Our culture is confronted with a number of difficult and troubling human dilemmas to which the nation’s schools and educators can legitimately respond. The array of programs offered by the College of Education is designed to equip professionals with the knowledge and skills to contribute to the further development and improvement of our schools and our society.

The College of Education provides professional programs for teachers, specialists, and administrators at all levels of education. It does so with a recognition of the importance of interdisciplinary study and field–based experience. The emphasis in the College’s programs is on helping teachers and educational leaders to increase their knowledge and sharpen their skills in dealing with the needs of learners from a variety of settings, backgrounds, and perspectives.

In its efforts to serve educators better, and thus benefit learners, the College of Education offers both graduate and undergraduate students the opportunity to study existing areas of knowledge and skill, to participate in ongoing and emerging educational innovations, and to apply their knowledge and skill to a variety of actual educational settings.

Michigan State University provides prospective elementary and secondary teachers a number of routes to teacher certification, all of which have a significant component located in the public and private K–12 schools of Michigan. Students preparing for counseling and administrative roles have similar opportunities through graduate internships and other field–based activity. The College of Education enjoys close cooperative relationships with school districts throughout Michigan, whose instructional programs and research and service activities address some of the most pressing problems of contemporary educational practice.

The University’s basic and advanced disciplinary majors and disciplinary minors that are available for teacher certification and endorsement have met the standards of the State of Michigan Periodic Review Council and State Board of Education. Although the College of Education is deeply engaged in preparing and recommending students for state teacher certification, its students and faculty are concerned with extending knowledge, assessing existing programs and practices, and developing new approaches in an attempt to improve the learning environment for all types of learners.

For teachers and administrators already in the field who wish to receive additional professional training and assistance, MSU offers a number of programs in and approaches to in–service education. These offerings are not located solely on the East Lansing campus, but are also available at numerous sites throughout the state as well as online.

The College also houses numerous research programs that provide a variety of opportunities for students to work on studies directly related to educational practice. The Center for Educational Policy is dedicated to understanding and shaping policy deliberation and processes at the state, national, and international levels. The Institute for the Study of Youth Sports is a respected leader in coaching education and research on young people’s participation in athletics. The College is home to the U.S. China Center for Research on Educational Excellence which aims to develop and disseminate effective models of education which integrate the strengths of Eastern and Western educational practices. The College also hosts the Confucius Institute which prepares and offers instruction in Chinese language in an online format. Other significant research projects in the College focus on the study and improvement of teacher education and the improvement of K–12 students’ understanding of science and mathematics. The College was one of the first to be selected to be part of Teachers for a New Era, funded by the Carnegie Corporation. In conjunction with the College of Natural Science, faculty members received one of the largest ever grants from the National Sci-

College of EDUCATION
Carole Ames, DEAN
Undergraduate Programs

The Department of Teacher Education offers three bachelor’s degree programs: the Bachelor of Arts with a major in Education, the Bachelor of Science with a major in Mathematics Education, and the Bachelor of Arts with a major in Special Education.

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. Students interested in this program submit a supplemental application to the College of Education website at 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 faculty adviser 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 take full advantage of honors courses offered outside of the College of Education, and to observe and participate in public school classrooms.

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 of Education 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 advisers.

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 bring in more than $20 million annually in research funding.

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.)
  - 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
  - curriculum and teaching (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 studies 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, teaching, and educational policy

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 adviser.

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$^1$ 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 application for admission. At the discretion of the department, applicants may be admitted on a provisional basis pending the required Graduate Record Examination General Test$^1$ 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 adviser 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 sim-
Applicants must have a record acceptable to the College and development 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, teaching, and educational policy

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. Social and historical foundations:
   - Social, philosophical, and historical foundations
   - Development and motor learning
   - Biological foundations

2. Educational foundations:
   - Administration
   - Curriculum
   - Educational psychology and educational technology

3. Higher, adult, and lifelong education:
   - Measurement and quantitative methods
   - Ethics

4. School psychology:
   - Research and evaluation methods
   - Ethical considerations

5. Professional education:
   - 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 Univer-
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 adviser.
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 adviser.
4. A minimum of 3 credits in electives approved by the student's academic adviser.
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 practices.

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:
1. Educational Policy Core. All of the following courses: 
   - EAD 925 Policy and Practice in Education ........................................ 12
   - EAD 942 Economic Analysis in Educational Policy Making .......................... 3
   - EAD 943 Politics of Education .................................................................... 3
   - TE 901 Proseminar in Curriculum, Teaching, and Educational Policy I ............. 3
2. 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
   b. One of the following courses: 
      - EAD 995 Research Practicum in Educational Administration ................. 3
      - TE 995 Research Practicum in Curriculum, Teaching and Educational Policy  
3. Concentration in Educational Policy. 
   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. Internship or field placement: 
   - One course, with an integral field placement, such as Educational Administration 994 or Teacher Education 994. 
5. Dissertation: 
   - 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 baccalaureate 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.

K-12

1. Foundations of Literacy Instruction

   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

2. Educational Foundations

   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.

3. Literacy Instructional Methodology

   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

4. Areas of Concentration

   6 to 9 credits selected from one of the following areas:
   
   Reading Specialist
   TE 853 Corrective and Remedial Literacy Instruction in the Classroom ........................................... 3
   TE 854 Clinical Literacy Instruction .................................................................................................. 3
   TE 873 Literacy Leadership ............................................................................................................... 3

   Writing Instruction
   TE 835 Theory and Research on the Teaching of Writing .................................................................... 3
   TE 848 Methods of Writing Instruction ............................................................................................ 3

   Early Literacy Foundations
   TE 845 Language Diversity and Literacy Instruction ................................................................. 3
   TE 851 Literacy for the Young Child in Home and School .............................................................. 3

   Children’s and Adolescent Literature
   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

   English as a Second Language
   LLT 807 Methods of Teaching English to Speakers of Other Languages ..................................... 3
   LLT 808 Studies in Teaching English to Speakers of Other Languages ............................................. 3

   Technology
   CEP 810 Teaching 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 complete the Reading Specialist area of concentration requirements listed above.

   Three additional credits of electives as approved by the student’s academic adviser.

   6. Completion of a final examination or evaluation.

MIDDLE/SECONDARY ENGLISH LANGUAGE ARTS

1. Core Requirement. 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. Language, Literacy, and Pedagogy. One course from each of the following four areas (12 credits):
   Approaches and Issues in the English Language
   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 891A Topics in English Language Studies ............................................................................... 3
   LTT 461 Second Language Acquisition ............................................................................................ 3
   LTT 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.

   Approaches and Issues in the Teaching of Literature
   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

   Approaches and Issues in Reading
   ENG 875 The Teaching of English Language and Literature: Reading Theory ................................ 3
   TE 843 Reading, Writing, and Reasoning in Secondary School Subjects ........................................... 3
   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. Language Requirement

   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 891A Topics in English Language Studies .................................................................................. 3
   LTT 461 Second Language Acquisition ............................................................................................ 3
   LTT 807 Methods of Teaching English to Speakers of Other Languages ........................................... 3

4. Foundations for Teaching and the Profession

   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

CREDITS
1. The University requirements for bachelor’s degrees as described in the Undergraduate Program, Department of Teacher 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 Sciences (22 credits) and General Education (42 credits) are required for the Bachelor of Arts degree in Special Education. The completion of Integrative Studies in Special Education (42 credits) is required for the Bachelor of Arts degree in Special Education.

The completion of Integrative Studies in Social, Behavioral, and Economic Sciences (22 credits) and General Education (42 credits) is required for the Bachelor of Arts degree in Special Education. The completion of Integrative Studies in Special Education (42 credits) is required for the Bachelor of Arts degree in Special Education.

The completion of Integrative Studies in Social, Behavioral, and Economic Sciences (22 credits) and General Education (42 credits) is required for the Bachelor of Arts degree in Special Education. The completion of Integrative Studies in Special Education (42 credits) is required for the Bachelor of Arts degree in Special Education.

2. The following requirements for the major:

a. 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 (W) 4
     - TE 401 Teaching of Subject Matter to Diverse Learners (W) 5
     - TE 402 Crafting Teaching Practice (W) 6

b. 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.
   - (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 346 Reading and Responding to Children’s Literature 3
   - This course meets the Children’s Literature requirement for the Language Arts Integrated Teaching Major.
   - (6) The following course on cultural studies (3 credits):
     - IAH 241A Comparative Analysis of Educational Practice 3
   - This course meets the Cultural Studies requirement for the Special Education degree.

3. The following course on educational psychology (3 credits):
   - CEP 341 American Sign Language and the Deaf Community 2

4. The following course in educational psychology (3 credits):
   - CEP 441A American Sign Language I 3

5. The following course in educational psychology (3 credits):
   - CEP 442A American Sign Language III 3

6. The following course in educational psychology (3 credits):
   - CEP 442B American Sign Language IV 3

7. The following course in educational psychology (3 credits):
   - CEP 480 Practicum Experience in Deaf Students 3

8. The following course in educational psychology (3 credits):
   - CEP 333 Oral Language Development 3

9. The following course in educational psychology (3 credits):
   - CEP 441B American Sign Language II 3

10. The following course in educational psychology (3 credits):
    - CEP 442B American Sign Language IV 3

11. The following course in educational psychology (3 credits):
    - CEP 480 Practicum Experience in Deaf Students 3

12. The following course in educational psychology (3 credits):
    - CEP 451 Models of Special Education Administration and Services 3

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 Program described in the section on TEACHER CERTIFICATION in the Department of Teacher Education section of this catalog.

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.

2. The following requirements for the major:

a. 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 (W) 4
     - TE 401 Teaching of Subject Matter to Diverse Learners (W) 5
     - TE 402 Crafting Teaching Practice (W) 6

b. 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.
   - (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 346 Reading and Responding to Children’s Literature 3
   - This course meets the Children’s Literature requirement for the Language Arts Integrated Teaching Major.
   - (6) The following course on cultural studies (3 credits):
     - IAH 241A Comparative Analysis of Educational Practice 3
   - This course meets the Cultural Studies requirement for the Special Education degree.

3. The following course on educational psychology (3 credits):
   - CEP 341 American Sign Language and the Deaf Community 2

4. The following course in educational psychology (3 credits):
   - CEP 441A American Sign Language I 3

5. The following course in educational psychology (3 credits):
   - CEP 442A American Sign Language III 3

6. The following course in educational psychology (3 credits):
   - CEP 442B American Sign Language IV 3

7. The following course in educational psychology (3 credits):
   - CEP 480 Practicum Experience in Deaf Students 3

8. The following course in educational psychology (3 credits):
   - CEP 333 Oral Language Development 3

9. The following course in educational psychology (3 credits):
   - CEP 441B American Sign Language II 3

10. The following course in educational psychology (3 credits):
    - CEP 442B American Sign Language IV 3

11. The following course in educational psychology (3 credits):
    - CEP 480 Practicum Experience in Deaf Students 3

12. The following course in educational psychology (3 credits):
    - CEP 451 Models of Special Education Administration and Services 3
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, 802C, 803C, and 804C and Teacher Education 150, 301, 401, 402, and 501. [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.

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 Learning, Technology and Culture in the Department of Counseling, Educational Psychology and Special Education may elect an option in language and literacy. For additional information, refer to the statement on Requirements for the Doctor of Philosophy Degree in Educational Psychology and Educational Technology in the Department of Counseling, Educational Psychology and Special 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 elective courses, the student develops a specialization that focuses on one of those employment settings.

Counselors who practice in K-12 schools in Michigan must have a teaching certificate and an additional endorsement in counseling. Persons who complete the Master of Arts degree program in counseling and who have teaching certificates will be fully qualified for an additional endorsement in counseling. At their request, graduates of the program will be recommended to the State of Michigan for this endorsement.

Counselors working in offices or agencies other than K-12 schools must be Licensed Professional Counselors through the State of Michigan Board of Counseling. Persons who complete the Master of Arts degree program in counseling will have met all academic and field experience requirements to become Licensed Professional Counselors. At their request, graduates of the program will be recommended for licensure to the Board of Counseling.

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.

The master’s degree program in counseling is not intended to prepare students for licensure as psychologists in the State of Michigan. Students who complete this program are not eligible for licensure as psychologists.

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 and a statement of professional goals that is consistent with the objectives of the program. 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 must have the results of a recent Graduate Record Examination General Test submitted to the department.

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 Counseling

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

<table>
<thead>
<tr>
<th>Course</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEP 821 Measurement and Evaluation for Counseling and Development</td>
<td>3</td>
</tr>
<tr>
<td>CEP 860A Perspectives in Multicultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CEP 861 Counseling Theory, Philosophy, and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>CEP 862 Introduction to Individual and Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CEP 863 Counseling and Consulting Models and Strategies</td>
<td>3</td>
</tr>
<tr>
<td>CEP 864 Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CEP 865 Assessment and Research in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CEP 893C Counseling Internship</td>
<td>12</td>
</tr>
<tr>
<td>CEP 894C Counseling Practicum</td>
<td>6</td>
</tr>
<tr>
<td>CEP 895C Counseling Practicum</td>
<td>6</td>
</tr>
</tbody>
</table>

1. Counseling Core Courses. All of the following courses:

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 adviser.

3. Human Growth and Development. At least one 3-credit course at the 800-900 level approved by the student's academic adviser.

4. Counseling Area of Specialization. At least one 3-credit course at the 800-900 level that involves counseling in elementary or secondary schools, community colleges, or community agencies.

The student is responsible for arranging field placements that are subject to the approval of the student's academic adviser. The field placements must be in the student's Counseling Area of Specialization.

5. The student must complete a total of 48 credits distributed as follows:

6. A full-time field placement in a single semester or a half-time field placement in each of two semesters is required.

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 an option in language and literacy. For additional information, refer to the statement on Requirements for the Doctor of Philosophy Degree in Educational Psychology and Educational Technology below.

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:

1. Proseminar. The following course:

   a. Educational Psychology
   CEP 900 Proseminar in Learning, Technology, and Culture | 3

   b. Educational Psychology
   CEP 901A Proseminar in Educational Psychology | 3
   CEP 901B Proseminar in Educational Psychology | 3

2. Educational Inquiry and Research. The following courses:

   a. Educational Psychology
   CEP 930 Educational Inquiry | 3
   CEP 932 Quantitative Methods in Educational Research | 3
   CEP 933 Quantitative Methods in Educational Research | 3
   CEP 995 Practicum in Research Design and Data Analysis | 3

3. Emphasis Area Courses. Three courses from one of the following areas:

   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 909 Literacy, Learning and Development in the Lifespan | 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 Literacy Learning in Complex Contexts | 3
   CEP 958 Mind, Media, and Learning | 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 Psychology and Special Education. Emphasis area and concentration courses must provide a coherent program of study approved, in advance, by the student's guidance committee.

5. Pass a departmental preliminary examination, focused on scholarly writing and the critique of research at the end of the first year of doctoral study.

6. Satisfactory completion of a research apprenticeship.

7. Satisfactory completion and defense of a doctoral dissertation.
Language and Literacy Option

The language and literacy option is available to students who are enrolled in the Doctor of Philosophy degree in Educational Psychology and Educational Technology. The option 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 option focuses on literacy theory, research, and education, and is for students who wish to address issues of literacy development, literacy use, literacy instruction, the literacy contexts of social, cultural, and linguistic differences, and the possibilities of transforming how people read and take action in their worlds. For further information visit the Language and Literacy website at: http://ed-web3.educ.msu.edu/phdliteracy.

Students must meet the requirements of the option specified below, in addition to the requirements for the Doctor of Philosophy degree in Educational Psychology and Educational Technology. Credits earned in the option may also be counted toward the requirements for the degree.

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

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

5. The student’s required research practicum in Counseling, Educational Psychology and Special Education 995 should be focused on a problem in language and literacy education.

Upon completion of the required courses, the student should contact the Department of Counseling, Educational Psychology and Special Education and request certification for the completion of the Language and Literacy Option. 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 option and the date that it was completed. This certification will appear on the student's transcript.

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. Emphasis Areas. One of the following two areas: 21 credits:
   - 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

   - Learning, Design and Technology (21 credits):
     - Teaching with Technology in School Settings (21 credits):
       - CEP 805 Learning Mathematics with Technology ................................................................. 3
       - CEP 806 Learning Science with Technology ........................................................................... 3
       - CEP 813 Electronic Portfolios in Teaching and Learning .......................................................... 3
       - CEP 816 Technology, Teaching, and Learning Across the Curriculum .................................... 3
     - CEP 817 Learning Technology through Design ........................................................................ 3

   - CEP 817 Learning Technology through Design ........................................................................ 3

MEASUREMENT AND QUANTITATIVE METHODS

Master of Arts

The Master of Arts degree program in educational technology prepares education professionals for the thoughtful use and design of a variety of technologies and technology based environments to support teaching and learning. The program draws on current theories of learning and development to understand the role of technology in learning and instruction.

Students focus their studies in one of the following emphasis areas:

Teaching with Technology in School Settings. This emphasis area is intended primarily for teachers interested in the use of technology to deepen student understanding of subject matter and enhance student problem-solving ability.

Learning, Design and Technology. This emphasis area is intended for educational professionals interested in the design and evaluation of technology-rich on-line and desktop learning environments, including web-based and other multimedia tools.

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 or can be obtained by completing a prescribed 18-credit program in educational technology.

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:

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
   b. 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
   c. 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
   d. 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, 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 adviser 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:

1. Counseling Core. All of the following courses: .......................... 12
   CEP 890A 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
   CEP 865 Synthesis 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
2. 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
   CEP 893A Rehabilitation Counseling Practicum ......................... 3
3. 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 courses in rehabilitation counseling 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 for admission to the program in rehabilitation counseling must 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.

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 .......................................... 3
   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 Practica. 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 courses: ......................... 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

5. Learning and Development/Diversity. Two of the following courses: ............... 6
   CEP 880A 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 or Doctor of Philosophy in School Psychology program. The first 30 required credits of these respective degree programs fulfill the requirements of the Master of Arts in School Psychology program, 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 education, 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 Master of Arts application. 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.

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. Educational Inquiry and Research. All of the following courses: 14 to 16
   - 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 995 Practicum in Research Design and Data Analysis .......... 1 to 3

2. Psychological Foundations:
   a. All of the following courses (13 credits):
      - CEP 900 Proseminar in Learning, Technology and Culture ........ 3
      - CEP 903 Cognitive Development across the Lifespan ............. 3
      - CEP 904 Social-Emotional Development Across the Lifespan ........ 4
   b. One of the following courses (3 or 4 credits):
      - PSY 805 History of Psychology ..................................... 4
      - PSY 811 Advanced Behavioral Neuroscience ....................... 3
      - PSY 851 Neuropsychology ........................................... 4

3. Theoretical Foundations. Both of the following courses: 6
   - CEP 888 Theories of Child Psychotherapy ........................... 3
   - CEP 963 Ethics in Counseling and School Psychology .............. 3

4. School Psychology. All of the following courses: 39
   a. CEP 880 Cognitive Assessment ........................................ 3
   - CEP 881 Personality Assessment ....................................... 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 887 Psychological Assessment and Intervention II ............ 3
   - CEP 893K Practicum in School Psychology ............................ 3
   - CEP 894K Internship in School Psychology .......................... 3
   - CEP 918 School-Based Psychological Interventions ................ 3
   - CEP 919 Current Research and Issues in School Psychology ........ 3
   - CEP 920 Construction of Psychoeducational Interventions .......... 3
   b. At least two electives approved by the student’s guidance committee .................. 6

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 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 adviser 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 four areas of emphasis: deaf education, deaf-blind 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.

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 or eligibility for admission to the teacher certification program.
3. Experience working with children and youth with disabilities (e.g., in a school or camp program) that is acceptable to the faculty. Ideally, the experience should be related to the applicant’s planned area of emphasis.
4. Professional goals that are consistent with the objectives of the program.
5. Scores from either the Graduate Record Examination General Test or the Miller Analogies Test that are acceptable to the faculty.
6. Performance on the Sign Communication Proficiency Interview, for students who plan to pursue the deaf education area of emphasis.

Students who enter the master’s degree program without a valid teaching certificate must complete the requirements for teacher certification, 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 receive a recommendation for a State of Michigan teaching certificate and endorsement in the area of emphasis. For additional information, refer to the statement on TEACHER CERTIFICATION in the Department of Teacher Education section of this catalog.

Students who enter the master’s degree program with a valid teaching certificate 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. The following area of emphasis does not lead to a recommendation for a teaching certificate or an additional endorsement in special education: deaf-blind education.

Requirements for the Master of Arts Degree in Special Education

The student must complete one of the following four areas of emphasis: deaf education, deaf-blind education, emotional impairment or learning disabilities and a final evaluation. 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

A student who in the judgment of the faculty has not completed appropriate courses in American Sign Language, exceptional children, language development, and audiology must complete such courses in addition to the courses that are listed below. A student who possesses a teaching certificate and who has completed Counseling, Educational Psychology and Special Education 440, will be required to substitute Counseling, Educational Psychology and Special Education 456A (4 credits) for that course.

Persons must obtain a rating of Beginners Plus or higher on the Sign Communication Proficiency interview prior to being assigned a teaching internship placement.

Deaf-blind Education

The deaf-blind area of emphasis is available only under Plan B (without thesis). A student who possesses a teaching certificate and an endorsement in either deaf education or visually impaired.

Requirements for the Master's Degree in Special Education

The student who elects the deaf education area of emphasis must complete a total of 30 credits for the degree including:

1. All of the following courses:
   - CEP 440 Introduction to Educating Deaf Children (W) 3
   - CEP 444 Education of Students with Severe and Multiple Disabilities (W) 3
   - CEP 449 Behavior Management in Special Education 3
   - CEP 801A Professional Role in Teaching Special Education I: Collaboration and Consultation 3
   - CEP 802C Reflection and Inquiry in Teaching Special Education I: Deaf Education 3
   - CEP 804C Reflection and Inquiry in Teaching Special Education II: Deaf Education 3
   - CEP 847 Advanced Studies in Deaf Education 1
   - CEP 893D Special Education Internship: Teaching Deaf Children and Youth 6
   - CEP 894I Special Education Practicum: Children and Youth in Deaf Education 2

   Credits: 26

   Deaf-blind Education

   The student who elects the deaf-blind area of emphasis must complete a total of 30 credits for the degree in addition to the courses that are listed below.

   1. All of the following courses:
      - CEP 801A Professional Role in Teaching Special Education I: Collaboration and Consultation 3
      - CEP 802D Reflection and Inquiry in Teaching Special Education I: Visual Impairment 3
      - CEP 803D Professional Role in Teaching Special Education II: Visual Impairment 3
      - CEP 804D Reflection and Inquiry in Teaching Special Education II: Education II: Visual Impairment 3
      - CEP 840I Special Education Practicum: Deaf-blind Children and Youth 6

   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 courses in language development, audiology, and severe and multiple disabilities must complete such courses in addition to the courses that are listed below.

   1. All of the following courses:
      - CEP 440 Introduction to Educating Deaf Children (W) 3
      - CEP 441A American Sign Language I 3
      - CEP 441B American Sign Language II 3
      - CEP 802C Reflection and Inquiry in Teaching Special Education I: Deaf Education 3
      - CEP 856B Special Education Internship: Teaching Deaf-Blind Children and Youth 6

   Credits: 30

   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.

   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 6
      - CEP 848 Behavior Analysis and Intervention for Students with Emotional Impairments 3
      - CEP 859 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

   Credits: 30

   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.
Educational Inquiry and Research.

Students must meet the requirements specified below:

in Special Education Admission

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: .................................. 30
   
   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
   
   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 931 Quantitative Methods in Educational Research I ........... 3
      CEP 932 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 944 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.

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:

1. Both of the following courses: ........................................... 6
   EAD 888 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 881 Adult Learning ........................................ 3
   EAD 886 Teaching in Postsecondary Education .......... 3
   EAD 870 Foundations of Postsecondary Education ..... 3
   EAD 874 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

1. Educational Inquiry and Research.
   a. The following courses:
      CED 930 Educational Inquiry .................................. 3
      CED 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 adviser.

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. 15

2. A minimum of 15 credits in an area of emphasis focused on professional interest. 15

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

The academic adviser 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 adviser.

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: 
   
   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  
   
   2. K–12 Educational Administration:  
      
      a. One of the following courses:  
         
         CEP 990 Independent Study ..................................... 3  
         CEP 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:

1. All of the following courses: ............................................... 25  
   
   a. The following courses:  
      
      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 adviser. .............................................. 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 adviser. .................. 6 to 9  

EDUCATION

Department of Educational Administration
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 three-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 National Athletic Trainers’ Association Board of Certification (NATABOC) 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 © 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 and 114 or Mathematics 116, Physics and Astronomy 231, and Physiology 250.

4. University grade-point average of 2.50 or above.

5. Interview with the MSU 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 in Academic Requirements, 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.

2. The following requirements for the major:

   a. 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
      - MTH 114 Trigonometry ................................ 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:
      - 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 128 Foundations of Kinesiology ................. 2
      - KIN 217 Applied Human Anatomy Laboratory ....... 1
      - KIN 227 Clinical Rotations in Athletic Training 2
      - KIN 260 Physical Growth and Motor Behavior ....... 3
      - KIN 301 Psychological 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 446 Adapted Physical Activity .................. 3
      - CEM 141 General Chemistry .......................... 4
      - MTH 103 College Algebra ............................ 3
      - MTH 114 Trigonometry ................................ 3
      - PHY 231 Introductory Physics I ....................... 3
      - PSL 250 Introductory Physiology ...................... 4

   c. Both of the following courses:
      - CEM 161 Chemistry Laboratory I .................. 1
      - KIN 301 Psychological Bases of Physical Activity . 3
      - KIN 445 Sociocultural Analysis of Physical Activity (W) 3
      - KIN 446 Adapted Physical Activity .................. 3

   d. 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

   e. All of the following courses with a minimum grade-point average of 2.00:
      - 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 Injuries 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:
      - 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**

Effective Summer 2007, 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**

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 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 2a. below.

   The University’s Tier II writing requirement for the Kinesiology major is met by completing Kinesiology 445. This course is referenced in item 2a. below.

2. The following requirements for the major:

   a. All of the following with a minimum grade of 2.00 in each course: 17
      
      | Course Code | Course Title | Credits |
      |-------------|--------------|---------|
      | CEM 141     | General Chemistry | 4      |
      | KIN 216     | Applied Human Anatomy | 3      |
      | MTH 103     | College Algebra | 3      |
      | PHY 231     | Introductory Physics | 3      |
      | PSL 250     | Introductory Physiology | 4      |
      | 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      |

   b. All of the following courses with a minimum grade-point average of 2.00: 27
      
      | Course Code | Course Title | Credits |
      |-------------|--------------|---------|
      | KIN 101A    | Swimming I   | 1      |
      | KIN 111A    | Swimming II  | 1      |
      | KIN 111B    | Swimming III | 1      |

   c. Both of the following courses: 2
      
      | Course Code | Course Title | Credits |
      |-------------|--------------|---------|
      | CEM 161     | Chemistry Laboratory I | 1      |
      | PHY 251     | Introductory Physics Laboratory I | 1      |

   d. One of the following two areas of emphasis: 25 to 30
      
      **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 adviser.

      1. Complete one course in each of the following areas of aquatic, conditioning, and team sports (3 to 7 credits):
         
         | Course Code | Course Title | Credits |
         |-------------|--------------|---------|
         | KIN 101A    | Swimming I   | 1      |
         | KIN 111T    | SCUBA Diving | 1      |
         | KIN 103I    | Sailing      | 1      |
         | KIN 111A    | Swimming II  | 1      |
         | KIN 111B    | Swimming III | 1      |

   2. Complete one course in either area of dance or gymnastics (1 credit):
      
      | Course Code | Course Title | Credits |
      |-------------|--------------|---------|
      | KIN 103A    | Diving      | 1      |
      | KIN 103B    | Ice Diving  | 1      |

   3. Complete one course in either area of individual sports or racquet sports (1 credit):
      
      | Course Code | Course Title | Credits |
      |-------------|--------------|---------|
      | KIN 105B    | Gymnastics  | 1      |
      | KIN 105D    | Tumbling and Floor Exercise | 1      |
      | KIN 105A    | Gymnastics II | 1      |
      | KIN 111P    | Weight Training I | 1      |
      | KIN 111Q    | Weight Training II | 1      |

   4. Both of the following courses: 4
      
      | Course Code | Course Title | Credits |
      |-------------|--------------|---------|
      | KIN 350     | Techniques of Teaching I | 2      |
      | KIN 351     | Techniques of Teaching II | 2      |

   5. Teacher Certification: 21

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

      All of the following courses:
      
      | Course Code | Course Title | Credits |
      |-------------|--------------|---------|
      | CEP 240     | Diverse Learners in Multicultural Perspective | 3      |
      | TE 150      | Reflections on Learning | 3      |
      | TE 301      | Learners and Learning in Context | 4      |
      | TE 401      | Teaching of Subject Matter to Diverse Learners | 5      |
      | TE 402      | Crafting Teaching Practice | 6      |

   6. Exercise Science: 10

      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 adviser.

      1. All of the following courses: 10
         
         | Course Code | Course Title | Credits |
         |-------------|--------------|---------|
         | KIN 111C    | Emergency Water Safety | 1      |
         | KIN 111D    | Emergency Water Safety | 1      |
         | KIN 111E    | Emergency Water Safety | 1      |
         | KIN 111F    | Emergency Water Safety | 1      |
         | KIN 111G    | Emergency Water Safety | 1      |
         | KIN 111H    | Emergency Water Safety | 1      |
         | KIN 111I    | Emergency Water Safety | 1      |
         | KIN 111J    | Emergency Water Safety | 1      |
         | KIN 111K    | Emergency Water Safety | 1      |
         | KIN 111L    | Emergency Water Safety | 1      |

   CREDITS

   [...]

   EDUCATION

   Department of Kinesiology

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**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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 103</td>
<td>Writing the Content of This Course Before the Student Enrolls in the Course.</td>
<td></td>
</tr>
<tr>
<td>KIN 125</td>
<td>First Aid and Personal Safety</td>
<td>3</td>
</tr>
<tr>
<td>KIN 206</td>
<td>Physical Growth and Motor Behavior</td>
<td>3</td>
</tr>
<tr>
<td>KIN 300</td>
<td>Psychological Bases of Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td>KIN 400</td>
<td>Principles of Coaching I</td>
<td>4</td>
</tr>
<tr>
<td>KIN 401</td>
<td>Principles of Coaching II</td>
<td>4</td>
</tr>
<tr>
<td>KIN 494</td>
<td>Fieldwork</td>
<td>2</td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KIN 300A</td>
<td>Coaching Baseball</td>
<td>2</td>
</tr>
<tr>
<td>KIN 300B</td>
<td>Coaching Sports for Athletes with Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>KIN 300C</td>
<td>Coaching Soccer</td>
<td>2</td>
</tr>
<tr>
<td>KIN 300D</td>
<td>Coaching Basketball</td>
<td>2</td>
</tr>
<tr>
<td>KIN 300E</td>
<td>Coaching Football</td>
<td>2</td>
</tr>
<tr>
<td>KIN 300K</td>
<td>Coaching Track and Field</td>
<td>2</td>
</tr>
<tr>
<td>KIN 490</td>
<td>Independent Study</td>
<td>2</td>
</tr>
</tbody>
</table>

To be counted toward the requirements for the Specialization in Coaching, the content of Kinesiology 490 must focus on coaching. An academic adviser 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.

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**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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HNF 150</td>
<td>Introduction to Nutrition and Food Science</td>
<td>3</td>
</tr>
<tr>
<td>PSY 325</td>
<td>Affect and Self-Esteem</td>
<td>3</td>
</tr>
<tr>
<td>KIN 121</td>
<td>The Healthy Lifestyle</td>
<td></td>
</tr>
</tbody>
</table>

The student must complete:

1. All of the following courses (9 credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANP 270</td>
<td>Women and Health: Anthropological and International Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>ANP 370</td>
<td>Culture, Health, and Illness</td>
<td>3</td>
</tr>
<tr>
<td>EEP 260</td>
<td>World Food, Population and Poverty</td>
<td>3</td>
</tr>
<tr>
<td>FCE 225</td>
<td>Ecology of Lifespan Human Development in the Family</td>
<td>3</td>
</tr>
<tr>
<td>FSC 421</td>
<td>Food Laws and Regulations</td>
<td>3</td>
</tr>
<tr>
<td>GEO 435</td>
<td>Geography of Health and Disease</td>
<td>3</td>
</tr>
<tr>
<td>HNF 375</td>
<td>Community Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HNF 406</td>
<td>Sociocultural Aspects of Food</td>
<td>3</td>
</tr>
<tr>
<td>ISS 210</td>
<td>Society and the Individual (D)</td>
<td>4</td>
</tr>
<tr>
<td>PHL 344</td>
<td>Ethical Issues in Health Care</td>
<td>4</td>
</tr>
<tr>
<td>SOC 241</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SW 471</td>
<td>Child Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SW 472</td>
<td>Social Work in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>SW 474</td>
<td>Substance Abuse and the Human Services</td>
<td>3</td>
</tr>
</tbody>
</table>

2. At least 9 credits from the following courses:

<table>
<thead>
<tr>
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<th>Credits</th>
</tr>
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<tbody>
<tr>
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</tr>
</tbody>
</table>

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**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 TOEFL 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:

<table>
<thead>
<tr>
<th>Requirements for Plan A and Plan B:</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Required core course (3 credits): KIN 871 Research Methods in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>2. A minimum of 9 credits of kinesiology graduate level courses in the student's concentration as approved by the student's guidance committee.</td>
<td></td>
</tr>
</tbody>
</table>

Additional Requirements for Plan A:

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 credits).

2. Additional credits in courses approved by the student's guidance committee (3 credits).

Additional Requirements for Plan B:

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 credits).
   - KIN 897 Project in Kinesiology (4 credits).

2. Final certifying examination.

Students who complete Kinesiology 893 or 897 are required to pass an oral certifying examination. Students who do not complete Kinesiology 893 or 897 are required to pass a written certifying examination.

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:

<table>
<thead>
<tr>
<th>Requirements for the Doctor of Philosophy</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Both of the following courses (9 credits):</td>
<td></td>
</tr>
<tr>
<td>- KIN 871 Research Methods in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>- KIN 872 Research Methods in Kinesiology</td>
<td>3</td>
</tr>
</tbody>
</table>

2. A minimum of 9 credits of kinesiology graduate level courses in the student's concentration as approved by the student's guidance committee.

3. Additional credits in courses approved by the student's guidance committee (3 credits).

4. Final certifying examination.

Students who complete Kinesiology 893 or 897 are required to pass an oral certifying examination. Students who do not complete Kinesiology 893 or 897 are required to pass a written certifying examination.

<table>
<thead>
<tr>
<th>Requirements for Plan A and Plan B:</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Required core course (3 credits): KIN 871 Research Methods in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>2. A minimum of 9 credits of kinesiology graduate level courses in the student's concentration as approved by the student's guidance committee.</td>
<td></td>
</tr>
</tbody>
</table>

Additional Requirements for Plan A:

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 credits).

2. Additional credits in courses approved by the student's guidance committee (3 credits).

Additional Requirements for Plan B:

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 credits).
   - KIN 897 Project in Kinesiology (4 credits).

2. Final certifying examination.

Students who complete Kinesiology 893 or 897 are required to pass an oral certifying examination. Students who do not complete Kinesiology 893 or 897 are required to pass a written certifying examination.
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 the 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:

1. Educational Inquiry and Research.
   a. The following courses:
      CEP 930 Educational Inquiry .......................... 3
      CEP 932 Quantitative Methods in Educational Research .......................... 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 955 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 one 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 not be used to satisfy this requirement.

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

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, Acting 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
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 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 one of the following three courses:

1. The following major courses are required courses in the Integrated Science Teaching Major:
   a. Professional Education Courses:
      (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. Planned Program for Elementary Education:
      (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
      (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
      (4) The following science in elementary schools course (3 credits):
         SME 301 Science for Elementary Schools .................3
      (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
      (6) The following geography course (3 credits):
         GEO 204 World Regional Geography .................3
      (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. Subject Matter Teaching Preparation
      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 disciplinary teaching minor (including the Planned Program for Elementary Education).
      (1) One Integrated Teaching Major: 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 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. 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 38
         (b) Social Studies ..................................................37 to 38
         (ii) History Concentration ...........................................38
         (ii) Geography Concentration ........................................37
         (c) Integrated Science .............................................55 to 58
      For the requirements for the three integrated teaching majors, refer to the section “MSU Subject Matter Teaching Majors for Teacher Preparation and Certification”: (a) MSU Integrated Teaching Majors for Elementary Teacher Certifi-

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.
Department of Teacher Education

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 requirements 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 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.

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 an audiology and speech sciences and 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, family and consumer science, 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 Education 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.

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

1. The following Professional Education Courses:

   - 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) ...................................................................................... 4

   - 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

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

1. The following Professional Education Courses:

   - 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 audiology and speech sciences are specified in the section on TEACHER CERTIFICATION OPTION in the Department of Audiology and Speech Sciences section of this catalog. Students with a disciplinary major in audiology and speech sciences must complete Teacher Education 150, 301, 384, Counseling, Educational Psychology and Special Education 240, and Audiology and Speech Sciences 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 TEACHER CERTIFICATION OPTIONS in the Department of Kinesiology 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 TEACHER CERTIFICATION OPTIONS in the School of Music section of this catalog. Students with a disciplinary major in music education, child development, and special education majors, as noted below.

   - All of the following 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.

   - 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.

   - One of the following courses on language acquisition and development (3 credits):
     - CSD 333 Oral Language Development ........................................ 3
     - ENG 302 Introduction to Language Studies .................................... 3

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

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

   - 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.

   - 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.

   - 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.

   - One of the following arts courses (2 to 4 credits):
     - IAH 241A Creative Arts and Humanities: Muses 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 requirement in Arts and Humanities. Special Education and Child Development majors must take Integrative Studies in Arts and Humanities 241A or 241C or 241E.
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 available 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 Curriculum and Teaching and the Master of Arts in Literacy Instruction, 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 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.

**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, audiology and speech sciences, family and consumer science, 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**

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparative Cultures and Politics</td>
<td>James Madison College</td>
</tr>
<tr>
<td>East Asian Languages and Cultures (Japanese)</td>
<td>Arts and Letters</td>
</tr>
<tr>
<td>English</td>
<td>Arts and Letters</td>
</tr>
<tr>
<td>French</td>
<td>Arts and Letters</td>
</tr>
<tr>
<td>German</td>
<td>Arts and Letters</td>
</tr>
<tr>
<td>History</td>
<td>Social Science</td>
</tr>
<tr>
<td>Interdisciplinary Studies in Social Science</td>
<td>James Madison College</td>
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<tr>
<td>International Relations</td>
<td>Natural Science</td>
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<tr>
<td>Mathematics</td>
<td>James Madison College</td>
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<tr>
<td>Political Theory and Constitutional Democracy</td>
<td>James Madison College</td>
</tr>
<tr>
<td>Social Relations and Policy</td>
<td>Arts and Letters</td>
</tr>
<tr>
<td>Spanish</td>
<td>Arts and Letters</td>
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</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>MINOR</th>
<th>COLLEGE</th>
</tr>
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<tbody>
<tr>
<td>Computer Science</td>
<td>Engineering</td>
</tr>
<tr>
<td>English</td>
<td>Arts and Letters</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Agriculture and Natural Resources</td>
</tr>
<tr>
<td>French</td>
<td>Arts and Letters</td>
</tr>
<tr>
<td>Geography</td>
<td>Social Science</td>
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<td>German</td>
<td>Arts and Letters</td>
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<tr>
<td>History</td>
<td>Social Science</td>
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<tr>
<td>Japanese</td>
<td>Arts and Letters</td>
</tr>
<tr>
<td>Russian</td>
<td>Arts and Letters</td>
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<tr>
<td>Spanish</td>
<td>Arts and Letters</td>
</tr>
<tr>
<td>Teaching English to Speakers of Other Languages</td>
<td>Arts and Letters</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development</td>
<td>Human Ecology</td>
</tr>
<tr>
<td>Special Education</td>
<td>Education</td>
</tr>
</tbody>
</table>

The East Asian Languages and Cultures major is available for teacher certification in 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**

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>COLLEGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriscience</td>
<td>Agriculture and Natural Resources</td>
</tr>
<tr>
<td>Biological Science–Interdepartmental</td>
<td>Natural Science</td>
</tr>
<tr>
<td>Chemistry</td>
<td>James Madison College</td>
</tr>
<tr>
<td>Comparative Cultures and Politics</td>
<td>Arts and Letters</td>
</tr>
<tr>
<td>Earth Science–Interdepartmental</td>
<td>Social Science</td>
</tr>
<tr>
<td>East Asian Languages and Cultures (Japanese)</td>
<td>Arts and Letters</td>
</tr>
<tr>
<td>Economics</td>
<td>Arts and Letters</td>
</tr>
<tr>
<td>English</td>
<td>Social Science</td>
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<tr>
<td>French</td>
<td>Arts and Letters</td>
</tr>
<tr>
<td>German</td>
<td>Arts and Letters</td>
</tr>
<tr>
<td>History</td>
<td>Social Science</td>
</tr>
<tr>
<td>Interdisciplinary Studies in Social Science</td>
<td>James Madison College</td>
</tr>
<tr>
<td>International Relations</td>
<td>Communication Arts and Sciences</td>
</tr>
<tr>
<td>Journalism</td>
<td>Natural Science</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
</tbody>
</table>
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
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
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
Communicative 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 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 teacher 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

CREDITS

36 to 38

1. Two of the following courses on communication (6 or 7 credits):
   COM 100 Human Communication ........................................3
   ENG 230 Introduction to Film ...........................................4
   JRN 108 Introduction to Mass Media ..................................3
   TC 275 Effects of Mass Communication ...............................3
   THR 421 Creative Dramatics ............................................3

2. The following course on writing (4 credits):
   ENG 210 Introduction to the Study of English ........................4

3. One of the following advanced writing courses (3 or 4 credits):
   ENG 226 Introduction to Creative Writing ..............................4
   ENG 228 Introduction to Fiction Writing ................................4
   ENG 229 Introduction to Poetry Writing ................................4
   ENG 232 Writing as Exploration .........................................3

Social Studies Integrated Teaching Major for Elementary Teacher Certification

CREDITS

Concentration In History (38 credits)

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 courses 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

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

This course is also required in the Planned Program for Elementary Education. Education majors will count these credits toward their major requirements. Child development and special education majors will not count these credits toward their major requirements.

One of these courses 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.

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.

All additional credits in courses at the 200, 300, or 400 level in English, linguistics, communications, journalism, or theatre arts are needed to satisfy the requirement of at least 36 credits in this integrated teaching major.

EDUCATION

Department of Teacher Education
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.

Concentration In Geography (37 or 38 credits)

1. Both of the following geography 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 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, child development and special education majors will not count these credits toward their major requirements.

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
   GEO 206 Physical Geography ............................ 3
   GEO 203 Introduction to Meteorology ................. 3
   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

7. 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

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 Introduction to Biophysics .................... 3
   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 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
   MTH 114 Trigonometry .................................. 3
   MTH 116 College Algebra and Trigonometry ............. 3
   All of the following earth 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
   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
   All 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 adviser in the College of Education, 134 Erickson Hall, for more information.

REQUIREMENTS FOR THE DISCIPLINARY TEACHING MINORS

AGRICIENCE

ABM 100 Decision-making in the Agri-Food System .................. 3
AEE 314 Issues in Agricultural and Environmental Education ....... 3
AEE 412 Agricultural and Natural Resources Leadership ......... 3
AIS 110 Introductory Animal Agriculture ......................... 4
CSS 101 Introduction to Crop Science ........................ 3
HRT 203 Principles of Horticulture I ....................... 3
HRT 203L Introduction to Horticulture I Laboratory .......... 1
MMG 301 Introductory Microbiology ........................... 3
PLS 324 American Legislative Process ..................... 3
PSL 250 Introductory Physiology ............................ 4
SME 320 Integrated Science for Elementary Schools .......... 3
SME 120 Seminar in Integrated Science for Elementary Schools . 1

ANTHROPOLOGY

ANP 201 Sociocultural Diversity ................................ 3
ANP 202 Bicultural Evolution ................................ 3
ANP 320 Social and Cultural Analysis ....................... 4
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
(2) ANP 420 Language and Culture ................................ 3
(3) ANP 423 Psychological Anthropology ....................... 3

One course from each of the following groups (ethnographic):

ANP 410 Revolution and Social Change in Latin America ....... 3
ANP 411 North American Indian Ethnology ....................... 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

BIOLOGICAL SCIENCE

BS 110 Organisms and Populations ................................ 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
PLB 301 Introductory Plant Physiology ....................... 3
BMB 200 Introduction to Biochemistry ....................... 4

MMG 301 Introductory Microbiology ........................... 3

CREDITS

23 to 25

284
**CHEMISTRY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GLG 141</td>
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<tr>
<td>GLG 151</td>
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</tr>
<tr>
<td>GLG 251</td>
<td>4</td>
</tr>
<tr>
<td>GLG 252</td>
<td>3</td>
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<td>GLG 351</td>
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</table>

**COMPUTER SCIENCE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSE 321 Introduction to Programming</td>
<td>4</td>
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<tr>
<td>CSE 322 Introduction to Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSE 328 Discrete Structures in Computer Science</td>
<td>4</td>
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<tr>
<td>CSE 329 Computer Organization and Assembly Language Programming</td>
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**EARTH SCIENCE**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CSE 323 Introduction to Technical Computing</td>
<td>3</td>
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<tr>
<td>CSE 324 Introduction to Programming II</td>
<td>3</td>
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<tr>
<td>CSE 325 Organic Chemistry Laboratory</td>
<td>2</td>
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<tr>
<td>CSE 326 Organic Chemistry II</td>
<td>3</td>
</tr>
<tr>
<td>CSE 327 Organic Chemistry Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>CSE 328 Organic Chemistry III</td>
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**ECONOMICS**

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EC 215 Introduction to Microeconomics</td>
<td>3</td>
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<tr>
<td>EC 222 Introduction to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC 223 Introduction to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EC 310 Intermediate Microeconomics</td>
<td>3</td>
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<tr>
<td>EC 321 Intermediate Microeconomics</td>
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**ENGLISH**

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENG 210 Introduction to the Study of English</td>
<td>4</td>
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<td>ENG 211 Introduction to English Language Studies</td>
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**ENVIRONMENTAL SCIENCE**

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<tbody>
<tr>
<td>FW 203 Resource Ecology</td>
<td>3</td>
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<tr>
<td>FW 284 Natural History and Conservation in Michigan</td>
<td>3</td>
</tr>
<tr>
<td>FW 485 Environmental Science Senior Seminar</td>
<td>1</td>
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<tr>
<td>GEO 203 Introduction to Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>GEO 206L Physical Geography Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>GLG 201 The Dynamic Earth</td>
<td>4</td>
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<tr>
<td>RD 301 Federal and State Environmental Policy</td>
<td>3</td>
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<tr>
<td>Recommended elective for Michigan teachers:</td>
<td></td>
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<tr>
<td>FW 207 Great Lakes: Biology and Management</td>
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**FRENCH**

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<tbody>
<tr>
<td>FRN 310 Introductory French</td>
<td>3</td>
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<tr>
<td>FRN 320 Self-Expression in Writing (W)</td>
<td>3</td>
</tr>
<tr>
<td>FRN 330 French Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>FRN 340 Introduction to French Literature (W)</td>
<td>3</td>
</tr>
<tr>
<td>FRN 416 Introduction to French Studies I: Francophone Cultures</td>
<td>3</td>
</tr>
<tr>
<td>FRN 425 Advanced Studies in French Language or</td>
<td>3</td>
</tr>
<tr>
<td>FRN 430 French Linguistics</td>
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**GEOGRAPHY**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>GEO 201 The Science of Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>GEO 203 Introduction to Meteorology</td>
<td>3</td>
</tr>
<tr>
<td>GEO 206L Physical Geography Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>GEO 211 Introduction to Geographic Information</td>
<td>3</td>
</tr>
<tr>
<td>GEO 300 Geography of the United States and Canada</td>
<td>3</td>
</tr>
<tr>
<td>GEO 333 Geography of Michigan and the Great Lakes Region</td>
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**GERMAN**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>GRM 301 Third-Year German I</td>
<td>3</td>
</tr>
<tr>
<td>GRM 302 Third-Year German II</td>
<td>3</td>
</tr>
<tr>
<td>GRM 303 Intermediate Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>GRM 311 Business German I</td>
<td>3</td>
</tr>
<tr>
<td>GRM 312 Business German II</td>
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**HISTORY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HST 201 Historical Methods and Skills</td>
<td>3</td>
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<tr>
<td>HST 202 U.S. History to 1876</td>
<td>4</td>
</tr>
<tr>
<td>HST 203 U.S. History Since 1876</td>
<td>4</td>
</tr>
<tr>
<td>HST 310 African American History to 1876</td>
<td>3</td>
</tr>
<tr>
<td>HST 311 African American History Since 1876</td>
<td>3</td>
</tr>
<tr>
<td>HST 312 African American Women</td>
<td>3</td>
</tr>
<tr>
<td>HST 313 Women in the United States to 1860</td>
<td>4</td>
</tr>
<tr>
<td>HST 314 Women in the United States since 1869</td>
<td>4</td>
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<tr>
<td>HST 315 American Intellectual History to 1860</td>
<td>3</td>
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<tr>
<td>HST 316 United States Intellectual History since 1860</td>
<td>3</td>
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<tr>
<td>HST 318 United States Constitutional History</td>
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</tbody>
</table>
### Electives approved by the School

- JRN 336 Publication Design I: 3 credits
- JRN 310 Photojournalism I: 3 credits
- JPN 402 Fourth-Year Japanese II: 3 credits
- JPN 401 Fourth-Year Japanese I: 3 credits
- ITL 360 Topics in Italian Language and Culture: 3 credits

### JOURNALISM

- JRN 325 History of Journalism: 3 credits
- JRN 306 Broadcast News I: 4 credits
- JRN 305 News Editing: 3 credits

### LATIN

- HST 206 Nepos and Latin Prose: 3 credits
- LTN 211 Livy and Roman Historiography: 3 credits
- LTN 220 Catullus and Lucretius: 3 credits
- LTN 221 Virgil and Latin Poetry: 3 credits
- LTN 306 The Works of Cicero (W): 3 credits
- LTN 311 Augustine and His Age (W): 3 credits
- LTN 308 Roman Comedy (W): 3 credits
- LTN 321 The Works of Ovid (W): 3 credits

### MATHEMATICS-SECONDARY

- MTH 132 Calculus I: 3 credits
- MTH 133 Calculus II: 4 credits
- MTH 234 Multivariable Calculus: 4 credits
- MTH 309 Linear Algebra I: 3 credits
- MTH 330 Higher Geometry: 3 credits
- MTH 432 Axiomatic Geometry: 3 credits

### PHYSICS

- PHY 183 Physics for Scientists and Engineers I: 4 credits
- PHY 184 Physics for Scientists and Engineers II: 4 credits
- PHY 191 Physics Laboratory for Scientists, I: 1 credit
- PHY 192 Physics Laboratory for Scientists, II: 1 credit
- PHY 311 Optics I: 3 credits
- PHY 215 Thermodynamics and Modern Physics: 3 credits
- PHY 440 Electronics: 4 credits

### POLITICAL SCIENCE

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

  - PLS 100 Introduction to American National Government: 3 credits
  - PLS 140 Introduction to Comparative Politics: 3 credits
  - PLS 170 Introduction to Political Philosophy: 3 credits

  The following course is required:

  - PLS 200 Introduction to Political Science: 4 credits

  At least three of the following courses are required:

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

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- PHY 184 Physics for Scientists and Engineers II: 4 credits
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- PHY 215 Thermodynamics and Modern Physics: 3 credits
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  The following course is required:

  - PLS 200 Introduction to Political Science: 4 credits

  At least three of the following courses are required:

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

### PHYSICS

- PHY 183 Physics for Scientists and Engineers I: 4 credits
- PHY 184 Physics for Scientists and Engineers II: 4 credits
- PHY 191 Physics Laboratory for Scientists, I: 1 credit
- PHY 192 Physics Laboratory for Scientists, II: 1 credit
- PHY 311 Optics I: 3 credits
- PHY 215 Thermodynamics and Modern Physics: 3 credits
- PHY 440 Electronics: 4 credits

### POLITICAL SCIENCE

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

  - PLS 100 Introduction to American National Government: 3 credits
  - PLS 140 Introduction to Comparative Politics: 3 credits
  - PLS 170 Introduction to Political Philosophy: 3 credits

  The following course is required:

  - PLS 200 Introduction to Political Science: 4 credits

  At least three of the following courses are required:

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

PSY 101 Introductory Psychology .................................. 4
PSY 200 Cognitive Psychology .................................... 3
PSY 209 Brain and Behavior ........................................ 4
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

RELGIOUS 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

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

SOCIOLOGY

Each of the following:
SOC 100 Introduction to Sociology ............................... 4
SOC 241 Social Psychology ....................................... 3
SOC 313 Education and Society .................................. 3
SOC 486 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 ........................ 6

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 Communication ............................... 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

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 381 Second and Foreign Language Learning ................. 3
TE 494 Field Experience in Teacher Education ................... 6

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

20 to 25

The Teaching English to Speakers of Other Languages minor must be completed in combination with an academic core major. Students should see an academic adviser 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 Provisional 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 Provisional 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 Graduate 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.

© 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 advisers 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 license holders may not be required to complete an 18 credit planned program. Each master's degree is reviewed for relevance to the proposed certification area.

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.

© 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.

(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.

MSU'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 MSU program, MSU 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 MSU disciplinary major or MSU 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 adviser. The holder of an elementary or secondary provisional, permanent, continuing or professional education certificate may qualify for another certificate endorsement to be recommended by MSU by completing a planned program with a minimum of 20 semester hours, which have prior approval from MSU's certification office or designee in the following areas: (a) early childhood, (b) general elementary, ©) areas appropriate for the secondary grades for which MSU 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 MSU's Master of Arts degree program in Literacy Instruction. A counselor endorsement can be obtained by completing the requirements for MSU'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 MSU'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 MSU's Master of Arts degree program in Educational Technology or can be obtained by completing a prescribed 21-credit program in educational technology. 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 aca-
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, Teaching and Educational Policy 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 of Philosophy Degree in Curriculum, Teaching and Educational Policy in the Department of Teacher Education section of this catalog.

CURRICULUM and TEACHING

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 diverse learners in K–12 schools. The program is offered in designated off-campus educational centers in Michigan and overseas, as well as on the East Lansing campus.

This master’s program in 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 specifically for certified teachers and other experienced educators who wish to continue their professional studies in curriculum and teaching.

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 MSU’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 applicant’s prior educational record, work experience, statement of professional goals, letters of recommendation, and an assigned professional essay.

Requirements for the Master of Arts Degree in Curriculum and Teaching

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

1. Professional Development and Inquiry Core: .................................................... 9
   a. Both 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 capstone courses: TE 870 Curriculum Design, Development, and Designation 3, 3
      TE 872 Teachers as Teacher Educators .............................................................. 3
2. Inquiry into the Foundations of Educational Practice: ........................................ 6
   a. The following course: ......................................................................................... 3
      TE 818 Curriculum In Its Social Context ............................................................... 3
   b. One additional 3-credit course in the Department of Teacher Education from a list of approved courses that is available from the Department of Teacher Education.
3. Subject-Oriented Investigations in Teaching: ..................................................... 9
   Three 3-credit courses, within or outside the College of Education, at the 400 level or above, from a list of approved courses that is available from the Department of Teacher Education. Students who have completed Teacher Education 802 and 804 in the College’s Internship Year Studies program may use either course as one of their choices in this area.
4. Electives: .............................................................................................................. 6
   Additional credits in courses, within or outside the College of Education, at the 400-level or above. Courses outside the College of Education must be approved by the student’s academic adviser. Students who have completed Teacher Education 801 and 803 in the College of Education’s Internship Year Studies program may use both courses as their choices in this area.
5. A synthesis paper acceptable to the student’s examining committee. This paper must be submitted near the end of the student’s program of study. The submission of an acceptable synthesis paper and professional portfolio satisfies the University requirement of a final examination or evaluation.
6. A professional portfolio developed by the student throughout the master’s program, beginning in Teacher Education 807, which is acceptable to the student’s examining committee. The portfolio is reviewed by one faculty member who teaches professional development core courses, referenced in item 1. above, and by the student’s academic adviser. 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, TEACHING, and EDUCATIONAL POLICY

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. The educational specialist program is designed for educators and other practitioners who want opportunities for serious, engaging study and colleagueship 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, Teaching, and Educational Policy

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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course work planned with and approved by guidance committee</td>
<td>24</td>
</tr>
<tr>
<td>2. The following course:</td>
<td>6</td>
</tr>
<tr>
<td>TE 995 Research Practicum in Curriculum, Teaching, and Educational Policy</td>
<td></td>
</tr>
</tbody>
</table>

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. Professional Portfolio. 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 are reviewed by the student’s guidance committee before the student takes the comprehensive examination.

Doctor of Philosophy

The doctoral program in curriculum, teaching, and educational policy 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, teaching, and educational policy 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, in-service, 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, Teaching, and Educational Policy 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 of Philosophy Degree in Curriculum, Teaching, and Educational Policy 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, Teaching, and Educational Policy

Students must complete the following courses:

1. Proseminar sequence. Both of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE 901 Proseminar in Curriculum, Teaching</td>
<td>3</td>
</tr>
<tr>
<td>and Educational Policy I</td>
<td></td>
</tr>
<tr>
<td>TE 902 Proseminar in Curriculum, Teaching</td>
<td>3</td>
</tr>
<tr>
<td>and Educational Policy II</td>
<td></td>
</tr>
</tbody>
</table>

2. Educational inquiry and research.
   a. The following courses:

      | Course                                      | Credits |
      |---------------------------------------------|---------|
      | CEP 930 Educational Inquiry                 | 3       |
      | CEP 932 Quantitative Methods in Educational Research I | 3       |

   b. One of the following courses:

      | Course                                      | Credits |
      |---------------------------------------------|---------|
      | 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. A research practicum to be taken after the student has completed the courses referenced in items 2. a. and 2. b. above:

      | Course                                      | Credits |
      |---------------------------------------------|---------|
      | TE 995 Research Practicum in Curriculum, Teaching, and Educational Policy | 1 to 3 |


   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. Both the area and the related courses must be approved by the student’s guidance committee.

Language and Literacy Option

The language and literacy option is available to students who are enrolled in the Doctor of Philosophy degree in Curriculum, Teaching, and Educational Policy. The option 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 option focuses on literacy theory, research, and education, and is for students who wish to address issues of literacy development, literacy use, literacy contexts of social, cultural, and linguistic differences, and the possibilities of transforming how people read and take action in their worlds. For further information visit the Language and Literacy website at: http://ed-web3.educ.msu.edu/phdliteracy/default.htm

Students must meet the requirements of the option specified below, in addition to the requirements for the Doctor of Philosophy degree in Curriculum, Teaching, and Educational Policy. Credits earned in the option may also be counted toward the requirements for the degree.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEP 912 Psychological and Cognitive Aspects of Literacy Learning</td>
<td>3</td>
</tr>
<tr>
<td>CEP 915 Literacy, Learning and Development in Sociocultural Context</td>
<td>3</td>
</tr>
<tr>
<td>TE 946 Current Issues in Literacy Research and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>TE 958 Using Literacy to Learn: Curriculum and Pedagogy</td>
<td>3</td>
</tr>
<tr>
<td>TE 959 Acquisition and Development of Language and Literacy</td>
<td>3</td>
</tr>
<tr>
<td>TE 931 Qualitative Methods in Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>Two advanced inquiry/research courses related to the student's field of interest</td>
<td>6</td>
</tr>
<tr>
<td>Two additional electives related to the student's field of interest</td>
<td>6</td>
</tr>
</tbody>
</table>

Upon completion of the required courses, the student should contact the Department of Teacher Education and request certification for the completion of the Language and Literacy Option. 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 option and the date that it was complete. This certification will appear on the student’s transcript.