Education

Whether a student's goal is to teach young minds, discover how humans learn, or better understand educational institutions and policies, the Department of Education at Washington University offers students a chance to explore their interests, develop their skills, and begin their journey to a rewarding career through undergraduate programs in Teacher Education and Educational Studies. Our academic programming views the learning pathway as part of a broader transdisciplinary framework of development and well-being. Conditions associated with education and youth development represent a problem space where persistent engagement and planning across political boundaries, health care providers, youth-serving organizations, and educational institutions are critical. We offer a vibrant student-centered community in which faculty and staff are invested in the mentoring and success of students. Many of our classes are smaller and thus allow for meaningful interactions with the education community.

The Department of Education offers undergraduate majors in Teacher Education with elementary, middle school, and secondary specializations. The elementary, middle school, and secondary teacher education programs are designed to produce teachers who take an inquiry-oriented approach to education. Based upon the belief that teaching is a complex normative and changing activity, teacher education is viewed as an on-going, problem-solving process as opposed to a search for the "one right" answer or "one best" way.

The Department of Education also offers an undergraduate major and minor in Educational Studies for persons interested in the study of educational processes and institutions. Students in the Educational Studies program apply the perspectives and methods of a number of disciplines to questions about educational institutions, educational processes, and the social and cultural factors that affect them.

Endowed Professor
Carol Camp Yeakey (https://education.wustl.edu/people/carol-camp-yeakey)
Marshall S. Snow Professor of Arts & Sciences
PhD, Northwestern University

Professors
Cindy Brantmeier (https://education.wustl.edu/people/cindy-brantmeier)
PhD, Indiana University, Bloomington
Odis Johnson (https://education.wustl.edu/people/odis-johnson)
PhD, University of Michigan, Ann Arbor

Associate Professors
Garrett A. Duncan (https://education.wustl.edu/people/garrett-albert-duncan)
PhD, The Claremont Graduate School
Mary Ann Dzuback (https://education.wustl.edu/people/mary-ann-dzuback)
PhD, Columbia University
Rowhea Elmesky (https://education.wustl.edu/people/rowhea-elmesky)
PhD, Florida State University
Michelle Purdy (https://education.wustl.edu/people/michelle-purdy)
Director, Undergraduate Program in Educational Studies
PhD, Emory University

Assistant Professors
Ebony Duncan-Shippy (https://education.wustl.edu/people/ebony-m-duncan-shippy)
PhD, Vanderbilt University
Christopher Rozek
PhD, University of Wisconsin, Madison

Senior Lecturer
Judy Lamb (https://education.wustl.edu/people/judy-lamb)
MAEd, Washington University in St. Louis

Lecturers
Lisa Gilbert
PhD, Saint Louis University
Aurora Kamimura
PhD, University of Michigan, Ann Arbor

Affiliate Faculty
John Baugh (https://education.wustl.edu/people/john-baugh)
Margaret Bush Wilson Professor in Arts & Sciences
PhD, University of Pennsylvania

Contact: Alyssa McDonald
Phone: 314-935-6791
Email: alyssa.mcdonald@wustl.edu
Website: http://education.wustl.edu

Faculty

Chair
Andrew Butler (https://education.wustl.edu/people/andrew-c-butler)
Associate Professor of Education
PhD, Washington University in St. Louis
Majors

The Department of Education offers students a choice between two majors: Teacher Education, which allows students to prepare for careers as teachers, and Educational Studies, which allows students to study educational institutions and their sociocultural contexts and processes. Within the Teacher Education major, there are four specializations from which students can choose: Elementary Teacher Education, Middle School Teacher Education, Secondary Teacher Education, and K-12 Teacher Education.

Requirements for Teacher Education majors: Teacher Education majors should seek admission to a teacher preparation program early in their sophomore year. To be eligible, students must pass an entrance examination mandated by the State of Missouri or prove adequate content knowledge through ACT scores, and they must have an overall grade-point average of at least a 3.0. In addition, students should contact education department adviser Michele Augustin (maugusti@wustl.edu) as early as possible to ensure that they fulfill College of Arts & Sciences, departmental and professional requirements for certification. Upon completion of the program, a satisfactory records check, and the recommendation of the Washington University Department of Education, the Missouri Department of Elementary and Secondary Education issues a teaching certificate if the student has passed the required Missouri certification exams, has an overall GPA of at least 3.0, and has no grade lower than a B in required fieldwork or education course work.

The Major in Elementary Teacher Education

Total units required: 48

This major prepares students to teach grades 1 through 6 and may be completed within a four-year undergraduate degree. In addition to the Teacher Education major, students must declare a major or minor in a closely related field of study.

- Students are required to complete the following education courses prior to the professional year:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 313B</td>
<td>Education, Childhood, Adolescence, and Society</td>
<td>3</td>
</tr>
<tr>
<td>Educ 314</td>
<td>Sociolinguistics, Literacies, Schools, and Communities</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4052</td>
<td>Educational Psychology: A Focus on Teaching and Learning</td>
<td>4</td>
</tr>
<tr>
<td>Educ 408</td>
<td>Education and Psychology of Exceptional Children</td>
<td>3</td>
</tr>
</tbody>
</table>

William W. Clark [https://pacs.wustl.edu/people/william-w-clark-phd](https://pacs.wustl.edu/people/william-w-clark-phd)
PhD, University of Michigan

Sarah C.R. Elgin [https://education.wustl.edu/people/sarah-elgin](https://education.wustl.edu/people/sarah-elgin)
Victor Hamburger Professor Emerita in Arts & Sciences
PhD, California Institute of Technology

Patrick C. Gibbons [https://education.wustl.edu/people/patrick-c-gibbons](https://education.wustl.edu/people/patrick-c-gibbons)
PhD, Harvard University

Allison King [https://www.ot.wustl.edu/about/our-people/allison-king-48](https://www.ot.wustl.edu/about/our-people/allison-king-48)
MD, University of Missouri School of Medicine, Columbia

Mark A. McDaniel [https://education.wustl.edu/people/mark-mcdaniel](https://education.wustl.edu/people/mark-mcdaniel)
PhD, University of Colorado

Mike Strube [https://education.wustl.edu/people/michael-strube](https://education.wustl.edu/people/michael-strube)
PhD, University of Utah

Rebecca Treiman [https://education.wustl.edu/people/rebecca-treiman](https://education.wustl.edu/people/rebecca-treiman)
Burke & Elizabeth High Baker Professor of Child Development in Arts & Sciences
PhD, University of Pennsylvania

James V. Wertsch [https://education.wustl.edu/people/james-wertsch](https://education.wustl.edu/people/james-wertsch)
David R. Francis Distinguished Professor
PhD, University of Chicago

Staff

Michele Augustin [https://education.wustl.edu/people/michele-augustin](https://education.wustl.edu/people/michele-augustin)
Director, Teacher Education and Academic Services
EdD, EdS, Missouri Baptist University

Jessica Bockskopf
Field Placement Specialist
EdD, Maryville University

Mark Hogrebe
Educational Research, Statistician
PhD, University of Georgia

Judith H. Joerding
Kappa Delta Pi Advisor
EdD, Saint Louis University

Alyssa McDonald
Student Services Coordinator
MEd, Middle Tennessee State University

Kyle Trojahn [https://education.wustl.edu/people/kyle-trojahn](https://education.wustl.edu/people/kyle-trojahn)
Administrative Coordinator, Faculty Support
BS, Truman State University
The Major in Middle School Teacher Education

Total units required: 44

This option prepares students to teach in middle school grades 5 through 9. Students must major in a subject field taught at the middle school level (language arts, science, mathematics or social science) and maintain a 3.0 GPA in that content field. In addition, students are required to complete the following education courses:

- 3 credits in educational foundations:
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 301C or Educ 453B or Educ 459F or Educ 481W</td>
<td>The American School or Sociology of Education or Philosophies of Education or History of Education in the United States</td>
<td>3</td>
</tr>
<tr>
<td>Educ 481</td>
<td>History of Education in the United States</td>
<td>3</td>
</tr>
</tbody>
</table>

- All of the following courses prior to the professional year:
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 313B</td>
<td>Education, Childhood, Adolescence, and Society</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4052</td>
<td>Educational Psychology: A Focus on Teaching and Learning</td>
<td>4</td>
</tr>
<tr>
<td>Educ 408</td>
<td>Education and Psychology of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4843</td>
<td>Field Experience Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4951</td>
<td>Middle School Philosophy and Organization</td>
<td>2</td>
</tr>
<tr>
<td>Educ 4952</td>
<td>Middle School Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Educ 5253</td>
<td>Instructional Interventions in Reading for Adolescents and English Language Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

- In addition, middle school teacher certification students must enroll in the curriculum and instruction course(s) corresponding to their chosen area of study in the fall of their senior year as indicated below:
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 414</td>
<td>Curriculum and Instruction in English (Grades 5-9, content area: Language Arts)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4451</td>
<td>Teaching Writing in School Contexts (Grades 5-9, content area: Language Arts)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 415</td>
<td>Curriculum and Instruction in Science (Grades 5-9, content area: Science)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 417</td>
<td>Curriculum and Instruction in Mathematics (Grades 5-9, content area: Mathematics)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 418</td>
<td>Curriculum and Instruction in Social Studies (Grades 5-9, content area: Social Science)</td>
<td>3</td>
</tr>
</tbody>
</table>

- Students must enroll in the middle school teaching block during the spring of their senior year:
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 4821</td>
<td>The Teaching-Learning Process in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4922</td>
<td>Student Teaching in Middle Schools var.; max.</td>
<td>8</td>
</tr>
<tr>
<td>Educ 5681</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
</tbody>
</table>
The middle school teacher education option may be completed in conjunction with the secondary major; all requirements for both must be met, including student teaching at both levels. Students who choose middle school will student teach during the spring of their senior year. Some education course work will be taken concurrently with student teaching, but that course work will vary depending upon the option selected.

The Major in Secondary Teacher Education

Total units required: 36-39

This major prepares students to teach in senior high school grades 9 through 12. Students are required to complete a major in a content area and to maintain a 3.0 GPA in that major. In addition, students are required to complete the following education courses:

- 3 credits of educational foundations:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 301C</td>
<td>The American School</td>
<td>3</td>
</tr>
<tr>
<td>or Educ 453B</td>
<td>Sociology of Education</td>
<td></td>
</tr>
<tr>
<td>or Educ 459F</td>
<td>Philosophies of Education</td>
<td></td>
</tr>
<tr>
<td>or Educ 481W</td>
<td>History of Education in the United States</td>
<td></td>
</tr>
<tr>
<td>or Educ 481</td>
<td>History of Education in the United States</td>
<td></td>
</tr>
</tbody>
</table>

- All of the following courses prior to the professional year:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 313B</td>
<td>Education, Childhood, Adolescence, and Society</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4052</td>
<td>Educational Psychology: A Focus on Teaching and Learning</td>
<td>4</td>
</tr>
<tr>
<td>Educ 408</td>
<td>Education and Psychology of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4843</td>
<td>Field Experience Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Educ 5253</td>
<td>Instructional Interventions in Reading for Adolescents and English Language Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

- In addition, secondary education teacher certification students must enroll in the curriculum and instruction course(s) corresponding to their chosen area of study in the fall of their senior year as indicated below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 414</td>
<td>Curriculum and Instruction in English (Grades 9-12, content area: English)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4451</td>
<td>Teaching Writing in School Contexts (Grades 9-12, content area: English)</td>
<td>3</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 415</td>
<td>Curriculum and Instruction in Science (Grades 9-12, content areas: Biology, Chemistry, Earth Science, and Physics)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 417</td>
<td>Curriculum and Instruction in Mathematics (Grades 9-12, content area: Mathematics)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 418</td>
<td>Curriculum and Instruction in Social Studies (Grades 9-12, content area: Social Science)</td>
<td>3</td>
</tr>
</tbody>
</table>

- Students must enroll in the secondary school teaching block in the spring of their senior year:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 4821</td>
<td>The Teaching-Learning Process in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>Educ 492</td>
<td>Student Teaching in the Secondary School</td>
<td>var.; max 8</td>
</tr>
<tr>
<td>Educ 5681</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
</tbody>
</table>

The Major in K-12 Teacher Education

Total units required: 36

This major prepares students to teach in grades K-12 in the areas of art, dance, or foreign languages, including Latin. Students must complete a major in their content area and maintain a 3.0 GPA in that major. In addition, students are required to complete the following education courses:

- 3 credits of educational foundations:

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Educ 301C</td>
<td>The American School</td>
<td>3</td>
</tr>
<tr>
<td>or Educ 453B</td>
<td>Sociology of Education</td>
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</tr>
<tr>
<td>or Educ 459F</td>
<td>Philosophies of Education</td>
<td></td>
</tr>
<tr>
<td>or Educ 481W</td>
<td>History of Education in the United States</td>
<td></td>
</tr>
</tbody>
</table>

- In addition, secondary education teacher certification students must enroll in the curriculum and instruction course(s) corresponding to their chosen area of study in the fall of their senior year as indicated below:

<table>
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<td>Curriculum and Instruction in English (Grades 9-12, content area: English)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4451</td>
<td>Teaching Writing in School Contexts (Grades 9-12, content area: English)</td>
<td>3</td>
</tr>
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<tr>
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<tbody>
<tr>
<td>Educ 313B</td>
<td>Education, Childhood, Adolescence, and Society</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4052</td>
<td>Educational Psychology: A Focus on Teaching and Learning</td>
<td>4</td>
</tr>
<tr>
<td>Educ 408</td>
<td>Education and Psychology of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4843</td>
<td>Field Experience Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Educ 5253</td>
<td>Instructional Interventions in Reading for Adolescents and English Language Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

- All of the following courses prior to the professional year:

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<tr>
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<tbody>
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<tr>
<td>Educ 4052</td>
<td>Educational Psychology: A Focus on Teaching and Learning</td>
<td>4</td>
</tr>
<tr>
<td>Educ 408</td>
<td>Education and Psychology of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4821</td>
<td>The Teaching-Learning Process in the Secondary School</td>
<td>3</td>
</tr>
</tbody>
</table>
Educ 4843  Field Experience Seminar  3
Educ 5253  Instructional Interventions in Reading for Adolescents and English Language Learners  3

- In addition, teacher certification students intending to teach in grades K-12 must enroll in the curriculum and instruction course(s) corresponding to their chosen area of study in the fall of their senior year as indicated below:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 407</td>
<td>Curriculum and Instruction in Modern Foreign Languages (Grades K-12, content area: Foreign Language)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 413</td>
<td>Curriculum and Instruction in Art K-12 (Grades K-12, content area: Art)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 5007</td>
<td>Instructional Techniques for Art K-12 (Grades K-12, content area: Art)</td>
<td>3</td>
</tr>
<tr>
<td>Dance 440</td>
<td>Curriculum and Instruction in Dance (Grades K-12; content area: Dance)</td>
<td>3</td>
</tr>
</tbody>
</table>

- Students must enroll in the secondary school teaching block during the spring of their senior year:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 4821</td>
<td>The Teaching-Learning Process in the Secondary School</td>
<td>3</td>
</tr>
<tr>
<td>Educ 494</td>
<td>Student Teaching in K-12 Grade</td>
<td>var.; max 8</td>
</tr>
<tr>
<td>Educ 5681</td>
<td>Reading in the Content Areas</td>
<td>3</td>
</tr>
</tbody>
</table>

The Major in Educational Studies

Total units required: 24

The Educational Studies program examines and applies the historical, social, cultural, psychological and public policy aspects of educational institutions and educational processes as well as the social and cultural factors that affect them. The program provides an entry point into the study of the multidimensional field of education, analysis, the individual and the collective. By becoming familiar with both streams in educational research and writing, students in Educational Studies are expected to develop basic inquiry skills as well as a critical understanding of how educational institutions function, how individuals grow and change, and how social groups are shaped by educational processes. These tools should help students develop the ability to integrate and apply systematic knowledge in order to guide personal action and professional development and to understand and possibly transform social and institutional policy.

The Educational Studies program is appropriate for students who want to enhance their understanding of educational policy and of the educational issues that they may encounter in their careers or face as students, citizens and adults. Many educational studies majors pursue graduate or professional study; however, this major also prepares students to work in educational, nonprofit and government agencies. Students are strongly encouraged to complete a second major, although this is not required.

Required Courses:

Note: The frequencies of the course offerings are designated by the following symbols:

(+) Offered every semester in recent years
(*) Offered at least once a year in recent years
(-) Offered less frequently in recent years

- Discipline-Based Study (three courses required):

<table>
<thead>
<tr>
<th>Code</th>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 304</td>
<td>Educational Psychology (+)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 434B</td>
<td>Seminar in Black Social Sciences (*)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 453B</td>
<td>Sociology of Education (+)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 459F</td>
<td>Philosophies of Education (*)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 462</td>
<td>Politics of Education (*)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4621</td>
<td>The Political Economy of Urban Education (*)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 481W</td>
<td>History of Education in the United States (*)</td>
<td>3</td>
</tr>
</tbody>
</table>

- Individual Processes of Education (one or two courses required):

<table>
<thead>
<tr>
<th>Code</th>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Educ 4023</td>
<td>Second Language Acquisition and Technology (*)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4052</td>
<td>Educational Psychology: A Focus on Teaching and Learning (+)</td>
<td>4</td>
</tr>
<tr>
<td>Educ 4055</td>
<td>Central Topics in Psychological Research on Teaching and Learning (*)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 408</td>
<td>Education and Psychology of Exceptional Children (+)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 433W</td>
<td>Complex Learning in Education (*)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 461B</td>
<td>The Construction and Experience of Black Adolescence (*)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4692</td>
<td>Reading Across Languages and Cultures; Theory, Reserach, and Practice (*)</td>
<td>3</td>
</tr>
</tbody>
</table>

- Social Context of Education (one or two courses required):

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Educ 301C</td>
<td>The American School (+)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 303</td>
<td>Gender and Education (-)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 313B</td>
<td>Education, Childhood, Adolescence, and Society (+)</td>
<td>3</td>
</tr>
</tbody>
</table>
Elective Requirement: In addition to the six courses (18 credits) completed from the areas of Discipline-Based Study, Individual Processes of Education, and Social Context of Education, students must complete one elective course (3 credits), which may be satisfied with any course listed above. Students may also consult with the Director of Educational Studies regarding additional courses offered by or cross-listed in the education department.

Capstone Seminar in Educational Studies Educ 4999: All majors not writing an educational senior honors thesis are required to enroll in the senior seminar (3 credits). Students read and write papers based on readings and the courses taken to complete the major requirements in the program, and they also complete a research project.

Additional Information

Honors Program: Honors in the Department of Education involves both the demonstration of acquired knowledge and a report on an original research project. Students in either major in the department — Teacher Education or Educational Studies — may pursue honors. The appropriateness of honors work in education for a given student is determined by reference to both GPA and faculty recommendation. Students may be eligible for either the College of Arts and Sciences’ Latin Honors Program or departmental honors from the Department of Education. Students interested in Latin honors work should speak with either the Director of Teacher Education or the Director of Educational Studies about eligibility and requirements as early as sophomore year, or, ideally, during the junior year.

Study Abroad: There are six preapproved sites for semester-long study abroad in Teacher Education and Educational Studies:

1. Danish Institute for Study Abroad (DIS) Copenhagen — Child Development and Diversity Program in Copenhagen, Denmark
2. IES Abroad Amsterdam Semester Program in Amsterdam, Netherlands
3. Trinity College Dublin with IES Abroad in Dublin, Ireland
4. University of Auckland with IES Abroad in Auckland, New Zealand
5. WU in Chile at Pontificia Universidad Catolica de Chile (PUC) (Note: This program has a Spanish language prerequisite.)
6. University of Sydney in Sydney, Australia

There are also two preapproved sites for summer study abroad:

1. Summer in Scandinavia Danish Institute for Study Abroad (DIS) program in Copenhagen, Denmark, or Stockholm, Sweden
2. The School for International Training (SIT) Study Abroad Africa: Education and Social Change in Durban, South Africa

Title II: Section 207 of Title II of the Higher Education Act mandates that Washington University’s Teacher Education programs (or the Department of Education) make public specific Teacher Education performance data on the Department of Education website (https://education.wustl.edu/teacher-certification/#anchor-group-10213).

Minors

The Minor in Educational Studies

Units required: 18

Required courses:

Note: The frequencies of the course offerings are designated by the following symbols:

(+): Offered every semester in recent years (pending faculty availability)
(): Offered at least once a year in recent years
(−): Offered less frequently in recent years

Discipline-Based Study (two courses required):

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Educ 304</td>
<td>Educational Psychology (+)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 434B</td>
<td>Seminar in Black Social Sciences (+)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 453B</td>
<td>Sociology of Education (−)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 459F</td>
<td>Philosophies of Education (−)</td>
<td>3</td>
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<tr>
<td>Educ 462</td>
<td>Politics of Education (−)</td>
<td>3</td>
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• Individual Processes of Education (one course required):

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<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 4621</td>
<td>The Political Economy of Urban Education (1)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 481W</td>
<td>History of Education in the United States (1)</td>
<td>3</td>
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• Social Context of Education (one course required):

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<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Educ 4692</td>
<td>Reading Across Languages and Cultures: Theory, Research, and Practice (1)</td>
<td>3</td>
</tr>
</tbody>
</table>

• Elective Requirements: In addition to the four courses (12 credits) completed from the areas of Discipline-Based Study, Individual Processes of Education, and Social Context of Education, students must complete two elective courses (6 credits), which may be satisfied with any of the courses listed above. Students may also consult with the Director of Educational Studies regarding additional courses offered by or cross-listed in the education department.

Courses


L12 Educ 102 First Year Seminar: Strengths, Weaknesses, Opportunities, and Threats for 21st Century Education

The purpose of this first year seminar is for students to gain a greater understanding of significant topics in educational research, policy, and practice. Through readings, discussions, and activities, students examine such topics and consider how to improve contemporary education. Each section of this course is for first-year, non-transfer students only.

Credit 3 units. A&S: FYS A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 102A First Year Seminar: Metacognating Mario -- Learning and Video Games

Although we often associate education with school-based activity, human beings learn in multiple environments beyond the formal classroom. Video games, while often dismissed as frivolous entertainment, provide one such example of a significant experiential learning context: individual players develop skills in the pursuit of goals, collaborate with each other to advance their theorizing about the game’s mechanics, and display deep engagement and persistence in the face of frustration despite a lack of extrinsic rewards. Among the questions encountered in this course will be the following: What kind of understanding is built through game play? How might games teach us about ourselves as learners? In what ways might the skills involved in learning to play a game transfer to learning in other contexts? What pedagogical lessons might teachers take from game designers? Throughout the course, readings and activities will promote the rigorous critical analysis of both games and theories of learning.

Credit 3 units. A&S: FYS A&S IQ: SSC EN: S

L12 Educ 102B First Year Seminar: Improving Student Success Through Psychological Interventions

One of the most exciting transformations in the social sciences in recent years is the finding that brief psychological exercises can improve important student outcomes for months and years, such as raising school achievement and reducing inequality. These interventions help individuals flourish and help our society live up to its ideals. They address critical psychological questions that people have, like the following: Do people like me belong in this school? Can I learn math? When will I ever use what I am learning in class? In this seminar, we will learn about psychological interventions in education; how they work; how they can cause lasting benefits; their intellectual lineage; how they can be used, adapted, and scaled to address contemporary problems; and challenges and mistakes that can arise in doing
so. In addition to learning from classic and contemporary research, students will design their very own intervention and workshop others’ efforts. When students have completed this seminar, they will more fully understand the psychological aspect of educational problems and how this can be addressed through rigorous research.

Credit 3 units. A&S: FYS A&S IQ: SSC EN: S

L12 Educ 200 Topics in Education: Introduction to Applied Linguistics
Applied Linguistics is the scientific study of language, how languages are learned, and how languages are used in order to solve real world problems. In this course, students will be introduced to theory and practice of applied linguistics that will emphasize second language (L2) learning and teaching in schools and communities with children, adolescents and adults. The class will cover key components of second language linguistic theory- phonetics, phonology, dialectology, morphology, lexis, and syntax. The class will also include current disputes involved in bilingualism and multilingualism with connections to language policies in the USA and around the world.

Credit 3 units. A&S IQ: SSC Art: SSC BU: HUM EN: S

L12 Educ 203A Introduction to Education: Contradictions and Controversies in School Choice
Drawing from social scientific perspectives, this course surveys educational research and policy in contemporary U.S. society. It considers the relationship among controversial policy issues (e.g., school choice, public school closure, urban redevelopment) and education. Finally, it examines the implications of recent changes in education for social inequality, mobility, and group relations.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 203B Introduction to Education: Disability Law, Policy, and Institutional Implications
This sophomore seminar is designed to provide non-teacher certification students with a working knowledge of the laws and policies governing disabilities and how they impact governmental, social, economic, political, and educational institutions. This introduction to disabilities is provided from a legal perspective and will appeal to self-motivated students interested in learning more about how disability awareness might impact their everyday lives. Topics for discussion include IDEA, ADA, and Section 504 accommodations and how these laws apply to K-12 schools, higher education, immigration, housing, substance abuse, courts, employment, and access to public transit and public accommodations. Enrollment limited to students who will have sophomore standing in fall 2020.

Credit 3 units. A&S IQ: SSC BU: BA EN: S

L12 Educ 234 Introduction to Speech and Hearing Disorders
This course provides an introduction to the fields of speech-language pathology, audiology, the education of hearing-impaired children, and speech and hearing sciences. Normal speech and hearing processes as well as communication disorders are discussed. Selected research topics in speech and hearing sciences will also be presented.

Credit 3 units. BU: BA EN: S

L12 Educ 299 Internship in Education
Students may receive up to 3 units of credit for an approved, faculty-sponsored internship that relates to the study and application of educational research. Credit is determined by the number of hours worked per the College of Arts & Sciences recommendations. Specific requirements -- which include but are not limited to completion of hours, an essay about the student’s experience, and/or informational meetings with other faculty about the student’s internship experience -- are set by the faculty supervisor in consultation with the supervisor in the organization where the internship work is completed. Students should complete a learning agreement provided by the department. Open to undergraduate majors and minors in the Department of Education only; register for the section assigned to the faculty supervisor. Prerequisites: completion of the Learning Agreement provided by the department and approval of faculty supervisor.

Credit variable, maximum 3 units.

L12 Educ 300 Topics in Education
An examination and appraisal of major educational issues, drawing on normative frameworks, empirical research and analytical literature. Seminar format. Topics vary by semester. Prerequisite: sophomore standing.

Credit 3 units. A&S IQ: SSC Art: SSC BU: BA

L12 Educ 301C The American School
In this course we examine the development of American schooling. Our focus is on three general themes: the differing conceptions of schooling held by some American political, social, and cultural thinkers; the changing relationships among schools and other educational institutions such as the church and the family; and the policy issues and arguments that have shaped the development of schooling in America.

Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L12 Educ 303 Gender and Education
An examination, through the lens of gender, of educational practices at the preprimary, primary, secondary and higher education levels. A sociological and historical approach links gender discrimination in education to other forms of discrimination as well as social forces. Students’ own gender-related educational experiences are analyzed in the context of the literature used in the course. Prerequisite: sophomore standing or permission of instructor.

Credit 3 units. A&S IQ: SSC, SD Art: SSC BU: BA EN: S

L12 Educ 304 Educational Psychology
A course in psychological concepts relevant to education. Organized around four basic issues: (1) how humans think and learn; (2) how children, adolescents, and adults differ in their cognitive and moral development; (3) the sense in which motivation and intention explain why people act as they do; and (4) how such key human characteristics as intelligence, motivation, and academic achievement can be measured.

Offered fall and spring semesters.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S
L12 Educ 313B Education, Childhood, Adolescence, and Society
This course examines the social and developmental experiences of children and adolescents at the national and international level. Readings will focus on the development of children and adolescents from historical, sociological, psychological, and political perspectives. Students will examine how both internal and external forces impact the developmental stages of children and adolescents. Students will investigate the issues that impact children and adults such as poverty, war, media, schooling, and changes in family structure. Students will explore some of the issues surrounding the education of children such as the effects of high quality preschool on the lives of children from low income families and the connection between poverty and educational achievement. Students will focus on the efficacy of the "safety nets" that are intended to address issues such as nutrition, health, violence, and abuse. Throughout the course, students will review and critique national and international public policy that is designed to address the needs of children and their families throughout the educational process.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 314 Sociolinguistics, Literacies, Schools, and Communities
Literacy learning and development within a thriving community requires attention to the linguistic, cultural, and economic diversity of students. Within an era of state standardization and accountability, it is imperative to use a systems approach in education that unites homes, schools, and communities. Differentiating instruction to meet the needs of all students, including English Language Learners (ELLs) and other traditionally marginalized groups of students, is essential. This course will introduce students to sociocultural theories of literacy across settings. It will prepare students to analyze how race, ethnicity, class, gender, and language influence the development of literacy skills. We will develop a multifaceted view of literacy that is embedded within culture and acknowledges the influences of social institutions and conditions. Incorporates strategies for individual student needs based on background and prior experiences to deliver differentiated instruction and teaches students to set learning goals.
Credit 3 units. A&S IQ: HUM, SC, SD BU: BA EN: H

L12 Educ 325 Psychology of Adolescence
A broad introduction to adolescence as a developmental period of transition and change. The major topics include the fundamental changes of adolescence, the context of adolescence, and processes of psychological development. Prerequisite: Psych 100B. Same as L33 Psych 325
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 3885 The Mental Health Crisis in Higher Education
During the last decade, college campuses have seen unprecedented increases in the proportion of students suffering from mental health problems. Many institutions have responded by increasing the number of mental health counselors available in student health centers, making the accommodations at disability resource centers more robust, and providing safe spaces for students to process incidents and events that have triggered them. Are such interventions improving the well-being of today's students, or might they actually be further encumbering students' psychological health? This discussion-based course will explore arguments made on all sides of this provocative debate and examine research on the nature of today's college students and what resources and services most contribute to their psychological health and well-being. Enrollment is limited to 15 students. Prerequisite: at least 6 units of advanced home-based psychology courses. Same as L33 Psych 3885
Credit 3 units. A&S IQ: SSC EN: S

L12 Educ 400 Topics in Education:
This course explores the current theories shaping the way we think, teach and learn in K-12 settings. Teachers examine the social construction of race, ethnicity, gender, social class and abilities along with the impacts this has on the educational and social experiences of students from historically marginalized backgrounds. We will consider how curriculum, instruction, and assessment might be re-designed with an applied equity lens. Projects will include the re-design of a curriculum unit in a current classroom with an applied equity lens, presentation of the unit for group feedback, and a final paper illustrating continued equity centered curriculum design.
Credit 3 units.

L12 Educ 4014 Urban Education in Multiracial Societies
This course offers students an analysis of the historical development and contemporary contexts of urban education in English-speaking, multiracial societies. It examines legal decisions, relevant policy decisions, and salient economic determinants that inform urban systems of education in Western societies including, but not limited to, the United States, Canada, Great Britain, and South Africa. The course draws on quantitative, qualitative, and comparative data as an empirical foundation to provide a basis for a cross-cultural understanding of the formalized and uniform system of public schooling characteristic of education in urban settings. Given the social and material exigencies that shape urban schooling systems in contemporary societies, special attention is given in this course to the roles of migration, immigration, urbanization, criminal justice, industrialism, de-industrialism, and globalization in shaping educational outcomes for diverse students in the aforementioned settings. Prerequisite: junior standing or permission of instructor.
Same as L18 URST 400
Credit 3 units. A&S IQ: SSC, WI EN: S

L12 Educ 4015 American Democracy and the Policy-Making Process
This course is part of the Semester in DC Program. Same as L32 Pol Sci 4001
Credit 3 units. EN: S

L12 Educ 4022 Higher Education Administration: History, Research, and Practice
Higher education is the subject of much general public interest and commentary, and yet it is an endeavor with an extraordinary amount of specific detail, practices, and expertise. In this course, students will study the history and research that underlies the current state of higher education in America. Then, specific practices and regulations in higher education administration will be described and related to the research. Students will then apply this information to the analysis of specific situations in higher education administration and the management of public perceptions of universities. There are no prerequisites, but the course is intended for advanced undergraduates and PhD students.
L12 Educ 4023 Second Language Acquisition and 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 and other language learning contexts, including business, engineering, and law. Course formats include readings, discussions, and demonstrations with technologies. The course counts for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors.
Same as L92 APL 4023
Credit 3 units. A&S IQ: SSC

L12 Educ 4033 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 social cultural theoretical lens, this type of analysis reveals fleeting actions, subtle movements, peripheral events and nonverbal communication 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 micro techniques to expand our capacity to explore minute aspects and alternative interpretations of social interactions.
Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC EN: S

L12 Educ 4036 Children of Immigrants: Identity and Acculturation
This seminar takes an interdisciplinary approach to children of immigrants as an analytical subject. Our investigation looks into the 1.5- and second-generation youth of different cultural and ethnic backgrounds in the United States (with a considerable number of case studies focusing on Asian Americans and Latinx). Discussion topics include migration and identity, ethnicity and race, bilingualism and biculturalism, family and school, youth culture, and other pressing issues such as mental health. The seminar offers a theoretical lens into children of immigrants by introducing different research methodologies in the social sciences. Students are required to conduct an individual research project among a selected group of children of immigrants.
Same as L97 IAS 4036
Credit 3 units. A&S IQ: HUM, LCD, SC, SD Arch: HUM Art: HUM BU: HUM EN: H

L12 Educ 404 Study for Honors
A research program arranged by the student and a faculty member. Prerequisite: recommendation for Honors study.
Credit 3 units. EN: S

L12 Educ 4052 Educational Psychology: A Focus on Teaching and Learning
This course examines psychological concepts and theories such as development, human motivation, and intelligence as applied in the processes and practices of teaching and learning. In addition to readings and discussions, students spend three to five hours per week in either a preschool, elementary, or secondary school classroom. This course offers students an informed look at schooling in America and is designed for current teachers, prospective teachers, and for those simply interested in furthering their understanding of classroom interaction and the fundamental principles of teaching and learning. Be able to plan lessons and activities that address student's prior experiences, multiple intelligences, strengths, and needs to positively impact learning. Educational psychology topics also include classroom management, as well as understanding the importance of differentiated learning to address individual differences in ability, cultural background, and language. Students should enroll in the Lab section. Labs do not meet until after the first class.
Prerequisite: Sophomore standing.
Credit 4 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 4055 Central Topics in Psychological Research on Teaching and Learning
This course will focus on how theory and research in psychological science and other related disciplines can inform teaching and learning in a variety of educative contexts. Each week, we will delve into research on a new set of issues that all revolve around a particular theme, such as pedagogical methods, motivation, student characteristics, assessment of learning, evaluation of teaching effectiveness, and educational technology. In addition to analyzing theory and research, we will discuss implications for educational practice and policy with an emphasis on designing interventions and fostering innovation.
Credit 3 units. EN: S

L12 Educ 407 Curriculum and Instruction in Modern Foreign Languages
Modern foreign language curriculum in the secondary schools, with emphasis on the selection, organization, and appraisal of materials. Analysis of methods of instruction and evaluation in teaching modern foreign languages. Prerequisite: admission to teacher education program. Secondary teacher education majors are required to take 3 credit hours during the Fall semester in which student teaching is scheduled.
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L12 Educ 408 Education and Psychology of Exceptional Children
Learning, psychological, cognitive and social characteristics of exceptional children and youth from gifted to those with disabilities. Study child and adolescent developmental stages and the application to educational settings through data-based decision making using assessment and student data in a critical thinking, problem solving team approach. Current practices of educational strategies, interventions, and modifications to differentiate instruction for individual learning needs are emphasized. Plan lessons and activities that address student's prior experiences, multiple intelligences, strengths, and needs to positively impact learning. Learn specific strategies for classroom management, consultation and collaboration with families, colleagues, and administrators to meet individual needs within
a culturally and demographically diverse classroom. Influences of legislation, criteria used to identify children, and awareness of supportive services are explored. Prerequisite: Sophomore standing.
Credit 3 units. A&S IQ: SSC Arch; SSC Art: SSC BU; BA EN: S

L12 Educ 411 Linguistics and Language Learning
This course, which is taught in English, is a foundation for students who will work with linguistically and culturally diverse people in the United States and around the world. Whether this work is in the courtroom, the hospital, the classroom, the office, or another setting, the course will help to prepare students for the diverse range of 21st-century occupations that have language and linguistics at their center, including machine learning and translation studies. The courses uses a survey format and covers both internal and external factors related to language acquisition and language use, such as language and the brain, language aptitude, age, gender, memory, prior knowledge, and so on. Theoretical and research dimensions of both linguistics and foreign-/second-language learning are also treated. Corresponding implications of the readings focus on action, including making decisions about language policies as well as debates around the world that are informed by linguistic and language knowledge. The course is required for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors, such as International and Area Studies and Educational Studies. Prerequisite: Ling 170 is recommended but not required.
Same as L92 APL 4111
Credit 3 units. A&S IQ: SSC EN: S

L12 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 or with approval by Director of Teacher Education. Offered Fall semester.
Credit 3 units. A&S IQ: HUM Art; HUM EN: H

L12 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 completed. Offered Fall semester.
Credit 3 units. A&S IQ: HUM Art; HUM EN: H

L12 Educ 415 Curriculum and Instruction in Science
This course presents a variety of investigative approaches to teaching secondary school science curriculum and instructional methods, including evaluation of curricular materials and assessment of student performance based on specific teaching objectives. The course assists in the development of criteria to guide the selection of science activities to achieve specified learning goals in a curriculum. Explicit connections will be made between various science lessons, curricular goals and both Missouri State and National Standards. In addition, course is designed to develop effective teaching strategies and approaches to curriculum development in science. Addresses components of effective curriculum that are aligned to learning experiences and outcomes using academic language of the sciences. Incorporates strategies for individual student needs based on diverse backgrounds, prior experiences, and language to deliver differentiated instruction and teaches students to set learning goals. Develop strategies to engage students in the methods of inquiry and research with interdisciplinary approaches where appropriate. Learn research-based models of critical thinking and problem-solving, including various instructional strategies and technology to support student engagement in higher level thinking skills. Use formal and informal assessments to design instruction and improve learning activities followed by assessment analysis to determine effect of class instruction on individual and whole class learning. Understand strategies to communicate confidential student data and progress following ethical and legal protocols. Prerequisite: Admission to the Teacher Education Program.
Credit 3 units. A&S IQ: NSM Art: NSM

L12 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.
Credit 3 units. A&S IQ: NSM Art: NSM

L12 Educ 418 Curriculum and Instruction in Social Studies
Goals of general socialization 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 completed.
Credit 3 units. A&S IQ: SSC Art: SSC EN: S

L12 Educ 4280 History of Urban Schooling in the United States
This reading colloquium examines the history of urban schooling and school policy in the United States. Readings focus on the growing literature in the history of urban schooling and on primary source material. We explore urban schooling in general and we examine particular primary source material as well as particular cities and their school districts. Such districts may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, Atlanta and others. The course has two goals: to develop a strong contextual understanding of the conditions of urban schooling, the history of urban school reform, and the debates over the purposes of urban schools; and to examine the ways historians have explored urban schooling in the U.S. Students should expect to read a book a week as well as primary source materials and occasional articles.
Credit 3 units. A&S IQ: HUM BU; HUM EN: H

L12 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 seventeenth and eighteenth 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 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 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 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. A&S IQ: HUM Arch: HUM Art: HUM BU: HUM EN: H

L12 Educ 4289 Neighborhoods, Schools and Social Inequality
A major purpose of the course is to study the research and policy literature related to neighborhoods, schools and the corresponding opportunity structure in urban America. The course is informed by theoretical models drawn from economics, political science, sociology, anthropology, education and law. A major focus is to gain greater understanding of the experiences and opportunity structure(s) of urban dwellers, in general, and urban youth, in particular. While major emphasis is placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups complement the course foci.

Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L12 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 provides selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes is explicitly developed and evaluated throughout 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 IQ: SSC EN: S

L12 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 with 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 relationships between controversies within the linguistic community, contrasting views of speech within black lay communities, public discourse, and educational policy. Students also conduct a field-based research project in accord with their particular interests.

Credit 3 units. A&S IQ: LCD, SSC Art: SSC EN: S

L12 Educ 433W Complex Learning in Education
This course will focus on psychological research and theory pertaining to higher-order learning. Each week, we will delve into a different topic, such as memory, transfer of learning, analogical reasoning, conceptual change, metacognition, and problem solving. Prerequisite: junior standing. Credit 3 units. A&S IQ: SSC BU: BA EN: S

L12 Educ 4351 Reading and Reading Development
This seminar surveys current research on reading and spelling skills and their development. Students will read and discuss journal articles that examine the cognitive and linguistic processes involved in reading, reading disorders, and educational issues. Prerequisites: permission of instructor and previous course work in experimental psychology or psychology of language.

Same as L33 Psych 4351
Credit 3 units. A&S IQ: SSC, WI BU: BA EN: S

L12 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.

Credit 3 units. A&S IQ: SSC EN: S

L12 Educ 4511 Race, Ethnicity and Culture: Qualitative Inquiry in Urban Education
Drawing on traditional and recent advances in the field of qualitative studies, this course is the first in a series to examine ethnographic research at the intersecting domains of race, ethnicity, class, gender and culture. The emphasis is on how these concepts are constructed in urban educational institutions. The course includes a field component that involves local elementary and/or middle schools.

Same as L90 AFAS 4511
Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

L12 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 consistent with critically grounded, socially responsible, culturally responsive and
L12 Educ 453B Sociology of Education
This course provides an overview of sociological theory and research on education in contemporary U.S. society. Drawing from sociological perspectives, it covers the implications of schools and schooling for social inequality, mobility, and group relations. It examines major theoretical perspectives on the purpose and social organization of mass education in the United States, and topics related to the organization and function of schools, access to educational resources, and group disparities in school experiences and outcomes.
Credit 3 units. A&S IQ: SSC, WI Art: SSC EN: S

L12 Educ 4552 Ebony & Ivory Towers: Black Experiences with the American University
Black people in America have historically held a deep reverence for education. Whether formal or informal, they have understood education to be brimming with great power, promise and possibilities. These beliefs have not only caused them to establish an array of educational institutions, but they also lay at the very core of what some scholars have referred to as “the Black educational tradition.” At the same time, the inequalities of America have often caused Black people to develop a deeply fraught relationship with educational institutions; they are often denied access, marginalized or exploited once inside, or subject to the will of what at times can feel like incredibly influential yet distant silos occupying prime space in a given community. This course explores the many ways Black people have engaged with the American university/college. Its starts by interrogating the intertwined histories of the institution of American slavery and the establishment of American higher education institutions. It then looks at the establishment of historically Black colleges and universities just before, but mostly after, the Civil War. Within this early period, the course will introduce students to American discourses about race (particularly Black and white identities), education, and aptitude. It then shifts to the 1920s and social stratification. interrelationships among the political economy, urban education and the establishment of American higher education institutions. It then looks at the establishment of historically Black colleges and universities just before, but mostly after, the Civil War. Within this early period, the course will introduce students to American discourses about race (particularly Black and white identities), education, and aptitude. It then shifts to the 1920s and 1960s: two historic moments when Black students (and Black people, more generally) sought to rethink the meaning and mission of the American university. Keeping Black experiences at the center, the course will then delve into more contemporary questions confronting the American university, including issues of institutional diversity, student debt, (in)visible labor, the racial economy of collegiate sports, university-community relations, and the business of higher education.
Same as L90 AFAS 445
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA ETH EN: S

L12 Educ 459F 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.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L12 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, are placed in the foreground of course inquiries.
Credit 3 units. A&S IQ: HUM, SD, WI Art: HUM EN: H

L12 Educ 461B The Construction and Experience of Black Adolescence
This course examines the construct of black adolescence from the general perspectives of anthropology, sociology and psychology. It begins by studying the construct of black adolescence as an "invention" of the social and behavioral sciences. The course then draws upon narrative data, autobiography, literature and multimedia sources authored by black youth to recast black adolescence as a complex social, psychological, cultural and political phenomenon. This course focuses on the meaning-making experiences of urban-dwelling black adolescents and highlights these relations within the contexts of class, gender, sexuality and education.
Same as L90 AFAS 461B
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S UColl: ACS, SSC

L12 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, not.
Credit 3 units. A&S IQ: SSC, SC, SD Art: SSC EN: S

L12 Educ 4621 The Political Economy of Urban Education
Defining a political economy of urban education involves the examination of power and wealth and the manner in which they operate in urban settings. It requires analysis of the larger urban social and economic context and consideration of historical forces that have brought the schools to their present state. In this course, we consider various political and economic factors that have influenced and shaped urban education in the United States, drawing upon the extant literature on urban education and related social science disciplines to characterize and discuss them. A particular focus of this course is on the dynamic interrelationships among the political economy, urban education and social stratification.
Credit 3 units. A&S IQ: LCD, SSC Arch: SSC Art: SSC EN: S

L12 Educ 466 Mathematics for Elementary School Teachers
A review of mathematics for grades K-8, at a level beyond its usual presentation in the schools. The purpose of this course is to ensure that teachers have the necessary foundation to teach mathematical concepts and problem solving at the elementary level. Applications of all essential mathematical concepts are presented in abundance, along with methods and strategies for instruction at the elementary level. Restricted to elementary education students, except with approval of the Director of Teacher Education. Prerequisite: two years of high-school mathematics and admission to the Teacher Education program.
L12 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.
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L12 Educ 4692 Reading Across Languages and Cultures: Theory, Research, and Practice
The United Nations has declared that literacy is a fundamental human right. This course, which is taught in English, connects to the mission of UNESCO and examines the wide range of theoretical and research issues — both historical and current — related to reading and writing across languages and cultures. Literacy acquisition among second-language learners involves a number of variables, including both cognitive and social factors. Topics to be discussed include universal cognitive operations, individual learner differences, text types and literary forms, literacy and social power, and the extent to which reading and writing are interrelated. Students will discuss how to bridge scientific research in the laboratory to practice, and they will be involved in St. Louis community outreach projects with refugees and immigrants at the International Institute, where they will create and implement reading and writing activities driven by theory and empirical investigations. Students will take the theory and research they learn, and they will help meet the local reading and writing needs of a changing population with a variety of backgrounds, values and educational preparations. The course is required for the minor in applied linguistics, the PhD in applied linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors, such as International and Area Studies and Educational Studies. Same as L92 APL 4692
Credit 3 units. A&S IQ: SSC EN: S

L12 Educ 470 Language, Learning and Instruction
This course, which emphasizes children's writing and literacy issues, is the second of three courses in a sequence on teaching reading and writing. The course reviews and elaborates on work from previous courses on children's acquisition of written language, examines approaches to teaching writing, and focuses on work from sociological, feminist, and philosophical perspectives to affirm and critique aspects of these approaches. Prerequisites: Educ 4681
Credit 3 units. A&S IQ: HUM Art: HUM EN: H

L12 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. Designed to develop effective teaching strategies and approaches to curriculum development in mathematics. Addresses components of effective curriculum that are aligned to learning experiences and outcomes using academic language of mathematics. Incorporates strategies for individual student needs based on diverse backgrounds, prior experiences, and language to deliver differentiated instruction and teaches students to set learning goals. Develop strategies to engage students in the methods of inquiry and research with interdisciplinary approaches where appropriate. Learn researched-based models of critical thinking and problem-solving, including various instructional strategies and technology to support student engagement in higher level thinking skills. Use formal and informal assessments to design instruction and improve learning activities followed by assessment analysis to determine effect of class instruction on individual and whole class learning. Understand strategies to communicate confidential student data and progress following ethical and legal protocols. Prerequisite: Admission to the Teacher Education Program
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L12 Educ 4741 Elementary Science: Content, Curriculum and Instruction
Focus on key concepts appropriate for elementary school science and health instruction. Repertoire of effective teaching strategies and approaches to curriculum development. Prerequisite: admission to teacher education program. Offered spring semester.
Credit 2 units. A&S IQ: NSM Arch: NSM Art: NSM

L12 Educ 4751 Elementary Social Studies: Content, Curriculum and Instruction
Introduction to key concepts in social studies, including economics and geography. Repertoire of effective teaching strategies and approaches to curriculum development in all areas of social studies. Prerequisite: admission to teacher education program. Offered spring semester.
Credit 2 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L12 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 curricula in movement. Prerequisite: admission to teacher education program, or permission of instructor. Offered spring semester.
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM EN: H

L12 Educ 481W 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. NOTE ABOUT ENROLLMENT: All students will be initially waitlisted. Because this is a writing intensive course, enrollment will most likely be 12-15 students. Enrollment preference will be given to students who are majoring/minoring in Educational Studies, Teacher Education, Applied Linguistics, History, American Culture Studies, and Children's Studies and to students needing to complete their Writing Intensive requirement. Instructor will e-mail students about enrollment.
Credit 3 units. A&S IQ: HUM, SC, SD, WI BU: BA, HUM EN: H
L12 Educ 4821 The Teaching-Learning Process in the Secondary School
Secondary teacher education majors are required to take this 3 credit hour teacher-learning course during the spring semester in which student teaching is completed. 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.
Credit: 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC EN: S

L12 Educ 4831 The Teaching-Learning Process in the Elementary School
Focus on four broad areas: self-awareness and human relations; instructional and behavioral management strategies; development of curriculum and analysis of instruction; and social, political, and legal issues affecting the classroom. Topics include: teacher-pupil relationships, assessment of pupil progress, curriculum development, instructional technology, and school organization. Course discussion and study further develop knowledge in a variety of areas that are experienced during student teaching such as the refinement of pedagogy strategies and skills; and the Missouri Educator Evaluation System (MEES) certification; understanding diverse cultural perspectives of English language learners and how to select appropriate strategies for addressing individual needs in meeting curriculum objectives; incorporating strategies for individual student needs based on diverse backgrounds and prior experiences to deliver differentiated instruction; creating a positive learning environment through effective classroom management using strategies based on research and pedagogically sound techniques; developing reflective practices to improve teaching while understanding the importance of utilizing professional learning opportunities in school districts and professional organizations; understanding importance of communication, professional relationships, and collaboration with teachers, administrators, families, and the community as well as the nature of professional, ethical, and legal behavior and the need to adhere to district policies and school procedures. Prerequisite: Admission to the Teacher Education Program. Concurrent registration required in one of the following Educ 413, 414, 415, 417, 418.
Credit: 3 units. A&S IQ: SSC Art: SSC EN: S

L12 Educ 489 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 practice 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 policy-making context through students’ participation in mock congressional testimonies. These focal areas 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 are the primary interests that link these course features.
Credit: 3 units. A&S IQ: SSC Art: SSC EN: S UColl: ACS

L12 Educ 4911 Student Teaching in the Elementary School
Supervised teaching experience. Group meetings and individual conferences. Emphasis on integration of theory/practice and reflection on teaching. Prerequisite: Admission to the Teacher Education Program. Elementary teacher education students enroll for 8 credits. Graduate students must register for Satisfactory/Unsatisfactory and Undergraduates must register for Pass/Fail.
Credit: variable, maximum 8 units. A&S IQ: SSC Art: SSC EN: S

L12 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. Prerequisite: admission to teacher education program. Graduate
students must register for Satisfactory/Unsatisfactory, and undergraduates must register for Pass/Fail. Secondary teacher education students enroll for 8 credits during the spring semester. Credit variable, maximum 8 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L12 Educ 4922 Student Teaching in Middle Schools
Supervised teaching experience. Group meetings and individual conferences. Prerequisite: admission to teacher education program. Graduate students must register for Satisfactory/Unsatisfactory, and undergraduates must register for Pass/Fail. Middle school teacher education students enroll for 8 credits. Offered spring semester. Credit variable, maximum 8 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L12 Educ 494 Student Teaching in K-12 Grade
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. Credit variable, maximum 8 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

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

L12 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. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L12 Educ 4999 Capstone Seminar in Educational Studies
All majors not writing an Education senior honors thesis are required to enroll in the senior seminar, a reading colloquium. Students read with faculty and write papers based on the readings and the courses taken to complete the major requirements in the program. All honors students are required to attend at least one session of the seminar to present their work, and all graduating Educational Studies majors, including those completing honors work in Educational Studies, are required to attend the final session of the seminar. Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S