

COLLEGE OF EDUCATION

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Departments and Programs

- Leadership and Counseling
- Special Education
- Teacher Education

MISSION STATEMENT

To create an exemplary educational environment to develop the intellectual curiosity, creativity, critical and reflective thinking, and problem-solving abilities of our students so that they may become ethical, productive, contributing participants and leaders in a democratic and diverse society.

For more than 150 years, the College of Education at EMU has played a major state and national role in the preparation of teachers, other school personnel and related professionals. For example, we were among the first institutions in the country to prepare physical education teachers and special education teachers.

Now we are, and have been for some years, the nation's largest producer of professional education personnel. We offer programs at the bachelor's, master's, specialist's and doctoral degree levels.

Our programs have received a number of national recognitions. We are fully accredited by the National Council for the Accreditation of Teacher Education and approved by the Michigan Department of Education. In almost every instance where a program-specific national recognition exists, we hold this recognition at the highest level. Through the Office of Collaborative Education, we work with numerous school districts in a variety of school improvement activities.

Our teacher graduates are highly prized and are actively recruited by many out-of-state school districts. Our alumni hold many distinctions, including the Pulitzer Prize and National Teacher of the Year, and serve as presidents or executives of major national professional organizations.

Our initial teacher preparation programs are guided by the theme, "Caring professional educators for a diverse and democratic society."

Our advanced professional educator programs are guided by the theme, "Inquiry, advocacy and leadership in education for a diverse and democratic society."

GRADUATE DEGREES AND CERTIFICATE PROGRAMS

The college offers the following graduate degrees and graduate certificate programs in the various disciplines of education. Admission and degree requirements for each of the programs can be found in the departmental sections of this catalog.

Leadership and Counseling

DOCTOR OF EDUCATION in Educational Leadership
SPECIALIST IN ARTS in Educational Leadership
MASTER OF ARTS in Educational Leadership
GRADUATE CERTIFICATE in Community College Leadership
MASTER OF ARTS in School Counseling
MASTER OF ARTS in College Counseling
MASTER OF ARTS in Community Counseling
GRADUATE CERTIFICATE in Helping Interventions in a Multicultural Society
POST-MASTERS CERTIFICATE for School Counselor Licensure

Special Education

SPECIALIST OF ARTS in Special Education
SPECIALIST OF ARTS in Special Education — Administration
SPECIALIST OF ARTS in Special Education — Curriculum Development/Assistive Technology
MASTER OF ARTS in Special Education
MASTER OF ARTS in Special Education — Emotional Impairment
MASTER OF ARTS in Special Education — Cognitive (mental) Impairment
MASTER OF ARTS in Special Education — Physical and Health Impairment
MASTER OF ARTS in Special Education — Visual Impairment
MASTER OF ARTS in Special Education — Hearing Impairment
MASTER OF ARTS in Special Education — General Special Education

MASTER OF ARTS in Learning Disabilities
MASTER OF ARTS in Speech/Language Pathology

Teacher Education

MASTER OF ARTS in Early Childhood Education
MASTER OF ARTS in Educational Psychology
MASTER OF ARTS in Educational Psychology — Development and Personality
MASTER OF ARTS in Educational Psychology — Research and Evaluation
MASTER OF ARTS in Educational Media and Technology
MASTER OF ARTS in Curriculum and Instruction
MASTER OF ARTS in Elementary Education
MASTER OF ARTS in Middle Level Education
MASTER OF ARTS in Secondary Education
MASTER OF ARTS in Common Learnings in Curriculum
MASTER OF ARTS in Reading
MASTER OF ARTS in Social Foundations
MASTER OF ARTS in Schools, Society and Violence
GRADUATE CERTIFICATE in Educational Assessment
GRADUATE CERTIFICATE in Educational Media and Technology

POST-BACCALAUREATE CERTIFICATION PROGRAMS

This Post-Baccalaureate program, effective Fall 2002, is offered at the undergraduate level. For details, refer to the Eastern Michigan University Undergraduate Catalog.

The Continuing Certificate

State Administrative Rule 390.1132 provides, in part, that in order to be eligible for institutional recommendation for a continuing or professional certificate, the applicant must have earned 18 hours in a planned course of study. The planned course of study is determined in this way:

For physical education teachers

Students should consult their adviser to develop the planned program, which is based on previous experiences, individual goals, career objectives, GPA, deficiencies, and the like. The program of studies that is planned must be completed in order for the individual to receive the institution's recommendation.

For special education teachers

The student must meet the requirements to pursue the M.A. degree and must be program-admitted. The student is then assigned an adviser. The endorsement requirements are rather prescriptive and are longer than 18 hours. See the Special Education section of this catalog for detailed requirements in each special education area.

For all other teachers

Those who wish to pursue both the credential and the M.A. are referred by the Department of Teacher Education to the appropriate adviser in that department or, in some cases, another department in which the program is housed.

Those who desire only the recommendation for the continuing certificate must consult with the Teacher Certification Office. Those who want to add an endorsement (e.g., adding an elementary endorsement to the secondary credential or vice versa, adding a middle school endorsement to the secondary credential, adding a reading endorsement or adding an early childhood endorsement) will be provided with a standard list of courses that must be completed in order to accomplish the objective.

Continuing Certification

The Michigan provisional teaching certificate earned in teacher preparation programs is good for six years. In order to maintain a valid teaching credential, teachers must continue their studies toward a professional certificate. A minimum of 10 credit hours must be earned during the first six years in

order to renew a provisional certificate. The College of Education's Office of Academic Services is responsible for assisting certified Michigan teachers in maintaining and updating their teaching credentials with the state of Michigan. The Office of Academic Services (206 Porter, 734.487.0275) can help licensed Michigan teachers renew a provisional certificate, add endorsements or apply for the professional certificate. The office is unable to process applications for certification outside Michigan.

Current teacher licensing information for each licensed teacher in Michigan can be found at http://meis.mde.state.mi.us/teachercert/sr_teaCerts.asp.

First Renewal Certificate Requirements (good for three years)

1. Ten credit hours after the issuance of Michigan provisional certificate or a master's degree in a field related to teaching from Eastern Michigan University. Coursework must support major/minor subject areas already existing on the certificate, or endorsement areas to be added to an existing certificate. (Six credits are required from Eastern Michigan University and four credits may be transferred if approved by the certification coordinator. No community college credits will be accepted.)
2. Photocopy of latest Michigan certificate (front side only).
3. Photocopy of graduate transcripts, only if credit is from another college or university. Please do not send original transcripts to the Office of Academic Services.

Second Renewal Certificate Requirements (good for three years)

1. Completion of the entire 18 credit hours after the issuance of the Michigan provisional certificate or a master's degree in a field related to teaching from Eastern Michigan University. Coursework must support major/minor subject areas already existing on the certificate, or endorsement areas to be added to an existing certificate. (Twelve credits must be taken at Eastern Michigan University and six credits may be transferred if approved by the certification coordinator. No community college credits will be accepted.)
2. Photocopy of latest Michigan certificate (front side only).
3. Photocopy of graduate transcripts, only if credit is from another college or university. Please do not send original transcripts to the Office of Academic Services.

Professional Certificate Requirements

1. Three years of teaching (150 days per year, 450 days total).
2. Completion of the entire 18 credit hours after the issuance of the Michigan provisional certificate or a master's degree in a field related to teaching from Eastern Michigan University. Coursework must support major/minor subject areas already existing on the certificate. (Twelve credits must be taken at Eastern Michigan University and six credits may be transferred if approved by the certification coordinator. No community college credits will be accepted.) To meet state Reading requirements for the professional certificate, six hours of Reading courses for elementary or three hours for Secondary must be posted on your transcripts.
3. Photocopy of latest Michigan certificate (front side only).
4. Photocopy of transcripts, only if credit is from another college or university. Please do not send original transcripts to the Office of Academic Services.
5. Recommendation form completed by appropriate school district representative. After the professional certificate has been issued the teacher must complete either six credit hours *or* 18 hours of CEU's that have been approved in advance by the Michigan Department of Education. Contact the Michigan Department of Education (Marleen Higbee) by phone, 517.373.3310, or fax, 517.373.0542, to obtain an application to renew professional certificates.

Eastern Michigan University does not process renewals of Professional Certificates. Professional renewals are handled by contacting the Michigan Department of Education directly (517.373.3310).

Adding Endorsements

Endorsements are available in various subject areas. These endorsements require coursework, and typically, the appropriate subject area test from the Michigan Test for Teacher Certification. The first step in this process is to

meet with a department adviser who can write a program of study for the subject area you would like to add. Upon completion of the coursework and test(s), each candidate must present the following documents to the College of Education Office of Academic Services.

1. Photocopy of test scores for the endorsement area to be added.
2. Photocopy of latest Michigan certificate (front side only).
3. Photocopy of transcripts, only if credit is from another college or university. Please do not send original transcripts to the Office of Academic Services.
4. Signed approval form from appropriate Eastern Michigan University department, if needed.

The Michigan Department of Education will bill each candidate for their renewal, professional certificate or endorsement. Do not send any money to the Office of Academic Services.

Admission

Students interested in pursuing coursework toward continuing certification should apply for Graduate School admission as "non-degree" students. This requires an application, application fees and undergraduate transcripts (401 Pierce, 734.487.3060).

DEPARTMENT OF LEADERSHIP AND COUNSELING

Campus Address: 304 Porter Building

Telephone: 734.487.0255

Internet: www.emich.edu/coe/Lead_Coun

E-mail: Jackie.Tracy@emich.edu

See pages 183 and 195 for course descriptions.

The Department of Leadership and Counseling offers two program areas: educational leadership and counseling. The educational leadership program awards the master of arts degree, the specialist in arts degree and the University's first doctoral degree, the Ed.D. The counseling program offers the master of arts degree.

Both program areas have the flexibility and content to provide education to a broad range of professionals seeking training for K-12 leadership, school, community and college counseling, student affairs and higher education administration. The specific requirements and class offerings follow. Please check the department Web site for recent program changes.

Admission applications are processed in order for candidates to begin studies in the winter, spring, summer and fall. To be considered for the admission process, a completed application including transcripts, statement of intent, résumé, recommendations and other assessment(s) that may be necessary must be submitted to Graduate Admissions, P.O. Box 970, Eastern Michigan University, Ypsilanti, MI 48197 by:

- February 10th for spring admission
- March 1st for summer admission
- May 15th for Fall admission
- September 15th for Winter admission

EDUCATIONAL LEADERSHIP PROGRAM

The educational leadership programs leading to the master of arts degree, the specialist of arts degree and the doctor of education degree, as well as individual courses, are of interest and assistance to professional educators in general. For prospective or practicing administrators, the programs provide basic administrative course offerings as well as opportunities to specialize in administration in K-12 schools, student affairs and higher education.

In addition, persons preparing for leadership positions in the many other areas of education (e.g., adult education, career education, community education, personnel, school and community relations, administration of vocational and technical education, etc.) will find an appropriate selection of courses. Many of the courses offered are excellent electives for students pursuing advanced degrees in other departments.

Program formats have been designed to provide flexibility in course selection to accommodate each student's unique experiences and future career goals and are located in our on-campus and off-campus locations. Course selections should reflect the student's career aspirations and University requirements. The program is usually planned to prepare the student for a specific educational administrative position. More complete information may be obtained by contacting the advising coordinator.

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP (EDLD)

Model

Eastern Michigan University's advanced professional education programs develop leaders who demonstrate reflective thought and scholarship within the context of a culturally diverse society.

Admission Requirements

The doctoral program requirements, as stated in the graduate bulletin, are the basis for admission and completion of the doctorate in educational leadership. Refer to the appropriate section of this document for details.

To be eligible for admission to the doctoral program in educational leadership at Eastern Michigan University, the applicant must meet the following requirements:

1. Must have completed either a master's or specialist's degree from an accredited university.
 - a. Students with a master's degree must have completed it with a minimum GPA of 3.3 on a 4.0 scale.
 - b. Students with a specialist's degree from Eastern Michigan University or from another accredited institution of higher education must have a minimum graduate GPA of 3.3 on a 4.0 scale.
2. Present evidence of a valid teaching certificate or sign a waiver indicating that they do not seek certification.
3. Complete the Graduate School application.
4. Provide a résumé reflecting professional experience, scholarly activity, etc.
5. Submit three letters of recommendation addressing the applicant's professional background, two of which must be from past or present supervisors.
6. It is desirable that applicants currently hold, or formerly have held, an administrative position; or present evidence of leadership potential.
7. Scores on the General Test of the Graduate Record Examinations (Graduate Record Examination) are required. Typically, students admitted to the doctoral program will have scored at or above the 55th percentile on the analytical, verbal and quantitative sections of the Graduate Record Examination with a minimum composite score of 1000 on the General Test and a 4.0 on analytical writing. Given the focus of the educational leadership program on a holistic admissions approach, failure to score at this level of the Graduate Record Examination will not necessarily exclude a person from admission if other factors indicate potential for success and are judged as superior assets by the faculty.

8. The faculty of the educational leadership program will conduct personal interviews with selected individuals applying for the doctoral program once a year. An extemporaneous writing sample is required.
9. The admission deadline is February 1 for admittance during the following summer session. A limited number of candidates are chosen each year.

Admission Process

The admission process for the doctoral degree includes the following steps:

1. Send the Graduate School application form, required transcripts, résumé, a copy of test scores, personal essay and letters of recommendation to the Graduate Admissions Office.
2. Send official Graduate Record Exam results to the Graduate Admissions Office.
3. Upon receipt of the completed applications by February 1, the materials will be reviewed by the faculty of the educational leadership program. Selected applicants will be invited to a personal interview with the program faculty.
4. Following personal interviews, those candidates who have presented the greatest evidence of potential for success in the program will be selected and notified of their admission by the program coordinator. Only 12-15 candidates are selected annually.
5. All decisions by the faculty regarding admissions are final.

Retention Process and Review

The objective of this retention plan is to monitor students' development and progress in the program, and to identify those students who need additional assistance in order to complete the doctoral program successfully.

1. If a doctoral student receives a grade lower than B+ in any educational leadership class, the educational leadership faculty member who assigns this grade must complete the "Leadership Candidate Evaluation Form" for this student, assign the appropriate rating on each of the 12 generic leadership skills, and include it in the student's departmental file.
2. A retention review of the student's file will be conducted at the end of the doctoral student's first academic year by the student's doctoral adviser. Students who have not maintained a minimum GPA of at least 3.5 in required educational leadership courses, or those who have not achieved an overall rating of at least "average" on the "Leadership Candidate Evaluation Form," will be requested to meet with their doctoral adviser to discuss problems, concerns and issues. If a need for assistance is established, a plan will be developed by the adviser and student.

Credit Interface with Specialist's Degree

Students may enter the doctoral program in educational leadership with a specialist's degree in educational leadership either from Eastern Michigan University or from another accredited institution of higher education. The interface of credit from this degree with the doctoral degree differs depending on the field in which the specialist's degree was earned.

Those students who have completed the EMU specialist's degree in educational leadership, or in another department at EMU, are eligible to apply up to 32 hours of credit from this degree toward completion of the 60-hour doctoral program. The determination of which hours can be counted will be the responsibility of the student's doctoral adviser.

Internship Option

The application of conceptual, technical and human relations skills that is essential to successful educational leadership (i.e., the testing of theory against prevailing practice) is best observed and explored when there is direct involvement in administration. Students in the educational leadership doctoral program have the option of an internship of 120-240 clock hours. This internship is to be a clinical experience that occurs in a leadership role related to the student's career goals. The internship is to be supervised by an experienced educational administrator and the director of the intern program in the educational leadership program.

The internship requirement must be completed prior to the completion of the comprehensive qualifying examination.

Residence Requirement

Although the Graduate School does not require a specific period of campus residency, it nevertheless supports the efforts of graduate programs to create a cohesive intellectual community. Rigorous graduate programs constitute a community of scholars, in which students are gradually introduced by faculty to the scholarly standards, research protocols, ethical norms, professional expectations, social history and current leaders of the discipline. Such a community must be created deliberately, especially in programs with a high concentration of students who commute, attend part time and are employed full time. Seminars, speaker programs, shared authorship and conference presentations, and social events are just some of the ways in which this socialization can occur.

Comprehensive Qualifying Examination

When students have completed all doctoral course work except for dissertation research, they are required to complete the comprehensive qualifying examination. The purpose of this examination is to determine the student's subject mastery of the concepts, literature base and research; and knowledge of problems and issues in the major field (educational leadership) and the cognate area of study. The student is expected to provide written evidence of the ability to analyze and synthesize information, integrate learnings into a meaningful whole and draw appropriate conclusions.

Students may select from any of three options to satisfy the comprehensive qualifying examination requirement. Each option is extensively defined in the doctoral student handbook.

Following the writing of the comprehensive qualifying examination, the student's responses will be reviewed by the student's doctoral examination committee of the educational leadership program, depending upon the examination option selected. All options include an oral examination during which the student's written exam is discussed in greater depth by the student with members of the doctoral committee. In the case of option two, appropriate individuals from the host agency for the problem may also be invited to be present at the oral examination. However, decisions regarding the successful completion of the comprehensive qualifying examination will be made by the student's doctoral committee members only.

Failure on the written portion of the comprehensive qualifying examination (either partially or totally) will cause the student's performance in the program to be reviewed by the student's doctoral committee in consultation with the department head. The committee will then recommend that either the student be dismissed from the doctoral program, be permitted to withdraw from the doctoral program or be allowed to retake the examination (either partially or totally) after a remediation plan has been developed and implemented. Re-examination may not take place until at least six months have elapsed, but must occur within one year. The results of the second examination are final. After the second written attempt, the student's doctoral committee may ask the student to participate in an intensive oral examination. If, after this oral examination, the student's doctoral committee maintains that the student has not achieved the level of proficiency needed by a professional in the field of educational leadership, the recommendation will be made to the graduate dean that the student be dismissed from the doctoral program.

Curriculum

A doctoral student's individualized course of study is normally expected to encompass at least 60 hours of course work beyond the master's degree. The exact number of hours will be determined by the student's program adviser, based on a review of previous graduate work/transcripts, the student's professional and personal aspirations and the doctor of education degree requirements as set forth by the Graduate School and the Department of Leadership and Counseling. Therefore, some plans of study will have only 60 hours while others may include additional hours, either courses designed to remove deficiencies or courses to enhance opportunities for leadership success, at the discretion of the program adviser.

The doctoral program of study has four components: major (educational leadership), cognate, research support and dissertation research. The minimum number of credit hours allocated to each component are:

Major (educational leadership)	30 hours
Cognate	10 hours
Research Support.....	8 hours
Dissertation Research	12 hours

Program Total60 hours

Major (Educational Leadership)30 hours
The 30 hours in the major in educational leadership include 18 hours in the following required courses:

EDLD710 Leadership Theory (3 hrs)
EDLD740 Organizational Theory (3 hrs)
EDLD794 Advanced Seminar in Educational Administration (3 hrs)
EDLD810 Ethics and Policy Analysis for Educational Leaders (3 hrs)
EDLD820 The Politics of Educational Leadership (3 hrs)
EDLD714 Data-Driven Decision Management for Educational Leaders (3 hrs)

The remaining 12 hours are to be selected from EDLD courses according to the student's professional and personal goals, including considerations of career advancement and certification, and as approved by the student's doctoral adviser. Previous graduate course work in educational leadership which was taken as part of the specialist's degree can be used to meet some of the 30 hours in the major, as described in the credit interface section on page 112.

Cognate Courses..... 10 hours

The opportunity for individualization of the doctoral program is present in the selection of a cognate area of study which contributes significantly to the student's development as a professional educator and administrator. The cognate specialization is developed through completion of a sequence of related courses that are designed to add depth to the student's doctoral program. In order to provide maximum flexibility in meeting individual needs, the 10-hour cognate may be completed in any one or a combination of graduate academic units, departments, schools, or colleges of the University that offer a sufficient number of advanced graduate courses. Previous graduate course work in a cognate that was taken as part of the specialist degree can be used to meet some of the 10 hours in the cognate, as described in the credit interface section on page 112.

Research Support Courses8 hours

EDPS621 Descriptive Statistics (2 hrs)
EDLD712 Analysis of Research in Administration (3 hrs)
EDPS651 Inferential Statistics (2 hrs)
EDPS687 Qualitative/Interpretive Research (2 hrs)

The research support component of the doctoral program is designed to enable the student to demonstrate competence in research design, analysis and the use of research tools. Additionally, the student will have experience in conducting useful research and be able to use educational research as an informed and productive consumer. Both statistics and applications courses are needed in this area, depending upon the student's background in this field, and as approved by the student's doctoral adviser. Previous graduate course work in research and research support that was taken as part of the specialist's degree can be used to meet some of the eight hours in this area, as described in the credit interface section on page 112.

Dissertation Research 12 hours

EDLD895 Dissertation Research Seminar (2 hrs)
EDLD896-900 Dissertation Research (10 hrs)

Each student in the doctor of education program will be required to complete a dissertation, a document representing an original research effort. The dissertation will focus on an area of particular interest to the student and the dissertation chair; and the research may be conducted using a variety of research designs (causal-comparative, experimental, etc.) as well

as approaches (quantitative or qualitative). The student must register for a minimum of 12 hours of dissertation research, including the dissertation seminar, but may not enroll in dissertation research until he or she has completed the comprehensive qualifying examination and has been admitted to candidacy by the Graduate School. However, this stipulation does not preclude enrollment in the dissertation seminar nor in the student's working with the dissertation chair in formulating ideas about specific research topics. Furthermore, the approval of the dissertation proposal cannot occur until after the student has passed the comprehensive qualifying examination and is enrolled in the dissertation seminar.

When the dissertation is completed, the student will present the written document to the dissertation committee for approval. In a two-hour oral examination/defense, the student will answer questions related to the dissertation research and will defend it. At the conclusion of the oral examination, the doctoral/dissertation committee will determine: 1) if the written document meets doctoral standards of quality and rigor; and 2) if the student has successfully defended the research conducted. This process of review and revision continues until the doctoral committee approves both the written document and student's oral defense of the research.

Program Total60 hours

SPECIALIST OF ARTS IN EDUCATIONAL LEADERSHIP (EDL)

Model

Eastern Michigan University's advanced professional education programs develop leaders who demonstrate reflective thought and scholarship within the context of a culturally diverse society.

Admission Requirements

1. Applicants must meet the admission requirements of the Graduate School.
2. Applicants must have completed a master's degree from an accredited university with a minimum GPA of 3.3 on a 4.0 scale.
3. Foreign students must submit scores on the Test of English as a Foreign Language (TOEFL) of 550 (total) or the Michigan English Language Ability Battery (MELAB) of 80. They must also submit a minimum score of 230 on the Test of Spoken English (TSE). Scores may not be more than five years old.
4. Applicants must submit scores on the analytical writing, quantitative and verbal tests of the Graduate Record Examinations (Graduate Record Examination).
5. Applicants must submit confidential appraisal forms from two professional supervisors and/or supervising professors that address the quality of the applicant's professional work. Applicants may receive these forms from the department office. Recommendation forms are due with the Graduate School application.

Priority Dates:	Application
Fall admission:	May 15
Winter admission:	November 1
Spring admission:	March 15
Summer admission:	April 15

6. Applicants must present evidence of a valid teaching certificate or sign a waiver indicating that they do not seek certification.
7. Applicants must submit a résumé that details their professional and educational experiences.
8. On the graduate application, students must complete the personal statement of accomplishments and academic goals portion describing the reasons for requesting admission. This essay must be a minimum of 250 words and will be reviewed as an indicator of writing ability.

Admission Process

The admission process for the specialist's degree is as follows:

1. The Graduate School will receive and gather all required documents. Completed applications that contain test scores, the required GPAs,

confidential appraisal forms and the résumé will be forwarded to the coordinator of advising for the educational leadership program.

2. Completed applications will be reviewed by the faculty review committee. Those applications that include acceptable GPAs, the résumé, recommendations, test scores, goal statements and confidential appraisal forms will be admitted, assigned an adviser and invited for an advising interview. Applications may be deemed "questionable" due to a combination of low GPA, low test scores, fair or poor recommendations, poor writing ability and/or statements that are inconsistent with the student's goals as an administrator.
3. These applications will be reviewed by the full faculty, giving special consideration to the student's life experiences, verbal skills, writing skills, educational background, GPAs and scores on the Graduate Record Examination.
4. Those applications which are accepted will be notified. The other applications will be returned to the Graduate School to be notified by the graduate dean.
5. All decisions by the faculty regarding admissions are final.

Retention Review Requirements

A retention review will be conducted by the faculty review committee and coordinated by the EDLD coordinator of advising. Students who have not met the following criteria will be identified and asked to meet with their academic advisers. Students must have:

1. A minimum GPA of at least 3.3 in required educational leadership courses; and
2. An overall academic skills assessment of average, or above, in any educational leadership class.

Retention Process

The objective of this retention plan is to assure that students have an opportunity to review the appropriateness of their career choice and to receive assistance in achieving their specialist in arts degree in educational leadership should they choose to continue in the field. The retention review will be conducted by the EDLD coordinator of advising with the faculty review committee.

1. The Leadership Candidate Evaluation form may be completed for any student in any class, if they choose to do so. These forms will be filed in the student's folder.
2. The EDLD coordinator of advising will examine the files of all students who did not achieve the required GPA and recommend review by the faculty review committee.
3. The folders, with the evaluation forms for this group of students, will then be reviewed by the faculty review committee. If the committee agrees that the record of each student indicates performance below graduate or program standards, the student and his or her adviser will be notified in writing.
4. The EDLD coordinator of advising will send a letter to each identified student requesting him or her to meet with his or her adviser to discuss career goals and the need for assistance. If the need for assistance is established, a plan will be developed. For example, if difficulties exist with skill or concept acquisition, the student may be required to audit a class.

Culminating Experience

The culminating experience for the specialist's degree will be the student's field-based research study and presentation of the student's internship experiences as set forth in his or her written log. The culminating experience will be conducted by the instructor of the intern program and the director of the field-based research study.

Field-Based Research

Field-based research, EDLD713, is available to specialist degree students winter or summer term only. Students are encouraged to contact the department at least two semesters prior to registration for the class to reserve a place in the class.

Curriculum

The specialist's degree program requires a minimum of 32 hours beyond the master's degree. Students work closely with their advisers in developing programs that will prepare them for their career goals.

Candidates for the specialist's degree in educational leadership must satisfactorily complete all work on the program of study and achieve an overall GPA of 3.3 (B+).

The requirements outlined below provide the basic guidelines within which the student's program is developed.

Concentration Area Courses..... 18 hours
 EDLD625 Superintendency and District Level Leadership (3 hrs)
 EDLD710 Leadership Theory (3 hrs)
 EDLD740 Organizational Theory (3 hrs)
 9 hours in consultation with an adviser.

Applied Research Courses..... 8 hours
 EDPS621 Statistical Applications in Educational Research (2 hrs)
 EDLD713 Field-Based Research (4 hrs)
 EDLD787/789 Internship in Educational Administration (2/4 hrs)
Previous internships or administrative experience determines whether a student takes two, three or four hours of the internship.

Cognate Courses..... 6 hours
Six hours selected from either educational leadership or other areas in consultation with the adviser.

Program Total 32 hours

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP (EDL)

Model

Eastern Michigan University's advanced professional education programs develop leaders who demonstrate reflective thought and scholarship within the context of a culturally diverse society.

Admission Requirements

1. Applicants must meet the admission requirements of the Graduate School.
2. Applicants must have earned a valid undergraduate degree from an accredited four-year institution of higher education (an undergraduate student may apply after the final semester's registration is completed).
3. International students must submit scores on the Test of English as a Foreign Language (TOEFL) of 550 and 5 on the Test of Written English (TWE).
4. Applicants seeking their first master's degree must have an undergraduate GPA of 2.5 overall or a GPA of 2.75 in the second half of the undergraduate program. Applicants seeking a second master's degree must have a GPA of 3.0 or better on their previous graduate degree.
5. Applicants must submit confidential appraisal forms from two professional supervisors and/or supervising professors that address the quality of the applicant's professional work. Applicants may receive these forms from the department office and are due with the graduate school application.
6. Applicants must submit a resume that details their professional and educational experiences.
7. On the graduate application, students must complete the personal statement of accomplishments and academic goals portion describing the reasons for requesting admission. This essay must be a minimum of 250 words and will be reviewed as an indicator of writing ability.

Admission Process

The admission process for the master's degree is as follows:

1. Graduate Admissions will receive and gather all required documents. Completed applications that contain test scores, the required GPAs,

confidential appraisal forms, a copy of the teaching certificate or waiver, and the résumé will be forwarded to the coordinator of advising for the educational leadership program.

2. Completed applications will be reviewed by the faculty review committee. Those applications that include acceptable GPAs, the résumé, recommendations, goal statement and confidential appraisal forms will be admitted, assigned an adviser and invited for an advising interview. Applications may be deemed "questionable" due to a combination of low GPA, fair or poor recommendations, poor writing ability and/or statements that are inconsistent with the student's goals as an administrator.
3. These applications will be reviewed by the full faculty, giving special consideration to the life experiences, verbal skills, writing skills, educational background and GPAs.
4. Those applications which are accepted will be notified. The other applications will be returned to the Graduate School to be notified by the graduate dean.
5. All decisions by the faculty regarding admissions are final.

Retention Review Requirements

A retention review will be conducted by the faculty review committee and coordinated by the EDLD coordinator of advising. Students who have not met the following criteria will be identified and asked to meet with their academic advisers. Students must have:

1. a minimum GPA of at least 3.25 in required educational leadership courses;
2. acceptable progress made in developing a professional portfolio after completing 18 hours of course work; and
3. an overall academic skills assessment of average, or above, in any educational leadership class.

Retention Process

The objective of this retention plan is to assure that students have an opportunity to review the appropriateness of their career choice and to receive assistance in achieving their master's degree in educational leadership should they choose to continue in the field. The retention review will be conducted by the EDLD coordinator of advising with the faculty review committee.

1. After completing 18 hours of course work, students should schedule a meeting with their adviser to discuss the review progress in developing a professional portfolio.
2. Faculty may complete the Leadership Candidate Evaluation form for any student in any class, if they choose to do so. These forms will be filed in the student's folder.
3. Each semester the Graduate School will review the GPA of each student completing 12 hours (which should include EDLD510 and EDLD514). The EDLD coordinator of advising will examine the files of all students who did not achieve the required GPA and recommend review by the faculty review committee.
4. The coordinator of advising will send a letter to each identified student requesting him or her to meet with his or her adviser to discuss career goals and the need for assistance. If the need for assistance is established, a plan will be developed. For example, if difficulties exist with skill or concept acquisition, the student may be required to audit a class.

Exit Process

Portfolio Requirement

Students will be guided through the portfolio assessment process by their adviser as follows:

1. Following admission, a student should schedule a meeting with his/her adviser to plan his/her program and to obtain information about the exit portfolio assessment.
2. After completing 18 hours of course work, a student should schedule a meeting with his/her adviser to discuss the progress of his/her portfolio.
3. When a student believes his/her portfolio is complete, he/she should contact his/her adviser to schedule his/her oral and written present-

tation. This will be made before at least two members of the EDLD program faculty, and will consist of an oral presentation by the student, followed by discussion with faculty regarding the student's personal learning and growth, along with perceptions of the strengths and/or weaknesses of the overall program.

Student achievement will be documented in a cumulative portfolio that contains artifacts representative of the educational leadership knowledgebase.

An assessment of the portfolio will be made using the following criteria:

- Cognitive complexity
- Quality of content
- Comprehensiveness
- Meaningfulness

In addition, the program component stressing effective written and oral communication skills will be assessed by examination of the quality of writing presented in the portfolio and the quality of oral communication displayed in the portfolio presentation before faculty. All of the components of the portfolio must be rated satisfactory for completion.

The portfolio will be evaluated as one of the following:

- Pass without revisions
- Pass with minor revisions by date indicated
- Pass with major revisions by date indicated
- No pass

MASTER OF ARTS in Educational Leadership — K-12

Students must complete 29 hours of program course work and nine hours (including EDPS677 Methods in Quantitative Research) in the supportive area. EDPS677 should be taken as early as possible in the program.

The student's adviser will assist in developing the program of study that may include course work necessary for both administrative certification and the master's degree.

A minimum of 38 hours of graduate credit applicable to the program is required for the master of arts degree. Courses in the basic concentration include:

- Basic Concentration Courses** 29 hours
- EDLD509 Educational Leadership in a Pluralistic Society (3 hrs)
 - EDLD510 Educational Organization (3 hrs)
 - EDLD513 Community Education and Community Relations (3 hrs)
 - EDLD514 Educational Leadership Theory and Practice (3 hrs)
 - EDLD515 Instructional Supervision and Program Evaluation (3 hrs)
 - EDLD518 Multimedia Technology for School Administrators (3 hrs)
 - EDLD612 Economics of Public Education (3 hrs)
 - EDLD620 The Principalship (3 hrs)
 - EDLD630 Legal, Ethical and Professional Issues of Administration (3 hrs)
 - EDLD687 Internship (2 hrs)

- Optional Elective Courses** 9 hours
- EDPS677 Methods in Quantitative Research (3 hrs)
 - Six hours selected in consultation with the graduate adviser.

Program Total 38 hours

MASTER OF ARTS in Educational Leadership — Higher Education/General Administration

Students must complete a minimum of 38 credit hours to complete the master's degree. Twenty hours of specific basic program coursework, two hours in general administration and 15 EDLD and related course electives are required. Electives are chosen in consultation with the student's program adviser.

- Basic Concentration Courses** 21 hours
- EDLD509 Educational Leadership in a Pluralistic Society (3 hrs)
 - EDLD510 Educational Organization (3 hrs)

- EDLD514 Educational Leadership Theory and Practice (3 hrs)
- COUN551 Contemporary College Students (3 hrs)
- EDLD613 Introduction to Higher Education (3 hrs)
- EDLD622 Organization & Administration of Higher Education (3 hrs)
- EDPS677 Methods in Quantitative Research (3 hrs)

General Education Emphasis 2 hours

- EDLD687 Master's Internship in Educational Leadership (2 hrs)

EDLD Courses and Related Electives 15 hours

Program Total 38 hours

MASTER OF ARTS in Educational Leadership — Higher Education/Student Affairs

Students must complete a minimum of 38 credit hours to complete the master's degree. Twenty hours of specific basic concentration coursework, 10 hours in student affairs and 15 EDLD and related course electives are required. Electives are chosen in consultation with the student's program adviser.

- Basic Concentration Courses** 21 hours
- EDLD509 Educational Leadership in a Pluralistic Society (3 hrs)
 - EDLD510 Educational Organization (3 hrs)
 - EDLD514 Educational Leadership Theory and Practice (3 hrs)
 - COUN551 Contemporary College Students (3 hrs)
 - EDLD613 Introduction to Higher Education (3 hrs)
 - EDLD622 Organization & Administration of Higher Education (3 hrs)
 - EDPS677 Methods in Quantitative Research (3 hrs)

Student Affairs Emphasis 10 hours

- COUN550 Introduction to Student Affairs in Higher Education (3 hrs)
- COUN655 College Student Development Theory (3 hrs)
- COUN689 Field-Based Experience I (2 hrs)
- COUN690 Field-Based Experience II (2 hrs)

University Elective Courses 7 hours

Program Total 38 hours

GRADUATE CERTIFICATE IN COMMUNITY COLLEGE LEADERSHIP (CCL)

- Required Core Courses** 15 hours
- COUN551 Contemporary College Students (3 hrs)
 - EDLD611 Adult and Continuing Education (3 hrs)
 - EDLD632 The Community College (3 hrs)
 - EDLD696 Seminar: Organizational Control and Administration of Community Colleges (3 hrs)

One course from the following:

- EDLD509 Educational Leadership in a Pluralistic Society (3 hrs)
- EDLD514 Educational Leadership Theory and Practice (3 hrs)

Elective Course 3 hours

- Three hours from the following:*
- EDLD510 Organizational Theory (3 hrs)
 - EDLD613 Introduction to Higher Education (3 hrs)
 - EDLD614 Law of Higher Education (2 hrs)
 - EDLD622 Organizational and Administration of Higher Education (3 hrs)
 - EDLD633 History of Higher Education (3 hrs)
 - EDLD634 Higher Education Finance (3 hrs)
 - EDLD635 Policy Analysis and Evaluation in Higher Education (3 hrs)
 - EDLD680 Grant Writing (3 hrs)
 - EDLD695 Women in Leadership (2 hrs)

COUN550 Introduction to Student Affairs in Higher Education (3 hrs)
 COUN655 College Student Development Theory (3 hrs)
 EDPS677 Methods in Quantitative Research (3 hrs)

Certificate Total..... 18 hours

Additional Program Information

Course Substitutions/Program Changes

Changes in the student's official program and substitution of courses must be approved by the adviser prior to registration.

Courses Outside the Program

A suggested list of courses has been prepared by the EDLD Program. Other courses may be used for electives in this area if they are approved by the student's adviser.

Internships

Information is available from the director of the intern program or at www.emich.edu/coe/Lead_Coun/tracy.html. Internship placements should be arranged at least one semester in advance and must be approved by the internship director.

SCHOOL COUNSELING, COMMUNITY COUNSELING AND COLLEGE COUNSELING PROGRAMS

Program Advising

Graduate study in counseling consists of three master of arts degree programs: school counseling, community counseling and college counseling. All counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The master's degree program provides entry-level competencies and credentials for such positions as elementary and secondary school counselors, community agency counselors and college counselors. Counseling programs meet academic requirements for licensing as professional counselors in Michigan. The school counseling program also meets requirements for K-12 endorsement for school counselors in Michigan. The admission requirements for the school counseling, the college counseling and community counseling programs are as follows:

Admission Requirements

Admission to all programs is selective. The selection process is designed to assess the candidate's suitability for graduate study and for a professional career in counseling. Candidates who are selected for these programs are expected to make major commitments to their graduate training.

1. Applicants must have graduated from a regionally accredited institution.
2. Evidence of academic aptitude for graduate-level study, that includes at least one of the following:
 - a. A 2.75 overall undergraduate GPA, or a 3.0 GPA in the second half of the undergraduate degree program.
 - b. A graduate GPA of a 3.3 on a previously completed advanced degree.
 - c. A combined score (verbal and quantitative) of at least 850 and a minimum score (analytical writing) of 3.5 on the Graduate Record Examination. The Graduate Record Examination scores may not be more than five years old.
 - d. Applicants not meeting other criteria, but having an acquired knowledge of the counseling field based on five years of related experience, may be eligible. Students applying under this provision must contact the coordinator of advising for specific procedures prior to application to the Graduate School.
3. International students must meet at least one of the following additional criteria:

- a. A score of 550 (Total) on the Test of English as a Foreign Language (TOEFL), a score of 230 on the Test of Spoken English (TSE) and a rating of 5 on the Test of Written English (TWE). (Additional course work in composition may be required.) These tests must have been taken within the past five years.
- b. A score of 80 on the Michigan English Language Ability Battery (MELAB) and a rating of at least 3.0 on the oral interview portion of the MELAB. (Additional course work in composition may be required.) These tests must have been taken within the past five years.

4. Statement of Intent: A one-page statement focusing on the applicant's motivation and rationale for seeking admission to the specific program as well as his or her background and goals related to professional studies.
5. Résumé: A focused, one-page summary of program-relevant educational, career and/or life experiences.
6. Three recommendations: These must be completed on recommendation forms available from the department. They should be completed by professionals with knowledge of the applicant's suitability for graduate work (e.g., supervisors, undergraduate professors).

Admission Process

Admission to counseling programs occurs during a two-phase cycle. Applicants are screened during the semester prior to the semester desired for admission. All materials must be submitted to the Graduate School by their established deadlines.

1. Graduate Admissions receives and gathers all required documents. After all materials (including transcripts, recommendation forms, résumé, letter of intent, other statements and Graduate Record Examination scores) are on file, they are sent to the department for review.
2. The counseling program will notify students, in writing, when they have received copies of all application materials from the Graduate School. The program review process is conducted in two phases.

Phase I: Applicants are screened based on the following criteria: academic potential as reflected in the GPA and Graduate Record Examination scores; compatibility of applicant's goals and program goals as expressed in the letter of intent; and educational, career and life experiences that demonstrate interest in a career as a professional counselor or student personnel worker, as reflected in the résumé and letters of recommendation.

Phase II: Based on the Phase I review, select applicants are invited to campus for a series of interviews with the program faculty.

3. Final admission decisions are then made by the faculty.

Appeal

The admissions appeal procedure provides each applicant with the opportunity to appeal formally the admissions decision. Appeal must be based on capricious or unfair treatment during the admissions process. This procedure is not intended to handle the case of applicants who do not meet minimum standards for admission as outlined in the graduate catalog. Appeal must begin within five working days of the start of the next semester, i.e., the semester following the admissions decision. Students wishing to appeal must contact the coordinator of advising to obtain a written outline of the appeal procedure.

Personal and Professional Development

Throughout the program, students are encouraged to become more aware of themselves, to evaluate their own potential for careers in counseling and to grow both personally and professionally. Courses provide opportunities for growth and development through self-exploration activities (e.g. role-playing, personal reaction papers, values clarification exercises, participation in groups). Involvement in one's own counseling is encouraged. Opportunities are available at University Counseling Services and through referral to outside sources. Students are encouraged to join professional organizations, to attend workshops and conferences, and to become involved in the counseling profession at the state and national levels.

Student performance is reviewed at designated points throughout the program (retention review). The purpose of review is to identify any difficulties the student may be experiencing in the areas of academic achievement and/or skill development, and to develop appropriate plans for remediation. For example, midway through programs students apply to enroll in CSAP686 Counseling Practicum I. At this point program faculty evaluate the readiness of all applicants to begin working with clients in the counseling laboratory.

Dismissal

After formal review, program faculty may recommend that a student leave the program. This may occur when student goals and student academic behavior appear incompatible with program goals. In addition, the Graduate School may dismiss students for academic reasons. If a student's cumulative GPA is less than a 3.0 at the end of any semester, the student is placed on academic probation. The student then has two periods of enrollment to remove this probationary status. If the probationary status is not removed, the student is dismissed from the University for academic reasons.

Students in counseling programs are expected to conduct themselves in a responsible and professional manner at all times. The student, as a professional-in-training, must adhere to the code of ethics of the American Counseling Association (ACA). A copy of these standards is distributed with the student handbook for Counseling programs. Because of the nature of the counseling profession, the ethical behavior and development of students is considered and reviewed by the faculty through its dismissal policy. Behavior, personal characteristics or personal issues should not interfere with the capacity of the student to be a helping professional (see student handbook). A full description of the student dismissal policy is contained in the student handbook for counseling programs.

Exit/Graduation

Criteria for exit from any counseling program include, but are not limited to, the following:

1. Successful completion of all course work on the program of study with a minimum GPA of 3.0.
2. Successful completion of all required practica, fieldwork and internship.
3. Successful completion of required culminating seminars that include portfolio review and professional planning.

MASTER OF ARTS IN SCHOOL COUNSELING (SCSL)

The school counseling program is a 48-hour master's degree program that provides competencies and proficiencies for entry-level positions as school counselors in elementary, middle-junior high, secondary and adult education settings. Upon completion of the graduate program of study, students are eligible to apply for K-12 school counselor endorsement of their valid Michigan teaching certificates. The school counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program meets the academic and internship requirements for limited licensure as a professional counselor (LLPC) in the state of Michigan. Information on the post-master's requirements for full licensure as a professional counselor (LPC) is available in the student handbook for counseling programs. Candidates selected for this program are expected to make a major commitment to their graduate training and to enroll in course work on a regular basis. A 600-hour internship is required, and students must be willing to make the necessary adjustments to complete this internship commitment.

Curriculum

The following outline describes the general program requirements for the 48-hour school counseling program.

Concentration Courses

Basic Counseling Core (required)

COUN502 Helping Relationships: Basic Concepts and Services (3 hrs)

COUN505 Counselor Development: Basic Skills (3 hrs)
 COUN508 Theories of Counseling (3 hrs)
 COUN510 Counselor Development: Counseling Process (3 hrs)
 COUN520 Assessment in Counseling (3 hrs)
 COUN530 Career Development and Information Services (3 hrs)
 COUN540 Group Process I (3 hrs)
 COUN571 Cross-cultural Counseling (3 hrs)
 COUN622 Diagnosis and Treatment Planning in Counseling (3 hrs)

School Counseling Specialization Area (required)

COUN612 The School Counselor (2 hrs)
 COUN650 Organization and Administration of Counseling Services (2 hrs)
 COUN696 Seminar: Ethical, Legal & Professional Issues in School Counseling (2 hrs)

Supervised Counseling Experiences (required)

COUN683/684/685/686 Counseling Practicum I (4 hrs)
 COUN785/786/787/788 The Counseling Internship (4 hrs)

Elective Courses

In consultation with their adviser, students may select elective courses to enhance the student's professional growth. Courses may be selected from this list or selected from other COUN courses that meet this objective.

COUN515 Crisis Intervention (2 hrs)
 COUN572 Counseling Parents (2 hrs)
 COUN575 Substance Abuse Counseling I (2 hrs)
 COUN590 Special Topics (1 hr)
 COUN591 Special Topics (2 hrs)
 COUN652 The Counselor as Consultant (2 hrs)
 COUN687 Counseling Practicum II (3 hrs)
 SPGN510 Students with Disabilities in the General Education Classroom (3 hrs)

Cognate Courses

Required cognate courses selected in consultation with the adviser if content not in baccalaureate program.

EDPS677 Methods in Quantitative Research (3 hrs)

Elective Courses

In consultation with their adviser, students may select cognate electives to enhance their professional growth.

Program Total48 hours

MASTER OF ARTS IN COLLEGE COUNSELING (CLCL)

The College Counseling Program is designed for students who are interested in working as professional counselors in institutions of higher education. It is a 49-credit hour program leading to professional counseling licensure in Michigan. Candidates selected for this program are expected to make a major commitment to graduate training and to enroll in coursework on a regular basis. The program includes a 600 clock-hour supervised counseling internship experience. The College Counseling Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body that evaluates and grants accreditation to graduate-level programs in professional counseling. The program meets the academic and internship requirements for limited licensure as a professional counselor (LLPC) in the state of Michigan. Information on full licensure as a professional counselor is available in the student handbook for Counseling Programs.

Curriculum

The following outline describes the general program requirements for the 49-hour college counseling program.

Concentration Courses (COUN)

Basic Counseling Core (required)

COUN502 Helping Relationships: Basic Concepts and Services (3 hrs)

- COUN505 Counselor Development: Basic Skills (3 hrs)
- COUN508 Theories of Counseling (3 hrs)
- COUN510 Counselor Development: Counseling Process (3 hrs)
- COUN520 Assessment in Counseling (3 hrs)
- COUN530 Career Development and Information Services (3 hrs)
- COUN540 Group Process I (3 hrs)
- COUN571 Cross-cultural Counseling (3 hrs)
- COUN622 Diagnosis and Treatment Planning in Counseling (3 hrs)

Supervised Counseling Experiences (required)

- COUN683/684/685/686 Counseling Practicum I (4 hrs)
- COUN785/786/787/788 The Counseling Internship (4 hrs)

College Counseling Specialization Area (required)

- COUN550 Introduction to Student Affairs in Higher Education (3 hrs)
- COUN551 Contemporary College Students (3 hrs)
- COUN692 Seminar: Ethical, Legal & Professional Issues in College Counseling (2 hrs)

Elective Courses (3 hrs minimum)

- COUN515 Crisis Intervention (2 hrs)
- COUN591 Special Topics (2 hrs)
- COUN631 Dynamics of Life Development (2 hrs)
- COUN655 Student Development Theory (3 hrs)

Cognate Areas

Required Course

- EDPS677 Methods in Quantitative Research (3 hrs)

Program Total49 hours

MASTER OF ARTS IN COMMUNITY COUNSELING (CCSL)

The Community Counseling program is a 49-hour master's degree program of studies that is intended for students who seek licensure as professional counselors and employment in community agency settings. Candidates who are selected for this program are expected to make a major commitment to their graduate-level training and education as well as to enroll in course work on a regular basis. The program includes a 600-hour supervised counseling internship experience. The Community Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body that evaluates and grants accreditation to graduate-level programs in professional counseling. The program meets the academic and internship requirements for limited licensure as a professional counselor (LLPC) in the state of Michigan. Information on the post-master's requirements for full licensure as a professional counselor (LPC) is available in the student handbook for Counseling programs.

Curriculum

The following outline describes the general program requirements leading to a minimum of 49 hours of graduate study for those students seeking the master's degree in community counseling.

Concentration Courses (COUN)

Basic Counseling Core (required)

- COUN502 Helping Relationships: Basic Concepts and Services (3 hrs)
- COUN505 Counselor Development: Basic Skills (3 hrs)
- COUN508 Theories of Counseling (3 hrs)
- COUN510 Counselor Development: Counseling Process (3 hrs)
- COUN520 Assessment in Counseling (3 hrs)
- COUN530 Career Development and Information Services (3 hrs)
- COUN540 Group Process I (3 hrs)
- COUN571 Cross-cultural Counseling (3 hrs)
- COUN622 Diagnosis and Treatment Planning in Counseling (3 hrs)

Community Counseling Specialization Area (required)

- COUN631 Dynamics of Life Development (2 hrs)

- COUN660 Community Resources in Counseling (2 hrs)
- COUN694 Seminar: Ethical, Legal and Professional Issues in Community Counseling (2 hrs)

Supervised Counseling Experiences (required)

- COUN683/684/685/686 Counseling Practicum I (4 hrs)
- COUN785/786/787/788 The Counseling Internship (4 hrs)

Elective Courses (5 hrs minimum)

Students select electives with their adviser to enhance their professional growth. They may choose from this list or choose other COUN courses that meet this objective.

- COUN515 Crisis Intervention (2 hrs)
- COUN572 Counseling Parents (2 hrs)
- COUN575 Substance Abuse Counseling I (2 hrs)
- COUN590 Special Topics in Guidance and Counseling (1 hr)
- COUN591 Special Topics in Guidance and Counseling (2 hrs)
- COUN687 Counseling Practicum II (3 hrs)

Cognate Courses

Required Course

- EDPS677 Methods in Quantitative Research (3 hrs)

Elective Courses

For many students, six hours of elective course work will not be enough to train them to work in the settings in which they will seek employment. It is strongly recommended that students take elective course work in substance abuse counseling, marriage/family counseling and grant/proposal writing. In addition, students who have not had course work in psychology (i.e. abnormal psychology, theories of personality, etc.) will be encouraged to do so. It is possible that some students will want to develop a program that contains more than 48 hours. The student and his/her adviser will carefully review the student's education and experience in planning the program of study.

Program Total49 hours

GRADUATE CERTIFICATE IN HELPING INTERVENTIONS IN A MULTICULTURAL SOCIETY (HIMS)

Potential HIMS certificate program applicants will be required to fulfill the following admission requirements which reflect those criteria required for the counseling master's degree program. These include:

1. Applicants must be program admitted in a valid graduate program in the helping services, or have completed such a program with a minimum GPA of 3.0 on a 4.0 scale.
2. International students must submit scores on the Test of English as a Foreign Language (TOEFL) of 550 and 5 on the Test of Written English (TWE).
3. Applicants must submit recommendations from two professional supervisors and/or supervising professors that address the quality of the applicant's professional work. Applicants may receive these forms from the department office. Recommendation forms are due with the graduate school application.
4. Applicants must submit a résumé that details their professional and educational experiences.
5. On the graduate application, students must complete a letter of intent relevant to the certificate program. This letter should address the applicant's experiences and knowledge in working with culturally diverse populations, their rationale for seeking additional training and their goals after completing such training.

Required Core Courses..... 11 hours

- COUN505 Counselor Development: Basic Skills (3 hrs)
- COUN571 Cross Cultural Counseling (3 hrs)
- COUN660 Community Resources (2 hrs)
- COUN671 Advanced Multicultural Counseling (3 hrs)

Elective Courses.....4 hours

Select four hours of elective courses from the following:

- COUN590 Special Topics (1 hr)
- EDLD509 Educational Leadership in a Pluralistic Society (3 hrs)
- CTAC511 Readings in Interracial and Interethnic Communication (2 hrs)
- CTAC579 Studies in Intercultural Communication (3 hrs)
- PSY542 Women and Mental Health (2 hrs)
- SOCL502 Racial and Cultural Minorities (2 hrs)

Certificate Total..... 15 hours

POST-MASTER'S CERTIFICATE PROGRAM FOR SCHOOL COUNSELOR LICENSURE (SCSL)

The purpose of the post-master's certificate for school counselor licensure is to provide a high quality training program designed specifically to assist counselors in gaining the competencies and credentials necessary to earn the School Counselor License in Michigan. To be considered for admission, candidates must provide evidence of each of the following criteria:

1. Applicants must have graduated from a regionally accredited institution of higher education with a master's degree in counseling within the past 15 years.
2. Evidence of academic aptitude for continued graduate-level study as evidenced by a GPA of 3.3 on their previously completed advanced degree.
3. International students must meet one or more of the following additional criteria:
 - a. A score of 550 (total) on the Test of English as a Foreign Language (TOEFL), a score of 230 on the Test of Spoken English (TWE). (Additional coursework in composition may be required.)
 - b. A score of 80 on the Michigan English Language Ability Battery (MELAB) and a rating of at least 3.0 on the oral interview portion of the MELAB. (Additional coursework in composition may be required). These test must have been taken within the past five years.
4. Statement of intent: A one-page statement focusing on the applicant's motivation and rationale for seeking admission to the program as well as his or her background and goals related to professional studies.
5. Résumé: A focused, one-page summary of program-relevant, educational, career and/or life experiences.
6. A minimum of 3-5 years of documented work experience, the majority of which involves working with school-aged children or adolescents. This experience may consist of paid, professional roles or structured volunteer experiences in organized work settings and should be focused on improving the mental health, behavior, academic success or social skills of the children.

Required Courses.....8-10 hours

- COUN612 The School Counselor (2 hrs)
- COUN650 Organization and Administration of Guidance Services (2 hrs)
- COUN696 Seminar in School Counseling (2 hrs)
- †COUN786/787/788/789 Internship in School Counseling (300-600 hours) (2-4 hrs)

Elective Courses.....4 hours

Four hours of elective courses to be chosen in consultation with an adviser.

Program Total 12-14 hours

Note:

†For candidates who have already completed a 600-hour internship as part of their previous master's degree, only 300 hours of internship in a school setting will be required.

DEPARTMENT OF SPECIAL EDUCATION

Campus Address: 128K Porter
 Telephone: 734.487.3300
 Voice Mail: 734.487.7120, Ext. 2517
 Internet: www.emich.edu/coe/speced
 E-mail: lynne.rocklage@emich.edu

See page 241 for course descriptions.

The curricula within the Department of Special Education have been revised. All students are urged to meet with their adviser before registering to verify enrollment in appropriate course work.

The Department of Special Education at Eastern Michigan University offers graduate programs leading to a specialist of arts degree, a master of arts degree and/or state endorsement/approval in most fields of specialization in special education. With adviser approval, persons participating in these programs may utilize a variety of approaches and experiences in fulfilling the needed requirements. These avenues of learning may include course work, field studies, workshops, independent study, internships, practica, seminars and/or research projects.

Graduate study in the Department of Special Education includes the following program options:

1. Non-degree post-baccalaureate study for certified teachers seeking initial or additional special education endorsements and/or approvals. Students must be admitted to the Graduate School and the Department of Special Education to pursue endorsement/approval sequences.
2. Master of Arts degree in Special Education with Teacher Certification (SEM-T) students seeking both teacher certification and a special education endorsement. Students must be admitted to the Graduate School with conditional admission to the Department of Special Education.
3. Master of arts degree in special education with an endorsement or a program in:
 - Emotional Impairment
 - Cognitive Impairment
 - Physical Impairment and other Health Impairment
 - Visual Impairment
 - Hearing Impairment
 - Special Education — General
4. Master of arts degree in special education with a program in learning disabilities (available only to certified teachers as well as teachers with certification and initial endorsement in special education);
5. Master of arts degree in special education-speech/language pathology;
6. Specialist of arts degree in special education, with program in special education administration or curriculum/assistive technology development.

Mission

The mission of the Department of Special Education is to create an exemplary educational environment to facilitate the acquisition of knowledge and skills and to encourage the intellectual curiosity and creativity of its students. Students will be prepared as professionals who deliver habilitative/rehabilitative service to persons with special needs and their families. Graduates of the Department of Special Education will provide leadership for the profession in the 21st century.

Objectives

The objectives for the student are:

1. To develop a humane, comprehensive, viable and scientifically defensible philosophical foundation that will guide personal and professional behavior;

2. To extend and refine knowledge of disabilities and to apply this new knowledge base to understanding more fully the implications of disabilities to individuals with disabilities, their families and society;
3. To improve existing skills and to acquire new skills in the identification, diagnosis and use of prescriptive teaching methods associated with various disabilities;
4. To understand, compare, analyze and synthesize a variety of therapeutic, curricular and continuum of service models, instructional systems and theoretical constructs used in the care and treatment of persons with disabilities;
5. To acquire a working knowledge of the way philosophical positions, psychosocial and cultural factors, economic events, legal mandates and political forces impinge upon and shape benefits, rights, services and programs for persons with disabilities;
6. To become proficient in spoken and written communication and be able to adapt to appropriate levels in student, parent and professional communication;
7. To acquire the knowledge, reflective decision-making ability and other skills necessary to perform in a variety of leadership, administrative and supervisory roles in providing services and programs for persons with disabilities; and
8. To understand, conduct and use research for problem solving and professional growth.

Courses of General Interest

In addition to the more specific courses that are offered for special education majors, the graduate program offers a number of general courses that are open to regular classroom teachers and other non-majors. These courses are designed to provide the student with a better understanding of the child with learning challenges who might be found in any classroom.

Dismissal from Program Policy

A student may be subject to dismissal from graduate endorsement or degree programs in this department if the student:

1. Does not maintain a 3.0 (B) cumulative GPA overall and in special education courses (graduate and undergraduate) for two successive enrollment periods;
2. Does not demonstrate by performance reasonable aptitude, maturity, stability, skill and understanding necessary for success in the professional field of special education; and
3. Does not demonstrate by performance the ability to build adequate interpersonal and professional relationships.

A student identified as being at risk for dismissal from the endorsement or degree programs will have the opportunity to meet with faculty in the program area to develop a plan for correction of any deficiency. The opportunity to correct deficiencies usually will not be extended beyond two enrollment periods.

The continuance or termination decision will be made by the faculty in the program area. Students may request a meeting with the faculty to apprise them of extenuating circumstances. The faculty decision will be final. The decision will be transmitted to the student in writing by the department. If the student is dismissed from the department's program, the Graduate School will be notified to change the student's admission status from degree admission status to that of a self-improvement student.

SPECIALIST IN ARTS IN SPECIAL EDUCATION (SP)

Program Advising

The Department of Special Education offers a specialist in arts degree designed to prepare highly qualified leadership personnel in two general areas of study:

1. Administration and supervision of special education programs; and
2. Curriculum development/assistive technology.

Model

Eastern Michigan University's advanced professional education programs support inquiry, advocacy and leadership in education for a diverse and democratic society. In addition, the master's level programs in the Department of Special Education produce professionals with the comprehensive knowledge, skills and attitudes to deliver a continuum of habilitative/rehabilitative services to persons with special needs, and to their families, within a multicultural society.

Admission Requirements

The graduate student seeking admission to this degree program is required to:

1. Be admitted to the Graduate School;
2. Possess a master's degree from a regionally accredited college or university, with a minimum 3.3 GPA;
3. Have three years of documented professional experience in special education;
4. Have an endorsement in one area of special education;
5. Submit two letters of recommendation to include: one letter verifying three years of successful professional experience in special education, and one letter from a faculty member or other person knowledgeable of candidate's academic competence;
6. Have a successful personal interview;
7. Achieve an acceptable score on the Graduate Record Examination; and
8. (International students must) provide a score of 90 on the Michigan English Language Assessment Battery (MELAB).

Program Requirements

The program requirements for the specialist in arts degree include:

1. Completion of a minimum of 33 hours beyond the master's degree;
2. Achievement of an overall GPA of 3.3 (B+) or better;
3. Recommendation from the specialist's degree committee for continuance in the program. This is to be done upon completion of 12-15 hours of course work, and before internship and thesis or independent study. The committee will consider GPA, faculty recommendations, demonstrated competence in academic and professional work, and rate of progress in the program. Students must demonstrate behaviors that indicate stability, maturity, understanding and aptitude as judged necessary for predicted success as a specialist in special education administration/ curriculum;
4. Successful completion of an internship;
5. Achievement of passing scores on oral and written examinations near the completion of the program; and
6. Completion of all other requirements of the Graduate School.

Exit Criteria

Criteria are to meet all the objectives listed previously for graduate study in special education, as demonstrated by successful completion of:

1. All course work on program (minimum GPA of 3.3);
2. Approved internship;
3. Thesis or independent study; and
4. Oral and written examinations.

Specialist Program

Required Courses.....	12 hours
SPGN615 Social Psychology of Disability: Family, School and Society (3 hrs)	
SPGN632 Collaborative Consultation in Special Education (2 hrs)	
SPGN619 Administration and Supervision of Special Education (2 hrs)	
SPGN719 Advanced Seminar: Special Education Administration (2 hrs)	
EDPS677 Methods in Quantitative Research (3 hrs)	

Concentration Courses..... 13 hours
Select from either option I or option II:

Option I: Administrative Strand

Thirteen hours selected in consultation with the graduate adviser.

Option II: Curriculum/Assistive Technology Strand
Thirteen hours selected in consultation with the graduate adviser.

Culminating Experiences 8 hours
Required by all specialist's degree candidates:
 SPGN789 Specialist Internship in Special Education (4 hrs)
 Thesis/Independent Study (4 hrs)

Program Total 33 hours

MASTER OF ARTS IN SPECIAL EDUCATION

Through the Graduate School of Eastern Michigan University, the Department of Special Education offers a master of arts degree that encompasses the range and depth required to accommodate contemporary programs and service delivery systems. The program is designed to allow maximum flexibility in meeting the needs of individual students while maintaining the basic academic integrity implicit in a graduate program.

Model

Eastern Michigan University's advanced professional education programs develop leaders who demonstrate reflective thought and scholarship within the context of a culturally diverse society. In addition, the master's-level programs in the Department of Special Education produce professionals with the comprehensive knowledge, skills and attitudes to deliver a continuum of habilitative/rehabilitative services to persons with special needs, and to their families, within a multicultural society.

Admission Requirements

The graduate student seeking admission to the master of arts degree program in the Special Education Department is required to:

1. Be admitted to the Graduate School;
2. Have a valid teaching certificate; (Students who do not have a teaching certificate must complete requirements as outlined in the SEM-T program, described in the following section.)
3. Achieve acceptable scores on the Graduate Record Examination as required by the Department of Special Education;
4. Submit two outside letters of recommendation regarding professional competence for admission to the program;
5. Be recommended for acceptance by a faculty member (this may involve a personal interview); and
6. (International students must) provide a score of 90 on the Michigan English Language Assessment Battery (MELAB).

Admissions and program requirements for master of arts programs in learning disabilities and speech language pathology are described separately in subsequent sections.

Program Requirements

The graduate student seeking a master of arts degree through the Department of Special Education must:

1. Complete a minimum of 33 to 37 hours of approved graduate credit with a minimum 3.0 GPA;
2. Complete an approved master's degree program that has been planned with a special education graduate adviser;
3. Complete the degree requirements within six years of enrolling for the first course applicable to the degree program;
4. Receive a recommendation from the area faculty committee for continuance in the program. This is done upon completion of 12 to 15 hours of courses, and before internship/practicum. The committee will consider GPA, faculty recommendations, demonstrated competence in academic and professional work, and rate of progress in the program.
5. Meet all other requirements of the Graduate School.

Exit Criteria

Exit criteria involve achievement of the objectives for graduate study in special education listed previously, as demonstrated by:

1. Successful completion of all course work on program (minimum GPA of 3.0);
2. Successful completion of required practica/internship; and
3. Successful completion of thesis, if pursuing the thesis option, or other culminating experience, which may include but not be limited to comprehensive oral or written examination, portfolio or other product, performance or exhibit.

Special Education Graduate Core Courses 11 hours

SPGN621 Law and Public Policy for Individuals with Disabilities (3 hrs)
 SPGN630 Integrated Curriculum and Educational Programming for Mathematics and Motor Development (3 hrs)
 SPGN632 Collaborative Consultation in Special Education (2 hrs)
 SPGN661 Advanced Assessment and Decision-Making (3 hrs)

Program Courses 7-25 hours

Select courses within the following programs:

Emotional impairment
 Cognitive impairment
 Physical impairment and other health impairment
 Visual impairment
 Hearing impairment
 General special education

Cognate Courses 3-6 hours

EDPS677 Methods in Quantitative Research (3 hrs)

Program Total 33-37 hours

Programs within the department of Special Education include emotional impairment, cognitive impairment, physical impairment and other health impairment, visual impairment, hearing impairment and general special education (this last program does not result in any special education endorsement from the state of Michigan). If endorsement in any area of special education is being sought, the appropriate endorsement sequence must be completed. It is also possible to complete a state-approval sequence (e.g., supervisor of special education) as part of the master of arts program of study.

Students choosing to complete an independent study as part of the master of arts program must complete EDPS677, SPGN697 and SPGN699. Students may elect to write a thesis as part of the master of arts program. If pursuing the thesis option, students must complete cognates EDPS621 Statistical Applications in Educational Research (2 hrs) and EDPS677 Methods in Quantitative Research (3 hrs). The student should elect SPGN690 and SPGN692 Master's Thesis for a total of four credit hours.

MASTER OF ARTS IN LEARNING DISABILITIES (LD)

Students accepted into the graduate program in learning disabilities may elect a teaching endorsement and a master of arts degree. The learning disability endorsement is K-12.

Model

Eastern Michigan University's advanced professional education programs support inquiry, advocacy and leadership in education for a diverse and democratic society. In addition, the master's-level programs in the Department of Special Education produce professionals with the comprehensive knowledge, skills and attitudes to deliver a continuum of habilitative/rehabilitative services to persons with special needs, and to their families, within a multicultural society.

Admission Requirements

The graduate student seeking admission to a learning disabilities master of arts degree in the Department of Special Education is required to:

1. Possess teacher certification;
2. Meet Graduate School admission requirements including graduation from a regionally accredited college or university;
3. Submit two letters of recommendation to include: one letter verifying professional competence, and one letter from a faculty member or other person knowledgeable of candidate's academic competence;
4. Achieve acceptable scores on the Graduate Record Examination;
5. Have a successful personal interview with an assigned adviser; and
6. (International students must) provide a score of 90 on the Michigan English Language Assessment Battery (MELAB).

Program Requirements

The graduate student seeking a master of arts degree in learning disabilities through the Department of Special Education must:

1. Successfully complete a minimum of 37 hours of approved graduate credit as outlined on an approved master's degree program that has been planned with a program adviser;
2. Successfully complete an approved master's degree program that has been planned with a special education graduate adviser;
3. Successfully complete a competency examination at 90 percent or better. This is a mid-program progress assessment and must be completed prior to practicum experience;
4. Have on file with an adviser two evaluations of teaching effectiveness/professional competence. These evaluations are to be completed by supervisors/administrators in public or private schools at the conclusion of the internship experience;
5. Successfully complete a supervised practicum experience;
6. Successfully complete the degree requirements within six years of enrolling for the first class applicable to the degree program; and
7. Meet all other requirements of the Graduate School.

Exit Requirements

Exit criteria include demonstration of acceptable levels of performance in the following areas:

1. Ability to carry out suitable procedures for assessment of listening, thinking, talking, reading, spelling, writing, mathematics or other skill deficiencies;
2. Ability to specify in behavioral terms instructional objectives that are appropriate to the skill needs and entry-level characteristics of the individual student;
3. Ability to set up and maintain conditions and procedures of instruction suitable to the learning goals set for the individual student;
4. Ability to assess instructional outcomes in terms of the student's behavior change and use this data in the formulation of an ongoing instructional plan adjusted to changed student conditions;
5. Ability to use appropriate techniques with the student to help develop the self-management skills required for constructive social participation and independent learning; and
6. Ability to function as a member of interdisciplinary teams and maintain effective liaison with parents and others working with the student.

Acceptable levels will be determined by course grades, GPA, mid-program competency examination, practicum evaluations and performance in research colloquium, including production at the end of practicum of a comprehensive written document which demonstrates the understanding, synthesis of knowledge and the practical applications of diagnostic-prescriptive planning for K-12 students with disabilities. This product is considered a culminating activity for the degree program.

Track A

Graduate students who have earned a teaching certificate and an initial endorsement in an area of special education will be required to meet current admission standards which include:

- Acceptable scores on the Graduate Record Examination
- 2.5 undergraduate GPA
- Valid Michigan Teaching Certificate
- An endorsement in an area of special education
- Two letters of recommendation
- Other graduate school requirements as outlined in catalog.

Upon completion of the program, students in this track will have earned a M.A. degree, an endorsement in learning disabilities and completed a concentration in another special education field (i.e. cognitive impairment, autistic impairment, emotional impairment, etc.).

Coursework for students in Track A consists of 37 hours of core courses, methods courses, learning disability-specific courses and electives.

Core Courses	12 hours
SPGN621 Law and Public Policy for Individuals with Disabilities (3 hrs)	
SPLI678 Assessment and Advanced Diagnostic Prescriptive Programming for Students with Learning Disabilities (4 hrs)	
EDPS677 Methods in Quantitative Research (3 hrs)	
SPGN525 Classroom Management and Social Skill Development for Students with Disabilities (2 hrs)	
Methods Courses	6 hours
SPGN630 Integrated Curriculum and Educational Programming for Mathematics and Motor Development (3 hrs)	
SPLI672 Integrated Curriculum: Linguistics and Language Arts (3 hrs)	
Learning Disabilities Concentration Courses	8 hours
SPLI468G Education of Children with Learning Disabilities (must be taken for graduate credit) (2 hrs)	
SPLI693 Practicum in Learning Disabilities (4 hrs)	
SPLI712 Research Colloquium: Learning Disabilities (2 hrs)	
Elective and/or Cognate Courses	11 hours
Program Total	37 hours

Track B

Graduate students with a teaching certificate, but no special education endorsement, will be admissible to the Learning Disabilities program if they meet the same requirements for admission as delineated in Track A, with the exception of the requirement for an initial endorsement in a special education area. Therefore, Track B is designed to be attractive to those certified teachers desiring to enter the special education field but who have no previous coursework in special education. Track B will tap a new pool of prospective students and will help address the current shortage of credentialed teachers in the area of learning disabilities. Upon completion of the proposed program students in Track B will have completed the required coursework for the M.A. degree and an endorsement in learning disabilities.

Coursework for students in Track B consists of 36 hours of Deficiencies, Core courses, Methods Area, and Learning Disability area courses.

Core Courses	12 hours
SPGN621 Law and Public Policy for Individuals with Disabilities (3 hrs)	
SPLI678 Assessment and Advanced Diagnostic Prescriptive Programming for Students with Learning Disabilities (4 hrs)	
EDPS677 Methods in Quantitative Research (3 hrs)	
SPGN525 Classroom Management and Social Skill Development for Students with Disabilities (2 hrs)	
Methods Courses	6 hours
SPGN630 Integrated Curriculum and Educational Programming for Mathematics and Motor Development (3 hrs)	
SPLI672 Integrated Curriculum: Linguistics and Language Arts (3 hrs)	

Learning Disabilities Concentration Courses 8 hours
 SPLI468G Education of Children with Learning Disabilities (must be taken for graduate credit) (2 hrs)
 SPLI693 Practicum in Learning Disabilities (4 hrs)
 SPLI712 Research Colloquium: Learning Disabilities (2 hrs)

Deficiencies..... 11 hours
 SPGN481 Assistive Technology in Special Education (2 hrs)
 SPGN510 Students with Disabilities in the General Education Classroom (3 hrs)
 SPGN615 Social Psychology of Disability: Family, School and Society (3 hrs)
 SPGN390 Measurement and Diagnosis in Special Education (3 hrs)

Program Total37 hours

MASTER OF ARTS IN SPEECH-LANGUAGE PATHOLOGY (SPLP)

Students who seek admission to the graduate program in speech-language pathology may elect either a teacher certification and health care combined track or a health care only track. See a graduate adviser for teacher certification additional requirements. Those who do not have undergraduate degrees in speech-language pathology must complete the undergraduate deficiencies. Students must consult a graduate adviser in speech-language pathology before enrolling in major courses. Admission is competitive.

Model

Eastern Michigan University's advanced professional education programs develop leaders who demonstrate reflective thought and scholarship within the context of a culturally diverse society. In addition, the master's-level programs in the Department of Special Education produce professionals with the comprehensive knowledge, skills and attitudes to deliver a continuum of habilitative/rehabilitative services to persons with special needs, and to their families, within a multicultural society.

Admission Requirements

In addition to the requirements previously listed, with the exception of having a valid teaching credential, a student applying to the speech-language pathology program, and who has an undergraduate degree in speech-language pathology, must:

1. Have a minimum 3.0 GPA in the undergraduate major, and an overall GPA of 3.0; and
2. Submit two letters of recommendation from either:
 - a. A clinic supervisor and a professor in the undergraduate major area of study; or
 - b. Two professors in the undergraduate major area of study.

NOTE:

A student applying to the speech-language pathology program, and who does not have an undergraduate degree in speech-language pathology, in addition to the requirements listed above, with the exception of having a valid teaching credential, must:

1. Have a minimum 3.0 GPA in the undergraduate major, and an overall GPA of 3.0;
2. Submit two letters of recommendation to include: one letter from a professor in the undergraduate major area of study, and one letter from a professional employer; and
3. (International students must) have a score of 100 on the Michigan English Language Assessment Battery (MELAB).

Program Requirements

The program requirements for attaining a master's degree in speech-language pathology differ in some aspects from those of the Graduate School in that:

1. Only six hours of graduate transfer credit will be accepted;
2. All candidates must meet the clinical and academic requirements for certification of the American Speech-Language-Hearing Association prior to receiving their degrees;
3. All candidates must complete a minimum of 36 hours of approved graduate credit;
4. All candidates must pass major courses with a grade of B- or better; and
5. All candidates must be recommended by the speech-language faculty committee for continuance in the program. This is to be done upon completion of 12-15 hours of course work in the program. The committee will consider GPA, faculty recommendations and demonstrated competence in academic and clinical work. Students must demonstrate behaviors that indicate stability, maturity, understanding and aptitude as judged necessary for predicted success as a speech-language pathologist.

Exit Criteria

To be eligible for graduation and receipt of the master's degree, the student must:

1. Complete required course work as described;
2. Submit a completed ASHA application; and
3. Submit copies of all clinical practica logs.

Curriculum

The following courses are offered to students for completion of the master's degree program and are considered to be a standard program of study. Students who transfer from other universities should consult their academic adviser concerning equivalencies.

Required Courses in Speech-Language Pathology28 hours

- SPSI508 Multicultural Issues in Intervention for Communication Disorders (2 hrs)
- SPSI516 Introduction to Graduate Study in Speech-Language Pathology (3 hrs)
- SPSI555 Neuroanatomy and Physiology for the Speech-Language Pathologist (2 hrs)
- SPSI568 Diagnostic Methods: Assessment of Speech and Language Disorders in Children (3 hrs)
- SPSI578 Diagnosis and Treatment of Audiometric Disorders (3 hrs)
- SPSI607 Early Intervention for Speech and Language Impaired Children (3 hrs)
- SPSI612 Motor Speech Disorders (2 hrs)
- SPSI614 Aphasia (3 hrs)
- SPSI618 Language Disorders in School-age Children (3 hrs)
- SPSI620 Consulting and Interviewing in Speech Pathology (2 hrs)
- SPSI622 Augmentative Communication (3 hrs)
- SPSI624 Acquired Neurogenic Cognitive-Communication Disorders (3 hrs)
- SPSI625 Dysphagia (2 hrs)
- SPSI694 Professional Issues in Speech-Language Pathology (2 hrs)
- SPSI528 Clinical Practice in Speech-Language Pathology I (2 hrs)
- SPSI538 Clinical Practice in Speech-Language Pathology II (2 hrs)
- SPSI687 Clinical Internship in Speech-Language Pathology I (4 hrs)
- SPSI688 Clinical Internship in Speech-Language Pathology II (2 hrs)
- SPSI689 Public School Internship in Speech-Language Pathology (4 hrs)

Program Total 41-43 hours

Curriculum

Courses Required for a Teaching Subject Major/Minor

Students must complete a teaching subject major or minor (20 to 24 hours). See the undergraduate catalog for approved minors. Note: This is a requirement if the student has not already completed a major or minor appropriate to the level of certificate sought during completion of the bachelor's degree.

Courses Required for Teacher Certification..... 10 hours

- EDPS325 Life Span Human Growth and Development (4 hrs)
- EDUC499 Student Teaching (regular education) (6 hrs)

Elementary	16-17 hours
CURR304 Curriculum and Methods: Elementary (3 hrs)	
RDNG300 Early Literacy (3 hrs)	
RDNG310 Literacy Across the Curriculum in the Intermediate Grades (3 hrs)	
MATH581 Modern Mathematics Methods, K-6 (2 hrs)	
BIOL303 Life Science for Elementary Teachers (3 hrs)	
<i>One course from the following:</i>	
GEOG348 Teaching Social Studies in Elementary Schools (3 hrs)	
GEOG571 Teaching of Social Studies (2 hrs)	
Secondary	9 hours
CURR305 Curriculum and Methods: Secondary (3 hrs)	
RDNG311 Teaching Reading in the Secondary School (3 hrs)	
Methods course in teaching subject (3 hrs)	

Courses Required for Endorsement

Students must complete all special education core courses and course requirements for the specific program area (HI, EI, CI, POHI or VI) as listed in the following section regarding endorsement.

Courses in General Education

Undergraduate transcripts will be reviewed to determine completion of hours to be credited toward meeting a required 40 hours of general or liberal education. Additional course work may be necessary to meet this 40-hour requirement.

Endorsement/Approval Sequence

Certified teachers wishing to qualify for teaching in an area of special education may enroll in an endorsement sequence at the graduate level. (Those seeking both teacher certification and endorsement see the “Special Education Master’s Program with Teacher Certification (SEM-T)” section, which follows.) The first endorsement sequence for a teacher holding non-special education teaching credentials includes a combination of graduate and undergraduate courses. The completion of the endorsement sequence will permit a student to teach in a specific area of disability in grades K-12. Each endorsement sequence accommodates the requirements established by the Michigan Department of Education.

Endorsements are available for teachers of students with emotional impairment, teachers of students with cognitive impairment, teachers of students with hearing impairment, teachers of students with physical impairment and other health impairment, and teachers of students with visual impairment. Endorsements are also available in the areas of learning disabilities (which is awarded only as a second special education endorsement), and speech and language pathology, only as part of a master’s degree program.

Approval sequences are available in the areas of supervisor of special education and director of special education, and for teachers of physical education for students with disabilities as well as early childhood special education teachers. Course work in other departments (Educational Leadership; Health, Physical Education, Recreation and Dance; Teacher Education) is typically involved in completing these sequences.

Students must be free from any probation, administrative or academic, before an internship or practicum experience is approved. It is important for students to realize that the endorsement/approval sequence is independent of a degree program. The minimum degree requirements do not guarantee endorsement/approval, and the meeting of endorsement standards should not be construed as the completion of degree requirements.

Nine hours of approved 400-level courses may be upgraded and credited toward a master’s degree with adviser approval; otherwise, all undergraduate courses listed in endorsement sequences are considered undergraduate deficiencies, not credited toward graduate degrees.

SPECIAL EDUCATION MASTER’S PROGRAM WITH TEACHER CERTIFICATION (SEM-T)

Admission Requirements

1. The student applying for an endorsement in specific special education areas must meet the admissions requirements specified under the master of arts degree.
2. Students must be admitted to the Department of Special Education prior to taking 400- and graduate-level requirements.
3. The student applying for an approval sequence as a special education director must meet the admission requirements of the specialist’s degree and be admitted as a specialist’s degree student.

Program Requirements (Areas of Exceptionality Except Speech-Language Pathology)

Graduate students seeking endorsements must:

1. Complete an appropriate program of study as planned with a graduate adviser for the program area.
2. Meet all other requirements of the Graduate School.

Exit Criteria

Exit criteria involve achievement of the objectives for graduate study in special education listed previously, as demonstrated by:

1. Successful completion of all course work on program (minimum GPA of 3.0).
2. Successful completion of required practica/internship.

Curricula

A description of initial endorsement sequences follows. Endorsement sequences for those already endorsed in one area of special education, but seeking additional endorsement(s) consist of different courses than listed here. Students should consult the graduate adviser for the area.

An initial endorsement sequence generally consists of the following core special education classes: (courses marked with an asterisk require admission to the professional preparation program; students with teaching certificates will be admitted to the teacher education program at the time of special education program admission)

Special Education Core Courses

- PSY101 General Psychology (3 hrs)
- SPGN510 The Exceptional Child in the Regular Classroom (3 hrs)
- PHED578 Motor Development and Learning (2 hrs)
- *SPLI673 Language: Acquisition, Disorders, Evaluation (3 hrs)
- *SPGN390 Measurement and Diagnosis in Special Education (3 hrs)
- *SPGN461 Classroom Management and Intervention Strategies for Students with Disabilities (3 hrs)
- *SPGN615 Social Psychology of Disability: Family, School and Society (3 hrs)
- *SPGN481 Assistive Technology in Special Education (2 hrs)
- *SPGN689 Supervised Internship in Special Education (6 hrs)
- *SPGN485 Curriculum, Programs and Services for Adolescents and Young Adults with Disabilities (not required in emotionally impaired) (2 hrs)
- *SPGN486 Transition and Related Field Experiences/ Adolescents and Young Adults with Disabilities (not required in emotionally impaired) (2 hrs)

Program Total32 hours

Note:

**These classes are recommended. Individual assessment of transcripts at time of admission determines the exact classes needed by an individual for an endorsement. Classes that are specific to a disability area are listed below.*

COURSES REQUIRED FOR INITIAL ENDORSEMENT

Teachers of Students with Hearing Impairment (HEAR)

Prospective students should be aware that the basic philosophy of the program is oral communication; students are exposed to manual communication during their course of study, however.

All students are considered provisional majors until such time as they successfully complete SPHI391 Language for Students with Hearing Impairment and pass a language proficiency examination. SPLI673 listed above is **not** required in this program.

- SPHI228 Education of Students with Hearing Impairment (3 hrs)
- SPSI332 Acoustic Phonetics: Speech Science (2 hrs)
- SPSI336 Physiologic Phonetics: Anatomy and Physiology (3 hrs)
- SPSI337 Language Acquisition (3 hrs)
- SPHI375 Fundamentals of Sign Communication (2 hrs)
- *SPHI387 Introductory Practicum — Students with Hearing Impairment (1 hr)
- *SPHI391 Language for Students with Hearing Impairment (4 hrs)
- *SPHI392 Introduction to Audiology (2 hrs)
- *SPHI394 Aural Habilitation/Rehabilitation (3 hrs)
- SPHI435 Phonetics and Hearing Impairment (2 hrs)
- *SPHI436 Speech Methods for Students with Hearing Impairment (2 hrs)
- *SPHI437 Adaptive Curriculum for Students with Hearing Impairment (3 hrs)
- *SPHI487 Speech Practicum — Students with Hearing Impairment (1 hr)
- *SPGN485 Curriculum, Programs and Services for Adolescents and Young Adults with Disabilities (2 hrs)
- *SPGN486 Transition and Related Field Experiences: Adolescents and Young Adults with Disabilities (2 hrs)
- SPGN694 Seminar: Interdisciplinary Special Education (2 hrs)
- *SPGN689 Supervised Internship in Special Education (6 hrs)

Initial Endorsement Total.....45 hours

Teachers of Students with Cognitive Impairment (COGN)

- SPCI240 Pre-clinical Experiences – Cognitive Impairment (3 hrs)
- *SPCI557 Mental Retardation: Nature, Needs, and Issues (3 hrs)
- *SPCI429 Curriculum Design and Education Programs for Students with Mild Retardation (3 hrs)
- *SPLI468 Education of Children with Learning Disabilities (2 hrs)
- *SPCI483 Education of Students with Moderate or Severe Retardation (4 hrs)
- *SPCI694/SPGN694 Seminar: Interdisciplinary Special Education (2 hrs)
- *SPCI427 Education of the Elementary Student with Cognitive Impairment (2 hrs)
- *SPGN485 Curriculum, Programs and Services for Adolescents and Young Adults with Disabilities (2 hrs)
- *SPGN486 Transition and Related Field Experiences: Adolescents and Young Adults with Disabilities (2 hrs)
- *SPGN689 Supervised Internship in Special Education (6 hrs)

Initial Endorsement Total.....29 hours

Teachers of Students with Physical Impairment or other Health Impairment (POHI)

- SPPI240 Preclinical Experiences — POHI (3 hrs)
- SPPI310 Developmental Sciences for Teachers of the Physically and Health Impaired (4 hrs)

- SPCI557 Mental Retardation: Nature, Needs and Issues (3 hrs)
- SPPI360 Pathology of Physical and Health Impairments (3 hrs)
- *SPPI412 Ancillary Services and Health Procedures for Teachers of Physically Impaired (2 hrs)
- *SPLI468 Education of Children with Learning Disabilities (2 hrs)
- *SPLI481 Adaptive Technology in Special Education (2 hrs)
- *SPGN694 Seminar: Interdisciplinary Special Education (2 hrs)
- *SPPI414 Educational Strategies for Teachers of the Physically Impaired (4 hrs)
- *SPGN485 Curriculum, Programs and Services for Adolescents and Young Adults with Disabilities (2 hrs)
- *SPGN486 Transition and Related Field Experiences: Adolescents and Young Adults with Disabilities (2 hrs)
- *SPGN689 Supervised Internship in Special Education (6 hrs)

Initial Endorsement Total.....35 hours

Teachers of Students with Visual Impairment (VISU)

Courses Required for Initial Endorsement

- SPVI365 Braille (3 hrs)
- SPVI366 The Eye and Vision — Anatomy and Physiology (2 hrs)
- SPVI368 Mobility Training for the Visually Impaired (2 hrs)
- SPVI369 Community Considerations for the Visually Impaired (3 hrs)
- *SPVI464 Methods of Teaching the Blind (3 hrs)
- *SPVI465 Braille II: Nemeth Code (3 hrs)
- *SPVI467 Education of Children with Impaired Vision (2 hrs)
- *SPVI469 Electronic Communication for the Visually Impaired (3 hrs)
- *SPGN485 Curriculum, Programs and Services for Adolescents and Young Adults with Disabilities (2 hrs)
- *SPGN486 Transition and Related Field Experiences: Adolescents and Young Adults with Disabilities (2 hrs)
- *SPGN694 Seminar: Interdisciplinary Special Education (2 hrs)
- *SPGN689 Supervised Internship in Special Education (6 hrs)

Initial Endorsement Total.....33 hours

Teachers of Students with Emotional Impairment (EMOT)

Courses Required for Initial Endorsement

- SPEI240 Pre-clinical Experiences — Emotional Impairment (3 hrs)
- One course from the following:*
- SPEI301 Children and Adolescents with Emotional Impairment (4 hrs)
- SPEI510 Advanced Theory of Emotional Impairment (3 hrs)
- *PSY543 Abnormal Psychology (3 hrs)
- *SPEI694 Seminar: The Emotionally Impaired Child (2 hrs)
- One course from the following:*
- SOCL202 Social Problems (3 hrs)
- SOCL402 Group Dynamics (3 hrs)
- *SPEI401 Curriculum, Methods and Programming for Elementary Students with Emotional Impairment (4 hrs)
- *SPEI488 Curriculum, Methods and Programming for Secondary Students with Emotional Impairment (4 hrs)
- Elementary Certification*
- PHED578 Motor Development and Learning (2 hrs)
- *SPLI468 Education of Children with Learning Disabilities (2 hrs)
- Secondary Certification*
- PSY322 Psychology of Adolescence (3 hrs)
- CRM354 Juvenile Delinquency (3 hrs)

Elementary Initial Endorsement Total27 hours

Secondary Initial Endorsement Total29 hours

UNDERGRADUATE COURSES FOR GRADUATE CREDIT

The following courses may be elected for graduate credit; course descriptions may be found in the undergraduate catalog. A maximum of nine hours of approved 400-level course work may be permitted in the earning of any graduate degree.

If you intend to enroll in any of the following undergraduate courses for graduate credit, you must submit a request form from the Graduate School to receive permission before enrolling in the course; otherwise, you will receive undergraduate credit.

- SPGN461 Classroom Management and Intervention Strategies for Students with Disabilities (3 hrs)
- SPGN481 Assistive Technology in Special Education (2 hrs)
- SPGN485 Curriculum, Programs and Services for Adolescents and Young Adults with Disabilities (2 hrs)
- SPGN486 Transition and Related Field Experiences: Adolescents and Young Adults with Disabilities (2 hrs)
- SPGN491 Student Teaching Seminar — Special Education (2 hrs)
- SPEI401 Curriculum, Methods and Programming for Elementary Students with Emotional Impairment (4 hrs)
- SPEI488 Curriculum, Methods and Programming for Secondary Students with Emotional Impairment (4 hrs)
- SPHI436 Speech Methods for Students with Hearing Impairment (2 hrs)
- SPHI437 Adaptive Curriculum for Students with Hearing Impairment (3 hrs)
- SPLI468 Education of Children with Learning Disabilities (2 hrs)
- SPCI427 Education of the Elementary Student with Cognitive Impairment (2 hrs)
- SPCI483 Education of Students with Moderate or Severe Retardation (4 hrs)
- SPPI412 Ancillary Services and Health Procedures for Teachers of Physically Impaired (2 hrs)
- SPPI414 Educational Strategies for Teachers of the Physically Impaired (4 hrs)
- SPSI452 Voice (3 hrs)
- SPSI454 Stuttering (3 hrs)
- SPVI464 Methods of Teaching the Blind (3 hrs)
- SPVI465 Braille II: Nemeth Code (3 hrs)
- SPVI467 Education of Children with Impaired Vision (3 hrs)
- SPVI469 Electronic Communication for the Visually Impaired (3 hrs)

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See pages 189, 192, 197, 198, 237, and 240 for course descriptions.

Programs Offered

The department offers master of arts degrees in social foundations of education; educational psychology with degrees in development and personality and research and evaluation; educational media and technology; reading; early childhood education; elementary education; middle level education; secondary education; and common learnings in curriculum.

General Admission Requirements for Master's Programs

The requirements listed below are common to all master's programs in the department. Applicants must;

1. Comply with the Graduate School's admission requirements;
2. Hold a 2.75 undergraduate GPA or 3.0 in the last half of the undergraduate work or 3.3 GPA in 12 hours or more of work at the graduate level or a minimum 50th percentile on the Graduate Record Examination writing. International students must have a minimum score of 550 on the TOEFL;
3. For early childhood education, elementary education, middle level education, secondary education, common learnings in curriculum and reading — hold a valid teaching credential. For international students who do not intend to teach in the United States, this requirement can be waived;
4. Furnish an analysis of professional goals written by the candidate. This analysis should include a description of how the chosen degree program will help meeting the selected goals and how the candidate's life experiences, accomplishments and interests will contribute to his or her success in the program; and
5. Request and have submitted two letters of recommendation that address the candidate's professional commitment, experience and potential.

The transcripts, analysis of goals and letters of recommendation should give evidence of potential for graduate-level scholarship.

Student Responsibilities

Upon admission to the program, the student is expected to assume the following responsibilities:

1. Follow all the policies of the Graduate School, department and program area as specified in the Graduate Catalog;
2. Consult with an assigned adviser before registering for courses in the degree program;
3. Prepare a program of study approved by an adviser; and
4. Obtain permission from the adviser before making substitutions or altering the program of study.

Department Appeals Procedure

Graduate students may formally appeal an admission, retention or exit decision by contacting the department head and graduate coordinator. Each appeal must be an individual action by an individual student. Class action appeals are not permitted.

Step I

The appellant must notify the department head and graduate coordinator in writing within five (5) working days after written notice of the admission, retention or exit appeals action. The written request should summarize the facts of the case and reasons for the appeal. The department head will assist the student in scheduling an appointment with the graduate coordinator and department head to discuss privately the disputed decision.

Step II

If the dispute is not resolved in step I, the student has the right to file a formal written appeal with the department head who will forward it immediately to the Department Grade Grievance and Appeals Committee. Guidelines are as follows:

1. An appeal must be based on evidence that the program area in question has been capricious and/or unfair in making its decision. The written appeal must describe specifically the perceived capricious or unfair action of the program area. The student also should present all other evidence or documentation in support of the appeal.
2. An appeal must be filed within 15 working days after the meeting described in Step I.

Within 10 working days after receiving the written appeal, the department head must schedule a hearing before the Department Grade Grievance and Appeals Committee, composed of three faculty members and two graduate students. The student appellant may request in advance in writing that the appeal be heard only by the three faculty members. The committee shall conduct a hearing according to the following guidelines:

1. Any written information in support of either the student or the program should be distributed to committee members before the hearing.
2. A detailed record shall be kept of the hearing. If a written record is kept, it should be signed by the Grievance and Appeals Committee, asserting its accuracy. If a tape sound recording is made, the committee shall sign a statement attesting its accuracy. All step II appeal records shall be filed in the college dean's office; copies shall be provided, upon request, to the student appellant or the concerned program. Duplicating costs shall be borne by the individual or the program.
3. The hearing shall be open unless the student or the program area asks the department head in writing for a closed hearing.
4. Both the student and program representatives shall be permitted advisers, who must be members of the University community.
5. The Department Grade Grievance and Appeals Committee chair shall begin the hearing by starting the tape recorder (or announcing the name of the person taking minutes), reviewing the hearing guidelines and procedures, and saying "this Step Level II Appeals Hearing is being held on (date). (Name of student) is appealing the (program area) decision on (admissions, retention or exit) requirements. The following committee members are in attendance today: (members give their names)."
6. In order, the student and the program area representative(s) will present their cases, calling witnesses if they choose. The student, program area representatives, adviser(s) and committee members may question any such witness. The student and program area representative(s) should be asked for brief closing statements.
7. The chair will close the hearing by saying, "this Step Level II Appeals Hearing is now concluded." The committee will meet and present its decision, in writing, to the department head within five working days. This document will contain a numerical report of the vote and be signed by the committee members. The department head will notify the student and the program area representative(s) of the committee's decision.

MASTER OF ARTS IN EARLY CHILDHOOD EDUCATION (ECE)

Program Overview

The program in early childhood education is designed for those who hold teacher certification and have or are seeking careers as classroom teachers (preschool through third grade), child care program directors or other positions related to the care and education of children ages birth through eight years. Each student's program is worked out in consultation with an adviser according to the background and needs of the individual student. The program requires a minimum of 30 hours of graduate credit. The actual credits required for the degree may be more than 30, depending on the amount of previous teaching experience and course work the student has successfully completed. Students can plan programs with their advisers that will enable them to meet the state of Michigan's requirements for the early childhood endorsement for the elementary teaching certificate. This program is in compliance with the standards set forth by the National Association for the Education of Young Children.

Model

Eastern Michigan University's advanced professional education programs promote inquiry, advocacy and leadership in education for a diverse and democratic society. The early childhood education program addresses extended knowledge of developing and implementing age-appropriate and individually appropriate curriculum and teaching practices from birth through age eight.

Admission Requirements

See general admission requirements on page 127.

Retention Requirements

Retention requirements can be considered a "mid-point check" in the master's degree programs. It is necessary to successfully complete all retention requirements before proceeding with the remainder of the program.

To proceed with exit requirements, students must:

1. Complete ECE600 and ECE602 with a grade of B or better in both courses. ECE600 should be taken in the first eight hours on the program, as the course content will include a discussion of the master's portfolio requirements and format;
2. Complete EDPS677 or EDPS687 and additional courses, including the above, to total 15 hours of graduate credit with an overall GPA of 3.0 or better;
3. Schedule and satisfactorily complete a faculty interview and professional portfolio mid-point review. The interview will include discussion of the student's program to date and a review of the portfolio contents (see ECE's Master's Degree Portfolio Guidelines for portfolio requirements.); and
4. If a student's progress is judged unsatisfactory at the time of the mid-point review, the decision will be reviewed by all early childhood education graduate faculty, with the decision based on a majority vote. Students who do not meet the criteria, but maintain graduate student status may continue to take graduate credit for professional development.

Exit Requirements

In order to graduate, each student is expected to:

1. Complete all Graduate School and department requirements for a master's degree, following an approved program of study for the master's degree in early childhood education;
2. Complete a culminating seminar in early childhood education, including submission of all required components for the professional portfolio or thesis proposal;
3. Fill out an application for graduation and obtain the adviser's recommendation; and
4. Satisfactorily complete an exit review of the portfolio by two or more graduate faculty members in early childhood education, or satisfactorily complete a master's thesis. The exit review will be conducted as part of the culminating seminar.

Curriculum Requirements

All of the courses in the program and restricted elective areas count towards the Early Childhood Endorsement. The ECE requires a total of 20 hours of credit listed in the program and restricted elective areas.

The curricular requirements include a minimum of 31 graduate-level hours, to be distributed as follows:

Foundation	27 hours
Early Childhood Education Requirements	7 hours
<i>One course in Human Growth and Development:</i>	
EDPS600 Human Development (recommended) (2 hrs)	
<i>One course in Research (choose one of the following):</i>	
EDPS677 Methods in Quantitative Research (3 hrs)	
EDPS687 Qualitative/Interpretive Research (3 hrs)	
<i>One course in Social Foundations (choose one of the following):</i>	
SOFD550 Philosophy, Ethics and Teaching (2 hrs)	
SOFD580 Sociology of Education (2 hrs)	
ECE Concentration	14 hours
ECE600 Trends and Issues in Early Childhood Education (2 hrs)	
ECE602 Implementing Appropriate Early Childhood Programs (2 hrs)	
ECE610 Family, School and Community Partnerships in ECE (2 hrs)	
ECE613 Curriculum Frameworks in Early Childhood (2 hrs)	
ECE641 Developmental Assessment of the Young Child: Theory and Practice (2 hrs)	

One course from the following:

ECE601 Helping Young Children in Crisis Through Curricular Activities (2 hrs)

EDPS617 Children in Poverty: Educational Implications (2 hrs)

ECE693 Seminar: Early Childhood Education (2 hrs)

Restricted Electives 6 hours

At least three from the following:

ECE601 Helping Young Children in Crisis Through Curricular Activities (2 hrs)

ECE603 Professional Development in Early Childhood Education Settings (2 hrs)

ECE604 Directing a Child Care Program (2 hrs)

ECE615 Social Relationships and Competence in Early Childhood Settings (2 hrs)

ECE618 Play and Human Development (2 hrs)

ECE590/591 Special Topics Courses (2 hrs)

EDPS611 Piaget for Educators (2 hrs)

EDPS617 Children in Poverty: Educational Implications (2 hrs)

PHED578 Motor Learning and Development (2 hrs)

RDGN656 Language Development, Literacy and the Young Child (3 hrs)

SPGN510 Exceptional Child in the Regular Classroom (3 hrs)

Electives 4 hours

Take at least two courses after consultation with your faculty adviser. Some suggested electives include a course in: technology, elementary curriculum, math or science for educators, social foundations, educational psychology, reading, among others.

Program Total 31 hours

MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY

Program Overview

The master of arts degree program offers programs in development and personality, research and evaluation, and educational media and technology. The mission of the educational psychology program is to prepare the educator as a practitioner and researcher. The focus is on the application of psychological theories, principles and concepts to school and non-school settings. Specifically, the goals include enhancing the students' abilities to:

1. Understand educational psychology concepts related to the cognitive, affective, physical and social development of children and adolescents;
2. Apply educational psychology and principles of learning in school and non-school settings;
3. Utilize the findings gained from research studies to create programs and environments that foster positive learning;
4. Design research studies and assessments of student outcomes; and
5. Understand the multiple dimensions of diversity and their potential impact on development and learning.

This program is under revision. Please contact the department for changes to the program.

Model

Eastern Michigan University's advanced professional education program promotes inquiry, advocacy and leadership in education for a diverse and democratic society.

Admission Requirements

See general admission requirements on page 127.

Retention Requirements

Retention requirements can be considered a mid-point check in the master's degree programs. It is necessary to successfully complete all retention requirements before proceeding with the remainder of the program.

To gain approval to proceed with exit requirements, each student must:

1. Complete a total of 12 but no more than 18 hours of graduate credit with an overall GPA of 3.0 or better;
2. Write a three-page interim prospectus that includes: (a) a statement of professional goals; (b) a self-assessment of professional development since entering the program; (c) an identification of key issues to be pursued for the remainder of the program; and (d) a plan of action for the culminating experience. A copy of this statement will be placed in the student's file; and
3. Set up an appointment with the faculty adviser to discuss the prospectus. In the event that the student's GPA has dropped below 3.0, or if any other deficiencies are noted, the adviser will develop a plan of remediation in consultation with the student.

Exit Requirements

In order to graduate, each student is expected to:

1. Complete a minimum of 30 hours of graduate credit applicable to the program;
2. Maintain a minimum GPA of 3.0;
3. Complete the program-culminating seminar, including a successful thesis proposal, comprehensive exam or project;
4. Successfully complete a thesis, if the thesis proposal is chosen in No. 4;
5. Fill out an application for graduation and obtain the adviser's recommendation; and
6. Meet all other requirements for a master's degree adopted by the Graduate School.

MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY — DEVELOPMENT AND PERSONALITY (EPDP)

Program Theme

This program provides knowledge about human development, personality and learning, and helps students to apply these concepts to a variety of environments. Students analyze issues regarding individual differences including children at risk, the impact of poverty, giftedness, multicultural factors, social class and gender influences on learning and development. Students learn to analyze critically and synthesize information to respond to individual differences within the classroom and other educational settings, thereby creating situations that enhance the motivation and capacity for learning.

This program is under revision. Please contact the department for changes to the program.

Curriculum

The curricular requirements include a minimum of 31 graduate-level hours, to be distributed as follows:

Required Courses..... 15 hours

CURR655 Curriculum Foundations (2 hrs)

EDPS677 Methods in Quantitative Research (3 hrs)

EDPS600 Human Development (2 hrs)

EDPS621 Statistical Applications in Educational Research (2 hrs)

EDPS631 Measurement and Evaluation (2 hrs)

EDPS694 Seminar in Educational Psychology (2 hrs)

One course from the following:

SOFD530 Social Foundations of Education: An Introduction (2 hrs)

SOFD550 Philosophy, Ethics and Teaching (2 hrs)

SOFD572 The History of American Schooling and Literacy (3 hrs)

SOFD580 Sociology of Education (2 hrs)

EDPS Elective Courses 10 hours

Ten hours selected in consultation with the graduate adviser.

Outside Elective Courses 6 hours

Six hours selected in consultation with the graduate adviser.

Program Total 31 hours

MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY — RESEARCH AND EVALUATION (EPRE)

Program Theme

The master's degree in educational psychology with a research and evaluation concentration emphasizes educational assessments and evaluations, research methodology and a variety of data analysis procedures. Students design and implement studies in educational settings, including assessments of student outcomes in instruction. In addition, students develop skills in the use of computer application software. Also, this program provides a foundation for the pursuit of advanced degrees in educational psychology and allied fields.

This program is under revision. Please contact the department for changes to the program.

Curriculum

The curricular requirements include a minimum of 32 graduate-level hours, to be distributed as follows:

Foundation Courses..... 9 hours

- EDPS600 Human Development (2 hrs)
- EDPS677 Methods in Quantitative Research (3 hrs)
- CURR655 Curriculum Foundations (2 hrs)
- One course from the following:*
 - SOFD530 Social Foundations of Education: An Introduction (2 hrs)
 - SOFD550 Philosophy, Ethics and Teaching (2 hrs)
 - SOFD572 The History of American Schooling and Literacy (3 hrs)
 - SOFD580 Sociology of Education (2 hrs)

Required Courses..... 11 hours

- EDPS502 Basic Concepts in Educational Psychology (2 hrs)
- EDPS687 Qualitative/Interpretive Research (3 hrs)
- One course from the following:*
 - EDPS694 Seminar (2 hrs)
 - EDPS691 Thesis (2 hrs)
- One course from the following:*
 - EDPS501 Psychology of Adolescence (2 hrs)
 - EDPS509 Problems in Child Psychology (2 hrs)
 - EDPS602 Psychology of the Adult Learner (2 hrs)
 - EDPS603 Principles of Classroom Learning (2 hrs)
- One course from the following:*
 - EDPS535 Measurement and Evaluation of Adult Learners (2 hrs)
 - EDPS621 Statistical Applications in Educational Research (2 hrs)
 - EDPS631 Measurement and Evaluation (2 hrs)

Concentration Area 6 hours

- Six hours from the following*
 - EDPS535 Measurement and Evaluation of Adult Learners (2 hrs)
 - EDPS621 Statistical Applications in Educational Research (2 hrs)
 - EDPS631 Measurement and Evaluation (2 hrs)
 - EDPS651 Inferential Statistics (2 hrs)
 - EDPS652 Multivariate Statistics (2 hrs)
 - COUN520 Assessment in Counseling (3 hrs)

Elective Courses..... 6 hours

Program Total 32 hours

MASTER OF ARTS IN EDUCATIONAL MEDIA AND TECHNOLOGY (EDMT)

Program Theme

The mission of this program is to prepare professionals who are capable of facilitating student learning in a variety of settings. The program is designed to provide students with both the knowledge base and the application skills

that are required to use technology effectively in education. Focusing on the design, development, utilization, management and evaluation of instructional systems moves us toward achieving this mission.

Students who complete the educational technology program will be able to:

1. Provide a rationale for using technology in the educational process;
2. Identify contributions of major leaders in the field of educational media technology and instructional theory, and the affect that each leader has had on the field;
3. Assess current trends in the area of educational media technology and relate the trends to past events and future implications;
4. Integrate technology into instructional programs;
5. Teach the operation and various uses of educational technology in instruction;
6. Act as consultants/facilitators in educational media technology;
7. Design and develop instructional products to meet specified needs; and
8. Evaluate the effectiveness of instructional materials and systems.

Admission Requirements

See admissions requirements on page 127.

Retention Requirements

Retention requirements can be considered a mid-point check in the master's degree programs. It is necessary to successfully complete all retention requirements before proceeding with the remainder of the program.

To gain approval to proceed with exit requirements, each student must:

1. Complete a total of 12 but no more than 18 hours of graduate credit with an overall GPA of 3.0 or better;
2. Write a one-page mid-program statement concerning the student's interests and goals for the remainder of the program, and set an appointment with the faculty adviser to discuss; and
3. In addition, each faculty adviser and student will discuss the student's plans and make revisions in the program (including the choice of statistics or qualitative research). They will also discuss remediation if warranted. A copy of the mid-program statement will be placed in the student's file. In the event that the student's GPA has dropped below 3.0 or any other deficiencies are noted, the adviser will develop a plan of remediation in consultation with the student.

Exit Requirements

In order to graduate, each student is expected to:

1. Complete all work on an approved program of study;
2. Maintain a 3.0 GPA (B) average or better on course work taken within the program;
3. Fill out an application for graduation and obtain the adviser's recommendation;
4. Meet all other requirements for a master's degree adopted by the Graduate School;
5. Complete a culminating experience as determined by the student and faculty adviser.

Curriculum

The curricular requirements include a minimum of 31 graduate-level hours, to be distributed among the following:

Foundation Courses..... 7 hours

- One course from the following:*
 - EDPS602 Psychology of the Adult Learner (2 hrs)
 - EDPS603 Principles of Classroom Learning (2 hrs)
- One course from the following:*
 - CURR655 Curriculum Foundations (2 hrs)
 - SOFD550 Philosophy, Ethics and Teaching (2 hrs)
 - SOFD572 History of Education (2 hrs)
- One course from the following:*
 - EDPS677 Methods in Quantitative Research (3 hrs)
 - EDPS687 Qualitative Research Techniques (3 hrs)

Required EDMT Courses.....	21 hours
EDMT602 Technology and Student-Centered Learning (3 hrs)	
EDMT603 Technology Enhanced Learning Environments (3 hrs)	
EDMT623 Instructional Design and Development of Multimedia Instructional Materials (3 hrs)	
EDMT627 Advanced Technical Issues in Educational Technology (3 hrs)	
EDMT628 Use and Design of Online Resources for Education (3 hrs)	
EDMT653 Issues and Emerging Technologies (3 hrs)	
EDMT695 Seminar in Educational Technology (3 hrs)	
Restricted Technology Elective Courses	3 hours
EDMT592 Special Topics (3 hrs)	
EDMT681 Special Topics (3 hrs)	
Other University courses in Educational Technology	
Program Total	31 hours

MASTER OF ARTS PROGRAMS IN CURRICULUM AND INSTRUCTION

The curriculum and instruction area includes programs in elementary education, middle level education, secondary education and common learnings in curriculum.

Model

Eastern Michigan University's advanced professional education program promotes inquiry, advocacy and leadership in education for a diverse and democratic society.

Admission Requirements

See general admission requirements on page 127.

Retention Requirements

Students must successfully complete all retention requirements before proceeding with the remainder of the program.

1. Attendance at a program orientation.
2. From 15 to 18 hours of graduate credit, including CURR654 or CURR655 and required EDPS and SOFD courses, with an overall GPA of 3.0 or better.
3. A satisfactory assessment of written communication.

Students lacking the requirements must meet with the adviser to determine whether to withdraw from the program or apply for continuing eligibility by completing a plan of remediation.

Exit Requirements

To graduate, students must:

1. Complete an approved program of study with a GPA of 3.0 or better;
2. Successfully complete a culminating experience;
3. Apply for graduation and obtain the adviser's recommendation; and
4. Meet all other Graduate School requirements for the degree.

Description of Programs

All programs in the area of curriculum and instruction require foundations courses, courses particular to the degree program and a culminating experience. Programs in elementary education, middle level education and secondary education require a culminating thesis or project. The program in common learnings culminates in a comprehensive exam.

MASTER OF ARTS IN ELEMENTARY EDUCATION (ELED)

Description of Program

The elementary education program is designed to encourage each student to investigate a subject in depth and create a culminating product that is derived from that investigation. The program includes foundation courses, a specialized course in related educational issues, a specialization consisting of a minimum of four classes that reflect a thematic or other unified pattern, elective courses, a seminar course designed to assist the student to develop a thesis/project topic and proposal and thesis/project credits needed to complete the product. When the student has completed 33 hours and has received approval signifying acceptance of the completed thesis/project, the adviser will recommend graduation.

Program Requirements

*Foundations Courses.....9 hours

EDPS600 Human Development (2 hrs)
CURR655 Curriculum Foundations (2 hrs)

One course from the following:

EDPS677 Methods in Quantitative Research (3 hrs)
EDPS687 Qualitative/Interpretive Research (3 hrs)

One course from the following:

SOFD530 Social Foundation of Education: An Introduction (2 hrs)
SOFD550 Philosophy, Ethics and Teaching (2 hrs)
SOFD572 The History of American Schooling and Literacy (3 hrs)
SOFD580 Sociology of Education (2 hrs)

Elementary Education Courses.....7-10 hours

CURR616 Issues in Elementary School Curriculum (2 hrs)
CURR694 Seminar: Elementary School Curriculum (2 hrs)
CURR690/691/692 Thesis/Curriculum Project (3-6 hrs)

Concentration Courses.....8-10 hours

Eight to 10 hours selected in consultation with the graduate adviser.

Electives Courses5-10 hours

Five to 10 hours selected in consultation with the graduate adviser.

Program Total33 hours

Note:

**Foundations courses are required for all master of arts in curriculum and instruction programs. These courses provide the basis on which all subsequent courses are built and must be taken within the first 18 hours of course work.*

Thesis/Project

The culminating experience for the elementary education program is a thesis or a project. This thesis/project is an opportunity for students to make the transition from consumers to producers of knowledge and innovation in the field of education. In a thesis, the writer investigates some area of educational theory or practice, gathers and analyzes information and draws conclusions to add to the body of knowledge in the field of curriculum. Curriculum projects entail working toward the solution of an educational problem using some aspect of curriculum.

Both the thesis and the curriculum project are intended to be new, original work, completed in consultation with a committee of faculty advisers. While a thesis or project often is the result of an interest that has developed across time, it is expected that the culminating experience itself will be developed during the time period that includes registration in seminar and completion of thesis credit. Previously completed projects are not acceptable for this purpose.

The thesis/project should reflect the grade-level program (elementary, middle level or secondary) and concentration area selected.

Concentration Requirements

The elementary education program also requires each student to pursue a specialization. A specialization includes a minimum of four classes that reflect a thematic or other unified pattern. Specialization courses allow students to acquire in-depth knowledge in an area of interest and acquire important background for their thesis or project. Specialization available in the elementary education program are:

- I. Subject Area Specialization
- II. Education of the Gifted and Talented
- III. Teacher as Inquirer
- IV. Instructional Models and Processes
- V. Language Arts
- VI. Students with Special Needs

A student and an adviser are free to create a unique pattern, so long as that pattern meets the “unified pattern” criteria. Program requirements are described below. For additional information about the programs available, consult the coordinator of graduate programs in curriculum and instruction.

I. Subject Area Specialization Concentration..... 8-10 hours
Four graduate classes from your major/minor subject area selected in consultation with the graduate adviser.

II. Education of the Gifted and Talented Concentration..... 8 hours

- Required Courses 6 hours**
 CURR572 Education of the Gifted Child (2 hrs)
 CURR673 Curriculum and Teaching Strategies for the Gifted and Talented (2 hrs)
One course from the following:
 CURR510 Developing Creativity in the Classroom (2 hrs)
 EDPS614 Psychology of Creativity for Educators (2 hrs)
Restricted Elective Course 2 hours
One course from the following (others courses may be selected in consultation with the adviser):
 CURR510 Developing Creativity in the Classroom (2 hrs)
 EDPS614 Psychology of Creativity for Educators (2 hrs)
 CURR676 Education of the Gifted and Talented: Underrepresented Populations (2 hrs)
 EDPS504 Nature and Identification of the Gifted (2 hrs)

III. Teacher as Inquirer Concentration..... 11 hours

- Required Courses 5 hours**
 CURR667 Teacher as Intellectual Inquirer (2 hrs)
**One course from the following:*
 EDPS677 Methods in Quantitative Research (3 hrs)
 EDPS687 Qualitative/Interpretive Research (3 hrs)
Other Courses 6 hours
Students must select a pattern of three courses with the approval of adviser. Some suggested patterns include:
1. Quantitative analysis and measurement courses
 2. Qualitative methods
 3. Curriculum and instruction theory and practice
 4. Educational context, e.g., appropriate courses in social foundations

Note:
 *Must take the course not taken in foundations area.

IV. Instructional Models and Practices Concentration 8 hours

- Required Courses 4 hours**
 CURR656 Curriculum Design, Implementation and Evaluation (2 hrs)
 CURR650 Improving Instruction through Inquiry and Assessment (2 hrs)
Restricted Elective Courses 4 hours
Two courses from the following (others courses may be selected in consultation with the adviser):
 CURR510 Developing Creativity in the Classroom (2 hrs)
 CURR512 Enriching the Elementary Classroom Program (2 hrs)

- CURR657 The Open Classroom (2 hrs)
- CURR560 School and Classroom Discipline (2 hrs)
- CURR572 Education of the Gifted Child (2 hrs)
- CURR660 Assisting Student Teachers and New Teachers (2 hrs)
- CURR667 Teacher as Intellectual Inquirer (2 hrs)
- EDPS603 Principles of Classroom Learning (2 hrs)
- Advanced subject matter courses
- Appropriate course in education media/technology

V. Language Arts Concentration-Elementary 10 hours

- Required Courses 6 hours**
One course from the following:
 RDNG656 Language Development, Literacy and the Young Child (3 hrs)
 RDNG657 Comprehension in the Content Areas (3 hrs)
One course from the following:
 RDNG655 Integrated Literacy Curriculum (3 hrs)
 RDNG658 Reading, Writing and the Inquiry Process (3 hrs)
Restricted Elective Courses 4-6 hours
Two courses from the following:
 CTAR501 Creative Drama and Role-Playing (2 hrs)
 CTAR504 Oral Interpretation of Literature and Language with the Young (2 hrs)
 RDNG506 Storytelling (2 hrs)
 LITR516 Major Genres in Children’s Literature (3 hrs)
 LITR518 History of Children’s Literature (3 hrs)
 RDNG655 Integrated Literacy Curriculum (3 hrs)
 RDNG656 Language Development, Literacy and the Young Child (3 hrs)
 RDNG657 Comprehension in the Content Areas (3 hrs)
 RDNG658 Reading, Writing and the Inquiry Process (3 hrs)

***VI. Students with Special Needs Concentration 8 hours**

- Required Courses 4 hours**
 SPGN510 The Exceptional Child in the Regular Classroom (2 hrs)
 CURR572 Education of the Gifted Child (2 hrs)
Restricted Elective Courses 4 hours
Two courses from the following (others courses may be selected in consultation with the adviser):
 CURR673 Curriculum and Teaching Strategies for the Gifted and Talented (2 hrs)
 CURR676 Education of the Gifted and Talented: Underrepresented Populations (2 hrs)
 EDPS504 Nature and Identification of the Gifted (2 hrs)
 SPLI468G Education of Children with Learning Disabilities (must be taken for graduate credit) (2 hrs)
 ECE601 Helping Young Children in Crisis Through Curricular Activities (2 hrs)
 EDPS617 Children in Poverty: Educational Implications (2 hrs)
 RDNG554 Reading Problems of Learners with Special Needs (2 hrs)

Note:
 *This concentration does not qualify a student to teach or receive an endorsement in special education.

MASTER OF ARTS IN MIDDLE LEVEL EDUCATION (MSED)

Description of Program
 The middle level education program is designed to encourage each student to investigate a subject in depth and create a culminating product that is derived from that investigation. The program includes foundation courses, courses in the philosophy and practice of middle level education, a specialized course in related educational issues, a concentration, elective courses, a seminar course designed to assist the student to develop a thesis/project topic and

proposal, and thesis/project credits needed to complete the product. When the student has completed 34 credit hours and has received approval signifying acceptance of the completed thesis/project, the adviser will recommend graduation.

*Foundations Courses.....	8 hours
EDPS501 Psychology of Adolescence (2 hrs)	
EDPS687 Qualitative/Interpretive Research (3 hrs)	
CURR654 Curriculum Foundations (3 hrs)	
Middle Level Cohort Courses.....	13 hours
CURR618 Middle Level Education: Theory and Practice (3 hrs)	
CURR620 Issues in Middle Level Curriculum (3 hrs)	
CURR622 Effective Teaching in Middle Level Education (3 hrs)	
CURR687 Internship (2 hrs)	
CURR694 Seminar: Middle Level Curriculum (2 hrs)	
Concentration Courses.....	9 hours
All students in the Middle Level Education program must select a broad subject area concentration. This concentration requires nine credits selected from the undergrad major/minor subject area. Fields such as social studies are acceptable (history is not), science is acceptable (biology is not). This reflects the broad field interdisciplinary teaming concept key to middle-level schools.	
Culminating Experience	2 hours
CURR691 Thesis/Curriculum Project (2 hrs)	
Elective Courses.....	2 hours
<i>Electives are selected in consultation with the adviser.</i>	
Program Total	34 hours

Note:

**Foundations courses are required for all master of arts in curriculum and instruction programs. These courses provide the basis on which all subsequent courses are built and must be taken within the first 18 hours of course work.*

Thesis/Project

The culminating experience for a master of arts in middle-level education is a thesis or project centered in the middle grades school/classroom. This is an opportunity for the student to make the transition from a consumer to a producer of knowledge and innovation in the field of middle grades education. Curriculum projects entail working toward the solution of middle grades educational problem using some aspect of curriculum and/or curriculum development. Thesis/projects are planned with the help of an adviser and a thesis/project committee and should reflect the selected concentration area within middle-level education.

Concentration Area

All students in the Middle Level Education program must select a broad subject area concentration. This concentration requires nine credits selected from the undergrad major/minor subject area. Fields such as social studies are acceptable (history is not), science is acceptable (biology is not). This reflects the broad field interdisciplinary teaming concept key to middle-level schools.

MASTER OF ARTS IN SECONDARY EDUCATION (SSED)

Description of Program

The secondary education program is designed to encourage each student to investigate a subject in depth and create a culminating product that is derived from that investigation. The program includes foundation courses, a specialized course in related educational issues, a specialization consisting of a minimum of four classes that reflect a thematic or other unified pattern, elective courses, a seminar course designed to assist the student to develop a thesis/project topic and proposal, and thesis/project credits needed to

complete the product. When the student has completed 33 hours and has received approval signifying acceptance of the completed thesis/project, the adviser will recommend graduation.

*Foundations courses.....	9-10 hours
CURR655 Curriculum Foundations (2 hrs)	
<i>One course from the following:</i>	
EDPS501 Psychology of Adolescence (2 hrs)	
EDPS600 Human Development (2 hrs)	
<i>One course from the following:</i>	
EDPS677 Methods in Quantitative Research (3 hrs)	
EDPS687 Qualitative/Interpretive Research (3 hrs)	
<i>One course from the following:</i>	
SOFD530 Social Foundation of Education: An Introduction (2 hrs)	
SOFD550 Philosophy, Ethics and Teaching (2 hrs)	
SOFD572 The History of American Schooling and Literacy (3 hrs)	
SOFD580 Sociology of Education (2 hrs)	
Secondary Education Courses.....	7-10 hours
CURR630 Issues in Secondary School Curriculum (2 hrs)	
CURR694 Seminar: Secondary Curriculum (2 hrs)	
CURR690/691/692 Thesis/Curriculum Project (3-6 hrs)	
Concentration Courses.....	8-10 hours
Elective Courses.....	5-10 hours
Program Total	33 hours

Note:

**Foundations courses are required for all master of arts in curriculum and instruction programs. These courses provide the basis on which all subsequent courses are built and must be taken within the first 18 hours of course work.*

Thesis/Project

The culminating experience for the secondary education program is a thesis or a project. This thesis/project is an opportunity for students to make the transition from consumers to producers of knowledge and innovation in the field of education. In a thesis, the writer investigates some area of educational theory or practice, gathers and analyzes information and draws conclusions to add to the body of knowledge in the field of curriculum. Curriculum projects entail working toward the solution of an educational problem, using some aspect of curriculum.

Both the thesis and the curriculum project are intended to be new, original work, completed in consultation with a committee of faculty advisers. While a thesis or project often is the result of an interest that has developed across time, it is expected that the culminating experience itself will be developed during the time period that includes registration in seminar and completion of thesis credit. Previously completed projects are not acceptable for this purpose.

The thesis/project should reflect the grade-level program (elementary, middle-level, or secondary) and concentration area selected.

Concentration Requirements

The secondary education program also requires each student to pursue a concentration. A concentration includes a minimum of four classes that reflect a thematic or other unified pattern. Concentration courses allow students to acquire in-depth knowledge in an area of interest and acquire important background for their thesis or project. Specializations available in the secondary education program are:

- Subject Area Specialization
- Education of the Gifted and Talented
- Teacher as Inquirer
- Instructional Models and Processes
- Language Arts
- Students with Special Needs

A student and an adviser are free to create a unique pattern, as long as that pattern meets the “unified pattern” criteria. Concentration requirements are described below. For additional information about the programs available, consult the coordinator of graduate programs in curriculum and instruction.

I. Subject Area Specialization Concentration.....8-10 hours

Select four graduate classes from your major/minor subject area in consultation with the adviser.

II. Education of the Gifted and Talented Concentration..... 8 hours

Required courses 6 hours

- CURR572 Education of the Gifted Child (2 hrs)
- CURR673 Curriculum and Teaching Strategies for the Gifted and Talented (2 hrs)

One course from the following:

- CURR510 Developing Creativity in the Classroom (2 hrs)
- EDPS614 Psychology of Creativity for Educators (2 hrs)

Restricted Elective Courses 2 hours

One course from the following, other courses may be selected in consultation with the adviser:

- CURR510 Developing Creativity in the Classroom (2 hrs)
- EDPS614 Psychology of Creativity for Educators (2 hrs)
- CURR676 Education of the Gifted and Talented: Underrepresented Populations (2 hrs)
- EDPS504 Nature and Identification of the Gifted (2 hrs)

III. Teacher as Inquirer Concentration..... 11 hours

Required Courses 5 hours

- CURR667 Teacher as Intellectual Inquirer (2 hrs)

**One course from the following:*

- EDPS677 Methods in Quantitative Research (3 hrs)
- EDPS687 Qualitative/Interpretive Research (3 hrs)

Restricted Elective Courses 6 hours

Students must select a pattern of three courses with the approval of adviser. Some suggested patterns include:

1. Quantitative analysis and measurement courses
2. Qualitative methods
3. Curriculum and instruction theory and practice
4. Educational context, e.g., appropriate courses in social foundations

Note:

**Must take the one not taken in foundations area.*

IV. Instructional Models and Practices Concentration 8 hours

Required Courses 4 hours

- CURR656 Curriculum Design, Implementation and Evaluation (2 hrs)
- CURR650 Improving Instruction through Inquiry and Assessment (2 hrs)

Restricted Elective Courses 4 hours

Two courses from the following, other courses may be selected in consultation with the adviser:

- CURR510 Developing Creativity in the Classroom (2 hrs)
- CURR512 Enriching the Elementary Classroom Program (2 hrs)
- CURR657 The Open Classroom (2 hrs)
- CURR560 School and Classroom Discipline (2 hrs)
- CURR572 Education of the Gifted Child (2 hrs)
- CURR660 Assisting Student Teachers and New Teachers (2 hrs)
- CURR667 Teacher as Intellectual Inquirer (2 hrs)
- EDPS603 Principles of Classroom Learning (2 hrs)
- Advanced subject matter courses
- Appropriate course in education media/technology

***V. Students with Special Needs Concentration: 8 hours**

Required Courses 4 hours

- SPGN510 The Exceptional Child in the Regular Classroom (2 hrs)
- CURR572 Education of the Gifted Child (2 hrs)

Restricted Elective Courses 4 hours

Two courses from the following, other courses may be selected in consultation with the adviser:

- CURR673 Curriculum and Teaching Strategies for the Gifted and Talented (2 hrs)
- CURR676 Education of the Gifted and Talented: Underrepresented Populations (2 hrs)
- EDPS504 Nature and Identification of the Gifted (2 hrs)
- SPLI468G Education of Children with Learning Disabilities (must be taken for graduate credit) (2 hrs)
- ECE601 Helping Young Children in Crisis Through Curricular Activities (2 hrs)
- EDPS617 Children in Poverty: Educational Implications (2 hrs)
- RDNG554 Reading Problems of Learners with Special Needs (2 hrs)

Note:

**This concentration does not qualify a student to teach or receive an endorsement in special education.*

VI. Language Arts Concentration-Secondary 10-12 hours

Required Courses 6 hours

- RDNG657 Comprehension in the Content Areas (3 hrs)
- RDNG658 Reading, Writing and the Inquiry Process (3 hrs)

Restricted Elective Courses 4-6 hours

Two courses from the following:

- CTAR501 Creative Drama and Role-Playing (2 hrs)
- CTAR504 Oral Interpretation of Literature and Language with the Young (2 hrs)
- RDNG506 Storytelling (2 hrs)
- LITR516 Major Genres in Children’s Literature (3 hrs)
- LITR518 History of Children’s Literature (3 hrs)
- RDNG514 Literature for Young Adults (2 hrs)
- RDNG655 Integrated Literacy Curriculum (3 hrs)
- RDNG656 Language Development, Literacy and the Young Child (3 hrs)
- RDNG657 Comprehension in the Content Areas (3 hrs)
- RDNG658 Reading, Writing and the Inquiry Process (3 hrs)

MASTER OF ARTS IN COMMON LEARNINGS IN CURRICULUM (K12)

Description of Program

The program in common learnings and curriculum has a different purpose and rationale than the other three programs in the area of curriculum and instruction. Common learnings in curriculum has replaced the pre-existing K-12 curriculum program. Rather than focusing on the needs and instructional practices important for a particular age or grade level, the common learnings program examines theory, practice and issues in curriculum K-12. It is particularly appropriate for curriculum supervisors and for other individuals interested in curriculum issues that are important across grade levels or subject areas. Unlike other programs in curriculum and instruction, the common learnings program does not require a thesis or curriculum project. Instead, it may culminate in a comprehensive examination that requires a student to reflect upon and synthesize knowledge across a number of designated courses.

The program requires a prescribed concentration containing the core curriculum for common learnings, elective courses and a seminar course designed to assist the student to prepare for the required culminating experience, in this case, a comprehensive examination. The comprehensive examination for the common learnings program requires students to apply information from their courses to specific educational settings. Courses in the common learnings core are designed to explore curriculum issues, trends and practices across grade levels. They provide the opportunity to interact with professionals in a variety of roles and settings. Electives are to be selected with the adviser to meet students’ professional needs and provide an appropriate variety of experiences. When the student has completed 34 hours and has received a passing grade on the comprehensive examination, the adviser will recommend the student for graduation.

***Foundations Courses.....9-10 hours**

EDPS600 Human Development (2 hrs)

One course from the following:

EDPS677 Methods in Quantitative Research (3 hrs)

EDPS687 Qualitative/Interpretive Research (3 hrs)

CURR655 Curriculum Foundations (2 hrs)

One course from the following:

SOFD530 Social Foundation of Education: An Introduction (2 hrs)

SOFD550 Philosophy, Ethics and Teaching (2 hrs)

SOFD572 The History of American Schooling and Literacy (3 hrs)

SOFD580 Sociology of Education (2 hrs)

Common Learnings Courses 12 hours*One course from the following:*

CURR616 Issues in Elementary Level Curriculum (2 hrs)

CURR620 Issues in Middle Level Curriculum (2 hrs)

CURR630 Issues in Secondary Level Curriculum (2 hrs)

CURR656 Curriculum Design, Implementation and Evaluation (2 hrs)

CURR650 Improving Instruction through Inquiry and Assessment (2 hrs)

CURR694 Seminar: Common Learnings (2 hrs)

Two courses from the following:

CURR560 School and Classroom Discipline (2 hrs)

CURR660 Curriculum Foundations (2 hrs)

CURR510 Developing Creativity in the Classroom (2 hrs)

EDPS603 Principles of Classroom Learning (2 hrs)

Elective Courses..... 13 hours*(these may include culminating project)***Program Total34 hours****Note:**

*Foundations courses are required for all master of arts in curriculum and instruction programs. These courses provide the basis on which all subsequent courses are built and must be taken within the first 18 hours of course work.

Comprehensive Examination

If selected, the comprehensive examination for the common learnings program requires students to apply information from their courses to specific educational settings. Exams must be completed within a three (3) hour period.

Students will be required to answer three of four questions. The questions will emerge from the following knowledge base areas:

1. The foundations of curriculum, including forces impinging on schooling, curriculum philosophies and theories, and how these are related to contemporary school issues.
2. The design, implementation and evaluation of curriculum.
3. The proposals and practices of instructional improvement.
4. A question from one of the two courses selected from the listed options.

If a student does not pass the comprehensive examination he/she may retake the test the following semester. If he/she fails only two questions, the next exam will be limited to those areas the student failed. Students may retake a failed comprehensive exam each time it is administered. After one year has elapsed the I grade reverts to an E.

MASTER OF ARTS IN READING (RDNG)

Program Overview

The reading program area offers a master of arts degree and a program of study leading to a reading specialist endorsement. The mission of the program focuses upon the professional preparation of classroom teachers; special teachers of reading at the elementary and secondary levels; supervisory reading specialists such as consultants, coordinators and supervisors; and

specialists for reading clinic positions including clinic directors and reading counselors. This mission is accomplished by providing students with a strong theoretical grounding in the field of reading, both historic and current, as well as the application skills necessary to implement reading instruction in today's varied educational settings. In addition, the program is consistent with the Minimum Standards for Professional Training of Reading Specialists as defined by the International Reading Association.

Model

Advanced programs in the Department of Teacher Education have as a unifying theme: Inquiry, Advocacy and Leadership in Education for a Diverse and Democratic Society. In developing the theme for the master of arts in reading, the reading faculty chose to adopt this same theme with a focus on literacy education: Inquiry, Advocacy and Leadership in Literacy Education for a Diverse and Democratic Society.

Admission Requirements

See general admission requirements on page 127.

Retention Requirements

Retention requirements can be considered a mid-point check in the master's degree programs. It is necessary to successfully complete all retention requirements before proceeding with the remainder of the program.

To gain approval to proceed with exit requirements, each student must:

1. Complete a total of 12 but no more than 18 hours of graduate credit with an overall GPA of 3.0 or better;
2. Complete RDNG655, RDNG656, RDNG657 and RDNG658 with a grade of B or better in each class; and
3. Successfully complete all required program assessments.

Exit Requirements

In order to graduate, each student is expected to:

1. Complete all Graduate School and the Department of Teacher Education requirements for a master's degree, following the program of study approved by the faculty adviser.
2. Complete all required program assessments.

Curriculum

The curricular requirements include a minimum of 30 graduate-level hours, to be distributed as follows:

Foundations Courses 9 hours

EDPS600 Human Development (2 hrs)

One course from the following:

CURR616 Issues in Elementary School Curriculum (2 hrs)

CURR620 Issues in Middle Level Curriculum (2 hrs)

CURR630 Issues in Secondary School Curriculum (2 hrs)

CURR655 Curriculum Foundations (2 hrs)

One course from the following:

SOFD550 Philosophy, Ethics and Teaching (2 hrs)

SOFD572 The History of American Schooling and Literacy (3 hrs)

SOFD580 Sociology of Education (2 hrs)

One course from the following:

EDPS677 Methods in Quantitative Research (3 hrs)

EDPS687 Qualitative/Interpretive Research (3 hrs)

Reading Courses 23-24 hours

RDNG655 The Integrated Literacy Curriculum (3 hrs)

RDNG656 Language Development, Literacy and the Young Child (3 hrs)

RDNG657 Comprehension and the Content Areas (3 hrs)

RDNG658 Reading, Writing and the Inquiry Process (3 hrs)

Elective course in Reading (2-3 hrs)

RDNG678 Literacy Assessment (3 hrs)

RDNG686 Practicum: Designing Literacy Intervention Programs (3 hrs)

RDNG695 Seminar: The Reading Professional (3 hrs)

Program Total 32-33 hours

MASTER OF ARTS IN SOCIAL FOUNDATIONS (SFDI, SFDD)

Program Theme

The social foundations graduate program seeks students with a broad range of professional goals who are eager to explore issues pertaining to quality of life, equity and ethics in schools and society. Graduate students in social foundations are expected to assess the complex forces — economic, social and political — that shape the structure and control of education both nationally and internationally. Students also engage in a theoretical analysis of cultural diversity as it impacts the practices and processes of education and life in a democratic society.

The goal of the program is to strengthen and inform a commitment to education for participatory democracy in a pluralistic society. This program is in compliance with the Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies and Educational Policy as defined by the American Educational Studies Association.

Model

Eastern Michigan University's advanced professional education program promotes inquiry, advocacy and leadership in education for a diverse and democratic society.

Admission Requirements

See general admission requirements on page 127.

Retention Requirements

Retention requirements can be considered a mid-point check in the master's degree program. It is necessary to successfully complete all retention requirements before proceeding with the remainder of the program.

To gain approval to proceed with exit requirements, each student must:

1. Complete a total of 12 but no more than 15 hours of graduate credit with an overall GPA of 3.0 or better;
2. In consultation with the adviser, establish a mid-point review committee consisting of three or four faculty members, two of whom must be from social foundations;
3. Write a three-page interim prospectus which will include: (a) a statement of professional goals; (b) a self-assessment of professional development since entering the program; (c) an identification of key issues to be pursued for the remainder of the program; and (d) a plan of action for the culminating experience;
4. Develop a portfolio that contains the prospectus described in number 3, the approved program of study, and three examples of graduate work to verify that the student is developing appropriate skills in research and critical analysis; and
5. Make an oral presentation of the portfolio to the mid-point review committee (students are encouraged to invite their peers to the meeting). If the student's progress is judged unsatisfactory at the time of the mid-point review, a plan of remediation will be developed by the adviser in consultation with the student and the mid-point review committee.

Exit Requirements

In order to graduate, each student is expected to:

1. Complete a minimum of 30 hours of graduate credit applicable to the program;
2. Maintain a minimum GPA of 3.0;
3. Successfully complete a thesis or take the advanced seminar, which will include a project or comprehensive examination;
4. Fill out an application for graduation and obtain the adviser's recommendation;
5. Meet all other requirements for a master's degree adopted by the Graduate School;
6. Complete an exit interview with two members of the social foundations faculty to discuss the strengths and weaknesses of the master's program.

Program Description

Students pursuing degrees in social foundations of education may choose one of two programs: interdisciplinary cultural studies, or teaching for diversity. The first area of emphasis allows students to pursue individualized research interests: it provides an excellent preparation for advanced graduate study. The second concentration is more applied in focus and emphasizes:

- cultural diversity/multicultural education
- gender and exceptionality
- poverty/urban education
- theoretical frameworks/practical applications
- educational innovation and reform

Both concentrations equip students with skills in qualitative research so that they can analyze the social implications of educational policy, and can better understand the cultural, political and ethical dimensions of education in a pluralistic society.

Curriculum Requirements

Interdisciplinary Cultural Studies Concentration (SFDI)

The curricular requirements include a minimum of 32 graduate-level hours, to be distributed among the following:

Required Courses..... 16 hours

- SOFD535 Multicultural and International Education (2 hrs)
- SOFD550 Philosophy, Ethics and Teaching (2 hrs)
- SOFD572 The History of American Schooling and Literacy (3 hrs)
- SOFD580 Sociology of Education (2 hrs)
- SOFD694 Advanced Seminar (2 hrs)
- EDPS687 Qualitative/Interpretive Research (3 hrs)

One course from the following:

- SOFD691 Thesis (2 hrs)
- SOFD698 Independent Study (2 hrs)

Elective Courses.....8-10 hours

Eight to 10 hours selected in consultation with the adviser from social foundation courses.

Other Elective Courses6-8 hours

Six to eight hours selected in consultation with the adviser from outside of social foundation.

Program Total32 hours

Teaching for Diversity Concentration (SFDD)

The curricular requirements include a minimum of 31 graduate-level hours, to be distributed among the following:

Required Courses..... 15-17 hours

- SOFD535 Multicultural and International Education (2 hrs)
- SOFD694 Advanced Seminar (2 hrs)
- EDPS687 Qualitative/Interpretive Research (3 hrs)

Two courses from the following:

- SOFD550 Philosophy, Ethics and Teaching (2 hrs)
- SOFD572 The History of American Schooling and Literacy (3 hrs)
- SOFD580 Sociology of Education (2 hrs)

One course from the following:

- SOFD691 Thesis (2 hrs)
- SOFD698 Independent Study (2 hrs)

One course from the following:

- CTAC579 Studies in Intercultural Communication (3 hrs)
- CSAP571 Cross-cultural Counseling (2 hrs)

Restricted Electives8-11 hours

Four courses, select one course from each group:

Group A: Perspectives on ethnicity and social class

- ANTH509 Personality and Social Systems (2 hrs)
- BILN623 Bilingual Education Public Policy in the U.S. (3 hrs)

- BILN624 Bilingual Educational Theory (3 hrs)
- EDPS617 Children in Poverty: Educational Implications (2 hrs)
- HIST531 Studies in Black History (3 hrs)
- HIST532 Studies in Native American History (3 hrs)
- SOCL/ANTH502 Racial and Cultural Minorities (3 hrs)
- SOFD573 Black Experience and American Education (2 hrs)
- SPNH471G Culture and Literature of the Hispanic Groups in the United States (3 hrs)

Group B: Perspectives on gender

- SOCL515 Sociology of Women (3 hrs)
- SOFD570 Women and Pedagogy: Life Histories (3 hrs)
- WMST525 Technology, Social Change and the Role of Women (3 hrs)
- WMST550 Feminist Thought (3 hrs)

Group C: Perspectives on exceptionality

- CURR572 Education of the Gifted Child (2 hrs)
- CURR676 Education of the Gifted and Talented: Underrepresented Populations (2 hrs)
- EDPS509 Problems in Child Psychology (2 hrs)
- EDPS617 Children in Poverty: Educational Implications (2 hrs)
- SPGN510 The Exceptional Child in the Regular Classroom (3 hrs)
- SPGN511 The Instruction and Behavior Management of the Student with Disabilities in the Regular Classroom (3 hrs)
- SPGN621 Law and Public Policy for Individuals with Disabilities (3 hrs)
- SPGN630 Integrated Curriculum and Educational Programming for Mathematics and Motor Development (3 hrs)
- SPSI508 Multicultural Issues in Intervention for Communication Disorders (2 hrs)

Group D: Perspectives on classroom practice

- CURR510 Developing Creativity in the Classroom (2 hrs)
- CURR512 Enriching the Elementary Classroom Program (2 hrs)
- CURR552 The Pedagogy of Group Learning (2 hrs)
- CURR560 School and Classroom Discipline (2 hrs)
- ECE601 Helping Young Children in Crisis Through Curricular Activities (2 hrs)
- EDPS550 Motivation to Learn (2 hrs)
- EDPS617 Children in Poverty: Educational Implications (2 hrs)
- RDNG656 Literary Instruction in a Multilingual Society (2 hrs)

Other Elective Courses4-8 hours

Program Total31 hours

MASTER OF ARTS IN SCHOOLS, SOCIETY AND VIOLENCE (SSV)

This interdisciplinary master’s degree is intended for students who want to pursue advanced studies in conflict, crime and cooperation in the school context and is offered through the Department of Sociology, Criminology and Anthropology and the Department of Teacher Education. Students will gain an understanding of theoretical concepts, methodological techniques and the application of substantive interdisciplinary knowledge, enabling them to analyze, understand and effectively intervene to reduce harmful relational and institutional practices in school settings. Essential dimensions of the program include a linked internship in school settings, a student observation requirement and a thesis or non-thesis requirement through which students demonstrate the ability to integrate and apply relevant knowledge to address a particular dimension of the problem of school violence.

Objectives

Program graduates will be able to demonstrate:

1. Through written and oral forms the ability to analyze complex problems associated with school violence;
2. An understanding of the larger social, historical, economic and ideological context producing violent social relations within schools;
3. Competence in qualitative and quantitative research methods; and
4. The ability to create positive solutions to school violence.

Admission Requirements

Applicants must:

1. Comply with the Graduate School admission requirements;
2. Have at least a 2.7 undergraduate GPA;
3. Submit a letter of interest describing the applicant’s career goals and reasons for pursuing this master’s degree; and
4. Submit two letters of recommendation that address the applicant’s professional commitment, experience and potential.

Conditional Admission

Conditional admission may be granted at the discretion of the graduate committee.

Core courses: Crime, Conflict and Cooperation..... 18 hours

Foundational Requirement 2 hours

SOCL694 Seminar (2 hrs)

Research Methods Requirements 6 hours

SOCL678 Methods in Social Program Evaluation (3 hrs)

EDPS687 Qualitative/Interpretive Research (3 hrs)

Theoretical Course Requirements 10 hours

SOFD572 The History of American Schooling and Literacy (3 hrs)

SOFD580 Sociology of Education (2 hrs)

CRM550/SOCL550 Domestic Violence and Sexual Assault (3 hrs)

SOCL508 Social Psychology (3 hrs)

Substantive Focus: Discipline, Schooling and Social Control ..8-14 hours

Core courses 4 hours

CURR560 School and Classroom Discipline Management (2 hrs)

SOFD541 Field Studies in Education (2 hrs)

Restricted Elective Courses 2-7 hours

Two to seven hours from the following:

CRM650 Media, Crime and Justice (3 hrs)

CRM697/698/699 Independent Study (1/2/3 hrs)

SOCL697/698/699 Independent Study (1/2/3 hrs)

EDPS617 Children in Poverty:

Educational/Implications (2 hrs)

SOFD535 Multicultural and International Education (2 hrs)

SOFD581/WMST581 Gender and Education (3 hrs)

SWRK610 Empowerment: Social Justice and Social

Change (2 hrs)

SWRK656 Crisis Intervention (2 hrs)

Elective Course 2-3 hours

Thesis/Non-Thesis Project0-4 hours

One option from the following:

Option I: Thesis 4 hours

Four hours from the following:

SOFD690/691/692 Thesis (1/2/3 hrs)

SOCL690/691/692 Thesis (1/2/3 hrs)

Option II: Non-Thesis Project 0 hours

Non-thesis students must submit two essays dealing with a methodological, theoretical and/or practical problem in power, crime, conflict and cooperation within the schools that reflects the interests of the student and readers.

Program Total31 hours

GRADUATE CERTIFICATE IN EDUCATIONAL ASSESSMENT

The focus of this certificate program is to improve student learning by way of assessment. Teachers and other educators earning this certificate will understand what constitutes high quality educational assessment and will recognize the relations among assessment, motivation, and student learning. Participants will be equipped to respond intelligently to the demands of government education policies, especially as they relate to assessment. They will become familiar with legal and ethical issues associated with educational assessment, will be able to analyze student assessment data from various sources, and will be able to evaluate assessment research.

Required Courses..... 18 hours

- EDPS626 Principles and Issues in Educational Assessment (3 hrs)
- EDPS627 Designing Classroom Assessments (3 hrs)
- EDPS628 Analyzing Student Learning (3 hrs)
- EDPS629 Assessment for School/Program Improvement (3 hrs)
- EDPS667 Principles of Educational Research (3 hrs)
- EDPS688 Internship in Educational Psychology (3 hrs)

Certificate Total..... 18 hours

GRADUATE CERTIFICATE IN EDUCATIONAL MEDIA AND TECHNOLOGY (EDMT)

The mission of this certificate is to prepare professionals who are capable of facilitating student learning in a variety of settings. The program is designed to provide students with both the knowledge base and the application skills that are required to use technology effectively in education. Focusing on the design, development, utilization, management and evaluation of instructional systems moves us toward achieving this mission.

Admission Requirements

See general graduate school admission requirements.

Certificate Requirements

This certificate requires 18 hours of course work to be distributed among the following:

Required Courses..... 18 hours

- EDMT602 Technology and Student-Centered Learning (3 hrs)
- EDMT603 Technology Enhanced Learning Environments (3 hrs)
- EDMT623 Instruction Design (3 hrs)
- EDMT627 Advanced Technical Issues in Educational Technology (3 hrs)
- EDMT628 The Use and Design of Online Resources in Education (3 hrs)
- EDMT653 Issues and Emerging Educational Technologies (3 hrs)

Certificate Total..... 18 hours

UNDERGRADUATE COURSES FOR GRADUATE CREDIT

The following courses may be elected for graduate credit; course descriptions may be found in the undergraduate catalog. A maximum of nine hours of approved 400-level course work may be permitted in the earning of any graduate degree.

If you intend to enroll in any of the following undergraduate courses for graduate credit, you must submit a request form from the Graduate School to receive permission before enrolling in the course; otherwise, you will receive undergraduate credit.

- EDPS402 Learning in the Later Years (3 hrs)