

# EDUCATION (EDU)

## School of Education

### EDU 065A – Foundations for University Success: Introduction to the University System (2 units)

*Course Description:* Introduction to resources supporting first year student academic success and transition to a tier one research university.

*Prerequisite(s):* Consent of instructor; student must be a part of an approved Foundations for University Success program.

*Learning Activities:* Lecture/Discussion 2 hour(s), Fieldwork.

*Grade Mode:* Pass/No Pass only.

### EDU 065B – Foundations for University Success: Introduction to Research at a Tier 1 University (2 units)

*Course Description:* Development of important skills necessary for research including critical thinking, study skills, writing skills, and presentation skills.

*Prerequisite(s):* Consent of instructor; student must be a part of an approved Foundations for University Success program.

*Learning Activities:* Lecture/Discussion 2 hour(s), Fieldwork.

*Grade Mode:* Pass/No Pass only.

*General Education:* Oral Skills (OL).

### EDU 065C – Foundations for University Success: Internships, Graduate School & Careers (2 units)

*Course Description:* Resources to explore academic and career connections and opportunities including internships, volunteer opportunities, graduate schools and careers.

*Prerequisite(s):* Consent of instructor; student must be a part of an approved Foundations for University Success program.

*Learning Activities:* Lecture/Discussion 2 hour(s), Fieldwork.

*Grade Mode:* Pass/No Pass only.

### EDU 081 – Learning in Science & Mathematics (2 units)

*Course Description:* Exploration of how students learn and develop understanding in science and mathematics classrooms. Introduction to case studies and interview techniques and their use in K-6 classrooms to illuminate factors that affect student learning.

*Learning Activities:* Lecture/Discussion 2 hour(s), Fieldwork 2 hour(s).

*Enrollment Restriction(s):* Limited to 26 students per section.

*Cross Listing:* GEL 081.

*Grade Mode:* Pass/No Pass only.

*General Education:* Social Sciences (SS); Visual Literacy (VL); Writing Experience (WE).

### EDU 092 – Internship (1-3 units)

*Course Description:* Internship as a teacher's aide or tutor in K-12 classrooms under the supervision of a faculty member.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Internship 3-9 hour(s).

*Enrollment Restriction(s):* Enrollment dependent on availability of intern placements.

*Repeat Credit:* May be repeated.

*Grade Mode:* Pass/No Pass only.

### EDU 098 – Directed Group Study (1-5 units)

*Course Description:* Primarily for lower division students.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Variable.

*Repeat Credit:* May be repeated.

*Grade Mode:* Pass/No Pass only.

### EDU 100 – Introduction to Schools (4 units)

*Course Description:* Study of occupational concerns of teachers; skills for observing classroom activities; school organization and finance; school reform movement; observing, aiding, and tutoring in schools.

*Learning Activities:* Lecture 3 hour(s), Fieldwork 3 hour(s).

*Grade Mode:* Letter.

*General Education:* Social Sciences (SS); American Cultures, Governance, & History (ACGH); Domestic Diversity (DD); Oral Skills (OL).

### EDU 110 – Educational Psychology: General (4 units)

*Course Description:* Learning processes, cognitive development, individual differences, testing and evaluation.

*Learning Activities:* Lecture/Discussion 4 hour(s).

*Grade Mode:* Letter.

*General Education:* Social Sciences (SS); Writing Experience (WE).

### EDU 114 – Quantitative Methods in Educational Research (4 units)

*Course Description:* Problems and methods in data analysis. Design of research projects. Some consideration of procedures suited to digital computers.

*Learning Activities:* Lecture/Discussion 4 hour(s).

*Grade Mode:* Letter.

*General Education:* Quantitative Literacy (QL).

### EDU 115 – Educating Children with Disabilities (2 units)

*Course Description:* Educational issues and processes involved in teaching children with disabilities. Focuses on the structure of special education, with an emphasis on meeting the educational needs of children who are mainstreamed in regular classes.

*Learning Activities:* Lecture 2 hour(s).

*Grade Mode:* Letter.

*General Education:* Social Sciences (SS).

### EDU 116Y – Inclusive Education within General Education Classrooms (2 units)

*Course Description:* Preparation for preservice teachers to work with neurodivergent learners who are required by law to receive special education within

*Prerequisite(s):* EDU 115 or equivalent.

*Learning Activities:* Discussion/Laboratory 1 hour(s), Web Virtual Lecture 1 hour(s).

*Enrollment Restriction(s):* Open to students in Teacher Credential Program.

*Grade Mode:* Letter.

*General Education:* classrooms. Recognizing and removing instructional barriers that prevent students from accessing instructional opportunities by universally designing their classrooms. Emphasis on learning and applying evidence-based practices within a Multi-Tier System of Support (MTSS) framework for learners that need supplemental support. General Education:

**EDU 119 – Use & Misuse of Standardized Tests (4 units)**

*Course Description:* Principles underlying educational and psychological testing. Purposes of testing for individual achievement and evaluation of school programs. Interpretation and misinterpretations of outcomes. Analysis of SAT, GRE and other common tests. Experience in test administration and outcome interpretation.

*Learning Activities:* Lecture 3 hour(s), Discussion 1 hour(s).

*Grade Mode:* Letter.

*General Education:* Social Sciences (SS); Quantitative Literacy (QL).

**EDU 120 – Philosophical & Social Foundations of Education (4 units)**

*Course Description:* Philosophical, historical, and sociological study of education and the school in our society.

*Learning Activities:* Lecture 3 hour(s), Discussion 1 hour(s).

*Grade Mode:* Letter.

*General Education:* Social Sciences (SS); American Cultures, Governance, & History (ACGH); Writing Experience (WE).

**EDU 121 – Introduction to Education Policy Analysis: Tools, Methods & Frameworks (4 units)**

*Course Description:* Introduces students to the field of education policy analysis with a specific emphasis on the quantitative frameworks and analytical tools, drawn primarily from economics and statistics, that are used to guide and inform educational policymaking.

*Learning Activities:* Lecture 3 hour(s), Discussion 1 hour(s).

*Grade Mode:* Letter.

*General Education:* Social Sciences (SS); Quantitative Literacy (QL).

**EDU 122 – Children, Learning & Material Culture (4 units)**

*Course Description:* How material artifacts shape what and how children learn in school, at home, and in the community. Artifacts examined include books, computers, household appliances, toys and games, entertainment media, collectibles, sports equipment, clothing, folk arts and crafts, and neighborhood space.

*Learning Activities:* Lecture/Discussion 3 hour(s), Extensive Writing/Discussion 1 hour(s), Fieldwork.

*Grade Mode:* Letter.

*General Education:* Social Sciences (SS); Visual Literacy (VL); Writing Experience (WE).

**EDU 130 – Issues in Higher Education (4 units)**

*Course Description:* Analysis of current issues in higher education and of some practical implications of varying philosophical approaches to the role of the university.

*Learning Activities:* Discussion 3 hour(s), Fieldwork 3 hour(s).

*Grade Mode:* Letter.

*General Education:* Social Sciences (SS); Writing Experience (WE).

**EDU 142 – Introduction to Environmental Education (4 units)**

*Course Description:* Study of history, philosophy, principles and approaches to environmental education (EE) and outreach; learning theories, teaching strategies and techniques in EE and outreach; evaluation of EE curricula in non-formal and in-school contexts; observing, aiding and facilitating local environmental education programs.

*Learning Activities:* Lecture/Discussion 3 hour(s), Fieldwork.

*Grade Mode:* Letter.

*General Education:* Social Sciences (SS); Oral Skills (OL).

**EDU 147 – Anglos, Latinos, & Spanish Black Legend: Anti-Hispanic Prejudice Origins & Educational Implications (4 units)**

*Course Description:* Examination of anti-Hispanic prejudice in the United States focusing on the "Black Legend," a 16th-century, anti-Spanish myth underpinning the doctrine of "Manifest Destiny." Exploration of the Legend's presence in contemporary American society through interviews and analysis of school textbooks.

*Learning Activities:* Lecture/Discussion 3 hour(s), Fieldwork, Term Paper.

*Cross Listing:* SPA 147.

*Grade Mode:* Letter.

*General Education:* Arts & Humanities (AH); American Cultures, Governance, & History (ACGH); Domestic Diversity (DD); Writing Experience (WE).

**EDU 150 – Cultural Diversity & Education in a Sociopolitical Context (4 units)**

*Course Description:* Introduction to cultural diversity and education in a sociopolitical context. Interactive course. Small and large-group discussions explore, extend, and apply readings; range of writing genres for responses to assignments and course themes; lectures, slide shows, speakers, brief fieldwork, and presentations.

*Learning Activities:* Lecture/Discussion 4 hour(s), Extensive Writing.

*Grade Mode:* Letter.

*General Education:* Social Sciences (SS); Domestic Diversity (DD); Writing Experience (WE).

**EDU 151 – History & Approaches to Multilingualism in K-12 Contexts (3 units)**

*Course Description:* First and second language acquisition processes for emergent bilinguals/dual language learners with an emphasis on sociocultural contexts and equity. The history and politics of bilingual education, benefits of bilingualism, role of family and community, assessments, language varieties and dialectical differences, translanguaging, and strategies for scaffolding instruction. Current research on bilingualism and pedagogical programs and trends will be addressed.

*Learning Activities:* Lecture/Discussion 3 hour(s).

*Enrollment Restriction(s):* Acceptance in Teacher Credential Program.

*Grade Mode:* Letter.

**EDU 152 – Academic Spanish for Bilingual Teachers (3 units)**

*Course Description:* Communicative class taught in Spanish focused on the development of Spanish communication skills for current and/or future bilingual teachers. Main topics are related to school content areas in bilingual settings, with an emphasis on standard and Southwest Spanish dialects.

*Prerequisite(s):* Acceptance in Teaching Credential Program or consent of instructor.

*Learning Activities:* Lecture/Discussion 3 hour(s), Fieldwork, Recitation 3 hour(s).

*Grade Mode:* Letter.

*General Education:* Arts & Humanities (AH) or Social Sciences (SS); Oral Skills (OL); Writing Experience (WE).

**EDU 153 – Diversity in the K-12 Classroom (2 units)**

*Course Description:* Analysis of research on learning styles among culturally diverse students with review and evaluation of responsive curricula and classroom teaching techniques. The ethnographic interview as a research tool.

*Prerequisite(s):* Acceptance in Teaching Credential Program.

*Learning Activities:* Lecture/Discussion 2 hour(s).

*Grade Mode:* Letter.

**EDU 154 – Linguaging in Chicanx & Latinx Communities & Schools (4 units)**

*Course Description:* Interdisciplinary research on the diverse communicative practices of individuals from Chicanx/Latinx communities in the U.S. Critiques deficit orientation of early social science research and introduces scholarship providing contextualized and nuanced findings about the linguistic practices that Chicanxs and Latinxs use to communicate across a range of learning settings in and out of schools.

*Learning Activities:* Lecture 4 hour(s).

*Grade Mode:* Letter.

*General Education:* Domestic Diversity (DD).

**EDU 155 – Ethnic Studies in K-12 Schools (4 units)**

*Course Description:* Brief historical genealogy of Ethnic Studies as an interdisciplinary field, content and pedagogical knowledge of Ethnic Studies approaches in K-12 school settings and grassroots communities, and reviews the existing research of Ethnic Studies literacies in US public schools.

*Learning Activities:* Lecture 4 hour(s).

*Grade Mode:* Letter.

*General Education:* Social Sciences (SS); Domestic Diversity (DD).

**EDU 160A – Introduction to Peer Counseling (2 units)**

*Course Description:* Introduction to peer counseling techniques and development of peer counseling skills.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Lecture/Discussion 2 hour(s).

*Grade Mode:* Pass/No Pass only.

**EDU 160B – Issues in Peer Counseling (2 units)**

*Course Description:* In-depth review and development of skills for specific counseling topics.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Lecture/Discussion 2 hour(s).

*Repeat Credit:* May be repeated 1 time(s) when topic differs.

*Grade Mode:* Pass/No Pass only.

**EDU 163 – Guidance & Counseling (4 units)**

*Course Description:* Nature and scope of pupil personnel services; basic tools and techniques of guidance; theory and practice of counseling psychology, with emphasis on educational and vocational adjustment.

*Learning Activities:* Lecture 4 hour(s).

*Grade Mode:* Letter.

**EDU 173 – Language Development (4 units)**

*Course Description:* Theory and research on children's acquisition of their native language, including the sound system, grammatical systems, and basic semantic categories.

*Prerequisite(s):* LIN 001 or LIN 001Y; or consent of instructor. LIN 103A, LIN 103B recommended.

*Learning Activities:* Lecture 3 hour(s), Discussion 1 hour(s).

*Cross Listing:* LIN 173.

*Grade Mode:* Letter.

*General Education:* Social Sciences (SS).

**EDU 180A – Computers in Education (1 unit)**

*Course Description:* Applications of computers in education as instructional, intellectual, and communication tools.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 1 hour(s), Laboratory 2 hour(s), Project 3 hour(s).

*Enrollment Restriction(s):* Restricted to Teaching Credential Majors.

*Grade Mode:* Letter.

**EDU 180B – Computers in Education (1 unit)**

*Course Description:* Applications of computers in education as instructional, intellectual, and communication tools.

*Prerequisite(s):* EDU 180A; acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 1 hour(s), Laboratory 2 hour(s), Project 3 hour(s).

*Enrollment Restriction(s):* Restricted to Teaching Credential Majors.

*Grade Mode:* Letter.

**EDU 180C – Computers in Education (1 unit)**

*Course Description:* Applications of computers in education as instructional, intellectual, and communication tools.

*Prerequisite(s):* EDU 180B; acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 1 hour(s), Laboratory 2 hour(s), Project 3 hour(s).

*Enrollment Restriction(s):* Restricted to Teaching Credential Majors.

*Grade Mode:* Letter.

**EDU 181 – Teaching in Science & Mathematics (2 units)**

*Course Description:* Exploration of effective teaching practices based on examination of how middle school students learn math and science. Selected readings, discussion and field experience in middle school classrooms.

*Prerequisite(s):* Consent of instructor; major in mathematics, science, or engineering; or completion of a one-year sequence of science or calculus.

*Learning Activities:* Lecture/Discussion 2 hour(s), Fieldwork 2 hour(s).

*Enrollment Restriction(s):* Limited to 40 students per section.

*Cross Listing:* GEL 181.

*Grade Mode:* Pass/No Pass only.

*General Education:* Social Sciences (SS); Writing Experience (WE).

### **EDU 182 – Computer Project for Curricular Integration (1 unit)**

*Course Description:* Design and implementation of a curricular unit to integrate computer technology into a K-12 classroom setting. A project-based seminar intended for students with substantial prior experience with instructional use of computers and related technologies.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Seminar 1 hour(s).

*Credit Limitation(s):* Not open for credit to students who have completed EDU 180 or EDU 181.

*Grade Mode:* Letter.

### **EDU 183 – Teaching High School Mathematics & Science (3 units)**

*Course Description:* Exploration and creation of effective teaching practices based on examination of how high school students learn mathematics and science. Field experience in high school classrooms.

*Prerequisite(s):* Major in mathematics, science, or engineering; or completion of a one-year sequence of science or calculus and consent of the instructor.

*Learning Activities:* Lecture/Discussion 2 hour(s), Fieldwork.

*Enrollment Restriction(s):* Limited to 40 students per section.

*Cross Listing:* GEL 183.

*Grade Mode:* Letter.

*General Education:* Social Sciences (SS); Oral Skills (OL); Writing Experience (WE).

### **EDU 185 – Learning in a Digital Age: Information, Schooling, & Society (4 units)**

*Course Description:* Focus on the changing nature of learning in a digital age: social media, ubiquitous connectivity, online education, electronic communication, writing, gaming, and youth culture. Readings drawn from major recent works detailing fundamental shifts in information, schooling, and society.

*Learning Activities:* Lecture/Discussion 2 hour(s), Lecture/Lab 2 hour(s).

*Grade Mode:* Letter.

*General Education:* Social Sciences (SS); Oral Skills (OL); Visual Literacy (VL).

### **EDU 192 – Internship (1-3 units)**

*Course Description:* Internship as a tutor, teacher's aide, or peer counselor in a school or educational counseling setting under the supervision of a faculty member. May be taught abroad.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Internship 2-8 hour(s), Discussion 1 hour(s).

*Repeat Credit:* May be repeated.

*Grade Mode:* Pass/No Pass only.

### **EDU 197T – Tutoring in Education (1-2 units)**

*Course Description:* Leading of small voluntary discussion groups affiliated with the School's upper division courses under the supervision of, and at the option of, the course instructor, who will submit a written evaluation of the student's work.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Tutorial 1-2 hour(s).

*Repeat Credit:* May be repeated 1 time(s) up to 4 units.

*Grade Mode:* Pass/No Pass only.

### **EDU 198 – Directed Group Study (1-5 units)**

*Course Description:* Directed group study. May be taught abroad.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Variable.

*Grade Mode:* Pass/No Pass only.

### **EDU 199 – Special Study for Advanced Undergraduates (1-5 units)**

*Course Description:* Special study for advanced undergraduates.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Variable 3-15 hour(s).

*Grade Mode:* Pass/No Pass only.

### **EDU 200 – Educational Research (4 units)**

*Course Description:* Defining educational research questions, reviewing relevant literature, developing research designs, developing research instruments, selecting appropriate data analysis procedures, and writing research projects. A case problem will provide practice in designing and reporting research.

*Prerequisite(s):* Introductory statistics or consent of instructor.

*Learning Activities:* Lecture 2 hour(s), Discussion 2 hour(s).

*Grade Mode:* Letter.

### **EDU 201 – Qualitative Research in Education (4 units)**

*Course Description:* Examines the design and conduct of educational research using non-numerical data (e.g., text, discourse, imagery and artifacts). Focuses on issues (e.g., validity, reliability, generalizability, ethics) and reporting genres (e.g., narrative accounts, case studies, and arguments).

*Prerequisite(s):* Graduate standing or consent of instructor.

*Learning Activities:* Seminar 2 hour(s), Lecture 2 hour(s).

*Grade Mode:* Letter.

### **EDU 202N – Computer Analysis of Qualitative Data (4 units)**

*Course Description:* Critical and practical understanding of how to use computer software programs to analyze qualitative data (text, images, and videotape) in conducting social research.

*Learning Activities:* Seminar 3 hour(s), Laboratory 2 hour(s).

*Grade Mode:* Letter.

### **EDU 203 – Educational Testing & Evaluation (4 units)**

*Course Description:* Introduces the theoretical assumptions underlying traditional test construction, as well as the basic statistical principles involved in the design, evaluation, and interpretation of standardized tests. Introduces the debates surrounding the uses of different kinds of tests and evaluation tools.

*Prerequisite(s):* Graduate standing or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s).

*Grade Mode:* Letter.

### **EDU 204A – Quantitative Methods in Educational Research: Analysis of Correlational Designs (4 units)**

*Course Description:* Methods for analysis of correlational data in educational research. Topics include multiple correlation and regression, discriminant analysis, logistic regression, and canonical correlation. Emphasis on conceptual understanding of the techniques and use of statistical software.

*Prerequisite(s):* Introductory statistics or consent of instructor.

*Learning Activities:* Discussion 2 hour(s), Discussion/Laboratory 2 hour(s).

*Grade Mode:* Letter.



### **EDU 204B – Quantitative Methods in Educational Research: Experimental Designs (4 units)**

*Course Description:* Methods for analysis of experimental data in educational research. Topics include ANOVA, fixed v. random effects models, repeated measures ANOVA, analysis of co-variance, MANOVA, chi square tests, small sample solutions to t and ANOVA.

*Prerequisite(s):* Introductory statistics or consent of instructor.

*Learning Activities:* Discussion 2 hour(s), Discussion/Laboratory 2 hour(s).

*Grade Mode:* Letter.

### **EDU 205A – Ethnographic Research in Schools I: Current Theory & Practice (4 units)**

*Course Description:* Current literature from anthropology and society related to schools. Emphasis on the organizational structure of institutions, and the analysis of face-to-face interaction. Explore the relationship between field-based research and theory development on the acquisition of knowledge in specific social and cultural contexts.

*Learning Activities:* Lecture 4 hour(s).

*Grade Mode:* Letter.

### **EDU 205B – Ethnographic Research in Schools II: Field-Based Research Projects (4 units)**

*Course Description:* Research projects in specific schools with cooperative critical analysis of the design, data collection, and inferencing by researchers. Continue to meet with instructors as a group throughout the quarter to discuss specific projects.

*Learning Activities:* Discussion 4 hour(s).

*Grade Mode:* Letter.

### **EDU 206A – Inquiry into Classroom Practice: Traditions & Approaches (2 units)**

*Course Description:* Introduction to traditions and approaches of teachers conducting research in their own classrooms: purposes, focal areas, methods of data collection and analysis, and written genre conventions.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 2 hour(s), Fieldwork.

*Grade Mode:* Letter.

### **EDU 206B – Inquiry into Classroom Practice: Application of Teacher Research Approaches (4 units)**

*Course Description:* Analysis and application of teacher research through the development, implementation and evaluation of a short-term classroom research-based intervention. Particular attention to research that enhances learning of English language learners and underperforming students.

*Prerequisite(s):* EDU 206A; or consent of instructor.

*Learning Activities:* Lecture/Discussion 3 hour(s), Fieldwork 1 hour(s).

*Enrollment Restriction(s):* Open to Graduate Teaching Credential students.

*Grade Mode:* Letter.

### **EDU 206C – Inquiry into Classroom Practice: Study Design (4 units)**

*Course Description:* Proposal development for classroom-based inquiry designed to address student learning needs. Mixed methods research design and preliminary data collection approaches. Design and application of baseline student assessment for proposal development. Literature review. Data collection in K-12 classrooms required.

*Prerequisite(s):* EDU 206B; or consent of instructor.

*Learning Activities:* Seminar 3 hour(s), Fieldwork 1 hour(s).

*Enrollment Restriction(s):* Open to Graduate MA Credential students.

*Grade Mode:* Letter.

### **EDU 206D – Inquiry into Classroom Practice: Data Analysis & Research Reporting (4 units)**

*Course Description:* Support of the inquiry in EDU 206C through continuous collaborative critique and feedback resulting in the writing and presentation of a research study.

*Prerequisite(s):* EDU 206C; or consent of instructor.

*Learning Activities:* Seminar 2 hour(s), Fieldwork 1 hour(s), Extensive Writing/Discussion 1 hour(s).

*Enrollment Restriction(s):* Open to Graduate MA Credential students.

*Grade Mode:* Letter.

### **EDU 207 – Concepts of the Curriculum (4 units)**

*Course Description:* Development of the skills of philosophical analysis and argument for the establishment of a point of view, in the consideration of curriculum theory and practice. Classical and contemporary approaches to subject matter and activity emphases, hidden curriculum, and moral education.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Lecture 2 hour(s), Discussion 2 hour(s).

*Grade Mode:* Letter.

### **EDU 208 – Presenting Educational Research in Written Reports (4 units)**

*Course Description:* Rhetorical and substantive challenges of presenting educational research through written reports; research rhetoric and genres; competing discourse conventions of educational research, policy, and practice; the social organization of publishing educational research.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Seminar 3 hour(s), Extensive Writing.

*Repeat Credit:* May be repeated 1 time(s).

*Grade Mode:* Letter.

### **EDU 209 – Image-Based Field Research (4 units)**

*Course Description:* Critical and practical understanding of video tape and still photography as resources for enhancing field research in schools and other social setting.

*Learning Activities:* Lecture/Discussion 3 hour(s), Fieldwork 2 hour(s).

*Grade Mode:* Letter.

### **EDU 210 – Psychological Perspectives on School Learning (4 units)**

*Course Description:* Study of human learning theory and research related to learning of academic content. Review of contemporary issues of constructivism, problem solving, expertise, conceptual change, transfer, and metacognition.

*Learning Activities:* Lecture/Discussion 3 hour(s), Extensive Writing.

*Grade Mode:* Letter.

### **EDU 211 – Sociocultural & Situative Perspectives on Learning & Cognition (4 units)**

*Course Description:* Sociocultural and situative theories of cognition and learning. Major ideas of L.S. Vygotsky, followed by modern perspectives: situated cognition, cognitive apprenticeship, situated learning, communities of practice, cultural-historical activity theory, and distributed cognition. Implications of each theoretical perspective for educational practice.

*Learning Activities:* Lecture/Discussion 3 hour(s), Extensive Writing.  
*Grade Mode:* Letter.

### **EDU 213 – Individual Assessment (4 units)**

*Course Description:* Theories of intellectual functioning and the measurement of cognitive abilities in school-aged children. Supervised practice in administration and scoring of contemporary tests for children including the WISC-R, the WAIS-R, the Stanford Binet, the McCarthy Scales of Children's Ability.

*Prerequisite(s):* Introductory statistics or consent of instructor.

*Learning Activities:* Lecture 4 hour(s).

*Grade Mode:* Letter.

### **EDU 215 – Research on Achievement Motivation in Education (4 units)**

*Course Description:* Analysis and critique of recent research on cognitive processes related to achievement motivation in school settings. Topics include self-determination theory, attribution theory, goal theory, intrinsic and extrinsic motivation, learned helplessness, psychological reactance, gender and culture, and research design.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Seminar 3 hour(s), Term Paper.

*Grade Mode:* Letter.

### **EDU 220 – Concepts & Methods of Policy Analysis (4 units)**

*Course Description:* Introduction to concepts and methods of policy analysis. Emphasis on the relationship between educational issues and problems; policy development; constructing persuasive policy analyses; issues related to policy process.

*Learning Activities:* Seminar 3 hour(s), Fieldwork, Term Paper.

*Grade Mode:* Letter.

### **EDU 221 – Culture & Social Organization of Schools (4 units)**

*Course Description:* Culture and social organization of schools. Examines perspectives of social researchers, educational policy-makers, and school members and their implications for educational research, policy and practice.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Seminar 4 hour(s).

*Grade Mode:* Letter.

### **EDU 222 – School Change & Educational Reform (4 units)**

*Course Description:* Analysis of models, processes, and case studies of school change and educational reform with respect to variable characteristics of schools and schooling, planned and unplanned change, the moral evaluation of school change, and the role of educational research.

*Learning Activities:* Lecture/Discussion 2 hour(s), Seminar 2 hour(s).

*Grade Mode:* Letter.

### **EDU 223 – Education & Social Policy (4 units)**

*Course Description:* Focuses on understanding the social and political context of education in the U.S. and California and how education policy is formed in the broader public arena. Develops skills in educational policy analysis. (Former EDU 237.)

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Seminar 4 hour(s).

*Grade Mode:* Letter.

### **EDU 225 – Education Policy & Law (4 units)**

*Course Description:* Examination of law as an instrument of social policy. Specific focus on the legalization of education decision making, its causes, dimensions, and effects on administrative and teacher authority.

*Learning Activities:* Lecture/Discussion 4 hour(s).

*Grade Mode:* Letter.

### **EDU 226 – Culture & Social Organization of Higher Education (4 units)**

*Course Description:* Critical study of culture and social organization of higher education institutions policies and functions in the U.S., with some attention to other countries.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Seminar 3 hour(s), Fieldwork 1 hour(s).

*Grade Mode:* Letter.

### **EDU 228 – Politics & Governance of Education (4 units)**

*Course Description:* Examination of political power, representation, influence, decision-making and inter-governmental relations in the public schools.

*Learning Activities:* Seminar 3 hour(s), Term Paper.

*Grade Mode:* Letter.

### **EDU 229 – Education Finance Policy (4 units)**

*Course Description:* Examination of (1) United States financing public education, (2) the relationship between school finance and education policy, and (3) the relationship between education finance and education practice.

*Learning Activities:* Seminar 3 hour(s), Term Paper.

*Grade Mode:* Letter.

### **EDU 230 – Special Topics in Education Policy (4 units)**

*Course Description:* Selected topics in education policy. Designed to facilitate preparation for the qualifying examination or dissertation. Critically analyze scholarly work including their own works in progress.

*Learning Activities:* Seminar 3 hour(s), Term Paper.

*Repeat Credit:* May be repeated when topic differs.

*Grade Mode:* Letter.

### **EDU 234 – Humanizing Research Methods (4 units)**

*Course Description:* Methodological approaches that humanize the qualitative inquiry process for researchers and the non-dominant communities they serve with a focus on ethnography, historiography, and social design experiments. Strategies for leveraging and disseminating findings to engage in transformational problem solving in education both in schools and in out-of-school settings.

*Prerequisite(s):* EDU 201 or similar introductory qualitative methods course.

*Learning Activities:* Lecture/Discussion 3 hour(s), Term Paper.

*Grade Mode:* Letter.

**EDU 235 – Critical Pedagogy (4 units)**

*Course Description:* A socio-cultural critique, from an interdisciplinary perspective, of educational reform and change. The critique will include an analysis of the influence of text content on the perpetuation of social power differences.

*Learning Activities:* Seminar 4 hour(s).

*Grade Mode:* Letter.

**EDU 236 – Application of Hierarchical Linear Models in Education Research (4 units)**

*Course Description:* Application of hierarchical linear models in education research across multiple areas, such as policy, curriculum, and assessment. Develop working knowledge of hierarchical linear modeling and an understanding of its use in existing research as well as student's work.

*Prerequisite(s):* EDU 204A; or similar course with permission of the instructor.

*Learning Activities:* Lecture 2 hour(s), Discussion/Laboratory 2 hour(s), Term Paper.

*Grade Mode:* Letter.

**EDU 237 – Survey Research Methods (4 units)**

*Course Description:* Theories, principles and application of survey research methodology. Students develop, validate, and administer survey instruments; select representative samples; conduct focus groups; and collect, organize, and analyze survey data. Familiarity with introductory concepts in descriptive and inferential statistics is assumed.

*Learning Activities:* Lecture/Discussion 3 hour(s), Fieldwork 1 hour(s), Term Paper.

*Grade Mode:* Letter.

**EDU 238 – Participatory Action Research (PAR) (4 units)**

*Course Description:* Principles and strategies of PAR and related methodologies that emphasize collaborating with those affected by the issue being researched in order to educate, take action or effect social change. Conduct interviews with potential collaborators, case analyses and research proposals.

*Prerequisite(s):* Introductory research methods course recommended.

*Learning Activities:* Lecture/Discussion 3 hour(s), Fieldwork 1 hour(s).

*Grade Mode:* Letter.

**EDU 239 – Interview Methods (4 units)**

*Course Description:* Introduction to qualitative interviewing, focused in particular on narrative and self-story as both practical method and theoretical stance. Complete a case-focused interview project during the course: designing an interview protocol, conducting the interview, transcribing, analyzing, and presenting their research.

*Prerequisite(s):* EDU 201 or equivalent course recommended.

*Learning Activities:* Lecture/Discussion 3 hour(s), Term Paper.

*Grade Mode:* Letter.

**EDU 242 – Research on Text Comprehension (4 units)**

*Course Description:* Analysis of recent research related to cognitive processing of written texts. Topics include word decoding, schema theory, background knowledge, assimilation, accommodation, working memory, processing depth, vocabulary acquisition, sentence-level processes, text-level processes, text structure, implications for curriculum and instruction.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Seminar 3 hour(s), Term Paper.

*Grade Mode:* Letter.

**EDU 243 – Research on the Teaching & Learning of Writing (4 units)**

*Course Description:* Study of issues in research on composition; history of composition studies; data analysis techniques; product and process approaches; cognitive and social perspectives.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Seminar 4 hour(s).

*Grade Mode:* Letter.

**EDU 244 – Topical Seminar in Language, Literacy & Culture (4 units)**

*Course Description:* Critical study of selected issues of language, literacy, and culture as they relate to education.

*Learning Activities:* Seminar 3 hour(s), Term Paper.

*Repeat Credit:* May be repeated when topics differ.

*Grade Mode:* Letter.

**EDU 245 – Theory & Research in Early Literacy (4 units)**

*Course Description:* Analysis of children's initial processes in learning to read extending from the preschool years into second grade. Topics include emergent literacy, phonological awareness, word recognition, decoding, spelling, vocabulary, comprehension, second language reading, assessment, intervention, and instruction.

*Learning Activities:* Seminar 3 hour(s), Fieldwork 1 hour(s).

*Grade Mode:* Letter.

*General Education:* Social Sciences (SS).

**EDU 246 – Reading as a Social & Cultural Process (4 units)**

*Course Description:* Recent theoretical and empirical work on reading in social contexts. Topics include reading as an individual interactive process; reading as a social and cultural process; critical perspectives on reading; implications of contrastive theoretical perspectives for curriculum and instruction in reading.

*Prerequisite(s):* EDU 211 recommended.

*Learning Activities:* Lecture 3 hour(s), Fieldwork 1 hour(s).

*Grade Mode:* Letter.

**EDU 247 – Research on Response to Culturally Diverse Literature, K-12 (4 units)**

*Course Description:* Research on response to culturally diverse literature in classrooms and other K-12 settings. Topics include reader response theories, values in expanding the literary canon, problems of cultural authenticity, resistance to multicultural literature, and instruction for diverse texts and learners.

*Learning Activities:* Seminar 3 hour(s), Fieldwork 1 hour(s).

*Grade Mode:* Letter.

**EDU 248 – Academic Language & Literacies (4 units)**

*Course Description:* Exploration of theories and research on academic language and literacies for the schooling of first and second language learners. Students use basic qualitative methods to collect and analyze classroom language and literacy data.

*Learning Activities:* Seminar 3 hour(s), Fieldwork, Project.

*Grade Mode:* Letter.

**EDU 249 – Discourse Analysis in Educational Settings (4 units)**

*Course Description:* Examines form and type in discourse (e.g., narration, conversation, routines), approaches to discourse analysis, and research on classroom discourse (lessons, teaching/learning interactional sequences). Final term paper is an analysis of discourse data tape-recorded by student in a field setting.

*Prerequisite(s):* An introductory linguistics or sociolinguistics course or consent of instructor.

*Learning Activities:* Seminar 3 hour(s), Term Paper.

*Grade Mode:* Letter.

**EDU 251 – Research in Bilingual & Second Language Education (3 units)**

*Course Description:* Discussion and analysis of recent research in bilingual and second language education. Topics include: language acquisition in second language learners and bilinguals, second language teaching methods, language-use models in bilingual education, interaction analysis in bilingual/cross-cultural classrooms, use of the vernacular in classrooms.

*Learning Activities:* Seminar 3 hour(s).

*Grade Mode:* Letter.

**EDU 253 – Inquiry into Classroom Practice: Bilingual Methods (4 units)**

*Course Description:* Analysis and application of teacher research through the development, implementation and evaluation of a short-term research-based classroom intervention. Research that enhances learning of multilingual language learners.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Lecture/Discussion 3 hour(s), Extensive Problem Solving.

*Grade Mode:* Letter.

**EDU 255 – Curriculum Development & Evaluation in Mathematics (4 units)**

*Course Description:* Analysis of curricular issues and goals in mathematics education, including long-term trends, current status and influences, proposed changes, and evaluation issues. Selected curriculum projects examined.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Seminar 4 hour(s).

*Grade Mode:* Letter.

**EDU 256A – Research in Mathematics Education (4 units)**

*Course Description:* Examination of research process in mathematics education; review of critical productive problems identified by researchers; evolution of trends, issues, theories and hypotheses in various areas of mathematics education research. Emphasizes foundations.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Seminar 4 hour(s).

*Grade Mode:* Letter.

**EDU 256B – Research in Mathematics Education (4 units)**

*Course Description:* Current research issues and activities in mathematics education: status, trends, theories and hypotheses. Formulation of research questions and design of studies. Projection of future directions for research.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Seminar 4 hour(s).

*Grade Mode:* Letter.

**EDU 257 – Computer Technology in Mathematics Education (4 units)**

*Course Description:* Roles of calculators, computers, and graphing calculators in mathematics education will be addressed, with emphasis on the impact of these technologies on curriculum reform. Selected efforts to integrate technology into mathematics instruction will be examined.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Seminar 4 hour(s).

*Grade Mode:* Letter.

**EDU 260 – The Modern History of Science Education (4 units)**

*Course Description:* History of curricular issues and goals in science education from the late-19th century forward, including long-term trends, current status and influences, proposed changes, and evaluation issues. National science standards and curriculum projects.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Seminar 4 hour(s).

*Grade Mode:* Letter.

**EDU 262A – Research Topics in Science Education I (4 units)**

*Course Description:* Research process and product in science education; review of critical science education issues; evolution of trends, theories and hypotheses in various areas of science education research. Survey of current major research in science education.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Seminar 4 hour(s).

*Grade Mode:* Letter.

**EDU 262B – Research Topics in Science Education II (4 units)**

*Course Description:* Current research issues and activities in science education: status, trends, theories and hypotheses. Formulation of research questions, design of studies and critical, in-depth review of literature related to the student's research interests.

*Learning Activities:* Seminar 4 hour(s).

*Grade Mode:* Letter.



### **EDU 264 – Scientific Literacy & Science Education Reform (4 units)**

*Course Description:* Current trends in science education reform locally, regionally, and nationally focusing on scientific literacy. Equity, access and "science for all."

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Seminar 4 hour(s).

*Grade Mode:* Letter.

### **EDU 270 – Research on Teacher Education & Development (4 units)**

*Course Description:* Research on teacher preparation in university credential programs and on professional development of in-service teachers, with special attention to teacher preparation for work with culturally and linguistically diverse youth.

*Learning Activities:* Seminar 3 hour(s), Project.

*Grade Mode:* Letter.

### **EDU 271 – Supervision of Student Teachers: Research, Theory & Practice (4 units)**

*Course Description:* Research, theory and practice in the preparation and supervision of teachers. Practice in the supervision of candidates in university teaching credential programs during the student teaching field placement and the mentoring of novice teachers by expert teachers.

*Learning Activities:* Lecture/Discussion 3 hour(s), Fieldwork 1 hour(s).

*Grade Mode:* Letter.

### **EDU 275A – Effective Instruction: Curriculum & Assessment-Theory, Research, & Practice (2 units)**

*Course Description:* Examination of contemporary theories of curriculum development, research about the relationship among instructional planning, classroom assessment, and student learning to guide teaching practice.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 2 hour(s).

*Enrollment Restriction(s):* Restricted to Teaching Credential majors.

*Grade Mode:* Letter.

### **EDU 275B – Effective Instruction: English Language Development & Instructing English Language Learners (2 units)**

*Course Description:* Analysis and application of English language acquisition and development research to teaching practice. Particular attention to research that enhances learning of English language learners and under-performing students.

*Prerequisite(s):* Acceptance in the Teaching Credential Program.

*Learning Activities:* Lecture/Discussion 2 hour(s).

*Grade Mode:* Letter.

### **EDU 280A – Inquiry & Practice: Qualitative Research for Educational Leaders (4 units)**

*Course Description:* Prepares students to understand the nature/assumptions/logic of qualitative methodology as applied to educational settings, focusing on issues of design/conceptualization/ interpretation/ application of qualitative research procedures. Use these methods in conducting studies in their educational settings.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s), Fieldwork, Project.

*Grade Mode:* Letter.

### **EDU 280B – Inquiry & Practice: Quantitative Research for Educational Leaders (4 units)**

*Course Description:* Focus is on field-based and general quantitative research methods in education. Acquire skills and knowledge to collect, organize, analyze, and interpret univariate and multivariate quantitative data in educational research, dissertation projects, and field-based projects.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s), Fieldwork, Project.

*Grade Mode:* Letter.

### **EDU 280C – Inquiry & Practice: Research Design & Application for Educational Leaders (4 units)**

*Course Description:* Educational leaders are introduced to qualitative, quantitative, and mixed-methods educational research methods and learn to frame research questions, identify data/data sources, use descriptive statistics, critically examine research studies, make sense of educational research/policy, and conduct independent studies.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture 4 hour(s), Fieldwork, Project.

*Grade Mode:* Letter.

### **EDU 281A – Problem-Based Learning Courses: Part 1 (4 units)**

*Course Description:* Students identify problems from their educational settings, engage in data collection/analysis, write-up the process/results, and present to class. Work may become a dissertation proposal, if the problem or its extension is of sufficient interest and value.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s), Extensive Writing/Discussion, Fieldwork.

*Grade Mode:* Letter.

### **EDU 281B – Problem-Based Learning Courses: Part 2 (4 units)**

*Course Description:* Continuation of part one.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s), Extensive Writing/Discussion, Fieldwork.

*Grade Mode:* Letter.

### **EDU 281C – Problem-Based Learning Courses: Part 3 (4 units)**

*Course Description:* Continuation of part two.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s), Extensive Writing/Discussion, Fieldwork.

*Grade Mode:* Letter.

### **EDU 282A – Beginning Issues & Practices: Contemporary Educational Leadership (4 units)**

*Course Description:* Explore the history and emergent relationships among leadership theories/practice and their application to current educational settings. Reflect on and refine their personal theory of leadership.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s), Fieldwork, Project.

*Grade Mode:* Letter.

### **EDU 282B – Beginning Issues & Practices: Diversity Issues for Educational Leaders (4 units)**

*Course Description:* Diversity of stakeholders and community issues in California schools and colleges will be explored. Emphasis will be placed on the interaction between underrepresented segments of society and educational institutions. Best Practices in leading diverse schools will be explored.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s), Fieldwork, Project.

*Grade Mode:* Letter.

### **EDU 283A – Advanced Issues & Practices: Leadership Across Communities (4 units)**

*Course Description:* Examine the theory/practice/process of leadership in community-building and collaboration in/across communities, while addressing the utilization of human and material resources and the creation of partnerships, community linkages, and collaborative efforts.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s), Fieldwork, Project.

*Grade Mode:* Letter.

### **EDU 283B – Advanced Issues & Practices: Leadership & Student Services (4 units)**

*Course Description:* Practical and theoretical perspectives for building a sense of vision to lead the profession of student affairs and to meet the needs of the whole student.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s), Fieldwork, Project.

*Grade Mode:* Letter.

### **EDU 284A – Policy: History & Theory of Educational Policy (4 units)**

*Course Description:* Learn/analyze the history/theory of educational policy. Explore how education leaders have/can positively influence the process and implement effective policies in their local institutions. Policy issues covered: educational opportunity, equity, access, regulation, testing, tenure, accountability.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s), Fieldwork, Project.

*Grade Mode:* Letter.

### **EDU 284B – Policy: Formulating & Influencing Policy (4 units)**

*Course Description:* Conduct critical analyses of policy at the federal, judicial, state, regional and local levels. Specific California and federal policy environment structures, processes and people will be examined for intended consequences, ethical dilemmas, social justice and equity issues.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s), Fieldwork, Project.

*Grade Mode:* Letter.

### **EDU 284C – Policy: Possibilities & Limitations of Educational Policy in a Democracy (4 units)**

*Course Description:* Critically examine the democratic purposes of education in light of existing National, State, and local policy reform efforts. Questions include, "In what ways are these reforms and policies guided by democratic ideas and challenged by those ideals?"

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s), Fieldwork, Project.

*Grade Mode:* Letter.

### **EDU 285A – Educational Finance, Human Resources, & Law; Human & Financial Assets; Allocations & Budgets (4 units)**

*Course Description:* Topics include: education finance theory, contemporary finance policy issues, intergovernmental relations, effective resource management, budget analysis and preparation.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s), Fieldwork, Project.

*Grade Mode:* Letter.

### **EDU 285B – Educational Finance, Human Resources, & Law: Ethical & Legal Issues in Education (4 units)**

*Course Description:* Human resource and legal concepts and activities governing decisions of school leaders in public education. Attention to theory, application, and practice of personnel and risk management, curriculum, student services, teacher rights, torts, student rights.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s), Fieldwork, Project.

*Grade Mode:* Letter.

### **EDU 285C – Educational Finance, Human Resources, & Law: Human Resources & Personnel (4 units)**

*Course Description:* Human resource management research and theory and for applying human resource techniques in the educational setting.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s), Fieldwork, Project.

*Grade Mode:* Letter.

### **EDU 286A – Organizational Structures & Change: Data-Driven Decision-Making for Change (4 units)**

*Course Description:* Use and examine multiple sources of information and data and trends found in making quality decisions to improve P-12/ community college settings and addressing problems at sites. Learn limitations of these data sources.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s), Fieldwork, Project.

*Grade Mode:* Letter.

### **EDU 286B – Organizational Structures & Change: Curriculum & Instruction Issues in Education (4 units)**

*Course Description:* Addresses the historical development of various curriculum and instructional methodologies found in public and private schools and colleges, and their impact on current curriculum development and reform efforts at the national, state and local level.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Lecture/Discussion 4 hour(s), Fieldwork, Project.

*Grade Mode:* Letter.

### **EDU 287 – CANDEL Dissertation Seminars (6-12 units)**

*Course Description:* Third-year seminars encourage students to complete dissertations within the year. Cohort members meet together in every three-week meetings with faculty members and share their writing, data collection, analysis, discussion of results, development of conclusions/ implications.

*Prerequisite(s):* Admission into the CANDEL EdD program or consent of instructor.

*Learning Activities:* Variable 18-36 hour(s).

*Repeat Credit:* May be repeated 9 time(s) until dissertation is completed.

*Grade Mode:* Satisfactory/Unsatisfactory only.

### **EDU 287D – CANDEL Dissertation (6-12 units)**

*Course Description:* Cohort members continue to meet with faculty and share their writing, data collection, analysis, development of conclusions/ implications.

*Prerequisite(s):* Consent of instructor; passing of qualifying exams in CANDEL program and advancement to candidacy.

*Learning Activities:* Variable 18-36 hour(s).

*Repeat Credit:* May be repeated 9 time(s) until dissertation is completed.

*Grade Mode:* Satisfactory/Unsatisfactory only.

### **EDU 288AV – Inquiry & Practice: Academic Writing for Educational Leaders (4 units)**

*Course Description:* Rigorous practice in the types of writing required of educational doctorate (CANDEL) students. Synthesizing literature as part of a literature review; crafting arguments using empirical and theoretical literature; and addressing implications of research as they relate to policy and practice.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Web Virtual Lecture 1 hour(s), Web Electronic Discussion 1 hour(s), Extensive Writing.

*Enrollment Restriction(s):* Admission into the CANDEL EdD program or consent of instructor.

*Grade Mode:* Letter.

### **EDU 291 – Proseminar in Education (4 units)**

*Course Description:* Professional induction into educational research field and Graduate Group in Education at UC Davis. Introduction to landscape of educational research methodologies, purposes and theories. Analysis of debates within field. Investigation of K-12 educational outreach efforts at UC Davis.

*Prerequisite(s):* Admission to the M.A. or Ph.D. graduate program in Education.

*Learning Activities:* Seminar 3 hour(s), Fieldwork 3 hour(s).

*Repeat Credit:* May be repeated 2 time(s) divided as an M.A. student once; as a Ph.D. student once.

*Grade Mode:* Letter.

### **EDU 292 – Special Topics in Education (2-4 units)**

*Course Description:* Selected topics in education. Designed to facilitate preparation for the qualifying examination or dissertation. Students will critically analyze scholarly work including their own works in progress.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Variable 2-4 hour(s).

*Repeat Credit:* May be repeated.

*Grade Mode:* Letter.

### **EDU 294 – Special Topics in Science, Agriculture & Mathematics Education (4 units)**

*Course Description:* Critical study of special topics of research relevant to science, agricultural and mathematics education. Students and faculty present work-in-progress on a major research project, and critically analyze and discuss one another's developing scholarly work.

*Learning Activities:* Seminar 3 hour(s), Term Paper, Project.

*Repeat Credit:* May be repeated when topic differs.

*Grade Mode:* Letter.

### **EDU 295 – Special Topics in Learning & Mind Science (4 units)**

*Course Description:* Critical study of selected issues in the learning sciences, neurodevelopmental disorders, and psychometrics and measurement, as they relate to education.

*Learning Activities:* Seminar 3 hour(s), Term Paper.

*Repeat Credit:* May be repeated when topics differs.

*Grade Mode:* Letter.

### **EDU 298 – Group Study (1-5 units)**

*Course Description:* Group study.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Variable.

*Grade Mode:* Satisfactory/Unsatisfactory only.

### **EDU 299 – Individual Study (1-6 units)**

*Course Description:* Individual study under the direction of a faculty member.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Variable 3-18 hour(s).

*Grade Mode:* Satisfactory/Unsatisfactory only.

### **EDU 299D – Research (1-12 units)**

*Course Description:* Research for individual graduate students.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Independent Study 3-36 hour(s).

*Grade Mode:* Satisfactory/Unsatisfactory only.

**EDU 300 – Reading in the Elementary School (4 units)**

*Course Description:* Principles, procedures, and curriculum materials for teaching of reading. Includes decoding skills with a special emphasis on phonics, comprehension skills, study skills, and reading in the content areas.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture 3 hour(s), Fieldwork 3 hour(s).

*Grade Mode:* Letter.

**EDU 300A – Reading in the Elementary School, Part A (1 unit)**

*Course Description:* Principles, procedures, and curriculum materials for teaching of reading. Includes decoding skills with a special emphasis on phonics, comprehension skills, study skills, and reading in the content areas.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Seminar 3 hour(s).

*Grade Mode:* Pass/No Pass only.

**EDU 300B – Reading in the Elementary Schools, Part B (3 units)**

*Course Description:* Principles, procedures, and curriculum materials for teaching of reading. Includes decoding skills with a special emphasis on phonics, comprehension skills, study skills, and reading in the content areas.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Seminar 3 hour(s).

*Grade Mode:* Letter.

**EDU 301 – Reading in the Secondary School (4 units)**

*Course Description:* Principles, procedures, and materials to help secondary school teachers improve the reading competence of students. Strategies for enhancing learning through reading and writing in all disciplines, with special attention to linguistically diverse populations.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Discussion 4 hour(s).

*Grade Mode:* Letter.

**EDU 301A – Teaching Literacy in High School Contexts (2 units)**

*Course Description:* Focuses on secondary school literacy practices and strategies for engaging English-speaking and bilingual students with textual, image, and digital literacies across content areas. Covers reading and writing, the Common Core and Language Proficiency standards.

*Prerequisite(s):* Consent of instructor. Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 2 hour(s).

*Enrollment Restriction(s):* Restricted to students enrolled in the secondary credential program.

*Grade Mode:* Letter.

**EDU 301B – Teaching Literacy in High School Contexts (2 units)**

*Course Description:* Focuses on secondary school literacy practices and strategies for engaging English-speaking and bilingual students with textual, image, and digital literacies across content areas. Covers reading and writing, the Common Core and Language Proficiency standards.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 2 hour(s).

*Enrollment Restriction(s):* Restricted to students enrolled in the secondary credential program.

*Grade Mode:* Letter.

**EDU 302 – Language Arts in the Elementary School (2 units)**

*Course Description:* Principles, procedures, and materials for the teaching of oral and written expression, listening skills, drama, and children's literature in elementary schools.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture 2 hour(s).

*Grade Mode:* Letter.

**EDU 303 – Art Education in the Elementary School (2 units)**

*Course Description:* Understanding the principles of education in the arts through participation. Development of concepts, introduction to media, and techniques suitable for the elementary school with emphasis on cross-discipline exploration.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 2 hour(s), Laboratory 2 hour(s).

*Grade Mode:* Letter.

**EDU 304A – Teaching in the Elementary Schools (2-18 units)**

*Course Description:* Supervised teaching in regular classrooms in elementary schools. Selection and organization of teaching materials. Introduction to techniques of diagnosing school achievement of children.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 2 hour(s), Fieldwork 9-48 hour(s).

*Grade Mode:* Letter.

**EDU 304B – Teaching in the Elementary Schools (2-18 units)**

*Course Description:* Supervised teaching in regular classrooms in elementary schools. Current conceptions of elementary school curriculum, emphasis on contributions from the social, biological, and physical sciences. Emphasis on effective teaching methods.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 2 hour(s), Fieldwork 9-48 hour(s).

*Grade Mode:* Letter.

**EDU 304C – Teaching in the Elementary Schools (2-18 units)**

*Course Description:* Supervised teaching in regular classrooms in elementary schools. Evaluation of teaching materials including instructional technology. Current elementary school curriculum with emphasis on contributions from fine arts and humanities.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 2 hour(s), Fieldwork 9-48 hour(s).

*Grade Mode:* Letter.



**EDU 305A – Teaching in the Middle Grades (5-8 units)**

*Course Description:* Supervised teaching in regular or special education classrooms in middle grades. Current conceptions of the middle-grades curriculum with emphasis on social, biological, and physical sciences. Effective teaching methods.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Seminar 2 hour(s), Seminar 2 hour(s), Variable 15-30 hour(s).

*Grade Mode:* Letter.

**EDU 306A – Teaching in the Secondary Schools (2-18 units)**

*Course Description:* Supervised teaching in regular secondary classrooms. Techniques for classroom communications; constructing goals and objectives; assessment of learning; special problems of adolescents; instructional technology.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 2 hour(s), Fieldwork 9-48 hour(s).

*Grade Mode:* Letter.

**EDU 306B – Teaching in the Secondary Schools (2-18 units)**

*Course Description:* Supervised teaching in regular secondary classrooms. Techniques for classroom communications; constructing goals and objectives; assessment of learning; special problems of adolescents; instructional technology.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 2 hour(s), Fieldwork 9-48 hour(s).

*Grade Mode:* Letter.

**EDU 306C – Teaching in the Secondary Schools (2-18 units)**

*Course Description:* Supervised teaching in regular secondary classrooms. Techniques for classroom communications; constructing goals and objectives; assessment of learning; special problems of adolescents; instructional technology.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 2 hour(s), Fieldwork 9-48 hour(s).

*Grade Mode:* Letter.

**EDU 307 – Methods in Elementary Science (2 units)**

*Course Description:* Principles, procedures, and materials for teaching the biological and physical sciences in elementary schools.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 2 hour(s).

*Grade Mode:* Letter.

**EDU 308 – Methods in Elementary Social Studies (2 units)**

*Course Description:* Principles, procedures, and materials for teaching history and the social sciences in elementary schools.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 2 hour(s).

*Grade Mode:* Letter.

**EDU 309 – The Teaching of Mathematics, K-9 (3 units)**

*Course Description:* Mathematics curriculum and teaching methods for K-9 reflecting the needs of California's diverse student populations.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 3 hour(s).

*Grade Mode:* Letter.

**EDU 309A – The Teaching of Mathematics, K-9, Part A (1 unit)**

*Course Description:* Mathematics curriculum and teaching methods for K-9 reflecting the needs of California's diverse student populations.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Seminar 3 hour(s).

*Grade Mode:* Pass/No Pass only.

**EDU 309B – The Teaching of Mathematics, K-9, Part B (2 units)**

*Course Description:* Mathematics curriculum and teaching methods for K-9 reflecting the needs of California's diverse student populations.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Seminar 2 hour(s).

*Grade Mode:* Letter.

**EDU 310 – Teaching as Reflective Practice (1 unit)**

*Course Description:* Presentation of issues related to classroom instruction and professional practice, reflections on classroom instruction and other documentation related to student teaching experience.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Lecture/Discussion 1 hour(s).

*Enrollment Restriction(s):* Acceptance in Teacher Credential Program.

*Repeat Credit:* May be repeated 6 time(s).

*Grade Mode:* Letter.

**EDU 320 – Creating Classroom Communities (1 unit)**

*Course Description:* Observation of classrooms at beginning of academic year for first-hand experience with teachers' approaches to creating communities and setting routines. Candidates are placed with students they will teach during student teaching. Candidates may take on teaching tasks as appropriate.

*Learning Activities:* Lecture/Discussion 2 hour(s), Fieldwork 30 hour(s).

*Enrollment Restriction(s):* Acceptance in Teacher Credential Program.

*Grade Mode:* Letter.

**EDU 322A – Pedagogical Preparation for Secondary Social Science I (3 units)**

*Course Description:* Introduction to teaching methods and curriculum approaches for secondary social science teaching. State and national curriculum standards; application of learning theory to effective instruction; interdisciplinary teaching and active learning approaches; effective teaching strategies for English learners.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 2 hour(s), Discussion 1 hour(s).

*Grade Mode:* Letter.

**EDU 322B – Pedagogical Preparation for Secondary Social Science II (3 units)**

*Course Description:* Intermediate teaching methods and curriculum approaches for secondary social science teaching. Interdisciplinary approaches to teaching major themes across social science content areas; teaching potentially controversial social science topics; teaching democratic civic values, student assessment and evaluation.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 1 hour(s), Discussion 2 hour(s).

*Grade Mode:* Letter.

### **EDU 323A – Physical Science in the Secondary School (3 units)**

*Course Description:* Activity-based overview of concepts and processes in secondary school physical sciences. Emphasis upon philosophy, appropriate teaching methods, materials, assessment and evaluation of learning.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Discussion/Laboratory 2 hour(s), Discussion/Laboratory 1 hour(s).

*Grade Mode:* Letter.

### **EDU 323B – Life Sciences in the Secondary School (3 units)**

*Course Description:* Activity-based overview of concepts and processes in secondary school biology and life sciences. Emphasis on philosophy, appropriate teaching methods, materials, assessment and evaluation of learning, and issues.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Discussion/Laboratory 2 hour(s), Discussion/Laboratory 1 hour(s).

*Grade Mode:* Letter.

### **EDU 324A – Methods & Technology in Secondary Mathematics I (4 units)**

*Course Description:* Introduction to methods and curriculum for teaching mathematics at the secondary level. Introduction to applications of computer technology as instructional, intellectual, and communication tools for mathematics teachers.

*Prerequisite(s):* Consent of instructor. Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 4 hour(s).

*Grade Mode:* Letter.

### **EDU 324B – Methods in Secondary Mathematics II (3 units)**

*Course Description:* Expansion of methods and curriculum for teaching mathematics at the secondary level. Intermediate applications of computer technology as instructional, intellectual, and communication tools in mathematics teaching.

*Prerequisite(s):* Consent of instructor. Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture/Discussion 3 hour(s).

*Grade Mode:* Letter.

### **EDU 325 – Research & Methods in Secondary English Language Arts (4 units)**

*Course Description:* Research on teaching and learning in the language arts. Principles, procedures and materials for improving the writing, reading and oral language of secondary students, with special attention to students from culturally and linguistically diverse populations.

*Prerequisite(s):* Consent of instructor. Acceptance in Teacher Credential Program.

*Learning Activities:* Discussion 4 hour(s).

*Grade Mode:* Letter.

### **EDU 326 – Teaching Language Minority Students in Secondary Schools: Methods & Research (4 units)**

*Course Description:* Research on principles, procedures and curricula for teaching discipline-specific concepts to language-minority students in secondary schools. Second-language acquisition principles and instructional strategies.

*Prerequisite(s):* Consent of instructor. Acceptance in Teacher Credential Program.

*Learning Activities:* Seminar 3 hour(s), Fieldwork 3 hour(s).

*Grade Mode:* Letter.

### **EDU 327A – Teaching Methods for Secondary Foreign Language/Spanish, Part I (3 units)**

*Course Description:* Introduction to methods for teaching Spanish as a foreign and a heritage language in secondary schools. State and National Standards. Theories on second language acquisition. Lesson plans. Effective teaching strategies and class management.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture 3 hour(s).

*Grade Mode:* Letter.

### **EDU 327B – Teaching Methods for Secondary Foreign Language/Spanish, Part II (3 units)**

*Course Description:* Continuation to methods for teaching Spanish as a foreign and a heritage language in secondary schools. Research and practice on foreign and heritage language teaching. Expansion of effective teaching strategies and class management.

*Prerequisite(s):* Acceptance in Teacher Credential Program.

*Learning Activities:* Lecture 3 hour(s).

*Grade Mode:* Letter.

### **EDU 380 – Active Literacy Academy—The UK Experience (2 units)**

*Course Description:* One-week introduction to the teaching of dense text for teachers of grades K-12. Examination of Shakespeare's canon and immersion in active classroom practices that deepen engagement and understanding of key themes that transcend content areas.

*Prerequisite(s):* Consent of Instructor; consent of instructor based on selection/application process of participants.

*Learning Activities:* Lecture/Discussion 45 hour(s).

*Enrollment Restriction(s):* Admission to Active Literacy Academy through application process.

*Grade Mode:* Passed/Not Passed only.

### **EDU 398 – Group Study (1-5 units)**

*Course Description:* Group study.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Variable.

*Grade Mode:* Satisfactory/Unsatisfactory only.

### **EDU 399 – Individual Study (1-5 units)**

*Course Description:* Individual study.

*Prerequisite(s):* Consent of instructor.

*Learning Activities:* Variable.

*Grade Mode:* Satisfactory/Unsatisfactory only.