Courses with an asterisk (*) have not been approved by the University Committee on Curriculum.
337*. Methods of Teaching-Secondary
Subject Areas: Science
Fall, 2(2-0)
R: Candidates for secondary teacher certification
Classroom instruction in science. Selection of instructional techniques based on recognized course objectives, needs and characteristics of learners, and educational principles and policies.
QA: TE337

338*. Methods of Teaching-Secondary
Subject Areas: Social Science & History
Fall, 2(2-0)
R: Candidates for secondary certification
Issues of classroom instruction in social sciences and history. Selection of instructional techniques based on complementation, needs and characteristics of learners, and educational principles and policies.
QA: TE338

401*. Crafting Teaching Practice(W)
Fall, 6(4-6)
P: TE302 R: Education

402*. Designing and Studying Practices
Spring, 6(4-6)
P: TE401 R: Education

403*. Subject-Specific Instructional Methods
Fall, Spring, 2(2-0)
Classroom instruction in secondary grades in specific subject areas. Selection of instructional techniques based on course objectives, needs and characteristics of learners, and sound educational principles and practices.
QA: TE320 TE321 TE323 TE324 TE328 TE334 TE339

406*. Interdisciplinary Learning
Fall, Spring, 2(1-3)
R: Teacher certification candidates/Academic Learning emphasis
Interdisciplinary teaching, curriculum, and learning in elementary and secondary schools.
QA: TE406C

412*. Reading in the Content Areas of the Secondary Level
Fall, Spring, 2(3-3)
R: Secondary certification candidates
Reading and learning from text. Applications in subject areas including identification of reading-reading strategies in content areas, assessment, and instructional procedures.
QA: TE412 TE412A

450*. School and Society
Fall, Spring, 2 to 3 credits.
R: Teacher certification candidates
Structure, function, and purposes of educational institutions. Emphasis on issues of diversity, equity, and access to knowledge.
QA: TE450 TE450A TE450B TE450C

470*. Student Teaching
Fall, Spring, 1 to 10 credits. May reenroll for a maximum of 10 credits.
R: Teacher certification candidates
Extended experience in K-12 classrooms to demonstrate proficiency in teaching. Learning to teach and nature of teaching practice.
QA: TE470 TE470A TE470B TE470C TE470D

473*. Elementary Student Teaching: Special Education
Fall, Spring, 1 to 10 credits. May reenroll for a maximum of 10 credits.
R: Candidates for special education teaching certification
Special education student teaching in elementary schools. Planning, implementing and evaluating instruction. Individualized Educational Planning and multidisciplinary exercises.
QA: TE473

474*. Secondary Student Teaching: Special Education
Special Education student teaching in secondary school settings: full-time practicum experience includes planning, implementing and evaluating instruction; participation in IEP Committees and multidisciplinary planning exercises.
QA: TE474

480*. Seminar in Learning Community
Spring, 1(0)
R: Elementary certification candidates/Learning Comm emphasis
Action research on problems of teaching practice based on research field experience in program.
QA: TE480D

489*. Reading and Independent Study in Teacher Education
Fall, Spring, Summer, 1 to 6 credits.
May reenroll for a maximum of 6 credits.
R: Candidates for teacher certification
Individual or small group study of the practice of teaching.

491*. Special Topics in Teacher Education
Fall, Spring, Summer, 1 to 6 credits.
May reenroll for a maximum of 6 credits.
R: Candidates for teacher certification
Seminar about aspects of teaching practice and inquiry into practice.
QA: TE492

494*. Field Experience in Teacher Education
Fall, Spring, 1 to 10 credits. May reenroll for a maximum of 10 credits.
Supervised practice and/or observations in educational settings.
QA: TE494

501*. Internship in Teaching Diverse Learners
Fall, 1(2-2)
P: TE402 C: TE802, TE803 R: Open only to students seeking teacher certification
Directed teaching internship with diverse learners. Creating learning communities in heterogeneous classrooms that include diverse and special education students.
QA: TE402
Courses are subject to revision and final approval.

TEACHER EDUCATION

810*. History of American Education
Spring of odd-numbered years. 3(3-0)
R: Open only to M.A. and Ph.D. students
QA: TE803A TE803B

811*. Philosophy and Issues in Education
Fall, Spring. 3(3-0)
R: Open only to M.A. and Ph.D. students
Categories and nomenclature of philosophy of education. Distinctions and analytic tools used in evaluating current educational goals, practices, issues, and forces.
QA: TE800 TE801A

812*. Sociological Inquiry into Education
Spring of even-numbered years. 3(3-0)
R: Open only to M.A. and Ph.D. students
Sociological inquiry into schooling, teaching, and learning. Relationships of educational organizations and practices to social structure, systems, and institutions.
QA: SOC901 TE901

815*. Comparative Analysis of Educational Practice
Fall of even-numbered years. 3(3-0)
R: Open only to M.A. and Ph.D. students
QA: TE803A TE803B

Fall of odd-numbered years. 3(3-0)
R: Open only to M.A. and Ph.D. students
Comparative analysis of change in educational concepts, policies and practices. Contributions of concepts and policies in education to transformation of societies, politics, and economies.

818*. Curriculum and schooling in social context
Fall, Spring. 3(3-0)
R: Open only to M.A. and Ph.D. students
Philosophical, social, and historical foundations of curriculum. Issues and practices across subject matters, grades, school, settings. Moral consequences of curriculum decisions for teaching and learning, and for teachers and students.
QA: TE810A

820*. Power and Pluralism in Practice
Spring of odd-numbered years. 3(3-0)
R: Open only to M.A. and Ph.D. students
Connections between schools and diversity, inequality and power in society. Genesis and consequences of school policies for diverse learners.

821*. Race and Educational Policy in the United States
Spring of even-numbered years. 3(3-0)
R: Open only to M.A. and Ph.D. students
Educational policy and practice in relation to race in the US and efforts to effect change. Racially-sensitive curricular and instructional practices.

822*. Issues of Culture in Classroom and Curriculum
Fall of odd-numbered years. 3(3-0)
R: Open only to M.A. and Ph.D. students
Socio-cultural contexts and functions of schooling. Schools and classrooms as cultural systems. Cultural diversity in education. Students' cultural backgrounds in relation to curriculum. Developing effective multicultural curricula for all students.
QA: TE806

823*. Learning Communities and Equity
Spring of even-numbered years. 3(3-0)
R: Open only to M.A. and Ph.D. students
Cooperative grouping and heterogeneous learning teams. Impact of learning communities and impact on school curricula.
QA: TE 811A TE811B TE 811C

825*. Diverse Learners and Learning Subject Matter
Spring, Summer. 3(3-0)
R: Open only to Masters and Doctoral students
Multiple perspectives on teaching subject matter to diverse learners. Investigations of texts, curricula, and pedagogical approaches that support meaningful learning. Subject-specific issues related to classroom diversity.

826*. Instructional Alternatives for Diverse Learners
3(3-0)
Alternative instructional approaches to teaching diverse learners. Implications of pedagogy and classroom organization. Relation of one's own practices and beliefs to intended decision making.

830*. Designing Interdisciplinary Curricula
Spring. 3(3-0)
R: Open only to M.A. and Ph.D. students
Historical and conceptual analyses of ways to design, organize, and integrate curricula across subject areas. Evaluation and application of defensible criteria for planning and teaching interdisciplinary curricula.

831*. Teaching School Subject Matter with Technology
Fall, Summer. 3(3-0)
R: Open only to M.A. and Ph.D. students
QA: TE446A CEP446A TE446B CEP446B

840*. Prospective I: Historical Bases of Literacy Instruction
Fall. 3(3-0)
R: Open only to students in literacy instruction M.A. program
Historical foundations of literacy instruction with emphasis on scholarly writing about relationships between language processes and schooling.
QA: TE819A TE819B

841*. Prospective II: Psychological Bases of Literacy Instruction
Spring. 3(3-0)
P: TE840 R: Open only to students in the M.A. literacy instruction program
Psychological foundations of literacy instruction, including models, theories, psychological processes, social and contextual factors, and text features.
QA: TE819B TE819C

842*. Advanced Methods of Elementary School Reading
Fall, Summer. 3(3-0)
R: Masters and/or Ph.D.
Methods and materials for teaching developmental and content area reading in grades K-8.
QA: TE820A

843*. Reading, Writing, and Reasoning in Secondary School Subjects
Spring. 3(3-0)
R: Masters and/or Ph.D.
Knowledge and methodology for teaching language, literacy, and thinking in secondary school subject areas.
QA: TE820C TE820D

844*. Classroom Literacy Assessment
Fall. 3(3-0)
R: Masters and/or Ph.D.
Knowledge and methodology about ongoing and summative types of classroom assessment in oral language, reading, and writing at the elementary and secondary levels.
QA: CEP920E CEP920G

845*. Language Diversity and Literacy Instruction
Fall. 3(3-0)
R: Masters and/or Ph.D.
Comparative study of first and second language acquisition and instructional implications for literacy teachers of students with diverse language backgrounds.

846*. Issues of Research and Practice in Literacy Instruction
Spring. 3(3-0)
R: Open only to students in M.A. in Literacy Instruction program. Open only to LI Instruction students who have passed exams. Synthesis and application of knowledge acquired through consideration of current research and issues from practice.
QA: TE820K

847*. Advanced Methods for Teaching Language Arts
Fall. 3(3-0)
R: Masters and/or Ph.D.
Methods and materials for teaching listening, speaking, reading, and writing with emphasis on language development across the curriculum.
QA: TE822A

848*. Methods of Writing Instruction
Spring of even-numbered years. 3(3-0)
P: TE847 R: Masters and Doctoral students
Rationale and methods for writing instruction from pre-writing through drafting and editing.
QP: TE822A QA: TE822C

849*. Methods and Materials for Teaching Childhood and Adolescent Literature
Fall of odd-numbered years, Summer of even-numbered years. 3(3-0)
R: Open only to Masters and Doctoral students
Evaluation and utilization of various genres and elements of literature for children and adolescents (ages 4-18) with focus on literature in K-12 schools.
QA: TE824A TE824B TE824C TE824F TE824G
Courses subject to revision and final approval.

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850*. Critical Reading for Children and Adolescents
Fall of even-numbered years. 3(3-0)
P: TE549 R: Open only to Masters and Doctoral students
Teaching and learning of critical and aesthetic responsiveness to literature for K-12 students.
QP: TE 824A QA: TE 824E

851*. Literacy for the Young Child in Home and School
Spring of odd-numbered years. 3(3-0)
P: TE549 R: Open only to Masters and Doctoral students
Literacy development in children from early infancy through age six with emphasis on evaluation and utilization of literature for young children.
QP: TE 824A QA: TE 824E

855*. Teaching School Mathematics
3(3-0)
R: Open only to M.A. and Ph.D. students
Methods, materials, activities and content important to teaching mathematics. Emphasis on conceptual understanding, growth of mathematical ideas, implications for lesson development, teaching diverse learners, and evaluating student learning.

858*. Alternatives in School Mathematics Curriculum
Spring, Summer. 3(3-0)
R: Open only to M.A. and Ph.D. students
Multiple perspectives on alternatives in school mathematics curriculum. Selection, appraisal, and uses of materials in the classroom. Representation of selected mathematical content for diverse learners.

871*. Organizational Leadership in Education
Fall. 3(3-0)
R: Open only to M.A. and Ph.D. students
Leadership and management of educational organizations. Traditions involved in cultivating school leadership.

872*. Teachers as Teacher Educators
Spring. 3(3-0)
R: Open only to M.A. and Ph.D. students
Helping novice teachers learn to teach. What beginning teachers need to learn. Experienced teachers’ contribution to professional development and school change.

884A*. American Culture and Education (MTC)
Spring. 3(3-0)
R: Open only to M.A. and Ph.D. students
Interdisciplinary study of the connections among American culture and literature and politics over time in U.S. history. Focus on the common school, progressive, and civil rights era.

883*. Seminars in Literacy Instruction (MTC)
Fall, Spring, Summer. 1 to 4 credits.
May enroll for a maximum of 9 credits.
R: Open only to M.A. and Ph.D. students
Seminars in the various fields of emphasis in literacy instruction.

882A*. Special Topics in Teaching Subject Matter to Diverse Learners
Fall, Spring, Summer. 1 to 6 credits.
May enroll for a maximum of 9 credits.
R: Open only to M.A. and Ph.D. students
Issues related to teaching K-12 school subjects to diverse learners.

882*. Seminars in Curriculum and Teaching (MTC)
Fall, Spring, Summer. 1 to 4 credits.
May enroll for a maximum of 9 credits.
R: Open only to M.A. and Ph.D. students
Seminars in the various fields of emphasis in curriculum, teaching, and schooling.

883B*. Children’s Classics and Award Books
Spring of odd-numbered years. 3(3-0)
P: TE547 R: Open only to Masters and Doctoral students
Oral language development forms the foundation for literacy learning. Methods of instruction in oral language, as well as their research foundations, constitute the course.
QP: TE 822B

883C*. Comprehension Instruction in the Classroom
Spring of odd-numbered years. 3(3-0)
P: TE541, TE942 R: Open only to graduate students
Reading processes. Instruction in comprehension. Effectiveness of various approaches to developing comprehension.
QP: TE 824A

890*. Reading and Independent Study in Curriculum and Teaching
Fall, Spring, Summer. 3 to 6 credits.
May enroll for a maximum of 9 credits.
R: Open only to M.A. and Ph.D. students
Individual or group study in the various fields of emphasis in curriculum, teaching, and schooling.

891A*. Special Topics in Teaching Subject Matter to Diverse Learners
Fall, Spring, Summer. 1 to 6 credits.
May enroll for a maximum of 9 credits.
R: Open only to M.A. and Ph.D. students
Issues related to teaching K-12 school subjects to diverse learners.
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## Courses are subject to revision and final approval.

### Descriptions of Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
<th>Credits</th>
<th>Semester(s)</th>
<th>Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>891B*</td>
<td>Special Topics in Social Studies Education</td>
<td>Fall, Spring, Summer</td>
<td>1-4</td>
<td></td>
<td>May reenroll for a maximum of 9 credits. R: Open only to M.A. and Ph.D. students. Issues related to teaching social studies in K-12 schools.</td>
</tr>
<tr>
<td>891C*</td>
<td>Special Topics in Literacy Instruction</td>
<td>Fall, Spring, Summer</td>
<td>1-4</td>
<td></td>
<td>May reenroll for a maximum of 9 credits. R: Open only to M.A. and Ph.D. students. Issues related to teaching literacy in K-12 schools.</td>
</tr>
<tr>
<td>891D*</td>
<td>Special Topics in Mathematics Education</td>
<td>Fall, Spring, Summer</td>
<td>1-4</td>
<td></td>
<td>May reenroll for a maximum of 9 credits. R: Open only to M.A. and Ph.D. students. Issues related to teaching mathematics in K-12 schools.</td>
</tr>
<tr>
<td>891E*</td>
<td>Special Topics in Science Education</td>
<td>Fall, Spring, Summer</td>
<td>1-4</td>
<td></td>
<td>May reenroll for a maximum of 9 credits. R: Open only to M.A. and Ph.D. students. Issues related to teaching science in K-12 schools.</td>
</tr>
<tr>
<td>891F*</td>
<td>Special Topics in School Organization and Change</td>
<td>Fall, Spring, Summer</td>
<td>1-4</td>
<td></td>
<td>May reenroll for a maximum of 9 credits. R: Open only to M.A. and Ph.D. students. Issues related to organization and change in K-12 schools.</td>
</tr>
<tr>
<td>891G*</td>
<td>Special Topics in Teaching, Curriculum, and Schooling</td>
<td>Fall, Spring, Summer</td>
<td>1-4</td>
<td></td>
<td>May reenroll for a maximum of 9 credits. R: Open only to M.A. and Ph.D. students. Issues related to foundational areas undergirding teaching, curriculum, and K-12 schooling.</td>
</tr>
<tr>
<td>892.</td>
<td>Laboratory and Field Experiences in Curriculum and Teaching</td>
<td>Fall, Spring, Summer</td>
<td>1-6</td>
<td></td>
<td>May reenroll for a maximum of 9 credits. R: Open only to M.A. and Ph.D. students. Supervised graduate practice, observations, internships, and research in fields of emphasis in curriculum, teaching, and schooling.</td>
</tr>
<tr>
<td>894.</td>
<td>Workshops in Curriculum and Teaching</td>
<td>Fall, Spring, Summer</td>
<td>1-6</td>
<td></td>
<td>May reenroll for a maximum of 6 credits. R: Open only to M.A. and Ph.D. students. Laboratory approach which provides opportunity for educators to examine common areas of interest in curriculum, teaching, and schooling.</td>
</tr>
<tr>
<td>899.</td>
<td>Master's Thesis Research</td>
<td>Fall, Spring, Summer</td>
<td>2-12</td>
<td></td>
<td>May reenroll for a maximum of 12 credits. R: Open only to M.A. and Ph.D. candidates.</td>
</tr>
<tr>
<td>901*.</td>
<td>Proseminar in Curriculum, Teaching, and Educational Policy I</td>
<td>Fall</td>
<td>3(0)</td>
<td></td>
<td>R: Open only to Doctoral students in Teacher Education. Two of four historical episodes of improving teaching practice, teacher and student learning, curricula, and educational policy. Impact of aspirations for learning and teaching in school. Nature and effects of reforms. US and comparative cases. QA: TE975 TE976 TE977</td>
</tr>
<tr>
<td>902*.</td>
<td>Proseminar in Curriculum, Teaching, and Educational Policy II</td>
<td>Spring</td>
<td>3(0)</td>
<td></td>
<td>R: Open only to Doctoral students in Teacher Education. Two of four historical episodes of improving teaching practice, teacher and student learning, curricula, and educational policy. Impact of aspirations for learning and teaching in school. Nature and effects of reforms. US and comparative cases. QA: TE975 TE976 TE977</td>
</tr>
<tr>
<td>913*.</td>
<td>Language, Literacy and Learning (-G)</td>
<td></td>
<td></td>
<td></td>
<td>Theoretical and practical perspectives on the role of language in mediating cognition, affect and action in educational contexts. Relationship between oral and literate discourse and sociocultural nature of educational contexts.</td>
</tr>
<tr>
<td>914*.</td>
<td>Curriculum History and School Subjects</td>
<td>Fall</td>
<td>3(0)</td>
<td></td>
<td>R: Open only to graduate students. Formation and organization of contemporary U.S. school curricula and school subjects in historical, epistemological and sociopolitical contexts.</td>
</tr>
<tr>
<td>915*.</td>
<td>Contemporary Theories and Discourses in Education</td>
<td>Fall</td>
<td>3(0)</td>
<td></td>
<td>R: Open only to graduate students. Contemporary theories from diverse disciplines and their application to curriculum, teaching, and research. Logical positivism, interpretive theories, critical theory, feminist theory, poststructuralism and no-nonsensism. QA: TE910M</td>
</tr>
<tr>
<td>916*.</td>
<td>Disciplinary Knowledge and School Subjects</td>
<td>Spring</td>
<td>3(0)</td>
<td></td>
<td>R: Open only to graduate students. Cross-disciplinary comparisons of the nature of knowledge, its creation, refutability, and use. Correspondence between disciplinary knowledge and knowledge as represented in schools. QA: TE941</td>
</tr>
<tr>
<td>917*.</td>
<td>Policy Analysis in Education</td>
<td>Fall</td>
<td>3(0)</td>
<td></td>
<td>R: Open to graduate students. Conception, generation, and analysis of educational policies in various contexts, including governance, level, national setting, and legislative forms. Limitation, use and ethics of policy analysis. QA: TE933</td>
</tr>
</tbody>
</table>

*Courses with an asterisk (*) have not been approved by the University Committee on Curriculum.*

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### Additional Courses

- **920.** Social Analysis of Educational Policy
  - Spring. 3(0) R: Open only to graduate students. Social science perspectives on social factors outside and inside school systems which shape American educational policy and influence both the nature of policy problems and the form of educational solutions.

- **921.** Learning to Teach
  - Spring. 3(0) R: Open only to graduate students. Intellectual, practical and moral dimensions of teaching and learning to teach. Impact of formal and informal influences on teachers' knowledge, skills and dispositions.

- **922.** The Shape of Teacher Education
  - Fall. 3(0) R: Open only to graduate students. Historical and contemporary forms of teacher education in relation to social and institutional contexts. Relation of traditional and innovative programs to basic tensions and issues in the field.

- **923.** Comparative Perspectives on Teaching, Curriculum and Teacher Education
  - Spring of odd-numbered years. 3(0) R: Open only to graduate students. Contrasting analysis of national responses to universal questions in education, including the links among education and nation-building bases, organization and distribution of knowledge and the organization, preparation and practice of teaching.

- **924.** Philosophy of Education: Ideas and Methods
  - Fall of odd-numbered years. 3(0) R: Open only to graduate students. Selected ideas in education from different philosophical traditions. Emphasis on issues of method, historical perspectives and textual analysis.

- **931.** Approaches to Qualitative Research Methods in Education
  - Fall. 4(4) Interdepartmental with the Department(s) of Educational Administration, Counseling, Educational Psychology and Special Education, Physical Education and Exercise Science. P: TE930 R: Open only to Doctoral students. Multiple traditions of qualitative research in education. Approaches to theory, research questions and design, data collection and analysis, and reporting. Ethical issues. Appraising qualitative research. QA: TE921 TE922 TE923 EAD9611

- **940.** Curriculum Deliberation and Development
  - Spring of odd-numbered years. 3(0) R: Open only to graduate students. Concept and methods in curriculum deliberation and development. Discourse, group dynamics, processes, and outcomes for teaching/learning. Expertise/roles in curriculum development. QA: TE910G

- **941.** Marginalized Subjects in Curriculum and Teaching
  - Spring of odd-numbered years. 3(0) R: Open only to graduate students. School subjects, ways of knowing, and people perennially marginalized by omission or inequitable policies/practices in school. Critical/Feminist pedagogy.
946*: Current Issues in Literacy Research and Instruction
Spring of odd-numbered years. 3(3-0)
R: Open only to graduate students
Evolving definitions, research methodologies and agendas in relation to psychological, social and political influences on literacy research and instruction.

950*: Mathematical Ways of Knowing
Fall of even-numbered years. 3(3-0)
R: Open only to graduate students
Comparison and contrast of philosophical, cultural, political, societal, psychological, and historical perspectives on knowing in mathematics as a discipline, in school and nonschool settings.

955*: Contemporary Issues in Science Curriculum and Teaching
Fall. 1 to 3 credits. May enroll for a maximum of 6 credits.
R: Open only to graduate students
Epistemological, social, psychological and historical foundations of science education in relation to contemporary issues and problems of science curriculum, teaching and policy.

960*: Language, Literacy and Educational Policy
Fall of odd-numbered years. 3(3-0)
R: Open only to graduate students
Policy in language and literacy in relation to framing curriculum for language and literacy, the linguistic nature of pupil assessment, and the gatekeeping function of schools.

965*: The Craft of Policy Analysis in Education
Spring of odd-numbered years. 3(3-0)
R: Open only to graduate students
Craft of producing, analyzing and using educational policy framing problems, devising alternative solutions, clarifying stakes in choices, and predicting impacts of choices.

970*: Curriculum and Pedagogy in Teacher Education
Spring of odd-numbered years. 3(3-0)
R: Open only to graduate students
Teacher learning opportunities at the preservice, induction and inservice levels. Intended and enacted curriculum, sources of pedagogy, impact on teachers' knowledge, skill and disposition.

971*: Teacher Learning in School Settings
Fall of odd-numbered years. 3(3-0)
R: Open only to graduate students
School-based learning for prospective, beginning, and experienced teachers. Observation, conversation, writing, classroom research as tools for improving teaching.

975*: Policy Perspectives on Teaching and Teacher Education
Spring of even-numbered years. 3(3-0)
R: Open only to graduate students
Policy perspectives on enduring issues in teaching and teacher education, such as problems of teacher accountability, teacher knowledge, and political influence.

982*: Seminars in Curriculum, Teaching and Educational Policy (MTC)
Fall, Spring, Summer. 1 to 4 credits. May enroll for a maximum of 10 credits.
R: Open only to graduate students
Seminars in doctoral emphasis areas of curriculum, teaching, and learning, educational policy and social analysis; and teacher education and teacher learning.

982A*: Philosophy of Educational Policy
Fall of odd-numbered years. 3(3-0)
R: Open only to graduate students
Ethical, social, psychological and historical perspectives on knowing in mathematics as a discipline, in school and nonschool settings.

982B*: Trends and Issues in Children's and Adolescent Literature
Spring. 3(3-0)
R: TRS24A Methods & Materials in Lit for Children & Adol or Permission R: Open only to graduate students
Controversies resulting from current developments and directions pertaining to publishing, evaluating, selecting, studying, and utilizing literature for children and adolescents.
QA: TES24C

990*: Readings and Independent Study in Curriculum, Teaching, and Educational Policy
Fall, Spring, Summer. 1 to 4 credits. May enroll for a maximum of 10 credits.
R: Open only to Doctoral students
Individual or small group study in the emphasis areas of curriculum, teaching, and learning; educational policy and social analysis; and teacher education and teacher learning.

991A*: Special Topics in Curriculum
Fall, Spring, Summer. 1 to 6 credits. May enroll for a maximum of 6 credits.
R: Open only to graduate students
Problems, topics and issues in curriculum theory, policy and practice in diverse educational settings.

991B*: Special Topics in History and Social Science Curricula, Teaching, and Policy
Fall, Spring, Summer. 1 to 6 credits. May enroll for a maximum of 6 credits.
R: Open only to graduate students
Problems, topics, and issues in history and social science education.

991C*: Special Topics in Literacy Curricula, Teaching, and Policy
Fall, Spring, Summer. 1 to 6 credits. May enroll for a maximum of 6 credits.
R: Open only to graduate students
Problems, topics, and issues in literacy education.

991D*: Special Topics in Math Curricula, Teaching and Policy
Fall, Spring, Summer. 1 to 6 credits. May enroll for a maximum of 6 credits.
R: Open only to graduate students
Problems, topics and issues in mathematics education.

991E*: Special Topics in Science Education
Fall, Spring, Summer. 1 to 6 credits. May enroll for a maximum of 6 credits.
R: Open only to graduate students
Problems, topics and issues in science education.

991F*: Special Topics in Educational Policy and Social Analysis
Fall, Spring, Summer. 1 to 6 credits. May enroll for a maximum of 6 credits.
R: Open only to graduate students
Problems, topics, and issues concerning the initial and continuing education and learning of teachers.

991H*: Special Topics in Foundations of Education
Fall, Spring, Summer. 1 to 6 credits. May enroll for a maximum of 6 credits.
R: Open only to graduate students
Problems, topics, and issues in the social and philosophical foundations of education.

994*: Laboratory and Field Experience
Fall, Spring, Summer. 1 to 6 credits. May enroll for a maximum of 6 credits.
R: Open only to Doctoral students
Supervised practicum, observations, internships, and externships in the emphasis areas of curriculum, teaching and learning; educational policy and social analysis; and teacher education and teacher learning.

999*: Doctoral Dissertation
Fall, Spring, Summer. 0(-)
R: Open only to Doctoral students