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.

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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

Endowed Professor

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Marshall S. Snow Professor of Arts & Sciences
PhD, Northwestern University

Associate Professors

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

Lecturers

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Aurora Kamimura
PhD, University of Michigan, Ann Arbor

Lyndsie Schultz (https://education.wustl.edu/people/lyndsie-schultz/)
PhD, Washington University in St. Louis

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John Baugh (https://education.wustl.edu/people/john-baugh/)
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PhD, University of Pennsylvania

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PhD, Indiana University, Bloomington

Allison King (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/)
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David R. Francis Distinguished Professor
PhD, University of Chicago

Staff

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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

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Administrative Coordinator, Faculty Support
BS, Truman State University

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 a minimum grade-point average of 3.0 in the content area. In addition, students should contact education department advisor 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 a minimum content area GPA of 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>3</td>
</tr>
<tr>
<td>Educ 4053</td>
<td>Educational Psychology Lab: A Focus on Teaching and Learning in School Settings</td>
<td>1</td>
</tr>
<tr>
<td>Educ 408</td>
<td>Education and Psychology of Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>Educ 466</td>
<td>Mathematics for Elementary School Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4681</td>
<td>Teaching Reading in the Elementary School</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units

19

- Students must enroll in the methods block during the spring of the junior year:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 4731</td>
<td>Elementary School Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4741</td>
<td>Elementary Science: Content, Curriculum and Instruction</td>
<td>2</td>
</tr>
<tr>
<td>Educ 470</td>
<td>Language, Learning and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4751</td>
<td>Elementary Social Studies: Content, Curriculum and Instruction</td>
<td>2</td>
</tr>
</tbody>
</table>
Supplementary Materials and Information:

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) or complete concentrations in two or more content areas while maintaining a 3.0 GPA in those subjects. 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</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Sociology of Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Philosophies of Education</td>
<td></td>
</tr>
<tr>
<td></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 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</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 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 certification will student teach during the spring of their senior year while concurrently taking additional education course work, depending on the option selected. 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 to 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>
</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>3</td>
</tr>
<tr>
<td>Educ 4053</td>
<td>Educational Psychology Lab: A Focus on Teaching and Learning in School Settings</td>
<td>1</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 teacher certification students must enroll in Educ 4000 as well as the course(s) associated with their chosen content area 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 400</td>
<td>Curriculum and Instruction for Secondary Teachers (Grades 9-12, all content areas)</td>
<td>2</td>
</tr>
<tr>
<td>Educ 400E</td>
<td>Curriculum and Instruction in Secondary English (Grades 9-12, content area: English)</td>
<td>1</td>
</tr>
<tr>
<td>Educ 4451</td>
<td>Teaching Writing in School Contexts (Grades 9-12, content area: English)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 400S</td>
<td>Curriculum and Instruction in Secondary Science (Grades 9-12, content areas: Biology, Chemistry, Earth Science, and Physics)</td>
<td>1</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 world 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>
<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>
</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>3</td>
</tr>
<tr>
<td>Educ 4053</td>
<td>Educational Psychology Lab: A Focus on Teaching and Learning in School Settings</td>
<td>1</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>
<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, teacher certification students intending to teach in grades K-12 must enroll in Educ 4000 as well as the course(s) associated with their chosen content area 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 4000</td>
<td>Curriculum and Instruction for Secondary Teachers (Grades K-12, all content areas)</td>
<td>2</td>
</tr>
<tr>
<td>Educ 400L</td>
<td>Curriculum and Instruction in World Languages K-12 (Grades K-12, content area: Foreign Language)</td>
<td>1</td>
</tr>
<tr>
<td>Educ 400A</td>
<td>Curriculum and Instruction in Art K-12 (Grades K-12, content area: Art)</td>
<td>1</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>Educ 400D</td>
<td>Curriculum and Instruction in Dance K-12 (Grades K-12, content area: Dance)</td>
<td>1</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 Grades K-12</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 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;

(1) Offered at least once a year in recent years; and

(1) Offered less frequently in recent years.

• Discipline-Based Study (three courses required):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<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 (1)</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 (1)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 462</td>
<td>Politics of Education (1)</td>
<td>3</td>
</tr>
<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>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ 4023</td>
<td>Second Language Acquisition and Technology (1)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4052</td>
<td>Educational Psychology: A Focus on Teaching and Learning (+)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4053</td>
<td>Educational Psychology Lab: A Focus on Teaching and Learning in School Settings (+)</td>
<td>1</td>
</tr>
<tr>
<td>Educ 4055</td>
<td>Central Topics in Psychological Research on Teaching and Learning (1)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 408</td>
<td>Education and Psychology of Exceptional Children (1)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 433W</td>
<td>Complex Learning in Education (1)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 461B</td>
<td>The Construction and Experience of Black Adolescence (1)</td>
<td>3</td>
</tr>
<tr>
<td>Educ 4692</td>
<td>Reading Across Languages and Cultures: Theory, Research, and Practice (1)</td>
<td>3</td>
</tr>
</tbody>
</table>

• Social Context of Education (one or two courses required):
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):
**Individual Processes of Education (one course required):**

<table>
<thead>
<tr>
<th>Code</th>
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</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>

**Social Context of Education (one course required):**

<table>
<thead>
<tr>
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<tbody>
<tr>
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<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, Research, and Practice (+)</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**

Visit online course listings to view semester offerings for


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

This first-year seminar will highlight various aspects of critical topics in K-12 education to consider the current strengths, weaknesses, opportunities, and threats in contemporary K-12 education. This will be primarily a discussion-based course covering topics such as (but not limited to) trauma-informed care and school-based mental health, advancing technology, restorative practices, design schools, and equity in education. The course will provide students with an opportunity to observe a classroom at the P-12 grade level(s) with varied and diverse student populations for the purpose of introduction to and analysis of the culture of schooling and classrooms. Enrollment limited to first-year students.

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.
L12 Educ 203B Introduction to Education: Disability Law, Policy, and Institutional Implications
This seminar is designed to provide 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.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 203C Introduction to Education: Social Inequality, Development, & Early Childhood Education
Education begins long before children are introduced to formal schooling, and factors both internal and external to schools influence children’s education. An understanding of the social, political, and economic contexts of families and schools is essential to understanding how social factors impact individuals. Race, class, health, and place exert influence on individual achievement and opportunity throughout the life course. This course will examine such factors as they relate to early developmental outcomes, school readiness skills, later academic achievement, and success in schooling. Course readings and activities will examine the influence of families, neighborhoods, the built environment and health on early childhood development and education and will offer corresponding implications for education policy. This course will examine the complex ecosystem of neighborhoods and schooling and will offer students a broad overview of these themes as we critically examine inequality and education in the United States.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 203D Introduction to Education: Immigrants, Refugees, and English Learners in U.S. Schools
What is the distinction between immigrant, refugee, migrant, and newcomer students in schools? How are their needs similar, and how are they different? Although U.S. schools have historically served multilingual children, many have seen an increase in the racial, ethnic, and language backgrounds of the students they designate as English learners (ELs). As such, educators are still coming to understand how to best support this highly diverse group. In addition to clarifying distinctions between EL and student background classifications, this course will examine: federal, state, and local policies impacting immigrant and refugee student integration into schools, how school practices for several kinds of multilingual students vary, and how existing educational structures can better support designated EL students and their families.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 203E Introduction to Education: Myths and Mysteries of Memory
In this course, we will learn about the science of memory and how it relates to education, broadly construed, by taking a tour through the many ways in which memory influences everyday life. We will cover topics like how to learn effectively, individual differences in memory ability, the effect of trauma on memory, why people are susceptible to misinformation, and how collective
memories shape the way we remember history. In the process of learning about these topics and others, we will critically evaluate widely believed myths about memory, try to explain mysteries of memory, and explore the implications for education in formal and informal contexts. By gaining a better understanding of memory and how it works, you will acquire skills and knowledge that you can apply to your education and life more generally.
Credit 3 units. Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 234 Introduction to Speech, Language, and Hearing Sciences
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, SCI 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: (1) the differing conceptions of schooling held by some American political, social, and cultural thinkers; (2) the changing relationships among schools and other educational institutions, such as the church and the family; and (3) 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 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.
Credit 3 units. A&S IQ: SSC, SD Art: SSC BU: BA EN: S

L12 Educ 304 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.
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 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.
Credit 3 units. A&S IQ: HUM, SC, SD Art: HUM BU: BA EN: H
L12 Educ 325 Psychology of Adolescence
This course concentrates on brain, cognitive, and social development during adolescence. This period of development is marked by transition and change. Special topics will include the vulnerability of the adolescent brain and the development of sexual orientation. Prerequisite: Psyc 100B.
Same as L33 Psy 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 Psy 3885
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 400 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.
Credit 3 units.

L12 Educ 4000 Curriculum and Instruction for Secondary Teachers
This course provides an in-depth look at secondary curricula and instructional practices to equip teacher candidates across a spectrum of disciplines with the knowledge and skill to implement meaningful teaching and learning in their future classrooms. By drawing from educational research in fields such as history, sociology, philosophy, and psychology, students will examine the foundations of their discipline's curriculum, consider avenues for the implementation of culturally responsive pedagogy, and develop a strong understanding of age-appropriate disciplinary thinking. Note: must be taken concurrently with content-specific lab [L12 400A, 400D, 400E, 400L, 400M, 400S, or 40SS].
Credit 2 units. A&S IQ: HUM

L12 Educ 400A 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. Note: must be taken concurrently with L12 4000 and L12 5007.
Credit 1 unit.

L12 Educ 400D 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. Note: must be taken concurrently with L12 4000.
Credit 1 unit.

L12 Educ 400E 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. Note: must be taken concurrently with L12 4000 and L12 4451.
Credit 1 unit.

L12 Educ 400L 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.
Credit 1 unit.

L12 Educ 400M 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. Note: must be taken concurrently with L12 4000.
Credit 1 unit.

L12 Educ 400S 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. Note: must be taken concurrently with L12 4000.
Credit 1 unit.
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 school systems in contemporary societies, special attention is given in this course to the roles of migration, 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 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 underly 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.
Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC BU: HUM EN: S

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 will reveal fleeting actions, subtle movements, peripheral events, and non-verbal 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.
Prerequisite: Junior standing or permission of instructor.
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. The course texts are in sociology, anthropology, and cultural studies, and a significant number of our case studies focus on 1.5- and second-generation Asian Americans and Latinx. Identity and identity politics are main topics; in addition, the course will critically examine theories on acculturation and assimilation. Our discussions cover a wide range of topics from culture, ethnicity, and race, to bilingualism, education, family, school, ethnic community, and youth culture. Students are required to conduct an individual research project among a selected group of children of immigrants.
Same as L97 GS 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 process 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 it is designed for current and prospective teachers and for those simply interested in furthering their understanding of classroom interaction and the fundamental principles of teaching and learning. Students should be able to plan lessons and activities that address their students' prior experiences, multiple intelligences, strengths, and needs to positively impact learning. Educational psychology topics 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.
L12 Educ 4053 Educational Psychology Lab: A Focus on Teaching and Learning in School Settings
For students interested in Teacher Education, this lab 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. For all other students, this lab provides direct and indirect experiences with contemporary K-12 educational practice through 30 clock hours of field observation to be completed during the semester. Enrollm...
L12 Educ 417 Curriculum and Instruction in Mathematics
This course presents mathematics curriculum in the secondary school, with emphasis on modern developments in the organization of mathematics. An analysis of methods of instruction and evaluation in teaching mathematics is also discussed. Prerequisite: Admission to the teacher education program or permission of instructor. Offered fall semester. Credit 3 units. A&S IQ: NSM Art: NSM

L12 Educ 418 Curriculum and Instruction in Social Studies
This course discusses the goals of general education in social studies and their relationship to the nature of knowledge in the social sciences. It introduces the nature of thinking and its relationship to pedagogy and teaching materials. Secondary teacher education majors are required to take 3 credit units during the year in which student teaching is completed. Prerequisite: Admission to the teacher education program or permission of instructor. Offered fall semester. Credit 3 units. A&S IQ: NSM Art: NSM

L12 Educ 4280 History of Urban Schooling in the United States
More than ever, schooling in urban areas is researched, and it is at the center of debates for improving U.S. schooling. This course, which is framed by contemporary issues, focuses on the history of urban schooling and policy to deepen our understanding of the contemporary landscape. We will focus on particular cities and their school districts; these may include New York, Boston, Chicago, Detroit, St. Louis, Los Angeles, San Francisco, and Atlanta. In this course, students will 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, past and present. 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 17th and 18th centuries. They have been integral to both national and regional cultural and economic development, and 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 will use primary and secondary readings to critically examine higher education's conflict-ridden institutional transformation, from exclusively serving the elite to increasingly serving the masses. We will explore the cultural sources of ideas as well as the growth and diversification of institutions, students, and faculty as they changed over time as well as 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: BA, ETH, 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 through the primary research literature using educationally oriented experimental paradigms. The course is expected to be of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. Prerequisites: junior/senior status, 9 units in Psychology and Psych 100B or junior/senior status, 9 units in Education and Psych 100B. Same as L33 Psych 4302 Credit 3 units. A&S IQ: SSC EN: S

L12 Educ 433 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 or L12 304. Credit 3 units. A&S IQ: SSC BU: BA 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, 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 writing as writers. Offered Fall semester.
Credit 3 units. A&S IQ: SSC EN: S

L12 Educ 4511 Race, Ethnicity, and Culture: Critical Qualitative Understandings of Urban Education
This course examines educational institutions as spaces where children are asked to comply to the norms, expectations, and values of the culture of power. We will study how forces -- such as de facto segregation, the disproportionate hyper-disciplining of students, punitive school climates, and the devaluing of certain forms of cultural and social capital -- can contribute to cycles of social reproduction among the marginalized. To address such challenges, this course introduces sociocultural theories and critical qualitative inquiry methods as mechanisms by which urban educational institutions can be positively transformed. Specifically, restorative practices, cogenerative dialogues, and participatory/co-researcher models are explored as methods that honor the voices of marginalized stakeholders and lead to catalytic, transformational impact. Leaving this course, students will have an understanding of the inequitable terrain of urban education institutions as well as a repertoire of theories and methods to assist with the conducting of critically grounded, culturally responsive, humane, and transformative research. In addition to lectures, readings, discussions, films, and actual classroom footage, students will conduct a school experience project to practice using the theories and methods introduced in this course. Prerequisite: Junior standing or permission of instructor.
Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

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, SC, SD Arch: SJC Art: SSC BU: BA, ETH EN: S

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

L12 Educ 4607 Education of Black Children and Youth
This course provides an overview of the education of Black children and youth in the United States. Covering both pre- and post-Brown eras, students in this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education, as essential aspects of American and African-American culture and life, will be placed in the foreground of course inquiries.
Credit 3 units. A&S IQ: HUM, SD Arch: HUM Art: HUM BU: BA, HUM 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, students in this course offers a deep examination of the research focused on Black education. The social, political, and historical contexts of education -- as essential aspects of American and African-American culture and life -- will be placed in the foreground of course inquiries.
Credit 3 units. A&S IQ: HUM, SD, WI Arch: HUM Art: HUM BU: BA, 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
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?”).

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

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**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 relationship among 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

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**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 or permission of instructor. Offered Fall semester.

Credit 3 units. A&S IQ: NSM

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**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 EN: H

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**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 Global Studies and Educational Studies.

Same as L92 APL 4692

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

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**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 criticize aspects of these approaches. Prerequisite: Educ 4681.

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

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**L12 Educ 4731 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: Admission to the teacher education program or
permission of instructor.
Credit 3 units. A&S IQ: NSM Arch: NSM Art: NSM

L12 Educ 4741 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.
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 or permission of instructor. 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 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.
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
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.
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
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
Credit 3 units. A&S IQ: SSC, WI: S

L12 Educ 4841 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.
Credit 2 units. A&S IQ: SSC Arch: SSC EN: S

L12 Educ 4843 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


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. Second, the course emphasizes the skills related to the exercise of policy analysis. Third, this course simulates the policymaking context through students' participation in mock congressional testimonies. Educational opportunity, achievement inequality, and social change will be 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
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.
Credit variable, maximum 8 units. A&S IQ: 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 Art: SSC EN: S

L12 Educ 494 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. Credit/no credit only. Offered spring semester.
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. A&S IQ: SSC EN: S

L12 Educ 4952 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.
Credit 3 units. A&S IQ: 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