

**Mills College Educators for Liberation, Justice, and Joy Teacher Credential Program
Course Descriptions**

EDUT 6100: Sociopolitical Foundations of Education

Studies effective methods for cultivating a caring, supportive, nurturing, and rigorous classroom community. Discusses communities organizing for educational justice and how teachers are and can be involved in collective change. Engages in a sociohistorical and sociocultural analysis of inequity in U.S. schools and society. Uses critical reflection and reflexivity to discuss ideological development through schooling and socialization and to work to develop a foundation of socially just teaching and learning methods (curricular and pedagogical) that disrupt dominant ideologies and inequalities.

EDUT 6103: Human & Community Development

Examines sociocultural and developmental planning for children and adolescents and implications for teaching and learning based on physical, cognitive, affective, and social development. Studies theories in light of developmental, cultural, socioeconomic, and linguistic differences as well as health-related issues. Emphasizes documenting and interpreting behavior and collaborative problem solving, restorative and transformative justice, positive behavior interventions, and conflict resolution. Focuses on healing-centered classroom communities for socio-emotional and interpersonal development. This is the first course in a two-course sequence.

EDUT 6106/6109: Multiliteracies

EDUT 6106: Multiliteracies—Multiple Subject

Focuses on literacy teaching and learning in the elementary grades. Explores critical approaches to developing comprehension and composition of broadly defined texts. Practices varied methods of reading and writing instruction. Emphasizes instruction and assessment of listening and speaking skills, reading levels, phonemic awareness, word analysis, fluency, vocabulary, syntax, and academic language. Introduces management strategies such as grouping, scaffolds, interaction protocols, and engagement opportunities to provide grounding for the teaching and learning of literacy content. Stresses planning for cultural, linguistic, and ethnic diversity, as well as for children with disabilities. This is the first of a three-course sequence.

EDUT 6109: Multiliteracies—Single Subject

Offers students an opportunity to obtain a broader understanding of literacy development, the structure of academic language, and the foundations of writing proficiency beyond decoding and performing timed writing proficiencies. Explores the multiliteracies that students bring with them. Addresses issues related to nondominant students whose language and literacy practices do not mirror those expected in schools. Examines the literacy needs of English-language learners, speakers of non-dominant varieties of English, students with disabilities, and youth who struggle with developing

21st-century literacy skills. Considers how the language and literacy practices of youth mediate their learning and development in school and examines, from a sociocultural perspective, these practices that are often not leveraged as resources for learning in classrooms.

EDUT 6112: Methodologies of English-Language Development and Content Instruction 1

Offers students an opportunity to become aware of and clarify their beliefs about language and language development in general and in relation to teaching and learning in particular. Examines ideologies, beliefs, feelings, and dispositions about teaching, learning, and language to inform students' teaching. Uses personal experiences as a teacher and learner to shape their individual ideologies, beliefs, feelings, and dispositions. Analyzes how to teach in ways that enhance learner proficiency in using language for academic purposes, informed by students' knowledge as language learners and an understanding of the multilayered nature of language. This is the first of a two-course sequence.

EDUT 6115/6118/6121: Curriculum & Instruction

EDUT 6115: Curriculum and Instruction 1—Multiple Subjects

Introduces the theoretical and practical investigations of transgressive and responsive approaches to curriculum, pedagogy, and assessment. Explores curricular theory, critical pedagogies in education, disability studies in education (centering disability and its intersections), curriculum design, planning, and assessment. Introduces backward design of a learning opportunity, as well as forms of responsive assessment that support student learning. Emphasizes continual growth and development in the teaching profession. The process of inquiry and reflexive practice in teaching and teacher education provides a central framework for both the class sessions and the assignments.

EDUT 6118: Curriculum and Instruction 1—Single Subject, Humanities

Introduces teaching, learning, and curriculum in the secondary humanities classroom. Focuses on planning curriculum and instruction and preparing to become a justice- and liberation-oriented educator. Seeks to ensure that student teachers/teacher candidates have a foundational body of knowledge about theory and practice with regard to curriculum and instruction. This is the first of a three-course sequence.

EDUT 6121: Curriculum and Instruction 1—Single Subject, Math/Science

Introduces curriculum and instruction, providing some basic tools and support to start the educator's school year. Offers students an opportunity to obtain preparation for teaching in STEM with a social justice focus. Covers principles of culturally responsive practice, STEM literacy, and basic planning principles.

EDUC 6124/6127: Pedagogical Content Knowledge Lab (PCK Lab)

EDUT 6124: Pedagogical Content Knowledge Lab 1—Multiple Subjects

Designed to support preservice and intern teachers in field experiences. Offers a forum for exploring practical and theoretical teaching dilemmas and issues related to subject matter content knowledge, learners, their families, and a range of sociocultural factors. Explores barriers and possibilities for integrating and applying theories and approaches discussed across the program. Focuses on creating culturally sustaining, healing-centered classrooms, as well as documenting and interpreting the functions of behavior and how they are constructed.

EDUT 6127: Pedagogical Content Knowledge Lab 1—Single Subject

Designed to support preservice and intern teachers in field experiences. Offers a forum for exploring practical and theoretical teaching dilemmas and issues related to subject matter content knowledge, learners, their families, and a range of sociocultural factors. Explores barriers and possibilities for integrating and applying theories and approaches discussed across the program. Focuses on creating culturally sustaining, healing-centered classrooms, as well as documenting and interpreting the functions of behavior and how they are constructed.