201B. Instructional Implications of Individual Differences
Spring, 2(2-0) T E 200B; T E 270B concurrently. Open only to students in the Heterogeneous Classrooms emphasis or approval of department.
Ways that instructional characteristics and teacher behavior interact with students' entering characteristics to influence student learning and behavior in the classroom.
Approved through Spring 1984.

201D. Student Learning and Development
Winter, 3(3-0) T E 200D. Open only to students in the Multiple Perspectives emphasis or approval of department.
Relevant theory and research relating to human learning and development in school-age children. Emphasis on affective/teacher student factors contributing to classroom learning community.
Approved through Spring 1984.

295A. Generic Methods of Teaching
Winter, Spring, 2(2-0) T E 200A; T E 360A; T E 270A concurrently. Open only to students in the Multiple Perspectives emphasis or approval of department.
Teaching strategies and instructional models that cut across subject matter and grade level designations are considered. Teacher decision making as it affects curriculum development and instructional planning is stressed.
Approved through Spring 1984.

295C. Curriculum for Academic Learning
Winter, Spring, 3(3-0) T E 200C. Open only to students in the Academic Learning emphasis or approval of department.
Effects of curriculum on understanding of academic subjects. Political and cultural influences on curriculum. Teachers' use of curriculum.
Approved through Spring 1984.

219A. Classroom Organization and Management of Diverse Pupils
Fall, Winter, 2(2-0) T E 101 concurrently. Open only to students in the Heterogeneous Classrooms emphasis or approval of department.
Knowledge and skills related to educational decision making for classroom management and organization. Development of effective teacher leadership behaviors resulting in classroom environments conducive to learning.
Approved through Spring 1984.

253B. Social Organization of Diversity in School and Society
(ED 450B) Winter, 3(3-0) T E 270B concurrently. Open only to students in the Heterogeneous Classrooms emphasis or approval of department.
Nature of social diversity in schools and society. Conceptual framework for examining social as well as individual learning determinants.
Approved through Spring 1984.

260A. Teacher Decision Making Laboratory I
Fall, Winter, Spring, 1(0-2). May reenroll for a maximum of 3 credits. T E 200A or concurrently, approval of department.
Developmental and systematically guided practice in selective analysis-synthesis of the teaching learning process. Integrates theory, principles and skills from previous courses into applied field experiences.
Approved through Spring 1984.
310A. Teaching Reading in the Primary Grades
Fall, Spring. 3(3-0) TE 203A, TE 207A concurrently. Open only to students in the Multiple Perspectives emphasis or approval of department.

Focuses on the language of primary grade children, what to teach in primary grade reading, and the instructional decisions which must be made when teaching reading at this level. Approved through Spring 1984.

310B. Teaching Reading and Listening
Fall. 3(3-0) TE 313B. Open only to students in the Heterogeneous Classrooms emphasis or approval of department.


310C. Methods for Teaching Reading and Writing
Fall. Winter. 3(3-0) TE 313, TE 317C. Open only to students in the Academic Learning emphasis or approval of department.

Methods of teaching reading and writing in elementary school. Approved through Spring 1984.

310D. Methods of Developmental Reading
Winter. 3(3-0) Open only to students in the Learning Community emphasis or approval of department.

The recognition, algorithm, and application levels of developmental reading are emphasized with secondary emphasis on listening, oral expression, children's literature, writing, higher-level reading, and content area reading. Approved through Spring 1984.

311A. Teaching Reading in the Upper Elementary Grades
Fall, Winter. 3(3-0) TE 310A, TE 370A concurrently. Open only to students in the Multiple Perspectives emphasis or approval of department.

Language of upper grade children, what to teach in upper grade reading, and the instructional decisions which must be made when teaching reading at this level. Approved through Spring 1984.

311B. Teaching Reading and the Expressive Skills of Speaking and Writing
Winter. 3(3-0) TE 310B. Open only to students in the Heterogeneous Classrooms emphasis or approval of department.

Methods of teaching reading, speaking, and writing skills to groups of children with wide heterogeneity of social and cultural backgrounds and intellectual capacities, including those with impairments. Approved through Spring 1984.

311C. Practicum in Reading/Language Arts
Winter. Spring. 3(3-4) TE 310C, TE 315. Open only to students in the Academic Learning emphasis or approval of department.

Students will spend a minimum of two hours per week in an elementary classroom participating in reading instruction, and one hour per week in a college seminar. Approved through Spring 1984.

311D. Methods of Higher Level Reading and Writing
Spring. 3(3-0) Open only to students in the Learning Community emphasis or approval of department.

The recognition, algorithm, and application levels of reading and higher-level reading are emphasized with secondary emphasis on children's literature, listening, oral expression, developmental reading and content area reading. Approved through Spring 1984.

312. Practicum in Developmental and Corrective Reading
(ED 675.) Fall, Winter. Spring. 3(1-4) TE 310. Not open to students with credit in TE 312A or TE 312D.


312A. Reading and Writing for the Exceptional Child
Winter, Spring. 3(3-0) TE 311A, TE 370A concurrently. Open only to students in the Multiple Perspectives emphasis or approval of department.

Focus on remedial and gifted readers. Techniques for managing, organizing, and presenting reading and writing. Approved through Spring 1984.

312B. Integrating Reading and Language within Subject Matter
Fall. 3(3-0) Open only to students in the Learning Community emphasis or approval of department.

Integration of reading and language throughout all subject matter at the application, open-ended, and situation levels. Approved through Spring 1984.

313. Critical Reading and Children's Literature
(ED 325C.) Fall, Winter, Spring, Summer. 3(3-0) TE 200 or TE 200A or TE 200B or TE 200C or TE 200D; TE 305 concurrently. Not open to students with credit in TE 313B or TE 313D.

Development of strategies for helping children to develop critical reading skills through literary experience. Approved through Spring 1984.

313B. Teaching Critical Reading and Children's Literature
Spring. 3(3-0) TE 201B. Open only to students in the Heterogeneous Classrooms emphasis or approval of department.

Methods of teaching print and media literature and critical reading to children through the age of fourteen years, with emphasis on children with diverse needs and interests. Approved through Spring 1984.

313D. Teaching Oral Language and Children's Literature
Fall. 3(3-0) TE 201. Open only to students in the Learning Community emphasis or approval of department.

Literature for children, their responses to it and instructional techniques for developing listening and oral expression abilities and using literature in the elementary and junior high schools. Approved through Spring 1984.

315. Teaching of Mathematics in Elementary Grades
(ED 325E.) Fall, Winter, Spring, Summer. 3(3-0) TE 200 or TE 200A or TE 200B or TE 200C or TE 200D, or TE 305 concurrently, MTH 201. Not open to students with credit in TE 315A, TE 315B, TE 315C or TE 315D.

Prepresents methods and materials for teaching mathematics in the elementary school. Methods and techniques of presenting mathematics content meaningfully to elementary pupils will be illustrated.

315A. Methods of Teaching Elementary School Mathematics
Fall, Spring. 2(1-2) TE 305A, MTH 201. Open only to students in the Multiple Perspectives emphasis or approval of department.

Content and methodology of teaching mathematics in elementary, middle and junior high schools with emphasis on mathematics competency, use of manipulatives, developing strategies and teacher decision making. Approved through Spring 1984.

315B. Teaching Mathematics in Elementary Grades
Fall. 3(3-0) TE 201B; MTH 201 concurrently. Open only to students in the Heterogeneous Classrooms emphasis or approval of department.


315C. Teaching Mathematics in Elementary Grades
Fall, Spring. 3(3-0) TE 205C, MTH 201. Open only to students in the Academic Learning emphasis or approval of department.


315D. Teaching School Mathematics
Fall. 3(2-2) MTH 201. Open only to students in the Learning Community emphasis or approval of department.

Methods and techniques of teaching school mathematics based on a problem solving orientation and the concept of a community context for the learning environment. Approved through Spring 1984.

316. Teaching of Social Studies in Elementary Grades
(ED 325D.) Fall, Winter, Spring, Summer. 3(3-0) TE 200 or TE 200A or TE 200B or TE 200C or TE 200D; three terms of social science; TE 305 concurrently. Not open to students with credit in TE 316B, TE 316C or TE 316D.

To help students develop understanding of philosophy and aims of social studies movement in elementary schools, and ability to further such aims through familiarity with a variety of materials, knowledge of social studies subject matter, and competence in using a variety of methods.

316B. Social Studies Within a Diverse Classroom
Winter. 3(3-0) TE 201B. Open only to students in the Heterogeneous Classrooms emphasis or approval of department.

Teaching of social studies in the diverse classroom. Content and methodology will address gender, mental ability, ethnicity, culture, religious, racial, social class, and physical characteristics. Teaching in field setting. Approved through Spring 1984.
316C. Teaching Social Studies in Elementary Grades
Fall, Winter, Spring. 3 credits. T E 205C. Open only to students in the Academic Learning emphasis or approval of department. Methods and materials for teaching social studies in grades K-8. Stressing use of social science content and methodology in dealing with socially significant issues and problems. Approved through Spring 1984.

316D. Social Studies in a Learning Community
Fall. 3(3-0) T E 101. Open only to students in the Learning Community emphasis or approval of department. Social studies methods and materials with an emphasis on creating and maintaining a learning community and using citizenship as a social studies curriculum organizer. Approved through Spring 1984.

317. Teaching of Language Arts in Elementary Grades
(ED 325B.) Fall, Winter, Spring. Summer, 3 credits. T E 200 or T E 200A or T E 200B or T E 300 concurrently. Not open to students with credit in T E 317C. Course to acquaint prospective elementary teachers with content material and methods in language arts for grades below the seventh.

317C. Foundations for Reading and Writing: Methods for Teaching Oral Language Competencies
Winter, Spring. 3(3-0) T E 205C or concurrently. Open only to students in the Academic Learning emphasis or approval of department. Methods of teaching listening and speaking in the elementary grades. Development of oral skills and their relationship to learning to read and write. Approved through Spring 1984.

318. Teaching Science in the Elementary and Middle School
(ED 327F.) Fall, Winter, Spring. Summer, 3(2-3) T E 200 or T E 200A or T E 200B or T E 300 concurrently. Three terms of natural science. T E 305 concurrently. Not open to students with credit in T E 318B, T E 318C or T E 318D. Extends the science education background of prospective elementary and middle school teachers. Emphasis is placed upon methods and materials for teaching science at the elementary and middle school levels.

318B. Teaching of Science in the Elementary Grades
Fall, Winter. 3 credits. T E 201B. Open only to students in the Heterogeneous Classroom emphasis or approval of department. Teaching of science, using strategies designed for promoting equity with diverse student groups. Students will be introduced to issues in science, learning, and curriculum. Approved through Spring 1984.

318C. Teaching Science in Elementary Grades
Fall, Spring. 3(2-2) T E 205C. Open only to students in the Academic Learning emphasis or approval of department. Belate science subject matter and the nature of science to elementary, middle and junior high school science teaching. Emphasis is placed on methods and materials appropriate for the various grade levels. Approved through Spring 1984.

319. Teaching of Language Arts
(ED 325C.) Fall, 2(2-4) T E 201D. Open only to students in the Learning Community emphasis or approval of department. Methods of teaching language arts in the elementary classroom. Emphasis is placed on the selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and sound educational principles and policies.

320. School Music Instrumental Methods
(ED 325C.) Fall, 3 credits. T E 205C. Instrumental instruction program at elementary level.

321. School Music Vocal Methods
(ED 325H.) Fall, 4(3-2) Approval of the Department of Music. MUS 250.

322. Methods of Teaching-Secondary Subject Areas: Agriculture
(ED 327A.) Fall, Spring, 3 credits. T E 200 or T E 200A or T E 200B or T E 300 concurrently. Specifics of classroom instruction in agriculture. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and sound educational principles and policies.

323. Methods of Teaching-Secondary Subject Areas: Art
(ED 327B.) Fall, Winter, Spring. 3 credits. T E 200 or T E 200A or T E 200B or T E 300 concurrently. Specifics of classroom instruction in art. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and sound educational principles and policies.

324. Methods of Teaching-Secondary Subject Areas: English
(ED 327C.) Fall, Winter, Spring. 3 credits. T E 200 or T E 200A or T E 200B or T E 300 concurrently. Specifics of classroom instruction in English. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and sound educational principles and policies.

325. Methods of Teaching Secondary English
Fall, Spring. 3(3-0) T E 205C. Open only to students in the Academic Learning emphasis or approval of department. Techniques for teaching English literature, language and composition in the schools; curriculum and course design, the writing of goals and objectives, the techniques for assessment. Approved through Spring 1984.

326. Methods of Teaching-Secondary Subject Areas; Areas: Agriculture
(ED 327A.) Fall, Winter, Spring. 3 credits. T E 200 or T E 200A or T E 200B or T E 300 concurrently. Specifics of classroom instruction in agriculture. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and sound educational principles and policies.

327. Methods of Teaching-Secondary Subject Areas: Health
(ED 327F.) Fall, Spring, 3 credits. T E 200 or T E 200A or T E 200B or T E 300 concurrently. Specifics of classroom instruction in health. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and sound educational principles and policies.

328. Methods of Teaching-Secondary Subject Areas; Physical Education
(ED 327G.) Fall, Spring, 3 credits. T E 200 or T E 200A or T E 200B or T E 300 concurrently. Specifics of classroom instruction in physical education. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and sound educational principles and policies.

329. Methods of Teaching-Secondary Subject Areas; Subject Areas: French
(ED 327H.) Fall, Spring, 3 credits. T E 200 or T E 200A or T E 200B or T E 300 concurrently. Specifics of classroom instruction in French. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and sound educational principles and policies.

330. Methods of Teaching-Secondary Subject Areas: Business
(ED 327I.) Fall, Spring, 3 credits. T E 200 or T E 200A or T E 200B or T E 300 concurrently. Specifics of classroom instruction in business. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and sound educational principles and policies.

331. Methods of Teaching-Secondary Subject Areas; Music-Instrumental
(ED 327P.) Fall, Spring, 3 credits. T E 200 or T E 200A or T E 200B or T E 300 concurrently. Specifics of classroom instruction in music-instrumental. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and sound educational principles and policies.

332. Methods of Teaching-Secondary Subject Areas; Music-Performance
(ED 327Q.) Fall, Spring, 3 credits. T E 200 or T E 200A or T E 200B or T E 300 concurrently. Specifics of classroom instruction in music-performance. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and sound educational principles and policies.

Specifics of classroom instruction in music-voice. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and sound educational principles and policies.

337. Methods of Teaching—Secondary Subject Areas: Science (ED 327S.) Fall, Winter. 3(2-2) T E 200 or T E 200A or T E 200B or T E 200C or T E 200D, T E 322 or concurrently. Not open to students with credit in T E 337C.

Classroom instruction in science. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and educational principles and policies.

337C. Methods of Teaching Secondary School Science (ED 327C.) Fall, Spring. 3 credits. T E 200C or T E 200D. Open only to students in the Academic Learning emphasis or approval of department.

Relate science subject matter and the nature of science at the secondary school level. Emphasis is placed on methods and materials appropriate for the various levels. Approved through Spring 1984.

338. Methods of Teaching—Secondary Subject Areas: Social Science and History (ED 327V.) Spring. 3 credits. T E 200 or T E 200A or T E 200B or T E 200C or T E 200D; T E 322 or concurrently. Not open to students with credit in T E 338C.

Specifics of classroom instruction in social sciences and history. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and educational principles and policies.

338C. Methods of Teaching Secondary Social Science and History (ED 327U.) Fall, Spring. 3 credits. T E 200 or T E 200A or T E 200B or T E 200C; T E 322 or concurrently. Not open to students in the Academic Learning emphasis or approval of department.

Classroom instruction in the following subject matter areas: history, geography, government, sociology, economics, psychology, and integrated social studies. Includes objectives, value issues, and evaluation instruments. Approved through Spring 1984.

339. Methods of Teaching—Secondary Subject Areas: Communication (ED 327T) Spring. 3 credits. T E 200 or T E 200A or T E 200B or T E 200C; T E 322 or concurrently.

Specifics of classroom instruction in communication. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and sound educational principles and policies.

340. Methods of Teaching—Secondary Subject Areas: German and Russian (ED 327Y) Fall of odd-numbered years. 3 credits. T E 200 or T E 200A or T E 200B or T E 200C; T E 322 or concurrently.

Specifics of classroom instruction in German and Russian. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and sound educational principles and policies.

350D. School and Community (ED 495.) Spring, 3(3-0) T E 201D. Open only to students in the Learning Community emphasis or approval of department.

Social foundations of education and schooling with emphasis on study of cultural transmission and group behavior in diverse cultural settings. The role and functions of schools as part of community structure. Approved through Spring 1984.

355B. Evaluating Learning Environments (ED 327B) Spring. 3(3-0) T E 201B.

Evaluation of responses to learning among diverse student populations. Dimensions of diversity addressed include culture, ethnicity, race, social class, religion, gender, mental ability, and handicapping conditions. Various learning environments considered. Approved through Spring 1984.

360A. Teacher Decision Making Laboratory I (ED 327S.) Fall, Winter, Spring. 1(0-2) MUS 355. May reenroll for a maximum of 4 credits. T E 260A, approval of department.

Continuation of development and systematically guided practice in reflective analysis-synthesis of the teaching-learning process as a major component in teacher decision making. Approved through Spring 1984.

370A. Professional Practice: Directed Teaching (ED 327R.) Fall, Winter, Spring. 2(0-6) May reenroll for a maximum of 6 credits. T E 270A, approval of department.

A midlevel field-based experience in schools taken concurrently with professional education courses. Students will have opportunities for extended planning, teaching and evaluation under supervision of school and university faculty. Approved through Spring 1984.

370B. Student Teaching (ED 327T.) Fall, Winter, Spring. 1 or 2 credits. May reenroll for a maximum of 5 credits. T E 270B, approval of department.

Provide students with the opportunity to reflect and analyze preceding course content relative to practical application in field setting. Approved through Spring 1984.

370D. Field Experience in Learning Community (ED 481.) Fall, Winter, Spring. 2(1-3) May reenroll for a maximum of 8 credits. Approval of department.

Field experience and discussion, opportunities to observe in school and community settings, practice skills in microteaching, communication, and curricular integration. Students document own professional development and plan teaching internships. Approved through Spring 1984.

406C. Interdisciplinary Learning (ED 327C) Winter, Spring. 3(1-0) T E 470C.

Field course in which students teach an interdisciplinary course in a public school classroom and investigate the nature and value of interdisciplinary learning in school and society. Approved through Spring 1984.

409. Supervising High School Publications (ED 409.) Spring, Summer. 3(3-0) Juniors, seniors. Not open to students in the Multiple Perspective emphasis or approval of department.

Examines the role, functions and structure of high school journalism and the impact of the school newspaper as a journalistic medium. Staff organization, finance, law, function, and editorial policies of high school newspaper and yearbooks. Approved through Fall 1984.
450B. Equity, Stereotypes, and Teaching
Winter. 3(0-0) TE 201B, TE 250B.
Open only to students in the Heterogeneous Classrooms emphasis or approval of department.
Educational equity and teaching practices are mediated by systems of classification. History, law, personal experience shape these systems. Teacher responses to student diversity are analyzed in relation to equity goals.
Approved through Spring 1984.

450C. School and Society
Winter. Spring. 3(0-0) TE 470C. Open only to students in the Academic Learning emphasis or approval of department.
Sociocultural, cultural, and philosophical foundations of education studied as issues that impact the teaching and the learning environment of the school.
Approved through Spring 1984.

470. Student Teaching
(ED 456A.) Fall, Winter, Spring. 15(5-25) May reenroll for a maximum of 30 credits TE 470A, TE 470B, TE 470C, TE 470D to qualify for different area of certification. 2.00 cumulative grade-point average; T E 322 for Secondary Education majors; ASC 477 for Audiology and Speech Sciences majors; approval of department. Applications must be made to the Student Teaching Office as follows: Fall during the previous October; Winter-during the previous February; Spring-during the previous May.
Participation in activities of school and community. Teaching and related activities, observation, and seminar on the problems of teaching. Usually requires students to live in typical Michigan cities for an entire term. A competency-based course.

470A. Student Teaching
Fall, Winter, Spring. 12(4-24) May reenroll for a maximum of 30 credits in TE 470, TE 470A, TE 470B, TE 470C, TE 470D to qualify for different area of certification. Approval of department.
A culminating two-term field experience. Assignment to specific schools for part- or full-time teaching experiences to demonstrate multiple perspectives emphasis area goals and objectives. Students may have to live outside of Lansing.
Approved through Spring 1984.

470B. Student Teaching
Fall, Winter, Spring. 12(4-24) May reenroll for a maximum of 30 credits in TE 470, TE 470A, TE 470B, TE 470C, TE 470D to qualify for different area of certification. TE 370B, approval of department.
Integration of theory and practice related to equitable teaching and learning within the context of heterogeneous classrooms. Students may have to live outside of Lansing.
Approved through Spring 1984.

470C. Student Teaching
Fall, Winter. 15(5-27) May reenroll for a maximum of 30 credits in TE 470, TE 470A, TE 470B, TE 470C, TE 470D to qualify for different area of certification. For Elementary Education majors: TE 306C, TE 311C, TE 312C, TE 316C, TE 318C. For Secondary Education majors: TE 330C or TE 334C or TE 337C or TE 338C. Approval of department.
Integrated field experience for the academic learning emphasis area. Observations and guided classroom teaching under supervision of an experienced teacher and university field supervisors. Students may have to live outside of Lansing.
Approved through Spring 1984.

470D. Student Teaching
Students teach in public or private school classrooms to develop and demonstrate proficiency in skills of teaching. Teaching is augmented by small group discussion with peers, classroom teachers, and faculty. Students may have to live outside of Lansing.
Approved through Spring 1984.

471. Student Teaching
(ED 456B.) Fall, Winter, Spring. 10(3-30) 2.00 cumulative grade-point average; T E 322 for Secondary Education majors; ASC 477 for Audiology and Speech Sciences majors; approval of department. Application must be made to the Student Teaching Office as follows: Fall during the previous October; Winter-during the previous February; Spring-during the previous May.
Participation in activities of school and community. Teaching and related activities, observation, and seminar on the problems of teaching. Usually requires students to live in typical Michigan cities for an entire term. A competency-based course.

472. Student Teaching
(ED 456C.) Fall, Winter, Spring. 10(3-30) TE 470A, TE 470B, TE 470C, TE 470D to qualify for different area of certification. Approval of department.
A culminating two-term field experience. Assignment to specific schools for part- or full-time teaching experiences to demonstrate multiple perspectives emphasis area goals and objectives. Students may have to live outside of Lansing.
Approved through Spring 1984.

473. Student Teaching-Special Education 2nd Term
(ED 456S.) Fall, Winter, Spring. 15(5-25) TE 470A.
School and community participation: Planning, conducting, and evaluating instruction in special education; management techniques; observations and seminars; working with other special education professionals. An off-campus course in selected Michigan locations.

475. Teaching Internship
(ED 446.) Fall, Winter, Spring. 5 to 15 credits. May reenroll for a maximum of 22 credits. TE 334.
Internship teaching experience under the guidance and supervision of intern consultants and other MSU faculty. Involves a variety of activities, including full-time teaching experience in a selected school.

476. Elementary Pre-Intern Seminar
(ED 455.) Winter, Spring, 4(4-0) Approval of department. Completion of Phase 1 of Internship Teaching.
Selected theoretical and clinical educational problems are studied in a field setting as an integrated part of the pre-intern twenty-week block of courses.

492. Seminars in Teacher Education
Fall, Winter, Spring. Summer 1 to 6 credits. May reenroll for a maximum of 8 credits. Approval of department.
Seminars in the various fields of emphasis in teacher education.

492D. Proseminar in Learning Community
Spring. 4(4-0) TE 470D.
Building on the practicum, students select issues or problems of teaching for further study. Research is synthesized and experience reconsidered in addressing these issues in lectures, discussion, and group projects.
Approved through Spring 1984.

801. Classroom Analysis
(ED 839A.) Fall, Winter, Spring. 3(3-0) Admission to M.A. in Classroom Teaching Program (MACT).
Development of procedures and skills essential for analyzing and improving teaching performance. Students will establish programs of self-modification where needed. Offered only in an off-campus setting.

802. Instructional Development
(ED 838B.) Fall, Winter, Spring, Summer. 2 to 4 credits. May reenroll for a maximum of 12 credits. TE 801.
Designed to improve a teacher's effectiveness in classroom instruction through individualized projects. Offered only in an off-campus setting.

803. Classroom Synthesis
(ED 838C.) Fall, Winter, Spring. 3(5-0) TE 802, 36 credits applicable toward the MACT program.
Designed to refine one's personal educational philosophy, and establish long and short-term goals for improvement of teaching effectiveness. Offered only in an off-campus setting.

805. Seminar in Urban Teaching
(ED 805.) Spring. Summer. 2(2-0) Approval of department.
Exploration of literature related to problems, programs, and techniques of effective teaching in urban schools. Importance of student and teacher characteristics and program organization and goals will be assessed as they relate to quality education.

809. Case Studies in Program Evaluation
Winter. 3(3-0) CEP 806. Interdepartmental and administered by the Department of Counseling, Educational Psychology and Special Education.
Analysis of previously conducted program evaluations in terms of decisions evaluators must make about evaluation models, purposes, design, conduct, and reporting.

813. Experiential Teaching and Community/Resources
(ED 855A.) Winter, Summer. 3(3-0) Graduate standing, approval of instructor.
Presentation of Community as a concept basic to an experiential teaching model. Philosophical, psychological, learning and instructional theory related to an experiential model.

814. Application of Community Resources for Learning
(ED 858B.) Fall, Summer. 3(3-0) TE 813 or approval of instructor.
Methods of obtaining, organizing and using community resources in instructional settings. Development of community-based instructional units.
818. Supervision of Student Teaching  
(ED 937A) Fall, Winter, Spring. 3(3-0) Approval of department.
Designed to assist supervising teachers in guidance of student teachers. In addition to a general overview of the problems of student teaching, the following topics will be studied: trends in teacher education, orientation of student teachers to student teaching, responsibilities of the supervising teacher, relationships between supervising teachers and college personnel, conferences with student teachers, and evaluation of student teaching.

830. Educational Equity  
Winter. 3(3-0) Graduate students or approval of instructor.
Historic evolution of the American concept of educational equity as a function of research on the interaction between K-12 pupil performance and pupil family background.

881. Workshops in Teacher Education  
Fall, Winter, Spring. 1 to 6 credits. May reenroll for a maximum of 6 credits. Approval of department.
Laboratory approach which provides opportunities for experienced educational personnel to concentrate their study of common problems in teacher education.

882. Seminars in Teacher Education  
Fall, Winter, Spring. 1 to 9 credits. May reenroll for a maximum of 15 credits. Approval of department.
Seminars in the various fields of emphasis in teacher education.

999. Doctoral Dissertation Research  
Fall, Winter, Spring. Summer. Variable credit. Approval of department.

TELECOMMUNICATION TC

College of Communication Arts and Sciences

210. Telecommunication Process and Effects  
Fall, Winter, Spring. 3(3-0) Sophomores or approval of department.
Human communication processes and behavior as modified by telecommunication. Functions, audiences, and implications of electronic media on society.

230. Basic Telecommunication Technology  
Fall, Winter, Spring. 4(4-0) Sophomores, TC 210, TC 220.
An analysis of technical factors involved in electronic communication: transmission, sound physics and aural technology, light physics, visual behavior and image technology, computer and automation controls, technical telecommunication policy formulation.

280. History of the Motion Picture  
Fall, Winter. 4(2-4) Sophomores.
Development of the motion picture from its beginning to the present, emphasizing social background and cultural values. Screening of significant films from various periods and countries.

301. Basic Audio Production  
Fall, Winter, Spring. 4(2-4) TC 230, majors or approval of department.
Basic orientation to audio and radio studies, with laboratory experiences in production, writing and performance.

302. Basic Video Production  
Fall, Winter, Spring. 4(2-4) TC 230, majors or approval of department.
Basic orientation to video and television studios, with lab experiences in production, writing and performance.

310. Basic Telecommunication Policy  
Fall, Winter. 4(4-0) TC 210, TC 220, TC 230.
Essential U.S. public communication policy is treated through rigorous methodological analysis of case and statutory law, public documents and related primary materials.

325. Telecommunication Program and Production Management  
Winter. 4(4-0) TC 302 or concurrently.
Sources of program material, economics of program market, program regulation, ascertainment of audience needs and interests, formative and summative research, programming strategy, sponsorship, management of production facilities and personnel.

335. Audience Survey and Analysis  
Winter, Spring. 4(4-0) Juniors.
Designing research for the study of telecommunication audiences. Survey research, sampling, questionnaire construction, research administration. Analysis and interpretation of research results. Audience measurement services and feedback systems.