MICHIGAN STATE UNIVERSITY
University Committee on Curriculum

SUBCOMMITTEE C – AGENDA

Via Zoom
February 9, 2023
1:30 p.m.

PART I – NEW ACADEMIC PROGRAMS AND PROGRAM CHANGES

COLLEGE OF ARTS AND LETTERS

1. Request to change the requirements for the **Bachelor of Arts** degree in **Apparel and Textiles** in the Department of Art, Art History, and Design.

   a. Under the heading **Requirements for the Bachelor of Arts Degree in Apparel and Textiles** make the following changes:

      (1) In item 3. b. change the total credits from '18 to 23' to '17'.

      (2) In item 3. b. delete the following course:

ATD	493	Internship in Apparel and Textiles	1 to 6

      (3) In item 3. c. change the total credits from '8 to 12' to '1 to 3'.

      (4) In item 3. c. add the following course:

ATD	493	Internship in Apparel and Textiles	1 to 6

   Effective Fall 2023.

2. Request to change the requirements for the **Bachelor of Fine Arts** degree in **Apparel and Textile Design** in the Department of Art, Art History, and Design.

   a. Under the heading **Requirements for the Bachelor of Fine Arts Degree in Apparel and Textile Design** make the following changes:

      (1) In item 3. d. change the total credits from '18 to 23' to '17'.

      (2) In item 3. d. delete the following course:

ATD	493	Internship in Apparel and Textiles	1 to 6

      (3) In item 3. e. change the total credits from '15' to '15 to 24'.

      (4) In item 3. e. add the following course:

ATD	493	Internship in Apparel and Textiles	1 to 6

   Effective Fall 2023.

3. Request to change the requirements for the **Bachelor of Arts** degree in **Art History and Visual Culture** in the Department of Art, Art History, and Design.

   a. Under the heading **Requirements for the Bachelor of Arts Degree in Art History and Visual Culture** make the following changes:

      (1) In item 3. (a) (3), delete the following courses:

HA	210	Medieval Art	3
HA	230	Renaissance and Baroque Art	3

      Add the following courses:

HA	220	Renaissance Art	3
HA	231	Baroque and Rococo Art	3

(2) In item 3. a. (5) delete the following courses:

HA	430	Selected Topics in Baroque Art	4
HA	453	American Art, 1875-1940	4

Add the following courses:

HA	431	Special Topics in Early Modern Art	4
HA	454	Selected Topics in Arts of the Americas	4

Effective Fall 2023.

4. Request to change the requirements for the **Minor** in **Comic Art and Graphic Novels** in the Department of Art, Art History, and Design.

a. Under the heading **Requirements for the Minor in Comics and Visual Narrative**, make the following changes in item 2.:

(1) Delete the following courses:

JRN	313	Political Cartoons	3
STA	160	Digital Graphic Design: Tools and Methods	3

Add the following courses:

GD	160	Digital Graphic Design: Tools and Methods	3
STA	202	Sequencing Events: Drawing Comics Throughout History	3
STA	203	Comics Memoir	3

Effective Fall 2023.

5. Request to change the requirements for the **Bachelor of Arts** degree in **Studio Art** in the Department of Art, Art History, and Design.

a. Under the heading **Requirements for the Bachelor of Arts Degree in Studio Art** make the following change:

(1) In item 3. a. (3), in *Electronic Art and Intermedia*, add Studio Art 488.

Effective Fall 2023.

6. Request to change the requirements for the **Bachelor of Fine Arts** degree in **Studio Art** in the Department of Art, Art History, and Design.

a. Under the heading **Requirements for the Bachelor of Fine Arts Degree in Studio Art** make the following changes:

(2) In item 3. a. (3) *Ceramics*, add Studio Art 491C.

(3) In item 3. a. (3) *Electronic Art and Intermedia*, add Studio Art 480.

(4) In item 3. a. (3) *Studio Art Senior Project courses and Internships*, under Electronic Art and Intermedia, add Studio Art 488.

Effective Fall 2023.

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

1. Request to change the requirements for the **Bachelor of Arts** degree in **Advertising Creative** in the Department of Advertising and Public Relations

   The concentrations in the Bachelor of Arts degree in Advertising Creative will be noted on the student's academic record when the requirements for the degree have been completed.

   a. Under the heading **Requirements for the Bachelor of Arts Degree in Advertising Creative** make the following change:

      (1) In item 3. d. change the course title of ADV 225 to 'Basic Skills for Advertising Careers'.

   Effective Fall 2023.

2. Request to change the requirements for the **Minor in Public Relations** in the Department of Advertising and Public Relations.

   a. Under the heading ***MINOR IN PUBLIC RELATIONS***, *delete* the first sentence and replace with the following:

      The Minor in Public Relations, which is administered by the Department of Advertising and Public Relations within the College of Communication Arts and Sciences, is available as an elective to students who are enrolled in any bachelor's degree program at Michigan State University.

   Effective Fall 2023.

3. Request to change the requirements in the **Minor** in **Broadcast Journalism** in the School of Journalism.

   a. Under the heading **Requirements for the Minor in Broadcast Journalism** make the following changes:

      (1) Change the total credits required from '15' to '16'.

      (2) Change the credits of JRN 406A and JRN 406B from '3' to '4'.

   Effective Fall 2023.

4. Request to change the requirements for the **Bachelor of Arts** degree in **Journalism** in the School of Journalism.

   The concentrations in the Bachelor of Arts degree in Journalism are noted on the student's academic record when the requirements for the degree have been completed.

   a. Under the heading **Requirements for the Bachelor of Arts Degree in Journalism** make the following changes:

      (1) Under the heading **Broadcast Journalism** replace the entire entry with the following:

JRN	206	Video Storytelling with Phones	3
JRN	306	Broadcast News I: Intro to Reporting	3
JRN	406	Broadcast News II: Intermediate Reporting	3
One of the following courses (3 or 4 credits):			
JRN	303	On-Air Announcing, Interviewing and Hosting	3
JRN	406A	Broadcast News III: Advanced Reporting	4
JRN	406B	Broadcast News Producing	4

(2) Under the heading **International Reporting** delete the following course option:

Study Abroad in Journalism 3

Effective Fall 2023.

5. Request to change the requirements for the **Graduate Certificate** in **Journalism** in the School of Journalism. The University Committee on Graduate Studies (UCGS) will consider this request at its February 20, 2023 meeting.

a. Under the heading **Admission** replace the entire entry with the following:

To be considered for admission into the Graduate Certificate in Journalism, applicants must have completed a bachelor's degree and submit a short academic essay. For additional information, refer to the *Admission* section in the *Graduate Education* section of this catalog.

b. Under the heading **Requirements for the Graduate Certificate in Journalism** replace the entire entry with the following:

Students must complete a minimum of 9 credits, through selection of a minimum of three JRN courses at the 800-level, in consultation with the academic advisor.

Effective Fall 2023.

6. Request to change the requirements for the **Minor in Documentary Production** in the Department of Media and Information.

a. Under the heading **Minor in Documentary Production** make the following changes:

(1) In item 2., under **Broadcast News**, delete the following course:

JRN	406	Advanced TV News: Storytelling and Producing	3

Add the following course:

JRN	406B	Broadcast News Producing	4

(2) In item 2., under **Film Studies** delete the following course:

FLM	336	Aesthetics of Film Editing	3

(3) In item 2., under **Multimedia** add the following course:

CSUS	265	Exploring Environmental and Sustainability Issues and Policy Using Film	3

(4) In item 2., under **Photography** make the following changes:

(a) Change the requirement to ‘One of the following, either (1), (2), or (3):’

(b) Add the following item (3):

JRN	488	Visual Storytelling in Kenya	4
JRN	310	Photojournalism	3
or			
JRN	410	Advanced Photojournalism Documentary	3

Effective Fall 2023.

COLLEGE OF EDUCATION

1. Request to change the requirements for the **Bachelor of Arts** degree in **Special Education-Learning Disabilities** in the Department of Counseling, Educational Psychology and Special Education. The Teacher Education Council (TEC) will consider this request at its February 13, 2023 meeting.

   a. Replace the **Admission** statement with the following:

      To earn a Bachelor of Arts degree in special education-learning disabilities, students must declare their intent to become a special education-learning disabilities major to the Academic Advising Office in the College of Education.

   b. Under the heading **Requirements for the Bachelor of Arts Degree in Special Education** make the following changes:

      (1) In item 2. a. change the total credits from '19' to '18' and delete the following course

TE	372	Justice and Equity Seminar II	1

      (2) Replace item 2. b. with the following:

Elementary Education Courses (15 credits):

(1) The following course (3 credits):

TE	202	Engaging Elementary Learners with Mathematics	3

(2) One of the following literacy courses (3 credits):

TE	301A	Children's Literacy Development PK-3 (W)	3
TE	301B	Children's Literacy Development 3-6 (W)	3

(3) The following mathematics course (3 credits):

MTH	201	Elementary Mathematics for Teachers I	3

      (3) In item 2. c. make the following changes:

         (a) Change the total credits from '29' to '21 or 26'.

         (b) Change the total credits for the **Prekindergarten through Grade Three** concentration from '29' to '26' and delete the following courses:

HDFS	424	Student Teaching in an Early Childhood Program	6
TE	405B	Teaching Literacy to Diverse Learners II – PK-3	3
TE	406B	Teaching Mathematics to Diverse Learners II – PK-3	3

Add the following courses:

TE	331	Social Studies Curriculum for Young Learners (PK-3)	3
TE	340	Teaching and Learning Elementary Science (PK-6)	3
TE	343	Teaching and Learning Elementary Social Studies (PK-6)	3

         (c) Replace the **Grade Three through Grade Six** concentration requirements with the following:

All of the following courses (21 credits):

(1) One of the following United States history courses (3 credits):

HST	301	Indigenous-European Encounters in North America	3
HST	302	Revolutionary America	3

(2) One of the following arts integration courses (3 credits):

TE	430	Introduction to Arts in the Classroom	3
TE	431	Learning through Drama	3
TE	432	Learning through Movement	3

(3) All of the following courses (12 credits):

ISE	301	Science for Elementary Schools	3
TE	332	Science Curriculum for Upper Elementary Learners (3-6)	3
TE	333	Social Studies for Young Learners (PK-6)	3
TE	405	Teaching Language and Literacy to Diverse Learners (3-6)	3
TE	406	Teaching Mathematics to Diverse Learners (3-6)	3

(4) Replace item 2. d. with the following:

Learning Disabilities Area of Emphasis (42 credits):

(1) All of the following courses:

CEP	301	Literacy Instruction for Students with Disabilities	3
CEP	302	Technology and Content Area Support for Students with Disabilities	2
CEP	339	Classroom Management for Special Education	3
CEP	345	Language and Literacy Development and Disorders	3
CEP	349	Behavior Management in Special Education	3
CEP	351	Special Education Law and Policies	3
CEP	400	Professional Skills in Special Education	1
CEP	401	Transition and Collaboration in Special Education	3
CEP	402	Mathematics Interventions for Students with Disabilities	3
CEP	403	Assessment for Students with Disabilities	3
CEP	404	Literacy Interventions for Students with Disabilities	3
CEP	405	Internship in Teaching Special Education	6

(2) One of the following courses (6 credits):

TE	481	PK-3 Internship I	6
TE	482	PK-3 Internship II	6
TE	484	3-6 Internship I	6
TE	485	3-6 Internship II	6

(5) Delete item 2. e.

Effective Fall 2023.

2. Request to change the requirements for the **Master of Arts** degree in **Student Affairs Administration** in the Department of Educational Administration. The University Committee on Graduate Studies (UCGS) will consider this request at its February 20, 2023 meeting.

a. Under the heading **Admission**, replace the entire entry with the following:

Applicants must submit a written personal statement of their experiences and interests related to guiding their pursuit of a master's degree in student affairs administration. The two required letters of recommendation must be from persons who are acquainted with the applicant's (1) academic and employment performance and (2)
potential for graduate work and professional employment in higher education. Applicants must be available for an interview.

b. Under the heading **Requirements for the Master of Arts Degree in Student Affairs Administration** make the following changes:

(1) Change the total credits from ‘40’ to ‘36’.

In item 1., change the total credits from ‘25’ to ‘24’ and change the credits of EAD 893 from ‘4’ to ‘3’.

(2) Replace items 2. and 3. with the following:

2. Four additional courses totaling 12 credits that contribute to the student's professional goals such as in academic advisement, training and development, communications, or counseling, and are approved by the student's academic advisor. At least two of these courses should be from EAD course offerings taught by HALE faculty.
3. Completion of a final oral evaluation.

Effective Fall 2023.

3. Request to change the name of the **Bachelor of Arts** degree in **Education** to **Elementary Education** in the Department of Teacher Education. The Teacher Education Council will consider this request at its February 13, 2023 meeting.

Students admitted to the major prior to Fall 2023 will be awarded a Bachelor of Arts Degree in Education.

Students admitted to the major Fall 2023 and forward will be awarded a Bachelor of Arts Degree in Elementary Education.

Effective Fall 2023.

4. Request to change the requirements for the **Bachelor of Arts** degree in **Elementary Education** in the Department of Teacher Education. The Teacher Education Council (TEC) will consider this request at its February 13, 2023 meeting.

The concentrations referenced in the Bachelor of Arts degree in Elementary Education are noted on the student's academic record when the requirements for the degree have been completed.

a. Under the heading **Requirements for the Bachelor of Arts Degree in Education** replace the entire entry with the following:

1. The University requirements for bachelor's degrees as described in the *Undergraduate Education* section of this catalog; 120 credits including general elective credits, are required for the Bachelor of Arts degree in Elementary Education.
The completion of Mathematics 201 referenced in item 2. b. (3) below may also satisfy the University Mathematics requirement.
The University's Tier II writing requirement for the Education major is met by completing Teacher Education 301A or 301B and Teacher Education 404A or 404B.
The completion of Teacher Education 101 and Teacher Education 102 in item 2. a. below may also satisfy the University's requirement for Integrative Studies in the Social, Behavioral, and Economic Sciences area.
The completion of Teacher Education 341 and Human Development and Family Studies 321 and Human Development and Family Studies 321L in item 2. a. and 2. c. below or Teacher Education 341 and History 301 or History 302 in item 2. a. and 2. c. below may also satisfy the University's requirement for Integrative Studies in the Arts and Humanities area.
2. The following requirements for the major:

			CREDITS
a. **Professional Education Courses**:			
(1) All of the following courses (15 credits):			
CEP	240	Diverse Learners in Multicultural Perspectives	3
TE	101	Social Foundations of Justice and Equity in Education	3
TE	102	Pedagogy and Politics of Justice and Equity in Education	3
TE	341	Teaching and Learning of (Bi) Multilingual Learners	3
TE	371	Justice and Equity Seminar I	1
TE	471	Justice and Equity Seminar III	1
TE	471	Justice and Equity Seminar IV	1

b. **Elementary Education Courses** (12 credits):

(1) Both of the following courses (6 credits):

TE	202	Engaging Elementary Learners with Mathematics	3
TE	348	Reading and Responding to Children's Literature	3

(2) *Literacy*

One of the following courses (3 credits):

TE	301A	Children's Literacy Development PK-3 (W)	3
TE	301B	Children's Literacy Development 3-6 (W)	3

(3) *Mathematics* (3 credits):

MTH	201	Elementary Mathematics for Teachers I	3

c. One of the following concentrations (41 or 42 credits):

Prekindergarten through Grade Three (41 credits):

All of the following courses:

HDFS	320	Interaction with Children in Groups	3
HDFS	320L	Interaction with Children-Laboratory	1
HDFS	321	Curriculum for Children (W)	3
HDFS	321L	Curriculum for Children-Laboratory	1
TE	330	Science Curriculum for Young Learners (PK-3)	3
TE	331	Social Studies for Young Learners (PK-3)	3
TE	403A	Teaching of Science to Diverse Learners (PK-3)	3
TE	404A	Teaching of Social Studies to Diverse Learners (PK-3)	3
TE	405A	Teaching Literacy to Diverse Learners I (PK-3)	3
TE	405B	Teaching Literacy to Diverse Learners II (PK-3)	3
TE	406A	Teaching Mathematics to Diverse Learners I (PK-3)	3
TE	406B	Teaching Mathematics to Diverse Learners II (PK-3)	3
TE	481	PK-3 Internship I	3
TE	482	PK-3 Internship II	6

Grade Three through Grade Six (42 credits):

(1) One of the following United States history courses (3 credits):

HST	301	Indigenous-European Encounters in North America	3
HST	302	Revolutionary America	3

(2) One of the following arts integration courses (3 credits):

TE	430	Introduction to Arts in the Classroom	3
TE	431	Learning Through Drama	3
TE	432	Learning Through Movement	3

(3) All of the following courses (36 credits):

TE	204	Engaging Elementary Learners in Science: Culture and Equity	3
TE	332	Science Curriculum for Upper Elementary Learners (3-6)	3
TE	333	Social Studies for Upper Elementary Learners (3-6)	3
TE	403B	Teaching of Science to Diverse Learners (3-6)	3
TE	404B	Teaching of Social Studies to Diverse Learners (3-6)	3
TE	405	Teaching Literacy to Diverse Learners I (3-6)	3
TE	405C	Teaching Literacy to Diverse Learners II (3-6)	3
TE	406	Teaching Mathematics to Diverse Learners I (3-6)	3
TE	406C	Teaching Mathematics to Diverse Learners II (3-6)	3
TE	484	3-6 Internship I	3
TE	485	3-6 Internship II	6

d. **English as a Second Language** (19 to 23 credits):
Completion of this requirement along with TE 341 satisfies the course requirements for the additional endorsement in English as a Second Language. ESL can be waived by completion of Birth-Kindergarten endorsement for Prekindergarten through Grade 3 students.

(1) All of the following courses (10 credits):

LLT	307	Methods of Second and Foreign Language Teaching	3
LLT	346	Pedagogical English Grammar for English Teachers	3
TE	342	Teaching Methods for (Bi)Multilingual Learners	3
TE	503	Internship in Teaching Diverse Learners in Additional Endorsement Areas	1

(2) One of the following courses (3 credits):

LLT	361	Second and Foreign Language Learning	3
LLT	362	Child Second Language Acquisition	3

(3) One of the following courses (3 or 4 credits)

LIN	200	Introduction to Language	3
LIN	401	Introduction to Linguistics	4

(4) Complete either (a) or (b) (3 or 6 credits):

(a)	ANP	420	Language and Culture	3
(b)	COM	310	Intercultural Communication	3
	or			
	COM	320	Diversity and Communication	3
	LIN	471	Sociolinguistics	3

e. **Optional Additional Teaching Endorsements**
Students may elect to complete one or more optional disciplinary teaching minor(s), in addition to the required grade band concentration and English as a Second Language requirements. The following disciplinary teaching minors are available for prospective elementary school teachers.

Arabic	20
Chinese	24
French	21
German	23
Japanese	24
Spanish	24

Requirements for the disciplinary teaching minors can be found in the section Requirements for the Disciplinary Teaching Minors in the section on TEACHER CERTIFICATION, below. Students wishing to complete optional minors should schedule an appointment with the College of Education Advising Office.

Effective Fall 2023.

5. Request to change the name of the **Teacher Certification Internship Studies Program** in the Department of Teacher Education to **Teacher Certification Program**. This is a NOHN (non-degree) program.

   Effective Fall 2023.

6. Request to change the requirements for the **Teacher Certification Program** in the Department of Teacher Education. The Teacher Education Council (TEC) will consider this request at its February 13, 2023 meeting.

   Please note that the Language Arts, MJEL (BX endorsement), Integrated Science, MJEL/Comprehensive Group Major (DI endorsement), Social Studies, MJEL (RX endorsement), and the Mathematics, MJEL (EX endorsement) will no longer be noted in the catalog and should only be kept open until Fall 2024 to accommodate current students.

   a. Under the heading **REQUIREMENTS FOR TEACHER CERTIFICATION** replace the entire entry with the following:

      Teacher Certification at Michigan State University is housed in the College of Education. In order to be certified as a teacher at Michigan State University, candidates must have an acceptable subject matter teaching major and also complete all relevant teacher education course work. Candidates will also have to pass state certification tests and meet other state and program requirements. Interested candidates should schedule a meeting with the College of Education Student Affairs Office for more details.

      Course Requirements for Elementary Teacher Certification
      GPA Standards: All elementary teacher candidates must pass the following courses with a minimum grade of 2.0: CEP 240, TE 101, TE 102, TE 341, TE 301A or 301B, and TE 348. Within the Grade Three through Grade Six concentration: HST 301 or HST 302 must be passed with a minimum grade of 2.0. All elementary teacher candidates must have a grade point average of 2.5 or above for pre-internship professional education courses required for teacher certification with no individual grade below 2.0.

      a. **Professional Education Courses** (15 credits):

CEP	240	Introduction to Exceptional Learners	3
TE	101	Social Foundations of Justice and Equity in Education	3
TE	102	Pedagogy and Politics of Justice and Equity in Education	3
TE	341	Teaching and Learning of (Bi)Multilingual Learners	3
TE	371	Justice and Equity Seminar I	1
TE	471	Justice and Equity Seminar III	1
TE	472	Justice and Equity Seminar IV	1

      b. **Elementary Education Courses** (12 credits):

      (1) All of the following courses (6 credits):

TE	348	Reading and Responding to Children's Literature	3
TE	202	Engaging Elementary Learners with Mathematics	3

      (2) *Literacy*
      One of the following courses (3 credits):

TE	301A	Children's Literacy Development PK-3 (W)	3
TE	301B	Children's Literacy Development 3-6 (W)	3

      (3) **Mathematics** (3 credits):

MTH	201	Elementary Mathematics for Teachers I	3

      c. One of the following concentrations (41 or 42 credits):
      Prekindergarten through Grade Three (41 credits):
      All of the following courses:

HDFS	320	Interaction with Children in Groups	3
HDFS	320L	Interaction with Children-Laboratory	1
HDFS	321	Curriculum for Children (W)	3
HDFS	321L	Curriculum for Children-Laboratory	1
TE	330	Science Curriculum for Young Learners (PK-3)	3
TE	331	Social Studies Curriculum for Young Learners (PK-3)	3
TE	403A	Teaching of Science to Diverse Learners (PK-3)	3
TE	404A	Teaching of Social Studies to Diverse Learners (PK-3) (W)	3
TE	405A	Teaching Literacy to Diverse Learners I (PK-3)	3
TE	405B	Teaching Literacy to Diverse Learners II (PK-3)	3
TE	406A	Teaching Mathematics to Diverse Learners I (PK-3)	3
TE	406B	Teaching Mathematics to Diverse Learners II (PK-3)	3
TE	481	PK-3 Internship I	3

TE	482	PK-3 Internship II		6

Grade Three through Grade Six (42 credits):

(1) One of the following United States history courses (3 credits):

HST	301	Indigenous-European Encounters in North America	3
HST	302	Revolutionary America	3

(2) One of the following arts integration courses (3 credits):

TE	430	Introduction to Arts in the Classroom	3
TE	431	Learning Through Drama	3
TE	432	Learning Through Movement	3

(3) All of the following courses (36 credits):

TE	204	Engaging Elementary Learners in Science: Culture and Equity	3
TE	332	Science Curriculum for Upper Elementary Learners (3-6)	3
TE	333	Social Studies for Upper Elementary Learners (3-6)	3
TE	403B	Teaching of Science to Diverse Learners (3-6)	3
TE	404B	Teaching of Social Studies to Diverse Learners (3-6) (W)	3
TE	405	Teaching Literacy to Diverse Learners I (3-6)	3
TE	405C	Teaching Literacy to Diverse Learners II (3-6)	3
TE	406	Teaching Mathematics to Diverse Learners I (3-6)	3
TE	406C	Teaching Mathematics to Diverse Learners II (3-6)	3
TE	484	3-6 Internship I	3
TE	485	3-6 Internship II	6

d. **English as a Second Language** (19 to 23 credits):

Completion of this requirement along with TE 341 satisfies the course requirements for the additional endorsement in English as a Second Language. ESL can be waived by completion of Birth-Kindergarten endorsement for Prekindergarten through Grade 3 students.

(1) All of the following courses (10 credits):

LLT	307	Methods of Second and Foreign Language Teaching	3
LLT	346	Pedagogical English Grammar for English Teachers	3
TE	342	Teaching Methods for (Bi)multilingual Learners	3
TE	503	Internship in Teaching Diverse Learners in Additional Endorsement Areas	1

(2) One of the following courses (3 credits):

LLT	361	Second and Foreign Language Learning	3
LLT	362	Child Second Language	3

(3) One of the following courses (3 or 4 credits):

LIN	200	Introduction to Language	3
LIN	401	Introduction to Linguistics	4

(4) Complete either (a) or (b) (3 or 6 credits):

(a)	ANP	420	Language and Culture	3
(b)	COM	310	Intercultural Communication	3
	or			
	COM	320	Diversity and Communication	3
	LIN	471	Sociolinguistics	3

e. **Optional Additional Teaching Endorsements**

Students may elect to complete one or more optional disciplinary teaching minor(s), in addition to the required grade band concentration and English as a Second Language requirements. The following disciplinary teaching minors are available for prospective elementary school teachers.

Arabic	20
Chinese	24
French	21
German	23
Japanese	24
Spanish	24

Course Requirements for Secondary Teacher Certification

GPA Standards: All elementary teacher candidates must pass the following courses with a minimum grade of 2.0: CEP 240, TE 101, TE 102, TE 150, TE 302, and TE 341. All secondary teacher candidates must have a grade point average of 2.5 or above for pre-internship professional education courses required for teacher certification with no individual grade below 2.0.

a. **Professional Education Courses** (18 credits):

CEP	240	Introduction to Exceptional Learners	3
TE	101	Social Foundations of Justice and Equity in Education	3
TE	102	Pedagogy and Politics of Justice and Equity in Education	3
TE	150	Reflections on Learning	3
TE	302	Literacy and Adolescent Learners in School and Community Contexts	3
TE	341	Teaching and Learning of (Bi) Multilingual Learners	3

b. **Subject-Matter Teaching Methodology Courses** (18 credits):

(1) **English** (18 credits):

TE	310	Clinical Experience in English Education I	3
TE	410	Clinical Experience in English Education II	3
TE	411	Seminar in English Education I	3
TE	412	Seminar in English Education II	3
TE	413	Student Teaching Internship in English Education	6

(2) **Mathematics** (18 credits):

TE	314	Clinical Experiences in Mathematics Education I	3
TE	414	Clinical Experiences in Mathematics Education II	3
TE	415	Seminar in Mathematics Education I	3
TE	416	Seminar in Mathematics Education II	3
TE	417	Student Teaching Internship in Mathematics Education	6

(3) **Science** (18 credits):

TE	321	Clinical Experience in Science Education I	3
TE	421	Clinical Experience in Science Education II	3
TE	422	Seminar in Science Education I	3
TE	423	Seminar in Science Education II	3
TE	424	Student Teaching Internship in Science Education	6

(4) **Social Studies** (18 credits):

TE	325	Clinical Experience in Social Studies Education I	3
TE	425	Clinical Experience in Social Studies Education II	3
TE	426	Seminar in Social Studies Education I	3
TE	427	Seminar in Social Studies Education II	3
TE	428	Student Teaching Internship in Social Studies Education	6

(5) **Agriscience and Natural Resources**

Students seeking teacher licensure in Agriscience and Natural Resources complete all of their teacher education course work in the College of Agriculture and Natural Resources. Students should contact the Agriculture, Food and Natural Resources Education Advisor for more details.

c. **Optional Teaching Endorsements**

Students may elect to complete one or more optional disciplinary teaching minor(s). The following disciplinary teaching minors are available for prospective secondary teachers. Students wishing to complete one or more of the following optional disciplinary teaching minors should schedule an appointment with the College of Education Advising Office.

Agriculture, Food and Natural Resources Education
Arabic (Secondary)
Biology
Chemistry
Chinese (Secondary)
Earth Science
Economics
English
French (Secondary)
Geography
German (Secondary)
History
Japanese (Secondary)
Mathematics

Physics
Political Science
Psychology
Spanish (Secondary)
English as a Second Language (Secondary)

Course Requirements for PK-12 Teacher Certification
GPA Standards: All PK-12 teacher candidates must pass the following courses with a minimum grade of 2.0: CEP 240, TE 101, TE 102, TE 150, TE 302, and TE 341. All PK-12 teacher candidates must have a grade point average of 2.5 or above for pre-internship professional education courses required for teacher certification with no individual grade below 2.0.

a. **Professional Education Courses** (18 credits):

CEP	240	Introduction to Exceptional Learners	3
TE	101	Social Foundations of Justice and Equity in Education	3
TE	102	Pedagogy and Politics of Justice and Equity in Education	3
TE	150	Reflections on Learning	3
TE	302	Literacy and Adolescent Learners in School and Community Contexts	3
TE	341	Teaching and Learning of (Bi) Multilingual Learners	3

b. **Subject-Matter Teaching Methodology Courses** (18 credits):

(1) World Languages (18 credits):

TE	334	Clinical Experiences in World Language Education I	3
TE	434	Clinical Experiences in World Language Education II	3
TE	435	Seminar in World Language Education I	3
TE	436	Seminar in World Language Education II	3
TE	437	Student Teaching Internship in World Language Education	3

(2) **Visual Arts**
Students seeking teacher licensure in Visual Arts Education should contact the advisor in the Department of Art, Art History, and Design for more details.

(3) **Music Education**
Students seeking teacher licensure in Music Education complete TE 101, TE 150, and TE 302. The remainder of their teacher education course work takes place in the College of Music. Students should contact the advising office in the College of Music for more details.

c. **Optional Teaching Endorsements**
Students may elect to complete one or more optional disciplinary teaching minor(s). The following disciplinary teaching minors are available for prospective PK-12 teachers in World Languages. Students wishing to complete one or more of the following optional disciplinary teaching minors should schedule an appointment with the College of Education Advising Office.

Agriculture, Food and Natural Resources Education
Arabic (Secondary)
Biology
Chemistry
Chinese (Secondary)
Earth Science
Economics
English
French (Secondary)
Geography
German (Secondary)
History
Japanese (Secondary)
Mathematics
Physics
Political Science
Psychology
Spanish (Secondary)
English as a Second Language (Secondary)

Disciplinary Majors Available for Elementary Teacher Certification
Students electing to complete the requirements for an optional disciplinary teaching major in addition to their required teaching major should make their choices from the list below.

MAJOR	COLLEGE
Arabic	Arts and Letters
Chinese	Arts and Letters
French	Arts and Letters
German	Arts and Letters
Japanese	Arts and Letters
Spanish	Arts and Letters
Special Education-Learning Disabilities	Education

Disciplinary Teaching Minors Available for Elementary Teacher Certification
Students electing to complete a disciplinary teaching minor(s) in addition to their required major should make their choices from the list below.

MINOR	COLLEGE
Arabic	Arts and Letters
Chinese	Arts and Letters
Early Childhood-General and Special Education	Social Science
French	Arts and Letters
German	Arts and Letters
Japanese	Arts and Letters
Mathematics-Elementary	Natural Science
Russian	Arts and Letters
Spanish-Elementary	Arts and Letters
Teaching English to Speakers of Other Languages	Arts and Letters

Disciplinary Majors Available for Secondary Teacher Certification

MAJOR	COLLEGE
Agriculture, Food and Natural Resources Education	Agriculture and Natural Resources
Arabic	Arts and Letters
Biological Science–Secondary Education	Natural Science
Chemistry	Natural Science
Chinese	Arts and Letters
Comparative Cultures and Politics	James Madison College
English	Arts and Letters
French	Arts and Letters
German	Arts and Letters
History Education	Social Science
Interdisciplinary Studies in Social Science: Social Science Education	Social Science
International Relations	James Madison College
Japanese	Arts and Letters
Mathematics	Natural Science
Mathematics, Advanced	Natural Science
Physical Science–Secondary Education	Natural Science
Physics	Natural Science
Political Theory and Constitutional Democracy	James Madison College
Social Relations and Policy	James Madison College
Spanish	Arts and Letters

Disciplinary Teaching Minors Available for Secondary Teacher Certification

MINOR	COLLEGE
Agriculture, Food and Natural Resources Education	Agriculture and Natural Resources
Arabic	Arts and Letters
Biology	Natural Science
Chemistry	Natural Science
Chinese	Arts and Letters
Earth Science	Natural Science
Economics	Social Science
English	Arts and Letters
French	Arts and Letters
Geography	Social Science
German	Arts and Letters

History	Social Science
Japanese	Arts and Letters
Mathematics-Secondary	Natural Science
Physics	Natural Science
Political Science	Social Science
Psychology	Social Science
Spanish-Secondary	Arts and Letters
Teaching English to Speakers of Other Languages	Arts and Letters

The economics, geography, and political science disciplinary teaching minors are available only to students pursuing a major in comparative cultures and politics, international relations, political theory and constitutional democracy, social relations and policy, interdisciplinary studies in social science: social science education, or history education.

Undergraduate Degree Majors Leading to PK-12 Endorsements on a Secondary Teaching Certificate

MAJOR	**COLLEGE**
Arabic	Arts and Letters
Art Education	Arts and Letters
Chinese	Arts and Letters
French	Arts and Letters
German	Arts and Letters
Japanese	Arts and Letters
Music Education	Music
Spanish	Arts and Letters

REQUIREMENTS FOR THE DISCIPLINARY TEACHING MINORS
(*no changes forward, requirements as currently listed*)

Effective Fall 2023

PART II - NEW COURSES AND CHANGES

COLLEGE OF ARTS AND LETTERS

HA 220 Renaissance Art
Fall of every year. 3(3-0) A student may earn a maximum of 3 credits in all enrollments for this course.

NEW
Arts of the European Renaissance (14th - 16th centuries) studied in a global historical context. Early and High Renaissance, Reformation, Mannerism, and Counter-Reformation.
Effective Fall Semester 2023

HA 230 Renaissance and Baroque Art
Spring of every year. 3(3-0)
Arts of the Renaissance and Baroque periods (14th-17th centuries) in Europe: Early and High Renaissance in Italy, Northern Renaissance, Mannerism and Baroque.
DELETE COURSE
Effective Fall Semester 2023

HA 231 Baroque and Rococo Art
Spring of every year. 3(3-0) A student may earn a maximum of 3 credits in all enrollments for this course.

NEW
Painting, sculpture, architecture, decorative and ephemeral arts in and beyond Europe in the 17th and 18th centuries.
Effective Fall Semester 2023

HA 430 Selected Topics in Baroque Art
Fall of every year. Spring of every year. 4(4-0) A student may earn a maximum of 8 credits in all enrollments for this course. P: (HA 102 or HA 230) and completion of Tier I writing requirement
Selected issues in the study of Baroque Art. Extensive experience with museum collections.
DELETE COURSE
Effective Fall Semester 2023

HA 431 Special Topics in Early Modern Art
Fall of even years. 4(4-0) A student may earn a maximum of 8 credits in all enrollments for this course. P: (HA 102 or HA 220 or HA 231) and completion of Tier I writing requirement

NEW
Specific topics pertinent to early modern art history.
Effective Fall Semester 2023

HA 453 American Art, 1875-1940
Fall of even years. 4(4-0) P: (HA 102 or HA 250) and completion of Tier I writing requirement
Artistic production in North America from 1875 to 1940, in its cultural context.
DELETE COURSE
Effective Fall Semester 2022

HA 454 Selected Topics in Arts of the Americas
Spring of odd years. 4(4-0) A student may earn a maximum of 8 credits in all enrollments for this course. P: Completion of Tier I Writing Requirement

NEW
Addresses current theoretical issues and intellectual developments in the field of the Arts of the Americas.
Effective Fall Semester 2023

STA 202 Sequencing Events: Drawing Comics Throughout History
Fall of every year. 3(0-6) P: STA 201 or approval of department

NEW
The study of visual narrative from the Golden Age of comics to the present. Topics covered include canonical and underrepresented comics showcasing a variety of voices in sequential art. Diverse methods of comic creation will be examined and exercised. Students will critically analyze the effect of graphic novels on narrative history, while researching an historic event to conceptualize and self-publish in a comic format.
Effective Fall Semester 2023

STA 203 Comics Memoir
Spring of every year. 3(0-6) A student may earn a maximum of 6 credits in all enrollments for this course. P: STA 201
NEW Comics Memoir focuses on the conceptual and cultural importance of personal narrative through the lens of comics. Visual narrative will be used as a method of illustrating one's own experiences. This course includes critical examination of graphic novel memoirs for inspiration and critique. Students are guided through narrative ideation and empowered by a deeper understanding of illustration styles, with the course culminating in a self-published work.
Effective Spring Semester 2024

STA 488 Art and Science in the Laboratory
Fall of every year. 3(3-6) A student may earn a maximum of 6 credits in all enrollments for this course. P: STA 380 or approval of department R: A student may earn a maximum of 6 credits Not open to students with credit in STA 888.
NEW Introduction to laboratory science through a set of conceptual, technical, and analytical experiments, tools and research practices geared to enable novel artistic practices.
Effective Fall Semester 2023

STA 888 Art and Science in the Laboratory
Fall of every year. 3(3-6) A student may earn a maximum of 6 credits in all enrollments for this course. P: STA 380 or approval of department R: A student may earn a maximum of 6 credits Not open to students with credit in STA 488.
NEW Laboratory science is taught through a set of conceptual, technical, and analytical experiments, tools and research practices geared to enable novel artistic practices.
Effective Fall Semester 2023

REL 385 Religion, Health, and Healthcare
Fall of every year. 3(3-0)
REINSTATEMENT Religion, health, and illness, and responses to them in health care professions, faith communities, and the broader society. Topics may include religion and interpretations of embodiment or suffering; challenges of religious diversity to health care professionals; and the "religiosity" of secular science, medicine, and public health, which are partially shaped by their own myths, rituals, and symbols.
Effective Fall Semester 2023

WS 203 Introduction to Methods for Women's and Gender Studies Research
~~Fall of even years.~~ Fall of every year. 3(3-0) A student may earn a maximum of 6 credits in all enrollments for this course. ~~P: Completion of Tier I Writing Requirement~~ P: (WS 202 or concurrently or approval of department) or completion of Tier I writing requirement RB: WS 201 or SOC 216 or ANP 220 or AAAS 200 or AAAS 202
Interdisciplinary research methods for global women's and gender studies.
~~Effective Fall Semester 2015~~ Effective Fall Semester 2023

ELI BROAD COLLEGE OF BUSINESS

MGT 801 Analyzing your Organization

Fall of every year. Spring of every year. Summer of every year. 1 to 2 credits. ~~P: MGT 810 or MGT 824~~ ~~R: Open to master's students in the Eli Broad College of Business and The Eli Broad Graduate School of Management and not open to MBA students in the Eli Broad College of Business and The Eli Broad Graduate School of Management.~~ R: Open to master's students in the and not open to MBA students in the . Not open to students with credit in PIM 801.

Analysis of the student's organization focusing on issues related to the management of people, group processes, and organizational design. Review of various aspects of their organizations' processes related to the management of people and suggest a plan for improving the effectiveness of those processes. Issues include motivation, diversity, leadership, group performance, and culture.

Request the use of the Pass-No Grade (P-N) system.

Request the use of ET-Extension to postpone grading.

The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.

~~Effective Fall Semester 2014~~ Effective Fall Semester 2023

MGT 802 Strategic Analysis

Fall of every year. Spring of every year. Summer of every year. 1(1-0) ~~P: MGT 856~~ R: Open to master's students in the Department of Management. Not open to students with credit in PIM 804.

Supervised analysis of the student's employing organization, focusing on interviewing the CEO or visible leader. Assessing the correspondence between the leader's vision and concepts presented in the program.

Request the use of the Pass-No Grade (P-N) system.

Request the use of ET-Extension to postpone grading.

The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.

~~Effective Fall Semester 2014~~ Effective Fall Semester 2023

MGT 804 International Management

Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. ~~P: MBA 824 or (MGT 810 or MGT 824 or approval of department)~~ R: Open to graduate students in the Eli Broad College of Business and The Eli Broad Graduate School of Management or approval of department.

Management challenges and roles in a multinational business. Strategic planning in global firms, managing people in international organizations, leadership, and the future of international management.

~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

MGT 843 Innovation and Entrepreneurship

Fall of every year. Spring of every year. Summer of every year. 1 to 2 credits. ~~P: MGT 850~~ R: Open to master's students in the Eli Broad College of Business and The Eli Broad Graduate School of Management and not open to MBA students in the Master of Business Administration in Business Administration or approval of department. Not open to students with credit in MGT 852 or PIM 832.

Managing innovation and launching a new business.

~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

MGT 873 Strategic Decision Making

Fall of every year. Spring of every year. Summer of every year. 1 to 3 credits. ~~P: MGT 850~~ R: Not open to master's students in the Eli Broad College of Business and The Eli Broad Graduate School of Management and not open to MBA students in the Master of Business Administration in Business Administration or approval of department.

Process of strategic decision-making. Identifying issues that impede or improve decision success. Contextual factors that influence the decision process.

~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

COLLEGE OF COMMUNICATION ARTS AND SCIENCES

DS 442B Multicam Production for Sports (W)
Fall of every year. Spring of every year. 3(2-2) ~~P: (DS 242) and Completion of Tier I Writing Requirement~~ P: (DS 242 or approval of school) and completion of Tier I writing requirement
Produce live sporting events, halftime features, pregame and post-game analysis and other sports related content. Emphasis on technical perspective. Sportscast directing, technical directing, graphics, audio, cameras, video playback/replay, chroma key, remote live feed intake, editing, and creative camera shots. Announcing and sideline reporting.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

DS 442C Multicam Production for News (W)
Fall of every year. Spring of every year. 3(2-2) ~~P: (DS 242) and Completion of Tier I Writing Requirement~~ P: (DS 242 or approval of school) and completion of Tier I writing requirement
Studio production for various news programs. Newscast directing, technical directing, floor directing, graphics, audio, cameras, video playback, teleprompter, chroma key, remote live feed intake, editing, set design, lighting, and creative camera shots. News programs include newscasts, interview programs, remote live events; programming MSU-TV.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

JRN 406A Broadcast News III: Advanced Reporting
Fall of every year. Spring of every year. ~~3(2-2)~~ 4(0-8) ~~A student may earn a maximum of 6 credits in all enrollments for this course.~~ A student may earn a maximum of 12 credits in all enrollments for this course. ~~P: JRN 403 or approval of department~~ P: JRN 403 ~~R: Approval of department.~~ R: A student may earn a maximum of 12 credits JRN 406A and 406B
Announcing and reporting for broadcast news. Honing skills in video, audio, broadcast writing, news storytelling, interviewing and reporting. Develop social media strategies for journalism content and create a professional portfolio for future employers.
SA: JRN 406
~~Effective Fall Semester 2022~~ Effective Spring Semester 2023

JRN 406B Broadcast News Producing
Fall of every year. Spring of every year. ~~3(0-6)~~ 4(0-8) ~~A student may earn a maximum of 6 credits in all enrollments for this course.~~ A student may earn a maximum of 12 credits in all enrollments for this course. ~~R: Approval of department.~~ R: Approval of department. A student may earn a maximum of 12 credits JRN 406A and 406B.
Work behind the scenes to produce the weekly award-winning student newscast, "Focal Point." Put together a newscast rundown, write for newscasts, run social media feeds, post content to digital platforms and work with reporters and anchors as part of a team.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

COLLEGE OF EDUCATION

CEP 240 ~~Diverse Learners in Multicultural Perspective~~
Introduction to Exceptional Learners
Fall of every year. Spring of every year. Summer of every year. 3(3-0) ~~R: Open to undergraduate students in the Department of Communicative Sciences and Disorders or in the Kinesiology major or in the Special Education-Learning Disabilities Major and open to undergraduate students in the Education Major or in the Child Development Major or in the Elementary Teacher Certification Program (Admitted) or in Secondary Teacher Certification Program (Admitted).~~
~~Communicative, linguistic, physical, sensory, behavioral, affective, and cognitive differences in learning in multicultural classrooms. Factors that mediate access to knowledge.~~ Discusses the disabilities covered under the special education law IDEA and how to support students in the diverse classes
~~Effective Fall Semester 2021~~ Effective Summer Semester 2023

CEP 301 ~~Literacy Instruction for Students With Mild Impairments (W)~~
Literacy Instruction for Students With Disabilities (W)
Fall of every year. ~~Spring of every year.~~ 3(3-1) ~~P: (CEP 449) and completion of Tier I writing requirement~~ P: (CEP 240) and completion of Tier I writing requirement ~~R: Open to juniors or seniors in the Special Education-Learning Disabilities Major and open to graduate students in the Special Education Major.~~ R: Open to undergraduate students in the Special Education-Learning Disabilities Major. ~~C: TE 301 concurrently.~~
~~Reading and writing instruction for struggling learners. Characteristics of literacy problems in students with mild impairments. Adaptation for teaching reading and writing.~~ Reading and writing instruction for students at-risk of meeting grade level proficiency, students with dyslexia and other oral and written language disabilities.
~~Effective Summer Semester 2022~~ Effective Fall Semester 2023

~~CEP 452~~
CEP 302 ~~Assistive Technology for Students with Disabilities~~
Technology and Content Area Supports for Students with Disabilities
~~Fall of every year.~~ Spring of every year. ~~3(3-0)~~ 2(2-0) ~~P: CEP 240 and CEP 451~~ P: CEP 240 ~~R: Open to students in the Special Education-Learning Disabilities Major.~~ R: Open to undergraduate students in the Special Education-Learning Disabilities Major.
~~Assistive technology for advancing educational outcomes in PK-12 students with disabilities; applications of technology to compensate for disabilities and improve educational, social, and behavioral competences.~~ Assistive technology for advancing educational outcomes in PK-12 students with disabilities, applications of technology to compensate for disabilities and improve competences. Content area supports and strategies for students with disabilities. .
~~Effective Fall Semester 2021~~ Effective Fall Semester 2023

CEP 339 Classroom Management in Special Education
Fall of every year. 3(3-0) P: CEP 240 RB: CEP 240 R: Open to undergraduate students in the Special Education-Learning Disabilities Major.

NEW Principles and techniques for classroom management in inclusive and special education settings, including preventive strategies. Designing school-wide, classroom-based routines that fit within a PBIS approach.
Effective Fall Semester 2023

~~CEP 449~~
CEP 349 Behavior Management in Special Education
Spring of every year. ~~3(3-0)~~ 3(3-1) P: CEP 240 R: Open to undergraduate students in the Special Education-Learning Disabilities Major.
Management practices for behavior problems and disorders. Applied behavior analysis, social skills acquisition through cooperative learning and cooperative discipline. Focus on problem-solving and peer collaboration.
~~SA: CEP 849~~
~~Effective Spring Semester 2014~~ Effective Spring Semester 2024

~~CEP 451~~
CEP 351 ~~Models of Special Education Administration and Services~~
Special Education Law and Policies
~~Fall of every year.~~ Spring of every year. Summer of every year. 3(3-1) P: CEP 240 ~~RB: Admission into the teacher certification program in learning disabilities.~~ ~~R: Open to undergraduate students in the Special Education-Learning Disabilities major.~~ R: Open to undergraduate students in the Special Education-Learning Disabilities Major and open to undergraduate students in the Early Childhood Elementary Teaching Major.
~~Application of theory and research to special education program design and implementation.~~ Discussion of laws and policies that impact the education and educational services for students with disabilities in educational settings.
~~Effective Spring Semester 2014~~ Effective Summer Semester 2023

CEP 400 Professional Skills in Special Education
Spring of every year. 1(1-0) P: CEP 240 and CEP 351 and CEP 301 and CEP 349 RB: CEP 240 R: Open to undergraduate students in the Special Education-Learning Disabilities Major.

NEW Special education teaching skills, including first aid, high-leverage practices, requirements for special education professional development.
Effective Spring Semester 2024

CEP 401 Transition and Collaboration in Special Education
Spring of every year. 3(3-0) P: CEP 240 RB: CEP 240 R: Open to undergraduate students in the Special Education-Learning Disabilities Major.

NEW Transition models, laws, and practices for secondary students with disabilities. Models and methods of collaboration with teachers, parents, and others to support students with disabilities. Advocacy for students with disabilities in school and community settings.
Effective Spring Semester 2024

CEP 402 Math Interventions for Students with Disabilities
Fall of every year. 3(3-0) P: CEP 240 RB: CEP 240 R: Open to undergraduate students in the Special Education-Learning Disabilities Major.

NEW Evidence-based and research-based mathematics interventions and supports, and response to intervention in mathematics for students with disabilities and students at risk.
Effective Fall Semester 2024

CEP 403 Assessment for Students with Disabilities
Fall of every year. 3(3-0) P: CEP 240 RB: CEP 240 R: Open to undergraduate students in the Special Education-Learning Disabilities Major.

NEW Informal and formal assessment methods for planning and evaluating instruction and for classifying and placing students with mild disabilities.
Effective Fall Semester 2024

~~CEP 804A~~
CEP 404 ~~Literacy Instruction for Students with Mild Disabilities~~
Literacy Interventions for Students with Disabilities
~~Fall of every year.~~ Spring of every year. ~~3(2-3)~~ 3(3-2) ~~RB: (CEP 840) and Admission into the Special Education program.~~ RB: CEP 840 ~~R: Open to students in the Special Education-Learning Disabilities major and open to master's students in the Special Education major and open to graduate students in the Education major.~~ R: Open to undergraduate students in the Special Education-Learning Disabilities Major.

Methods for teaching literacy to students with mild disabilities. Collecting, analyzing, and interpreting data related to the teaching and programming of literacy instruction.
~~Effective Summer Semester 2011~~ Effective Spring Semester 2025

~~CEP 502A~~
CEP 405 ~~Internship in Teaching Diverse Learners II: Learning Disabilities~~
Internship in Teaching Special Education
Fall of every year. Spring of every year. 6(2-24) P: CEP 351 and CEP 301 and CEP 339 and CEP 349 ~~RB: (CEP 801A and CEP 802A and TE 501)~~ ~~R: Open only to students in the Special Education-Learning Disabilities major or to master's students in the Special Education major.~~ R: Open to undergraduate students in the Special Education-Learning Disabilities Major. ~~Not open to students with credit in or CEP 502C or CEP 893F.~~ ~~C: CEP 803C concurrently and CEP 804C concurrently.~~

Internship in heterogeneous classrooms. Increased emphasis on independent teaching. Teaching students with learning disabilities in classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.
Request the use of the Pass-No Grade (P-N) system.
~~Effective Summer Semester 2006~~ Effective Fall Semester 2024

CEP 801A Collaboration and Consultation in Special Education
~~Fall of every year.~~ Spring of every year. 3(3-2) ~~RB: CEP 840 R: Open to students in the Special Education Learning Disabilities Major and open to graduate students in the Special Education Major and open to graduate students in the Education Major.~~ R: Open to graduate students.
Professional and ethical responsibilities. Models and methods of collaboration with teachers, parents, and community agencies to foster learning for students with disabilities. Advocacy for students with disabilities in school and community settings.
~~Effective Fall Semester 2021~~ Effective Fall Semester 2023

CEP 803A Assessment of Students with Mild Disabilities
Fall of every year. ~~3(2-3)~~ 3(3-2) ~~RB: Admission into the Special Education program R: Open to students in the Special Education Learning Disabilities major and open to graduate students in the Special Education major and open to students in the Educational Specialist in School Psychology major.~~ R: Open to graduate students.
Informal and formal assessment methods for planning and evaluating instruction and for classifying and placing students with mild disabilities. Engaging with families to improve responsiveness to the assessment.
~~Effective Spring Semester 2014~~ Effective Fall Semester 2023

EAD 893 Professional Development Seminar in Student Affairs
Fall of every year. Spring of every year. Summer of every year. ~~1(1-0)~~ 3(0-3) ~~A student may earn a maximum of 4 credits in all enrollments for this course.~~ A student may earn a maximum of 6 credits in all enrollments for this course. R: Open to students in the Student Affairs Administration Major.
Supervised work experience in student affairs.
Request the use of the Pass-No Grade (P-N) system.
Request the use of ET-Extension to postpone grading.
The work for the course must be completed and the final grade reported within 1 semester after the end of the semester of enrollment.
~~SA: EAD 894A~~
~~Effective Fall Semester 2010~~ Effective Fall Semester 2023

TE 101 Social Foundations of Justice and Equity in Education
Fall of every year. Spring of every year. Summer of every year. ~~3(3-1)~~ 3(3-0) Not open to students with credit in TE 250.
Understanding self, schools, and society; emphasizing racial justice, equity, and social identity markers.
~~Effective Fall Semester 2020~~ Effective Fall Semester 2023

TE 102 Pedagogy and Politics of Justice and Equity in Education
Fall of every year. Spring of every year. ~~3(3-1)~~ 3(3-0) P: TE 101 ~~RB: Completion of ethnic studies course, or concurrent.~~
Understanding self, schools, and society; emphasizing racial justice, equity in education, pedagogy, and politics.
~~Effective Fall Semester 2020~~ Effective Fall Semester 2023

TE 202 Engaging Elementary Learners with Mathematics
Fall of every year. Spring of every year. Summer of every year. 3(3-1) P: MTH 201
NEW Math curriculum standards for grades PK-6. Building positive math identities in diverse learners. Eliciting children's mathematical thinking. Pedagogical practices for small- and whole-group math activities.
Effective Fall Semester 2023

TE 204 Engaging Elementary Learners in Science: Culture and Equity
Fall of every year. Spring of every year. Summer of every year. 3(3-1)
NEW Science curriculum standards for grades 3-6. Culture and equity in science. Eliciting children and community interests and resources. Building positive science identities for diverse learners in classrooms.
Effective Fall Semester 2023

TE 301A Children's Literacy Development PK-3 (W)
Fall of every year. Spring of every year. Summer of every year. 3(3-1) P: (TE 102) and completion of Tier I writing requirement R: Open to students in the Elementary Teacher Certification Program (Admitted).

NEW Children's development in motivation and engagement, phonological awareness, phonics, spelling, word recognition, morphology, syntax, reading fluency, handwriting, comprehension, composition, and speaking and listening. Formative assessment tools in and out of school.
Effective Fall Semester 2023

TE 301B Children's Literacy Development 3-6 (W)
Fall of every year. Spring of every year. Summer of every year. 3(3-1) P: (TE 102) and completion of Tier I writing requirement R: Open to students in the Elementary Teacher Certification Program (Admitted).

NEW Children's development in motivation and engagement, phonological awareness, phonics, spelling, word recognition, morphology, syntax, reading fluency, handwriting, comprehension, composition, and speaking and listening. Formative assessment tools in and out of school.
Effective Fall Semester 2023

TE 302 ~~Learners and Learning in Contexts – Secondary (W)~~
Literacy and Adolescent Learners in School and Community Contexts
Fall of every year. Spring of every year. ~~Summer of every year. 4(3-4)~~ 3(3-0) ~~P: TE 150 and (TE 250 and completion of Tier I writing requirement)~~ P: (TE 102 and TE 150) and completion of Tier I writing requirement RB: This course should be taken concurrently with a pre-internship clinical experience course in the Secondary Teacher Certification Program. Please see a College of Education adviser for more details. To be taken with a clinical experience in spring of junior year or fall of senior year ~~R: Not open to freshmen or sophomores and open to students in the Secondary Teacher Certification Program (Admitted).~~ R: Not open to freshmen or sophomores.

~~Role of social context and sociocultural background in learning at the secondary level (7-12). 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.~~ Multiple literacies, diverse learners, and subject-specific content at the secondary level (7-12). Equitable and culturally sustaining instructional practices for content-area reading across the disciplines. Differentiating instruction and creating inclusive classrooms for linguistic freedom. Home, school, and community partnerships.
~~Effective Fall Semester 2014~~ Effective Fall Semester 2023

TE 310 Clinical Experience in English Education I
Spring of every year. Lansing 3(2-4) P: TE 102 and TE 150 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407.

NEW Directed and evaluated placement in a secondary English classroom and learning space. Forming respectful relationships with students in English language arts classrooms and learning spaces. Using assessment techniques to understand learner needs. Adapting curriculum and instruction to diverse learners. Exploration of common teaching dilemmas.
Effective Spring Semester 2024

TE 314 Clinical Experiences in Mathematics Education I
Spring of every year. 3(2-4) P: TE 102 and TE 150 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407.

NEW Directed and evaluated placement in a freshman-level (prior to Calculus) university mathematics classroom. Forming respectful relationships with students in mathematics classrooms. Using formative assessment techniques to understand learner needs. Adapting curriculum and instruction to diverse learners. Exploration of common teaching dilemmas.
Effective Spring Semester 2024

TE 321 Clinical Experience in Science Education I
Spring of every year. Lansing 3(2-4) P: TE 102 and TE 150 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407.

NEW Directed and evaluated placement in a secondary science classroom. Forming respectful relationships with students in science classrooms. Using assessment techniques to understand learner needs. Adapting curriculum and instruction to diverse learners. Exploration of common teaching dilemmas.
Effective Spring Semester 2024

TE 325 Clinical Experience in Social Studies Education I
Spring of every year. Lansing 3(2-4) P: TE 102 and TE 150 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407.

NEW Directed and evaluated placement in a secondary social studies classroom. Forming respectful relationships with students in social studies classrooms. Using assessment techniques to understand learner needs. Adapting curriculum and instruction to diverse learners. Exploration of common teaching dilemmas.
Effective Spring Semester 2024

TE 330 Science Curriculum for Young Learners (PK-3)
Fall of every year. Spring of every year. Summer of every year. ~~3(3-0)~~ 3(3-2) RB: Completion of an ISB and ISB laboratory or ISP and ISP laboratory course. R: Open to students in the Elementary Teacher Certification Program (Admitted). ~~C: TE 372 concurrently.~~

Science curriculum standards for grades PK-3. Instructional materials and approaches for supporting science learning.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

TE 331 Social Studies for Young Learners (PK-3)
Fall of every year. Spring of every year. Summer of every year. 3(3-2) R: Open to students in the Elementary Teacher Certification Program (Admitted).

NEW History, geography, civics and government, economics, public discourse, decision-making, and citizen involvement; emphasizing PK-3 social studies content, including Michigan, United States, and Global Studies.
Effective Fall Semester 2023

TE 332 Science Curriculum for Upper Elementary Learners (3-6)
Fall of every year. Spring of every year. Summer of every year. ~~3(3-0)~~ 3(3-2) ~~P: ISE 301~~ P: TE 204 RB: Completion of ISB, ISP and ISB/ISP laboratory courses R: Open to students in the Elementary Teacher Certification Program (Admitted). ~~C: TE 372 concurrently.~~

Science curriculum standards for grades 3-6. Instructional materials and approaches for supporting science learning.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

TE 333 ~~Social Studies for Young Learners (PK-6)~~
Social Studies for Upper Elementary Learners (3-6)
Fall of every year. Spring of every year. Summer of every year. ~~3(3-0)~~ 3(3-2) ~~RB: Completion of Tier I Writing Requirement and Completion of ISS requirements. Completion of HST 301 OR HST 302 for candidates for 3-6 grade band.~~ R: Open to students in the Elementary Teacher Certification Program (Admitted). ~~C: TE 371 concurrently.~~

~~History, geography, civics and government, economics, public discourse, decision-making, and citizen involvement; emphasizing PK-3 social studies content, including Michigan, United States, and Global Studies.~~ History, geography, civics and government, economics, public discourse, decision-making, and citizen involvement; emphasizing 3-6 social studies content, including Michigan, United States, and Global Studies.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

TE 334 Clinical Experiences in World Language Education I
Spring of every year. Lansing 3(2-4) P: TE 102 and TE 150 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407.

NEW Directed and evaluated placement in a secondary world language classroom. Forming respectful relationships with students in world language classrooms. Using assessment techniques to understand learner needs. Adapting curriculum and instruction to diverse learners. Exploration of common teaching dilemmas.
Effective Spring Semester 2024

TE 340 Teaching and Learning of Elementary Science (PK-6)
Fall of every year. Spring of every year. Summer of every year. 3(3-1) P: TE 330 or TE 332 RB: Completion of an ISP or ISB course or ISP or ISP laboratory course

NEW Engaging diverse learners in grades PK-6 to make sense of the natural world. Lesson planning. Designing and using formative assessment and discourse strategies to learn about children's ideas and resources for learning science. Supporting children's sense-making about phenomena through engagement in scientific practices and using disciplinary ideas.
Effective Fall Semester 2023

TE 341 Teaching and Learning of (Bi)Multilingual Learners
Fall of every year. Spring of every year. Summer of every year. 3(3-0) ~~P: Completion of Tier I Writing Requirement~~ P: (TE 101) and completion of Tier I writing requirement R: Open to students in the Elementary Teacher Certification Program (Admitted).
Social and psychological language theoretical perspectives, principles, and fundamental approaches for the teaching and learning of (bi)multilingual learners. Historical background, current policies, sociocultural dimensions, and classroom implications of (bi)multilingualism.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

TE 343 Teaching and Learning of Elementary Social Studies (PK-6)
Fall of every year. Spring of every year. Summer of every year. 3(3-1) P: TE 331 or TE 333

NEW Equitable social studies instruction in grades pK-6. Lesson planning, assessment, teaching, and learning in grades PK-6 social studies.
Effective Fall Semester 2023

TE 348 Reading and Responding to Children's Literature
Fall of every year. Spring of every year. Summer of every year. 3(3-0) P: Completion of Tier I Writing Requirement
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. Literary, social, and pedagogical issues in the study of children's literature.
~~Effective Fall Semester 2014~~ Effective Fall Semester 2023

TE 352 ~~Immigrant Language and Culture~~
Migration and Education
Fall of every year. ~~Spring of odd years.~~ 3(3-0)
~~Minority language communities and cultures. Family literacy issues and values. Emergent and adolescent literacy development. Parenting and parental involvement. Home-school connection. Family literacy programs.~~ Educational equity, language, and culture. Immigration and educational policies. Community and family engagement. Values, beliefs, and systems surrounding citizenship, belongingness, and immigration.
~~Effective Fall Semester 2014~~ Effective Fall Semester 2023

TE 353 International Education
~~Spring of even years.~~ Spring of every year. 3(3-0)
Education in the global economy. Access and achievement, gender differences, pedagogy and culture, role of home and community, school resources, teacher quality and policy, policy challenges in developing countries, role of international organizations, privatization of higher education.
~~Effective Fall Semester 2014~~ Effective Fall Semester 2023

TE 371 Justice and Equity Seminar I
Fall of every year. Spring of every year. Summer of every year. 1(1-0) P: TE 102 ~~R: Open to students in the elementary teacher certification program (admitted) or in Secondary Teacher Certification Program (Admitted).~~ R: Open to students in the Elementary Teacher Certification Program (Admitted).
Application of equity and justice principles in co-occurring course- and/or field-based work.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

TE 372 Justice and Equity Seminar II
Fall of every year. Spring of every year. Summer of every year. 1(1-0) ~~P: TE 371~~ P: TE 102 ~~R: Open to students in the elementary teacher certification program (admitted) or in Secondary Teacher Certification Program (Admitted).~~ R: Open to students in the Elementary Teacher Certification Program (Admitted).
Application of equity and justice principles in co-occurring course- and/or field-based work.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

TE 403 Teaching Science to Diverse Learners - Elementary
Fall of every year. 3(3-2) P: TE 330 or TE 332 R: Open to students in the elementary teacher certification program (admitted) and open to students in the elementary teacher certification program (admitted). ~~C: TE 471 concurrently.~~
Engaging diverse learners in grades PK-6 to make sense of the natural world. Lesson planning, formative assessment, discourse strategies, and resources for learning science. Supporting children's sense-making through engagement in scientific practices.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

TE 403A Teaching of Science to Diverse Learners PK-3
Fall of every year. Spring of every year. 3(3-2) P: TE 330
NEW
Engaging diverse learners in grades PK-3 to make sense of the natural world. Lesson planning. Designing and using formative assessment and discourse strategies to learn about children's ideas and resources for learning science. Supporting children's sense-making about phenomena through engagement in scientific practices and using disciplinary ideas.
Effective Fall Semester 2024

TE 403B Teaching of Science to Diverse Learners 3-6
Fall of every year. Spring of every year. 3(3-2) P: TE 332
NEW
Engaging diverse learners in grades 3-6 to make sense of the natural world. Lesson planning. Designing and using formative assessment and discourse strategies to learn about children's ideas and resources for learning science. Supporting children's sense-making about phenomena through engagement in scientific practices and using disciplinary ideas.
Effective Fall Semester 2024

TE 404 Teaching Social Studies to Diverse Learners - Elementary (W)
Fall of every year. ~~Spring of every year.~~ 3(3-2) ~~P: (TE 333 and TE 403) and completion of Tier I writing requirement~~ P: (TE 333) and completion of Tier I writing requirement R: Open to students in the elementary teacher certification program (admitted) and open to students in the elementary teacher certification program (admitted). ~~C: TE 472 concurrently.~~
Teaching social studies to diverse learners at the elementary level (PK-6). Inquiry into and construction of subject-specific meaning. Social studies subject matter adapted to learner diversity. Teachers' roles, including professional, intellectual, and sociopolitical responsibilities.
Effective Fall Semester 2023

TE 404A Teaching of Social Studies to Diverse Learners PK-3 (W) (W)
Fall of every year. Spring of every year. 3(3-2) P: (TE 331) and completion of Tier I writing requirement
NEW
Teaching social studies to diverse learners at the elementary level (PK-3). Inquiry into and construction of subject-specific meaning. Social studies subject matter adapted to learner diversity. Teachers' roles, including professional, intellectual, and sociopolitical responsibilities.
Effective Fall Semester 2024

TE 404B Teaching of Social Studies to Diverse Learners 3-6 (W) (W)
Fall of every year. Spring of every year. 3(3-2) P: (TE 333) and completion of Tier I writing requirement

NEW Teaching social studies to diverse learners at the elementary level (3-6). Inquiry into and construction of subject-specific meaning. Social studies subject matter adapted to learner diversity. Teachers' roles, including professional, intellectual, and sociopolitical responsibilities.
Effective Fall Semester 2024

TE 405 ~~Teaching Literacy to Diverse Learners (3-6)~~
Teaching Literacy to Diverse Learners I (3-6)
Fall of every year. Spring of every year. 3(3-2) ~~P: TE 301 and TE 403 and TE 406~~ P: TE 301B ~~R: Open to students in the elementary teacher certification program (admitted) and open to students in the elementary teacher certification program (admitted).~~ ~~C: TE 472 concurrently and TE 404 concurrently.~~

Teaching language and literacy to diverse learners in grades 3-6. Literacy learning environments. Culturally responsive practices in literacy. Literacy curriculum design and assessment. Teaching motivation and engagement, phonics, spelling, syntax, reading fluency, vocabulary, comprehension, composition, and speaking and listening in grades 3-6.
Effective Fall Semester 2023

TE 405A ~~Teaching Literacy to Diverse Learners I (PK-3)~~
Teaching Literacy to Diverse Learners (PK-3)
Fall of every year. Spring of every year. 3(3-2) ~~P: TE 301~~ P: TE 301A R: Open to students in the Elementary Teacher Certification Program (Admitted). ~~C: TE 471 concurrently and TE 403 concurrently and TE 406A concurrently.~~

~~Teaching language and literacy to diverse learners in early childhood. Literacy learning environments. Literacy curriculum design and assessment. Culturally responsive practices in literacy. Teaching motivation and engagement, print concepts, phonological awareness, phonics, spelling, vocabulary, handwriting, comprehension, composition, speaking and listening in early childhood classrooms.~~ Teaching language and literacy to diverse learners in early elementary Literacy learning environments. Literacy curriculum design and assessment. Culturally responsive practices in literacy. Teaching motivation and engagement, print concepts, phonological awareness, phonics, spelling, word recognition, morphology, syntax, vocabulary, handwriting, comprehension, composition, speaking and listening in early elementary classrooms.
Effective Fall Semester 2023

TE 405B Teaching Literacy to Diverse Learners II (PK-3)
Fall of every year. Spring of every year. 3(3-2) ~~P: TE 405A and TE 406A~~ P: TE 405A R: Open to students in the Elementary Teacher Certification Program (Admitted). ~~C: TE 472 concurrently and TE 404 concurrently and TE 406B concurrently.~~

Teaching language and literacy to diverse learners in the early elementary grades. Literacy learning environments. Literacy curriculum design and assessment. Culturally responsive practices in literacy. Teaching motivation and engagement, phonics, spelling, word recognition, morphology, syntax, reading fluency, vocabulary, handwriting, comprehension, composition, speaking and listening in early elementary grades classrooms.
Effective Fall Semester 2023

TE 405C Teaching Literacy to Diverse Learners II (3-6)
Fall of every year. Spring of every year. 3(3-2) P: TE 405

NEW Equitable literacy instruction in grades 3-6. Lesson planning, assessment, teaching, and learning in 3-6 literacy.
Effective Fall Semester 2024

TE 406 ~~Teaching Mathematics to Diverse Learners (3-6)~~
Teaching Mathematics to Diverse Learners I (3-6)
Fall of every year. Spring of every year. 3(3-2) ~~P: MTH 201 and MTH 202~~ P: TE 202 ~~R: Open to students in the elementary teacher certification program (admitted) and open to students in the elementary teacher certification program (admitted).~~ ~~C: TE 471 concurrently and TE 403 concurrently.~~
Building mathematical relationships with diverse learners in Grades 3-6. Choosing representations, eliciting children's thinking, and implementing tasks to develop children's understanding of whole numbers and operations and fractions, decimals, and operations. Teacher's roles, including professional, intellectual, and sociopolitical responsibilities.
Effective Fall Semester 2023

TE 406A ~~Teaching Mathematics to Diverse Learners I (PK-3)~~
Teaching Mathematics to Diverse Learners I (PK3)
Fall of every year. Spring of every year. 3(3-2) ~~P: MTH 202~~ P: TE 202 R: Open to students in the Elementary Teacher Certification Program (Admitted). ~~C: TE 471 concurrently and TE 403 concurrently and TE 405A concurrently.~~
Building mathematical relationships with diverse learners in grades PK-3. Planning mathematics lessons. Designing and using formative and summative assessment in mathematics. Choosing representations, eliciting children's thinking, and implementing tasks to develop children's understanding of counting, whole number, and operations.
Effective Fall Semester 2023

TE 406B Teaching Mathematics to Diverse Learners II (PK-3)
Fall of every year. Spring of every year. 3(3-2) ~~P: TE 405A and TE 406A~~ P: TE 406A R: Open to students in the Elementary Teacher Certification Program (Admitted). ~~C: TE 472 concurrently and TE 404 concurrently and TE 405B concurrently.~~
Building positive mathematical identities in diverse learners in grades PK-3. Planning series of mathematics lessons. Pedagogical practices for small- and whole-group activities. Choosing representations, eliciting children's thinking, and implementing tasks to develop children's understanding of attribution and fractions.
Effective Fall Semester 2023

TE 406C Teaching Mathematics to Diverse Learners II (3-6)
Fall of every year. Spring of every year. 3(3-2) P: TE 406
NEW Equitable mathematics instruction in grades 3-6. Lesson planning, assessment, teaching, and learning in grades 3-6 mathematics.
Effective Fall Semester 2024

TE 410 Clinical Experience in English Education II
Fall of every year. Lansing, Lansing 3(2-4) P: TE 310 R: Not open to freshmen or sophomores. Not open to students with credit in TE 408 or TE 501. C: TE 411 concurrently.
NEW Directed and evaluated placement in a secondary English classroom. Forming respectful relationships with students. Refinement of diverse instructional strategies. Co-teaching worthwhile content to students with varied learning needs. Exploration of common teaching dilemmas.
Effective Fall Semester 2024

TE 411 Seminar in English Education I
Fall of every year. 3(3-0) P: TE 310 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407 or TE 408. C: TE 410 concurrently.
NEW Examining teaching as enabling diverse learners to create understanding, meaning, and purpose by engagement with the English language arts curriculum at the secondary level (7-12). Review of English language arts curriculum. Methods for lesson and unit planning. Adapting the English curriculum to learner diversity.
Effective Fall Semester 2024

TE 412 Seminar in English Education II
Spring of every year. 3(3-0) P: TE 410 and TE 411 R: Not open to freshmen or sophomores. Not open to students with credit in TE 802 or TE 804. C: TE 413 concurrently.

NEW Reflection on classroom teaching practice. Formation of professional learning communities devoted to collecting, analyzing, and interpreting data on English language arts teaching and learning. Dilemmas surrounding English language arts teaching practice.
Effective Spring Semester 2025

TE 413 Student Teaching Internship in English Education
Spring of every year. Lansing 6(5-25) P: TE 410 and TE 411 R: Not open to freshmen or sophomores. Not open to students with credit in TE 502. C: TE 412 concurrently.

NEW Directed and evaluated internship in a secondary English language arts classroom. Increased emphasis on independent teaching. Maintaining classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.
Request the use of the Pass-No Grade (P-N) system.
Effective Spring Semester 2025

TE 414 Clinical Experiences in Mathematics Education II
Fall of every year. Lansing, Lansing 3(2-4) P: TE 314 R: Not open to freshmen or sophomores. Not open to students with credit in TE 408 or TE 501. C: TE 415 concurrently.

NEW Directed and evaluated placement in a secondary mathematics classroom. Forming respectful relationships with students. Refinement of diverse instructional strategies. Co-teaching worthwhile content to students with varied learning needs. Exploration of common teaching dilemmas.
Effective Fall Semester 2024

TE 415 Seminar in Mathematics Education I
Fall of every year. 3(3-0) P: TE 314 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407 or TE 408. C: TE 414 concurrently.

NEW Examining teaching as enabling diverse learners to create understanding, meaning, and purpose by engagement with the mathematics curriculum at the secondary level (7-12). Review of mathematics curriculum. Methods for lesson and unit planning. Adapting the mathematics curriculum to learner diversity.
Effective Fall Semester 2024

TE 416 Seminar in Mathematics Education II
Spring of every year. 3(3-0) P: TE 414 and TE 415 R: Not open to freshmen or sophomores. Not open to students with credit in TE 802 or TE 804. C: TE 417 concurrently.

NEW Reflection on classroom teaching practice. Formation of professional learning communities devoted to collecting, analyzing, and interpreting data on mathematics teaching and learning. Dilemmas surrounding mathematics teaching practice.
Effective Spring Semester 2025

TE 417 Student Teaching Internship in Mathematics Education
Spring of every year. Lansing 6(5-25) P: TE 414 and TE 415 R: Not open to freshmen or sophomores. Not open to students with credit in TE 502. C: TE 416 concurrently.

NEW Directed and evaluated internship in a secondary mathematics classroom. Increased emphasis on independent teaching. Maintaining classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.
Request the use of the Pass-No Grade (P-N) system.
Effective Spring Semester 2025

TE 421 Clinical Experience in Science Education II
Fall of every year. Lansing, Lansing 3(2-4) P: TE 321 R: Not open to freshmen or sophomores. Not open to students with credit in TE 408 or TE 501. C: TE 422 concurrently.
NEW Directed and evaluated placement in a secondary science classroom. Forming respectful relationships with students. Refinement of diverse instructional strategies. Co-teaching worthwhile content to students with varied learning needs. Exploration of common teaching dilemmas.
Effective Fall Semester 2024

TE 422 Seminar in Science Education I
Fall of every year. 3(3-0) P: TE 321 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407 or TE 408. C: TE 421 concurrently.
NEW Examining teaching as enabling diverse learners to create understanding, meaning, and purpose by engagement with the science curriculum at the secondary level (7-12). Review of science curriculum. Methods for lesson and unit planning. Adapting the science curriculum to learner diversity.
Effective Fall Semester 2024

TE 423 Seminar in Science Education II
Spring of every year. 3(3-0) P: TE 421 and TE 422 R: Not open to freshmen or sophomores. Not open to students with credit in TE 802 or TE 804. C: TE 424 concurrently.
NEW Reflection on classroom teaching practice. Formation of professional learning communities devoted to collecting, analyzing, and interpreting data on science teaching and learning. Dilemmas surrounding science teaching practice.
Effective Spring Semester 2025

TE 424 Student Teaching Internship in Science Education
Spring of every year. Lansing 6(5-25) P: TE 421 and TE 422 R: Not open to freshmen or sophomores. Not open to students with credit in TE 502. C: TE 423 concurrently.
NEW Directed and evaluated internship in a secondary science classroom. Increased emphasis on independent teaching. Maintaining classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.
Request the use of the Pass-No Grade (P-N) system.
Effective Spring Semester 2025

TE 425 Clinical Experience in Social Studies Education II
Fall of every year. Lansing, Lansing 3(2-4) P: TE 325 R: Not open to freshmen or sophomores. Not open to students with credit in TE 408 or TE 501. C: TE 426 concurrently.
NEW Directed and evaluated placement in a secondary social studies classroom. Forming respectful relationships with students. Refinement of diverse instructional strategies. Co-teaching worthwhile content to students with varied learning needs. Exploration of common teaching dilemmas.
Effective Fall Semester 2024

TE 426 Seminar in Social Studies Education I
Fall of every year. 3(3-0) P: TE 325 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407 or TE 408. C: TE 425 concurrently.
NEW Examining teaching as enabling diverse learners to create understanding, meaning, and purpose by engagement with the social studies curriculum at the secondary level (7-12). Review of social studies curriculum. Methods for lesson and unit planning. Adapting the social studies curriculum to learner diversity.
Effective Fall Semester 2024

TE 427 Seminar in Social Studies Education II
Spring of every year. 3(3-0) P: TE 425 and TE 426 R: Not open to freshmen or sophomores. Not open to students with credit in TE 802 or TE 804. C: TE 428 concurrently.
NEW Reflection on classroom teaching practice. Formation of professional learning communities devoted to collecting, analyzing, and interpreting data on social studies teaching and learning. Dilemmas surrounding social studies teaching practice.
Effective Spring Semester 2025

TE 428 Student Teaching Internship in Social Studies Education
Spring of every year. Lansing 6(5-25) P: TE 425 and TE 426 R: Not open to freshmen or sophomores. Not open to students with credit in TE 502. C: TE 427 concurrently.

Directed and evaluated internship in a secondary social studies classroom. Increased emphasis on independent teaching. Maintaining classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.
Request the use of the Pass-No Grade (P-N) system.
Effective Spring Semester 2025

TE 434 Clinical Experiences in World Language Education II
Fall of every year. Lansing, Lansing 3(2-4) P: TE 334 R: Not open to freshmen or sophomores. Not open to students with credit in TE 408 or TE 502. C: TE 435 concurrently.

NEW Directed and evaluated placement in a secondary world language classroom. Forming respectful relationships with students. Refinement of diverse instructional strategies. Co-teaching worthwhile content to students with varied learning needs. Exploration of common teaching dilemmas.
Effective Fall Semester 2024

TE 435 Seminar in World Language Education I
Fall of every year. 3(3-0) P: TE 334 R: Not open to freshmen or sophomores. Not open to students with credit in TE 407 or TE 408. C: TE 434 concurrently.

NEW Examining teaching as enabling diverse learners to create understanding, meaning, and purpose by engagement with the world languages curriculum at the secondary level (7-12). Review of world languages curriculum. Methods for lesson and unit planning. Understanding the interrelatedness of language and culture. Adapting the world languages curriculum to learner diversity.
Effective Fall Semester 2024

TE 436 Seminar in World Language Education II
Spring of every year. 3(3-0) P: TE 434 and TE 435 R: Not open to freshmen or sophomores. Not open to students with credit in TE 802 or TE 804. C: TE 437 concurrently.

NEW Reflection on classroom teaching practice. Formation of professional learning communities devoted to collecting, analyzing, and interpreting data on language teaching and learning. Dilemmas surrounding world language teaching practice.
Effective Spring Semester 2025

TE 437 Student Teaching Internship in World Language Education
Spring of every year. Lansing 6(5-25) P: TE 434 and TE 435 R: Not open to freshmen or sophomores. Not open to students with credit in TE 502. C: TE 436 concurrently.

NEW Directed and evaluated internship in a secondary world language classroom. Increased emphasis on independent teaching. Maintaining classroom communities that ensure equitable access to important knowledge and skills. Assessing academic and social outcomes.
Request the use of the Pass-No Grade (P-N) system.
Effective Spring Semester 2025

TE 471 Justice and Equity Seminar III
Fall of every year. Spring of every year. Summer of every year. 1(1-0) ~~P: TE 372~~ ~~R: Open to students in the elementary teacher certification program (admitted) or in Secondary Teacher Certification Program (Admitted)..~~ R: Open to students in the Elementary Teacher Certification Program (Admitted).

Application of equity and justice principles in co-occurring course- and/or field-based work.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

TE 472 Justice and Equity Seminar IV
Fall of every year. Spring of every year. Summer of every year. 1(1-0) ~~P: TE 471~~ ~~R: Open to students in the elementary teacher certification program (admitted) or in Secondary Teacher Certification Program (Admitted)..~~ R: Open to students in the Elementary Teacher Certification Program (Admitted).

Application of equity and justice principles in co-occurring course- and/or field-based work.
~~Effective Fall Semester 2022~~ Effective Fall Semester 2023

TE 481 PK-3 Internship I
Fall of every year. 3 to 6 credits. R: Open to students in the Elementary Teacher Certification Program (Admitted).
NEW Directed and evaluated internship in PK3 classrooms. Teaching content to students with varied learning needs. Theoretical and field-based explorations of common teaching dilemmas.
Request the use of the Pass-No Grade (P-N) system.
Effective Fall Semester 2023

TE 482 PK-3 Internship II
Spring of every year. 3 to 6 credits. R: Open to students in the Elementary Teacher Certification Program (Admitted).
NEW Directed and evaluated internship in PK3 classrooms. Teaching content to students with varied learning needs. Theoretical and field-based explorations of common teaching dilemmas.
Request the use of the Pass-No Grade (P-N) system.
Effective Fall Semester 2023

TE 484 3-6 Internship I
Fall of every year. 3 to 6 credits. R: Open to students in the Elementary Teacher Certification Program (Admitted).
NEW Directed and evaluated internship in 3-6 classrooms. Teaching content to students with varied learning needs. Theoretical and field-based explorations of common teaching dilemmas.
Request the use of the Pass-No Grade (P-N) system.
Effective Fall Semester 2023

TE 485 3-6 Internship II
Spring of every year. 3 to 6 credits. R: Open to students in the Elementary Teacher Certification Program (Admitted).
NEW Directed and evaluated internship in 3-6 classrooms. Teaching content to students with varied learning needs. Theoretical and field-based explorations of common teaching dilemmas.
Request the use of the Pass-No Grade (P-N) system.
Effective Fall Semester 2023

COLLEGE OF MUSIC

MUS 214 Introduction to Music Studies (D)
Fall of every year. Spring of every year. 4(4-0) R: Open to undergraduate students in the College of Music.
NEW An introduction to the study of music in its historical, social, and cultural contexts.
Effective Fall Semester 2023

MUS 497 Becoming a School Music Teacher
Fall of every year. Spring of every year. 3(3-0) R: Open to seniors in the College of Music or in the _BMUS1Music Education Major. Not open to students with credit in TE 801 or TE 803. C: MUS 495 concurrently.
NEW Teachers' professional and ethical responsibilities. Relations of teachers to colleagues, families, social service providers and community leaders. Teacher's role in school governance and accountability.
Effective Fall Semester 2023