



**Descriptions—Teacher Education  
of  
Courses**

**326. Methods of Teaching-1: Secondary  
Subject Areas: English  
Fall, 2(2-0)**

R: Not open to freshmen and sophomores. Open only to secondary teacher certification candidates. Classroom instruction in English. Selection of instructional techniques based on course objectives and the needs and characteristics of learners.

Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.

QP: TE 200 or TE 200A or TE 200B or TE 200C or TE 200D QA: TE 326

**337. Methods of Teaching Secondary  
Subject Areas: Science  
Fall, 2(2-0)**

R: Not open to freshmen and sophomores. Open only to secondary teacher certification candidates. Classroom instruction in science. Selection of instructional techniques based on course objectives, and the needs and characteristics of learners.

Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.

QP: TE 200 or TE 200A or TE 200B or TE 200C or TE 200D QA: TE 337

**338. Methods of Teaching Secondary  
Subject Areas: Social Science &  
History  
Fall, 2(2-0)**

R: Not open to freshmen and sophomores. Open only to secondary certification candidates. Issues of classroom instruction in social sciences and history. Selection of instructional techniques based on course objectives and the needs and characteristics of learners.

Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.

QP: TE 200 or TE 200A or TE 200B or TE 200C or TE 200D QA: TE 338

**370. Field Experience in Teaching**

Fall, Spring, 1 to 3 credits. A student may earn a maximum of 3 credits in all enrollments for this course.

R: Not open to freshmen and sophomores. Open only to teacher certification candidates. Field-based experience in elementary or secondary schools.

Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.

QP: TE 200 or TE 200A or TE 200B or TE 200C or TE 200D QA: TE 370A, TE 370B, TE 370D, TE 360A

**401. Teaching of Subject Matter to Diverse  
Learners  
Fall, 5(3-8)**

P: TE 301. R: Not open to freshmen and sophomores. Open only to Education majors and to students in Education specialization.

Examining teaching as enabling diverse learners to inquire into and construct subject-specific meanings. Adapting subject matter to learner diversity. Exploring multiple ways diverse learners make sense of the curriculum.

**402. Crafting Teaching Practice  
Spring, 6(4-8)**

P: TE 401. R: Not open to freshmen and sophomores. Open only to Education majors and to students in Education specialization.

Gathering data on learners to inform content and instructional decisions. Deciding what should be taught for specific disciplines. Teachers' multiple roles and their professional, intellectual, sociopolitical, and communal responsibilities.

**403. Subject-Specific Secondary  
Instructional Methods  
Fall, Spring, 2(2-0)**

Secondary instruction in specific subject areas. Selection of instructional techniques to fit course objectives, and needs and characteristics of learners.

Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.

QA: TE 320, TE 321, TE 323, TE 324, TE 328, TE 329, TE 330, TE 331, TE 335, TE 336, TE 340, TE 334, TE 349

**406. Interdisciplinary Teaching and  
Learning  
Fall, Spring, 2(1-3)**

R: Not open to freshmen and sophomores. Open only to teacher certification candidates with Academic Learning emphasis.

Interdisciplinary teaching, curriculum, and learning in elementary and secondary schools.

Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.

QP: TE 200 or TE 200A or TE 200B or TE 200C or TE 200D QA: TE 406C

**412. Reading in the Content Areas of the  
Secondary Level  
Fall, Spring, 3(2-3)**

R: Not open to freshmen and sophomores. Open only to secondary certification candidates.

Reading and learning from text. Applications in subject areas including identification of reading-reasoning processes in content areas. Assessment and instructional procedures.

Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.

QP: TE 200 or TE 200A or TE 200B or TE 200C or TE 200D QA: TE 412, TE 412A

**450. School and Society**

Fall, Spring, 2 to 3 credits.

R: Not open to freshmen and sophomores. Open only to teacher certification candidates.

Structure, function, and purposes of educational institutions. Emphasis on issues of diversity, equity and access to knowledge.

Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.

QP: TE 200 or TE 200A or TE 200B or TE 200C or TE 200D QA: TE 450, TE 450A, TE 450B, TE 450C

**470. Student Teaching**

Fall, Spring, 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course.

R: Not open to freshmen and sophomores. Open only to teacher certification candidates.

Extended supervised experience in K-12 classrooms to develop proficiency in teaching. Learning to teach and nature of teaching practice.

Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.

QP: TE 200 or TE 200A or TE 200B or TE 200C or TE 200D QA: TE 470, TE 470A, TE 470B, TE 470C, TE 470D

**473. Elementary Student Teaching: Special  
Education  
Fall, Spring, 10(2-24)**

R: Not open to freshmen and sophomores. Open only to elementary special education teaching certification candidates.

Supervised special education student teaching in elementary schools. Participation in planning, implementing and evaluating instruction. Individualized Educational Planning (IEP) Committees and multidisciplinary exercises.

Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.

QP: TE 200 or TE 200A or TE 200B or TE 200C or TE 200D QA: TE 473

**474. Secondary Student Teaching: Special  
Education**

Fall, Spring, 10(2-24)

R: Not open to freshmen and sophomores. Open only to secondary special education teaching certification candidates.

Supervised special education student teaching in secondary school settings. Full-time practicum experience includes planning, implementing and evaluating instruction. Participation in IEP Committees and multidisciplinary exercises.

Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.

QP: TE 200 or TE 200A or TE 200B or TE 200C or TE 200D QA: TE 474

**480. Proseminar for the Learning  
Community Emphasis Area  
Spring, 1(1-0)**

R: Not open to freshmen and sophomores. Open only to elementary certification candidates with Learning Community emphasis.

Action research on problems of teaching based on research field experience in the Learning Community Emphasis of the Teacher Education program.

Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.

QP: TE 200 or TE 200A or TE 200B or TE 200C or TE 200D QA: TE 480D

**490. Independent Study in Teacher  
Education**

Fall, Spring, Summer, 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course.

R: Not open to freshmen and sophomores. Open only to students with a teacher certification option. Approval of department.

Supervised individual or small group study of the practice of teaching.

Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.

QP: TE 200 or TE 200A or TE 200B or TE 200C or TE 200D

**491. Special Topics in Teacher Education**

Fall, Spring, Summer, 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course.

R: Not open to freshmen and sophomores. Open only to teacher certification candidates.

Aspects of teaching practice and inquiry into practice.

Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.

QP: TE 200 or TE 200A or TE 200B or TE 200C or TE 200D QA: TE 482

**494. Field Experience in Teacher  
Education**

Fall, Spring, 1 to 10 credits. A student may earn a maximum of 10 credits in all enrollments for this course.

R: Not open to freshmen and sophomores. Open only to teacher certification candidates.

Supervised practica and/or observations in educational settings.

Temporary approval effective from Fall Semester 1992 through Spring Semester 1994.

QP: TE 200 or TE 200A or TE 200B or TE 200C or TE 200D QA: TE 484

**501. Internship in Teaching Diverse  
Learners I  
Fall, 6(2-24)**

P: TE 402. C: TE 801, TE 802 R: Open only to students seeking teacher certification.

Directed and evaluated internship in heterogeneous classrooms. Teaching worthwhile content to students with varied learning needs. Theoretical and field-based explorations of common teaching dilemmas.

**502. Internship in Teaching Diverse  
Learners II  
Spring, 6(2-24)**

P: TE 501. C: TE 803, TE 804 R: Open only to students seeking teacher certification.

Continuing internship in heterogeneous classrooms at selected schools. Increased emphasis on independent teaching. Maintaining classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.

**801. Professional Roles and Teaching  
Practice I  
Fall, 3(2-3)**

P: TE 402. C: TE 501, TE 802 R: Open only to students seeking teacher certification.

Teachers' professional and ethical responsibilities. Connections of schools to other social agencies. Relations of teachers to colleagues, families, other social service providers, and community leaders. Roles in school governance.

**802. Reflection and Inquiry in Teaching Practice I**  
Fall, 3(2-3)

P: TE 402. C: TE 501, TE 801 R: Open only to students seeking teacher certification. Qualitative and quantitative research methods on teaching and learning. Criteria for judging the validity and applicability of research-based knowledge. Framing educational problems worthy of inquiry. Designing and assessing studies of teaching practice.

**803. Professional Roles and Teaching Practice II**  
Spring, 3(2-3)

P: TE 801. C: TE 502, TE 804 R: Open only to students seeking teacher certification. School-agency alliances for fostering student learning. Strategies for working with families and community groups to improve responsiveness of the school curriculum to student needs. Child advocacy in the school and community.

**804. Reflection and Inquiry in Teaching Practice II**  
Spring, 3(2-3)

P: TE 802. C: TE 502, TE 803 R: Open only to students seeking teacher certification. Collecting, analyzing, and interpreting data on teaching, learning, and educational policy. Dilemmas surrounding research on practice. Appraising and reporting results of inquiry.

**807. Professional Development and Inquiry**  
Fall, Summer, 2(2-0)

R: Open only to masters students in Curriculum and Teaching. Teacher-centered inquiry through autobiography and documentation of self as learner. Relationship of personal research to classroom-based research. Application to practice.  
QA: TE 829, TE 869

**808. Inquiry into Classroom Teaching and Learning**  
Fall, Summer, 2(2-0)

R: Open only to masters students in Curriculum and Teaching. Alternative forms of classroom inquiry to improve teaching and learning of subject matter. Social context of teaching and learning, pedagogy, and teaching effects. Social and academic outcomes for diverse learners.  
QA: TE 869, TE 870

**809. Curriculum, Staff Development, and School Change**  
Fall, Summer, 2(2-0)

R: Open only to masters students in Curriculum and Teaching. Inquiry into problems and promise of school change through curriculum and staff development.

**810. History of American Education**  
Spring of even-numbered years, 3(3-0)

Social and intellectual history of educational ideals and institutions. Legacies of reform initiatives. Evolution of the education profession.  
QA: TE 804A

**811. Philosophical Inquiry and Contemporary Issues in Education**  
Fall, Spring, 3(3-0)

Philosophies of education. Analytic tools used for evaluating current educational goals, practices, issues, and reforms.  
QA: TE 800, TE 801A

**812. Sociological Inquiry into Education**  
Spring of odd-numbered years, 3(3-0)

Relationships of educational organizations and practices to social structures and institutions.  
QA: SOC 901, TE 901

**815. Comparative Analysis of Educational Practice**  
Fall of even-numbered years, 3(3-0)

Cross-national comparison of educational practices in light of differences in culture, social organization, economic conditions, and historical circumstance. International perspectives on education in the United States. Borrowing and adapting educational  
QA: TE 803A, TE 803B

**816. Education in Transition**

Fall of odd-numbered years, 3(3-0)  
Comparative analysis of change in educational concepts, policies, and practice.

**818. Curriculum In Its Social Context**  
Fall, Spring, 3(3-0)

Philosophical, social, and historical foundations of curriculum. Issues and practices across subjects, grades, and school settings. Moral consequences of curriculum decisions for teachers and students.  
QA: TE 810A

**820. Power and Pluralism in School Practice**  
Spring of even-numbered years, 3(3-0)

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 odd-numbered years, 3(3-0)

Educational policy in relation to race in the United States. Efforts to promote equity through racially sensitive curricular and instructional practices.

**822. Issues of Culture in Classroom and Curriculum**  
Fall of odd-numbered years, 3(3-0)

Socio-cultural contexts and functions of schooling. Cultural diversity in education. Schools and classrooms as cultural systems. Students' cultural backgrounds in relation to curriculum. Developing effective multicultural curricula for all students.  
QA: TE 806

**823. Learning Communities and Equity**  
Spring, 3(3-0)

Cooperative grouping and heterogeneous learning teams. Impact of learning communities on equity and on school curricula.  
QA: TE 811A, TE 811B, TE 811C

**825. Diverse Learners and Learning Subject Matter**  
Summer, 3(3-0)

Multiple perspectives on teaching subject matter to diverse learners. Texts, curricula, and pedagogical approaches. Subject-specific issues related to classroom diversity.

**830. Designing Interdisciplinary Curricula**  
Spring of odd-numbered years, 3(3-0)

Historical and conceptual analyses of ways to design, organize, and integrate curricula across subject areas. Evaluation and application of criteria for planning and teaching interdisciplinary curricula.

**831. Teaching School Subject Matter with Technology**  
Fall, Spring, 3(3-0)

Uses of technologies in teaching subject matter to diverse learners. Critical perspectives on technologies in schools.  
QA: TE 446A, TE 446B

**840. Proseminar I: Historical Bases of Literacy Instruction**  
Fall, 3(3-0)

R: Open only to graduate students in Literacy Instruction. Relationships between language processes and schooling.  
QA: TE 819A, TE 819B

**841. Proseminar II: Psychological Bases of Literacy Instruction**  
Spring, 3(3-0)

P: TE 840. R: Open only to graduate students in Literacy Instruction. Psychological foundations of literacy instruction, including theories and models of reading and writing. Psychological processes, social and contextual factors, and text features relevant to literacy instruction.  
QA: TE 819B, TE 819C

**842. Advanced Methods of Elementary School Reading**  
Fall, Summer, 3(3-0)

Methods and materials for teaching developmental and content area reading in grades K-8.  
QA: TE 820A

**843. Reading, Writing, and Reasoning in Secondary School Subjects**  
Spring, 3(3-0)

Knowledge and methodology for teaching language, literacy, and thinking in selected secondary school subjects.  
QA: TE 820C, TE 820D

**844. Classroom Literacy Assessment**  
Summer, 3(3-0)

Knowledge and methodology about ongoing and summative types of classroom assessment in oral language, reading, and writing at the elementary and secondary levels.  
QA: CEP 820E, CEP 820G

**845. Language Diversity and Literacy Instruction**  
Fall, 3(3-0)

P: One introductory linguistics course. Acquisition of literacy in schools by language minority students and other learners with diverse backgrounds.

**846. Seminar in Literacy Instruction**  
Spring, 3(3-0)

P: CEP 819, TE 840. R: Open only to master's students in Literacy Instruction. Approval of department. Synthesis and application of knowledge acquired through consideration of current research and issues from practice.  
QA: TE 820K

**847. Methods for Teaching Language Arts**  
Fall, 3(3-0)

Methods and materials for teaching listening, speaking, reading, and writing with emphasis on language development across the curriculum.  
QA: TE 822A

**848. Methods of Writing Instruction**  
Spring of odd-numbered years, 3(3-0)

P: TE 847. Rationale and methods for writing instruction from pre-writing through drafting and editing.  
QP: TE 822A QA: TE 822C

**849. Methods and Materials for Teaching Children's and Adolescent Literature**  
Fall of odd-numbered years, Summer of even-numbered years, 3(3-0)

Evaluation and utilization of various genres and elements of literature with focus on literature for students in grades K-12.  
QA: TE 824A, TE 824B, TE 824C, TE 824F, TE 824G

**850. Critical Reading for Children and Adolescents**  
Fall of even-numbered years, 3(3-0)

P: TE 849. Teaching and learning of critical and aesthetic responses to literature for K-12 students.  
QP: TE 824A QA: TE 824E

**851. Literacy for the Young Child in Home and School**  
Spring of even-numbered years, 3(3-0)

P: TE 849. Literacy development in children from early infancy through age six, with emphasis on evaluation and utilization of writings for young children.  
QP: TE 824A QA: TE 824F

**855. Teaching School Mathematics**  
Fall, 3(3-0)

P: Two undergraduate mathematics courses. Methods, materials, activities, and content important to teaching mathematics. Emphasis on conceptual understanding of mathematical ideas. Implications for lesson development, teaching diverse learners, and evaluating student learning.

**856. Alternatives in School Mathematics Curriculum**  
Spring, Summer, 3(3-0)

P: Two undergraduate mathematics courses. Selection and appraisal of mathematics curricula. Uses of materials in the classroom. Representation of selected mathematical content for diverse learners.

**Descriptions—Teacher Education  
of  
Courses**

**857. Teaching and Learning Mathematical Problem Solving**  
Spring. 3(3-0)

*P:* Two undergraduate mathematics courses. Alternative approaches to solving mathematical problems and incorporating problem solving into K-12 teaching. Selection, appraisal, and uses of problems in the classroom. Materials and assessment strategies.

**860. Practice and Inquiry in Science Education**  
Spring. 3(3-0)

Teaching science subjects. Emphasis on learner diversity, learning community, conceptual understanding, subject matter content, and learners' prior knowledge. QA: TE 826C, TE 826E

**865. Teaching and Learning K-12 Social Studies**  
Fall. 3(3-0)

Purposes for teaching and learning social studies. Developing citizenship, social science reasoning, and content knowledge with diverse learners. QA: TE 830A

**866. K-12 Social Studies Curriculum**  
Spring of even-numbered years. 3(3-0)

Issues and practices in social studies from historical, philosophical, and epistemological perspectives. Student diversity and the social studies curriculum. Reforms and needed research in social studies education. QA: TE 830C

**867. Perspectives in Social Studies: Global Education**  
Fall of odd-numbered years, Summer.

3(3-0)  
Issues affecting the global community. Educational strategies for developing a global perspective on human relationships and the environment. QA: TE 830K

**868. Perspectives in Social Studies: Law-Related Education**  
Summer. 3(3-0)

Intellectual, social, and personal premises for law-related education. Strategies for curricular infusion. QA: TE 830G

**869. Perspectives in Social Studies: Teaching about Canada**  
Summer of even-numbered years. 3(3-0)

Teaching about Canada and Canadian-American relations. Social, cultural, political, and environmental issues.

**870. Curriculum Design, Development, and Deliberation in Schools**  
Spring. 3(3-0)

Simulation in group curriculum deliberation. Critique of curriculum discourse, process, and product. Teachers' roles in site-based curriculum and staff development. QA: TE 810C

**872. Teachers as Teacher Educators**  
Spring. 3(3-0)

Experienced teachers' contributions to the professional development of novice teachers. Implications for school change.

**875. Teaching in International Schools**  
Summer of even-numbered years. 3(3-0)

Issues of teaching in schools with multinational student populations. Relationship of curricular and school organizational structures to local culture.

**882. Seminars in Curriculum and Teaching (MTC)**  
Fall, Spring, Summer. 1 to 4 credits. A student may earn a maximum of 9 credits in all enrollments for this course.

Intensive study of selected topics in curriculum and teaching.

**883. Seminars in Literacy Instruction (MTC)**  
Fall, Spring, Summer. 1 to 4 credits. A student may earn a maximum of 9 credits in all enrollments for this course.

Intensive study of selected topics in literacy instruction.

**890. Independent Study**

Fall, Spring, Summer. 1 to 6 credits. A student may earn a maximum of 9 credits in all enrollments for this course. Supervised individual study in an area of curriculum, teaching, or schooling.

**891. Special Topics in Teaching, Curriculum, and Schooling**

Fall, Spring, Summer. 1 to 4 credits. A student may earn a maximum of 9 credits in all enrollments for this course.

**891A. Special Topics in Science Education**

Summer. 1 to 4 credits. A student may earn a maximum of 9 credits in all enrollments for this course.

**894. Laboratory and Field Experiences in Curriculum, Teaching, and Schooling**

Fall, Spring, Summer. 1 to 6 credits. A student may earn a maximum of 9 credits in all enrollments for this course. Supervised graduate practica, observations, and internships in fields of emphasis in curriculum, teaching, and schooling. QA: TE 881

**899. Master's Thesis Research**

Fall, Spring, Summer. 2 to 12 credits in increments of 2 credits. A student may earn a maximum of 12 credits in all enrollments for this course.

QA: TE 899

**901. Proseminar in Curriculum, Teaching and Educational Policy I**

Fall. 3(3-0)  
*R:* Open only to doctoral students in Curriculum, Teaching, and Educational Policy. Two historical episodes related to improving teaching practice, teacher and student learning, curricula, and educational policy. Nature and effects of educational reforms. QA: TE 975, TE 976, TE 977

**902. Proseminar in Curriculum, Teaching, and Educational Policy II**

Spring. 3(3-0)  
*P:* TE 901. *R:* Open only to doctoral students in Curriculum, Teaching, and Educational Policy. Two historical episodes related to improving teaching practice, teacher and student learning, curricula, and educational policy. Nature and effects of educational reforms. QA: TE 975, TE 976, TE 977

**916. History of Curriculum and School Subjects**

Spring of odd-numbered years. 3(3-0)  
Formation and organization of contemporary U.S. school curricula and school subjects in historical, epistemological, and sociopolitical contexts.

**917. Contemporary Theories and Discourses in Education**

Fall of even-numbered years. 3(3-0)  
Logical positivism, interpretive theories, critical theory, feminist theory, poststructuralism and neo-pragmatism. Applications to curriculum, teaching, and educational policy. QA: TE 910M

**918. Disciplinary Knowledge and School Subjects**

Spring. 3(3-0)  
Cross-disciplinary comparisons of the nature of knowledge, its creation, refutation, and use. Correspondence between disciplinary knowledge and knowledge as represented in schools. QA: TE 941

**919. Policy Analysis in Education**

Fall. 3(3-0)  
Conception, generation, and analysis of educational policies. Contexts such as governance levels, national setting, and legislative forms. Uses, limitations, and ethics of policy analysis. QA: TE 933

**920. Social Analysis of Educational Policy**  
Spring. 3(3-0)

Social science perspectives on factors outside and inside school systems which shape policy and influence both the nature of policy problems and the form of educational solutions.

**921. Learning to Teach**

Fall. 3(3-0)  
Intellectual, practical, and moral dimensions of teaching and learning to teach. Impact of formal and informal influences on teachers' knowledge, skills, and attitudes.

**922. Contexts and Micropolitics of Teacher Education**

Fall of odd-numbered years. 3(3-0)  
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 even-numbered years. 3(3-0)  
Contrasting national responses to universal questions. Links among education and other nation-building institutions. Organization and distribution of knowledge. Organization of, preparation for, and practice of teaching.

**924. Philosophy of Education: Ideas and Methods**

Spring of odd-numbered years. 3(3-0)  
Selected ideas in education from different philosophical traditions. Issues of method, historical perspectives, and textual analysis.

**931. Qualitative Methods in Educational Research**

Fall. 4(4-0) Interdepartmental with Educational Administration, and Counseling, Educational Psychology and Special Education. *P:* CEP 930. *R:* Open only to doctoral students. Approval of department. 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: TE 921, TE 922, TE 923, EAD 951H

**940. Curriculum Deliberation and Development**

Fall of odd-numbered years. 3(3-0)  
Research in curriculum deliberation and development. Discourse, group dynamics, processes, and outcomes for teaching and learning. QA: TE 910G

**941. Marginalized Subjects in Curriculum and Teaching**

Spring of even-numbered years. 3(3-0)  
School subjects, ways of knowing, and people marginalized by omission or inequitable policies and practices in schools. Critical and feminist pedagogy.

**946. Current Issues in Literacy Research and Instruction**

Spring of even-numbered years. 3(3-0)  
Current research trends in the psychological, social, and political dimensions of literacy and literacy instruction.

**950. Mathematical Ways of Knowing**

Fall of even-numbered years. 3(3-0)  
*P:* Two undergraduate mathematics courses. Philosophical, cultural, political, societal, psychological, and historical perspectives on knowing in mathematics as a discipline.

**955. Contemporary Issues in Science Curriculum and Teaching**

Fall. 1 to 3 credits. A student may earn a maximum of 6 credits in all enrollments for this course. 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)  
Policy in relation to framing curriculum. The linguistic nature of pupil assessment. Gatekeeping functions of schools.

**965. The Craft of Policy Analysis in Education**

Spring of even-numbered years. 3(3-0)  
Framing problems, devising alternative solutions, and predicting impacts.

**970. Curriculum and Pedagogy in Teacher Education**

Spring of odd-numbered years. 3(3-0)  
Teacher learning opportunities at the preservice, induction, and inservice levels. Intended and enacted curriculum, sources of pedagogy, and their impact on teachers' knowledge, skills, and attitudes.

**971. Teacher Learning in School Settings**

Fall of odd-numbered years. 3(3-0)  
Research about school-based learning by prospective, beginning, and experienced teachers. Observation, conversation, writing, and classroom research as tools for improving teaching.

**975. Policy Perspectives on Teaching and Teacher Education**

Fall of odd-numbered years. 3(3-0)  
Policy issues such as teacher accountability, teacher knowledge, and political influence.

**982. Seminar in Curriculum, Teaching, and Educational Policy (MTC)**

Fall, Spring, Summer. 1 to 4 credits. A student may earn a maximum of 10 credits in all enrollments for this course.  
Intensive study in an area of curriculum, teaching, and learning; educational policy and social analysis; or teacher education and teacher learning.

**990. Independent Study**

Fall, Spring, Summer. 1 to 4 credits. A student may earn a maximum of 10 credits in all enrollments for this course.  
R: Open only to doctoral students.  
Supervised individual study in an area of curriculum, teaching, and educational policy.

**991. Special Topics in Curriculum, Teaching, and Educational Policy**

Fall, Spring, Summer. 1 to 6 credits. A student may earn a maximum of 9 credits in all enrollments for this course.

**991A. Special Topics in Science Education**

Spring of even-numbered years. 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course.

**994. Laboratory and Field Experience in Curriculum, Teaching, and Educational Policy**

Fall, Spring, Summer. 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course.  
R: Open only to doctoral students. Approval of department.  
Supervised practica, observations, and internships in an area of curriculum, teaching and learning; educational policy and social analysis; or teacher education and teacher learning.

**995. Research Practicum in Curriculum, Teaching, and Educational Policy**

Fall, Spring, Summer. 1 to 4 credits. A student may earn a maximum of 4 credits in all enrollments for this course.  
R: Open only to doctoral students. Approval of department.  
Supervised research practicum. Design, execution, analysis, presentation, critique, and revision of research projects.

**999. Doctoral Dissertation**

Fall, Spring, Summer. 1 to 24 credits. A student may earn a maximum of 36 credits in all enrollments for this course.  
R: Open only to Ph.D. students.

**TELECOMMUNICATION TC**

**Department of Telecommunication  
College of Communication Arts and  
Sciences**

**100. The Information Society**

Fall, Spring, Summer. 3(3-0)  
Technological and social trends in the information society. Social policy involving information technologies and information services. Examples from the telephone, computer, television, cable, radio and satellite systems.  
QA: TC 210

**200. History and Economics of Telecommunication**

Fall, Spring, Summer. 4(4-0)  
P: EC 201 or concurrently. R: Not open to freshmen.  
Institutional, economic and content development of telecommunication including broadcasting, cable, new video technologies, and telephone and data transmission.  
QP: EC 201, MTH 108 QA: TC 220

**201. Introduction to Telecommunication Technology**

Fall, Spring, Summer. 4(4-0)  
P: MTH 110 or MTH 116; CPS 100 or CPS 130 or CPS 131 or concurrently. R: Not open to freshmen.  
Operational principles of audio, data and video telecommunication technologies.  
QP: TC 210, TC 220 QA: TC 230

**240. Telecommunication Media Arts**

Fall, Spring, Summer. 4(2-4)  
R: Not open to freshmen.  
Characteristics of image and sound media and their role in shaping the meaning of media messages. Application of aesthetic principles in the design of mediated communication.  
QA: TC 301, TC 302

**275. Effects of Mass Communication**

Fall, Spring, Summer. 3(3-0) Interdepartmental with Communication.  
R: Not open to freshmen.  
Major social effects of mass media on audience behavior. Political communication. Media effects on children. Message strategies producing attitude change. Interrelationships between mass media and interpersonal communication.  
QA: TC 300

**310. Basic Telecommunication Policy**

Fall, Spring, Summer. 4(4-0)  
P: TC 100, TC 200, TC 201, TC 240.  
Policy and plans in telecommunication systems and services in the United States and other nations.  
QP: TC 210, TC 220, TC 230 QA: TC 310

**342. Basic Video Design and Production**

Fall, Spring, Summer. 4(2-4)  
P: TC 240. R: Open only to Telecommunication majors. Approval of department; application required.  
Conceptualization, design, planning, producing, directing, editing, and evaluation of video programs.  
QP: TC 210, TC 220, TC 230 QA: TC 302, TC 361

**343. Basic Audio Production**

Fall, Spring, Summer. 4(2-4)  
P: TC 201, TC 240. R: Open only to Telecommunication majors. Approval of department; application required.  
Basic audio production techniques. In-depth audio and radio industry analysis. Media writing.  
QP: TC 230 QA: TC 301, TC 350

**345. Media Arts Content and Culture**

Spring. 3(3-0)  
R: Not open to freshmen and sophomores.  
Media content as cultural discourse. Cultural themes in content and structure of media entertainment, news, sports, religious and political programs and commercials.  
QA: TC 395

**352. Broadcast and Cable Programming and Audience Promotion**

Fall, Spring, Summer. 3(3-0)  
P: TC 200, TC 240, or approval of department. R: Not open to freshmen.  
Evaluation, selection and scheduling of cable and broadcast programming. Audience promotion strategies and techniques.  
QP: TC 302 QA: TC 325

**354. Telecommunication Marketing and Sales Promotion**

Fall, Spring. 3(3-0)  
P: TC 200, ML 300.  
Application of advertising and marketing concepts to broadcast stations, cable systems, program networks and telecommunications.  
QA: TC 401

**361. Telecommunication System and Service Policies**

Spring. 3(3-0)  
P: TC 200, TC 201, TC 310; ACC 230.  
Services, systems, and public policy related to telephone and telecommunication.  
QP: TC 310 QA: TC 360

**370. History of Film and Documentary**

Fall, Spring. 4(2-4)  
R: Not open to freshmen.  
Analysis of fiction and non-fiction forms, emphasizing social background and cultural values. Screening of significant feature and documentary films.  
QA: TC 280, TC 396

**442. Advanced Video Design and Production**

Fall. 4(2-4)  
P: TC 342, TC 343. R: Open only to Telecommunication majors. Approval of department; application required.  
Advanced principles of studio and field production. Techniques of design, recording, editing and writing. Emphasis on electronic field production and editing.  
QP: TC 301, TC 302, TC 361 QA: TC 421, TC 351, TC 451

**443. Audio Industry Design and Management**

Fall, Spring. 4(2-4)  
P: TC 342, TC 343. R: Open only to Telecommunication majors. Approval of department; application required.  
Advanced audio production specializing in multi-channel techniques. Industry focus on all aspects of the audio field.  
QP: TC 301, TC 302 QA: TC 350

**446. Hypermedia Design**

Fall. 4(3-2)  
P: CPS 100 or CPS 130 or CPS 131; TC 342 or approval of department.  
Current and future hypermedia capabilities. Applications and design of systems.  
QP: TC 302, CPS 115 QA: TC 440

**452. Telecommunication and Information Industries**

Spring, Summer. 4(4-0)  
P: TC 100, TC 200, TC 201.  
Telecommunication and information industry issues including economic dynamics, market structures, business practices, and interfaces with other industries.  
QP: TC 220 QA: TC 452

**456. Multichannel Television**

Fall, Spring. 4(4-0)  
P: TC 352, TC 354. R: Open only to Telecommunication seniors and graduate students.  
Television in a multichannel environment; developments in broadcasting, cable, satellite master antennae TV, direct broadcast satellite, multipoint distribution systems, and home video applications.  
QP: TC 325, TC 401 QA: TC 415

**458. Telecommunication Management**

Fall, Spring, Summer. 4(4-0)  
P: TC 354, MGT 302.  
Theoretical and practical aspects of telecommunication management including case studies.  
QP: TC 220, TC 310, TC 335 QA: TC 401