TEACHER EDUCATION  TE

Department of Teacher Education
College of Education

120 Seminar in Integrated Science for Elementary Schools
Spring. 1(1-1) Interdepartmental with Science and Mathematics Education. Administered by Science and Mathematics Education, P:M: BS 110 or BS 111 or CEM 141 or PHY 231 or PSL 250 or GLG 201 or GEO 203 R: Open only to students in the Integrated Science Teaching major, the Special Education major, the Child Development major, the Elementary Teacher Education program, the 5-year teacher certification program, or approval of college.

Explore of major connecting themes in life sciences, earth science, and physical science as evidenced in the K-8 science curriculum and college science courses.

150 Reflections on Learning
Fall, Spring, Summer. 3(3-0) Interdepartmental with Counseling, Educational Psychology and Special Education. Administered by Teacher Education.

Students’ experiences as learners in comparison to psychological, sociological, and anthropological theories and assumptions about learning and teaching in and out of school.

250 Human Diversity, Power, and Opportunity in Social Institutions
Fall, Spring, Summer. 3(3-0) Comparative study of schools and other social institutions. Social construction and maintenance of diversity and inequality. Political, social and economic consequences for individuals and groups.

301 Learners and Learning in Context - Elementary (W)
Fall, Spring, Summer. 4(3-4) P:M: (TE 150) and completion of Tier I writing requirement) and (TE 250 or CEP 240) R: Not open to freshmen or sophomores. Open only to students admitted to the elementary teacher certification program.

Role of social context and sociocultural background in learning at the elementary level (K-8). Natural and socially constructed differences among learners. Relationship among subject-specific knowledge, teaching and learning that subject, and the institutional and communal context. Multiple literacies.

311 Growing Up and Coming of Age in Three Societies (D)
Fall of odd years. 3(3-0) RB: One IAH course, one ISS course, completion of Tier I writing requirement. R: Not open to freshmen and sophomores. SA: TCC 305. Diverse disciplinary and cultural perspectives of childhood and youth. Continuity and change in families and schools. Factors such as ethnicity, race, gender, and political philosophies. Focus on three contrasting societies.

320 Integrated Science for Elementary Schools
Spring. 3(2-2) Interdepartmental with Science and Mathematics Education. Administered by Science and Mathematics Education, P:M: SME 120 and (BS 110 or LBS 144 or LBS 148 or BS 111 or LBS 145 or LBS 149 or PSL 250 or ZOL 355) and (PHY 231 or PHY 231B or CEM 141 or LBS 171) and (GLG 201 or GEO 203 or AST 207) R: Open only to students in the Integrated Science Elementary Teaching major. Not open to students with credit in SME 301.

Analysis of the concepts integrating science across life sciences, earth sciences, and physical sciences. Applications to the K-8 science curriculum.

348 Reading and Responding to Children’s Literature
Fall, Spring, Summer. 3(3-0) Literary understanding and genres in reading and teaching children’s literature. Critical and theoretical perspectives in evaluating children’s literature. Children’s responses to literature. Literacy, social, and pedagogical issues in the study of children’s literature.

401 Teaching of Subject Matter to Diverse Learners-Elementary
Fall. 5(3-8) P:M: (MTH 201 and TE 301 and TE 343) and completion of Tier I writing requirement RB: MTH 202 R: Not open to freshmen or sophomores. Open only to students admitted to the elementary teacher certification program.

Examining teaching as enabling diverse learners at the elementary level (K-8) 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 - Elementary (W)
Spring. 6(4-8) P:M: (TE 401) and completion of Tier I writing requirement R: Not open to freshmen or sophomores. Open only to students admitted to the elementary teacher certification program.

Gathering data on learners to inform content and instructional decisions at the elementary level (K-8). Deciding what should be taught for specific disciplines. Teachers’ multiple roles and their professional, intellectual, sociopolitical, and communal responsibilities.

407 Teaching Subject Matter to Diverse Learners – Secondary (W)
Fall. 5(3-8) P:M: (TE 301 or TE 302) or completion of Tier I writing requirement R: Not open to freshmen or sophomores. Open only to students admitted to the secondary teacher certification program.

Exams teaching as enabling diverse learners to inquire into and construct subject-specific meanings at the secondary level (7-12). Adapting subject matter to learner diversity. Exploring multiple ways diverse learners make sense of the curriculum.

408 Crafting Teaching Practices – Secondary (W)
Spring. 6(4-8) P:M: (TE 407) and completion of Tier I writing requirement R: Not open to freshmen or sophomores. Open only to students enrolled in the secondary teacher certification program.

Gathering data on learners to inform content and instructional decisions. Deciding what should be taught for specific disciplines at the secondary level (7-12). Teachers’ multiple roles and their professional, intellectual, sociopolitical, and communal responsibilities.

420 Integrated Science Research for Elementary Schools
Fall. 3(2-2) Interdepartmental with Science and Mathematics Education. Administered by Science and Mathematics Education. P:M: SME 320 and (STT 200 or STT 201) R: Open only to students in the Integrated Science Elementary Teaching major.

Research design and data analysis of individual research projects relevant to the K-8 science curriculum, integrating topics in life, earth, and physical science.

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 or sophomores. Open only to teacher certification candidates.

Aspects of teaching practice and inquiry into practice.

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: Approval of department.

Supervised practica and/or observations in educational settings.

495 Student Teaching in Music
Fall, Spring. 9 credits. Interdepartmental with Music. Administered by Music. R: Open only to seniors in the Music Education major.

Supervised music teaching experience in schools. On-campus seminar required.

501 Internship in Teaching Diverse Learners I
Fall. 6(2-24) P:M: TE 402 or TE 408 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:M: TE 501 R: Open only to students admitted to the Teacher Certification Internship-Year Studies Program. Not open to students with credit in CEP 502A or CEP 502C.
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:M: TE 402 or TE 408 R: Open only to students admitted to the Teacher Certification Internship-Year Studies Program. Not open to students with credit in CEP 801A.
Teachers' professional and ethical responsibilities. Connections of schools to other social agencies. Roles in school governance. Social service providers, and community leaders.

802 Reflection and Inquiry in Teaching Practice I
Fall. 3(2-3) P:M: TE 402 or TE 408 R: Open only to students admitted to the Teacher Certification Internship-Year Studies Program. Not open to students with credit in CEP 802A or CEP 802C.
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:M: TE 801 R: Open only to students admitted to the Teacher Certification Internship-Year Studies Program. Not open to students with credit in CEP 803A or CEP 803C.
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:M: TE 802 R: Open only to students admitted to the Teacher Certification Internship-Year Studies Program. Not open to students with credit in CEP 804A or CEP 804C.
Collecting, analyzing, and interpreting data on teaching, learning, and educational policy. Dilemmas surrounding research on practice. Appraising and reporting results of inquiry.

805 Learning Mathematics with Technology
Fall. 3(3-0) Interdepartmental with Counseling, Educational Psychology and Special Education. Administered by Counseling, Educational Psychology and Special Education.

806 Learning Science with Technology
Spring. 3(3-0) Interdepartmental with Counseling, Educational Psychology and Special Education. Administered by Counseling, Educational Psychology and Special Education.
Possibilities, ideas, and issues associated with teaching science with technology. How K-12 teachers use Internet resources (e.g., simulations, databases, communities) to facilitate science learning. Contemporary conceptual perspectives from educational psychology on important issues of learning.

807 Professional Development and Inquiry
Fall, Summer. 3(3-0) 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.

808 Inquiry into Classroom Teaching and Learning
Fall. Spring. Summer. 3(3-0) P:M: TE 807 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.

810 History of American Education
Spring of odd years. 3(3-0)
Social and intellectual history of educational ideals and institutions. Legacies of reform initiatives. Evolution of the education profession.

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.

812 Sociological Inquiry into Education
Spring of even years. 3(3-0)
Relationships of educational organizations and practices to social structures and institutions.

813 Education, Development and Social Change
Spring of odd years. 3(3-0) Interdepartmental with Educational Administration. Administered by Educational Administration.
Rise of modern systems of education in developed and developing countries. Education, the state, and national development. Colonial heritage, linkages, and globalization of educational development.

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

816 Education in Transition
Fall of odd years. 3(3-0)
Comparative analysis of change in educational concepts, policies, and practice.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Location/Meeting Times</th>
<th>Credits</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td><strong>Curriculum Design, Development, and Deliberation in Schools</strong>&lt;br&gt; 870</td>
<td>Fall, Spring, Summer. 3(3-0) P.M. TE 807 and TE 808 and TE 818 R: Open only to master's students in the Curriculum and Teaching major. Simulation in group curriculum deliberation. Critique of curriculum discourse, process, and product. Teachers' roles in site-based curriculum and staff development.</td>
<td>3(3-0)</td>
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<tr>
<td><strong>Teachers as Teacher Educators</strong>&lt;br&gt; 872</td>
<td>Spring. 3(3-0)</td>
<td>3(3-0)</td>
<td>Experienced teachers' contributions to the professional development of novice teachers. Implications for school change.</td>
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<tr>
<td><strong>Literacy Leadership</strong>&lt;br&gt; 873</td>
<td>Spring. 3(3-0) RB: Nine credits in reading or language arts and classroom teaching experience. Leadership roles for teachers in developing and improving literacy programs at preschool, K-12, college, and adult education levels. Assessing local needs in the context of national and state professional standards for literacy instruction. Maximizing use of resources. Evaluating programs and communicating evaluation results.</td>
<td>3(3-0)</td>
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<tr>
<td><strong>Community Literacy</strong>&lt;br&gt; 877</td>
<td>Spring of even years. 3(3-0) Interdepartmental with Arts and Letters. Administered by Arts and Letters. R: Open only to doctoral students in the Rhetoric and Writing major or master's students in the Digital Rhetoric and Professional Writing major or graduate students in the Department of English or College of Education. Applied research in a community organization, non-profit agency, workplace, or school. Theories and designs of service learning pedagogies.</td>
<td>3(3-0)</td>
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<tr>
<td><strong>Teaching College Mathematics</strong>&lt;br&gt; 879</td>
<td>Fall. 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course. Interdepartmental with Counseling, Educational Psychology and Special Education and Mathematics and Science and Mathematics Education. Administered by Science and Mathematics Education. RB: Past or concurrent mathematics teaching experience. Curriculum materials, case studies, approaches to teaching and student learning of particular mathematics topics.</td>
<td>3(3-0)</td>
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<tr>
<td><strong>Seminars in Curriculum and Teaching</strong>&lt;br&gt; 882</td>
<td>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.</td>
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<tr>
<td><strong>Seminars in Literacy Instruction</strong>&lt;br&gt; 883</td>
<td>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.</td>
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<td><strong>Independent Study</strong>&lt;br&gt; 890</td>
<td>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.</td>
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<tr>
<td><strong>Special Topics in Teaching, Curriculum, and Schooling</strong>&lt;br&gt; 891</td>
<td>Fall, Spring, Summer. 1 to 4 credits. A student may earn a maximum of 15 credits in all enrollments for this course. Current and special topics in various fields of teacher education.</td>
<td>1 to 4</td>
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<tr>
<td><strong>Special Topics in Science Education</strong>&lt;br&gt; 891A</td>
<td>Spring, Summer. 1 to 4 credits. A student may earn a maximum of 9 credits in all enrollments for this course. Supervised graduate practica and internships in curriculum, teaching, and schooling.</td>
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<tr>
<td><strong>Laboratory and Field Experiences in Curriculum, Teaching, and Schooling</strong>&lt;br&gt; 894</td>
<td>Fall, Spring, Summer. 1 to 6 credits. A student may earn a maximum of 9 credits in all enrollments for this course.</td>
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<tr>
<td><strong>Research Ethics</strong>&lt;br&gt; 895</td>
<td>Summer. 1(1-0) Interdepartmental with Counseling, Educational Psychology and Special Education and Educational Administration and Kinesiology. Administered by Kinesiology. R: Open only to graduate students in the Department of Counseling, Educational Psychology and Special Education or Department of Educational Administration or Department of Kinesiology or Department of Teacher Education. SA: PES 895 Identifying and resolving ethical problems in research, including issues related to collegial interactions; authorship, publication, and reviewing practices; data management; ownership of data and intellectual property; conflicts of interest; protection of human and animal subjects; and lab safety and compliance.</td>
<td>1(1-0)</td>
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<td><strong>Master's Thesis Research</strong>&lt;br&gt; 899</td>
<td>Fall, Spring, Summer. 2 to 12 credits. A student may earn a maximum of 12 credits in all enrollments for this course. Master's thesis research.</td>
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<tr>
<td><strong>Proseminar in Curriculum, Teaching, and Educational Policy I</strong>&lt;br&gt; 901</td>
<td>Fall, 3(3-0) R: Open only to doctoral students in the Curriculum, Teaching, and Educational Policy major. Two historical episodes related to improving teaching practice, teacher and student learning, curricula, and educational policy. Nature and effects of educational reforms.</td>
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<tr>
<td><strong>Proseminar in Curriculum, Teaching, and Educational Policy II</strong>&lt;br&gt; 902</td>
<td>Spring. 3(3-0) RB: TE 901 R: Open only to doctoral students in the Curriculum, Teaching, and Educational Policy major. Two historical episodes related to improving teaching practice, teacher and student learning, curricula, and educational policy. Nature and effects of educational reforms.</td>
<td>3(3-0)</td>
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<tr>
<td><strong>Psychological Study of Teaching</strong>&lt;br&gt; 907</td>
<td>Fall of odd years. 3(3-0) Interdepartmental with Counseling, Educational Psychology and Special Education. Administered by Counseling, Educational Psychology and Special Education. R: Open to doctoral students. Research literature on psychological aspects of teachers and teaching. Topics include teacher's decision-making, learning from experience, and developmental changes.</td>
<td>3(3-0)</td>
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<tr>
<td><strong>Psychological and Cognitive Aspects of Literacy Learning</strong>&lt;br&gt; 912</td>
<td>Spring. 3(3-0) Interdepartmental with Counseling, Educational Psychology and Special Education. Administered by Counseling, Educational Psychology and Special Education. R: Open to doctoral students. Theory and research on psychological and cognitive aspects of literacy learning and use in sociocultural contexts.</td>
<td>3(3-0)</td>
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<tr>
<td><strong>Psychology and Pedagogy of Mathematics</strong>&lt;br&gt; 913</td>
<td>Fall of odd years. 3(3-0) Interdepartmental with Counseling, Educational Psychology and Special Education. Administered by Counseling, Educational Psychology and Special Education. R: CEP 902 R: Open to doctoral students. Psychological theory and research on the learning of mathematics. Development of mathematical thinking and knowledge in school and other settings.</td>
<td>3(3-0)</td>
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<tr>
<td><strong>Literacy, Learning and Development in Sociocultural Context</strong>&lt;br&gt; 915</td>
<td>Fall. 3(3-0) Interdepartmental with Counseling, Educational Psychology and Special Education. Administered by Counseling, Educational Psychology and Special Education. R: Open to doctoral students. Role of language and literacy in mediating cognition, affect, and action in educational contexts. Relationship between oral and written discourse and sociocultural contexts.</td>
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<tr>
<td><strong>Contemporary Theories and Discourses in Education</strong>&lt;br&gt; 917</td>
<td>Fall of even years. 3(3-0) Logical positivism, interpretive theories, critical theory, feminist theory, poststructuralism and neopragmatism. Applications to curriculum, teaching, and educational policy.</td>
<td>3(3-0)</td>
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<tr>
<td><strong>Disciplinary Knowledge and School Subjects</strong>&lt;br&gt; 918</td>
<td>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.</td>
<td>3(3-0)</td>
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<tr>
<td><strong>Policy Analysis in Education</strong>&lt;br&gt; 919</td>
<td>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.</td>
<td>3(3-0)</td>
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<tr>
<td><strong>Social Analysis of Educational Policy</strong>&lt;br&gt; 920</td>
<td>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.</td>
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<tr>
<td><strong>Learning to Teach</strong>&lt;br&gt; 921</td>
<td>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.</td>
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<tr>
<td><strong>Contexts and Micropolitics of Teacher Education</strong>&lt;br&gt; 922</td>
<td>Fall of odd 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.</td>
<td>3(3-0)</td>
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923 Comparative Perspectives on Teaching, Curriculum, and Teacher Education
Spring of odd years. 3(3-0)

924 Philosophy of Education: Ideas and Methods
Spring of even years. 3(3-0)
Selected ideas in education from different philosophical traditions. Issues of method, historical perspectives, and textual analysis.

926 Proseminar in Mathematics Education I
Fall. 3(3-0) Interdepartmental with Counseling, Educational Psychology and Special Education and Mathematics and Science and Mathematics Education. Administered by Science and Mathematics Education.
Research on the learning and teaching of mathematics. Teaching, teacher and student learning, curriculum, and educational policy. Historical, philosophical, empirical, and theoretical perspectives.

927 Proseminar in Mathematics Education II
Spring. 3(3-0) Interdepartmental with Counseling, Educational Psychology and Special Education and Mathematics and Science and Mathematics Education. Administered by Science and Mathematics Education. P:M SME 926
Continuation of SME 926.

928 Proseminar in Educational Policy
Fall. 3(3-0) Interdepartmental with Educational Administration. Administered by Educational Administration.

931 Qualitative Methods in Educational Research
Fall, Spring, Summer. 4(4-0) Interdepartmental with Counseling, Educational Psychology and Special Education and Educational Administration. Administered by Teacher Education. RB: CEP 930
Multiple traditions of qualitative research in education. Theory, research questions and design, data collection and analysis, and reporting. Ethical issues. Appraising qualitative research.

940 Curriculum Deliberation and Development
Fall of odd years. 3(3-0)
Research in curriculum deliberation and development. Discourse, group dynamics, processes, and outcomes for teaching and learning.

942 Economic Analysis in Educational Policy Making
Spring of even years. 3(3-0) Interdepartmental with Educational Administration. Administered by Educational Administration.

943 Seminar in Professional Development
Spring of even years. 3(3-0)
Synthesis and application of knowledge acquired through consideration of research and field-based inquiry from teacher practice and change initiatives.

946 Current Issues in Literacy Research and Instruction
Spring. 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 years. 3(3-0) RB: Two undergraduate mathematics courses.
Philosophical, cultural, political, societal, psychological, and historical perspectives on knowing in mathematics as a discipline.

954 Design and Methods in Mathematics Education Research
Fall of odd years. 3(3-0) Interdepartmental with Counseling, Educational Psychology and Special Education and Mathematics and Science and Mathematics Education. Administered by Science and Mathematics Education. RB: SME 926 and SME 927
History, current trends, and issues pertaining to research design and methods in mathematics education research. Mathematics education research in the areas of policy, teaching, teacher learning, and student learning with particular attention to how features of research designs influence research findings.

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.

958 Using Literacy to Learn: Curriculum and Pedagogy
Fall. 3(3-0) Interdepartmental with Counseling, Educational Psychology and Special Education. Administered by Teacher Education. RB: Open only to Ph.D. students in the College of Education.
Centrality of oral and written language in all school learning. Curriculum as text and instruction as discourse. Historical development of literacy curriculum and pedagogy as conceptualized and enacted in school settings. Language of teaching and learning in the classroom.

959 Acquisition and Development of Language and Literacy
Spring. 3(3-0) Interdepartmental with Counseling, Educational Psychology and Special Education. Administered by Teacher Education. RB: Open only to Ph.D. students in the College of Education.

960 Language, Literacy, and Educational Policy
Fall of odd years. 3(3-0)

970 Curriculum and Pedagogy in Teacher Education
Spring of even 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 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 even years. 3(3-0)
Policy issues such as teacher accountability, teacher knowledge, and political influence.

982 Seminar in Curriculum, Teaching, and Educational Policy
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 years. 1 to 6 credits. A student may earn a maximum of 6 credits in all enrollments for this course.
Special topics in science education.

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 practice, observations, and internships in an area of educational policy and social analysis, teacher education and teacher learning, and curriculum, teaching and learning.

995 Research Practicum in Curriculum, Teaching, and Educational Policy
Fall, Spring, Summer. 1 to 3 credits. A student may earn a maximum of 3 credits in all enrollments for this course. R: Open only to doctoral students in the College of Education. 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 100 credits in all enrollments for this course. R: Open only to doctoral students in the Department of Teacher Education.
Doctoral dissertation research.