990. Problems in Statistics and Probability
Fall, Winter, Spring, Summer. 1 to 4 credits. May enroll for a maximum of 10 credits. STT 573. Seminar or individual study on an advanced topic in statistics.

995. Topics in Statistics and Probability
Fall, Winter, Spring. 1 to 4 credits. May enroll for a maximum of 36 credits. Nonparametric statistics, multivariate statistical analysis, statistical time series analysis, Bayesian statistics, reliability theory, stochastic approximation, design of experiments, sets of decision problems, stochastic processes, sequential analysis, other topics.

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

STUDIO ART
See Art.

SURGERY SUR

College of Human Medicine

608. Basic Surgery Clerkship
Fall, Winter, Spring, Summer. 6 to 15 credits. May enroll for a maximum of 30 credits. H M 602. An introduction to the surgical patient, stressing surgical diagnosis, pre-operative evaluation and post-operative care. Objectives are designed to help the student attain acceptable levels of surgical competence for physicians.

609. Otolaryngology Clerkship
Fall, Winter, Spring, Summer. 1 to 17 credits. May enroll for a maximum of 34 credits. H M 602. Common otolaryngologic disorders, emergencies, including diagnosis and treatment, and judgments concerning proper management by primary physicians.

610. Plastic Clerkship
Fall, Winter, Spring, Summer. 1 to 17 credits. May enroll for a maximum of 34 credits. H M 602. Principles of wound healing and tissue repair. Indications and applications of plastic procedures.

611. Urology Clerkship
Fall, Winter, Spring, Summer. 1 to 17 credits. May enroll for a maximum of 34 credits. H M 602. Demonstration of clinical manifestations of genito-urinary disease, investigative methods and techniques of diagnosis and management, familiarity with urologic emergencies and performance of basic urologic skills.

613. Orthopedic Clerkship
Fall, Winter, Spring, Summer. 1 to 17 credits. May enroll for a maximum of 34 credits. H M 602. Diagnostic and management information and skills, including emergencies, in common orthopedic problems.

614. Neurosurgery Clerkship
Fall, Winter, Spring, Summer. 1 to 17 credits. May enroll for a maximum of 34 credits. H M 602. A hospital-based experience to provide the student with familiarity with the field and understanding of the contribution of neurosurgery in medicine generally.

615. Ophthalmology Clerkship
Fall, Winter, Spring, Summer. 1 to 17 credits. May enroll for a maximum of 34 credits. H M 602. Development of skills and knowledge in ophthalmoscopy, neuro-ophthalmology, visual function, and management of problems such as glaucoma, the red eye, and trauma.

616. Thoracic Surgery Clerkship
Fall, Winter, Spring, Summer. 1 to 17 credits. May enroll for a maximum of 34 credits. H M 602. Problem-solving in thoracic medicine and surgery, also stressing pulmonary physiology, use of diagnostic tools and tests, and indications for surgical procedures.

618. Anesthesiology Clerkship
Fall, Winter, Spring, Summer. 4 to 16 credits. May enroll for a maximum of 16 credits. H M 602. Introduces common anesthetic agents and provides opportunity for performing anesthetic procedures under faculty supervision.

619. General Surgery Elective Clerkship
Fall, Winter, Spring, Summer. 4 to 16 credits. May enroll for a maximum of 16 credits. H M 602 and SUR 608. Experiences in clinical general surgery.

620. Advanced Surgery Clerkship
Fall, Winter, Spring, Summer. 6 to 8 credits. May enroll for a maximum of 16 credits. SUR 608; MED 608. Focus on advanced clinical and surgical skills. Students have more responsibility for patient care and direct learning to specific topics in general or subspecialty surgery. Clerkship options vary by community.

621. Nutritional Care of Surgical Patients
Fall, Winter, Spring, Summer. 4 to 12 credits. SUR 608, MED 608, approval of instructor. Clinical experience on the Nutrition Team in dealing with surgical and medical patients requiring therapeutic nutrition as a result of metabolic derangement and nutritional deficiencies. Major emphasis on nutritional assessment and formulation of plans of management through intravenous support.

TEACHER EDUCATION

101. Exploring Teaching (ED 101A.) Fall, Winter, Spring. 3(2-3)
Examination of the manifest and hidden curriculum in classrooms; the multiple purposes of schooling; individual reasons for choosing teaching; participant/observation in a local classroom required.

200. Individual and the School (ED 200.) Fall, Winter, Spring. 3(2-0) Not open to students with credit in TE 200A, T E 200B, T E 200C or T E 200D.
Major psychological factors in the school learning-teaching situation; concepts in human development related to problems in the school situation; teacher's role in motivation, conceptual learning, problem solving, and the development of emotional behavior, attitudes and values, learning of skills, retention and transfer, and measurement of student abilities and achievement.

200A. Educational Psychology for Teacher Decision Making (ED 200A.) Fall, Winter. 3(2-3) Open only to students in Multiple Perspectives emphasis or approval of department. Principles and theories of learning and development and the ways these ideas may be used to make teaching decisions.

200B. Educational Psychology of Individual Differences in Classrooms (ED 200B.) Winter. 3(3-0) Open only to students in Heterogeneous Classrooms emphasis or approval of department. Educational psychology foundations of the range of diverse capabilities and characteristics found among school children and the implications of these differences for instruction.

200C. Learning of School Subjects (ED 200C.) Fall, Winter. 3(2-2) Open only to students in Academic Learning emphasis or approval of department. Theories of knowledge and learning that explain and justify the teaching of school subjects in elementary and secondary schools.

20D. Personal and Social Dimensions of Teaching (ED 20D.) Fall. 3(3-0) Open only to students in Learning Community emphasis or approval of department. Theory and practice of the personal and social dimensions of teaching, including communication skills, interpersonal and group dynamics, and personal educational philosophy.

201B. Instructional Implications of Individual Differences (ED 201B.) Spring. 2(2-0) Open only to students in 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.

201D. Student Learning and Development (ED 201D.) Fall. 3(3-0) 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.

SYSTEMS SCIENCE

See Electrical Engineering and Systems Science.
205C. Curriculum for Academic Learning Winter, 3-3(0) Open only to students in Academic Learning emphasis or approval of department.

Effects of curriculum on teaching and learning. Analysis of curriculum content, organization, and teaching methods. Evaluation of teaching methods that focus on individual and group differences in learning. The role of the teacher in the curriculum process. Trends and issues in curriculum development.

219A. Classroom Organization and Management of Diverse Pupils Winter, 2-1(2) Open only to students in Multiple Perspectives emphasis or approval of department.

Knowledge and skills related to effective decision making for classroom management and instruction. Development of teacher leadership behaviors for developing classroom environments conducive to learning.

250B. Social Organization of Diversity in School and Society (ED 450B). Winter, 3-3(0) Open only to students in Heterogeneous Classrooms emphasis or approval of department.

Social and cultural organization of learning and teaching: institutional context; reducing inequalities and increasing learning in classrooms diverse in social class, race, ethnicity, and gender of students; observation of classrooms.

250A. Teacher Decision Making Laboratory I Fall, 2-1(2) Open only to students in Multiple Perspectives emphasis or approval of department.

Developmental and systematically guided practice in reflective analysis of the teaching-learning process. Integrates theory, principles, and skills from previous courses into applied field experiences.

270A. Professional Practice: Field Experience Fall, Winter, Spring, 1-1(2) May renew for a maximum of 3 credits. Open only to students in Multiple Perspectives emphasis or approval of department.

A field-based experience in elementary, middle, or high school taken concurrently with related professional education courses. Emphasizes observation, interviews, practice teaching skills specific to the professional education courses and aide tasks.

270B. Field Practice: Teaching in Heterogeneous Classrooms Fall, Winter, Spring, 1-1(2) May renew for a maximum of 3 credits. Open only to students in Heterogeneous Classrooms emphasis or approval of department.

Field course integrating knowledge and practice of classroom management, planning for instruction, interpreting research into practice, oral and written communication skills for the teacher in the heterogeneous classroom.

305A. Generic Methods of Teaching Writing Spring, 3-1(2) Open only to students in Multiple Perspectives emphasis or approval of department.

Teaching strategies and instructional models for all subject matter and K-12 grade level designations. Teacher decision-making as it affects curriculum development and instructional planning is stressed.

306C. Interdisciplinary Elementary Curriculum Fall, 3-2(2) Open only to students in Academic Learning emphasis or approval of department.

Consideration of open-ended social, scientific, and institutional problems that draw on the concepts and skills of the major curricular areas for their solution. Field experience is required.

307A. Integrated Elementary Methods: Science, Social Studies, Language Arts, Mathematics Fall, 3-2(2) Open only to students in Multiple Perspectives emphasis or approval of department.

Methods of teaching elementary, middle, and junior high school science in an integrated context with social studies, language arts, and mathematics through the use of unified themes. Participation in microteaching, whole class teaching, and field trip.

310A. Teaching Reading in the Primary Grades Fall, 3-3(0) Open only to students in Heterogeneous Classrooms emphasis or approval of department.

Focus on the principles of reading instruction, 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.

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

Methods of teaching reading and writing in elementary school.

311A. Practicum in Reading/Backgrounds of Learning Winter, 3-3(0) Open only to students in Multiple Perspectives emphasis or approval of department.

Focus on reading comprehension, on 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.

311B. Teaching Reading and the Expressive Skills of Speaking and Writing Winter, 3-3(0) Open only to students in 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.

311C. Practicum in Reading/Language Arts Fall, Winter, Spring, 3-3(0) Open only to students in Academic Learning emphasis or approval of department.

Application of principles of classroom instruction and management in teaching reading and language arts.

311D. Methods of Critical Reading and Writing Winter, 3-3(0) Open only to students in Learning Community emphasis or approval of department.

Application of principles of classroom instruction and management in teaching reading and writing.

312. Practicum in Developmental and Corrective Reading (ED 475) Fall, Winter, Spring, 3-1(4) T E 316. Not open to students with credit in T E 312A or T E 312D.

Application of instructional principles introduced in T E 316 in an off-campus setting.

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

Focus on disabled and gifted readers. Techniques for managing, organizing, and presenting reading instruction in combination with other aspects of the language arts.

Teacher Education — Descriptions of Courses
312D. Integrating Reading and Language within Subject Matter
Spring, 3(3-0) Open only to students in Learning Community emphasis or approval of department.
Integration of reading and language throughout all subject matter at the application, open-ended, and situation levels.

313. Critical Reading and Children's Literature
(ED 325C.) Fall, Winter, Spring, Summer (3(3-0) or 3(2-2)) T E 200 or T E 200A or T E 200B or T E 200C or T E 200D; T E 305 concurrently. Not open to students with credit in T E 313B or T E 313D.
Development of strategies for helping children to develop critical reading skills through literary experience.

313B. Teaching Critical Reading of Children's Literature
Spring, 3(0-0) Open only to students in Heterogeneous Classrooms emphasis or approval of department.
Methods of teaching print and media literature and critical reading to children, preschool to fourth grade, with emphasis on children with diverse needs and interests.

313D. Teaching Oral Language and Children's Literature
Fall. 3(0-0) Open only to students in 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.

315. Teaching of Mathematics in Elementary Grades
(ED 325E.) Fall, Winter, Spring, Summer, 3(3-0) T E 200 or T E 200A or T E 200B or T E 200C or T E 200D; T E 305 concurrently. Not open to students with credit in T E 315A or T E 315B or T E 315C or T E 315D.
Present 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
Winter, 2(1-2) MTH 201, open only to students in Multiple Perspectives emphasis or approval of department.
Content and methodology of teaching mathematics in elementary-middle (junior high) schools with emphasis on mathematical competencies, use of manipulatives, developing strategies and teacher decision making.

315B. Mathematics for Elementary Grades
Fall, 3(3-0) MTH 201. Open only to students in Heterogeneous Classrooms emphasis or approval of department.
Methods of teaching mathematics in elementary grades. Emphasis will be on the diverse interests, needs, abilities, attitudes and anxieties of children learning elementary school mathematics.

315C. Mathematics for Elementary Grades
Winter, 3(3-0) MTH 201. Open only to students in Academic Learning emphasis or approval of department.
Methods of teaching mathematics in grades K-8. Emphasis will be on the content, teaching strategies, and assessment techniques necessary for teaching mathematics in elementary classrooms.

315D. Teaching School Mathematics
Spring, 3(2-3) MTH 201. Open only to students in 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.

316. Teaching of Social Studies in Elementary Grades
(ED 325D.) Fall, Winter, Spring, Summer, 3(3-0) T E 200 or T E 200A or T E 200B or T E 200C; T E 305 concurrently. Not open to students with credit in T E 316B, T E 316C or T E 316D.
To help students develop understanding of philosophical and aims of social studies movement in elementary schools, and ability to foster such aims through familiar means 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(0-0) Open only to students in 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, religion, race, social status, and physical characteristics. Teaching in field setting.

316C. Teaching Social Studies in Elementary Grades
Fall, 3(0-0) Open only to students in Academic Learning emphasis or approval of department.
Methods and materials for teaching social studies in grades K-8. Emphasis on teaching methods and materials for teaching science at the elementary and middle school levels.

316D. Social Studies in a Learning Community
Winter, 3(0-0) 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.

317. Teaching of Language Arts in Elementary Grades
(ED 327.) Fall, Winter, Spring, Summer, 3(3-0) T E 200 or T E 200A or T E 200B or T E 200C or T E 200D; T E 305 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
Winter, 3(0-0) Open only to students in Academic Learning emphasis or approval of department.
Methods of teaching listening and speaking in the elementary school. Emphasis on the development of oral skills and their relationship to learning to read and write.

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 200C or T E 200D; 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, 3(0-0) Open only to students in Heterogeneous Classrooms 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.

318C. Teaching Science in Elementary Grades
Spring, 3(0-0) Open only to students in Academic Learning emphasis or approval of department.
Relate science subject matter and the nature of science to elementary and middle school science teaching. Emphasis is placed upon methods and materials appropriate for the various grade levels.

318D. Science Methods for Learning Community
Fall, 3(0-0) Open only to students in Learning Community emphasis or approval of department.
Methods of teaching science in learning community classrooms. Activities include microteaching or selected whole class teaching, modeling of science teaching strategies, discussions and out-of-class assignments. Integration and development of classroom groups are emphasized.

320. School Music Instrumental Methods
(ED 325G.) Fall, 3(2-2) Instrumental music major; MUS 230.
Instrumental instruction program at elementary level.

321. School Music Vocal Methods
(ED 325H.) Fall, 4(2-2) Approval of the Department of Music; MUS 230.
Basic instrumental program in primary and intermediate grades.

322. Methods of Teaching—Secondary Subject Areas: Agriculture
(ED 327G.) Fall, Winter, Spring, 2(2-2) T E 200: taken prior to or concurrently with a subject area methods course. Not open to students with credit in T E 200C or T E 200A.
Instructional issues common to all subject areas. Selection of instructional techniques based on teacher values and belief systems, learner needs and characteristics, and sound education principles and policies.

323. Methods of Teaching—Secondary Subject Areas: Agriculture
(ED 327A.) Fall, Spring, 3 credits, T E 200 or T E 200A or T E 200C; T E 322 or T E 200C or T E 200A 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.
Teacher Education— Descriptions of Courses

324. Methods of Teaching—Secondary Subject Areas: Art
   (ED 327B) Spring, 3 credits. T E 200 or T E 200A, T E 322 or T E 305A or concurrently, STA 303, STA 320.
   Specifies 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.

326. Methods of Teaching—Secondary Subject Areas: English
   (ED 327T) Fall, Spring, 3 credits, T E 200 or T E 200A or T E 200C; T E 322 or T E 305C or concurrently; Not open to students with credit in T E 206C.
   Specifies 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.

328. Methods of Teaching—Secondary Subject Areas: Romance Languages
   (ED 327E) Fall, 3 credits, T E 200 or T E 200C; T E 200A or T E 200C; T E 322 or T E 305C or concurrently. Not open to students with credit in T E 206C.
   Specifies of classroom instruction in romance languages. 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: Health
   (ED 327H) Spring, 3 credits, T E 200 or T E 200C; T E 200A or T E 200C; T E 322 or T E 305C or concurrently.
   Specifies 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.

330. Methods of Teaching—Secondary Subject Areas: Personal and Physical Education
   (ED 327C) Fall, Spring, 3 credits, T E 200 or T E 200A or T E 200C; T E 322 or T E 305C or concurrently, and two credits from HPE 341, HPE 342, and HPE 344.
   Specifies 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.

331. Methods of Teaching—Secondary Subject Areas: Home Economics
   (ED 327K) Fall, Spring, 3 credits, T E 200 or T E 200A or T E 200C; T E 322 or T E 305C or concurrently.
   Specifies of classroom instruction in home economics. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and sound educational principles and policies.

334. Methods of Teaching—Secondary Subject Areas: Mathematics
   (ED 327M) Spring, 3 credits, T E 200 or T E 200A or T E 200C; T E 322 or T E 305C or T E 305A or concurrently, Not open to students with credit in T E 324C.
   Specifies of classroom instruction in mathematics. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and sound educational principles and policies.

335. Methods of Teaching—Secondary Subject Areas: Music—Instrumental
   (ED 327F) Winter, 3 credits, T E 200 or T E 200A or T E 200C; T E 322 or T E 305C or concurrently; MUS 250.
   Specifies 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.

336. Methods of Teaching—Secondary Subject Areas: Music—Voice
   (ED 327R) Winter, 3 credits, T E 200 or T E 200A or T E 200C; T E 200C or T E 205C or concurrently.
   Specifies 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 and History
   (ED 327W) Fall, Spring, 3 credits, T E 200 or T E 200A or T E 200C; T E 322 or T E 305C or concurrently.
   Specifies of classroom instruction in science and history. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and educational principles and policies.

338. Methods of Teaching—Secondary Subject Areas: Social Science and History
   (ED 327U) Spring, 3 credits, T E 200 or T E 200A or T E 200C; T E 322 or T E 305C or concurrently.
   Specifies 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.

339. Methods of Teaching—Secondary Subject Areas: Communication
   (ED 327J) Spring, 3 credits, T E 200 or T E 200A or T E 200C; T E 322 or T E 305C or concurrently.
   Specifies 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 327V) Fall of odd-numbered years, 3 credits, T E 200 or T E 200A or T E 200C; T E 322 or T E 305C or T E 305A or concurrently.
   Specifies 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.

347A. Introduction to Driver and Traffic Education
   (ED 329F, EAC 332A) Fall, Spring, 4(3-2) Valid driver's license. Introduction to and need of analysis of the driving task. Theory and practical application will be provided.

350D. School and Community
   Winter, 3(3-0) Open only to students in 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.

355B. Evaluating Learning Environments
   Spring, 3(2-0) Open only to students in Heterogeneous Classrooms emphasis or approval of department.
   Evaluation of school 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.

360A. Teacher Decision Making Laboratory II
   Fall, Winter, Spring, 1(0-2) May reenroll for a maximum of 3 credits. Open only to students enrolled in Multiple Perspectives emphasis or approval of department.
   Continuation of developmental and systematically guided practice in reflective analysis-synthesis of the teaching-learning process as a major component in teacher decision making.

370A. Professional Practice: Directed Teaching
   Fall, Winter, Spring, 1 to 3 credits. May reenroll for a maximum of 8 credits. Open only to students enrolled in Multiple Perspectives emphasis or approval of department.
   A single level field based experience in schools taken concurrently with related professional education courses. Students will have opportunities for extended planning, teaching and evaluation under supervision of school and university faculty.

370B. Directed Teaching
   Fall, Winter, Spring, 1 to 4 credits. May reenroll for a maximum of 10 credits. Open only to students in Learning Community emphasis or approval of department.
   Provides students with the opportunity to reflect and analyze preceding course content relative to practical application in a field setting.

370D. Directed Teaching in Learning Community
   Fall, Winter, Spring, 1 to 4 credits. May reenroll for a maximum of 10 credits. Open only to students in Learning Community emphasis or approval of department.
   Field experience and discussion opportunities to plan, instruct and critique in school settings. Practice skills through microteaching, communication, and curricular integration. Students document own professional development and prepare for teaching internships.

401. Sociology of Education
   (ED 401) Winter, 4(4-0) SOC 241, Interdepartmental with and administered by the Department of Sociology.
   School as a social institution, school-community relations, social control of education, and structure of school society.

400C. Interdisciplinary Learning
   Winter, 3(3-0) Open only to students in Academic Learning emphasis or approval of department.
   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.
Descriptions — Teacher Education of Courses

409. Supervising High School Publications (ED 448.) Spring, Summer. 3(3-0) Juniors, non-majors. Interdepartmental with and administered by the School of Journalism. Staff organization, finance, law, function, and editorial policies of school newspaper and yearbooks.

412. Reading in the Content Areas of the Secondary Level (ED 485.) Fall, Winter, Spring. 5 credits. Approaches to instruction. The process of reading and learning from text. Applications in subject areas including identification of reading-reasoning processes in content area subjects, assessment, and instructional procedures. Field trips may be required.


432. Organization and Administration of Driver and Traffic Education (ED 429., EAC 432.) Fall, Summer. 3(3-0) T E 347A. Examination of the aims, objectives and role of laboratory programs in driver and traffic education. Directed laboratory experiences with new drivers will be provided.

433. Science Instruction in Selected Areas for Elementary and Middle School Teachers (ED 470.) Summer. 3(3-0) May reenroll for a maximum of 6 credits. T E 347A. Extends instructional techniques and knowledge of teaching materials in various science-related curricula for elementary and middle school children. Limited to examination of selected topics during any one term.

442. Principles and Practices in Home Economics (ED 442.) Spring. 3(3-0) T E 470. Analysis of the student teaching experience. Professional expectations, role of the teacher, and scope of home economics programs.

444. Museum as an Educational Tool (ED 481.) Spring. 4(4-0) Juniors. The museum as an educational tool. Classroom preparation for the museum experience. Museum strategies including dioramas, collections, models, exhibits and reconstructions. Application of museum strategies to other educational settings.

446A. Teaching Science with Microcomputers Winter. Summer. 3(3-0) CEP 434. Interdepartmental with the Department of Counseling, Educational Psychology and Special Education. Survey and critique of software available for science instruction; students adapt generic and create original microcomputer routines and/or teaching strategies for use in science teaching.

446B. Teaching Social Studies with Microcomputers Winter. Summer. 3(3-0) CEP 434. Interdepartmental with the Department of Counseling, Educational Psychology and Special Education. Survey and critique of software available for social studies instruction; students adapt generic and create original microcomputer routines for use in social studies teaching.

450. School and Society (ED 450.) Fall, Winter, Spring. 5(3-0) T E 200 or T E 200A or T E 200B or T E 200C, T E 322, T E 450A, T E 450B. Study of the structure, function and purposes of educational institutions. Course provides options for students in meeting professional needs recognized in directed teaching and desired before entering full professional practice.

450A. Structures, Functions and Purposes of Schools Fall. 3(3-0) Open to students in Multiple Perspectives emphasis or approval of department. Examines the role, functions and structure of schools as these impact teachers as decision makers, as continually developing professionals, and as members of the total school/community environment. Field trips may be required.

450B. Equity, Stereotypes, and Teaching Winter. 3(3-0) Open only to students in Heterogeneous Classrooms emphasis or approval of department. Conceptual and empirical analyses of equity issues affecting learning, including ways teachers can promote equity among students differing in social class, race, ethnicity, gender, and handicapping conditions.

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

470. Student Teaching (ED 480A.) Fall, Winter, Spring. 15(5-5-5) May reenroll for a maximum of 30 credits in T E 470, T E 470A, T E 470B, T E 470C, T E 470D to qualify for a different area of certification. 2.00 cumulative grade-point average; T E 322 for Secondary Education majors; T E 472 for Audiology and Speech Sciences majors; approval of department. Applications must be made to the Student Teaching Office as follows: Fall — during 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.

470A. Student Teaching Fall, Winter, Spring. 2 to 15 credits. May reenroll for a maximum of 30 credits in T E 470, T E 470A, T E 470B, T E 470C, T E 470D to qualify for a different area of certification. Open only to students in Multiple Perspectives emphasis or approval of department. A culminating field experience. Assignment to specific schools for part- or full-time teaching responsibilities to demonstrate emphasis area goals and objectives. Students may have to reside outside of Lansing.

470B. Student Teaching Fall, Winter, Spring. 12(4-4-4) May reenroll for a maximum of 30 credits in T E 470, T E 470A, T E 470B, T E 470C, T E 470D to qualify for a different area of certification. Open only to students in Heterogeneous Classrooms emphasis or approval of department. Integration of theory and practice related to equitable teaching and learning within the context of heterogeneous classrooms. May require students to live away from campus for entire term.

470C. Student Teaching Fall, Winter, Spring. 15(8-8-7) May reenroll for a maximum of 30 credits in T E 470, T E 470A, T E 470B, T E 470C, T E 470D to qualify for a different area of certification. Open only to students in Academic Learning emphasis or approval of department. Integrated field experience. Observations and guided classroom teaching under supervision of an experienced teacher and university field supervisors. Students may have to live outside of Lansing.
470D. Student Teaching
Winter. 12/3-27) May reenroll for a maximum of 10 credits in T E 470. T E 470A, T E 470B, T E 470C, T E 470D to qualify for a different area of certification. Open only to students enrolled in Learning Community emphasis or approval of department.
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.

471. Student Teaching
(ED 439B.) Fall, Winter, Spring, 5(3-6) 2.00 cumulative grade-point average. T E 472 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 436C.) Fall, Winter, Spring, 10(3-20) T E 471. 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.

473. Student Teaching-Special Education 2nd Term
School and community participation: Planning, conducting, and evaluating instruction in special education; management techniques; observation and seminars; working with other special education professionals. An off-campus course in selected Michigan locations.

480D. Proseminar in Learning Community
(T E 482D.) Spring, 2(2) Open only to students in Learning Community emphasis or approval of department. 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.

482. 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.

483. Readings and Independent Study in Teacher Education
(430.) Fall, Winter, Spring, Summer. 1 to 8 credits. May reenroll for a maximum of 8 credits. Juniors, approval of department. Study on an individual basis in the various fields of emphasis in teacher education.

484. Field Experience in Teacher Education
(440.) Fall, Winter, Spring, Summer. 1 to 8 credits. May reenroll for a maximum of 12 credits. Approval of department. Supervised undergraduates.

560. Critical Issues in Education
(ED 800, EAC 800.) Fall, Winter, Spring, Summer. 3(3-0) Approval of department.
Problem analysis of timely issues in education analyzing their legal, historical, sociological, and philosophical dimensions. Attention centered on problems of continuing concern. Particular attention devoted to the role of the teaching profession in issues involving public policy.

561A. Seminars in Social and Philosophical Foundations of Education: Philosophy of Education
(ED 801A, EAC 801A.) Fall, Winter, Spring, Summer. 3(3-0) Approval of department.
Identification of underlying philosophical problems in education. Use of philosophical methodologies in resolving these problems. Development of a consistent personal philosophy of education.

561B. Seminars in Social and Philosophical Foundations of Education: Modern Philosophies of Education
(ED 801B, EAC 801B.) Spring. 3(3-0) T E 801A.
Critical analysis and evaluation of leading modern philosophies of education and their implications for practice, such as: existentialism, idealism, perennialism, realism, reconstructionism.

561C. Seminars in Social and Philosophical Foundations of Education: Social Criticism and Education
(ED 801D, EAC 801C.) Fall. 3(3-0) T E 801A.
Approval of department.
Educational implications of critical analyses of contemporary society. Particular attention given to discrepancies between ideologies and practice. Building school programs designed to cope with cultural inadequacies.

562A. Education in the U.S.
(ED 802A, EAC 802.) Fall, Spring. 3(2-4)
Passed English Language Center examination or approval of department.
Designed to provide first term foreign students in graduate programs with theoretical and experiential background in American education.

563A. Comparative and International Education
(ED 804, EAC 802A.) Spring. 3(3-0) Approval of department.
Objectives, content, methodology, research problems of comparative and international education analyzed. Social and cultural forces affecting educational planning and institution building studied. Agencies involved in international education identified.

563B. Comparative Foundations of Education: Education in Industrialized Societies
(ED 804F, EAC 802B.) Fall. 3(3-0) Approval of department. Interdepartmental with the Department of Sociology.
Comparative study of the policies, practices and social content of educational systems in major industrialized countries, such as Canada, England, France, Germany, Japan, Soviet Union, Sweden.

803C. Historical and Comparative Foundations of Education: Education in the Non-Western World
(ED 804A, EAC 804C.) Winter. 3(3-0) Approval of department.
Comparative study of educational systems and philosophies of Asian and African countries to gain insight into the American educational system. Visiting foreign educators.

804A. Historical and Comparative Foundations of Education: History of American Education
(ED 804A, EAC 804A.) Winter. 3(3-0) Approval of department.
Development of educational thought and practice in the United States. Importance of cultural influences. A critical examination of progress toward educational goals. Implications of historical background for present problems.

805. Seminar in Urban Teaching
(ED 805.) Spring, Summer. 3(3-0) 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.

806. Educational Equity
(830.) 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.

809. Case Studies in Program Evaluation
Winter. 3(3-0) CEP 808. Interdepartmental with and administered by the Department of Counseling, Educational Psychology and Special Education.
Analysis of previously conducted program evaluation in terms of decisions evaluators must make about evaluation models, purposes, design, conduct, and reporting.

810A. Principles of Curriculum Improvement
(ED 820, EAC 810A.) Fall, Winter, Spring, Summer. 3(3-0) Experience in teaching; approval of department.
Principles of curriculum improvement will be developed through the critical analysis of practices found in public schools.

810C. Curriculum Construction
(ED 821A, EAC 816C.) Fall, Winter, Spring. 3(3-0) T E 810A.
Approaches to curriculum construction; organization and function of personnel; initiating and evaluating curriculum change; curriculum research.

811A. Classroom Management and Organization
Fall, Summer. 3(3-0) Teaching experience or approval of department.
The research base and conceptual framework for the preventive aspects of classroom management: planning of rules, procedures and classroom activities; skills and strategies for developing student control of behavior.
811B. Analysis of Classroom Discipline Problems
Spring, 3(3-0) Teaching experience or approval of department; T E 811A or T E 811C.
Research base and conceptual framework for solving discipline problems in classrooms, based on analysis of teacher preferred leadership style, type of student discipline problem, and effects of teacher responses.

811C. Developing Effective Classroom Groups
Winter, Summer, 3(3-0) Classroom teaching experience or approval of department.
Research findings and implications for developing classroom groups.

812A. Elementary School Curriculum
(ED 861., EAC 812A.) Fall, Winter, Summer, 3(3-0) Regular admission to graduate program and approval of department.
Curriculum definition as related to purposes of the elementary school, foundations and rationale for curriculum study, revision, and improvements; procedures and organizational aspects of curriculum planning, key components of new educational curricular designs.

812C. Seminar in Middle School Curriculum
(ED 852D., EAC 812C.) Spring, Summer, 3(3-0)
Contrasting patterns of programs for early adolescents, age range and characteristics of middle school pupils problems and potential of the middle school.

812E. The Secondary School: Role, Function and Structure
(ED 871., EAC 812E.) Fall, Winter, Summer, 3(3-0) Teaching experience in secondary school classrooms.
Examines the role, function and structure of various secondary schools. Emphasizes the relationships that do and should exist with other segments of the educational enterprise as well as with external agencies, organizations and institutions.

813A. Experiential Teaching and Community/Resource
(ED 856A., 812.) 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.

813B. Application of Community Resources for Learning
(ED 856B, 814.) Fall, Summer, 3(3-0) T E 810A or approval of instructor.
Methods of obtaining, organizing and using community resources in instructional settings. Development of community-based instructional units.

814A. Elementary Education Trends and Current Research
(ED 862., EAC 814A.) Fall, Spring, Summer, 3(3-0) Completion of 27 credits of graduate coursework on a regular program and approval of department.
Advanced graduate students (those nearing completion of the M.A. program or on the doctoral program) are given an opportunity to explore current research activities.

814C. The American Secondary School Student
Fall, Spring, Summer, 3(3-0) Teaching experience in secondary school classrooms.
Focuses upon the issues and problems confronting the secondary school student as an adolescent and/or young adult. Attention is given to the relevance of school curricular and staff competencies to meeting these needs of secondary students. Emphasis will be placed on developing guidelines for needed change.

816A. Creativity in Education
(ED 856., EAC 816A.) Fall, 3(3-0) Teaching experience.
Definitions, manifestations, processes and theories of creativity, experiences with modes of creative expression and problem solving techniques. Development and application to the education profession. Field trips may be required.

816C. Futuristics and Education
(ED 857., EAC 816C.) Spring, Summer, 3(3-0) Teaching experience.
Current developments in the field, promising trends of creativity, experiences with modes of creative expression and problem solving techniques. Development of concepts, materials and programs related to education in and for the future. Proposed methodology for the future.

816E. Instructional Simulation
(ED 823., EAC 816E.) Fall, Summer, 3(3-0) Teaching experience.
Examination of simulation methods, applications, and evaluation of such programs. Interdepartmental simulation program with the Department of Educational Administration.
Design and use of simulations and instructional games in the curriculum for development of social skills, values and affects.

816G. Development and Definitions, manifestations, processes and theories of creativity, experiences with modes of creative expression and problem solving techniques. Teaching experience.

816H. Teaching for Cross-Cultural Perspective
(EAC 816H.) Summer, 6(4-4) Approval of department.
A workshop offered in appropriate locations, usually overseas, to study and experience the problems, issues and instructional opportunities confronting the teacher or consulting specialist in 'culture learning.'

818M. Curriculum and Styles of Education
Winter, Summer, 3(3-0) Teaching experience, graduate student or approval of instructor.
Relates selected research on and models of educational styles to curriculum and instruction. Techniques for accommodating various learners, styles through planned changes in curriculum and instruction.

818A. Introduction to Education of Gifted Students
(ED 899L., EAC 818A.) Fall, Summer, 3(3-0) Graduate students.
History and theory of educating gifted students. Current developments in the field, promising programs and practices.
822E. Trends and Issues in Language Arts
(ED 849... EAC 822E.) Fall, Spring
of odd-numbered years. 3(3-0) T E 822A.

824A. Methods and Materials in Children's Literature
(ED 808... EAC 824A.) Fall, Winter,
Spring, Summer. 3(3-0) Undergraduate course in children's literature, graduate students.

824C. Trends and Issues in Children's Literature
(ED 853... EAC 824C.) Winter and
Summer of odd-numbered years. 3(3-0) T E 824A.

824E. The Teaching of Critical Reading
(ED 864... EAC 824E.) Winter and
Summer of even-numbered years. 3(3-0) T E 824A.

824F. Literature for Young Children
Spring of even-numbered years. 3(3-0)
Approval of instructor.

824G. Illustrations in Children's Books
(ED 893... EAC 824G.) Sprng of even-
numbered years; Summer every three years. 3(3-0) T E 824A.

826A. Specialized Methods and Materials for Teaching Elementary Science
(ED 848... EAC 826A.) Fall, Spring,
Summer. 3(3-0) Experience in teaching; approval of department.

826B. Social Studies for Gifted Students
(EAC 834B.) Fall, Spring, 3(3-0)
Undergraduate social studies methods course. Approval of instructor.

826C. Seminar in Elementary Science Education I
(ED 847... EAC 826C.) Winter, Summer.
3(3-0) T E 826A or T E 315 or approval of department.

826E. Individual Problems in Elementary and Middle School Science Education
(ED 848... EAC 826E.) Fall, Winter,
Spring, Summer. 1 to 3 credits. May reenroll for a maximum of 6 credits. T E 826A or T E 826C: experience in teaching.

826F. Methods and Materials in Elementary Science Education
(ED 849... EAC 826F.) Fall, Winter,
Spring, Summer. 3(3-0) T E 826F or T E 826G: experience in teaching.

828A. Teaching Elementary School Mathematics
(ED 833... EAC 828A.) Fall. Summer.
3(3-0) Experience in teaching and approval of department.

828C. Teaching Elementary School Arithmetic
(ED 835... EAC 828C.) Winter, Summer
of even-numbered years. 3(3-0) Experience in teaching and approval of department.

830A. Teaching Elementary School Social Studies
(ED 810... EAC 830A.) Fall, Winter,
Summer. 3(3-0) Experience in teaching and approval of department.

830B. Social Studies Curriculum K-12
(ED 826... EAC 830B.) Winter, Summer.
3(3-0) Teaching experience.

830C. Social Studies Curriculum K-12
(ED 826... EAC 830C.) Winter, Summer.
3(3-0) Teaching experience.

830D. Law Focused Education: Methods and Materials for the Social Studies
(ED 840... EAC 830D.) Winter, Summer.
3(3-0) Undergraduate course in Social Studies methods or approval of instructor.

830E. Research in Education for Business
(ED 842... EAC 830E.) Winter, Summer.
2 to 8 credits. Prior course in research or approval of department.

838A. Principles and Practices in Education for Business
(ED 842... EAC 838A.) Summer of even-numbered years. 3(3-0)
Needs and goals in education for training for business, marketing, general business, and economic education; program structure, professional and youth organizations; related legislation and historical background.

838C. Contemporary Issues in Education for Business
(ED 842... EAC 838C.) Summer of odd-numbered years. 3(3-0) Twenty-four graduate credits or approval of department.

838E. Driver and Traffic Education: Motor Vehicle Administration
(ED 841... EAC 838E.) Fall of even-
umbered years. 3(3-0)
Functions of motor vehicle administration in highway traffic administration. Driver licen­ sing, motor vehicle inspection, vehicle testing, and registration, and financial responsibility as legal and administrative methods of driver and vehicle control.

838F. Driver and Traffic Education: Principles of Traffic Communications
(ED 841... EAC 838F.) Winter of odd-
umbered years. 3(3-0)
Specialized problems involved in traffic safety communications in a transportation centered society. Design and manipulation of the communication process to better understand and influence driver behavior. Planning public information and community support programs.

839A. Instruction in Business Marketing Subjects
(ED 849... EAC 839A.) Summer.
3(3-0) Experience in teaching.

839B. Business Marketing Subjects
(ED 849... EAC 839B.) Summer.
3(3-0) Experience in teaching.

839C. Business Marketing Subjects
(ED 849... EAC 839C.) Summer.
3(3-0) Experience in teaching.

839D. Business Marketing Subjects
(ED 849... EAC 839D.) Summer.
3(3-0) Experience in teaching.

839E. Business Marketing Subjects
(ED 849... EAC 839E.) Summer.
3(3-0) Experience in teaching.

839F. Business Marketing Subjects
(ED 849... EAC 839F.) Summer.
3(3-0) Experience in teaching.

839G. Business Marketing Subjects
(ED 849... EAC 839G.) Summer.
3(3-0) Experience in teaching.

839H. Business Marketing Subjects
(ED 849... EAC 839H.) Summer.
3(3-0) Experience in teaching.

839I. Business Marketing Subjects
(ED 849... EAC 839I.) Summer.
3(3-0) Experience in teaching.

839J. Business Marketing Subjects
(ED 849... EAC 839J.) Summer.
3(3-0) Experience in teaching.

839K. Business Marketing Subjects
(ED 849... EAC 839K.) Summer.
3(3-0) Experience in teaching.

839L. Business Marketing Subjects
(ED 849... EAC 839L.) Summer.
3(3-0) Experience in teaching.

839M. Business Marketing Subjects
(ED 849... EAC 839M.) Summer.
3(3-0) Experience in teaching.

839N. Business Marketing Subjects
(ED 849... EAC 839N.) Summer.
3(3-0) Experience in teaching.

839O. Business Marketing Subjects
(ED 849... EAC 839O.) Summer.
3(3-0) Experience in teaching.

839P. Business Marketing Subjects
(ED 849... EAC 839P.) Summer.
3(3-0) Experience in teaching.

839Q. Business Marketing Subjects
(ED 849... EAC 839Q.) Summer.
3(3-0) Experience in teaching.

839R. Business Marketing Subjects
(ED 849... EAC 839R.) Summer.
3(3-0) Experience in teaching.

839S. Business Marketing Subjects
(ED 849... EAC 839S.) Summer.
3(3-0) Experience in teaching.

839T. Business Marketing Subjects
(ED 849... EAC 839T.) Summer.
3(3-0) Experience in teaching.

839U. Business Marketing Subjects
(ED 849... EAC 839U.) Summer.
3(3-0) Experience in teaching.

839V. Business Marketing Subjects
(ED 849... EAC 839V.) Summer.
3(3-0) Experience in teaching.

839W. Business Marketing Subjects
(ED 849... EAC 839W.) Summer.
3(3-0) Experience in teaching.

839X. Business Marketing Subjects
(ED 849... EAC 839X.) Summer.
3(3-0) Experience in teaching.

839Y. Business Marketing Subjects
(ED 849... EAC 839Y.) Summer.
3(3-0) Experience in teaching.

839Z. Business Marketing Subjects
(ED 849... EAC 839Z.) Summer.
3(3-0) Experience in teaching.

840A. Driver and Traffic Education: Innovations in Driver and Traffic Education.
(ED 841A... EAC 838A.) Fall of odd-
umbered years. 3(3-0)
Explanation of the broad spectrum of innovations in driver and traffic education. Particular emphasis will be placed on their adoption and application for improving classroom and laboratory instruction.
Course Descriptions — Teacher Education of Courses

840A. Program Development in Business and Marketing Education: Curriculum
(ED 842A., EAC 840A.) Fall, Summer of even-numbered years. 3(3-0) Twelve graduate credits in Business or Vocational Education or approval of department.
Criteria for planning and organizing vocational or approval of department. business;

840C. Program Development in Business and Marketing Education: Strategies and Structure
(ED 843B., EAC 840C.) Winter. Summer of odd-numbered years. 3(3-0) Approval of department.
The initiation of new classroom systems. The scope and sequence of systems; their design, curriculum and instructional content, and institutional objectives. Emphasis on follow up and evaluation design.

840E. Program Development in Business and Marketing Education: Contemporary Problems
(ED 843C., EAC 840E.) Fall, Spring. 2 credits. May enroll for a maximum of 6 credits. Approval of department.
Focus as needed on current issues and problems; curriculum development projects; contemporary research. Emphasis on individual investigations and writing.

840M. Instruction in Business and Marketing Education: Information Processing
(EAC 840M.) Fall, Winter, Spring. 3(2-2) Experience in teaching.
Improving instructional processes through research findings, readings, and experience:
Objectives, scope and sequence, diagnosis of learning difficulties, selecting learning activities, evaluating achievement, selecting materials, media and equipment.

846A. Administration of Vocational Education Programs
(ED 853B., EAC 846A.) Spring. Summer of odd-numbered years. 3(3-0) Twelve graduate credits in Education or approval of department.
Application of principles of administration to the administration of vocational and technical education programs in public and private institutions and federal, state and local educational agencies. Emphasizes competencies required in planning, managing, and evaluating vocational programs.

846C. Coordination in Occupational Training Programs
(ED 852E., EAC 846C.) Spring. Summer of odd-numbered years. 3(3-0) Approval of department.
Analysis of objectives and scope of distributive, office, trade and industrial cooperative education programs; apprenticeship, and general education work experience. Emphasizes organization and administration, instructional procedures, coordination techniques, club activities, and evaluation of cooperative occupational education.

842A. Principles and Programs of Vocational and Practical Arts
(ED 822B., EAC 842A.) Fall. Summer of even-numbered years. 3(3-0) Principles of vocational and technical education, comprehensive school program characteristics, program planning. Special emphasis is given to programs in agriculture, distributive, health, home economics, industrial, and office education. For vocational and practical arts teachers and local coordinators and directors of programs.

842C. Work Experience in the Curriculum
(ED 821C., EAC 842C.) Winter. 3(3-0)
Work environment in schools, colleges, agencies and business and industry; educational objectives and outcomes, administrative aspects of work experience programs, research in the field.

842E. Current Issues and Developments in Occupational Education
(ED 822E., EAC 842E.) Winter. Summer of odd-numbered years. 3(3-0) Issues and problems in occupational education. Special emphasis on the emerging role of governmental and private agencies in human resource development. Designed for majors in fields other than vocational education.

844A. Curriculum Construction in Industrial Education
(ED 822G., EAC 844A.) Fall. Summer of even-numbered years. 3(3-0) Approval of department.
Selection of general and specialized areas of study in junior and senior high school and adult industrial education courses. Industrial problems, their relation to a particular community and its needs in relation to instruction.

844C. Occupational Analysis and Course Construction in Vocational Education
(ED 822F., EAC 844C.) Winter. Summer of even-numbered years. 3(3-0) Approval of department.
Techniques of analyzing an occupation to determine the processes; instructional units and curricular arrangements.

844E. Instructional Materials in Vocational and Practical Arts Education
(ED 831D., EAC 844E.) Fall. Summer of even-numbered years. 3(0-0) Approval of department.
For teachers of agriculture, business, home economics, industrial arts and vocational-industrial education. Selection, preparation and use of distinctive materials that characterize shop and laboratory instruction.

844G. Developing Occupational Curricula in Two-Year Colleges
(ED 822S., EAC 844G.) Fall. Summer of even-numbered years. 3(3-0) T E 842A. EAD 805E or approval of department.
Occupational curriculum development and course construction. Developmental projects involving community college faculty, student, and employers. For prospective teachers and administrative personnel in two-year colleges.

845A. Evaluation of Programs of Vocational and Practical Arts Education
(ED 855A., EAC 845A.) Spring. Summer of odd-numbered years. 3(3-0) Approval of department.
Evaluation principles and practices in the specialized areas of agricultural, business, and industrial education.

845C. Current Research and Development in Vocational Education
(ED 855C., EAC 845C.) Spring. 3(0-0) CEP 803 or approval of instructor.
Current research and development concepts and practices.

850. Supervision of Student Teaching
(ED 837A., 815.) Summer. 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.

856. Perspectives in Curriculum and Teaching
Fall, Winter, Spring. 3(3-0) Students in curriculum and teaching or approval of instructor.
Teacher knowledge, beliefs, and practices bearing on educational problems. Research, observation and introspection are used to stimulate teachers' professional growth about contextual features, goals, and participants in education.

870. Classroom Analysis
(ED 858A., 801.) Fall, Winter, Spring. 3(3-0) Admission to M.A. in Classroom Teaching Program (MAC). 
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.

871. Instructional Development
(ED 853B., 802.) Fall, Winter, Spring. 3(3-0) T E 570.
Designed to improve a teacher's effectiveness in classroom instruction through individualized projects. Offered only in an off-campus setting.

872. Classroom Synthesis
(ED 858C., 803.) Fall, Winter, Spring. 3(3-0) T E 571. 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.

875. Seminar on Classroom Instruction in Reading Comprehension
Winter. 3(3-0) Approval of department.
Research on classroom teaching and on reading comprehension, with implications for classroom instruction in reading comprehension.
81. Workshops in Curriculum and Teaching
Fall, Winter, Spring, Summer. 1 to 6 credits. May reenroll for a maximum of 6 credits. Approval of department.
Laboratory approach which provides opportunity for educators to examine common areas of interest in curriculum, teaching, and teacher education.

82. Seminars in Curriculum and Teaching (MTC)
Fall, Winter, Spring, Summer. 1 to 9 credits. May reenroll for a maximum of 15 credits if different topics are taken. Approval of department.
Seminars in the various fields of emphasis in curriculum, teaching, and teacher education.

83. Readings and Independent Study in Curriculum and Teaching
Fall, Winter, Spring, Summer. 1 to 6 credits. May reenroll for a maximum of 15 credits. Approval of department.
Individual or group study in the various areas of curriculum, teaching, and teacher education.

84. Laboratory and Field Experiences in Curriculum and Teaching
Fall, Winter, Spring, Summer. 1 to 9 credits. May reenroll for a maximum of 15 credits. Approval of department.
Supervised graduate practicums, observations, internships, and externships in the various areas of curriculum, teaching, and teacher education.

85. Master’s Thesis Research
Fall, Winter, Summer. 2 to 12 credits. May reenroll for a maximum of 12 credits. Approval of department.

901. Educational Sociology: Seminar
(ED 901.) Fall, Winter, Spring. 3 or 4 credits. Approval of department. Interdepartmental with and administered by the Department of Sociology.

910. Seminar: Curriculum Competencies and Careers
(ED 923., EAC 910A.) Fall. 3(3-0) Doctoral students in curriculum or approval of department.

910C. Seminar: Curriculum Issues
(ED 924., EAC 910C.) Spring. 3(3-0) Doctoral students in curriculum or approval of department.
In-depth exploration of the nature, history and significance of several perennial issues such as curriculum balance and curriculum control. Overview of selected current and probable future issues.

910E. Curriculum Research Seminar
(ED 921., EAC 910E.) Spring. 3(3-0) TE 8180, CEP 803.
Identification of researchable variables in the curriculum of an educational institution or program. Design of descriptive, evaluative and experimental studies within ongoing complex social systems.

910G. Seminar: Curriculum Innovation
(ED 925., EAC 910G.) Summer. 3(3-0) Doctoral students in curriculum or approval of department.
Theories of and models for curriculum innovation and change. Use of models to effect change. Analysis and evaluation of past and present curriculum innovations. Characteristics and roles of change agents.

910K. Comparative Curriculum Studies
(ED 942., EAC-910K.) Winter. 3(3-0) Admission of students in Education.
Comparative study of global issues related to curriculum practices and designs.

910M. Seminar in Curriculum Theory
(EAC 910M.) Winter, Summer. 3(3-0) TE 8101, T E 910B.
Examination of the historical, philosophical and epistemological foundations of the study of curriculum, especially comparing major positions about educational purpose and appropriate structure of learning experiences.

913. Seminar in Research on Teaching
(ED 913., 924.) Winter. 3(3-0) Approval of instructor. Interdepartmental with and administered by the Department of Counseling, Educational Psychology and Special Education.
Critical survey of five approaches to research on teaching. Students develop a framework for organizing the literature, methods, and issues in the field.

916. Staff Development and the Realities of Teaching
Fall, 3(3-0) Doctoral Prosensern Sequence in Teacher Education or approval of instructor. Interdepartmental with the Department of Educational Administration.

917. Cognitive Theories of Knowledge Acquisition
Winter of even-numbered years. 3(3-0) CEP 811 or CEP 813 or approval of instructor. Interdepartmental with and administered by the Department of Counseling, Educational Psychology and Special Education.
Cognitive research and theories about the growth of knowledge in academic disciplines and the acquisition of disciplinary knowledge by elementary and secondary school students.

918. Teacher Assessment and Development
(ED 977.) Fall. 3(3-0) Completion of 27 credits at graduate level.
Concepts of teacher assessment, techniques and instruments for analysis of teaching, current assessment practices, and strategies for teacher development based on needs.

919. Psychology and Pedagogy of Reading
Fall, Spring. 3(3-0) CEP 811, T E 920A, CEP 915, or approval of instructor. Interdepartmental with and administered by the Department of Counseling, Educational Psychology and Special Education.
Psychological foundations of reading process, and instruction in reading. Cognitive processes and implications for models of reading are emphasized.

920A. Research Methods for Studying Teaching Effects I
Fall. 3(3-0) Admission to doctoral program in education-related field.
Methods, theoretical perspectives and recent research about teaching effects on student outcomes.

920B. Research Methods for Studying Teaching Effects II
Winter. 3(3-0) T E 920A.
Data collection and data analysis methods for research on teaching effects.

920C. Research Methods for Studying Teaching Effects III
Spring. 3(3-0) T E 920B.
Development of research proposal for research on teaching effects; development, piloting, and revision of data collection methods.

921. Fieldwork Research in Educational Settings I
(ED 976A.) Fall. 4(4-0) Approval of instructor.
Substantive and methodological issues in planning and conducting fieldwork research in educational settings. Knowledge and skills necessary to evaluate quality of fieldwork research. Critical review of examples of research reports.

922. Fieldwork Research in Educational Settings II
(ED 976B.) Winter. 4(3-3) T E 921, approval of instructor.
Supervised fieldwork research in educational settings. Techniques of data collection and analysis. Research question formation, entry, evidence, and ethics.

923. Fieldwork Research in Educational Settings III
(ED 976C.) Spring. 4(4-0) T E 922, approval of instructor.
Supervised analysis and reporting of fieldwork research data. Literature review, model construction, analysis of field notes and other data. Preparing narrative reports addressed to scientific audiences and to audiences of practitioners.

928. Conceptual Foundations of Educational Research
Fall. 3(3-0) Approval of instructor. Interdepartmental with the Department of Counseling, Educational Psychology and Special Education.
Epistemology and ideology in educational research. Analysis of concepts of method, causation, objectivity and subjectivity in historical perspective.

930. Educational Selection: Characteristics and Consequences of Student Assessment
Winter of odd-numbered years. 3(3-0) Doctoral student or approval of instructor.
Influence of assessment and selection of students on the shaping of student learning, educational trajectory, and access to social position.
939. **Policy and Legal Issues in Testing**
   - Winter. 3 (3-0) CLP 401. Interdepartmental with the Department of Counseling, Educational Psychology and Special Education.
   - Public policy and legal issues concerning the use of standardized testing to make critical decisions about individuals in American public education.

970. **Proseminar: The Contexts of the Teaching Profession**
   - Fall. 3 (3-0) T E doctoral students or approval of instructor.
   - Analysis of the multiple contexts (social, institutional, policy) in which teaching takes place. Themes include: societal expectations for schools, work environment of teaching and effects of public policy on teaching. Approved through Summer 1987.

972. **Proseminar: The Teacher as Learner**
   - Spring. 3 (3-0) T E 971.

975. **Seminar: The Purposes and Effects of Schooling**
   - Fall; every third Summer beginning 1987. 3(3-0) Admission to doctoral program in teacher education or approval of instructor.
   - Analysis of national and international perspectives on schooling which show educational aspirations. Implications of different purposes of schooling for curricula, teaching force composition, pedagogical strategies, organizational arrangements, and student outcomes.

976. **Seminar: Improving the Quality of Teaching**
   - Winter; every third Summer beginning 1988. 3(3-0) Admission to doctoral program in teacher education or approval of instructor.
   - Consideration of various disciplines, historical and current accounts, and comparative research to improve the quality of teaching through changes in working conditions, formal teacher education, and school curricula.

977. **Seminar: Consequences of Educational Reform**
   - Spring; every third Summer beginning 1989. 3(3-0) Admission to doctoral program in teacher education or approval of instructor.
   - Multiple and conflicting sources, processes, and consequences of reform in educational policies and practices. Legislative and legal, curricular, institutional, professional, societal, and cross-cultural considerations.

982. **Seminar in Teacher Education**
   - Fall, Winter, Spring, Summer. 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.

983. **Readings and Independent Study in Curriculum, Teaching, and Educational Policy**
   - Fall, Winter, Spring, Summer. 1 to 6 credits. May reenroll for a maximum of 15 credits. Approval of department.
   - Individual or group study in the various doctoral emphasis areas of curriculum, teaching, and educational policy.

984. **Laboratory and Field Experience in Curriculum, Teaching, and Educational Policy**
   - Fall, Winter, Spring, Summer. 1 to 9 credits. May reenroll for a maximum of 15 credits. Approval of department.
   - Supervised graduate practicum, observations, internships, externships in the various doctoral emphasis areas of curriculum, teaching, and educational policy.

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

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**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.

220. **History and Economics of Telecommunication**
   - Fall, Winter, Spring, Summer. 4(3-2)
   - Sophomores, EC 201. Students must either score at a level on the MSU Algebra Placement Exam to qualify for MTH 108 or successfully complete MTH 0231-1043.
   - Institutional and cultural development and underlying economic principles of the telecommunication field, including broadcast programs.

230. **Basic Telecommunication Technology**
   - Fall, Winter, Spring, Summer. 4(4-0)
   - Sophomores, TC 210, TC 220, CPS 115.
   - 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, Spring. 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.

300. **The Effects of Mass Communication**
   - Fall, Winter, Spring, Summer. 4(4-0)
   - Interdepartmental with the Department of Communication.
   - Major social effects of mass media on audience behavior. Political communication, Media effects on children. Message strategies producing attitude change. Interrelationship between mass media and interpersonal communication. Decision making in mass media.

301. **Basic Audio Production**
   - Fall, Winter, Spring. 4(2-4)
   - Basic orientation to audio and radio studios, 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.

315. **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.

350. **Advanced Audio Production**
   - Fall, Winter. 4(2-4) TC 301 and approval of department.
   - Advanced audio production techniques including operation of signal processing equipment and multi-track recorder. Lecture and studio assignments culminate in multi-track studio middown.

351. **Television Studio Production**
   - Fall, Spring. 4(2-4) TC 302, approval of department.
   - Advanced television crew operations. Writing and production of programs directed by students in TC 451.

356. **Television Directing**
   - Fall, Winter, Spring, Summer. 4(2-4)
   - TC 302 and approval of department.
   - Television producing and directing methods with assigned experiences in the television studio.

369. **The Documentary Film**
   - Spring. 4(2-4) TC 280.
   - History of documentary film and analysis of documentary types, providing a solid basis for the understanding and evaluation of the nonfiction film. Screening of significant films.

399. **Telecommunication Internship**
   - Fall, Winter, Spring, Summer. 1 to 5 credits. May reenroll for a maximum of 10 credits.
   - Telecommunication juniors and seniors; approval of department.
   - Internship in a telecommunication studio or in a government agency or business.

401. **Telecommunication Management**
   - Fall, Spring. 4(4-0) TC 310, Juniors.
   - Sales, ratings, facility organization, departmental functions, management duties, promotion, market analysis, programming and program formats. Short case studies are used to illustrate topical areas.