

Education

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Courses

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

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.

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

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

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

design their very own intervention and workshop others' efforts. When students have completed this seminar, they will more fully understand the psychological aspect of educational problems and how this can be addressed through rigorous research.

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

L12 Educ 102C First-Year Seminar: Black Lives Matter and Educational Justice for Black Youth

In the wake of the global uprising against racial injustice, this introductory course examines how schools in the United States can create opportunities for Black youth to thrive. We will examine the schooling experiences of Black children and youth amid pervasive anti-blackness, analyze the relevance of educational models for racial justice, and imagine radical ways that P-16 schools might dismantle white supremacy.

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

L12 Educ 203A Introduction to Education: Contradictions and Controversies in School Choice

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

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

L12 Educ 203B Introduction to Education: Disability Law, Policy, and Institutional Implications

This 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 203G Introduction to Education: Uncovering and Understanding Teachers and Teaching

What makes someone a teacher; both in their profession and personal identity? In this course, many of the issues that challenge, shape and define the practice and identity of classroom teachers are explored. Goals of the course include demystifying teaching and exploring it as an intellectual act; one that requires the bridging of research and theory to practice, careful planning and attention to detail, comprehensive knowledge of diverse students, responsiveness to/creation of the learning environment, and authentic representation of one's teacher identity. Students will embrace the art of pedagogical exploration and curation to design a personalized teaching brand; one that authentically represents their teaching style, abilities, and identity, yet is flexible enough to evolve over time. Throughout the course, students will build new understandings and capabilities based on critical and engaging discourse, design-based practice, reflection, and engaging classroom activities.

Credit 3 units. A&S IQ: SSC Arch: SSC Art: SSC 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 301C 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.

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.

Enrollment Note: Undergraduate students must enroll in Educ. 303, and graduate students must enroll in Educ. 5003.
Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 3030 Topics in JIMES: Education in Divided Societies- the Israeli Case

This course is intended primarily for sophomores and juniors. The topic of this course varies by semester, dependent on faculty and student interests.

Same as L75 JIMES 390

Credit 3 units. A&S IQ: SSC Art: SSC BU: IS 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. Enrollment Note: Undergraduate students must enroll in Educ. 304. Graduate students must obtain approval of instructor and their advisor before enrolling in Educ. 5004.

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

L12 Educ 3100 Guided Research in Composition: Theory and Pedagogy of One-to-One Writing Instruction.

This course teaches theoretical and practical approaches to the tutoring of writing, specifically focusing on tutoring writing within the context of undergraduate courses. Students will learn collaborative methods of tutoring writing, explore different approaches to writing comments on student work in various content areas, and examine the connections between writing and thinking. Students in this course will analyze their own writing processes and learn how to help others through the writing and revision process. Readings and discussions will focus on writing theory and pedagogy, and students will practice one-to-one methods in mock conferences and with sample essays. Assignments: two short essays, a longer research paper and presentation, and a journal.

Same as L13 Writing 310

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

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

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. Undergraduate students must enroll in Educ. 314, while graduate students must enroll in Educ. 5114.

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: Psych 100B.

Same as L33 Psych 325

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

L12 Educ 3885 The Mental Health Crisis in Higher Education

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

Same as L33 Psych 3885

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

L12 Educ 4000 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

Credit 2 units. A&S IQ: HUM EN: H

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. 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.

Credit 2 units.

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. 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. Credit 2 units.

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. 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. Credit 2 units.

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. Undergraduate students must enroll in Educ. 400L, and graduate students must enroll in Educ. 600L. Credit 2 units.

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. Enrollment note: must be taken concurrently with L12 4000. Undergraduate students must enroll in Educ. 400M, while graduate students must enroll in Educ. 600M. Credit 2 units.

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. Enrollment Note: must be taken concurrently with L12 4000. Undergraduate students must enroll in Educ. 400S, and graduate students must enroll in Educ. 600S. Credit 2 units.

L12 Educ 4014 Urban Education in Multiracial Societies

This course offers students an analysis of the historical development and contemporary contexts of urban education in English-speaking, multiracial societies. It examines legal decisions, relevant policy decisions, and salient economic determinants that inform urban systems of education in Western societies including, but not limited to, the United States, Canada, Great Britain, and South Africa. The

course draws on quantitative, qualitative, and comparative data as an empirical foundation to provide a basis for a cross-cultural understanding of the formalized and uniform system of public schooling characteristic of education in urban settings. Given the social and material exigencies that shape urban school systems in contemporary societies, special attention is given in this course to the roles of migration, immigration urbanization, criminal justice, industrialism, de-industrialism, and globalization in shaping educational outcomes for diverse students in the aforementioned settings. Prerequisite: Junior standing or permission of instructor. Same as L18 URST 400

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

L12 Educ 4015 American Democracy and the Policy-Making Process

This course is part of the Semester in DC Program

Same as L32 Pol Sci 4001

Credit 3 units. EN: S

L12 Educ 4022 Higher Education Administration 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. 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.

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

L12 Educ 4023 Second Language Acquisition & Technology

This seminar for undergraduate and graduate students will transform research and theory about second-language acquisition into practice while focusing on technology-driven applications. The course fosters professional development as participants formulate critical skills for evaluating, creating, and integrating technology into the language classroom 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 EN: S

L12 Educ 403 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

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

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: Completion of any 1000, 2000, or 3000-level Education course, graduate 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. Attendance on the first day of class is mandatory to reserve class enrollment.

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

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

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

L12 Educ 4053 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

Credit 1 unit. A&S IQ: SSC Arch: SSC Art: SSC EN: S

L12 Educ 4055 Central Topics in Psychological Research on Teaching and Learning

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

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

L12 Educ 408 Education and Psychology of Exceptional Children

Learning, psychological, cognitive and social characteristics of exceptional children and youth from gifted to those with disabilities. Study child and adolescent developmental stages and the application to educational settings through data-based decision making using assessment and student data in a critical thinking, problem

solving team approach. Current practices of educational strategies, interventions, and modifications to differentiate instruction for individual learning needs are emphasized. Plan lessons and activities that address student's prior experiences, multiple intelligences, strengths, and needs to positively impact learning. Learn specific strategies for classroom management, consultation and collaboration with families, colleagues, and administrators to meet individual needs within a culturally and demographically diverse classroom. Influences of legislation, criteria used to identify children, and awareness of supportive services are explored. Prerequisite: 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.

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

L12 Educ 4080 Slavery and Public History

Public history, or applied history, encompasses the many and diverse ways in which history is put to work in the world and applied to real-world issues. This course teaches public history practice with particular emphasis on engaging in the public history of slavery through research and interpretation on the regional histories of enslavement within St. Louis and at Washington University. Students will learn by engaging critical scholarship on public history, debates about how public history is practiced, and learning core tenets of public history interpretation, museum best practices, oral history, preservation, and material culture and their particular application to public history interpreting slavery. This includes grappling with the politics of memory and heritage that shape, limit, and empower public history practice on slavery, and how white supremacy has shaped what histories we absorb in the public. Same as L90 AFAS 4008

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

L12 Educ 40SS 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.

Credit 2 units.

L12 Educ 4111 Linguistics and Language Learning

This course, taught in English, is a foundation for students who will work with linguistically and culturally diverse people in the USA and around the world, whether this work is in the courtroom, hospital, classroom, office and more. The class will help prepare students for the diverse range of twenty-first century occupations that have language and linguistics at their center, including machine learning and translation studies. The class utilizes a survey format and covers both internal and external factors related to language acquisition and language use, such as language and the brain, language aptitude, age, gender, memory, prior knowledge, etc. Theoretical and research dimensions of both linguistics and foreign / second language learning are treated. Corresponding implications of the readings focus on action- on making decisions for language policies and debates around the world that are informed by linguistic and language knowledge. The course is required for the minor in applied linguistics, the PhD in

Applied Linguistics, and the graduate certificate in language instruction. This course carries the Social and Behavioral Sciences attribute and can be taken for different majors such as Global Studies and Educational Studies. Prereq: Ling 170 is recommended but not required. Same as L92 APL 4111

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

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. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.

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

L12 Educ 4288 History of 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

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 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

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 will provide selective coverage of theoretical and empirical work in cognitive psychology that provides potential to inform and improve educational practice. The applicability of these themes will be explicitly developed and evaluated through the primary research literature using educationally oriented experimental

paradigms. The course is expected to be of interest and benefit to education majors and to psychology majors interested in cognitive psychology and its applications. PREREQ: 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 4310 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.

Credit 3 units. A&S IQ: SSC, SC 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: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.

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

L12 Educ 4451 Teaching Writing in School Contexts

Writing teachers often know how to write well but less about the teaching of writing. To provide effective instruction in writing, teachers need, first of all, experiences with writing instruction and theoretical knowledge to guide classroom practices. The goals of this course are as follows: to provide opportunities for all teachers of English and

language arts, to develop theoretical knowledge and skill as teachers of writing, to connect the practices of research and teaching, to encourage teachers to give their students multiple and varied experiences with writing, to assist teachers in learning to respond to students' writing and assess their progress as writers. Offered Fall semester. Enrollment note: Undergraduate students must enroll in Educ. 4451, while graduate students must enroll in Educ. 6451.

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: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. Enrollment Note: Enrollment is limited to juniors, seniors, and graduate students. 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. 4511, and graduate students must enroll in Educ. 5511. Credit 3 units. A&S IQ: SSC, SD Arch: SSC Art: SSC BU: BA EN: S

L12 Educ 453B 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. Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC BU: BA, ETH EN: S

L12 Educ 459F Philosophies of Education

An 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
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. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.
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, 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. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor.
Credit 3 units. A&S IQ: HUM, SD, WI Art: HUM EN: H

L12 Educ 461B 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?"). 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.
Credit 3 units. A&S IQ: SSC, SC, SD Arch: SSC Art: SSC EN: S

L12 Educ 4621 The Political Economy of Urban Education

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

L12 Educ 466 Mathematics for Elementary School Teachers

A review of mathematics for grades K-8, at a level beyond its usual presentation in the schools. The purpose of this course is to ensure that teachers have the necessary foundation to teach mathematical concepts and problem solving at the elementary level. Applications of all essential mathematical concepts are presented in abundance, along with methods and strategies for instruction at the elementary level. Restricted to elementary education students, except with approval of the Director of Teacher Education. Prerequisite: two years of high-school mathematics and admission to the Teacher Education program or permission of instructor. Offered Fall semester. Enrollment note: Undergraduate students must enroll in Educ. 466, while graduate students must enroll in Educ. 6660
Credit 3 units. A&S IQ: NSM

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

L12 Educ 4692 Reading Across Languages and Cultures: Theory, Research, and Practice

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

Same as L92 APL 4692

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

L12 Educ 470 Language, Learning, and Instruction

This course, which emphasizes children's writing and literacy issues, is the second of three courses in a sequence on teaching reading and writing. The course reviews and elaborates on work from previous courses on children's acquisition of written language; examines approaches to teaching writing; and focuses on work from sociological, feminist, and philosophical perspectives to affirm and 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.

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

L12 Educ 4700 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

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

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: 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.

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. Enrollment Note: Undergraduate students must enroll in Educ. 4741, and graduate students must enroll in Educ. 6741.

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. Enrollment Note: Undergraduate students must enroll in Educ. 4751, and graduate students must enroll in Educ. 6751.

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. Enrollment Note: Undergraduate students must enroll in Educ. 4771, and graduate students must enroll in Educ. 6771.

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. 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. 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. Enrollment Note: Undergraduate students must enroll in Educ. 4821, and graduate students must enroll in Educ. 6821. 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 program. Corequisites: Educ 470 and Educ 4911. Enrollment note: Undergraduate students must enroll in Educ. 4831, while graduate students must enroll in Educ. 6831. Credit 3 units. A&S IQ: SSC, WI EN: S

L12 Educ 4833 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.

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

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. Enrollment Note: Undergraduate students must enroll in Educ. 4841, and graduate students must enroll in Educ. 6841.

Credit 2 units. A&S IQ: SSC Arch: SSC Art: 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 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. Credit 3 units. A&S IQ: SSC EN: S

L12 Educ 489 Education and Public Policy in the United States

This course takes a triangulated approach to the field of public policy as it relates to education and social problems. First, the course emphasizes theories of public policy that frame the field of policy studies. 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. Prerequisite: Completion of any 1000, 2000, or 3000-level Education course, graduate standing, or permission of instructor. 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. Enrollment note: Undergraduate students must enroll in Educ. 4911, while graduate students must enroll in Educ. 6911. Credit 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. 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. Credit 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. 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. Credit 8 units. A&S IQ: SSC Arch: 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. Offered spring semester. Enrollment Note: Undergraduate students must enroll in Educ. 494, and graduate students must enroll in Educ. 694. Credit 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 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. 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. Enrollment note: Undergraduate students must enroll in Educ. 4952, and graduate students must enroll in Educ. 6952. 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
