Education

At Washington University, the teacher education programs are designed to produce teachers who implement an inquiry approach to education. Based upon the belief that teaching is a complex, normative, and changing activity, teacher education is viewed as an ongoing, problem-solving process as opposed to a search for the "one right" answer or "one best" way. Therefore, our students are expected to develop the ability and the inclination to look at educational policy and classroom decision-making from multiple perspectives, and to raise fundamental questions about the purposes, processes, and inequities of the current system. In addition, they are expected to act in ways that have a sound and defensible rationale rooted in research, ethical standards, and personal experience, and to reflect upon and reconsider that practice in the interest of all of their students.

Contact: Ron Banfield  
Phone: 314-935-3571  
Email: rbanfiel@wustl.edu  
Website: http://ucollege.wustl.edu/programs/undergraduate/bachelors-education

Degree Requirements

Bachelor of Science in Education

All University College undergraduate students must satisfy the same general-education requirements (http://bulletin.wustl.edu/prior/2016-17/undergrad/ucollege/bachelors/#degreerequirements). To be considered for the undergraduate teacher education program, students must:

- have completed 60 credit hours or more toward the undergraduate degree;
- have a 3.0 grade point average in their other major and a 3.0 grade point average in all courses taken;
- pass the MOGEA test; and
- submit an application, official transcripts, and two letters of recommendation.

When a student's application is complete, an interview will be scheduled. Applications are considered once a semester. Declaration of an education major does not imply admission to teacher education. All students must be admitted to the teacher education program separately from admission to University College. More information is available from the Director of Teacher Education office in Seigle Hall, Room 131, 314-935-3571.

The Major in Education

The undergraduate Secondary (9-12) Teacher Education Program allows students to pursue a bachelor's degree and certification in English or social sciences at the same time. As part of this program, students must do a double major: one in education, and a second major in English or one of the social sciences (history, political science, or international studies). The required education course work in this major totals 30 credit hours and includes a 3-credit foundations course, the English or social sciences subject area curriculum and instruction courses, and student teaching.

In addition, students must complete specific, state-required course work in the English or social sciences major. They must attain sophomore status (60+ credit hours) and pass the state-required MOGEA exam before being admitted to the teacher education program; however, students should consult an education adviser about state requirements as early in their academic program as possible.

Any student who pursues teacher certification must meet state requirements, including a passing score on a subject-area examination, before Washington University can recommend them for teacher certification. State requirements and national standards for teacher certification change frequently. Thus it is important for any student pursuing teacher certification to consult with an education adviser early and often.

Courses


U08 Educ 200 Topics in Education

Introduction to broad areas of educational concern. Topics vary by semester.  
Same as L12 Educ 200  
Credit 3 units. A&S: SS A&S IQ: SSC BU: HUM EN: S

U08 Educ 301C The American School

An analysis of the development of American schooling within the context of American social history. Focus on three general themes: differing conceptions of schooling held by leading American educational thinkers, changing relationships among schools and such other educational institutions as the church and the family, policy issues that have shaped the development of schooling in America. Prerequisite: sophomore standing.  
Same as L12 Educ 301C  
Credit 3 units. A&S IQ: HUM, SD Art: HUM BU: BA, ETH, HUM

U08 Educ 314 Topics in Education: Sociolinguistics, Literacies and Communities

The well known "literacy crisis" has forced scholars from many nations to turn their attention to learning about linguistic, cultural and class diversity of students and what this means for learning in schools. In this course we will engage with the perceived disjuncture between homes, communities, and schools in an era of higher literacy standards, local literacies, and community knowledge. We will examine the contribution of sociolinguistics to what we know about language and literacy education, achievement, and how this relates to social transformation within and across communities. Students can expect theoretical and methodological conversations as we use critical discourse
Theories, systemic linguistic approaches, and empowerment theories as lenses to formulate, challenge and critique the existing status of language and literacy education. Same as L12 Educ 314
Credit 3 units. A&S: LA A&S IQ: HUM BU: BA

U08 Educ 3251 Psychology of Adolescence
Psychology of the period from puberty to adulthood; the major developmental tasks such as identity formation and the influence of differential parental style upon the development of adolescents. Same as U09 Psych 325
Credit 3 units.

U08 Educ 360 Creativity: Theory and Application
This course explores social science based approaches to understanding, explaining, and enhancing creativity. The course will provide an interdisciplinary perspective on topics including how creativity should be defined, how creativity can be understood as both an individual and a social phenomenon, what processes are involved in creativity and innovation, and how creativity can be fostered in individuals and in group settings. This course is especially useful for students wishing to enhance effectiveness in organizational leadership and entrepreneurship through a deeper understanding of the different dimensions and applications of creativity.
Credit 3 units.

U08 Educ 3941 Archaeology for Public/Private School Educators
Same as U69 Anthro 3941
Credit 3 units.

U08 Educ 400 Independent Study
Credit variable, maximum 3 units.

U08 Educ 4000 Topics in Education
An analysis of major educational issues, drawing on empirical research and literature. Seminar format.
Credit 3 units.

U08 Educ 4001 Topics in Education: Teaching the Science of Nature
A graduate course held at Tyson Research Center devoted to enhancing the teaching of science in primary and secondary schools. Students receive useful field guides and teacher-ready, hands-on lesson plans suitable for immediate application in the classroom as they learn more about the science of the Missouri landscape. Topics will vary by semester. Same as Bio 4001.
Credit variable, maximum 3 units.

U08 Educ 4002 Teaching the Science of Nature: Fall
Graduate course for science teachers and others that explores the Missouri landscape using a variety of scientific approaches. Attention to animals, plants, weather, geology, hydrology, astronomy, ecology, and waste management, with a goal of providing information and techniques applicable to classroom teaching. A research project is required. Participants will receive hands-on lesson plans suitable for immediate application in the classroom as they learn more about the science of the Missouri landscape.
Same as U29 Bio 4002
Credit 3 units.

U08 Educ 4021 Leadership Skills for Women Administrators
Overview of the concepts of assertion and leadership and their application to women in administration. Students will have the opportunity to assess their own leadership styles and communication patterns and will set personal goals. The rest of the course will consist of skill training in communication, leadership, and assertion. Course intended for working women. Enrollment limited to 20.
Credit 3 units.

U08 Educ 4023 Second Language Acquisition & Technology
This seminar, for undergraduate and graduate students, will transform research and theory about second language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating, and integrating technology into the language classroom. Course formats include readings, discussions, and demonstrations with technologies. The course is now open to undergraduates. Graduate students can enroll whenever it suits their course planning. The course counts for the Graduate Certificate in Language Instruction and for the undergraduate minor in applied linguistics. This course carries the Social and Behavioral Sciences attribute and can be taken as an elective in several different programs.
Same as L12 Educ 4023
Credit 3 units. A&S: SS A&S IQ: SSC

U08 Educ 4044 Video Microanalysis: Methods and Tools
The purpose of this course is to explore video microanalysis as a methodological tool for studying and valuing unconscious aspects of culturally diverse settings. Utilizing a social-cultural-theoretical lens, this type of analysis will reveal fleeting actions, subtle movements, peripheral events, and nonverbal communications that are not easily identified in real-time viewing. Specifically we may look at facial expressions, direction of gaze, hand movements, body position, and use of material resources as microtechniques to expand our capacity to explore minute aspects and alternative interpretations of social interactions.
Same as L12 Educ 4033
Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD

U08 Educ 4052 Educational Psychology: A Focus on Teaching and Learning in School Settings
The classroom as a physical, social, and intellectual environment. Selected psychological concepts and theories are applied to processes and practices of teaching and learning through readings, discussions, and participation/observation in preschools and elementary and secondary schools. A systematic, firsthand look at schooling in America both for prospective teachers and those interested in furthering their understanding of fundamental principles of teaching and learning. Prerequisite: sophomore standing. Must enroll in fieldwork laboratory (5 hours per week).
Same as L12 Educ 4052
Credit 4 units. A&S: SS A&S IQ: SSC Art: SSC

U08 Educ 406 Theoretical Foundations, Approaches, and Methods in Teaching English as a Second Language (TESL)
This course is designed to give participants a firm theoretical foundation in TESL and offer a variety of approaches and
Secondary teacher education majors are required to take 3 credit hours during the year in which student teaching is done. Offered fall semester. 
Same as L12 Educ 410
Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM

U08 Educ 4109 History and Identity
It is generally assumed that history plays an essential role in forming and maintaining the identity of individuals and groups. This course will examine this assumption by analyzing how history is produced and used in nation-states. The class will consider the narrative organization of history and how it is made available (e.g., through school instruction, popular media), and then turn to issues of how history is understood and internalized by examining psychological processes such as identification and resistance. Readings, discussion, and a research project. Credit 3 units.

U08 Educ 4121 Teaching Creative Movement to Children
This course will introduce educators and parents to the kinesthetic experience as a means of stimulating imagination and creativity, problem solving and expression. Drawing on Gardner's theory that humans possess a variety of intelligences — linguistic, bodily/kinesthetic, musical, interpersonal and intrapersonal — we understand that Creative Movement emphasizes the unique process of each individual's expression. Students are introduced to the material through experiential movement sessions, lecture and discussion. The course content revolves around the dance elements of body, time, and space. Requirements consist of reading assignments, a short paper and a final project. Same as U31 Dance 411
Credit 2 units.

U08 Educ 413 Curriculum and Instruction in Art K-12
Art curriculum in the public schools, with emphasis on examination of methods and materials for teaching art. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the year in which student teaching is done. Offered fall semester. Same as L12 Educ 413
Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM

U08 Educ 414 Curriculum and Instruction in English
English curriculum in the secondary school; emphasis on the selection and organization of materials. Analysis of methods of instruction and evaluation in teaching literature and language. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the year in which student teaching is done. Offered fall semester. Same as L12 Educ 414
Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM

U08 Educ 415 Curriculum and Instruction in Science
Secondary school science curriculum and instructional methods, including evaluation of curricular materials and student performance based on specific teaching objectives. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the fall semester during the year in which student teaching is done. Offered fall semester. Same as L12 Educ 415
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

U08 Educ 4150 Math for Elementary Teachers/Practical Classroom Strategies
A review of the mathematics of kindergarten through eighth grades, frequently at a level beyond its usual presentation in the schools. Applications of all concepts are given in abundance. Participants will implement the mathematics content of the course in a real classroom setting. Inquiry project required. Prerequisite: permission of instructor. Credit 3 units.

U08 Educ 417 Curriculum and Instruction in Mathematics
Mathematics curriculum in the secondary school, with emphasis on modern developments in organization of mathematics. Analysis of methods of instruction and evaluation in teaching mathematics. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the fall semester during the year in which student teaching is done. Same as L12 Educ 417
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

U08 Educ 418 Curriculum and Instruction in Social Studies
Goals of general education in social studies and their relationship to the nature of knowledge in the social sciences. Introduction to the nature of thinking and its relationship to pedagogy and teaching materials. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take three credit hours during the year in which student teaching is done. Same as L12 Educ 418
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC

U08 Educ 4210 Creating Video Documentaries
The course is an opportunity to develop critical skills in video production and media literacy. We begin by addressing theories
of documentary production. This includes an understanding of film forms and the various tools and techniques available to visual storytellers. We also explore the challenges of representation and the ethical considerations involved in video production. For the final project students will combine their technological skills with theoretical principles developed throughout the semester to produce a short documentary film. There is no technical prerequisite for this course. Each reading and class exercise is designed to provide students with the skills necessary to produce the final project. Credit 3 units.

**U08 Educ 4232 Curriculum and Instruction in Dance**

Dance curriculum in middle and secondary schools — methods of instruction and assessment in teaching dance. Introduction to the unique position of the role of dance in public education, and the dance teacher’s role as diplomat and arts advocate. Designing dance curriculum including artist residencies and master classes, assessment, and lessons based on national and state standards and sound dance education principles. Credit may be applied toward the education major and potentially toward state certification. Same as U31 Dance 440 Credit 3 units.

**U08 Educ 4271 Health of the Child**

A study of the health and nutrition of children. Prerequisites: admission to the teacher education program or permission of Director of Teacher Education. Credit 1 unit.

**U08 Educ 4288 Higher Education in American Culture**

Colleges and universities in the United States have been the sites of both cultural conservation and political and cultural subversion from their founding in the 17th and 18th centuries. They have been integral to the nation’s and to regional cultural and economic development. In addition, they have functioned as one component of an increasingly diversified and complex system of education. This course, a reading colloquium, surveys higher education in American history, including the ideas that have contributed to shaping that history, beginning with its origins in European institutional models. We use the primary and secondary readings to examine critically its conflict-ridden institutional transformation from exclusively serving the elite to increasingly serving the masses. We explore the cultural sources of the ideas as well as the growth and diversification of institutions, generations of students and faculty as they changed over time, and curricular evolutions and revolutions in relation to the larger social and cultural contexts of institutional expansion. Credit 3 units.

**U08 Educ 4302 Cognitive Psychology Applied to Education**

This course is intended to cover topics in the cognitive psychology of human memory, conceptual learning, and comprehension with special focus on areas, theory, and research that have potential application to education. Thus, the course will provide selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes will be explicitly developed and evaluated through the primary research literature using educationally oriented experimental paradigms. The course is expected to be of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. Prerequisites: junior/senior status, 9 units in Psychology and Psych 100B or junior/senior status, 9 units in Education and Psych 100B. Same as L33 Psych 4302 Credit 3 units. A&S: SS A&S IQ: SSC

**U08 Educ 4312 Tools of Inquiry**

Same as L12 Educ 4312 Credit 3 units. A&S: SS A&S IQ: SSC

**U08 Educ 4315 Culture, Language, and the Education of Black Students**

This course examines the communicative patterns of what is called variously African-American language, Pan-African linguistic systems and Ebonics within the context of public school policy and practice. In addition to a review of the structural and pragmatic aspects of black speech, the course highlights controversies within the linguistic community, contrasting views of speech within black lay communities, public discourse, and educational policy. Credit 3 units.

**U08 Educ 440 Women in the History of Higher Education and the Professions**

An advanced seminar with readings exploring education, historical studies, and feminist theory. Each student writes a paper based on research in local archives and in other primary sources, on a topic related to women in higher education and/or professions. Prerequisite: junior standing or above; some background in American history. Credit 3 units.

**U08 Educ 4411 Social Statistics**

Credit 3 units.

**U08 Educ 4414 Learning Technologies for Math & Science**

Same as L12 Educ 4414 Credit 3 units. A&S: SS

**U08 Educ 4441 Applied Behavior Analysis I: Basic Principles of Behavior**

This course focuses on behavioral principles and procedures as related to the acquisition of new behavior and the modification of existing behavior. Topics to be covered include: reinforcement, punishment, extinction, discrimination training, generalization, shaping, classical conditioning, conditioned reinforcement, and schedules of reinforcement. Although the focus is on basic principles derived from laboratory research, applications of these principles to areas such as developmental disabilities (e.g., autism), academic skills, and oppositional behaviors are discussed. Philosophical and historical antecedents of behaviorism also are explored. This class is part of a sequence of courses that the Behavior Analyst Certification Board, Inc.™ has approved for eligibility to take the Board Certified Associate Behavior Analyst Examination. Same as U09 Psych 444 Credit 3 units.

**U08 Educ 4451 Teaching Writing in School Contexts**

Writing teachers often know how to write well but less about the teaching of writing. To provide effective instruction in writing,
teachers need, first of all, experiences with writing instruction and theoretical knowledge to guide classroom practices. The goals of this course are as follows: to provide opportunities for all teachers of English and language arts, to develop theoretical knowledge and skill as teachers of writing, to connect the practices of research and teaching, to encourage teachers to give their students multiple and varied experiences with writing, to assist teachers in learning to respond to students' writing and assess their progress as writers. Same as L12 Educ 4451 Credit 3 units. A&S: SS A&S IQ: SSC

U08 Educ 4452 Applied Behavior Analysis II: Procedures for Behavior Change
This course focuses on the complex behavioral principles and on issues surrounding their application in the analysis and modification of behavior. In addition, students learn to identify behavior and environment relations that constitute behavioral deficits or excesses. Behavioral change procedures to be explored include: functional analysis, reinforcement, shaping, chaining, discrete trials, contingency contracting, reinforcement, and maintenance of behavior change. Ethical considerations are also addressed. This class is part of a sequence of courses that the Behavior Analyst Certification Board, Inc. has approved for eligibility to take the Board Certified Associate Behavior Analyst Examination. Prerequisite: U09-444. Same as U09 Psych 445 Credit 3 units.

U08 Educ 446 Applied Behavior Analysis: Research Methods and Evaluation
This course focuses on research design and methodology in behavior analytic research, with a focus on single-subject experimental designs. Various behavior-assessment and behavior-intervention evaluation strategies will be examined. In addition, the course explores techniques for direct observation, and measurement of behavior, as well as methods of summarizing data, data analyses, and the ethics of research. Prerequisite: ABA I: Basic Principles of Behavior. Same as U09 Psych 446 Credit 3 units.

U08 Educ 4484 Language, Thought, and Culture
This course examines ways in which language shapes human mental and cultural practices. Drawing on linguistics, literary theory, anthropology, sociology, and psychology, discussions will take up issues such as how different languages give rise to different forms of thought, how language is tied to power and authority, and how language shapes identity. Particular emphasis is given to how these issues emerge in the context of human development, education, and socialization. Prerequisite: advanced undergraduate or graduate standing, or permission of instructor. Credit 3 units.

U08 Educ 4491 Applied Behavior Analysis Practicum
This practicum provides experience in applied behavior analysis and is designed for individuals who intend to pursue certification through the Behavior Analysis Certification Board (BCBA) examination at the Associate level (Board Certified Associate Behavior Analyst; BCABA). Students will work in community-based agencies and be supervised by the community agency and the Practicum faculty. Prerequisites: admission to the Washington University Applied Behavior Analysis Certificate Program; and ABA I: Basic Principles of Behavior; and ABA II: Procedures for Behavior Change; and permission of instructor. Email aba4kids@yahoo.com. Same as U09 Psych 449 Credit 2 units.

U08 Educ 4512 Race, Ethnicity, and Culture: Qualitative Inquiries into Urban Education II
This course is the second of two to examine ethnographic research at the intersecting and overlapping points of race, ethnicity, class, gender and culture. The emphasis in this course is on developing methodology that is consonant with critically grounded, socially responsible, culturally-responsive, and humane research projects and programs. Prerequisites: AFAS/ Educ 4511 and/or permission of the instructor Credit 3 units.

U08 Educ 4521 Teaching Adults in Community Settings
Same as L12 Educ 4521 Credit 3 units. A&S: SS A&S IQ: SSC

U08 Educ 457 Education and Personality Development
The relationship between personal characteristics and systematic efforts to develop the personal resources of individuals. The relevance of such psychophysical propensities as aggression, dissociation, and sexuality to the design of educational programs; the capacity of educational interventions to influence personality processes related to major societal challenges such as addictions and domestic violence. The adequacy of models of human functioning evaluated in terms of students' own observational work, their personal experience, and the empirical literature. Credit 3 units.

U08 Educ 4580 Media Literacy for In-Service Teachers
This course allows in-service teachers to develop a technological foundation in video production (videography), post-production (digital editing), and challenge them to produce a short documentary as a final project. At the end of the semester, students screen their work in a public forum and participate in a peer evaluation workshop. The course also explores strategies to integrate media education into the K-12 curriculum. Credit 3 units.

U08 Educ 459 Philosophies of Education
An examination of distinct educational philosophies (traditional, progressive, and radical) and an analysis of perennial topics in the philosophy of education (educational goals, the teacher's and student's roles, and curricular content). Discussion of such recent themes as gender relations and education, democracy and education, and moral values and education. Seminar format. Same as L12 Educ 459F Credit 3 units. A&S: TH A&S IQ: HUM BU: ETH

U08 Educ 4608 The Education of Black Children and Youth in the United States
This course provides an overview of the education of black children and youth in the United States. Covering both pre- and post-Brown eras, this course applies a deep reading to the classic works of DuBois and Anderson as well as the more recent works of Kozol, Delpit, and Foster. The social, political, and historical contexts of education, as essential aspects of
American and African-American culture and life, will be placed in the foreground of course inquiries.
Credit 3 units. A&S: TH, SD, WI A&S IQ: HUM, SD, WI Art: HUM

U08 Educ 4610 Introduction to Educational Tests and Measurements
Same as L12 Educ 461
Credit 3 units. A&S: SS A&S IQ: SSC

U08 Educ 462 Politics of Education
Politics is interpreted broadly to include not just government, but any situation in which people have to solve a problem or come to a decision. This course focuses on schools and the processes through which certain stories, identities, and practices are promoted, and others are not.
Credit 3 units.

U08 Educ 465 An Introduction to American Higher Education
America's colleges and universities are among the nation's most important institutions. The U.S. Higher Education system has emerged as the world's premier model for teaching and research and includes a diverse array of institutions with varying missions and student populations. This course is designed for those interested in exploring a career in higher education or for those interested in learning more about the current and historical context of American higher education. Students will expand their understanding of the basic organizational, legal, financial, and academic framework of today's colleges and universities and will address several key challenges facing America's higher education community such as finance, access, and the role of higher education in local communities.
Credit 3 units.

U08 Educ 4661 Second Language Acquisition
There are many ways in which a second language can be learned: from infancy as the child of bilingual parents, or later through formal instruction, immersion in a new culture, or in a particular work or social situation. This class is an inquiry into the processes by which acquisition occurs. Topics include the nature of language learning within the scope of other types of human learning; the relationship between first and second language acquisition; the role of linguistic, cognitive, and sociocultural factors; insights gained from analyzing learners' errors; key concepts such as interlanguage and communicative competence; bilingualism; the optimal age for second language acquisition; and a critical appraisal of different theories of second language acquisition. Both theoretical and instructional implications of second language acquisition research are considered. This course can be used toward certification in TESOL and is a required course for the Graduate Certificate in Language Instruction. Prerequisite: Ling 170D or equivalent is recommended, especially for undergraduates, but is not required.
Same as L44 Ling 466
Credit 3 units. A&S: LA A&S IQ: HUM

U08 Educ 4662 Materials for Teaching English as a Second Language
This course is designed to help K-12 teachers build a repertoire of classroom materials for teaching and testing speakers of other languages. Approaches to teaching language interactively, integrating the four skills of listening, speaking, reading, and writing will be emphasized as well as using assessments to inform instruction. Practical steps to test and lesson construction will be examined.
Credit 3 units.

U08 Educ 4681 Teaching Reading in the Elementary School
This course, emphasizing emergent literacy and children's literature, is the first in a sequence of three courses on teaching reading and writing. The purposes of this course are to survey children's acquisition of oral and written language from an emergent literacy perspective, to focus on methods of teaching beginning reading, to develop uses of children's literature in a reading program. Offered fall semester.
Same as L12 Educ 4681
Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM

U08 Educ 4691 Second Language Reading and Writing: Theory, Research, and Practice
This course, taught in English, extends issues in second language literacy beyond pedagogy by examining the wide range of theoretical and research issues, both historical and current. At the heart of the course are the linguistic, cognitive, and social factors that impede or facilitate language learning. Students will examine the interaction of theoretical and research issues, both historical and current, and they will carry out an empirical investigation of a second language literacy phenomenon. This course is a required course for the undergraduate minor in applied linguistics and an elective for the Graduate Certificate in Language Instruction. Same as L38 Span 4691
Credit 3 units. A&S: SS A&S IQ: SSC

U08 Educ 4701 History of the English Language
Concepts and methods of linguistic study: comparative, historical, and descriptive. Application of methods to selected problems in the history of English. Contrastive analysis of excerpts from Old, Middle, and later English; sounds, meanings, syntax, and styles.
Same as L14 E Lit 472
Credit 3 units. A&S: LA A&S IQ: HUM Art: HUM

U08 Educ 4731 Elementary School Mathematics
Fundamental concepts, properties, operations, and application of mathematics related to the systems of whole numbers, integers, rational numbers, and real numbers. Also included are measurement, simple geometry, probability, and logical reasoning. Examination and implementation of varied curricula and teaching strategies. Admission to Elementary Education program or permission of Director of Teacher Education. Offered spring semester.
Same as L12 Educ 4731
Credit 3 units. A&S: NS A&S IQ: NSM Art: NSM

U08 Educ 4741 Elementary Science: Content, Curriculum, and Instruction
Key concepts appropriate for elementary school science and health instruction; effective teaching strategies and approaches to curriculum development. Education 4741 and 4751 to be
U08 Educ 4751 Elementary Social Studies: Content, Curriculum and Instruction
Key concepts in social studies, including economics and geography; effective teaching strategies and approaches to curriculum development in all areas of social studies. Ed 4741 and 4751 to be taken concurrently. Prerequisite: admission to teacher education program or permission of instructor. Same as L12 Educ 4751 Credit 2 units.

U08 Educ 4771 Arts and Aesthetics: A Means of Communication
Methods and materials for integrating the arts and aesthetics into the elementary classroom. Emphasis on art, music, and oral communication as well as drama and movement. Consult Course Listings. Prerequisite: admission to teacher education program or permission of instructor. Same as L12 Educ 4771 Credit 2 units.

U08 Educ 481 History of Education in the United States
Examines education within the context of American social and intellectual history. Using a broad conception of education in the United States and a variety of readings in American culture and social history, the course focuses on such themes as the variety of institutions involved with education, including family, church, community, work place, and cultural agency; the ways relationships among those institutions have changed over time; the means individuals have used to acquire an education; and the values, ideas, and practices that have shaped American educational policy in different periods of our history. Same as L12 Educ 481 Credit 3 units. A&S: TH A&S IQ: HUM Art: HUM BU: HUM

U08 Educ 4821 Teaching-Learning Process in the Secondary School
The Teaching-Learning course that secondary teacher education majors are required to take during the spring semester in which student teaching is done. The course focuses on the study, practice and analysis of generic teaching strategies and skills needed to meet the needs of all students. Topics include classroom management, lesson planning, instructional and ethical decision-making and strategies for presenting clear explanations, asking effective questions, conducting productive discussions, reaching students with different learning styles/abilities/cultural backgrounds, and using cooperative learning groups. Secondary teacher education majors are required to take 3 credit hours during the year when student teaching is done. Same as L12 Educ 4821 Credit 3 units. A&S: SS, WI A&S IQ: SSC, WI Art: SSC

U08 Educ 4822 Practicum in Teaching English as a Second Language
Supervised ESL teaching experience. Observation of LEP students and assessment of group and individual needs; curriculum planning informed by student needs and second language acquisition theory; implementation of planned instruction; design and use of curriculum materials; reflection and analysis to plan future instruction. Credit 3 units.

U08 Educ 4841 Elementary Methods Field Experience
Application and analysis of specific content area methods strategies in an elementary school classroom. Prerequisite: admission to teacher education program. Elementary teacher education majors are required to take this course during the spring semester before the year in which student teaching is done. Offered spring semester. Same as L12 Educ 4841 Credit 2 units. A&S: SS A&S IQ: SSC Art: SSC

U08 Educ 4843 Field Experience Seminar
This course guides students through a field experience in middle or secondary public school. Students observe and document classroom environment characteristics, professional teacher behaviors, and student behaviors; work with students individually and/or in small groups; prepare and teach a lesson. Same as L12 Educ 4843 Credit variable, maximum 3 units. A&S: SS A&S IQ: SSC

U08 Educ 4890 The Science and Politics of Testing in the United States
Why do tests permeate American Society? Tests have been integral to the decision-making process in many venues of American culture (e.g., immigration opportunities, voting rights, college admissions, workforce considerations, special education placement, educational reform, and graduation requirements). The credibility of these decisions depends upon the claim that a particular test is a scientific instrument and relevant to the decision-making process. This claim is worthy of study. The purpose of this course is twofold. The first purpose is to examine how the nexus of science and politics influence testing practices in American society. The second purpose is to explore how testing practices influence the culture of schools, civil liberties, the work place, and public discourse about merit. Same as L12 Educ 4891 Credit 3 units. A&S: SS, SD A&S IQ: SSC, SD

U08 Educ 4891 Education and Public Policy in the United States
This course takes a triangulated approach to the field of public policy as it relates to education and social problems. First, the course emphasizes theories of public policy that frame the field of policy studies. Major questions extending from this course feature include: What is public policy, policy behavior, its defining processes/features and what social function does it serve? Second, the course emphasizes the skills related to the exercise of policy analysis. These skills include the crafting of technical documents within the field of public policy (e.g., a policy brief) and the application of scientific methods to the exploration of social problems/governmental actions. Likely issues related to this course feature include the use of scientific knowledge in political arenas, engagement with stakeholders and the intended/unintended consequences of policy science to political decision-making. Third, this course simulates the policymaking context through students’ participation in mock congressional testimonies. These focal areas will become central to an understanding of four social concerns: school desegregation following the Brown decisions; affirmative action in higher education; Head Start programs; and/or the ESEA
Act of 1965, also known as No Child Left Behind. Educational opportunity, achievement inequality and social change will be the primary interests that link these course features.

Same as L12 Educ 489
Credit 3 units. A&S: SS A&S IQ: SSC Art: SSC EN: S UColl: ACS

U08 Educ 492 Student Teaching in the Secondary School
Supervised teaching experience. Group meetings and individual conferences. Emphasis on integration of theory/practice and reflection on teaching through videotape analysis. Prerequisites: admission to teacher education program and U08-4821 required. Must be taken credit/no credit. Secondary student teacher education students enroll for 8 credits.
Same as L12 Educ 492
Credit variable, maximum 8 units.

U08 Educ 4922 Student Teaching in Middle Schools
Supervised teaching experience. Group meetings and individual conferences. Emphasis on integration of theory/practice and reflection on teaching through videotape analysis. Prerequisites: admission to Washington University teacher education program and concurrent or prior registration in Educ 4821, Educ 4951 and Educ 4952 required. Must be taken credit/no credit. Middle school student teachers enroll for 8 credits.
Same as L12 Educ 4922
Credit variable, maximum 8 units. A&S: SS A&S IQ: SSC Art: SSC

U08 Educ 494 Student Teaching in K-12
Supervised teaching experience. Group meetings and individual conferences. Prerequisite: admission to teacher education program. Credit/no credit only. K-12 teacher education students enroll for 8 credits. Offered spring semester.
Same as L12 Educ 494
Credit variable, maximum 8 units. A&S: SS A&S IQ: SSC Art: SSC

U08 Educ 4951 Middle School Philosophy and Organization
This course examines the history, goals, organization and philosophy of middle schools as institutions. Students will explore how the characteristics and needs of early adolescents guide the mission, structure and operation of middle schools. Prerequisite: admission to teacher education program.
Same as L12 Educ 4951
Credit 2 units. A&S: SS

U08 Educ 4952 Middle School Curriculum and Instruction
Building on knowledge of the middle-level child and the ways in which middle schools are organized to meet the needs of middle-level children (covered in Ed 4951), this course explores the learning styles and attributes of middle school students and examines instructional theory, methods and materials appropriate to grades 5-9. In addition, portions of this course will be devoted to specific content field methodology subdivided into English/language arts and social studies or science and math. The English/social studies and science/math sessions will be held concurrently, and students will attend the session appropriate to their content major or minors. Interdisciplinary team teaching will be modeled and featured in these sessions. Features a required practicum experience. Prerequisite: admission to Teacher Education program.
Same as L12 Educ 4952

U08 Educ 4955 Introduction to Technologies for Educators
This is a project-based course designed to help educators use technology creatively and effectively in support of curriculum in elementary and secondary school classrooms. Topics include an introduction to the internet, creating a webpage, multimedia presentation, evaluation and integration of software into the curriculum, and the impact of technology on the educational process. Students will identify useful internet resources, learn how to integrate these resources into their curriculum, and explore a variety of techniques for using the resources in their classroom, as well as for their own professional growth.
Credit 3 units.