject area. Students in the art education, communicative sciences and disorders, kinesiology, and music education majors are recommended only for secondary teacher certification: K-12 endorsed subject area.

Below, the disciplinary majors that are available for teacher certification are identified, along with the colleges that administer them. Group subject disciplinary majors are also identified, and other information is provided.

Some of the disciplinary majors lead to the Bachelor of Arts or the Bachelor of Science degree. Either degree is appropriate for teacher certification. The student should refer to the relevant college section for additional information about a given major.

**MSU Disciplinary Teaching Minors for Elementary and Secondary Teacher Certification**

The State of Michigan requires a minimum of 20 semester credits for a single–subject disciplinary teaching minor, and a minimum of 24 semester credits for a group subject disciplinary teaching minor, for elementary or secondary teacher certification. Below, the disciplinary teaching minors that are available for teacher certification are identified, and other information is provided.

**OPTIONS FOR ACCEPTABLE SUBJECT MATTER TEACHING MAJORS AND MINORS FOR ELEMENTARY TEACHER CERTIFICATION**

**Integrated Teaching Majors Available for Elementary Teacher Certification**

- Language Arts
- Social Studies (with history and geography concentrations)
- Integrated Science

**Disciplinary Majors Available for Elementary Teacher Certification**

MAJOR	COLLEGE
Comparative Cultures and Politics	James Madison College
East Asian Languages and Cultures (Chinese)	Arts and Letters
East Asian Languages and Cultures (Japanese)	Arts and Letters
English	Arts and Letters
French	Arts and Letters
German	Arts and Letters
History	Social Science
Interdisciplinary Studies in Social Science	Social Science

- International Relations
- Mathematics
- Political Theory and Constitutional Democracy
- Social Relations and Policy
- Spanish

- James Madison College
- Natural Science
- James Madison College
- James Madison College
- Arts and Letters

**Disciplinary Teaching Minors Available for Elementary Teacher Certification**

Students electing to complete the requirements for two disciplinary teaching minors should make their choices from the listing below.

MINOR	COLLEGE
Chinese	Arts and Letters
Computer Science	Engineering
English	Arts and Letters
Environmental Science	Agriculture and Natural Resources
French	Arts and Letters
Geography	Social Science
German	Arts and Letters
History	Social Science
Japanese	Arts and Letters
Mathematics-Elementary	Natural Science
Russian	Arts and Letters
Spanish	Arts and Letters
Teaching English to Speakers of Other Languages	Arts and Letters

**Undergraduate Majors Leading to Endorsements on an Elementary Teacher Certificate**

MAJOR	COLLEGE
Child Development	Social Science
Special Education	Education

The East Asian Languages and Cultures major is available for teacher certification in Chinese and Japanese only.

Language arts, social studies, integrated science, interdisciplinary studies in social science, international relations, political theory and constitutional democracy, and social relations are group majors, requiring 36 or more semester credits.

The minor of Teaching English to Speakers of Other Languages must be paired with an academic major such as Language Arts or a world language.

A given course may not be counted toward both the requirements for a disciplinary major or integrated teaching major and the requirements for a disciplinary teaching minor (including the Planned Program for Elementary Education), or toward the requirements for two or more disciplinary teaching minors (including the Planned Program for Elementary Education).

**OPTIONS FOR ACCEPTABLE SUBJECT MATTER TEACHING MAJORS AND MINORS FOR SECONDARY TEACHER CERTIFICATION**

**Disciplinary Majors Available for Secondary Teacher Certification**

MAJOR	COLLEGE
Agriscience	Agriculture and Natural Resources
Biological Science–Interdepartmental	Natural Science
Chemistry	Natural Science
Comparative Cultures and Politics	James Madison College
Earth Science–Interdepartmental	Natural Science
East Asian Languages and Cultures (Chinese)	Arts and Letters
East Asian Languages and Cultures (Japanese)	Arts and Letters
Economics	Social Science
English	Arts and Letters
French	Arts and Letters
German	Arts and Letters
History	Social Science
Interdisciplinary Studies in Social Science	Social Science
International Relations	James Madison College
Journalism	Communication Arts and Sciences
Mathematics	Natural Science
Physical Science–Interdepartmental	Natural Science
Physics	Natural Science
Political Theory and Constitutional Democracy	James Madison College
Social Relations and Policy	James Madison College
Spanish	Arts and Letters

**EDUCATION**  
**Department of Teacher Education**

**Disciplinary Teaching Minors Available for Secondary Teacher Certification**

MINOR	COLLEGE
Agriscience	Agriculture and Natural Resources
Anthropology	Social Science
Biological Science	Natural Science
Chemistry	Natural Science
Chinese	Arts and Letters
Computer Science	Engineering
Earth Science	Natural Science
Economics	Social Science
English	Arts and Letters
Environmental Science	Agriculture and Natural Resources
French	Arts and Letters
Geography	Social Science
German	Arts and Letters
History	Social Science
Italian	Arts and Letters
Japanese	Arts and Letters
Journalism	Communication Arts and Sciences
Latin	Arts and Letters
Mathematics-Secondary	Natural Science
Physics	Natural Science
Political Science	Social Science
Psychology	Social Science
Religious Studies	Arts and Letters
Russian	Arts and Letters
Sociology	Social Science
Spanish	Arts and Letters
Teaching English to Speakers of Other Languages	Arts and Letters

**Undergraduate Majors Leading to K-12 Endorsements on a Secondary Teacher Certificate**

MAJOR	COLLEGE
Art Education	Arts and Letters
Communication Sciences and Disorders	Communication Arts and Sciences
Kinesiology	Education
Music Education	Arts and Letters

The East Asian Languages and Cultures Major is available for teacher certification in Chinese and Japanese only.

Agriscience, interdisciplinary studies in social science, international relations, physical science-interdisciplinary, political theory and constitutional democracy, and social relations are group majors requiring 36 or more semester credits.

Art Education and Music Education are K-12 comprehensive group majors, requiring a minimum of 50 semester credits, and are exempt from the requirement to complete a separate teaching minor.

Agriscience and environmental science are group subject minors, requiring 24 or more semester credits.

The minor of Teaching English to Speakers of Other Languages must be paired with an academic core major.

A given course may not be counted toward both the requirements for a disciplinary major and the requirements for a disciplinary minor, or toward the requirements for two or more disciplinary minors.

**REQUIREMENTS FOR THE INTEGRATED TEACHING MAJORS**

**Language Arts Integrated Teaching Major for Elementary Teacher Certification**

A minimum of 17 to 18 credits must be taken at the 300-400 level.

	CREDITS
36 to 46	
1. Language, Literacy, and Culture (11 to 15 credits):	
a. One of the following courses (3 or 4 credits):	
ENG 302 Introduction to English Language Studies	3
LIN 200 Introduction to Language	3
LIN 401 Introduction to Linguistics	4
b. One of the following courses (3 credits):	
ANP 420 Language and Culture	3
CSD 333 Oral Language Development	3
ENG 406 Topics in English Language Studies	3
LIN 424 Introduction to Phonetics and Phonology	3
LIN 434 Introduction to Syntax	3
LIN 437 Semantics and Pragmatics	3
LIN 441 Historical Linguistics	3
LIN 450 Child Language Acquisition	3
LLT 346 Pedagogical English Grammar for English Teachers	3
PHL 360 Philosophy of Language	3

c. Two of the following courses (5 to 8 credits):	
CEP 341 American Sign Language and the Deaf Community	2
COM 391 Topics in Verbal, Intercultural, or Gender Communication	4
CEP 441A American Sign Language I	3
CEP 441B American Sign Language II	3
ENG 404 English Dialects	3
ENG 405 Language Use in the African-American Community	3
IAH 231C Themes and Issues: Roles of Language in Society (D)	4
LIN 471 Sociolinguistics	3
LLT 307 Methods of Teaching English to Speakers of Other Languages	3
LLT 361 Second and Foreign Language Learning	3
LLT 362 Child Second Language Learning	3
2. Writing, Rhetoric, and Design (6 to 8 credits):	
a. One of the following courses (3 or 4 credits):	
ENG 223 Introduction to Creative Nonfiction Writing	3
ENG 226 Introduction to Creative Writing	3
ENG 228 Introduction to Fiction Writing	3
ENG 229 Introduction to Poetry Writing	3
ENG 232 Writing as Exploration	3
ENG 327 Introduction to Playwriting	3
JRN 200 News Writing and Reporting I	4
JRN 205 Writing for Media	3
WRA 260 Rhetorical Analysis of American Cultures for Professional Writing	3
WRA 308 Invention in Writing	3
WRA 320 Technical Writing	3
WRA 361 Rhetoric, Persuasion, and Argument	3
b. One of the following courses (3 or 4 credits):	
CEP 416 Teaching and Learning with Technology	3
JRN 310 Photojournalism I	3
JRN 336 Publication Design I	3
JRN 345 Images and Messages	3
JRN 408 Topics in Specialized Reporting and Writing	3
JRN 409 Topics in Advising Student Publications	3 or 4
STA 110 Drawing I	3
STA 113 Color and Design	3
STA 114 Three-Dimensional Form	3
STA 371 Art, Education and Society	3
WRA 210 Introduction to Web Authoring	3
WRA 360 Visual Rhetoric	4
WRA 417 Multimedia Writing	4
3. Text, Media, and Interpretation (12 to 16 credits)	
Two courses must be at the 300-400 level:	
a. One of the following courses (3 or 4 credits):	
ENG 203 Genres and Themes	3
ENG 204 Readings in North American Literatures	3
ENG 205 Readings in British Literatures	3
ENG 206 Readings in Contemporary Literatures	3
ENG 210 Introduction to the Study of English	4
b. One or two of the following courses (3 to 8 credits):	
AMS 210 American Popular Culture	4
AMS 265 Transcultural Perspectives	3
AMS 280 Major Themes in American Studies	3
COM 275 Effects of Mass Communication	3
ENG 130 Film and Society	3
ENG 230 Introduction to Film	4
ENG 231 Film and Literature	4
ENG 310E Literature in English: Modern Media and Culture	4
ENG 330 Film Theory	3
ENG 331 Film Criticism	4
ENG 342 Popular Literary Genres	3
ENG 380 American Cultural Criticism	3
JRN 108 Introduction to Mass Media	3
WRA 260 Rhetorical Analysis of American Cultures for Professional Writing	3
WRA 415 Digital Rhetoric	3
c. One or two of the following courses (3 to 8 credits):	
ASN 464 Studies in the Literature of Asia and the Asian Diaspora (W)	3
CLA 360 Ancient Novel in English Translation (W)	3
ENG 153 Introduction to Women Authors	4
ENG 221 Introduction to Shakespeare	4
ENG 265 Classical Myths and Literature	3
ENG 266 Literary Interpretation of the Bible	3
ENG 310A Literature in English to 1660	4
ENG 310B Literature in English 1660-1789	4
ENG 310C Literature in English 1789-1900	4
ENG 310D Literature in English since 1900	4
ENG 344 Jewish-American Literature	4
ENG 349 African American Literature I	3
ENG 350 African American Literature II	3
ENG 351 Chicano and Latino Literatures in English	3
ENG 352 Asian American Writing	3
ENG 353 Women and Literature	3
ENG 354 Native American Literature	3
ENG 360 Postcolonial Literature and Theory	3
ENG 361 Asian literature in English or in English Translation	3
ENG 363 African Literature	3
ENG 366 Irish Literature	3
ENG 379 American Women Writers	3
ENG 421 Shakespeare	3
ENG 426B Comparative Drama: Renaissance and Baroque	3

ENG 426D	Comparative Drama: Ibsen to World War II	3
ENG 426E	Comparative Drama: 1945 to the Present	3
ENG 436A	Comparative Fiction: Western	3
ENG 439	20 <sup>th</sup> Century English Poetry	3
ENG 453	Contemporary American Poetry	3
ENG 463	Studies in the Literature of Africa and the African Diaspora	3
ENG 476	American Authors	3
FRN 355	French Literature in English Translation	3
ROM 241	Literature of the Classical Tradition	3
RUS 231	19 <sup>th</sup> -Century Russian Literature in Translation	3
RUS 232	20 <sup>th</sup> -Century Russian Literature in Translation	3
TE 448	Issues of Diversity in Children's and Adolescent Literature	3
4.	Speech, Performance, and Communication (1 to 4 credits):	
a.	One of the following courses (1 to 4 credits):	
CEP 460	Communication Skill Training for the Helping Professional	3
COM 100	Human Communication	3
COM 225	An Introduction to Interpersonal Communication	3
COM 240	Introduction to Organizational Communication	4
THR 101	Acting I	3
THR 421	Creative Dramatics	3
THR 422	Children's Theatre	3
5.	Children's Literature (3 credits):	
a.	The following course (3 credits):	
TE 348	Reading and Responding to Children's Literature	3
This course is also required for the Planned Program. The three credits are counted here for Special Education and Child Development majors, but are not counted toward the major requirements in those areas. For Education majors, the three credits can only count here if the Planned Program category totals at least 20 credits without counting Teacher Education 348.		
6.	Electives. Additional credits in courses in English, linguistics, language learning and teaching, communications, journalism, theatre, or writing, rhetoric, and American cultures as needed to satisfy the requirement of at least 36 credits in this integrated teaching major.	

### Social Studies Integrated Teaching Major For Elementary Teacher Certification

CREDITS

<b>Concentration In History (38 credits)</b>		
1.	Both of the following economics courses (6 credits):	
EC 201	Introduction to Microeconomics	3
EC 202	Introduction to Macroeconomics	3
2.	Both of the following political science courses (6 credits):	
PLS 100	Introduction to American National Government	3
PLS 324	American Legislative Process	3
3.	The following geography course (3 credits):	
GEO 204	World Regional Geography	3
This course is also required in the Planned Program for Elementary Education. Education majors will count these credits in the major requirements. Child development and special education majors will not count these credits toward their major requirements.		
4.	Two of the following geography courses (6 credits):	
GEO 206	Physical Geography	3
GEO 330	Geography of the United States and Canada	3
GEO 333	Geography of Michigan and the Great Lakes Region	3
5.	Both of the following history courses (8 credits):	
HST 202	U.S. History to 1876	4
HST 203	U.S. History since 1876	4
One of these courses is also required in the Planned Program for Elementary Education. Education, child development and special education majors will not count these credits toward their major requirements.		
6.	All of the following history courses (9 credits):	
HST 201	Historical Methods and Skills	3
HST 320	History of Michigan	3
HST 413	Families in Historical Perspective	3
7.	Electives. Additional history credits in courses at 300 or 400 level as needed to satisfy the requirement of at least 36 credits in this integrated teaching major.	

<b>Concentration In Geography (37 or 38 credits)</b>		
1.	Both of the following economics courses (6 credits):	
EC 201	Introduction to Microeconomics	3
EC 202	Introduction to Macroeconomics	3
2.	Both of the following political science courses (6 credits):	
PLS 100	Introduction to American National Government	3
PLS 324	American Legislative Process	3
3.	Both the following history courses (8 credits):	
HST 202	U.S. History to 1876	4
HST 203	U.S. History since 1876	4
One of these courses is also required in the Planned Program for Elementary Education. Education majors will count one of these courses toward the credits required for the concentration. Child development and special education majors will count both courses toward the credits required for the concentration.		

4.	One of the following history courses (3 credits):	
HST 320	History of Michigan	3
HST 413	Families in Historical Perspective	3
5.	The following geography course (3 credits):	
GEO 204	World Regional Geography	3
This course is also required in the Planned Program for Elementary Education. Education, child development and special education majors will not count these credits toward their major requirements.		
6.	One of the following geography courses (3 credits):	
GEO 113	Introduction to Economic Geography	3
GEO 151	Cultural Geography	3
7.	The following geography course (3 credits):	
GEO 206	Physical Geography	3
8.	The following geography course (3 credits):	
GEO 221	Introduction to Geographic Information	3
9.	One of the following geography courses (3 credits):	
GEO 330	Geography of the United States and Canada	3
GEO 333	Geography of Michigan and the Great Lakes Region	3
10.	Electives. Additional geography credits in courses at 300 or 400 level as needed to satisfy the requirement of at least 36 credits in this integrated teaching major.	

### Integrated Science Teaching Major For Elementary Teacher Certification

CREDITS  
55 to 58

1.	All of the following biology courses (16 credits):	
BS 110	Organisms and Populations	4
BS 111	Cells and Molecules	3
BS 111L	Cell and Molecular Biology Laboratory	2
PSL 250	Introductory Physiology	4
ZOL 355	Ecology	3
Students may use Biological Science 111 and 111L to satisfy the Integrative Studies in Biological Sciences and laboratory components of the University's Integrative Studies requirement		
2.	All of the following chemistry courses (8 credits):	
CEM 141	General Chemistry	4
CEM 142	General and Inorganic Chemistry	3
CEM 161	Chemistry Laboratory I	1
Students may use 3 credits of Chemistry 141 to satisfy the Integrative Studies in Physical Sciences component of the University's Integrative Studies requirement.		
3.	All of the following earth science courses (10 credits):	
AST 207	The Science of Astronomy	3
GEO 203	Introduction to Meteorology	3
GLG 201	The Dynamic Earth	4
4.	One of the following mathematics courses (3 or 5 credits):	
MTH 114	Trigonometry	3
MTH 116	College Algebra and Trigonometry	5
5.	All of the following natural science courses (7 credits):	
SME 120	Seminar in Integrated Science for Elementary Schools	1
SME 320	Integrated Science for Elementary Schools	3
SME 420	Integrated Science Research for Elementary Schools	3
6.	All of the following physics courses (8 credits):	
PHY 231	Introductory Physics I	3
PHY 232	Introductory Physics II	3
PHY 251	Introductory Physics Laboratory I	1
PHY 252	Introductory Physics Laboratory II	1
7.	One of the following statistics courses (3 or 4 credits):	
STT 200	Statistical Methods	3
STT 201	Statistical Methods	4

### Integrated Science, Secondary Education, Comprehensive Endorsement

A secondary education endorsement in Integrated Science is available for students in the undergraduate teaching certification program who are working on their initial certification. This endorsement must be completed in combination with either an approved science major or approved science minor at Michigan State University. When completed with a science major, the Integrated Science courses as a comprehensive teaching endorsement of 50 or more credits waives the requirement for a separate additional minor. Students interested in completing the Integrated Science secondary endorsement should contact an advisor in the College of Education, 134 Erickson Hall, for more information.

**EDUCATION**  
**Department of Teacher Education**

**REQUIREMENTS FOR THE DISCIPLINARY  
TEACHING MINORS**

**AGRISCIENCE**

			CREDITS
ABM	100	Decision-making in the Agri-Food System	3
AEE	314	Issues in Agricultural and Environmental Education Programs	3
AEE	412	Agricultural and Natural Resources Leadership and Education	3
ANS	110	Introductory Animal Agriculture	4
CSS	101	Introduction to Crop Science	3
CSS	210	Fundamentals of Soil and Landscape Science	3
HRT	203	Principles of Horticulture I	2
HRT	203L	Introduction to Horticulture I Laboratory	1
ZOL	355	Ecology	3
ZOL	355L	Ecology Laboratory	1
			26

**ANTHROPOLOGY**

ANP	201	Sociocultural Diversity	3
ANP	202	Biocultural Evolution	3
ANP	320	Social and Cultural Analysis	4
Or			
ANP	480	History of Anthropological Theory	3
One course from each of the following groups (thematic/theoretical):			
(1)	ANP 340	Introduction to Physical Anthropology	4
	ANP 363	Rise of Civilization	3
(2)	ANP 420	Language and Culture	3
	ANP 423	Psychological Anthropology	3
	ANP 424	Culture and Economic Behavior	3
(3)	ANP 220	Gender Relations in Comparative Perspective	3
	ANP 330	Race, Ethnicity and Nation: Anthropological Approaches to Collective Identity	3
One of the following courses (ethnographic):			
ANP	410	Revolution and Social Change in Latin America	3
ANP	411	North American Indian Ethnography	3
ANP	412	Social and Cultural Status of Latinos in the U.S.	3
ANP	414	Anthropology of South Asia	3
ANP	415	China: Culture and Society	3
ANP	416	Anthropology of Southern Africa	3
			21 to 23

**BIOLOGICAL SCIENCE**

BS	110	Organisms and Population	4
BS	111	Cells and Molecules	3
BS	111L	Cell and Molecular Biology Laboratory	2
ZOL	341	Fundamental Genetics	4
ZOL	355	Ecology	3
ZOL	355L	Ecology Laboratory	1
PSL	250	Introductory Physiology	4
Or			
PLB	301	Introductory Plant Physiology	3
BMB	200	Introduction to Biochemistry	4
Or			
MMG	301	Introductory Microbiology	3
			23 to 25

**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

The following course:  
CEM 383 Introductory Physical Chemistry I . . . . . 3

23

**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 Teaching English to Speakers of Other Languages	3
2. One of the following courses:			
ASN	401	East Asian Cultures (W)	3
ASN	464	Studies in the Literature of Asia and the Asian Diaspora (W)	3
CHS	350	Studies in Chinese Language	3
CHS	401	Fourth-Year Chinese I	3
CHS	402	Fourth-Year Chinese II	3
			24

**COMPUTER SCIENCE**

All of the following courses (19 credits)			
CSE	131	Introduction to Technical Computing	3
CSE	231	Introduction to Programming I	4
CSE	232	Introduction to Programming II	4
CSE	260	Discrete Structures in Computer Science	4
CSE	320	Computer Organization and Assembly Language Programming	4
One additional 300-400 level course in the Department of Computer Science and Engineering selected from the following: CSE 331, CSE 410, CSE 420, or CSE 460. The total credits for the teaching minor will be 22 or 23 credits.			
CSE 131, 231, 232, 260, and 320 will be available without restriction to students who meet the prerequisites. Students will need to submit a plan for the teaching minor to the Department of Computer Science and Engineering. If the student's overall grade-point average and technical grade-point average (courses in mathematics, the physical and biological sciences, and engineering) meet the standards required of Computer Science majors for admission to upper level studies, the student's plan will be approved, and the Department of Computer Science and Engineering will approve access to additional Computer Science and Engineering courses in the minor.			

**EARTH SCIENCE**

GLG	201	The Dynamic Earth	4
GLG	303	Oceanography	4
GLG	304	Physical and Biological History of the Earth	4
GLG	401	Plate Tectonics (W)	4
AST	207	The Science of Astronomy	3
GEO	203	Introduction to Meteorology	3
			22

**ECONOMICS**

EC	201	Introduction to Microeconomics	3
EC	202	Introduction to Macroeconomics	3
and			
EC	301	Intermediate Microeconomics	3
or			
EC	302	Intermediate Macroeconomics	3
Electives from Economics Courses at 300 or 400 level			11
			20

**ENGLISH**

1. Both of the following courses:			
ENG	210	Introduction to the Study of English	4
ENG	302	Introduction to English Language Studies	3
2. One of the following courses:			
ENG	310A	Literature in English to 1660	4
ENG	310B	Literature in English 1660-1789	4
3. One of the following courses:			
ENG	310C	Literature in English 1789-1900	4
ENG	310D	Literature in English since 1900	4
ENG	310E	Literature in English: Modern Media and Culture	4
4. One of the following courses:			
ENG	108	Children's Literature and Literature for Young Adults	4
One additional 3- or 4-credit English course at the 300-400 level <sup>1</sup>			3 or 4
5. One additional 3- or 4-credit English course at the 400 level <sup>1</sup>			3 or 4
			21 to 23

<sup>1</sup> English 413, 490, and 493 may *not* be used to satisfy this requirement.



**ENVIRONMENTAL SCIENCE**

(Available only to students with a major or minor in Biological Science or a minor in Agriscience.)

FW 203	Resource Ecology	3
FW 284	Natural History and Conservation in Michigan	3
FW 484	Environmental Education	3
FW 485	Environmental Science Senior Seminar	1
GEO 203	Introduction to Meteorology	3
GEO 206	Physical Geography	3
GEO 206L	Physical Geography Laboratory	1
GLG 201	The Dynamic Earth	4
RD 301	Federal and State Environmental Policy	3
		24

Recommended elective for Michigan teachers:

FW 207	Great Lakes: Biology and Management	3
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**FRENCH**

FRN 320	Self-Expression in Writing (W)	3
FRN 321	Oral Expression	3
FRN 330	French Phonetics	3
FRN 340	Introduction to Reading French Literature (W)	3
FRN 415	Introduction to French Studies I: Metropolitan France	3
FRN 416	Introduction to French Studies II: Francophone Cultures	3
FRN 425	Advanced Studies in French Language	3
or		
FRN 430	French Linguistics	3
		21

**GEOGRAPHY**

GEO 204	World Regional Geography	3
GEO 206	Physical Geography	3
GEO 206L	Physical Geography Laboratory	1
GEO 221	Introduction to Geographic Information	3
GEO 330	Geography of the United States and Canada	3
GEO 333	Geography of Michigan and the Great Lakes Region	3
One of the following courses:		
GEO 113	Introduction to Economics Geography	3
GEO 151	Cultural Geography	3
One additional course in Geography at the 300 or 400 level		
		22

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

**GERMAN**

1. One of the following groups of courses:			
a.	GRM 301	Third-Year German I	3
	GRM 302	Third-Year German II	3
b.	GRM 311	Business German I	3
	GRM 312	Business German II	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	Teaching German Language and Culture	2	
LLT 307	Methods of Teaching English to Speakers of Other Languages	3	
		23	

**HISTORY**

The student must complete:

1. All of the following courses:			11
HST 201	Historical Methods and Skills	3	
HST 202	U.S. History to 1876	4	
HST 203	U.S. History Since 1876	4	
2. One of the following courses:			3 or 4
HST 310	African American History to 1876	3	
HST 311	African American History Since 1876	3	
HST 312	African American Women	3	
HST 313	Women in the United States to 1869	4	
HST 314	Women in the United States since 1869	4	
HST 315	American Intellectual History to 1860	3	
HST 316	United States Intellectual History since 1860	3	
HST 318	United States Constitutional History	3	
HST 319	Asian American History	3	
HST 320	History of Michigan	3	
HST 321	History of the American West	3	
HST 322	History of the American South	3	
HST 323	United States Industrial Civilization 1820 to 1929	3	
HST 325	United States Foreign Relations to 1914	3	
HST 326	United States Foreign Relations since 1914	3	
HST 327	History of Mexican Americans in the United States	3	
HST 378	Native Americans in North American History to 1830	3	
HST 379	Native Americans in North American History from 1830	3	
HST 391	Environmental History of North America	3	

3. Two of the following courses:			6 to 8
HST 150	World History since 1500	4	
HST 336	Contemporary Europe, 1870 to Present	3	
HST 337	European Intellectual History: Natural Philosophy through Romanticism	4	
HST 338	European Intellectual History: Modernism and Post-Modernism	4	
HST 342	Modern East-Central Europe	3	
HST 344	Russia in the Twentieth Century	3	
HST 352	European Economic History	3	
HST 361	African History since 1800	3	
HST 368	China since 1900	3	
HST 370	Japan since 1800	3	
HST 373	The Middle East: The Ottoman Empire	3	
HST 381	National Latin America	3	
HST 383	The Caribbean	3	
HST 390	History of International Relations	3	
HST 393	History of India	4	
HST 410	History of Western Urbanization	3	
HST 412	Women in Modern European History	3	
HST 413	Families in Historical Perspective	3	
4. One of the following courses:			3
HST 480	Seminar in American History (W)	3	
HST 481	Seminar in Ancient History (W)	3	
HST 482	Seminar in Medieval History (W)	3	
HST 483	Seminar in Modern European History (W)	3	
HST 484	Seminar in African History (W)	3	
HST 485	Seminar in Asian History (W)	3	
HST 486	Seminar in Latin American History (W)	3	
HST 487	Seminar in Comparative History (W)	3	
HST 488	Seminar in International Relations (W)	3	
HST 492H	Senior Honors Seminar	3	
		23 to 26	

The courses that are used to satisfy requirements 2., 3., and 4. must be approved in advance by the Undergraduate advisor in History. At least one of those courses must focus on an area of the world other than the United States or Western Europe.

**ITALIAN**

ITL 201	Second-Year Italian I	4
ITL 202	Second-Year Italian II	4
ITL 320	Advanced Grammar and Composition	3
ITL 340	Phonetics and History of the Italian Language	3
ITL 350	Introduction to Italian Literature	3
One of the following:		
ITL 330	Italian Culture and Civilization	3
ITL 360	Topics in Italian Language and Culture	3
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**JAPANESE**

All of the following courses (21 credits):		
JPN 201	Second-Year Japanese I	5
JPN 202	Second-Year Japanese II	5
JPN 301	Third-Year Japanese I	4
JPN 302	Third-Year Japanese II	4
LL 380	Methods of Teaching Foreign Languages	3
One of the following courses (3 credits):		
ASN 401	East Asian Cultures (W)	3
ASN 464	Studies in the Literature of Asia and the Asian Diaspora (W)	3
JPN 350	Studies in Japanese Language	3
JPN 401	Fourth-Year Japanese I	3
JPN 402	Fourth-Year Japanese II	3
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**JOURNALISM**

JRN 200	News Writing and Reporting I	4
JRN 310	Photojournalism I	3
JRN 336	Publication Design I	3
JRN 430	News and the Law	3
JRN 409	Topics in Advising Student Publications	3
Electives approved by the School		
		20
Students are encouraged to choose electives from the following list:		
JRN 305	News Editing	3
JRN 306	Broadcast News I	4
JRN 325	History of Journalism	3

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**LATIN**

One of the following courses:

LTN 206	Nepos and Latin Prose	3
LTN 211	Livy and Roman Historiography	3

One of the following courses:

LTN 208	Catullus and Lucretius	3
LTN 221	Virgil and Latin Poetry	3

One of the following courses:

LTN 306	The Works of Cicero (W)	3
LTN 311	Augustine and His Age (W)	3

One of the following courses:

LTN 308	Roman Comedy (W)	3
LTN 321	The Works of Ovid (W)	3

One of the following courses:

LTN 406	Senior Seminar: Tacitus (W)	3
LTN 408	Senior Seminar: Virgil (W)	3
LTN 411	Senior Seminar: Petronius and Apuleius (W)	3
LTN 421	Senior Seminar: Horace (W)	3

All of the following courses:

CLA 310	Roman Civilization	3
HST 331	Ancient Roman History 200 BCE to 500 CE	3
LTN 499	Senior Thesis	1

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**MATHEMATICS-ELEMENTARY**

All of the following courses:

MTH 132	Calculus I	3
MTH 133	Calculus II	4
MTH 301	Foundations of Higher Mathematics	3
MTH 330	Higher Geometry	3
SME 430	History of Mathematics	3
STT 201	Statistical Methods	4

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**MATHEMATICS-SECONDARY**

MTH 132	Calculus I	3
MTH 133	Calculus II	4
MTH 234	Multivariable Calculus	4
MTH 309	Linear Algebra I	3
MTH 330	Higher Geometry	3

or

MTH 432	Axiomatic Geometry	3
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One of the following courses:

STT 351	Probability and Statistics for Engineering	3
STT 441	Probability and Statistics I: Probability	3
STT 430	Introduction to Probability and Statistics	3

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**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 331	Optics I	3
PHY 215	Thermodynamics and Modern Physics	3
PHY 440	Electronics	4

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**POLITICAL SCIENCE**

At least three (3) courses are required from the following list of introductory courses:

PLS 100	Introduction to American National Government	3
PLS 140	Introduction to Comparative Politics	3
PLS 160	Introduction to International Relations	3
PLS 170	Introduction to Political Philosophy	3

The following course is required:

PLS 200	Introduction to Political Science	4
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At least three of the following courses are required:

PLS 301	American State Government	3
PLS 320	The American Judicial Process	3
PLS 321	American Constitutional Law	3
PLS 324	American Legislative Process	3
PLS 325	American Executive Process	3
PLS 331	Political Parties and Interest Groups	3
PLS 351	African Politics	3
PLS 354	Politics of Asia	3
PLS 356	West European Politics	3
PLS 362	Foreign Policy	3
PLS 363	International Political Conflict	3
PLS 364	International Organization and Cooperation	3
PLS 371	Classical Political Philosophy	3
PLS 372	Modern Political Philosophy	3
PLS 377	American Political Thought	3
PLS 201	Introduction to Methods of Political Analysis	4

**PSYCHOLOGY**

PSY 101	Introductory Psychology	4
PSY 200	Cognitive Psychology	3
PSY 209	Brain and Behavior	3
PSY 235	Social Psychology	3
PSY 244	Developmental Psychology: Infancy through Childhood	3
PSY 295	Data Analysis in Psychological Research	3
PSY 424	Child and Family Psychopathology	3

or

PSY 344	Developmental Psychology: Adolescent Through Youth	3
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**RELIGIOUS STUDIES**

REL 310	Judaism	3
REL 411	Modern Jewish Thought	3
REL 320	Christianity	3
REL 330	Islam	3
REL 340	Hinduism	3
REL 440	Topics in South Asian Religions	3
REL 350	Buddhism in South Asia	3

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**RUSSIAN**

RUS 201	Second-Year Russian I	4
RUS 202	Second-Year Russian II	4
RUS 301	Third-Year Russian I	3
RUS 302	Third-Year Russian II	3
RUS 401	Fourth-Year Russian I	3
RUS 402	Fourth-Year Russian II	3
LL 380	Methods of Teaching Foreign Languages	3

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**SOCIOLOGY**

Each of the following:

SOC 100	Introduction to Sociology	4
SOC 241	Social Psychology	3
SOC 313	Education and Society	3
SOC 488	Sociological Theory	3

One of the following:

SOC 215	Race and Ethnicity	3
SOC 216	Sex and Gender	3
SOC 330	Social Stratification	3

Two elective courses at the 300–400 level

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**SPANISH**

SPN 310	Basic Spanish Grammar	3
SPN 320	Cultural Readings and Composition (W)	3
SPN 330	Phonetics and Pronunciation	3
SPN 340	Media and Conversation	3
SPN 350	Introduction to Reading Hispanic Literature (W)	3
SPN 412	Topics in Hispanic Culture	3
SPN 440	The Structure of Spanish	3

One of the following courses:

SPN 420	Spain and its Literature	3
SPN 432	Latin America and its Literature	3

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**TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES**

1. One of the following courses:	3 or 4
LIN 200 Introduction to Language	3
LIN 401 Introduction to Linguistics	4
2. All of the following courses:	14
LLT 307 Methods of Teaching English to Speakers of Other Languages	3
LLT 346 Pedagogical English Grammar for English Teachers	3
LLT 361 Second and Foreign Language Learning	3
TE 494 Field Experience in Teacher Education	5
3. Complete either a. or b.:	3 or 7
a. ANP 420 Language and Culture	3
b. COM 391 Topics in Verbal, Intercultural, or Gender Communication	4
LIN 471 Sociolinguistics	3

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The Teaching English to Speakers of Other Languages minor must be completed in combination with an academic core major. Students should see an academic advisor in the College of Education for more information.

## TEACHER CERTIFICATION REGULATIONS IN THE STATE OF MICHIGAN

All persons who teach in Michigan 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. Holders of the Michigan Elementary Provisional Teaching Certificate are eligible to teach in the State of Michigan grades K–5 all subjects (K–8 Self-Contained Classrooms) and grades 6–8 in subject areas. Holders of the Michigan Secondary Provisional Teaching Certificate are eligible to teach in the State of Michigan grades 6–12 in subject areas and grades K–12 in specified subject areas.

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 Internship Year Studies Program.

Ultimately, teachers must fulfill the requirements for the Michigan Professional Education Teaching Certificate listed below. Initially, *Michigan Provisional Teaching Certificates*, elementary or secondary, are recommended by Michigan State University upon the satisfactory completion of program requirements and are generally valid for six years.

To be qualified to teach at the expiration of the provisional certificate, one must either qualify for a *professional education certificate* or for the renewal of the provisional certificate.

If necessary, a *three-year renewal* of the initial Michigan provisional certificate may be recommended by Michigan State University if the applicant presents evidence that the following requirements have been completed:

- (a) Has been officially admitted to Michigan State University to a degree program on a regular or provisional basis or to a Graduate Certification program. Independent enrollment in courses through Lifelong Education Programs does not constitute official admission to a teacher certification program.
- (b) Has earned 9 semester credits after the issuance of the provisional certificate in a *planned* course of study approved by Michigan State University or holds an earned master's or higher degree from an approved institution.
- (c) Has completed any additional requirements specified by the State Board of Education.
- (d) Has made application for the renewal of the provisional certificate to Michigan State University.

A *second three year renewal* of the provisional certificate may be recommended if, in addition to items (a), (c), and (d), above, the applicant presents evidence that he or she has earned 18 semester credits after the issuance of the provisional certificate in a *planned* course of study approved by Michigan State University. A person with an earned master's or higher degree from an approved institution is not required to complete an 18 credit planned program.

*Michigan Professional Education Teaching Certificates*, elementary or secondary, may be recommended by Michigan State University for an applicant who presents evidence that the following requirements have been completed:

- (a) Has been officially admitted to Michigan State University to a degree program on a regular or provisional basis or to a Lifelong Education Teacher Certification program. Independent enrollment in courses through Lifelong Education Programs does not constitute official admission to a teacher certification program.
- (b) Has taught successfully for three years according to the validity of the provisional certificate and since the issuance of the provisional certificate.
- (c) Has earned 18 semester credits after the issuance of the state provisional certificate in a *planned* course of study approved by Michigan State University. A person with an

earned master's or higher degree from an approved institution may not be required to complete an 18 credit planned program. Each master's degree is reviewed for relevance to the proposed certification area.

- (d) Has completed any additional requirements specified by the State Board of Education.
- (e) Has made application for the professional education certificate to Michigan State University.

The detailed requirements for teacher certification are not set forth here. Students who plan to teach should consult their academic advisors early in their programs of study to obtain information about the requirements for the particular teaching certificate in which they are interested.

Students who intend to pursue a teaching certificate should know that recommendations for certification will be subject to payment of a required fee to the State Department of Education. Payment of the fee is a certificate requirement that must be met prior to the issuance of the teaching certificate. The *Administrative Rules Governing the Certification of Michigan Teachers* requires that an application for certification must be made no later than five years after credit requirements have been met. Furthermore, Part 10 ADMINISTRATIVE HEARINGS of the *Administrative Rules Governing the Certification of Michigan Teachers* © 390.1201 states:

Rule 101. (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.

Students should be aware that the State Board of Education has issued a statement indicating that the Board has consistently revoked or suspended a teaching certificate for a misdemeanor or felony conviction as an adult involving criminal sexual conduct, child abuse, or distribution of a controlled substance to a minor.

The College of Education will solicit information that will be used in making decisions on admission to or 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 Office of Student Affairs, College of Education. Since the State of Michigan enters into reciprocal agreements with other states with reference to teacher certification, students should be aware that other states have requirements similar to those of the State of Michigan.

Students who intend to pursue a teaching certificate should also be apprised of the portions of Sec. 1531 of Act No. 267, Public Acts of 1986, that are referenced below:

- (2) Beginning July 1, 1992 and subject to subsection (12), the State Board of Education shall only issue a teaching certificate to a person who has passed all portions of the Michigan Test for Teacher Certification (MTTC) as follows:
  - (a) For a secondary level teaching certificate, has passed both the basic skills test and the appropriate available subject area test for each subject area (major or minor) in which he or she applies to be certified. At the secondary level, at least one major and one minor are required.
  - (b) For an elementary level teaching certificate, has passed the basic skills test and the elementary certification test, and has passed the appropriate available subject area test for each subject area, if any, in which he or she applies to be certified.

## EDUCATION

### Department of Teacher Education

- (10) The Michigan Department of Education, or if approved by the state board, a private testing service, may assess fees for taking the basic skills test, elementary certification test, and the subject area tests. The fees, which shall be set by the state board, shall not exceed \$50.00 for a basic skills test nor \$75.00 for an elementary certification test or a subject area test. Students are responsible for all fees associated with certification, including the test fees.

## ENDORSEMENTS

Persons who hold a bachelor's degree and a valid State of Michigan teaching certificate may be eligible for recommendation for additional endorsements. Endorsements are designations on a person's Michigan teaching certificate that identify the substantive field(s) that the person completed, and the relevant level(s) of certification.

Michigan State University's programs that are related to substantive fields and levels of certification are on file with the Michigan Department of Education. The substantive fields are identified by Michigan Department of Education designations and codes.

After a person has met the requirements for an additional substantive field or has met the requirements for an additional level of certification by completing the appropriate Michigan State University program, Michigan State University recommends to the Michigan Department of Education that the person's Michigan teaching certificate be "endorsed" with the additional substantive field designation that represents the program that the person completed, or with the additional level of certification.

Persons may qualify for additional endorsements by meeting the requirements for any Michigan State University disciplinary major or Michigan State University disciplinary minor that is available for teacher certification by completing a minimum of 20 semester hours in a planned program that has been specified with a College of Education advisor. The holder of an elementary or secondary provisional, permanent, continuing or professional education certificate may qualify for another certificate endorsement to be recommended by Michigan State University by completing a planned program with a minimum of 20 semester hours, which have prior approval from Michigan State University's certification office or designee in the following areas: (a) early childhood, (b) general elementary, (c) areas appropriate for the secondary grades for which Michigan State University has State of Michigan approval to offer.

A K-12 reading specialist (BR) endorsement, an elementary reading (BT) endorsement, or a secondary reading (BT) endorsement can be obtained by completing the requirements for Michigan State University's Master of Arts degree program in Literacy Instruction. A counselor endorsement can be obtained by completing the requirements for Michigan State University's Master of Arts degree program in Counseling. A K-12 special education endorsement can be obtained in hearing impaired, learning disabilities or emotional impairment 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 placed on either an elementary or secondary teaching certificate. An Educational Technology (NP) endorsement can be added to either an elementary or secondary certificate by completing the requirements for Michigan State University's Master of Arts degree program in Educational Technology or can be obtained by completing a prescribed 21-credit program in educational technology. An English as a Second Language endorsement can be added to either an elementary or a secondary certificate by meeting specified requirements to complete the requirements for Michigan State University's Master of Arts de-

gree program in Teaching and Curriculum. Vocational endorsements in agricultural education and consumer homemaking can be obtained by meeting specified requirements.

To be recommended for certification, students completing 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, Educational Specialist, or Doctor of Philosophy degree.

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 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.

## TEACHING and CURRICULUM

### Master of Arts

The master's program in curriculum and teaching is designed principally for persons who wish to acquire advanced professional knowledge related to teaching and curriculum diverse learners in K-12 schools. The program is offered in face-to-face, online, and hybrid formats.

This 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 wishing to add an English as a Second Language endorsement to their Michigan teaching certificate, as part of their Master of Arts in Teaching and Curriculum program may do so by completing the specified requirements for this endorsement that have been approved by the Michigan Department of Education.

The program also considers applications from students who wish to pursue Michigan teacher certification in tandem with earning the master's degree in curriculum and teaching. Such students need to apply to and be accepted into the Teacher Certification Program, through which they will meet current Michigan teacher certification requirements in a program of study and in a year-long internship that will be tailored to their teaching aspirations and their previous academic background. [For additional information on the requirements for teacher certification and for admission into Michigan State University's Teacher Certification Program, see the **TEACHER CERTIFICATION** section of this catalogue.]

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 at the master's level and the likelihood of academic success, as indicated by an appli-

cant'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 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
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 <b>synthesis paper</b> 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 <b>professional portfolio</b> 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.	

**CURRICULUM, INSTRUCTION, and TEACHER EDUCATION**

**Educational Specialist**

The educational specialist program is an advanced graduate program of study primarily developed to serve students who have acquired a master's degree in education or a related area and have professional experience in the field. Its aim is to provide students an opportunity to focus specifically on practitioner-based inquiry about curriculum, policy, teaching, and learning to teach.

The educational specialist program is designed for educators and other practitioners who want opportunities for serious, engaging study and collegueship in a university setting. Many graduates with this degree will serve as instructional leaders and/or as school-based teacher educators in their schools and districts. Graduates of the program will also be qualified to teach at community colleges or hold educational leadership positions in other capacities.

The educational specialist program is a specialized program of study tailored to the interests and needs of its students. The program has multiple goals, to develop educators who are deeply engaged with the challenges of teaching and learning in multiple contexts; interested in conducting research in classrooms and schools and other educational settings, and knowledgeable of the

rewards and challenges that this work entails; prepared to work effectively as school-based teacher educators or in other capacities; committed to creating conversations that will improve the culture and practice of teaching and learning; and eager to write about and engage in educational practice for a broad audience and to develop requisite skills.

**Admission**

The faculty coordinator of the educational specialist program and the departmental admissions committee for advanced graduate programs review applications as they are completed and received. Applications are reviewed for indications that the applicant has a high probability of success in an advanced graduate program and a strong likelihood of making an important contribution to professional practice.

Indicators include records that suggest strong academic potential, evidence of professional experience in K-12 schools, and a statement of professional goals that match the goals of the program. Applicants to the educational specialist program must submit a formal university application with application fee and the abbreviated goal statement required by the university; two copies of each official transcript from all prior institutions attended; scores forwarded from the Graduate Record Examination (GRE) within the past 5 years; a current vita or resume; a personal essay of one to two pages describing a compelling question, issue, or problem of practice in the area of curriculum, teaching, policy, or a subject area, and how one proposes to address this interest with focused, specialized study linked directly to practice; and three letters of recommendation from university faculty, school administrators, or district coordinators who can speak to the quality of one's professional activities as well as to one's academic potential in advanced graduate-level study.

**Requirements for the Educational Specialist Degree in Curriculum, Instruction, and Teacher Education**

The educational specialist program requires 60 credits of course work in education or a related field or discipline beyond the baccalaureate. Generally, students enter the program with a master's degree from an approved program. Students with a master's degree will complete the educational specialist program with a minimum of 30 credits, including 6 credits of Teacher Education 995, which is a course designed to engage students in practitioner-based inquiry. Eighteen of these credits must be taken at the 900-level. All 30 credits, including electives, may be taken at the 900 level.

Students admitted to the program who do not have a master's degree will be required to complete 60 credits of course work beyond the baccalaureate. The additional course requirements must be approved by the guidance committee. Students must complete the following:

	CREDITS
1. Course work planned with and approved by guidance committee . . . . .	24
2. The following course:	
TE 995 Research Practicum in Curriculum, Teaching, and Educational Policy . . . . .	6
Students are required to enroll in TE 995 during their last two semesters in the program, for three credits per semester. The practicum is intended to build on the course work and professional accomplishments of students by assisting them to develop, conduct, and write up an inquiry project, and to design key aspects of their portfolio, including the integrative narrative.	
3. <b>Professional Portfolio.</b> A professional portfolio is initiated at the beginning of the student's enrollment and is maintained during the entire course of study. The portfolio documents a student's goals, progress, and accomplishments in professional development, field-based inquiry projects, and collaborative initiatives with other educators. The portfolio includes an integrative narrative and the formal written report of the student's inquiry project. The completed portfolio and integrative narrative	

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are reviewed by the student's guidance committee before the student takes the comprehensive examination.

**CURRICULUM, INSTRUCTION, AND TEACHER EDUCATION**

**Doctor of Philosophy**

The doctoral program in curriculum, instruction, and teacher education is designed for persons who are interested in and show promise of becoming scholars and leaders in the domains of curriculum, teaching, teacher education, and educational policy at the K–12 or college level, 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.

Doctoral students in curriculum, instruction, and teacher education link their areas of concentration with one or more of the following emphasis areas:

**1. Curriculum, Teaching, and Learning.**

Faculty and doctoral students who are associated with this emphasis area are interested in the interactive relationships among curriculum; the teaching and learning of school subjects; and the ideological, social, and disciplinary contexts of teaching and learning within and across subject areas. The curriculum, teaching, and learning emphasis area supports concentration in language education, literacy, mathematics, science, and social studies. Among the areas of central inquiry are curriculum theories, history, design, and development; relationships between disciplines and school subjects; and debates about what knowledge is of most worth, for whom, and for what purposes.

**2. Educational Policy and Social Analysis.**

Faculty and doctoral students who are associated with this emphasis area share an interest in the critical analysis of educational policy. The courses that are related to the educational policy and social analysis emphasis area focus on a wide range of issues, including the social–historical contexts within which particular educational policies arise, the process by which educational policies are formulated, and the effects that educational policies produce. In analyzing these issues, faculty and students draw on a wide range of perspectives from the social sciences.

**3. Teacher Education and Teacher Learning.**

Faculty and doctoral students who are associated with this emphasis area are concerned with the relationship between teacher education and teacher learning at the preservice, induction, and inservice levels. The courses that are related to the teacher education and teacher learning emphasis area focus on the enterprise of teacher education, the practices of teacher educators, and the formal and informal learning of prospective, beginning, and experienced teachers over time and in different settings.

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. Proseminar sequence. Both of the following courses:			
TE	901	Proseminar in Curriculum, Teaching and Educational Policy I	3
TE	902	Proseminar in Curriculum, Teaching and Educational Policy II	3
2. Educational inquiry and research.			
a. The following courses:			
CEP	930	Educational Inquiry	3
CEP	932	Quantitative Methods in Educational Research I	3
TE	931	Introduction to Qualitative Methods in Educational Research	3
TE	934	Introduction to Quantitative Methods in Educational Research	3
b. One of the following courses:			
CEP	933	Quantitative Methods in Educational Research II	3
TE	939	Special Topics in Advanced Qualitative Methodology	3
c. A research practicum to be taken <i>after</i> the student has completed the courses referenced in items 2. a. and 2. b. above:			
TE	995	Research Practicum in Curriculum, Teaching, and Educational Policy	1 to 3
3. Selective 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 six additional courses in the student's area of concentration. <b>Both</b> the area <b>and</b> the related courses must be approved by the student's guidance committee.			

**GRADUATE SPECIALIZATION IN LANGUAGE AND LITERACY**

The Graduate Specialization in Language and Literacy, 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 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 and the Doctor of Philosophy degree in Curriculum, Instruction and Teacher Education. 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. 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://edweb3.educ.msu.edu/phdliteracy/default.htm>.

**Requirements for the Graduate Specialization in Language and Literacy**

			CREDITS
1.		All of the following courses (15 credits):	
	CEP 912	Psychological and Cognitive Aspects of Literacy Learning . . . . .	3
	CEP 915	Literacy, Learning and Development in Sociocultural Context . . . . .	3
	TE 946	Current Issues in Literacy Research and Instruction . . . . .	3
	TE 958	Using Literacy to Learn: Curriculum and Pedagogy . . . . .	3
	TE 959	Acquisition and Development of Language and Literacy . . . . .	3
2.		The following course (4 credits):	
	TE 931	Qualitative Methods in Educational Research . . . . .	4
3.		Two advanced inquiry/research courses related to the student's field of interest . . . . .	6 or 7

4. Two additional electives related to the student's field of interest . . . . . 6
5. 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.

Upon completion of the required courses, the student should contact the Department of Teacher Education and request certification for the completion of the Specialization in Language and Literacy. After the certification is approved by the chairperson of the department and the Dean of the College of Education, the Office of the Registrar will enter on the student's academic record the name of the specialization and the date that it was completed. This certification will appear on the student's transcript.