EDUCATION (EDUC)

EDUC 500 | RESEARCH DESIGN METHODOLOGY
Units: 3
This course is an introduction to research methods with an emphasis on methods of reflective, practitioner-directed inquiry. The course includes a focus on action research aimed at improvement of professional practice in leadership, teaching and counseling. The course also surveys quantitative methods and logic in the social sciences to prepare professionals to access and critically consume traditional research findings to support and extend their own inquiries. The political implications of traditional and practitioner driven research models are discussed.

EDUC 501 | FAMILY, SCHOOL AND COMMUNITY PARTNERSHIPS
Units: 3 Repeatability: No
This course focuses on the structure, common elements, and impact of successful and effective family, school, and community partnerships. It is designed to encourage the development of teachers’ and other educators’ awareness of students’ family and community histories, funds of knowledge and sociocultural capital, and it requires close examination of attitudes, misconceptions, and expectations that impact relationship building with families and communities. This course exposes candidates to different types of home-school-community partnerships, current knowledge on community-based frameworks, and programs serving families who traditionally do not participate in schools. Additionally, this course facilitates and guides the analysis and development of instructional approaches and programs that foster relationship building, communication, student achievement, and families’ knowledge of the school/classroom curricula and educational system.

EDUC 503 | INSTRUCTIONAL LEADERSHIP
Units: 3 Repeatability: No
This course addresses the development, implementation, and assessment of rigorous and coherent systems of curriculum, instruction, and assessment designed to promote each student’s academic success. Targeted focus on effective strategies to develop the professional capacity of teachers and other school personnel through effective hiring, coaching, mentoring, and accountability structures.

EDUC 504 | INTERNATIONAL AND COMPARATIVE EDUCATION
Units: 3
Non-Core Attributes: International
This course provides an overview of major concepts, methods and current debates in international and comparative education. Among the issues discussed will be gender, race, class, language, socio-political and economic structures, and their relationship to the schooling process. Particular attention will be placed on the development of the field and to the styles of social analysis, which may be applied to comparative and cross-national studies in education, such as the exploration of the relationship between education, culture and society in a global context. The course emphasizes comparative policy studies in education, including studies on globalization and policy borrowing/lending. Each time the course is offered it will address specific issues (e.g., comparative and international education in the Spanish speaking world) in international educational development as well as comparative studies that analyze teaching and learning in different national contexts.

EDUC 505 | DISCOURSE, SCHOOLING AND LEARNING COMMUNITIES
Units: 3
This course is designed for both master’s and doctoral students in literacy who already have some understanding of sociocultural theories of language and learning and who wish to construct a deeper understanding of the role that discursive interaction plays in teaching and learning (e.g. who wish to explore the dialogic and socially situated aspects of semiotic mediation). Course readings include studies informed by anthropology, linguistics, psychology and sociology and are conducted from a social constructivist perspective that views learning as participation in social contexts. Three shared course texts have been selected to provide an introduction and overview of the theories and methods of discourse analysis. Additionally, students will have the opportunity to choose to participate in one of two inquiry groups.

EDUC 506 | DATA DRIVEN DECISION MAKING
Units: 3 Repeatability: No
This course is a rigorous exploration of how school leaders use data, including standardized and school-based assessments, to drive continuous improvement through site-based decision-making for the express purpose of promoting equitable and culturally responsive opportunities for all students.

EDUC 507 | CREATIVITY AND INNOVATION IN SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATH
Units: 3
Examination of points of convergence and divergence in the creative processes of artists, scientists, mathematicians and engineers. Candidates will develop a strong foundation of theoretical and applied STEAM knowledge, practical guidance in the development their own unique STEAM toolkits and opportunities to experience and experiment with STEAM learning in their classrooms.

EDUC 508 | ARTISTIC MODELING AND REPRESENTATION IN SCIENCE AND MATH EDUCATION
Units: 3
An exploration of educational strategies and classroom approaches that leverage the multi-dimensional connections between artistic and scientific observation, inquiry and investigation to strengthen students’ content knowledge, critical thinking skills and capacity for innovation.

EDUC 509 | ENGINEERING DESIGN PROCESS IN MATH AND SCIENCE EDUCATION
Units: 3 Repeatability: No
Investigation of the intersection between conceptual understanding and real-world application. Candidates will explore strategies for using creative representation, exhibition and project-based learning to enhance student understanding and ensure knowledge transfer.

EDUC 510 | COGNITION AND LEARNING
Units: 3
This advanced course in educational psychology focuses on recent advances in theories of learning and motivation and their practical implications for teaching. This course encompasses key cognitive and developmental studies on human cognition and learning. Students will critically discuss research and contemporary debates on cognitive processes, learning, memory, reasoning, problem-solving, developmental mechanism, cognitive styles, motivation and the socio-cultural foundations of learning, as well as other essential topics in human cognition and learning with an emphasis on the implications for educators and educational researchers.
EDUC 511 | EDUCATIONAL REFORM
Units: 1-30
This course explores school reform and restructuring from the perspective of the federal, state, district, school and classroom level. Students examine topics related to leadership, pedagogy and social justice. The course includes a deep investigation into the historical and contemporary purpose(s) of education and the reasons behind the push for increased accountability and school change.

EDUC 512 | THE STRUGGLE FOR EDUCATIONAL EQUITY
Units: 3
Students will analyze the history of the development of the American educational system and acquire theoretical knowledge regarding the social construction of education with a particular focus on issues of diversity, inequity, conflict and social justice within a school context. We will use the U.S. educational system to analyze the struggle to achieve equity and peaceful relations among all groups. As well, we will explore the conflicts and tensions that plague other countries facing similar struggles. The history of the U.S. is a history of conflict and struggle for peace. Racial turmoil and inequity have characterized our political, social, and educational systems. Educators and political leaders from all races have attempted to attain peace among its citizenry and achieve educational access and opportunity for all students, yet racial violence, discrimination, and educational inequity persists. This situation is not unique to the U.S., but rather, is replicated throughout the globe. It begs the question: How do you educate all children equally in multicultural societies? How do you educate the immigrant, the native, the formerly enslaved and the former slaveholder? We will conduct comparative investigations of educational systems in such places as Mexico, New Zealand and South Africa and expose the theoretical foundations of their educational systems. Focusing on the similarities and/or differences globally, students will critically analyze conventional assumptions about educational access and opportunity and consider ways to reframe problems and improvements that hold the potential for educational change. This course will provide graduate students an opportunity to investigate and reconsider the foundations of education on a global scale. Ball and Cohen (2000) point out that “how professionals and researchers understand the enterprise [of education] matters for how they frame problems, for the improvements that seem plausible, and for what they expect from schooling." This course will help students to rethink education in a way that challenges individual deficit perspectives of educational outcomes and instead, examines the historical, legal, political, structural, and cultural factors that have shaped the way schools are organized and the disparate academic achievement that results.

EDUC 513 | HUMAN DEVELOPMENT
Units: 3-30
This course aims to establish a deep understanding of the cognitive, physical, social, moral and personality development and their relationship to learning in an educational context. The emphasis is placed on a holistic understanding of human development, the roles of community and the socio-cultural foundation of learning. Students will establish an in-depth understanding of human development from early childhood to adolescence and consider its implications for educational practices.

EDUC 514 | INSTRUCTIONAL TECHNOLOGY: DESIGN AND EVALUATION
Units: 3
This course is an advanced graduate-level computer technology course requiring a working knowledge of computers in education. The emphasis is on design, delivery and evaluation of software as an instructional enhancement for teaching and learning in a variety of instructional settings. Software, multimedia resources and the Internet are explored to equip instructional leaders with the resources and evaluation techniques to enhance learning and teaching.

EDUC 515 | ETHICAL LEADERSHIP IN AN ERA OF SCHOOL REFORM
Units: 3 Repeatability: No
Contextualized within the evolving high stakes accountability context of public K-12 education, this course will consider the challenges and opportunities facing educational leaders. The course will examine the history and impact of national, state, and local reform movements, and explore how educational leaders develop, advocate for, and enact a shared mission and vision for excellence and equity within schools and districts. The course will include a focus on ethical and professional norms for school leaders and address legal rights and responsibilities.

EDUC 516 | CHANGEMAKERS IN K-12 EDUCATION: NATIONAL AND INTERNATIONAL PERSPECTIVES
Units: 3 Repeatability: No
Non-Core Attributes: International
This course builds on knowledge and skills on Changemaking that candidates have acquired through a variety of courses in the learning and teaching department. This course explores Changemaking in K-12 in the context of host country’s educational system. Candidates examine Ashoka’s Changemaker framework in light of the development of empathy, problem-solving, leadership and collaboration to achieve inclusion and social change in the classroom. The course uses empathy as the basis for actions that teachers can take to facilitate their students’ development as agents of change. Candidates visit a Changemaker school in San Diego and compare later to Changemaker schools in the host country. The schools abroad are public and Charter Changemaker schools, including at least one with a special education focus. Candidates learn how administrators, teachers, and parents serve and integrate immigrant linguistically diverse students and students with disabilities through inclusive practices. Candidates get familiar with student-centered, cooperative approaches and design thinking-based methodological approaches that are used in Changemaker schools. They analyze the systems, culture, mindset and curriculum in this type of schools. They explore theory and methodology -including assessment practices- used to provide children equal access to the curriculum and skills for the 21st century. Candidates are guided by and co-create lessons with foreign teachers that support children in their development as Changemakers.

EDUC 517 | DIGITIZED LEARNING WITH TECHNOLOGY
Units: 3 Repeatability: No
This course will address virtual learning by using technology and digitized learning education material that is accessible for all types of learners. Students will learn the foundations and frameworks of educational technology. Students will learn how to use digital content via the Internet and technology tools to transform traditional instruction. Students will also investigate professional development opportunities to keep them current with their profession and the ever changing technology field.

EDUC 518 | CHANGEMAKING WITH TECHNOLOGY
Units: 3 Repeatability: No
Changemaking involves taking creative action to solve a social problem. Schools and companies are incorporating emerging technologies (e.g., coding, robotics, 3D printing, Virtual Reality, Design Thinking, and interest/strengths exams such as the RIASEC) to enhance learning opportunities and transform instruction. This course provides students with meaningful learning experiences using technology to promote social change. Students will be challenged to think about how technology impacts our daily lives, the way we learn, and how we utilize it in our day to day lives. Students will also gain understanding of how technology can be leveraged to personalize learning for all types of learners including adults. This course is for students to gain innovative and engaging teaching methods for developing 21st century skills and digitized learning.
EDUC 519 | INSTRUCTIONAL DESIGN FOR TEACHER LEADERS
Units: 3  Repeatability: No
Prerequisites: EDUC 517 with a minimum grade of C- and EDUC 518 with a minimum grade of C-
This course addresses the systematic design of learning experiences and environments. Students analyze, apply, and evaluate principles of instructional design to develop education and training materials spanning a wide range of knowledge domains and instructional technologies. Students learn about the use of instructional design (ID) models and predominant learning theories (behaviorist, cognitive, and constructivist) to create effective learning experiences. Learners explore various elements of the instructional design process, including needs assessment, instructional problems, learner characteristics, instructional objectives, content sequencing, instructional strategies, instructional delivery, evaluation instruments, instructional resources, media selection, and formative evaluation.

EDUC 520 | SOCIAL JUSTICE AND EDUCATIONAL EQUITY
Units: 3
Non-Core Attributes: International
Analysis of the American educational system with a particular focus on issues of diversity, inequity, conflict and social justice within a school context. Historical case studies, contemporary policies and practices, and international comparisons compel consideration of the social construction of education.

EDUC 521 | LEARNING AND COGNITION
Units: 3  Repeatability: No
Prerequisites: EDUC 520 with a minimum grade of C-
Explore key cognitive studies on human cognition and learning. You will critically discuss research and contemporary debates on cognitive processes, learning, memory, reasoning, problem-solving, developmental mechanism, cognitive styles, motivation, and the socio-cultural foundations of learning with an emphasis on the implications for educators and educational researchers.

EDUC 522 | EDUCATIONAL RESEARCH METHODOLOGY
Units: 3  Repeatability: No
Prerequisites: EDUC 520 with a minimum grade of C- and EDUC 521 with a minimum grade of C-
Introduction to the major educational research methods and paradigms with an emphasis on reflective, practitioner-directed inquiry. The course encompasses quantitative methods, qualitative methods, mixed methods, and action research frameworks. Particular emphasis is placed on action research as a reflective and collaborative inquiry for improving educational practices.

EDUC 523 | QUALITATIVE METHODS IN EDUCATIONAL RESEARCH
Units: 3  Repeatability: No
Prerequisites: EDUC 520 with a minimum grade of C- and EDUC 521 with a minimum grade of C- and EDUC 522 with a minimum grade of C-
Applied exploration of qualitative research methodologies such as ethnography, grounded theory, case-study and cross-case comparisons, surveys, observations, document analyses, focus groups and interviews. Opportunity to learn and apply a variety of techniques to analyze data and interpret findings.

EDUC 524 | UNIVERSAL DESIGN THROUGH TECHNOLOGY
Units: 3  Repeatability: No
Prerequisites: EDUC 517 with a minimum grade of C- and EDUC 518 with a minimum grade of C- and EDUC 519 with a minimum grade of C-
Universal Design for Learning (UDL) is a teaching approach that helps provide an equal opportunity for all different types of learners. UDL through technology offers flexibility for instruction, accessibility of educational material, and mastery of content using multimedia. Students will learn the “what” of learning, relating to the need to present material in multiple formats. Students will also examine the “how” of learning, by expressing the understanding of content and concepts through assessment options. And finally, students delve into the “why” of learning by studying learning styles and using multi-modalities. Students in this course will use the UDL framework to plan, develop, and evaluate technology based on various learning styles. This is accomplished by using technology and UDL framework to promote inclusion and equity in the classroom.

EDUC 526 | ADVANCED METHODS OF TEACHING ENGLISH LANGUAGE & ACADEMIC DEV
Units: 3
This course examines the theoretical perspectives of second language acquisition with a focus on effective practices for literacy and academic language proficiency of English language learners. Participants explore different theories of second language acquisition and strategies for the development of language and academic development in English.

EDUC 527 | COMMUNICATION, TECHNOLOGY AND CURRICULUM DESIGN
Units: 3
Theoretical and practical exploration of instructional design principles and their application to STEAM teaching and learning. Candidates will design STEAM-based units for their classrooms and develop evaluation tools to assess students’ content learning, skill development and creative processes.

EDUC 528 | STEAM AND SPECIAL STUDENT POPULATIONS
Units: 3
Investigation of classroom practices that contribute to historical and contemporary inequities in learning outcomes in STEM subjects for students based on gender, race, language and need. Exploration of how STEAM methodologies provide opportunities to increase equity and improve outcomes for all students.

EDUC 529 | LANGUAGE, LITERACY AND CULTURE
Units: 3
This course highlights the perspective of teachers as border crossers and “cultural workers” (Freire, 1998). It provides a foundation in the intersection between language, literacy and culture and its impact on educational practices by exposing candidates to relevant theory and research and an in-depth experiential learning component in an international context (e.g. Mexico, Brazil, Spain, etc.). It encourages teachers to reflect upon and develop their own insights about the interactions between culture, language, literacy and schooling and how they promote or interrupt processes that lead to educational equity and teaching for social justice. Candidates are expected to reflect on their own cultural understandings, expectations and social positioning. This course also focuses on culturally sensitive curriculum and instruction and ways in which teachers can bridge students’ and families’ cultural practices and funds of knowledge into the curriculum, as well as develop positive, two-way relationships with families.

EDUC 530 | CRITICAL LITERACY, POPULAR CULTURE AND MEDIA STUDIES
Units: 3
This course examines literacy through several critical lenses, including school-based perspectives. The course explores, for example, how issues of power, access and success/failure relate to social and culturally based literacy practices. It will also consider pedagogical implications, such as the ways in which teachers can support students in learning how to be critical consumers of popular culture and the media.
EDUC 531 | ISSUES IN ADULT DEV IN ESL
Units: 3
This course examines the theories of adult development as they relate to learn new languages and cultures. Candidates understand the psychology of adults learning in communities different from their own. Candidates will identify the educational challenges this population faces and their implications for personnel working with these learners.

EDUC 532P | CURRICULUM AND METHODS OF TEACHING IN TODAY'S GLOBAL SECONDARY CLASSROOMS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
A general curriculum and methods course emphasizing best practices in curriculum design, assessment, and instructional methodologies. Candidates practice various teaching techniques, writing objectives, lesson and unit planning, close examination of student work, classroom management, and subject matter applications. A 50-hour practicum is required in a secondary school.

EDUC 533 | DESIGNING LEARNING ENVIRONMENTS FOR ALL
Units: 3
Theoretical and practical exploration of the principles of Universal Design for Learning (UDL). Investigation of brain research into recognition networks, strategic networks and affective networks and consideration of how these networks can inform instructional design decisions.

EDUC 534P | METHODS OF TEACHING LITERACY IN SECONDARY SCHOOLS IN A GLOBAL SOCIETY
Units: 3
The focus will be on teaching literacy in the content areas. Students will develop a cultural lens. During the course of this semester, we will examine current issues, theories, and practices in secondary literacy from local, national, and global perspectives. Students will also design and deliver learning activities for diverse student populations, participating in a community of practice by supportively critiquing each other’s efforts. A 50-hour practicum is required in a secondary school. Grade level and site are appropriate to the student’s credential and must involve the teaching of reading and/or other language arts and communication skills.

EDUC 535 | CURRICULUM DESIGN AND EVALUATION
Units: 3
In order to be effective, instruction must be designed to foster enduring understanding of the core concepts of a discipline. This course will take students through the process of designing and implementing an effective unit of study appropriate to their area of interest. Students will identify goals worthy of enduring understanding, craft essential questions to frame the unit, design formal, informal and project-based assessments and develop lessons and instructional activities to engage students in the process of constructing deep understanding of the unit concepts.

EDUC 536 | CURRICULUM INNOVATIONS
Units: 3 Repeatability: No
This course focuses on contemporary curriculum innovations in the context of reform. Particular attention will be placed on deep understanding of contemporary reforms/innovative curriculum, and developing teacher-leadership potential. Because extra funding is sometimes needed to implement innovations in the classroom, grant proposal writing will be one of the course components.

EDUC 538 | IDENTIFYING AND RESPONDING TO THE NEEDS OF DIVERSE LEARNERS
Units: 3
Examination of variability of ability and experience among students. Investigation and application of assessment tools and instructional design strategies that provide differentiated support for the success of all students.

EDUC 540 | INTRODUCTION TO THE NATURE OF LANGUAGE AND LINGUISTIC
Units: 3
Candidates will gain an awareness of the structure and nature of language and the process of linguistic analysis. Candidates will also become acquainted with phonological, morphological, syntactic and sociolinguistic concepts affecting pedagogical methods and language learning as it applies in and out of the classroom settings in college/university, adult education and language learning programs abroad.

EDUC 541 | SECOND LANGUAGE ACQUISITION AND DEVELOPMENT
Units: 3
Candidates will learn theories, research and apply concepts on language learning and practice to facilitate the development of a second language in a variety of educational settings. Individual, socio-cultural, political and pedagogical factors affecting the acquisition of language will be examined. Fifteen hours of field experience required.

EDUC 543C | METHODS OF TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES
Units: 6
Prerequisites: EDUC 540 with a minimum grade of C- and EDUC 541 with a minimum grade of C-
This course is designed to provide candidates with the theory and practice of pedagogy in ESL, including assessment, curricular approaches, strategies and activities in different educational contexts. Candidates will have opportunities to develop effective lesson plans to address the need of students at different language proficiency levels for listening, speaking, reading and writing (including grammar) of adult ESL learners. Field Experience: 40 hours (of community service learning) tutoring one-on-one, teaching small groups and teaching whole groups in English as a second language literacy program.

EDUC 545 | LANGUAGE POLITICS AND EDUCATION
Units: 3
This course is designed to help students analyze the complexity of language politics and policies from global, national and local perspectives as they relate to K-16 education. Educators must understand the links between language, power and social justice. In this course, students will examine and begin to consider the roles of schools and responsibilities of educators to create language education approaches and policies that are democratic in nature, specifically with respect to English learners in the United States.

EDUC 546 | TEACHING ENGLISH AS A FOREIGN LANGUAGE
Units: 3
This course examines pedagogical, organizational and socio-cultural issues that teachers may encounter when teaching in countries other than the United States. Candidates will identify alternative pedagogical and attitudinal strategies to effectively function in educational settings that vary in terms of organizational structures, type of programs, curriculum content, materials and resources available, space limitations, size of classes, type of students and educational needs of their pupils.

EDUC 548 | SPECIAL TOPICS IN ESL
Units: 3
This course addresses a variety of topics that are relevant to teaching English as a second or foreign language. The goal is to increase the candidates’ knowledge, skills and dispositions in an area that is currently regarded as important to prepare effective educators/leaders in the field.
EDUC 549P | PRACTICUM IN TESOL
Units: 3
Prerequisites: EDUC 529 with a minimum grade of C- and EDUC 540 with a minimum grade of C- and EDUC 541 with a minimum grade of C- and EDUC 543C with a minimum grade of C-
In this field experience students have the opportunity to bring theory into practice and demonstrate they have acquired the knowledge, skills and dispositions to develop and implement effective instruction for ESL literacy development in real contexts that fit their interest. The seminar is designed to support the candidates’ field experience where methodology, cultural, linguistic, behavioral and organizational issues among other topics are addressed. Culminating Field Experience: 50 hours.

EDUC 550 | CAPSTONE SEMINAR
Units: 3
Prerequisites: EDUC 529 with a minimum grade of C- and EDUC 540 with a minimum grade of C- and EDUC 541 with a minimum grade of C- and EDUC 543C with a minimum grade of C-
The capstone seminar is the final course in the online MEd program sequence. This course supports candidates as they engage in an action research project appropriate to their area of specialization and responsive to the needs of their classroom. The AR project is a requirement to earn a degree in this program.
Prerequisites: EDUC 520, 521, 522, 523.

EDUC 551P | MCC EXTENDED PRACTICUM
Units: 1-2 Repeatability: Yes (Can be repeated for Credit)
During extended practicum, members of the Masters Credential Cohort will spend a minimum of two periods/20 hours week observing in a classroom. In one of those periods the candidate will take increasing responsibility and will teach at least one unit independently.

EDUC 552P | MCC STUDENT TEACHING
Units: 1-6 Repeatability: Yes (Can be repeated for Credit)
During the student teaching, members of the Masters Credential Cohort will spend a minimum of three periods working in a secondary classroom with the guidance of a cooperating teacher. During two of those periods, the candidate will be expected to begin the semester teaching the class and to gradually take responsibility for planning instruction.

EDUC 553 | CURRICULUM AND PROGRAMS IN CHARACTER EDUCATION
Units: 3
The purpose of this course is to enable candidates to examine the historical development of character education programs in the U.S., to investigate research findings about selected programs, to examine character education programs in state and local school districts, to assess commercial curricula and programs and to examine best practices using a specific set of standards. Another purpose is to assist candidates in planning, organizing, implementing and evaluating character education curricula and programs in a school and community.

EDUC 554 | CHARACTER BASED CLASSROOM MANAGEMENT
Units: 3
This course will enhance candidates’ knowledge and skills in fostering the social-emotional growth of students. It will examine effective school and classroom disciplinary policies and practices based on the school’s core values and investigate ways to promote civility and citizenship (community service learning) in schools and in homes. It will also introduce candidates to several effective character-based discipline plans such as the “Raising Responsibility Plan,” “Win-Win Discipline,” “Second Chance,” and “Discipline With Dignity.”.

EDUC 555 | LEADING PROFESSIONAL LEARNING COMMUNITIES
Units: 3 Repeatability: No
Candidates will better understand the critical role they play in creating a climate of continuous, systemic improvement in schools through the establishment of professional learning communities and the concurrent development of teacher leadership. Candidates will develop the capacity to communicate and lead others in continuous improvement and monitoring of school improvement efforts based on student and school data including developing strategies for designing data collection, organizing data analysis, and developing instructional improvements strategies based on data trends.

EDUC 560 | ORIENTATION
Units: 0
This course develops candidates’ technology skills and knowledge relevant to school leadership. Candidates will learn to communicate effectively using technology and to use technology to support their professional practice as leaders of teaching and learning.

EDUC 561 | CRITICAL MEDIA LITERACY IN THE CLASSROOM
Units: 3
An examination of important new media literacy skills and their application in the K-12 classroom. Candidates will actively consider, analyze, construct and synthesize digital content while considering issues of identity, ethics and privacy.

EDUC 562 | TEACHING DIGITAL READERS
Units: 3
Exploration of digital texts, online comprehension skills, multimodal annotation and other new literacy practices required in digital reading environments. Candidates will investigate their own pedagogy, integrating new literacies pedagogies into their practices and closely studying the impact on student learning.

EDUC 563 | YOUTH AND DIGITAL MEDIA
Units: 3
Consideration of the ways in which young people leverage digital media for composing, accessing information, finding new audiences and creating communities or practice and purpose. Examination of implications of youth practices with digital media on content instruction, schooling and learning in and out of school.

EDUC 564 | CROSS-CULTURAL COMMUNICATION
Units: 3
In an increasingly interconnected global society, learning to think differently about ourselves in a border context, making crossings and connections, reflecting on our own position and power and articulating a vision of social justice have become necessary civic skills. This course is intended to provide students with the skills to become educational border crossers who move beyond stereotyping and the tourist’s gaze to deeply engage with culturally diverse populations.

EDUC 565 | TEACHING DIGITAL WRITERS
Units: 3
Investigation of theories about how and why we write and how we teach writing in 21st century classrooms. Exploration of how these theories inform pedagogy, professional learning and research.

EDUC 566 | PARTICIPATORY LEARNING IN 21ST CENTURY CLASSROOMS
Units: 3
Theoretical and practical foundation to consider what it means to teach and learn within participatory networks and affinity groups. Topics explored include motivation, assessment, collaboration and creativity.
EDUC 567S | MCC EXTENDED PRACTICUM SEMINAR  
Units: 3  
Students in the Masters Credential Cohort share, discuss and evaluate their current practice in creating positive classroom environments. Through readings, observations, reflections and sharing personal experiences, students will address current educational issues affecting school children with an emphasis on diverse populations.

EDUC 568 | CHARACTER AND ATHLETICS  
Units: 1-3  
This course examines the interplay between character and athletics. Students will investigate and critique programs that are designed to enhance the character of athletes. Students will examine specific programs in the sports industry that claim that their programs contribute to one’s character development. Students will interact with USD athletic department leaders, and discuss/debate current issues that promote or negate character development.

EDUC 570 | CATECHETICAL CERTIFICATION FOR TEACHERS OF RELIGION IN CATHOLIC SCHOOLS  
Units: 0  
Repeatability: Yes (Can be repeated for Credit)  
Recognizing the catechetical leadership of those teaching religion in Catholic schools, this program is designed to provide professional development for religious educators to grow in their personal, intellectual, and technical capacities. The certification offers a comprehensive and systematic presentation of the core elements of Catholic faith and practice in a way that relates to their life experiences and offers an opportunity to develop an understanding of their own faith. Through the study of Scripture, and the teaching of the Church’s tradition, students learn how they can provide quality, effective catechesis among the diverse people of God.

EDUC 575P | INCLUSIVE CURRICULA FOR LEARNERS 5-22  
Units: 3  
This course is designed to provide candidates with subject-specific pedagogical knowledge and skills in the following areas: mathematics, science, history-social science, the visual and performing arts and physical education. In each major subject area candidates learn to use appropriate research-based instructional strategies and materials to plan and implement instruction that fosters student achievement of state-adopted academic content standards and to interrelate ideas and information within and across the major subject areas. Emphasis is placed on insuring that all students meet the California state content area standards and federal No Child Left Behind mandates. Field Experience: 30 hours structured practicum required in an elementary setting. Single-subject candidates may substitute the appropriate course substitution for EDUC 375P/575P if it meets required competencies covered in this course. A course substitution form must be on file for a substitution.

EDUC 578 | LEARNING AND TECHNOLOGY  
Units: 3  
This course will explore the relationship between learning and technology at both a theoretical and empirical level. Specifically, the course will examine the process and environments in which technology can promote learning. The following questions will be explored throughout the course. 1. How does learning occur? 2. In what environment can technology promote learning? 3. What is the process by which technology enhances learning? The theoretical framework for the course includes sociocultural theory. Above all, this class is about making connections between theory, empirical research, and educational practice with regard to the use (benefits and drawbacks) of different technologies.

EDUC 579 | EXPERIMENTAL TOPICS  
Units: 3  
Repeatability: Yes (Can be repeated for Credit)  
This course number is used by SOLES for experimental topics courses. The title and content of each 579 course will vary by topic and program/department. If more than one 579 course is offered during a single semester, section numbers will allow for identification of the course.
EDUC 585P | ELEMENTARY CURRICULUM METHODS FOR GLOBAL CLASSROOMS  
Units: 6  
This course is designed to provide candidates with subject-specific pedagogical knowledge and skills in the following areas: mathematics, science, history-social science, the visual and performing arts, and physical education. In each major subject area candidates learn to use appropriate instructional strategies and materials, plan and implement instruction that fosters student achievement of state-adopted academic content standards, and interrelate ideas and information within and across the major subject areas. Candidates learn to assist students to develop as globally competent citizens who possess knowledge of other world regions, cultures, and global issues. 50-hour practicum.

EDUC 586 | TEACHING STUDENTS ON THE AUTISM SPECTRUM  
Units: 3  
Exploration of our evolving understanding of autism in the research literature, educational practice and popular imagination. Examination and application of instructional strategies for supporting autistic students in communication, organization and social interaction.

EDUC 587 | CO-TEACHING: COLLABORATING IN AN INCLUSIVE ENVIRONMENT  
Units: 3  
Examination of research, policy and practice of co-teaching and collaboration models that support general education and special education students in inclusive classrooms.

EDUC 588 | DISABILITY IN EDUCATION POLICY AND LAW  
Units: 3  
Investigation of the historical, philosophical, legal, political and sociological constructions of disability in education. Analysis of application of current law to classroom and school policies and practices.

EDUC 590P | STUDENT TEACHING FOR MULTIPLE SUBJECT CREDENTIAL PRACTICUM  
Units: 1-9  
Supervised student teaching assignments are in selected classrooms of participating school districts throughout San Diego County. Students work full time for 20 weeks, with their level of responsibility increasing as the semester progresses. Students must register for EDUC 590S–Student Teaching Seminar for Multiple Subject Credential concurrent with this course.

EDUC 590S | STUDENT TEACHING FOR MULTIPLE SUBJECT CREDENTIAL SEMINAR  
Units: 1-3  
Students are required to take this seminar concurrent with EDUC 590P–Student Teaching for the Multiple Subject Teaching Credential. Seminar meetings are mandatory and include reviews of instructional strategies and pedagogical competencies designed to support students with their student teaching experience. Specific time and date are announced each semester by the director of field experience.

EDUC 591P | STUDENT TEACHING FOR SINGLE SUBJECT CREDENTIAL PRACTICUM  
Units: 9  
Supervised student teaching assignments are in selected classrooms of participating school districts throughout San Diego County. Students work full time for 20 weeks, with their level of responsibility increasing as the semester progresses. Candidates for student teaching must file a Student Teaching Application, with evidence of fingerprint clearance, passing CBEST score and passing CSET scores (if applicable) by October for a spring semester student teaching placement and by March for a fall semester student teaching placement (contact the Director of Field Experiences for the exact date each semester). In order to be admitted into student teaching, all other credential program requirements must be completed by the end of the prior semester. Go to www.sandiego.edu/academics/soles/curstudents/policies.php for the complete list of requirements. Students must register for EDUC 591S–Student Teaching Seminar for Single Subject Credential concurrent with this course.

EDUC 591S | STUDENT TEACHING FOR SINGLE SUBJECT CREDENTIAL SEMINAR  
Units: 3  
Students are required to take this 3-unit seminar concurrent with EDUC 591P–Student Teaching for the Single Subject Teaching Credential. Seminar meetings are mandatory and include reviews of instructional strategies and pedagogical competencies designed to support students with their student teaching experience. Specific time and date are announced each semester by the director of field experience.

EDUC 595 | THESIS  
Units: 1-3  
Students completing a master’s thesis must enroll in a minimum of 3 total thesis units under the course number EDUC 595. Similar to an independent study course, the purpose of EDUC 595 is to allow students the opportunity to work closely with their thesis chair towards the completion of their thesis. Students can take a minimum of 1 and a maximum of 3 thesis units per semester. Grading for thesis units, as well as assignments and deadlines are to be set by the thesis chair and student.

EDUC 599 | INDEPENDENT STUDY  
Units: 1-3  
Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Department Chair and the Associate Dean prior to registering for the course.

EDUC 601 | CRITICAL SOCIAL THEORY AND EDUCATION  
Units: 3  
Repeatability: No  
This seminar introduces first-year doctoral students to critical theoretical frameworks in educational research and praxis. Critical theories are often distinguished from “traditional” theories by their goal of unmasking ideologies that falsely justify forms of domination. Contemporary criticalists ground their work in scholarship from the Frankfurt School, an intellectual hub in the 1920s and 30s widely credited with extending Marxist thinking from its classical emphasis on materialism and structural inequality to processes of cultural production and the maintenance of oppressive social relations. This tradition has been adopted by and adapted for a range of social movements around the globe, including resistance efforts to domination related to socioeconomic status, race, ethnicity, nationality (nationalisms, displacement, colonization, borders, etc.), gender, sexual orientation, disability, language, and other social identities. This course explores how education scholars take up frameworks from these adaptations to uncover, critique, and dismantle dimensions of oppression in educational contexts.
EDUC 603 | HISTORY OF EDUCATION FOR SOCIAL JUSTICE
Units: 3 Repeatability: No
This course uses the history of education as a lens to examine our commitments to social justice (i.e. opportunity, access, inclusion, etc.) for marginalized (colonized, minoritized, etc.) communities and individuals. Set against the backdrop of the major historical movements of the 19th, 20th and 21st centuries, the course urges doctoral students to consider the role of education in enacting and withholding the ideals of civil and democratic societies. Students will consider education in its numerous dichotomies- a lever of liberation/ a tool of oppression; a guarantor of fairness /an underwriter of privilege. Students will exit the course with a deeper understanding of the major movements of organized education both in the US and select international contexts, and tools for analyzing and interrupting the “constancy and change” of educational systems.

EDUC 604 | EDUCATION AND GLOBALIZATION
Units: 3 Repeatability: No
This course introduces students to an analysis of the post-colonial impact of globalization on education, with particular reference to international development and the international aid agenda. Key themes such as world culture theory, knowledge economy, and the role of English will be considered from the framework of globalization. In addition, students will examine the geopolitical hegemony of the global North on the global South through policies and practices in education, such as Education For All, inclusive education, and school assessment standards. Globalization as it pertains to education will be considered from a variety of perspectives including enhancement through social and transnational mobility and potential threats to tradition, particularly for marginalized communities, and with specific reference to class, ethnicity/race, and gender.

EDUC 605 | LANGUAGE, RACE, AND CULTURE IN EDUCATION
Units: 3 Repeatability: No
Sapir noted that language is “a peculiarly potent symbol of social solidarity” while at the same time being “the most potent single known factor for the growth of individuality”. Its symbolic value in defining personal, cultural and national identity helps to explain the consistent use of the abrogation of language rights throughout history in a variety of personal and public domains across a range of social and political contexts. This course will be structured in three phases within the seven course modules-Phase 1: will focus on Language and culture in the US; Phase 2: Language and culture from a global perspective (policy, practice- historical and present) and Phase 3: Application of language and culture in education (as it relates to profession and practice). We will review how these theories (both critical and non critical) have shaped important educational practices and ideas specifically as they relate to the language, heritage, and culture of students. The course will further introduce students to current and emerging concepts, theories, and methods in the field of language, culture and education policy and planning from a social justice, equity and access perspective. Recent developments in the field pivotal in language learning, cultural proficiency and teaching will be researched and studied. This course reflects the breath of disciplinary knowledge from multiple angles across diverse sociocultural and sociopolitical contexts. It seeks to enable students in language, culture, and education to get a sense of the issues being pursued in language, culture, and education and literacy planning. The course is composed of several thematic units such as: Definitions and frameworks of language policy and planning, descriptive frameworks and status planning, social change and politics of language and culture, theoretical and methodological perspectives in language policy and planning, topical areas in language policy, and language and literacy policy and planning in education from local and global perspectives. Topics will include: The Politics of Intolerance; U.S. Language Policy and its Implications Globally; The Colonialism of English-Only; Education Discourse; and Reclaiming the Language of Possibility.

EDUC 606 | EDUCATIONAL POLITICS & POLICY
Units: 3 Repeatability: No
This course surveys moments, issues, frameworks, and methods in two interrelated areas of scholarship: politics of education and educational policy. Increasingly, educational leadership programs have moved away from administration models that focus solely on management to those centered on educational politics and policy. This shift reflects changes in how decisions are made about schooling in the contemporary moment. For generations, local schools and educational agencies determined how resources were allocated and what schooling practices were standard. Today, federal and state school funding is often tied to policies that mandate or incentivize particular educational interventions and practices. Many scholars argue that protecting national interest and global marketplace competition drives this trend in many nations around the world. This course is organized into three parts to understand this larger context and the many roles scholars play in developing, critiquing, implementing, and evaluating educational policy. Part I focuses on the evolution of education politics and governance. Part II focuses on the emergence of educational policy as a distinct field and highlights prevalent methods of knowledge production among its early scholars. Part III focuses on how educational policy scholars work for equity and social justice.
EDUC 607 | QUANTITATIVE RESEARCH METHODS AND DESIGN IN EDUCATION I
Units: 3  Repeatability: No
This is the first in a two-course series that prepares students to conduct, analyze and write-up research employing quantitative methods and designs. The course uses cases and seminal educational research studies as tools to build and strengthen student capacity and facility with conducting quantitative research studies. Emphasis is placed on developing rich, conceptual understanding of the statistics used in educational and social-science research and thereby enabling students to ask more precise questions and conduct more sophisticated analyses. In this first course, students examine descriptive statistics including measures of central tendency and variability; concepts of validity and reliability; the normal distribution; and statistical inference including estimation, hypothesis testing, and correlation coefficients. This context-driven approach is designed to help students answer the question: How might quantitative research methods and designs be employed to understand and analyze pressing issues of educational access, equity, and inclusion?.

EDUC 608 | QUANTITATIVE RESEARCH METHODS AND DESIGN IN EDUCATION II
Units: 3  Repeatability: No
Prerequisites: EDUC 607 with a minimum grade of B-
This is the second in a two-course series that prepares students to conduct, analyze and write-up research employing quantitative methods and designs. The course uses cases and seminal educational research studies as tools to build and strengthen student capacity and facility with conducting quantitative research studies. In this second course, students examine the meaning of and learn to test for statistical significance. They construct confidence intervals; and run t-tests, one-way, factorial, and repeated measures ANOVAs; and regressions. The course includes with two modules devoted to survey design and concludes with instruction on writing-up the findings section of a quantitative research study. This context-driven approach is designed to help students answer the question: How might quantitative research methods and designs be employed to understand and analyze pressing issues of educational access, equity, and inclusion?.

EDUC 609 | QUALITATIVE RESEARCH METHODS AND DESIGN IN EDUCATION I
Units: 3  Repeatability: No
This course is the first of a two-course sequence of Qualitative Research I and II, which introduce students to the various traditions of qualitative research, including ethnography, grounded theory, phenomenology, case study, narrative inquiry, content analysis, auto-ethnography, and program evaluation research. Students will continue to apply key qualitative research methods such as participant observations, interviews, and document analysis, as well as basic and advanced processes for analyzing data generated from these methods, including coding and categorization, analytic memos, using constant comparison methods, in their education-focused mini-study or a “research apprenticeship” that they will have begun in the first course. Students will write an academic level paper presenting the results of their study.

EDUC 610 | QUALITATIVE RESEARCH METHODS AND DESIGN IN EDUCATION II
Units: 3  Repeatability: No
Prerequisites: EDUC 609 with a minimum grade of B-
This course is the second of a two-course sequence of Qualitative Research I and II, which introduce students to the various traditions of qualitative research, including ethnography, grounded theory, phenomenology, case study, narrative inquiry, content analysis, auto-ethnography, and program evaluation research. Students will continue to apply key qualitative research methods such as participant observations, interviews, and document analysis, as well as basic and advanced processes for analyzing data generated from these methods, including coding and categorization, analytic memos, using constant comparison methods, in their education-focused mini-study or a “research apprenticeship” that they will have begun in the first course. Students will write an academic level paper presenting the results of their study.

EDUC 611 | SOCIAL JUSTICE PRAXIS IN EDUCATIONAL ORGANIZATIONS
Units: 3  Repeatability: No
In praxis courses, students bring their new theoretical and methodological lenses to existing sites of educational practice. Students choose an educational site of importance and interest to them and design an Investigation of Practice. This close examination seeks to make visible the underlying theories, practices, and challenges of the given educational organization with a specific emphasis on issues of educational access, opportunity, and justice. For students working in the field of education, their current professional organization will serve as their praxis site. Support for locating an appropriate praxis site will be provided for students not currently working or those not working in an educational field. Praxis are taken in conjunction with doctoral seminars and support the development of students’ culminating projects.

EDUC 612 | DISABILITY, ACCESS, ASSETS, AND INTERSECTIONALITY IN EDUCATION
Units: 3  Repeatability: No
This seminar invites doctoral students to explore disability studies in education (DSE), a multidisciplinary field that expands common notions of disability and difference, and raise questions about the ways in which disability is constructed in schools. In conceptualizing disability within social and political realms, this exploration will privilege the interest, experience, and agendas of those labeled with disability and encourage connections that can promote full access to educational opportunities. Students will consider intersectional historical, social, cultural, political, contemporary, and political debates about disability and education and examine the impact of DSE in policy, in the use of technology, and in family/school/community relationships.

EDUC 650 | DOCTORAL SEMINAR I
Units: 3  Repeatability: No
This is the first course for doctoral candidates who have completed their doctoral course work. The goal of seminar I is to introduce doctoral candidates to the theoretical and practical aspects of designing dissertation research in order to successfully defend the design in a proposal hearing. Doctoral candidates will be introduced to the overview and introduction of the dissertation process, to include the components of dissertation seminars I, II, III, and IV. Doctoral candidates review APA format as well as peer and non-peer review forms of writing. They explore and write their draft and final research question as well as Chapters 1 and 2 of their dissertation. This includes the Introduction and all components of Chapter 1, and learn how to effectively write a Literature Review for Chapter II. Doctoral candidates will also be introduced to various types of research and popular writing pieces. They will write an Opinion Education paper based on their literature review.
EDUC 651 | DOCTORAL SEMINAR II
Units: 3 Repeatability: No
Prerequisites: EDUC 650 with a minimum grade of B-
Doctoral Seminars are designed to guide students through the process of conducting doctoral level research. This course builds from Doctoral Seminar I where you developed your Review of Literature. In this Seminar you will solidify your research question, determine a study design and appropriate methods and collect preliminary (pilot) data. Combined with the review of literature from Seminar I, the assignments from this seminar will form your dissertation proposal. This course includes a bi-monthly face-to-face advising session with your course instructor. During these meetings, you will receive feedback on your dissertation project to date as well as advisement as you move toward the culmination of your doctoral program.

EDUC 652 | DOCTORAL SEMINAR III
Units: 3 Repeatability: No
Prerequisites: EDUC 650 with a minimum grade of B- and EDUC 651 with a minimum grade of B-
This 14 week course is intended for doctoral students who have completed dissertation Seminar II. The purpose of seminar III is to take students from a point at which they have completed their literature review and IRB proposal and defended a basic research proposal to implementing the research plan. Dissertation seminar III helps students through the development of a solid research strategy and research schedule, collecting and analyzing data and drafting chapter 4: Findings/ Results / Discussion of the dissertation.

EDUC 653 | DOCTORAL SEMINAR IV
Units: 3-6 Repeatability: No
Prerequisites: EDUC 650 with a minimum grade of B- and EDUC 651 with a minimum grade of B-
This is the last course for doctoral candidates who have completed doctoral dissertation seminar III. The goal of seminar IV is to review all of the components of their theoretical and practical aspects of having designed and carried out their dissertation research in order to successfully defend the dissertation at a public hearing or their research journal articles. Doctoral candidates will review and discuss their final analysis of the data and will write their Chapter 5 conclusions and recommendations for future research. All of the components of Chapter 5 will be peer reviewed. Doctoral candidates will participate in a practice dissertation or research article defense simulation and will defend their dissertation once having received approval by the course faculty and dissertation committee Chair.

EDUC 661 | INTRO TO DOCTORAL STUDY YEAR I
Units: 0 Repeatability: No
Welcome to the PhD in Education for Social Justice student orientation course! Congratulations on taking this exciting step towards earning your doctoral degree. This orientation will introduce you to the EDSJ program and let you know what to expect and how to succeed in the online program. You will learn to successfully navigate the Blackboard learning environment, locate helpful resources, and complete assignments and activities in each module. This orientation course will be available to you as a reference tool throughout your program.

EDUC 662 | DOCTORAL STUDY YEAR II
Units: 0 Repeatability: No
Welcome to Year 2 of your doctoral study program. Social justice can encompass many issues and although access and equality are critical elements, the component of healing is as equally important. This course will introduce you to basic key concepts and terms to help prepare you socio-emotionally for your work as a social justice warrior and change agent. This orientation course will be available to you as a reference tool throughout your program.

EDUC 663 | DOCTORAL STUDY YEAR III
Units: 0 Repeatability: No
Prerequisites: EDUC 661 with a minimum grade of P and EDUC 662 with a minimum grade of P
Welcome to Year 3 of your doctoral study program. Now in the 3rd year of the program, this course will focus on the policies, programs and special dates that you will need to be mindful of to stay on track while on your final semesters of the PhD journey. Additionally, this course will share important information, workshops and sessions that promote professional and career opportunities for life after graduation. Prerequisites: EDUC 661 EDUC 662.

EDUC 679 | EXPERIMENTAL TOPICS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This course number is used by SOLES for experimental topics courses. The title and content of each 679 course will vary by topic and program/department. If more than one 679 course is offered during a single semester, section numbers will allow for identification of the course.

EDUC 694 | SPECIAL TOPICS
Units: 3 Repeatability: Yes (Can be repeated for Credit)
This seminar invites doctoral students to explore special topics in education and raise questions about the ways in which the issue operates in schools. In conceptualizing various aspects of the topic, this exploration will privilege the interest, experience, and agendas of marginalized communities and encourage connections that can promote full access to educational opportunities. Students will consider historical, contemporary, and intersectional political debates about the topic and examine its impact in policy, in the use of technology, in family/school/community relationships, and in other relevant areas.

EDUC 695 | DISSERTATION
Units: 1 Repeatability: Yes (Can be repeated for Credit)
Prerequisites: EDUC 650 with a minimum grade of C- and EDUC 651 with a minimum grade of C- and EDUC 652 with a minimum grade of C-
Doctoral candidates must maintain continuous enrollment until the dissertation is completed. Only the grade of pass is awarded for this course, which is individually guided by the dissertation chair.

EDUC 699 | INDEPENDENT STUDY
Units: 1-6 Repeatability: Yes (Can be repeated for Credit)
Independent study designed for individual student needs. Students must complete the Application for Independent Study or Research form and obtain the signatures of the faculty supervisor, Department Chair and the Associate Dean prior to registering for the course.