

Education

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Courses

Visit online course listings to view semester offerings for L12 Educ.

L12 Educ 5001 The American School

In this course we analyze the development of American schooling within the context of American social history. 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. We spend considerable time studying the history of schooling in relation to the enduring challenges and dilemmas of marginalized groups including but not limited to systemic racial inequalities, access to schooling and inequitable schooling experiences. Undergraduate students must enroll in Educ. 301C, while graduate students must enroll in Educ. 5001. Same as L12 Educ 301C
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L12 Educ 5003 Gender and Education

An examination of educational experiences, practices, and institutions across multiple levels (PK-university) using gender as a critical lens. Key topics include common beliefs, practices, and expectations related to gender in educational spaces, as well as the intersections between gender and other identities that may influence educational experiences and outcomes. Readings are drawn from multiple disciplines, including sociology, history, psychology, and philosophy. Students should be prepared to analyze their own gendered educational experiences in the context of the scholarship explored in the course, while also listening respectfully and reflecting on the experiences shared by classmates. Enrollment Note: Undergraduate students must enroll in Educ. 303, and graduate students must enroll in Educ. 5003. Same as L12 Educ 303
Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 5004 Educational Psychology

This is a course in psychological concepts relevant to education that is 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. Enrollment Note: Undergraduate students must enroll in Educ. 304. Graduate students must obtain approval of instructor and their advisor before enrolling in Educ. 5004. Same as L12 Educ 304
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 5007 Instructional Techniques for Art K-12

Instructional Techniques for Art K-12 will center on developing an understanding of how the integrative approach to arts education can be implemented in both the visual arts classroom, and also the subject area elementary, middle, and high school classrooms. Emphasis will be placed on the development of studio based visual art techniques across the K-12 curriculum and how these can be used to foster creativity, imagination, critical thinking skills, and individual solutions to a variety of visual and integration based problems. The philosophical bases for this course are the developing ideas that the arts are uniquely positioned to play an important role in helping all educators transform their teaching to address the needs of 21st century, K-12 learners. This progressive approach to arts education is based upon the framework that there are two separate but related roles for the arts in our schools. The first role for arts education is a standards based, sequential, comprehensive exploration of the arts founded on performance, criticism, process, communication and connections. The first role often takes a cross curricular approach to arts learning, but stays mainly focused on the arts. The second role is for the arts to be placed at the center of a variety of arts integration approaches to teaching and curriculum design. These approaches include arts integration, project based learning, universal design for learning, and STEAM. Enrollment note: must be taken concurrently with L12 4000/6000 and L12 400A/6001 unless approved by the Director of Teacher Education.
Credit 3 units.

L12 Educ 503 Foundations of Educational Research

Educational researchers in today's world use an interdisciplinary toolbox of approaches to examine the complex issues facing today's students, teachers, educating institutions, and communities. Providing an introduction to the basic concepts, philosophies, and kinds of methodologies used in educational research, this course will examine research designs such as experiments, surveys, mixed methods, ethnography, and action research. Students will be required to analyze the strengths, weaknesses, and limitations of each. Furthermore, the course is devoted to understanding the importance of identifying a research problem, the literature review, research questions, and the alignment with appropriate methodologies (quantitative, qualitative, or mixed methods) in responding to the research inquiry. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: Undergraduate students should register for Educ. 403, while graduate students should register for Educ. 503
Same as L12 Educ 403
Credit 3 units. A&S IQ: SSC EN: S

L12 Educ 5055 Power and Conflict in Mathematics and Science Education

The purpose of this course is to examine the research literature in mathematics and science education focused on the interactions of policy, classroom practice, and community on student advancement. A central focus of the course will be on issues of agency, culture, classroom dynamics, and local structures that influence students' learning of science and mathematics. The readings will be drawn from the sociology of education, sociocultural studies, philosophy of science, policy studies and other relevant literature.
Credit 3 units.

L12 Educ 5114 Sociolinguistics, Literacies, Schools, and Communities

Literacy learning and development within a thriving community require 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 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 that acknowledges the influences of social institutions and conditions. We will incorporate strategies for individual student needs based on students' backgrounds and prior experiences to deliver differentiated instruction and to teach students to set learning goals. Offered in fall semester only. Undergraduate students must enroll in Educ. 314, while graduate students must enroll in Educ. 5114. Same as L12 Educ 314

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

L12 Educ 512 Child Development

This course serves as an introduction to developmental theory and research methods by highlighting the various processes (including biological and socio-cultural forces) that influence human psychological change. Emphasis is given to normative social-emotional and cognitive development in childhood, using current empirical studies as the basis for student exploration, discussion, and debate. Credit 3 units.

L12 Educ 513B 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. Undergraduates must enroll in Educ. 313B, while graduate students must enroll in 513B. Same as L12 Educ 313B

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

L12 Educ 5222 Higher Education Administration for Social Justice & Equity: Achievable or Only Dreamable?

Higher education has long been the subject of much general public interest and discourse. Understanding the complexity of the system, its history, practices, and expertise will help define whether and how campuses can work toward social justice and equity. In this course, students will study the history, policies, and organizational decisions that underlie the current state of higher education in America. These perspectives and theories will be studied with an eye toward social justice and understanding possible changes that may lead toward equity on American college campuses. Through engaged discussions around readings and case studies, students will tackle complex social questions, including: how our college campuses became so complex? Why pervasive social issues, such as system racism, sexism, and classism, continue to exist on our campuses? How and when technology and the SAT/ACT began to rule our lives in college? Perhaps even deeper, students will grapple with finding alternate, more socially just, and equitable alternatives to create more equity on our campuses.

Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: Undergraduate students must enroll in Educ. 4022, and graduate students must enroll in Educ. 5222.

Same as L12 Educ 4022

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

L12 Educ 5230 Professional Development in Mathematics and Science

Professional development is a broad term encompassing a wide array of programming designed to improve teaching practices and student learning. Among science and math educators, professional development is a primary intellectual conduit between research and the practices of teachers in K-12 classrooms. The purpose of this course is to examine the theoretical assumptions driving the principles of design used in current models of professional development, critique the alignment of current theoretical approaches with evidence from research, and analyze the research methodologies for the probability of predicting impact on the goals of reform in content, curriculum, and instruction of science and math in K-12 classrooms.

Credit 3 units.

L12 Educ 5231 Curriculum and Evaluation: A Review in Mathematics

Students will be introduced to an examination of various types of evaluation methods for curriculum effectiveness using the recent mathematics curricula as an example. We will begin by reviewing the literature on the "Math Wars" to see how the news media and internet have portrayed the issues and then examine the studies of the curricula themselves including the recent ones from the National Science Foundation, Chicago Math and Saxon. Students will be introduced to three types of evaluation methods: content analysis, comparative studies, and case studies, and will read examples of each. A curriculum evaluation framework will be discussed and a subset of studies of each type will be read and analyzed. If available, the National Research Council's report on the evaluations will be read and discussed. The course is appropriate for doctoral and post-doctoral students in mathematics and science education as a model of curricular evaluation and related policy issues.

Credit 3 units.

L12 Educ 5232 Learning Sciences Practicum in Math/Science/Technology

Students will participate in a series of design experiments which vary from 1-1 interviews to small group studies to various classroom and after-school configurations. The students will be introduced to writings on methods of clinical interviewing and conducting small group investigations and classroom design experiments. The projects will involve specific mathematical and scientific concepts often using new technologies. Students will be expected to review the literature on the learning sciences connected with the particular experiments and to learn to conduct, analyze and assist in the preparation of publications on the topics. Once a week laboratory meetings will be scheduled to discuss articles and report on progress in the studies.

Credit 3 units.

L12 Educ 5233 Modeling and Inquiry in Mathematics and Science

This course introduces mathematics and science education students to research and practice related to the use of inquiry and modeling in instruction in science and mathematics. Three major topics include: 1) the use of modeling and simulation in current research in science and mathematics; 2) examples of modeling and inquiry in curricula and instruction and observational approaches to its documentation, and 3) theoretical and empirical work on the effects of inquiry on students

and teachers' knowledge. Theoretical work by Dewey, philosophers of science, and science and mathematics educators will be examined. The course will include hands-on exploration of curricular topics, video analysis and readings on developments in research related to inquiry. Credit 3 units.

L12 Educ 525 Diagnosis and Correction of Reading Disabilities

This course is the second of three courses on teaching reading and writing, with an emphasis on readers, texts, and assessment. The purposes of this course are to address issues of the differences and disabilities that may occur in reading processes; evaluation of students' reading skills; analysis of texts for their use by readers; and designing classroom reading activities that assist students in all kinds of materials. Prerequisite: Educ 4681, or permission of instructor. Credit 3 units. EN: S

L12 Educ 5253 Instructional Interventions in Reading for Adolescents and English Language Learners

Education 5253 is the first of two courses designed to increase the ability of secondary school teacher candidates to support literacy development for middle and high school students. Strategies of instructional intervention will be taught, modeled, and observed. The theoretical base of educational research for literacy intervention is at the core of understanding purpose, validity, and implementation of instructional intervention strategies. Additional purposes are to address differences among readers and texts and to understand methods of reading assessment for adolescents and the English Language Learner (ELL). The reading process, difficulties in reading and English language learning, instruction in reading beyond elementary education, and the role of the teacher in reading instruction and assessment will be important topics in this course. Prerequisite: admission to the Teacher Education program. Credit 3 units.

L12 Educ 5288 Higher Education in American Culture

This course will examine the historical and philosophical development of higher education from colonial to contemporary periods including the histories of minoritized individuals and campus types. Throughout the semester, we will learn how history continues to impact the way we run and organize our campuses today. This course concludes with an exploration of current social, political, and economic challenges in higher education and current public debates regarding contentious topics in higher education. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: Enrollment limited to juniors, seniors, and graduate students. Undergraduate students must enroll in Educ. 4288 and graduate students must enroll in Educ. 5288. Same as L12 Educ 4288. Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: BA, ETH, HUM EN: H

L12 Educ 5289 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 will be 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 will be placed on data derived from the interface of urban environments and the corresponding institutions within them, the generational experiences of various ethnic groups will complement the course foci. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.

Enrollment note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 4289 and graduate students must enroll in Educ. 5289. Same as L12 Educ 4289. Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 5310 Sociology of Higher Education

What we call "higher education" in the United States is a complex web of institutions - nearly 3,000 4-year colleges, 1,500 2-year colleges, and still more postsecondary institutions that grant a variety of credentials. It is a system through which tens of millions of students pass each year; over the last few decades, the importance of earning a postsecondary credential has increased markedly. As such, higher education is deserving of rigorous scrutiny and careful interrogation. But in studying "higher education," we are in fact attending to a multitude of things - among other things, varied institutional types with different resources and different imperatives, experiences of accessing and navigating higher education that are widely divergent along axes of inequality, and institutional processes that play out on campus but have resonance beyond the university gates. In this course, which will be conducted as a discussion-based seminar, we will engage with texts examining the enterprise of higher education from varied vantage points, but always through a sociological lens. We'll discuss why and how higher education came to be so important and loom so large in contemporary life, the stark differences between different sectors of the higher education landscape, and how stratification occurs between and within institutions. We'll talk at length about how higher education is a microcosm of many of the inequalities we see in the broader society, looking at issues of race, class, gender, and politics on campus. By taking a sociological lens to studying higher education, we'll learn a language and facility for rooting discussion of issues in higher education in theoretical grounding and empirical evidence. In so doing, students will develop the capacity to more critically assess research and public discourses on higher education, as well as their own work and experiences in the sector. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: Undergraduate students must enroll in Educ. 4310, and graduate students must enroll in Educ. 5310. Same as L12 Educ 4310. Credit 3 units. A&S IQ: SSC, SC EN: S

L12 Educ 5501 Contemporary Issues in the Psychological Science of Learning: Motivation and Emotion

The purpose of this course is provide a vehicle for students to explore contemporary issues in the psychological science of learning. The general topic of the course will rotate so that different contemporary issues can be explored from semester to semester. Potential topics include motivation and emotion, error-correction and conceptual change, and higher-order learning. Regardless of the topic, the majority of the course will be structured around discussing primary and secondary research articles. The main product of the course will be a research proposal in which students will identify a question, situate it within existing theory/research, describe the methodology to answer the question, and discuss the predicted results. The goal of the course is to provide students with opportunities to practice evaluating research and theories, designing research, communicating ideas both orally and in writing, and providing constructive criticism. Prerequisite: Graduate standing or permission of the instructor. Credit 3 units.

L12 Educ 5530 Sociology of Education

There are few institutions that nearly all Americans pass through, and schools are one of them; around fifty million students are enrolled in preK-12 schooling in the United States. As such, schools are an institution deserving of rigorous scrutiny and careful interrogation.

But in studying K-12 schools, we are in fact attending to a multitude of things - competing visions of and purposes for schools, and disparate experiences of accessing and navigating education that are widely divergent along axes of inequality. In this course, which will be conducted as a discussion-based seminar, we will engage with texts examining the enterprise of education from varied vantage points, but always through a sociological lens. We'll discuss the varied purposes theorists and practitioners envision for schools, and the extent to which schools live up to those ideals. We'll talk at length about how schools are a microcosm of many of the inequalities we see in the broader society, looking at issues of race, class, gender, and place. By taking a sociological lens to studying education, we'll learn a language and facility for rooting discussion of issues in education in theoretical grounding and empirical evidence. In so doing, students will develop the capacity to more critically assess scholarly research and public discourses on education, as well as their own experiences. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 453B and graduate students must enroll in Educ. 5530 Same as L12 Educ 453B
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, ETH EN: S

L12 Educ 5555 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. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: Undergraduate students must enroll in Educ. 4055 and graduate students must enroll in Educ. 5555
Same as L12 Educ 4055
Credit 3 units. A&S IQ: SSC Art: SSC BU: BA EN: S

L12 Educ 5590 Philosophies of Education

An analysis of perennial themes in the philosophy of education, with particular attention to implications arising from the uneven distribution of power in an inequitable society. Significant questions to be examined include: What constitutes a truly democratic form of education? How might our answers change when we approach this question in light of the history of race in the American experience? How should teachers dedicated to a liberatory practice approach both their content and their students? Which theories of knowledge might help us envision new possibilities for teaching and learning? Readings will address both K-12 and higher education spaces while drawing on a diverse range of historical and contemporary thinkers. Seminar format. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 459F and graduate students must enroll in Educ. 5590
Same as L12 Educ 459F
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM BU: ETH EN: H

L12 Educ 5620 Politics of Education

In this course, politics is interpreted broadly to include both formal policy-making processes and any situation in which people have to solve a problem or come to a decision. The purpose of this course is to explore the following processes: (1) how ideologies and power dynamics influence educational policies and decisions; (2) how educational policies and decisions translate into specific school programs and practices; (3) how specific programs and practices influence pedagogies, especially in the relationships among students, teachers, and knowledge pedagogies; (4) how these pedagogies impact student opportunities and outcomes; and (5) how student outcomes and opportunities reinforce ideologies and power dynamics. This course considers politics across time, space, and individuals, noting how historical, geographical, cultural, social, psychological, political, and economic contexts can shape the politics of education. In addition, as this course considers the relationship between politics and power, we explore how politics can manifest itself in ways that promote exclusion and subjugation or work toward the common good. Finally, after carefully examining the research on inequalities and inefficiencies resulting from the current politics of education, we will transition from problem identification (i.e., "What went wrong?") to problem solution (i.e., "Where do we go from here?"). Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: All students are enrolled onto the waitlist. Priority is given to Department of Education majors, minors, and graduate students. Undergraduate students must enroll in Educ. 462, and graduate students must enroll in Educ. 5620. Same as L12 Educ 462
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC EN: S

L12 Educ 5622 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 will be on the dynamic interrelationships among the political economy, urban education, and social stratification. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: Undergraduate students must enroll in Educ. 4621, while graduate students must enroll in Educ. 5622
Same as L12 Educ 4621
Credit 3 units. A&S IQ: SSC, SC Arch: SSC Art: SSC EN: S

L12 Educ 5681 Reading in the Content Areas

This course will focus on reading comprehension, reading and writing in content areas, reading assessment, and reading curriculum evaluation. Prerequisite: admission to Teacher Education program or permission of Director of Teacher Education.
Credit 3 units.

L12 Educ 5810 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. Prerequisite: Completion of any 1000, 2000, or 3000-level Education

course, graduate standing, or permission of instructor. Enrollment Note: All students will be enrolled onto the waitlist. 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, 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. Undergraduate students must enroll in Educ. 481W, and graduate students must enroll in Educ. 5810.

Same as L12 Educ 481W

Credit 3 units. A&S IQ: HUM, SC, SD, WI BU: BA, HUM EN: H

L12 Educ 5830 Academic and Student Affairs: An Essential Partnership

This course focuses on the intersection of academic and student affairs in the higher-education setting. While students view all aspects of their college experience, institutions are formally or informally divided between academic and student affairs, and they are also subdivided within these classifications. This course will explore necessary conditions, optimal ways, and best practices for creating robust partnerships between academic and student affairs to achieve institutional goals and to appear seamless to our students.

Credit 3 units.

L12 Educ 5832 Assessment and Evaluation in Higher Education

The purpose of this course is to provide an overview of the scholarship and practice of assessment within the context of higher education. This course examines the various approaches for curricular, co-curricular, and institutional assessment in higher education.

Credit 3 units.

L12 Educ 5833 Leadership in Student Affairs

This course provides an overview of the field of student affairs; its related functional areas; role in higher education in the United States; and current issues faced by practitioners. In the context of this course student affairs is defined as those programs, services, and activities designed to recruit, retain, support, and develop students in college. This course concentrates on the leadership roles within student affairs in higher education institutions across the United States. Leaders in student affairs are regularly challenged to respond to the current and emerging needs of students, as well as to expectations from various stakeholders: faculty, boards of trustees, alumni, community members, and the government, as to the priorities for the student experience in higher education. Successful student affairs leadership requires the ability to understand the context of student affairs work including how and why student affairs emerged as an organizational entity within higher education; the critical issues faced by student affairs practitioners; and the various administrative functional areas that typically exist within the portfolio defined as student affairs on a college campus. This course is designed to provide students with an overview of student affairs as an entity from both an historical and contemporary lens; introduce students to the literature in the field and examine various theoretical frameworks related to the student experience in higher education; strengthen understanding of the standards that guide student affairs practice; and explore leadership theories and practices to apply to the review of the critical student affairs issues and strengthen student understanding of their own leadership styles in preparation for possible careers in higher education. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: Undergraduate students must enroll in Educ. 4833, and graduate students must enroll in Educ. 5833.

Same as L12 Educ 4833

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

L12 Educ 5835 Mental Health in Higher Education

Within the first decade of the 21st century, enrollment at American colleges and universities increased a whopping 24%, from 16.6 million in 2002 to 20.6 million in 2012. Just as college enrollments have dramatically increased, so too have the proportion of students suffering from mental illness. Some have deemed that we are in the midst of a "college student mental health crisis." From all directions, data are emerging, and they depict a sobering scene. How can the field of higher education best respond to this crisis? Many institutions have increased the number of mental health counselors available in the student health center and made the accommodations offered by disability resource centers more robust. Still, the same survey from the National Alliance on Mental Illness found that only half of students with mental health diagnoses disclose their conditions to their colleges. This course will delve into the extant literature on the nature of mental health problems facing students today. We will discuss how professionals in the field can best respond to address such problems as they arise and, to the extent possible, prevent them in the first place.

Credit 3 units.

L12 Educ 5837 College Student Development

This course is designed to provide students with an understanding of current theories, concepts, and research on the development of college students (predominately traditionally aged students 18-25). Specifically, attention to college student development in context will be examined via theoretical, popular, and research-based readings, and other media. The course also affords students the opportunity to apply college student development theory to real life situations, and understand the role of student development theory in higher education practice. The class will include lectures, discussion, in-class exercises, and some audiovisual material.

Credit 3 units.

L12 Educ 5839 Management of University Finances

This class will deal with all issues associated with financing higher education, including US trends and some comparison with international institutions. Topics covered will be sources of revenue and expenses associated with colleges and universities, and will include consideration of public support and private support. Revenue sources include tuition, fees, room and board, gifts, research grants and contracts, spendable income from endowment. Major expenses include employee compensation and benefits; operation of physical facilities, and expenses associated with academic programs and research. Other financial topics will be covered, including risk, internal controls, and debt. Coursework will include reading assignments, discussion, a midterm and a final examination. Enrollment is limited to advanced undergraduates and graduate students.

Credit 3 units.

L12 Educ 5850 Mentored Experience in Higher Education

The Mentored Experience in Higher Education (MEHE) is designed to be an opportunity for doctoral students to apply the knowledge acquired during their coursework in the Graduate Certificate Program in Higher Education (GCPHE) toward an administrative and/or research experience in a particular area of higher education. MEHEs connect doctoral students with mentors in academic departments or administrative offices at Washington University or, by arrangement, an external institution. The doctoral student and mentor(s) collaboratively develop a plan for the MEHE and then present it to the GCPHE Advisor for approval. An MEHE must consist of 140 hours total over the course of a single semester of an academic year. Doctoral students may only engage in one MEHE per semester and they cannot be paid by the unit in which they are completing the MEHE. The MEHE should be the fourth and final course completed for the certificate, but exceptions may be made in special circumstances.

Credit 3 units.

L12 Educ 590 Research in Education

Prerequisite: permission of instructor.
Credit variable, maximum 6 units.

L12 Educ 5992 Directed Studies in Qualitative Research

This is part of a sequence of graduate-level qualitative research courses. This course involves working closely with an education professor to collect and analyze data. This course may also involve designing an independent study as part of the professor's ongoing research program or as a project that is initiated by the student. Permission of instructor required. Enrollment limited to Education doctoral students.
Credit 3 units.

L12 Educ 6000 Curriculum and Instruction for Secondary Teachers

This course provides an in-depth look at secondary curricula and instructional practices in order to equip teacher candidates across a spectrum of disciplines with the knowledge and skill needed to implement meaningful teaching and learning in their future classrooms. By drawing from educational research in curriculum studies and related fields, students will examine the foundations of their discipline's curriculum, consider avenues for the implementation of culturally responsive pedagogy, and gain strategies for engaging contemporary issues facing secondary teachers (e.g. controversy, burnout). A strong emphasis will be placed on connecting with colleagues in different disciplines and exploring the possibilities for interdisciplinary instruction. Enrollment note: must be taken concurrently with content-specific lab [L12 400A/6001, 400D/600D, 400E/600E, 400L/600L, 400M/6006, 400S/600S, or 40SS/60SS] unless approved by Director of Teacher Education. Undergraduate students must enroll in Educ. 4000, while graduate students must enroll in Educ. 6000

Same as L12 Educ 4000
Credit 2 units. A&S IQ: HUM EN: H

L12 Educ 6001 Curriculum and Instruction in Art K-12

This course provides hands-on practice for K-12 teacher candidates in art curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000/6000 and L12 5007 unless approved by the Director of Teacher Education. Undergraduate students must enroll in Educ. 400A, while graduate students must enroll in Educ. 6001.

Same as L12 Educ 400A
Credit 2 units.

L12 Educ 6006 Curriculum and Instruction in Secondary Mathematics

This course provides hands-on practice for secondary teacher candidates in mathematics curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000. Undergraduate students must enroll in Educ. 400M, while graduate students must enroll in Educ. 6006

Same as L12 Educ 400M
Credit 2 units.

L12 Educ 6008 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: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: All students are enrolled onto the waitlist. Priority is given to Teacher/Deaf Education majors, prospective Teacher Education majors, and majors/minors in Educational Studies. Undergraduate students must enroll in Educ. 408 and graduate students must enroll in Educ. 6008.

Same as L12 Educ 408
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 600D Curriculum and Instruction in Dance K-12

This course provides hands-on practice for K-12 teacher candidates in dance curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000/6000 unless approved by the Director of Teacher Education. Undergraduate students must enroll in Educ. 400D, while graduate students must enroll in Educ. 600D.

Same as L12 Educ 400D
Credit 2 units.

L12 Educ 600E Curriculum and Instruction in Secondary English

This course provides hands-on practice for secondary teacher candidates in English curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000/6000 and L12 4451/6451 unless approved by the Director of Teacher Education. Undergraduate students must enroll in Educ. 400E, while graduate students must enroll in Educ. 600E.

Same as L12 Educ 400E
Credit 2 units.

L12 Educ 600L Curriculum and Instruction in World Languages K-12

This course provides hands-on practice for K-12 teacher candidates in world language curriculum, including French, German, Japanese, Latin, Mandarin Chinese, Russian, and/or Spanish, regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Note: must be taken concurrently with L12 4000. Undergraduate students must enroll in Educ. 400L, and graduate students must enroll in Educ. 600L.

Same as L12 Educ 400L
Credit 2 units.

L12 Educ 600S Curriculum and Instruction in Secondary Science

This course provides hands-on practice for secondary teacher candidates in science curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment Note: must be taken concurrently with L12 4000. Undergraduate students must enroll in Educ. 400S, and graduate students must enroll in Educ. 600S.
Same as L12 Educ 400S
Credit 2 units.

L12 Educ 6052 Educational Psychology: A Focus on Teaching and Learning in School Settings

How should research in educational psychology inform teaching in contemporary schools - and how might the lived experience of professional educators in turn inform research in educational psychology? This class uses the reciprocal relationship between educational theory and practice to examine key issues in teaching and learning in contemporary school settings. Throughout, students will gain greater familiarity with topics influencing the pedagogical decision-making of teachers, from everyday topics (e.g. differentiation, classroom management, developmental appropriateness, etc.) to topics gaining ground in contemporary education (e.g. culturally responsive pedagogy, trauma-informed pedagogy, poverty-informed pedagogy, etc.). By engaging with substantive texts representing diverse perspectives, students will become more comfortable navigating scholarly research on teaching and learning in school settings, including distinguishing between multiple forms of scholarship (e.g. qualitative and quantitative studies, action research, self-study, portraiture, etc.) and other forms of writing about education (e.g. memoirs, advice based on personal experience, op-eds by thought leaders, etc.). Students will also theorize about reasons for gaps between educational research and practice by drawing on their knowledge of the sociocultural, political, and historical contexts of schooling. Ultimately, students will become more able to articulate their reasoned perspectives as emerging professionals regarding best practices for meaningful teaching and learning in school settings. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: All students are enrolled onto the waitlist. Priority is given to Teacher Education majors, prospective Teacher Education majors, and majors/minors in Educational Studies. Undergraduate students must enroll in Educ. 4052, and graduate students must enroll in Educ. 6052
Same as L12 Educ 4052
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 6053 Early Field Experience

This course offers students an informed look at schooling in America and is designed for current teachers, prospective teachers (those considering a Teacher Education major), and for those simply interested in furthering their understanding of classroom interaction and the fundamental principles of teaching and learning. Students will be able to plan lessons and activities that address student's prior experiences, multiple intelligences, strengths, and needs to positively impact learning. This course provides direct and indirect experiences with contemporary K-12 educational practice in schools through 30 clock hours of field observation to be completed during the semester. Students will observe the daily life of teachers and their interactions with children and adolescents, with the dual goal of understanding the professional nature of the setting (i.e. pedagogical decision-making processes, expectations and requirements for teachers, institutional functioning, etc.) and being an active participant in a K12 classroom setting. Assignments will include, but are not limited to, observation notes, discussions with class members, and evaluation and

design of instructional strategies and learning activities. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: All students are enrolled onto the waitlist. Priority is given to Teacher Education majors, prospective Teacher Education majors, and majors/minors in Educational Studies. Students must complete their 30 clock hours outside of class in school settings assigned by the WUSTL Department of Education Field Placement Specialist. Undergraduate students must enroll in Educ. 4053 and graduate students must enroll in Educ. 6053
Same as L12 Educ 4053
Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L12 Educ 60SS Curriculum and Instruction in Secondary Social Science

This course provides hands-on practice for secondary teacher candidates in social science curriculum regarding discipline-specific techniques for instruction and assessment. Students will read discipline-specific research on evidence-based practice, learn how to align lessons with curriculum standards, and gain experience via lesson planning and facilitating learning activities for fellow students. Enrollment note: must be taken concurrently with L12 4000/6000 unless approved by the Director of Teacher Education. Undergraduate students must enroll in Educ. 40SS, while graduate students must enroll in Educ. 60SS.
Same as L12 Educ 40SS
Credit 2 units.

L12 Educ 6451 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. Offered Fall semester. Enrollment note: Undergraduate students must enroll in Educ. 4451, while graduate students must enroll in Educ. 6451.
Same as L12 Educ 4451
Credit 3 units. A&S IQ: SSC EN: S

L12 Educ 6660 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 or permission of instructor. Offered Fall semester. Enrollment note: Undergraduate students must enroll in Educ. 466, while graduate students must enroll in Educ. 6660
Same as L12 Educ 466
Credit 3 units. A&S IQ: NSM

L12 Educ 6681 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. Enrollment note: Undergraduate students must enroll in Educ. 4681, while graduate students must enroll in Educ. 6681.
Same as L12 Educ 4681
Credit 3 units. A&S IQ: HUM EN: H

L12 Educ 670 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 criticize aspects of these approaches. Prerequisite: Educ 4681. Enrollment Note: Undergraduate students must enroll in Educ. 470, and graduate students must enroll in Educ. 670.
Same as L12 Educ 470
Credit 3 units. A&S IQ: HUM Arch: HUM Art: HUM EN: H

L12 Educ 6700 History Education In & Beyond the Classroom

Far from requiring students to merely memorize names and dates, the work of history education rests on a robust theoretical foundation that urges complex cognitive skills. This course is intended to help students form a strong grasp of major issues in history education, including its underlying conceptualization of knowledge and related disciplinary habits of mind, instructional methods aimed at handling controversy with sensitivity toward students' contemporary identities, and sociocultural forces that exert pressure on professional communities and curricula alike. While this course is of special interest to students with an interest in teaching history (whether in higher education, at the K-12 level, or at a museum or historic site), admission to the teacher education program is not a prerequisite for entry. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment note: Undergraduate students must enroll in Educ. 4700, while graduate students must enroll in Educ. 6700
Same as L12 Educ 4700
Credit 3 units. A&S IQ: HUM EN: H

L12 Educ 6731 Elementary School Mathematics

This course introduces fundamental concepts, properties, operations, and applications 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. The course is designed to help students develop effective teaching strategies and approaches to curriculum development in mathematics. It addresses components of effective curriculum that are aligned with learning experiences and outcomes using the academic language of mathematics. It incorporates strategies for individual student needs based on diverse backgrounds, prior experiences, and language to deliver differentiated instruction, and it teaches students to set learning goals. Students will develop strategies to engage their students in methods of inquiry and research, with interdisciplinary approaches where appropriate. They will learn research-based models of critical thinking and problem-solving, including various instructional strategies and technologies to support student engagement in higher-level thinking skills. Students will use formal and informal assessments to design instruction and improve learning activities, and these will be followed by assessment analysis to determine the effect of class instruction on individual and whole-class learning. They will understand strategies to communicate confidential student data and progress in accordance with ethical and legal protocols. Prerequisite: EDUC 466 and admission to the teacher education program or permission of instructor. Enrollment Note: Undergraduate students must enroll in Educ. 4731, and graduate students must enroll in Educ. 6731.

Same as L12 Educ 4731
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L12 Educ 6741 Elementary Science: Content, Curriculum, and Instruction

This course focuses on key concepts appropriate for elementary school science and health instruction. A repertoire of effective teaching strategies and approaches to curriculum development are presented. Prerequisite: Admission to the teacher education program or permission of instructor. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 4741, and graduate students must enroll in Educ. 6741.
Same as L12 Educ 4741
Credit 2 units. A&S IQ: NSM Arch: NSM Art: NSM

L12 Educ 6751 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 or permission of instructor. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 4751, and graduate students must enroll in Educ. 6751.
Same as L12 Educ 4751
Credit 2 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L12 Educ 6771 The Arts and Aesthetics: A Means of Communication

Methods and materials for integrating the arts and aesthetics into the elementary classroom are discussed. Emphasis is 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. Enrollment Note: Undergraduate students must enroll in Educ. 4771, and graduate students must enroll in Educ. 6771.
Same as L12 Educ 4771
Credit 3 units. A&S IQ: HUM Arch: HUM Art: CPSC, HUM EN: H

L12 Educ 6821 The Teaching-Learning Process in the Secondary School

Secondary teacher education majors are required to take this 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. Prerequisite: Admission to the teacher education program. Corequisites: Educ 492 or Educ 494; and Educ 5681. Enrollment Note: Undergraduate students must enroll in Educ. 4821, and graduate students must enroll in Educ. 6821.
Same as L12 Educ 4821
Credit 3 units. A&S IQ: SSC, WI Arch: SSC Art: SSC EN: S

L12 Educ 6831 The Teaching-Learning Process in Elementary School

This course focuses on four broad areas: (1) self-awareness and human relations; (2) instructional and behavioral management strategies; (3) the development of curriculum and the analysis of instruction; and (4) 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; the Missouri Educator Evaluation System (MEES) for 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 the importance of communication, professional relationships, and collaboration with teachers, administrators, families, and the community; and understanding the nature of professional, ethical behavior and the need to adhere to district policies and school procedures. Prerequisite: Admission to the teacher education program. Corequisites: Educ 470 and Educ 4911. Enrollment note: Undergraduate students must enroll in Educ. 4831, while graduate students must enroll in Educ. 6831. Same as L12 Educ 4831
Credit 3 units. A&S IQ: SSC, WI EN: S

L12 Educ 6841 Elementary Methods Field Experience

This course involves the application and analysis of specific content area methods and strategies in an elementary school classroom. Prerequisite: Admission to the 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 completed. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 4841, and graduate students must enroll in Educ. 6841.
Same as L12 Educ 4841
Credit 2 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L12 Educ 6843 Field Experience Seminar

This course guides students through a field experience in a middle or secondary public school. Fifty hours of observation are required for each student; these hours involve observing and documenting classroom environment characteristics, professional teacher behaviors, and student behaviors; working with students individually and/or in small groups; preparing and teaching a lesson; and learning classroom technologies such as SMART Board and digital video recording and editing. Course topics, observation, and discussion include 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; and understanding the 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. Corequisites: Educ. 4000/6000 + 400A/6001, 400D/600D, 400E/600E, 400L/600L, 400M/6006, 400S/600S, or 40SS/60SS unless approved by the Director of Teacher Education. Undergraduate students must enroll in Educ. 4843, while graduate students must enroll in Educ. 6843
Same as L12 Educ 4843
Credit 3 units. A&S IQ: SSC EN: S

L12 Educ 6901 Doctoral Seminar

The doctoral seminar encourages an interdisciplinary perspective on a theme central to the theory and practice of education. The theme for the seminar changes every year, as do the faculty participating in the seminar.
Credit 3 units.

L12 Educ 6911 Student Teaching in the Elementary School

This course encompasses a supervised teaching experience as well as group meetings and individual conferences. Emphasis is on the integration of theory/practice and reflections on teaching. Prerequisite: Admission to the teacher education program. Graduate students must register for satisfactory/unsatisfactory grading; undergraduates must register for pass/fail grading. Offered fall semester. Enrollment note: Undergraduate students must enroll in Educ. 4911, while graduate students must enroll in Educ. 6911
Same as L12 Educ 4911
Credit 8 units. A&S IQ: SSC EN: S

L12 Educ 692 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. Enrollment Notes: 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. Undergraduate students must enroll in Educ. 492, and graduate students must enroll in Educ. 692
Same as L12 Educ 492
Credit 8 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L12 Educ 6922 Student Teaching in Middle Schools

Supervised teaching experience. Group meetings and individual conferences. Prerequisite: admission to teacher education program. Enrollment Notes: 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. Undergraduate students must enroll in Educ. 4922, and graduate students must enroll in Educ. 6922.
Same as L12 Educ 4922
Credit 8 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L12 Educ 694 Student Teaching in Grades K-12

This course encompasses a supervised teaching experience as well as group meetings and individual conferences. Prerequisite: Admission to the teacher education program. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 494, and graduate students must enroll in Educ. 694.
Same as L12 Educ 494
Credit 8 units. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L12 Educ 6951 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. Enrollment note: undergraduate students must enroll in Educ. 4951, and graduate students must enroll in Educ. 6951.
Same as L12 Educ 4951
Credit 2 units. A&S IQ: SSC EN: S

L12 Educ 6952 Middle School Curriculum and Instruction

By 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 Educ 4951), this course explores the learning styles and attributes of middle-school students and examines instructional theory, methods, and materials appropriate to grades 5 through 9. In addition, portions of this course will be devoted to specific content field methodology and 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 majors or minors. Interdisciplinary team teaching will be modeled and featured in these sessions. This course features a required practicum experience. Prerequisite: Admission to the teacher education program. Enrollment note: Undergraduate students must enroll in Educ. 4952, and graduate students must enroll in Educ. 6952.

Same as L12 Educ 4952

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

L12 Educ 883 Master's Continuing Student Status

L12 Educ 885 Master's Nonresident

L12 Educ 886 Doctoral Nonresident
