

MICHIGAN STATE UNIVERSITY

SPECIAL EDUCATION

Doctor of Philosophy

Application Deadline: Ph.D. – December 1.

INTRODUCTION: OVERVIEW

The Ph.D. program in Special Education at Michigan State University is designed to prepare leadership personnel for positions in higher education and other educational and community service agencies. Specifically, the program emphasizes the role of research, service, and teaching experiences in the preparation of doctoral candidates. All doctoral students in special education engage in a number of core experiences, including a professional seminar in Educational Psychology, a series of quantitative/qualitative research methodology courses, an apprenticeship study under the guidance of an experienced faculty member, and a comprehensive examination. Doctoral candidates, with their program director, undertake annual review of their professional activities to help ensure successful movement towards their professional goals. An especially important feature of the Doctorate in Special Education program at Michigan State University is the opportunity to individualize the program to fit one's unique interests and needs. This flexibility allows doctoral candidates to take course work and study under scholars who come from many methodological and theoretical perspectives and who conduct research in a variety of disciplines.

PROGRAM REQUIREMENTS

Coursework. Candidates for the Ph.D. degree will complete the following sets of courses, distributed according to particular requirement clusters.

- 1) A two-semester proseminar (CEP 901 and 902) taken during the first year of advanced graduate study. These two courses are designed to help build students' academic skills, introduce them to big questions about education, provide them with a preliminary look at the program's major areas of emphasis and help them establish a professional learning community.
- 2) At least four doctoral courses about educational inquiry and research, to include: an introduction to educational inquiry; two courses in quantitative research methods, and a research practicum culminating in a written research paper to be undertaken after the other research courses have been completed.
- 3) At least five courses in special education, which forms a major area of concentration.
- 4) At least three courses from a specified cognate area that provides the student with broad and diverse perspectives on education.
- 5) At least 24 credit hours of dissertation credit, culminating in the completion of the doctoral dissertation.

OTHER REQUIREMENTS

- 1) The university's residency requirement – defined as enrolling in six credits of coursework in two consecutive semesters – must also be met. (Residency does not necessarily mean that a student spends full time on campus, although the program strongly encourages every Ph.D. student to do this).
- 2) In addition to the coursework, and residency requirement students are required to pass a preliminary and comprehensive examinations administered according to departmental policy.

COURSE DESCRIPTIONS

Special Education Core: Course Requirements (15 credits)

All doctoral students are required to take a special education core comprised of the following five courses:

CEP 940 – Policy Analysis of Trends in Special Education

Economic, social, legal and organizational trends in special education within the theoretical framework of organizational change.

CEP 941 – Academic Issues in Special Education for At-Risk Students

Academic assessment and instructional research in special education. Inquiry in special education related to the design and evaluation of academic programs for learning disabled, mentally impaired, emotionally impaired, and other low achieving students.

CEP 942 – Educational Perspectives on Low-Incidence Populations in Special Education

Practice and policy relating to the educational consequences of low-incidence disabilities. Emphasis on deafness, blindness, deaf-blindness, and multiple/severe disability. Placement and accommodation issues in integrated educational settings.

CEP 943 – Multicultural Issues in Special Education

Relationships among race, gender, culture, social class, and disability. Individual, group and societal responses to disability. Anthropological, social and psychological theories about origins of cultural diversity.

CEP 949 – Critical Issues in Special Education

Topics in special education, including cognition and sensory impairments, literacy for at-risk students, program design, small sample research, and staff development.

General Professional Core: Course Requirements (6 credits)

CEP 900 – Proseminar in Educational Psychology I¹

Historical, theoretical, empirical, technological, and philosophical issues. Research literature on learning, teaching subject matter, and social-cultural contexts.

CEP 901 – Proseminar in Educational Psychology II1

Further work on historical theoretical, empirical, methodological, and philosophical issues. Research literature on learning, teaching, subject matter, and social-cultural contexts.

Educational Inquiry and Research: Course Requirements (10-12 credits)

CEP 930 – Educational Inquiry

Alternative approaches to educational research: quantitative, interpretive, and customized. Theoretical assumptions, sources of questions, data collection and analysis, and rhetoric.

CEP 932 – Quantitative Methods in Educational Research I

Multiple traditions of qualitative research in education. Approaches to theory, research questions and design, data collection and analysis, and reporting. Ethical issues. Appraising qualitative research.

CEP 933 – Quantitative Methods in Educational Research II

Techniques of data analysis and statistical inference used in educational and psychological research. Multiple regression, analysis of variance, and basic principles of experimental design in educational applications.

CEP 995 – Practicum in Research Design and Data Analysis²

Supervised research practicum. Design, execution, analysis, presentation, critique, and revision of research projects.

TE 931 – Qualitative Methods in Educational Research

Multiple traditions of qualitative research in education. Approaches to theory, research questions and design, data collection and analysis, and reporting. Ethical issues. Appraising qualitative research.

¹Complete during first year of study

²Recommended

³Required This course fulfills the college practicum requirements

Cognate (9 credits)

The cognate will consist of 9 credits of selected courses outside the department of CEPSE either inside or outside the College of Education, that relate directly to the student's professional goals and specialization area within special education. Some departments for consideration are:

Teacher Preparation and Staff Development
Adapted Physical Education
Early Childhood Education

Cognitive Psychology
Educational Administration
Literacy Education

Dissertation (24 credits)

The doctoral program culminates in the completion of the doctoral dissertation.

Financial Aid

Newly admitted doctoral students in special education are automatically considered for various teaching and research assistantships as well as other major fellowships. Students desiring financial assistance for graduate studies should contact:

Office of Financial Aid

259 Student Services Building
Michigan State University
East Lansing, MI, 48824-1113
(517) 353-5940

In addition, a number of graduate assistantships are available through the College of Education, and in the residence halls. More information is available about financial aid, employment opportunities, grants and/or scholarships in the [Graduate School Funding Guide](#) or from any of the faculty members in special education.

Leadership Preparation and Fellowship Program

Under a Federal Grant from the US Department of Education, Office of Special Education Programs, two-year awards are available, beginning Fall 2007, that combine an annual fellowship with a graduate assistantship.

These awards provide approximately \$32,000 in addition to fringe benefits (tuition waiver and medical insurance) per year to each recipient. The awards are made to entering doctoral students who demonstrate a strong preparation for and aspiration toward a career in special education leadership (higher education, policy and administration at the state and federal level and professional development) with special emphasis on disability and diversity in urban settings. Recipients must study full time during the period of the award and make good progress toward their degrees. Recipients may seek additional teaching or research assistantships. Newly admitted doctoral students in special education are automatically considered for these awards.

For additional information on these federally funded leadership awards, contact Dr. Troy Mariage (517-432-1981; mariaget@msu.edu) or Dr. Susan Peters (517-432-1283; speters@msu.edu).

Special Education Technology Scholars Program

The Michigan State University Special Education Technology Scholars (SETS) program has been funded by the United States Department of Education, Office of Special Education Programs (OSEP), to provide coursework and experiences that will prepare doctoral students to become leading scholars and teacher educators in the field of assistive technology.

Programs opportunities include:

- ◆ Mentoring by faculty renowned for their work in special education and educational technology
- ◆ Courses in special education, research methods, and learning and technology
- ◆ Research practica in assistive technology development, implementation, and/or evaluation
- ◆ Teaching with technology practica
- ◆ Dissertation research involving issues related to assistive technology

For additional information on these federally funded leadership awards, contact Dr. Cynthia Okolo (517-355-1871; okolo@msu.edu) or Dr. Carol Sue Englert (517-355-1835; carolsue@msu.edu).

For further information about our doctoral program contact:

Dr. Gary A. Troia, Ph.D Coordinator, Special Education Program and Services
Room 343 Erickson Hall, Michigan State University
East Lansing, MI 48824-1034 USA
e-mail: gtroia@msu.edu



DEPARTMENT APPLICATION FOR GRADUATE SCHOOL ADMISSION
Special Education

Application Deadlines:
PH.D. - DECEMBER 1.

PLEASE RETURN THIS FORM

Application for: Fall Semester 20

Type or Print Legibly!

Ms. Mrs. Miss Mr. Last Name First Name Middle
PID (if previous MSU student) Birth Date

E-mail Address:

Permanent mailing address:

Phone (include international code)

Day:
Evening:
FAX:

Temporary (current) mailing address:

Phone:

Day:
Evening:

Last Date to receive mail at this address:

FAX:

Program for which you are applying:

Special Education
X Ph.D.

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Graduate Record Examination (GRE) – Date taken or planned: _____

Scores: Verbal _____ Quantitative _____ Analytical _____

TOEFL Score (Total) _____ **(THIS IS A REQUIREMENT FOR INTERNATIONAL STUDENTS)**

Do you have a teaching certificate? Yes _____ No _____

If yes, subject area and level: _____

Current work experience: _____

Degrees earned (or in progress)

<u>Institution and location</u>	<u>Degree</u>	<u>Field of Study-Major/Minor</u>	<u>Date earned/expected</u>
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Undergraduate GPA last 2 years: _____ Overall Undergraduate GPA: _____ Overall Graduate GPA: _____

Signature: _____ **Date:** _____

**APPLICATION PROCEDURES FOR GRADUATE SCHOOL ADMISSION
Special Education**

**Application Deadlines:
PH.D. – DECEMBER 1.**

DO NOT RETURN THIS FORM

THE FOLLOWING INFORMATION IS REQUIRED:

(Please use this as a personal checklist)

University Admissions Application

Application Fee:
\$50.00

Departmental Application

Statement of Goals

Statement Format is on the website

Two (2) official copies of transcripts

from all previous institutions attended.
These must be sent directly from the
institution; please contact the
Registrar's Office at the institutions
you attended for appropriate
procedures and fee information.

Three Letters of Recommendation

Must be submitted on letterhead
stationery of recommender's school or
company.

Graduate Record Examination

Information on testing may be obtained
from the:

MSU Counseling Center
Testing Office
207 Student Services Building
East Lansing, 517-355-8385

Vita or Resume

List professional experience, awards,
honors, publications, presentations,
professional affiliations, and
professional development activities.

Writing Sample

A writing sample is required for all
Ph.D. and Ed.S. programs.

PLEASE SEND ALL APPLICATION MATERIALS TO:

Virgene Rector, Graduate Secretary
CEPSE
Michigan State University
335 Erickson Hall
East Lansing, MI 48824-1034 USA