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 502 | HISTORY TEACHING SEMINAR
Units: 3
This course, offered by the School of Education, or SOLES, will discuss teaching methods, evaluate course content, instruct students in the use audio-visual materials and make use of oral presentations to simulate classroom lectures. Essential for those preparing to become teachers or continuing the pursuit of graduate degrees in history.

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
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 peaceable 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 multiracial multicultural societies? How do you educate the immigrant, the former 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 vision and mission 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 520 | SOCIAL JUSTICE AND EDUCATIONAL EQUITY
Units: 3
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
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 and EDUC 521
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 and EDUC 521
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 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 learning 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
A course focusing on teacher-initiated curricular changes with emphasis on independent student techniques, the nature of creativity and methods of program design.

EDUC 537 | FOUNDATIONS IN CURRICULUM AND INSTRUCTION THEORY: SECONDARY PRAXIS IN HISTORICAL CONTEXT
Units: 3
Repeatability: Yes (Can be repeated for Credit)
This course explores issues related to gender, sexual orientation and the heteronormativity in schools and society. Adolescent and children’s literature, poetry, film and music relating to identity, majority culture influences, social movements and historical contexts will be used to investigate issues related to sexual orientation. What does it mean to be a gay/lesbian, bisexual, or transgender person? What is the atmosphere of acceptance and safety for all students? How can we promote peace and justice within and among groups? These and other questions will be addressed in order to promote knowledge and understanding of micro-culture.

EDUC 537P | FOUNDATIONS IN CURRICULUM AND INSTRUCTION THEORY: SECONDARY PRAXIS IN HISTORICAL CONTEXT
Units: 3
Repeatability: Yes (Can be repeated for Credit)
This course provides an overview of key dimensions of curriculum and instruction theory and practice across secondary disciplines. Students will trace the evolution of curriculum theory in the United States beginning with early emphases on science and progress at the turn of the 20th century to the present-day foci on social justice, inclusion, and Universal Design Learning (UDL). Building on this theoretical framing, students are introduced to contemporary research-based practices in teacher education. Specific topics covered include UDL, unit and lesson planning, assessment theory, standards-based curriculum and instruction, and teacher reflection. This course provides a theory-to-practice foundation for content specific teaching methods in the following semester.

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 and EDUC 541
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 544 | TECHNOLOGY IN TESOL
Units: 3
This course is designed to expose candidates to pedagogical approaches to language learning and teaching using technology. Students will understand how to use different tools to enhance learning environments where students and teachers explore, create and communicate using technology to develop language proficiency in oral, reading and writing in ESL.

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 547 | DEVELOPMENT AND EVALUATION OF TESOL PROGRAM
Units: 3
Candidates will learn theories, research and apply concepts for assessing the different components of programs for ESL learners in a variety of educational settings. Candidates will acquire the knowledge, skills and dispositions for developing effective ESL curriculum and programs in college and adult education in North America and language learning programs abroad. The course also reviews the theory and application of assessment of ESL students for placement and instructional purposes.

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 and EDUC 540 and EDUC 541 and EDUC 543C
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
The capstone seminar is the final course in the on-line 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.

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 556 | INSTRUCTIONAL STRATEGIES IN CHARACTER EDUCATION  
Units: 3  
This course examines several instructional strategies that have been found effective for teaching character development. Among the strategies to be studied are those that relate to literature-based programs, the importance of language, cooperative learning, teaching for thinking, conflict resolution and parental involvement. The course also offers candidates the opportunity to examine the research on each of these strategies and to evaluate the effectiveness of these strategies for meeting their school and program expectations.

EDUC 557 | ACTION RESEARCH FOR MCC CANDIDATES I  
Units: 3  
EDUC 557 and 558 are a sequence of two courses focused on action research in the secondary classroom setting. EDUC 557 focuses on the nature of action research and action research methodology. Candidates will identify classroom-focused research questions, design appropriate 151 research projects and initiate those projects in their student teaching classrooms. EDUC 558 will treat data analysis and reporting. It will support candidates as they work to analyze data collected in their classrooms and prepare to present their research as a capstone project.

EDUC 558 | ACTION RESEARCH FOR MCC CANDIDATES II  
Units: 1  
Prerequisites: EDUC 557  
EDUC 557 and 558 are a sequence of two courses focused on action research in the secondary classroom setting. EDUC 557 focuses on the nature of action research and action research methodology. Candidates will identify classroom-focused research questions, design appropriate research projects and initiate those projects in their student teaching classrooms. EDUC 558 will treat data analysis and reporting. It will support candidates as they work to analyze data collected in their classrooms and prepare to present their research as a capstone project.

EDUC 559 | TEACHING WITH TECHNOLOGY IN DIVERSE COMMUNITIES  
Units: 3  
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? Theoretical frameworks for the course include both sociocultural theory and critical pedagogy. 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 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 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 of technology 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 579R | EXPERIMENTAL TOPICS: INTERNATIONAL EXPERIENCE
Units: 1-3 Repeatability: Yes (Can be repeated for Credit)
Core Attributes: International
This course number is used by SOLES for international experience experimental topics courses. The title and content of each 579R course will vary by topic and program/department. If more than one 579R course is offered during a single semester, section numbers will allow for identification of the course.

EDUC 580 | MASTER'S CAPSTONE SEMINAR
Units: 3
Prerequisites: EDUC 500
Candidates will design and implement an original research project and present findings in both a written format and an oral presentation.

EDUC 581C | MULTICULTURAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION IN A GLOBAL SOCIETY
Units: 3
Core Attributes: Community Service Learning, Diversity-Pre F17 CORE
This course examines philosophical, sociological, and historical foundations of multicultural education. Issues related to the education of diverse learners in a global society will be explored. The research on multicultural and multietnic education will be evaluated in light of current school reform movements. Community service-learning is required.

EDUC 582 | PSYCHOLOGICAL FOUNDATIONS OF EDUCATION IN A DIVERSE SOCIETY
Units: 3
The psycho-physical development of children through adolescence is studied, with emphasis on the developmental aspects of the psychology of learning. Includes observations of children and adolescents in school settings.

EDUC 583P | METHODS OF TEACHING READING & LANGUAGE ARTS IN ELEMENTARY
Units: 3
This course assists in the development of a personal theory of the reading process and a repertoire of strategies consistent with that theory. Students explore relationships among reading, writing and the language arts. The course stresses the use of children's literature including an international children's literature and global perspective to promote reading and ways to create environments that support literacy development throughout the world. This course prepares students for the RICA exam.

EDUC 584C | METHODS OF TEACHING ENGLISH LANGUAGE AND ACADEMIC DEVELOPMENT IN CROSSCULTURAL CONTEXTS
Units: 3
This course aims to provide candidates with socio-cultural knowledge, pedagogical skills and dispositions to support English Language Learners (ELL's) from diverse cultures and languages. This course examines the theoretical perspectives of second language (L2) acquisition and effective/ineffective practices and programs for the development of oral, reading, writing and academic language proficiency of learners in the cross-cultural classroom. Candidates implement literacy assessments, use strategies and develop lesson plans for English language development as a second language and for Specially Designed Academic Instruction in English. Course content includes acquiring awareness about the education of minority students globally. The course includes 20 hours of community service learning.

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 16 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/sole/currstudents/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 Marxian 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 602 | EDUCATIONAL RESEARCH & METHODS
Units: 3
Repeatability: No
The goal of this course is to introduce doctoral students to educational research, its philosophical underpinnings, paradigms and major instantiations. Students will engage with the major questions of education research, and the methods that researchers have used to tackle these questions. The course includes an introduction to qualitative and quantitative research methods and to the policies and regulations associated with conducting research with human subjects.

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 or change/a preserver of the status quo; a tool 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 | LANGUAGE AND CULTURE IN EDUCATION**

Units: 3  Repeatability: No

This course is the first in a two-course sequence that introduces students to the various traditions of qualitative research within the field of language, culture and education. It focuses on the evolution of educational policy and governance. Part I focuses on the emerging role of educational policy as a distinct field and highlights prevalent methods of knowledge production among its early scholars. Part II focuses on how educational policy scholars work for equity and social justice.

**EDUC 605 | 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 policy 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 606 | 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 607 | QUANTITATIVE RESEARCH METHODS AND DESIGN IN EDUCATION I**

Units: 3  Repeatability: No

This course 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

This course 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 series that prepares students to conduct, analyze and write-up research employing qualitative methods and designs. The course uses cases and seminal educational research studies as tools to build and strengthen student capacity and facility with conducting qualitative 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 qualitative research methods and designs be employed to understand and analyze pressing issues of educational access, equity, and inclusion?
EDUC 610 | QUALITATIVE RESEARCH METHODS AND DESIGN IN EDUCATION II
Units: 3 Repeatability: No
Prerequisites: EDUC 609
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, and 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 course examines key sociopolitical and pedagogical issues in educational sites, such as educational access, opportunity, and justice. 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 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 will 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
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 and EDUC 651
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 defend 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: 6 Repeatability: No
Prerequisites: EDUC 650 and EDUC 651 and EDUC 652
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 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 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.