

## 232 / Programs and Courses

logical advances in mechanization, brewing, and plant and animal breeding. Focuses on the implications of adopting genetically modified crops such as *Bacillus thuringiensis* corn and herbicide-resistant crops. Students who submit a term paper receive a letter grade; other students receive a Satisfactory (S) or No Credit (NC) grade. Course is repeatable as content changes.

**ECON 271. Radical Political Economy (4)** Seminar, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing or consent of instructor. A survey of the methodology of radical political economy and an examination of its logical, empirical, and normative bases.

**ECON 272A. Political Economy: Marxian Economics (4)** Seminar, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing or consent of instructor. A study of Marxian economic theory, including historical materialism, the role of value, class, exploitation, and accumulation in Marxian economics, and a survey of current debates on these issues.

**ECON 272B. Political Economy: Efficiency, Justice, and Power (4)** Seminar, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Covers the various notions of efficiency used in political economic analysis, as well as their application in historical and comparative institutional contexts. Theories of justice in the distribution of rewards and the extent to which efficiency is separable from justice. Different notions of how power influences economic outcomes.

**ECON 272C. Political Economy: Comparative Political Economy (4)** Seminar, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Explores economic institutions and various methodological approaches to economics from a comparative perspective. Topics include types of capitalism (market-oriented, welfare-state, and the East Asian model), transitional economies, and market socialism. Institutional, socioeconomic, and radical political economy approaches to economic analysis are also discussed.

**ECON 279. Political Economy: Advanced Topics (4)** Seminar, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Topics in the methodology and theory of political economy. Course is repeatable to a maximum of 8 units.

**ECON 282 (E-Z). Advanced Macroeconomic Theory (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): passing grade on the Macroeconomic Cumulative Examination or consent of instructor. Covers advanced topics in macroeconomic theory. Students read state-of-the-art research papers and books. Includes presentations by students and faculty. E. Foundations of Macroeconomics; F. Advanced Monetary Theory; G. Special Topics in Macroeconomic Theory. ECON 282G is repeatable to a maximum of 8 units.

**ECON 283 (E-Z). Advanced Microeconomic Theory (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): passing grade on the Microeconomics Cumulative Examination or consent of instructor; for ECON 283M, ECON 283N, ECON 283P, ECON 283Q, ECON 283R: ECON 200C. Covers advanced topics in microeconomic theory. Involves reading current research papers and books, and presentations by students and faculty. E. Rational Choice Theory; F. Measurement and Aggregation in Economics; G. General Equilibrium; I. Social Choice and Welfare; J. Uncertainty and Information; K. Special Topics in

Microeconomic Theory; M. The Microtheoretic Bases of Development Economics; N. Applications of Games and Information Economics; O. Measurement of Productivity and Efficiency; P. Public Economic Theory; Q. Economics of Contract: Theory and Applications; R. Measurement of the Standard of Living, Inequality, and Deprivation. ECON 283K is repeatable to a maximum of 8 units.

**ECON 285 (E-Z). Advanced Econometrics (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): ECON 205A, ECON 205B, ECON 205C; or consent of instructor. Advanced topics and recent developments in econometrics. State-of-the-art research papers and books are read, and presentations are made by students as well as faculty. E. Advanced Econometric Methods; F. Topics in Econometrics; G. Applied Econometrics; I. Macroeconometrics; J. Nonparametric Econometrics; K. Microeconometrics. ECON 285F is repeatable to a maximum of 8 units.

**ECON 289. Colloquium in Economics (2)** Seminar, 1.5 hours; written work, 1.5 hours. Prerequisite(s): graduate standing. Lectures and discussion by students, faculty and invited scholars on specially selected topics. Graded Satisfactory (S) or No Credit (NC). Course is repeatable as content changes.

**ECON 290. Directed Studies (1-6)** Prerequisite(s): graduate standing and consent of instructor. Directed studies of selected problems of economic analysis. Open to graduate students who desire to do special work in a particular field. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

**ECON 291. Individual Study in Coordinated Areas (1-12)** Outside research, 3-36 hours. A program of study designed to advise and assist candidates who are preparing for examination. Graded Satisfactory (S) or No Credit (NC). Repeatable as follows: (1) a student may take up to 12 units prior to the award of the M.A. (these 12 units do not count toward the required M.A. units); (2) a student may take up to 18 additional units after award of the M.A. but prior to successful completion of the Ph.D. qualifying examination.

**ECON 292. Concurrent Analytical Studies (2-4)** Lecture, 1-3 hours; outside research, 6-12 hours. Prerequisite(s): consent of instructor. Each 292 course will be taken concurrently with some 100-series course, but on an individual basis. It will be devoted to completion of a graduate paper based on research or criticism related to the 100-series course. Faculty guidance and evaluation will be provided through the quarter. Graded Satisfactory (S) or No Credit (NC). May be repeated for credit.

**ECON 297. Directed Research (1-6)** Prerequisite(s): graduate standing and consent of instructor. Directed research on selected problems in economics. Designed for graduate students who have not yet passed their qualifying examinations. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

**ECON 299. Research for Thesis or Dissertation (1-12)** Prerequisite(s): graduate standing and consent of instructor. Research in economics under the direction of a staff member to be included as part of the doctoral dissertation. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

## Professional Course

**ECON 302. Teaching Practicum (1-4)** Practicum, 3-11 hours; seminar, 1 hour. Prerequisite(s): limited to department TAs; graduate standing. Supervised teaching in upper- and lower-division courses. Required of all economics teaching assistants. Graded Satisfactory (S) or No Credit (NC). May be repeated for credit.

## Education

**Subject abbreviation: EDUC**  
**Graduate School of Education**

Steven T. Bossert, Ph.D., Dean,  
Graduate School of Education  
George A. Marcoulides, Ph.D., Associate  
Dean  
Melanie Sperling, Ph.D., Graduate Advisor  
John S. Wills, Ph.D., Graduate Advisor  
1124 Sproul Hall  
Graduate Program (951) 827-6362  
Credential Programs (951) 827-5225  
[education.ucr.edu](http://education.ucr.edu)

### Professors

Janet B. Blacher, Ph.D.  
Steven T. Bossert, Ph.D.  
Sharon A. Duffy, Ph.D.  
V.P. Franklin, Ph.D. *President's Chair*  
(Education/History)  
John S. Levin, Ed.D. *Bank of America Chair in  
Education Leadership*  
George Marcoulides, Ph.D.  
Douglas E. Mitchell, Ph.D.  
Rollanda E. O'Connor, Ph.D.  
Reba N. Page, Ph.D.  
H. Lee Swanson, Ph.D. *Peloy Chair in Learning  
Disabilities*

### Professors Emeriti

Irving H. Balow, Ph.D.  
Robert C. Calfee, Ph.D.  
Jerry S. Carlson, Ph.D.  
James T. Dillon, Ph.D.  
Dan M. Donlan, Ph.D.  
E. Mark Hanson, Ph.D.  
Irving G. Hendrick, Ed.D.  
Donald L. MacMillan, Ed.D.  
Richard S. Newman, Ph.D.  
Flora I. Ortiz, Ph.D.

### Associate Professors

Begoña Echeverría, Ph.D.  
Margaret A. Nash, Ph.D.  
Robert K. Ream, Ph.D.  
Melanie Sperling, Ph.D.  
Michael L. Vanderwood, Ph.D.  
John S. Wills, Ph.D.

### Assistant Professors

Natalie C. Becker, Ph.D.  
Sara Castro Olivo, Ph.D., NCSF  
Marsha M. Ing, Ph.D.  
Lindsey E. Malcom, Ph.D.  
Sara Castro Olivo, Ph.D., NCSF  
Michael J. Orosco, Ph.D.  
Gregory Palardy, Ph.D.

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### Acting Assistant Professor

Luciana N. Dar

### Cooperating Faculty

Steven G. Brint, Ph.D. (Sociology)

### Director of Teacher Education Services

Anne F. Jones, Ed.D.

## Graduate Program

General university requirements, such as residence and unit requirements, are in the Graduate Studies section of this catalog. *Policies and Procedures for Graduate Degree Programs* may be obtained from the Graduate Degree Program Office.

**Admission** Admission is based upon GPA and letters of recommendation from writers knowledgeable about the candidate's ability to succeed in graduate study. In addition, M.A. and Ph.D. applicants must submit scores from the GRE General Test (verbal, quantitative, analytical), no more than five years old from the date of their matriculation. Students intending to specialize in School Psychology are also required to submit GRE scores for the subject test in Psychology. Ph.D. applicants must submit a writing sample. The GRE is not required of applicants seeking admission to credential programs or to the M.Ed. program. The Ph.D. program admits students in the Fall quarter only.

## Master of Arts

Two types of M.A. degrees are available.

**Type A—Education** (with a cooperating department)

At present, 13 departments and programs cooperate with the Graduate School of Education in this program. They include Anthropology, Biology, English, French, Geological Sciences, Germanic Studies, History, Mathematics, Music, Political Science, Psychology, Sociology, and Spanish.

**Plan II (Comprehensive Examination)** Students must complete a minimum of 36 upper-division and graduate units, including a minimum of 18 units in Education and 18 in the cognate discipline. Baccalaureate level training in the cognate field is presumed. The candidate must pass comprehensive examinations in Education and the cognate field.

**Type B—Education**

Candidates enrolled in this program normally have completed an undergraduate major or its equivalent in a subject field other than education. General areas of specialization include Curriculum and Instruction, Educational Leadership and Policy, Educational Psychology, Higher Education Administration and Policy, Special Education, and School Psychology (for students working toward the Ph.D.). Only students matriculating in a Graduate School of Education Ph.D. program may earn a concurrent, Type B, Education Masters degree in School Psychology (Plan I Thesis option only). Course requirements for the programs may be obtained from the Graduate Degree Program Office, 1124 Sproul Hall. Before the end of the first quarter, the student's advisor develops a program plan that specifies the courses the student will take.

The M.A. program gives students (with the exception of School Psychology students) the option of completing a thesis or taking a comprehensive written examination.

**Plan I (Thesis)** Students complete a minimum of 36 upper-division and graduate units. At least 24 of these units are in graduate courses. A maximum of 12 units may be in graduate research for the thesis.

At the beginning of the second, and generally not later than the third quarter of full-time work, candidates submit a plan for the thesis to their committee. Students must pass an oral defense of the thesis. Candidates also list courses to be taken for developing competence in their area of specialization. The plan is reviewed and approved by a committee of three faculty members. Upon completion of the thesis, the candidate submits it to this committee for approval. Upon successful completion of the thesis, the student is recommended to the Graduate Division for the M.A. degree.

**Plan II (Comprehensive Examination)** Students must complete a minimum of 36 quarter units in upper-division and graduate courses in Education and related fields as defined in existing programs. At least 18 of the 36 units must be in graduate courses, and none in graduate research for the thesis.

A faculty member from the program area specialization is appointed by the graduate advisor to guide the candidate. A program plan must be filed with the graduate advisor by the end of the first quarter of residency.

Upon or near completion of course work, the student applies to take a comprehensive written examination. Upon successful completion of the examination, the candidate is recommended to the Graduate Division for the M.A. degree.

**Normative Time to Degree** 6 quarters from admission to the M.A. program

## Master of Education

A Master of Education (M.Ed.) degree program is offered that allows students to select from six emphases. The GRE is not required for admission to the M.Ed. program. No thesis or comprehensive examination is required. Instead, students complete an analytical project that builds on course work and links educational theory and research with the dynamics of teaching, learning, and leadership.

### General Education Teaching Emphasis

M.Ed. and California Teaching Credential in Multiple Subjects or Single Subject

This emphasis allows qualified students to complete requirements for a California teaching credential and a master's degree in one academic year and two summer sessions.

The General Education Teaching Emphasis is ideally suited to UCR graduates who have taken prerequisite courses for a multiple subject or single subject teaching credential as an undergraduate. Students from other institutions should contact the Teacher Education Admission Office for options on taking the prerequisite courses. All prerequisites must be completed before a student can be admitted to this M.Ed. emphasis.

To be considered for the General Education Teaching Emphasis prospective students must submit an application to the Graduate Division. Apply at [www.graddiv.ucr.edu/admtoc.html](http://www.graddiv.ucr.edu/admtoc.html).

Students not admitted to this M.Ed. emphasis can still be accepted into the Multiple Subjects or Single Subject credential program to earn a teaching credential. However, students cannot be in this emphasis without concurrent enrollment in the credential program. Those who already possess California teaching credentials are not eligible for this graduate degree, but may apply for admission to the M.A. program in Education.

Students can complete this M.Ed. emphasis at the same time or after teaching credential requirements have been met.

**Admission** The following are requirements:

1. A baccalaureate degree from an accredited institution
2. The prerequisite courses EDUC 109, EDUC 110, EDUC 116, EDUC 139, and either EDUC 172 or EDUC 174 (All prerequisite courses are available in the summer and during the academic year)
3. A minimum GPA of 3.2 based on the last 90 quarter units in the baccalaureate program
4. Verification of subject-matter proficiency through completion of an approved program or passing the appropriate test
5. Passage of the California Basic Educational Skills Test (CBEST) or equivalent
6. Possession of a Certificate of Clearance from the California Commission on Teacher Credentialing
7. Submission of letters of recommendation and official transcripts

**Course Work** This M.Ed. emphasis requires 36 units in the 200-series core courses. Four of the required courses must be taken during summer sessions. The teaching credential requires an additional 30 units that are not part of the M.Ed. curriculum.

**Analytical Project** The analytical project centers on comprehensive, critical self-analyses of instructional practice in K-12 classrooms. A final version of the analytical project is submitted to the Graduate School of Education in electronic form for faculty committee review and may become part of a larger electronic portfolio developed by all credential students.

**Teaching Requirement.** Students complete supervised teaching assignments in elementary or secondary classrooms.

### Special Education Teaching Emphasis

M.Ed. and California Specialist Special Education Credential

This emphasis is earned with a California Specialist Level I Preliminary Credential program or California Clear Level II Education Specialist Credential program in either Mild/Moderate or Moderate/Severe Disabilities. Three credential courses taken during the credential year can be credited toward both the Level I credential and the Special Education Teaching Emphasis M.Ed. Two courses will be credited toward both the Level II credential and

## 234 / Programs and Courses

the M.Ed. Students entering the credential and M.Ed. program with prerequisites completed can finish the Level I credential in one year and the M.Ed. plus two courses toward the Level II credential in Winter of the second year. Students enrolled in the Dual Credential program earning general and special education credentials may also be admitted to this program.

To be considered for the Special Education Teaching Emphasis prospective students must submit an application to the Graduate Division, available at [www.graduate.ucr.edu](http://www.graduate.ucr.edu). Students cannot be admitted to this M.Ed. emphasis without being first admitted to the Education Specialist credential program. Students can petition to add this M.Ed. emphasis after admission to the Special Education Specialist credential program and before the end of the first quarter. Those who already possess Education Specialist teaching credentials are not eligible for this M.Ed. emphasis but may apply to the M.A. program with an emphasis in special education.

Students will complete this M.Ed. emphasis at the same time or after the Education Specialist credential requirements have been met.

**Admission** The following are requirements:

1. Admission to the Education Specialist Credential program in Mild/Moderate or Moderate/Severe Disabilities
2. Submission of letters of recommendation and transcripts

Admission is based upon GPA and letters of recommendation from writers knowledgeable about the candidate's ability to succeed in graduate study.

**Course Work** This M.Ed. emphasis requires 36 units, at least 24 of which must be graduate courses. 12 units may be in selected upper-division courses required for the Education Specialist Credential taken during the credential year. Two of the required courses must be taken during summer sessions. The Education Specialist Level I credential requires additional courses that are not part of this M.Ed. curriculum.

**Analytical Report** Students will complete a final written project that integrates the content of theory and teaching methods courses. A final version of the report will be submitted to the Graduate School of Education and evaluated by faculty in the Special Education area.

### Autism Emphasis

This M.Ed. emphasis focuses on children with Autism Spectrum Disorder. A unique partnership between the Graduate School of Education and University Extension reflects a balance of research and theory from active researchers and relevant K-12 application knowledge from practitioners in the field.

**Admission** The following are requirements:

1. Teaching credential in general education or special education or admission to a UCR Specialist Level I Preliminary Credential program
2. Letters of Recommendation
3. Strong academic record

**Course Work** Required courses are offered in the Graduate School of Education, Summer Session, and University Extension. Some courses are offered only in GSOE, one course is offered only at Extension, and one course is offered in Summer Session. For some course requirements, students may choose from courses with comparable content in GSOE and Extension or Summer Session. A minimum of 36 units are required.

**Analytical Report** Students will complete a final written project that integrates the content of theory and teaching methods courses. A final version of the project will be submitted to the Graduate School of Education and evaluated by faculty in the Special Education area.

### Diversity and Equity Emphasis

This M.Ed. emphasis addresses the diversity in many K-12 student populations and supports teachers in achieving educational equity for all students through the translation of educational theory and empirical research findings into sound educational practice. It is a collaboration between the Graduate School of Education and University Extension and provides qualified students who have addressed issues of student diversity and equity in one of four Extension certificate programs (Reading; Reading with Biliteracy Emphasis; CLAD through CTEL; Education for the Gifted and Talented) opportunities to explore and study equity and diversity in greater depth and breadth through GSOE coursework. Students receive credit for up to 9 units of 400-level certificate courses.

**Admission** The following are requirements:

1. A teaching credential
2. Strong academic record
3. Letters of reference
4. Completion of one of four approved Extension certificate programs

**Course Work** This M.Ed. emphasis requires 37 units, 9 of which are in the 400-series professional courses offered by University Extension that satisfy requirements for one of four certificates relevant to equity and diversity. The remaining 28 units are in 200-series courses offered in GSOE.

**Analytical Report** Students will complete a final written project that integrates the content of courses taken to address a specific concern regarding diversity and educational equity in their classroom, school, or district. A final version of the project will be submitted to the Graduate School of Education and evaluated by faculty in the Curriculum and Instruction area.

### Higher Education Administration and Policy Emphasis

This M.Ed. emphasis examines scholarship and research on institutions, policy, systems, and demographic, historical, political, social, and economic contexts. It emphasizes reflective practice and prepares practitioners for careers in higher education institutions so that they can be knowledgeable scholars and expert professionals.

**Admission** The following are requirements:

1. A baccalaureate degree from an accredited institution
2. Career interests in a higher education setting
3. Three letters of recommendation from academic sources
3. Strong academic record, with an undergraduate GPA of at least 3.0
4. A sample of written academic work (e.g., undergraduate essay)

**Course Work** 36 units are required. The majority of courses are offered in the Graduate School of Education and focus on higher education, but program plans may also include relevant courses offered in other departments.

**Analytical Report** After students complete their course work they will complete a case study report that integrates content from higher education courses with practice.

A final version of the report is submitted to the Higher Education faculty committee in the Graduate School of Education for review and approval.

### Leadership Emphasis

M.Ed. course work can be applied to optional Administrative Services Credential.

This M.Ed. emphasis is closely connected to the Educational Leadership and Policy area in GSOE and focuses on the application of educational research and theory to solving problems of professional practice in education. This M.Ed. emphasis consists of nine 4-unit, 200-level courses offered in the GSOE.

Eight courses (32 units) required for this M.Ed. emphasis can also be credited toward the Preliminary Administrative Services Credential (ASC 1/Tier 1) that is required for most leadership positions in K-12 schools. The ASC 1/Tier 1 requires an additional 12 units of professional development/fieldwork courses. Concurrent enrollment in the Administrative Services Credential program is not required for M.Ed. students in this emphasis.

**Applications** Decisions are based on the following:

1. CBEST and verification of at least 2 years of teaching, counseling, employment as a specialist, or teacher on special assignment in a public or private K-12 school
2. Letters of Recommendation
3. Official transcripts
4. Statement of purpose

**Course Work** This M.Ed. emphasis requires 36 units of 200-level courses, including a capstone course described below. Candidates earning the optional ASC 1/Tier 1 credential with the M.Ed. will take an additional 12 units of professional development courses and submit a Professional Growth Portfolio. The additional ASC requirements do not have to be completed before the student completes the M.Ed.

**Analytical Report** In the last quarter of this M.Ed. emphasis, a 4-unit capstone course draws on students' knowledge and skills acquired in other courses. The product is a case study report evaluated by faculty in the Educational Leadership and Policy area.

### Reading Emphasis

M.Ed. and Reading and Language Arts Specialist Credential

This emphasis is a collaboration between the Graduate School of Education and University Extension. It allows qualified students who are completing the requirements for a California Reading and Language Arts Specialist Credential, offered by University Extension, to concurrently earn an M.Ed. with a reading emphasis. Three courses required for the reading credential will be credited toward both the credential and the M.Ed. Two courses are offered during Summer Session.

To be considered for this M.Ed. emphasis, prospective students must have K-12 teaching experience and first be admitted to the Reading and Language Arts Specialist program offered through University Extension. Students must apply to the M.Ed. program before completing the Specialist credential.

**Admission** The following are requirements:

1. A teaching credential
2. 3 years teaching experience
3. Admission to Reading and Language Arts Specialist program
4. Submission of letters of recommendation and transcripts

Admission is based upon GPA and letters of recommendation from writers knowledgeable about the candidate's ability to succeed in graduate study.

**Course Work** This M.Ed. emphasis requires 37 units, 9 of which are in the 400-series professional courses offered by University Extension that satisfy requirements for the Reading and Language Arts Specialist credential and are offered by University Extension. The remaining 28 units are in 200-series courses. Two courses will be offered only during Summer Session. The Reading and Language Arts Specialist credential requires additional units that are not part of this M.Ed. curriculum.

**Analytical Report** Students are given a case study to examine and develop a reading intervention and plan for implementation and assessment. A final version of the case study report is submitted to the Graduate School of Education for faculty committee review.

## Doctoral Degree

The doctoral program in Education is designed to prepare scholars for teaching and research in the area of education. More information about graduate programs in Education, contact the graduate advisor, Graduate School of Education, (951) 827-6362, or visit [education.ucr.edu](http://education.ucr.edu).

**Admission** Admission is based on strong academic preparation at the baccalaureate level and a master's degree in education such as that offered at UCR or a master's degree in an ancillary field. Doctoral students begin their programs in the fall quarter.

**Specialization** General areas of specialization include Curriculum and Instruction, Educational Leadership and Policy, Higher Education Administration and Policy, Special Education, Educational Psychology, and School Psychology. The School Psychology Program is accredited by the American Psychological Association (APA) and approved by the National Association of School Psychologists (NASP). School Psychology Ph.D. students can also obtain a Pupil Personnel Services Credential.

Following admission to the program, students are assigned a preliminary faculty advisor who guides them during the initial phase of their program. Students work closely with a faculty advisor during their doctoral program. In addition, three faculty committees — a program guidance committee, an oral qualifying examination committee, and a dissertation committee — are formed at various stages of the program.

**Course Work** In the first year of the program students in all areas except School Psychology take a year-long methodology sequence in which students examine the nature of inquiry and uses of qualitative and quantitative research methods in education. All students take specialized area seminars in the first year.

Students may take additional specialization courses during the first year.

During the next phase of the program, students pursue in-depth studies in at least two fields of concentration. The student and a three-member program guidance committee identify and document on a program plan the remaining course work in these areas. Preparation in each field consists of sufficient study to allow the students to grasp the essential concepts and inquiry methods of that field.

**Qualifying Examination** After or near completion of course work in the second phase and before being advanced to candidacy, the student must pass written and oral qualifying examinations. The student's faculty advisor, in consultation with faculty associated with the student's area of specialization, coordinates the construction of the written examination. Students must

1. Review critical literature in an assigned field
2. Demonstrate competence in research methodologies, and
3. Demonstrate competence over content in fields of specialization.

The faculty associated with the student's area of specialization evaluate the written qualifying examination. Following the written examination and before the oral qualifying examination, the Graduate Dean appoints an oral qualifying committee consisting of the student's faculty advisor, three additional faculty members from the Graduate School of Education, and one faculty member from outside the school.

**Prospectus** In preparation for the oral qualifying examination, students develop a prospectus, setting forth the direction of their dissertation. Once the faculty advisor determines that the prospectus is ready for the oral examination, it is distributed to the oral qualifying committee. The committee uses the prospectus as a focus for examining the student, but the questioning may go beyond the prospectus. Students pass the oral qualifying examination when the committee is satisfied that 1) the prospectus, as well as the student's grasp of the theoretical and empirical issues at its core, leads in a productive direction toward a competent dissertation, and 2) the student has demonstrated competence in areas covered by the written examination that are also addressed in the oral examination. Students in the School Psychology program must complete and pass the oral qualifying examination before starting the required 1500-hour internship.

**Teaching Requirement** Determined by the student's program guidance committee.

**Foreign Language Requirement** None

**Dissertation** Prior to commencing the dissertation research, students must have a dissertation proposal approved by the dissertation committee. Following completion of the dissertation, the chair of the candidate's committee schedules an oral defense. The dissertation must meet with the approval of the dissertation committee and the Graduate Council before the candidate is recommended for the degree.

**Normative Time to Degree** 15 quarters from admission to the Ph.D. program

## Credential Programs

The Graduate School of Education offers teaching credential programs, a program for the preparation of administrators, and one for school psychologists. These programs are accredited by the California Teaching Commission.

**Admission** to GSOE credential programs is based upon GPA and letters of recommendation from individuals knowledgeable about the candidate's ability to succeed in professional study. Most programs also require an interview. Admission to the teaching credential programs also requires candidates to submit verification of passage of the California Basic Educational Skills Test (CBEST) and verification of subject-matter proficiency (by passing the appropriate California Examinations for Teachers (CSET) or completing a state approved subject matter program). Course prerequisites depend on the intended program. More information regarding the prerequisites is available on the Prepare to

## 236 / Programs and Courses

Teach flyer. Admission information and deadlines are available at [www.education.ucr.edu](http://www.education.ucr.edu). Contact GSOE at (951) 827-5225 or at [creded@ucr.edu](mailto:creded@ucr.edu). Information can also be obtained at the GSOE Student Services Office, 1124 Sproul Hall. For the best information attend an Information Session. The dates are listed on the website.

### Programs for the Preparation of Teachers

#### Integrated Baccalaureate and Credential Programs

Qualified students majoring in science, technology, engineering, mathematics (STEM) have the opportunity to prepare for an accelerated program resulting in a preliminary single subject teaching credential. The end goal is to be able to begin "professional" student teaching in the final quarter of the senior year. Students attend an additional two post baccalaureate quarters (many in a paid intern teaching position) to complete the requirements for the preliminary credential. STEM students should contact the California Teach-Science Mathematics Initiative (Ca-TECH SMI) Resource Center, 1104 Pierce Hall, (951) 827-4970 to sign up for an advising workshop. This program requires admission to Teacher Education Services. Prospective candidates submit their applications and supporting documentation during fall quarter of the senior year. Admission information and deadlines are available at [www.education.ucr.edu](http://www.education.ucr.edu).

#### Post baccalaureate Teaching Credential Programs

The Graduate School of Education offers credential programs that result in teacher certification and do not require admission to a master degree program. The following programs are offered:

- **Multiple Subjects** Generally for the elementary setting. An emphasis in Bilingual, Crosscultural, Language Academic Development (BCLAD) Spanish is available to qualified candidates who want to be authorized to deliver instruction in Spanish as well as English.
- **Single Subject** Generally for the middle school or high school setting. GSOE offers the following single subject areas: English, Languages Other than English, Mathematics, Sciences, and Social Science.
- **Education Specialist** For those who want to be special education teachers. GSOE offers the following specializations: Mild/Moderate or Moderate/Severe Disabilities.

All credential programs offer the option of student or intern teaching. The intern option requires candidates to have some teaching experience (ex: substitute teaching or instructional aides) and completion of pre-service requirements prior to admission.

Students interested in teaching are encouraged to attend information sessions to learn more about programs and credential admission requirements (dates and times are available on the Teacher Education website [www.education.ucr.edu](http://www.education.ucr.edu)).

Combined teacher credential programs with a Master of Education degree (M.Ed.) are described in the Master of Education section.

#### California Teach-Science Mathematics Initiative (CaTEACH-SMI)

California Teach-Science Mathematics Initiative (CaTEACH-SMI) has a goal of addressing the critical need of highly qualified K-12 science and mathematics teachers in California. With an economy increasingly reliant on science, technology, engineering, and mathematics (STEM) and the anticipated large scale retirement of qualified teachers, this is an essential time to explore and prepare for a career in teaching science or mathematics.

CaTEACH-SMI at UCR offers undergraduate students paid/unpaid opportunities to explore STEM teaching as a career option. Through CaTEACH-SMI, students receive advising and mentoring to prepare for entrance into an intern teaching credential program while diligently coordinating with academic advisors to ensure completion of STEM degree requirements. The CaTEACH-SMI Resource Center provides future STEM teachers with material and financial resources to promote planning and professional development towards a science/mathematics education career.

For more information about the CaTEACH-SMI program, please visit <http://smi.ucr.edu> or at the Resource Center at 1104 Pierce Hall.

### Program for the Preparation of Administrators

Advanced programs for the Preliminary and Professional Administrative Services Credentials are also offered.

Students who have received, or are working toward, advanced degrees in educational administration are eligible to pursue a program of study leading to the Administrative Services Credentials.

UCR is approved by the California Commission on Teacher Credentialing to recommend candidates for both the Preliminary and Professional level Administrative Services Credentials. Internships maybe available for students earning a preliminary ASC.

## Lower-Division Courses

**EDUC 001. Imagining Teaching (2)** Lecture, 2 hours. Prerequisite(s): none. Considers images of teaching produced in popular culture, professional writing, and personal recollections, and how the images impact and reflect teaching in schools. Designed for lower-division students considering teaching as a career. Credit is awarded for only one of EDUC 001 or EDUC 003.

**EDUC 002. Looking in Classrooms (3)** Lecture, 2 hours; field, 3 hours. Prerequisite(s): EDUC 001 or EDUC 003. Involves observation in classrooms in local schools identified as having exemplary programs. Students record and interpret their observations and compare them to published studies of classrooms. Credit is awarded for only one of EDUC 002 or EDUC 004.

#### EDUC 003. Imagining Teaching: Science/Mathematics Emphasis (3)

Lecture, 2 hours; field, 3 hours. Prerequisite(s): admission to the California Teach program; consent of instructor. Considers images of teaching produced in popular culture, professional writing, and personal recollections, and how the images impact and reflect teaching in schools. Addresses topics related to teaching mathematics and science in the K-12 classroom. Includes 3 hours per week of participation and observation in public school classrooms. Designed for lower-division students who plan to teach mathematics or science in the public schools. Credit is awarded for only one of EDUC 001 or EDUC 003.

#### EDUC 004. Looking in Classrooms:

**Science/Mathematics Emphasis (3)** Lecture, 2 hours; field, 3 hours. Prerequisite(s): EDUC 003; admission to the California Teach program; consent of instructor. Involves observation in classrooms in local schools identified as having exemplary programs in mathematics and science. Students record and interpret their observations and compare them to published studies of classrooms. Designed for lower-division students who plan to teach mathematics or science in the public schools. Credit is awarded for only one of EDUC 002 or EDUC 004.

#### EDUC 044. Principles of Healthful Living (4)

Lecture, 3 hours; outside research, 3 hours. Introduction to personal, family, and community health. Discusses the attitudes and behaviors associated with healthful living and the use of health-related scientific information. Explores the effects of alcohol, dangerous drugs, narcotics, degenerative and infectious diseases, and tobacco on the human body and the community resources available to assist in their treatment.

## Upper-Division Courses

#### EDUC 100A. Tutorial Teaching: Community Outreach (2)

Lecture, 5 hours per quarter; field, 3 hours; outside research, 15 hours per quarter. Prerequisite(s): upper-division standing. Motivation and teaching of children and adolescents in a tutorial setting in a school or other appropriate community educational center. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 6 units.

#### EDUC 100B. Tutorial Teaching: Professional

**Development (2)** Lecture, 5 hours per quarter; field, 3 hours; outside research, 15 hours per quarter. Prerequisite(s): upper-division standing; consent of instructor. Guided and sequenced tutorial experiences with children and adolescents enrolled in local schools having cooperative arrangements with the University. Provides experience in one-on-one teaching and supports the professional development of students planning to teach. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 6 units.

#### EDUC 101. Academic Disciplines and Professional

**Education (1)** Lecture, 1 hour. Prerequisite(s): EDUC 100A or EDUC 100B or EDUC 172 or EDUC 174; upper-division standing. Introductory study of how academic disciplines relate to pedagogy, including developing a personal educational philosophy, discovering ways to communicate knowledge, and reflecting on how a scholar becomes a teacher. Designed for

undergraduates contemplating education as a professional career. Graded Satisfactory (S) or No Credit (NC).

**EDUC 104. Mathematics Education (4)** Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): sophomore, junior, or senior standing. Examines contemporary instructional strategies relating to mathematics education. Includes thinking skills and problem solving strategies applicable to number theory, logic patterns and functions, statistics, probability, and geometry and algebra. Cross-listed with MATH 104.

**EDUC 109. Education in a Diverse Society (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): completion of or current enrollment in one of the following courses: EDUC 002, EDUC 003, EDUC 100B. Analysis of the classroom as a microcosm of society. Focuses on issues related to meeting the educational needs of students with diverse backgrounds and characteristics including gender, religion, ability, ethnicity, culture, socioeconomic status, class, and language.

**EDUC 110. Learning and Instruction (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Covers the study of stages of intellectual development, principles of learning, the dynamics of human behavior, and cultural differences as they relate to modern curricula and instruction.

**EDUC 114. Comparative International Education (4)** Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Identification, analysis, and comparison of the educational characteristics of selected developed and developing nations such as Japan, England, Mexico, and Egypt.

**EDUC 116. The Exceptional Child (4)** Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing. Characteristics of individuals with physical and mental disabilities, emotional disturbance, visual impairments, deaf, or gifted. Emphasizes educational programs and considers the effects of gender, socioeconomic, ethnic, and linguistic factors.

**EDUC 120. Guidance in Special Education (4)** Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): EDUC 116 or consent of instructor. Application of principles and techniques of counseling children with disabilities and their families or guardians. Emphasizes the role of the teacher in educational, personal, and vocational (transition) guidance for exceptional children. Includes materials for working with families from diverse cultural and linguistics backgrounds.

**EDUC 129. Educational Assessment of Individuals with Disabilities (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 116 or consent of instructor. Principles and techniques of assessment and educational planning for children with disabilities. Includes examination of a broad range of assessment tools for general and special education.

**EDUC 130. Mild and Moderate Disabilities (4)** Lecture, 3 hours; written work, 3 hours. Prerequisite(s): EDUC 116 or consent of instructor. Explores characteristics, etiology, and identification of individuals with mild and moderate disabilities, history and laws influencing their treatment and education, and current education and transition issues. Includes mild and moderate retardation, learning disabilities, and emotional and behavioral disorders.

**EDUC 131. Moderate and Severe Disabilities (4)** Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): EDUC 116 or consent of instructor. Explores characteristics, etiology, and identification of individuals with moderate and severe disabilities, history and laws

influencing their treatment and education, and current education and transition issues. Includes mental retardation, serious emotional disturbance, and autism.

**EDUC 139. Curriculum and Instruction (4)** Lecture, 3 hours; laboratory, 2 hours; outside research, 1 hour. Prerequisite(s): upper-division standing. The study of modern curricula in the elementary and secondary schools, including the effects of performance objectives, diagnostic-prescriptive teaching, individualized instruction, lesson planning, and performance assessment. Content analysis of curriculum areas will be emphasized.

**EDUC 146. Educational Perspectives on the Chicano (4)** Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): consent of instructor. An examination of educational policy issues concerning Chicano students, such as testing and testing procedures, learning styles, socialization, and language acquisition. Other topics will deal with the impact of significant legislative acts related to the education of Chicanos. Cross-listed with ETST 146.

**EDUC 150. Teacher Education Lecture Series (1)** Lecture, 10 hours per quarter. Prerequisite(s): upper-division standing. Presentations, demonstrations and discussions on timely topics in public school teaching. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 9 units.

**EDUC 172. Reading and Language Development (5)** Lecture, 3 hours; outside research, 3 hours; field, 3 hours. Prerequisite(s): EDUC 100B or equivalent; upper-division standing or consent of instructor. An introduction to reading and language development: theoretical models of reading; linguistics and language development; methods and materials; children's and adolescents' literature, reading in the content areas, individual differences, and measurement and evaluation in reading. Includes observation and participation in assigned schools.

**EDUC 173. Teaching Literature to Children and Adolescents (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): upper-division standing. Explores developmental methods appropriate for teaching literature to children and adolescents. Topics include story telling, story reading, pictorialization, dramatics and body movement, and narrative, poetic, and dramatic writing. Examines literature written for children and adolescents and adult fiction appropriate for children and adolescents.

**EDUC 174. Reading and Writing in the Content Areas (5)** Lecture, 3 hours; field, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 002 or EDUC 003 or EDUC 100B or equivalent; upper-division standing or consent of instructor. An examination of reading, writing, and study skills needed by elementary and secondary students in all content areas of the curriculum. Includes observation and participation in assigned schools.

**EDUC 177A. Language Development in Content Areas (4)** Lecture, 3 hours; outside research, 2 hours; field, 1 hour. Prerequisite(s): LING 020 or LING 021 or equivalent. Study of second language acquisition and models of teaching strategies for English language development in content area instruction. Includes observation and participation in assigned schools. Satisfactory (S) or No Credit (NC) grading is not available.

**EDUC 177B. Language Development in Content Areas (3)** Lecture, 2 hours; field, 2 hours; outside research, 1 hour. Prerequisite(s): EDUC 177A. Analysis, planning, execution, and evaluation of empirical and theoretical foundations of programs and strategies for English-as-a-second-language instruc-

tion and English language development in content area instruction. Includes observation and participation in assigned schools. Satisfactory (S) or No Credit (NC) grading is not available.

**EDUC 190. Special Studies (1-5)** Outside research, 3-15 hours. Prerequisite(s): upper-division standing; consent of the Dean of the Graduate School of Education. Independent study and research in education. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 12 units.

## Graduate Courses

**EDUC 200. Human Differences (4)** Lecture, 3 hours; research, 3 hours. Prerequisite(s): EDUC 212 or equivalent. Covers dimensions of individual differences, varieties of group differences, and factors producing differences in development.

**EDUC 201A. Research in Reading and Writing (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. A critical evaluation of linguistic, cognitive, social, and cultural aspects of reading and writing, as gleaned from research, and reading and writing research methods.

**EDUC 201B. Theories and Issues in Literacy (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 201A or consent of instructor. Examination of literacy development in individuals and in society; definitions of literacy; development of structural knowledge; development of communication skills; role of language differences in the problems of learning to read and write; oral language arts; emergent literacy; and writing development.

**EDUC 202. Theories of Education (4)** Lecture, 3 hours. Prerequisite(s): consent of instructor. An analysis of the principal contemporary theories affecting the development of educational policy.

**EDUC 203. History of American Education (4)** Lecture, 3 hours. Prerequisite(s): consent of instructor. A study of American educational history from 1830 to the present.

**EDUC 204. The School as a Social System (4)** Lecture, 3 hours. A study of intra-school relationships; administration, professional bureaucracy, faculty and student relations. The classroom itself will be examined as a social-psychological system.

**EDUC 205. School-Community Relations (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Examines the structures of communication that help shape the relationships between schools and their communities. Emphasis given to an analysis of communication processes and techniques to improve community support, parent participation, and private sector partnerships.

**EDUC 206A. Politics of Education: Local School District (4)** Lecture, 3 hours. Examination of political power, representation, influence, decision-making and inter-governmental relations in the public schools.

**EDUC 206B. Advanced Seminar on Federal and State Policy (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 207 or EDUC 209A or EDUC 209B or consent of instructor. Examines state and federal roles in education policy in K-12 education. Focuses on the role of federal and state policy in defining governance and teaching and learning in schools.

## 238 / Programs and Courses

**EDUC 207. Educational Policy (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Examines twentieth-century American educational policy covering major issues underlying school reform and the social, political, and economic forces that shape these issues. Also examines state and local strategies to enhance school performance.

**EDUC 208. Legislative Action and Educational Policy (4)** Lecture, 4 hours. Examination of the legal processes governing educational policy, including significant laws, legal principles, recent litigation, controlling relationships of schools to student and teacher rights and duties, administrative behavior, etc. Focuses on connections between legislative and judicial action and the social, political and economic forces affecting education.

**EDUC 209A. Education Policy Analysis (4)** Lecture, 3 hours. Prerequisite(s): consent of instructor. Theoretical and methodological foundations for education policy analysis. Focuses on theory building—utilizing frameworks from political science, sociology, social psychology, and history.

**EDUC 209B. Education Policy Analysis (4)** Lecture, 3 hours. Prerequisite(s): consent of instructor. Theoretical and methodological foundations for education policy analysis. Examines conceptualization of variables and the formulation and testing of hypotheses regarding policy formation and effects.

**EDUC 210. Issues in Teacher Education (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): enrollment in an M.A. or Ph.D. program. Analyzes research, policies, and practice in teacher education. Examines key issues such as the role of teacher education, major reform efforts, and alternative teacher certification.

**EDUC 211A. Cognitive Development (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Survey course on children's cognitive development and the application of cognitive-developmental theory (Vygotsky, Piaget, information processing) and research to children's learning and academic achievement.

**EDUC 211B. Social Development (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Surveys social development during childhood and adolescence. Topics include individuality and self, peer relations, adult-child relations, self-system beliefs and attitudes, and achievement motivation. Special attention is paid to issues as they relate to socialization at school.

**EDUC 212. Research Methods (4)** Lecture, 3 hours; consultation, 1 hour. Prerequisite(s): graduate standing or consent of instructor. Covers principles of scientific research, including historical, survey, descriptive, correlational, and experimental and quasi-experimental methods, as well as internal and external threats to validity.

**EDUC 214. Educational Research: Statistical Inference and Hypothesis Testing (5)** Lecture, 3 hours; laboratory, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 241C or consent of instructor. Covers sampling distributions and their use in tests of significance; ANOVA; planned multiple comparisons; fixed, random, and mixed-effects models; and simple and multiple regression. Examples are from education.

**EDUC 215. Educational Research: Experimental Design (5)** Lecture, 3 hours; laboratory, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 214. Focus is on common designs used in education, including higher order factorials, hierarchical designs,

and repeated measures. Emphasis is on design application and appropriate statistical analysis for education. Covers ANCOVA.

**EDUC 216. Educational Research: Advanced Statistics (5)** Lecture, 3 hours; laboratory, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 214, EDUC 215. Study of advanced statistical procedures frequently used in educational research. Topics vary. Covers MANOVA, simple and multiple regression, discriminant function analysis, and factor analysis.

**EDUC 217. Single-Case Experimental Design (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): admission to the M.A. or Ph.D. program in School Psychology or Special Education; or consent of instructor. Covers the logic, applications, and analytic techniques for single-case experimental designs in naturalistic settings. Specific designs include withdrawal, multiple baseline, alternating treatments, changing criterion, and multielement experimental designs. Emphasizes problems of using and changing single-case experimental designs in applied settings.

**EDUC 218. Problems in Evaluation (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing. A study of policies and procedures that define program evaluations in education. Topics include evaluation models, formative and summative strategies, evaluation designs and analyses, and ethical issues.

**EDUC 219. Classroom and School Assessment (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Survey course in classroom and school assessment. Covers basic principles of measurement including test administration, construction, scaling, norming, reliability, validity, and interpretation of individual and group tests.

**EDUC 221. Technology in K-12 Education (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Introduces computers and related technologies in education. Participants examine educational software and the Internet; explore pedagogical issues raised by technology use for students, teachers, and administrators; and consider how technology may facilitate changes in teaching and learning. Includes hands-on work and individual and group projects.

**EDUC 222. Role Formation in Educational Organizations (4)** Lecture, 3 hours. Prerequisite(s): consent of instructor. An analysis of adult roles and their formation in schools, e.g., teacher, counselor, principal and central office administrators. Emphasis will center on the individual's early socialization to the school's professional work and related professional ideologies.

**EDUC 223A. Qualitative Research Methodologies in Education (5)** Seminar, 3 hours; outside research, 6 hours. Prerequisite(s): graduate standing or consent of instructor. Focuses on the theoretical underpinnings of qualitative research methodologies and their use in designing, conducting, and representing research.

**EDUC 223B. Qualitative Research Methodologies in Education (5)** Seminar, 3 hours; outside research, 6 hours. Prerequisite(s): graduate standing or consent of instructor; EDUC 223A. Focuses on the collection, analysis, and representation of data in interpretive research.

**EDUC 224. Organization and Administration of the School (4)** Lecture, 3 hours. The study of school systems and administrative roles in the light of organizational and administrative theory.

**EDUC 225. School Finance (4)** Lecture, 3 hours; consultation, 1 hour. Prerequisite(s): consent of instructor. Explores methods of financing public education. Identifies budgeting and accounting techniques used by school districts in support of the instructional process and considers legal requirements and public reactions to the financing of education.

**EDUC 226. Dimensions of Exceptionality (4)** Lecture, 3 hours; research, 3 hours. Prerequisite(s): EDUC 116 or equivalent. An examination of exceptionality with particular emphasis on characteristics (general and specific developmental disabilities such as mental retardation and hyperactivity) and manifestations (in home, school, or alternative living environments). Focuses on identifying and intervening with children who have disabilities.

**EDUC 227. Educational Change and Innovation (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. The study of change and innovation in the public school. Emphasis is placed on (a) the organizational environment of the school which must accommodate the innovation, (b) specific strategies of change, and (c) contemporary educational innovations.

**EDUC 228. Human Resources Administration in Education (4)** Lecture, 3 hours; consultation, 1 hour. Prerequisite(s): consent of instructor. Examines theory, research, and practices associated with the human resources function in schools. Topics include goals, policies, and outcomes related to planning, recruitment, selection, appraisal, compensation, development, collective bargaining, and the use of management information systems as tools for informed decision making.

**EDUC 229. Leadership in School Organizations (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing. Examines theories of leadership in school organizations. Emphasis given to rational and institutional perspectives and their implications for management in educational settings.

**EDUC 230A. Curriculum Theory and Praxis in Education (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): consent of instructor. Covers analysis of curriculum theories, trends, innovations, and instructional strategies.

**EDUC 230B. Curriculum Theory and Praxis in Education (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 230A recommended. Covers analysis of curriculum organization, design, and implementation.

**EDUC 231 (E-Z). Special Problems in Curriculum and Instruction (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 139 or equivalent. Special problems in the curriculum area as follows: E. Curriculum Inquiry; G. Excellence in Teaching; M. Multicultural Programs in Reading and Language Arts; Q. Questioning and Teaching.

**EDUC 232. Teaching Strategies (4)** Lecture, 3 hours. Prerequisite(s): teaching credential, teaching experience. Development of varied instructional strategies and skills, such as inquiry and questioning, that are compatible with new and evolving curricula. Emphasis will be on classroom applications.

**EDUC 233. Differential Achievement and the School Learning Environment (4)** Seminar, 3 hours; term paper, 3 hours. Prerequisite(s): graduate standing. Explores how racial, ethnic, linguistic, cultural, and socioeconomic differences in educational achievement are a product of the learning environments experienced in schools and classrooms.

**EDUC 235. Classroom Processes (4)** Lecture, 3 hours; consultation, 1 hour. Analysis and synthesis of theoretical and empirical studies of selected classroom processes, including question-answer exchanges and discussions.

**EDUC 236. School and Society (4)** Lecture, 2 hours; outside research, 6 hours. Prerequisite(s): first-year standing in the Ph.D. program in Education or second-year standing in the Ph.D. program in School Psychology. Introduces theories and research on societal, institutional, and organizational influences on schooling. Locates the work of educational professionals in the contexts of the school and the state.

**EDUC 237. Research on Teaching (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing. Examines approaches to research on teaching. Considers the process-product, classroom ecology, ethnographic, and teacher cognition paradigms.

**EDUC 238. Education and Gender (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Examines the multiple and complex relationships of gender and education in U.S. society. Analyzes theoretical perspectives on gender and schooling. Topics include cultural constructions of identity, male and female experiences of schooling, and concepts of gender neutrality in the curriculum.

**EDUC 239. Developmental Psychopathology (4)** Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): graduate standing in Education or Psychology or consent of instructor. Examines the origins of psychopathology from multiple theoretical perspectives with a specific focus on childhood disorders. Topics include biological and environmental contributions to disorder development and treatment paradigms.

**EDUC 240. Educational Psychology (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 110 or equivalent or consent of instructor. Overview of the major empirical and theoretical bases of educational psychology, followed by detailed analysis of the following topics: (a) cognition and metacognition as applied to school learning and instruction, (b) motivation, student perceptions, teacher perceptions, classroom processes, (c) effective teaching, and (d) evaluation.

**EDUC 241A. Inquiry and Research Methods (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): first-year standing in the Ph.D. program in Education. Examines the nature of inquiry and research in educational studies, including the formation of questions.

**EDUC 241B. Introduction to Qualitative Methods (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 241A; first-year standing in the Ph.D. program in Education. Introduces qualitative research studies. Covers the design, collection, analysis, and interpretation of qualitative data in educational research.

**EDUC 241C. Introduction to Quantitative Methods (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 241A; first-year standing in the Ph.D. program in Education. Introduces quantitative research studies. Covers the design, collection, analysis, and interpretation of quantitative data in educational research.

**EDUC 242A. Educational and Psychological Measurement and Evaluation (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 214; consent of instructor. Examines topics in measurement

and evaluation including classical test theory and program evaluation design. Focus is on application in educational and psychological settings and critical examination of norm-referenced and criterion-referenced testing.

**EDUC 242B. Advanced Educational and Psychological Measurement and Evaluation (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 242A or equivalent or consent of instructor. Examines advanced topics in measurement and evaluation including generalizability theory and item response theory. Emphasis is on the statistical basis of these theories and their application in educational and psychological settings.

**EDUC 243. Student Metacognition and Self-Regulated Learning (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Examines theoretical perspectives and research approaches for studying students' metacognition and self-regulation and instructional interventions that can foster and support metacognition and self-regulation in children and adults in the areas of mathematics, reading and writing, and science.

**EDUC 244. The Student (4)** Lecture, 2 hours; outside research, 6 hours. Prerequisite(s): first-year standing in the Ph.D. program in Education. Focuses on the student population of today's schools through an analytical review of literature on human development, exceptionality, educational psychology, and policy. Students write an in-depth literature review and compose essays on critical research topics.

**EDUC 245 (E-Z). Review of Research Literature in Education (4)** for hours and prerequisites, see segment descriptions. Critical analyses of research in the various areas of education.

**EDUC 245E. History of Church, State, and Schooling (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Overview of the historical roles of religion in the origins and development of public schooling in the United States and the establishment of private religious schooling. Examines the historical roots of contemporary issues of schooling, church, and state, including school prayer, creationism and evolution debates, and censorship.

**EDUC 245G. The Opportunity/Achievement Gap (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Examines theoretical and empirical research on the "achievement gap" from a variety of social science disciplines. Explores causes and consequences of racial or ethnic, linguistic, cultural, and socioeconomic differences in educational achievement.

**EDUC 246 (E-Z). Research on Education of Exceptional Children (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 116 or equivalent; graduate standing or consent of instructor. Intensive study of current research on the education of exceptional children. E. Asperger Syndrome; F. Emotional and Behavior Disorders; G. Mild Mental Retardation; I. Learning Disabilities; J. Contemporary Issues and Trends; K. Autism Spectrum Disorders; L. Behavioral Phenotypes; M. Multicultural Special Education; N. Children At Risk; O. Family Influences on Development; P. Law, Policy, and Administration; R. History of Special Education; S. Sources and Treatments of the Reading Difficulties of Students with Disabilities.

**EDUC 247. Theoretical Perspectives on Learning (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Focuses on how learning occurs according to various theories and what factors may facilitate or impede learning. Theories include behaviorism, social learning theory, constructivism, information processing, social constructivism, sociocultural perspectives, and cultural and linguistic theories.

**EDUC 248 (E-Z). Higher Education (4)** For hours and prerequisites, see segment descriptions. A selection of courses for studies on higher education.

**EDUC 248E. Demographics and Diversity in Higher Education (4)** Seminar, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): graduate standing or consent of instructor. An introduction to theoretical perspectives of diversity in U.S. higher education. Explores the implications of demographic shifts on U.S. postsecondary educational practice and policy. Reviews the research literature on the impact of diversity on educational outcomes for college students, faculty, and administrators.

**EDUC 248F. Financing Higher Education (4)** Seminar, 3 hours; term paper, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Provides an overview of finance and economics of higher education in the United States. Examines economic theories as they apply to higher education finance and the distributive implications of various financing strategies. Covers main trends and current debates and how to identify political-economic rationales behind financing policy choices in higher education.

**EDUC 248G. Higher Education Governance (4)** Seminar, 3 hours; term paper, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Introduces students to the organization and governance of higher education. Covers diverse forms of organization and governance in contemporary public and private higher education in the United States. Also addresses alternative theoretical frames through which to view postsecondary governance structures (both internal and external to institutions).

**EDUC 248-I. Critical Issues in Higher Education (4)** Seminar, 3 hours; term paper, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Examines internal and external issues that face higher education institutions.

**EDUC 248J. Higher Education Policy (4)** Seminar, 3 hours; term paper, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Introduces a range of contemporary higher education policy issues and the conceptual and theoretical frameworks used to understand these issues. Develops fluency in using public policy language in the higher education setting. Addresses critical understanding of policy analysis, economics, and political science papers in higher education.

**EDUC 248K. The Dissertation and the Proposal in Higher Education (4)** Seminar, 3 hours; term paper, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Enhances skills in evaluating and critiquing research through written and oral communication. Includes completion of dissertation proposal in the field of higher education.

**EDUC 248M. The Community College (4)** Seminar, 3 hours; term paper, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Analyzes current literature on community colleges.

## 240 / Programs and Courses

**EDUC 248N. Higher Education Scholarship and Literature Review (4)** Seminar, 3 hours; term paper, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Utilizes scholarship in higher education to review literature on specific topics in the field, as well as develop these topics for research.

**EDUC 248-O. Organization and Administration in Higher Education (4)** Seminar, 3 hours; term paper, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Examines theory, research, and literature on higher education organizations and their management.

**EDUC 248P. Historical Perspectives on Campus Life (4)** Seminar, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Examines historical perspectives on campus life in the United States from the view of the students, faculty, administrators, and employees. May address the general environment, curriculum, student activities and clubs, athletics, town-gown relationships, or other aspects.

**EDUC 248S. The College Student (4)** Seminar, 3 hours; term paper, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Analysis of current literature on diverse populations of students in colleges and universities. Examines contextual and personal factors shaping the college experience. Focuses on students' multiple identities and challenges.

**EDUC 248U. History of Higher Education in the United States (4)** Seminar, 3 hours; individual study, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Overview of the growth and development of institutions of higher learning in the United States, from the colonial colleges to the multipurpose research institutions of today, including academies, community colleges, and professional schools.

**EDUC 249. Discourse Analysis for Education (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent instructor. Analysis of spoken discourse in classrooms and other learning contexts to study social, cognitive, political, and historical aspects of teaching and learning; teacher-student relationships; schooling; and literacy acquisition. Topics include speaker-listener relationships, the social construction of educational roles, and discourse indicators of student development.

**EDUC 250. Seminar in Education (1)** Seminar, 1 hour. Prerequisite(s): graduate standing or consent of instructor. A series of presentations by guests, faculty, and advanced graduate students on selected topics in education. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

**EDUC 251. Seminar in Cognitive Development (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 211A or equivalent or consent of instructor. Seminar on current issues in cognitive development. Topics include metacognition, Vygotskian theory, and cultural factors in cognitive development. Special attention will be paid to issues as they relate to the learning and teaching of school subjects.

**EDUC 252 (E-Z). Seminar in Educational Psychology (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): for EDUC 252N: EDUC 211A; consent of instructor. Reviews various topics in educational psychology at the theoretical and empirical levels. E. History of Educational Psychology; G. Advances in Mental Measurement; N. Children's Mathematical Cognition.

**EDUC 253. Advanced Doctoral Seminar in School Psychology (1 or 2)** Seminar, 10-20 hours per quarter. Prerequisite(s): second-year standing in the Ph.D. program in School Psychology or consent of instructor. Covers current topics relevant to research and practice in school psychology. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 12 units.

**EDUC 254A. Cognitive Assessment for School Psychologists (4)** Seminar, 3 hours; practicum, 3 hours. Prerequisite(s): admission to the M.A. or Ph.D. program in School Psychology or consent of instructor. Covers the administration, scoring, and interpretation of individual measures of intelligence and academic aptitude. Emphasizes the use of these measures for screening and classification decisions, as well as psychological report writing.

**EDUC 254B. Academic Assessment (4)** Seminar, 3 hours; practicum, 3 hours. Prerequisite(s): admission to the M.A. or Ph.D. program in School Psychology or Special Education; or consent of instructor. Covers the administration, scoring, and interpretation of individual norm-referenced measures of academic achievement, perceptual-motor skills, and adaptive behavior. Emphasizes the use of these instruments for screening and classification decisions, as well as psychological report writing.

**EDUC 254C. Social, Emotional, and/or Behavioral Assessment (4)** Seminar, 3 hours; practicum, 3 hours. Prerequisite(s): admission to the M.A. or Ph.D. program in School Psychology or Special Education; or consent of instructor. Covers procedures and techniques of behavioral assessment, including systematic behavioral observations, curriculum-based assessment, behavior rating scales, behavioral interviews, and self-monitoring. Includes conceptual issues in applying traditional psychometric theories to behavioral assessment data, as well as methods for integrating multimodal behavioral assessment information.

**EDUC 255A. Principles of Social Behavior Intervention (4)** Seminar, 3 hours; individual study, 3 hours. Prerequisite(s): admission to the M.A. or Ph.D. program in School Psychology or Special Education; or consent of instructor. Covers the principles and procedures for developing social competencies in school-age children and youth. Topics include social skills assessment, sociometric assessment, and strategies for promoting acquisition, performance, and maintenance of social skills.

**EDUC 255B. Principles of Academic Behavior Intervention (4)** Seminar, 3 hours; individual study, 3 hours. Prerequisite(s): admission to the M.A. or Ph.D. program in School Psychology or Special Education; or consent of instructor. Covers the principles and procedures for prevention and remediation of academic learning problems and performance. Topics include functional analysis, stimulus control, generalization, and methods for summarizing trends in academic performance.

**EDUC 255C. Child Behavior Therapy (4)** Seminar, 3 hours; practicum, 3 hours. Prerequisite(s): admission to the M.A. or Ph.D. program in School Psychology or Special Education; or consent of instructor. Covers principles derived from neobehavioristic and social learning theories applied to treat children's problems. Discusses professional ethics, practice, and responsibility in clinical child behavior therapy.

**EDUC 256. Advanced Seminar in Learning Disabilities (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 212 or equivalent or consent of instructor. Critical evaluation of theory and research in the field of learning disabilities. Requires a data-based project reflecting original research.

**EDUC 257. Language, Culture, and Education (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Examines how culture and language influence educational processes and outcomes, by focusing on issues such as testing, gendered pedagogies, cultural adaptations of minority groups, social uses of literacy, Ebonics, bilingual education, and cultural capital.

**EDUC 259. Research Seminar (2)** Seminar, 2 hours. Prerequisite(s): EDUC 212 or EDUC 214 or consent of instructor. Involves research reports on topics in educational psychology, special education, curriculum and instruction, and educational administration. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

**EDUC 260. History of Curriculum (4)** Seminar, 3 hours; individual study, 3 hours. Prerequisite(s): consent of instructor. Investigates the historical construction of schooling in general and specifically the curriculum — formal, informal, and hidden. Explores the purposes of schooling, the relation between schooling and U.S. culture, and the sociocultural contexts for changes and continuities in curriculum.

**EDUC 261. School Psychological Consultation (4)** Seminar, 3 hours; practicum, 3 hours. Prerequisite(s): admission to Ph.D. program in School Psychology or Special Education; or consent of instructor. Theoretical and applied issues of consultative problem solving conducted in school settings. Principles derived from behavioral systems and organizational theories and how these principles are used in an indirect service-delivery model to facilitate changes in students' behavior.

**EDUC 262. Achievement Motivation (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 110 or equivalent or consent of instructor. This seminar covers the major approaches to achievement motivation with an emphasis on the cognitive approach. Topics include development and individual differences in achievement motivation, achievement-related attitudes and beliefs (e.g., self-concept, attributions, perceived control), relations between motivation and school performance.

**EDUC 263. Seminar in School Organization and Management (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): doctoral standing or consent of instructor. Examines critical issues and processes associated with organizational management at the national, state, and local levels. Emphasis given to concerns involving educational decision making, socialization, and human resources management.

**EDUC 264. Professional School Psychology (4)** Seminar, 3 hours; individual study, 3 hours. Prerequisite(s): admission to Ph.D. program in School Psychology or Special Education; or consent of instructor. Roles and functions of psychologists working in school settings with particular emphasis upon ethical standards for psychologists. Historical and legal evolution of school psychology is discussed along with issues in professional identity as school psychologists.

**EDUC 265A. Practicum in School Psychology: Introductory (2)** Seminar, 2 hours; practicum, 4 hours. Prerequisite(s): admission to the Ph.D. program in School Psychology. An introduction to school psychology practice. Topics include the roles and functions of school psychologists, ethical standards, historical and legal evolution of school psychology, licensing, professional organizations, and issues of professional identity. Includes hands-on experience in supervised, school-based settings. Graded Satisfactory (S) or No Credit (NC).

**EDUC 265B. Practicum in School Psychology: Basic (1)** Seminar, 10 hours per quarter; practicum, 8 hours. Prerequisite(s): EDUC 265A. An application of basic principles in school psychology. Includes special education (SPED) law, California Education Code, and American Psychological Association diagnoses.

Covers SPED eligibility, cultural sensitivity, diversity, and applied skills in cognitive and academic assessment. Addresses consultation, observation, and interviewing. Offers supervised experience in school-based settings. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 2 units.

**EDUC 265C. Practicum in School Psychology: Advanced (1-2)** Seminar, 10 hours per quarter; practicum, 8-16 hours. Prerequisite(s): 2 units of EDUC 265B; consent of instructor is required for students enrolling in 2 units. An application of advanced principles in school psychology. Topics include behavioral, social, and emotional assessment, psychopharmacological intervention, group/crisis intervention, and psycho-educational evaluations. Addresses teacher/parent consultation, systems change, legal issues related to services, and National Credential in School Psychology licensure procedures. Offers hands-on experience in supervised, school-based settings. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 6 units.

**EDUC 265D. Practicum in School Psychology: Clinical (1-2)** Seminar, 10 hours per quarter; practicum, 8-16 hours. Prerequisite(s): consent of instructor. An application of school psychology skills in clinical settings. Topics include alternative professional settings, current research, and best practice assessment and treatment of psychopathologic, neurologic, and genetic disorders. Addresses wrap-around services, residential and nonresidential treatment, and cultural sensitivity with families of children with disorders. Includes placement in supervised clinical settings. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 4 units.

**EDUC 265E. Practicum in School Psychology: Supervision (1)** Seminar, 20 hours per quarter. Prerequisite(s): admission to the Ph.D. program in School Psychology. Development of knowledge and skills in supervision of school psychologists. Topics include the historical evolution and various theoretical orientations of supervision, as well as best practice in supervision in diverse settings. Also covers process of applying and interviewing for internship and preparation for the National Credential in School Psychology (NCSP) exam. Graded Satisfactory (S) or No Credit (NC).

**EDUC 266. Language, Schooling, and Identity (4)** Seminar, 3 hours; individual study, 3 hours. Prerequisite(s): admission to the M.A. or Ph.D. program or consent of instructor. Examines how formal and informal educative institutions use language for identity formation and how students/novices respond to those institutional practices.

**EDUC 267. Culture of School Organizations (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Explores the social scientific notion of culture, its use in organizational theory, and its application to the study of schools and school leadership.

**EDUC 268. Diversity in Educational Administration (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Provides an understanding of school administrative and management issues related to the increasing diversity in schools. Theories about underrepresentation, diversity, legislation, harassment, and institutional participation reviewed. Cultural background, communication patterns, social networks, leadership, and administrative styles are considered.

**EDUC 269 (E-Z). Topics in Education (2 or 4)** Seminar, 2-3 hours; outside research, 0-3 hours. Prerequisite(s): graduate standing or consent of instructor. A critical analysis of current theory and research in special areas of education. Covers a single topic not contained in a regular course. Announcement of each topic will be made when the course is offered and designated as either a 2- or 4-unit course. E. Educational Psychology; I. Curriculum and Instruction; M. Institutional Leadership and Policy Studies; P. School Psychology; S. Special Education. Each segment is repeatable as topics change to a maximum of 16 units.

**EDUC 270. Reading Development and Intervention (4)** Seminar, 3 hours; term paper, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Introduces the findings from national panels on reading development, instruction, and intervention. Topics include practical application of these findings to the development of reading intervention programs for students across grades.

**EDUC 271. The School Principal: Tools for Managerial Problems (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): consent of instructor. Review of the literature on the principal's role as leader and manager of the school site. Topics include practices and problems of the school principal, interpersonal relations, political issues, communication techniques, and technology.

**EDUC 272. Sociolinguistics and Educational Processes (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): admission to Ph.D. program in Education or consent of instructor. Introduces sociolinguistic concepts (language maintenance and shift, diglossia, code-switching, standard versus dialect) as they relate to schooling. Examines issues such as diversity (linguistics, ethnic, class) and educational inequality, gender and language, minority languages, language attitudes, cultural mismatch, and language socialization.

**EDUC 273. Urban Educational Policy and Politics (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Examines issues confronting urban public schools and conditions influencing these institutions. Focuses on reforms advancing and undermining the urban school in America. Analyzes how schools influence and respond to urban and metropolitan environments.

**EDUC 274. Text Analysis (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Analysis of written texts to study social and cognitive aspects of literacy. Topics include the writer-reader relationship, social construction of genre, text readability, teaching and learning, and textual indicators of student development.

**EDUC 275. Teaching and Learning (4)** Seminar, 2 hours; outside research, 6 hours. Prerequisite(s): first-year standing in the Ph.D. program in Education or second-year standing in the Ph.D. program in School Psychology. Explores issues and questions in teaching, learning, and child development. Addresses implications of various teaching and learning theories for curriculum, instruction, assessment, and teacher education.

**EDUC 276. Diversity and Curriculum (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate or professional standing. Describes and analyzes the controversy surrounding efforts to develop curriculum that addresses diversity in U.S. society. Examines changing theoretical perspectives on multicultural education and key concepts such as race, identity, and culture. Reviews research on multicultural education.

**EDUC 277. Theoretical Perspectives on the Practice of Teaching (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): admission to the Ph.D. program in Education or consent of instructor. Examines a range of theoretical perspectives used in studying the practice of teaching. Covers psychological, historical, anthropological, sociological, and philosophical perspectives.

**EDUC 278. Research on Online Teaching and Learning (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Surveys issues and research methods relevant to online teaching and learning. Topics include technologies for online learning, efficacy of online teaching and learning, design and usability of online courses, and community building, communication, and identity issues in online environments. Students design and study an online course.

**EDUC 279. Literacy and Technology (4)** Seminar, 3 hours; scheduled class, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Explores historical and contemporary relationships between technology and literacy from those involving clay tablets to those involving the Internet and digital media. Emphasis is on connections between social contexts of literacy practices, such as reading, writing, and language learning, and current technologies, such as video, the web, and interactive media.

**EDUC 280 (E-Z). Foundations in Education (4)** For hours and prerequisites, see segment descriptions. Foundation core courses that introduce students to theory and research in education. Offered in summer only.

**EDUC 280L. The Learner (4)** Lecture, 6 hours; outside research, 6 hours. Prerequisite(s): admission to the M.Ed. General Education Teaching Emphasis. Considers learning from psychological, cognitive, and social perspectives. Draws on recent research on the learning process in schools and other contexts. Emphasizes the relationship between teaching and learning. Offered in summer only.

**EDUC 280P. The Politics of Educational Decision Making (4)** Lecture, 6 hours; outside research, 6 hours. Prerequisite(s): admission to the M.Ed. General Education Teaching Emphasis. Analyzes how the political climate affects American schools. Topics include influences on educational policy, programs, and practice. Offered in summer only.

**EDUC 280R. The Classroom (4)** Lecture, 6 hours; outside research, 6 hours. Prerequisite(s): admission to the M.Ed. General Education Teaching Emphasis. Examines anthropological and sociological theory and research on the structure of and practices used in K-12 classrooms. Offered in summer only.

**EDUC 280S. The School (4)** Lecture, 6 hours; outside research, 6 hours. Prerequisite(s): admission to the M.Ed. General Education Teaching Emphasis. An analysis of the school as a formal organization, as well as a place of work for teachers and of learning for students. Examines the internal and external context of schools. Offered in summer only.

**EDUC 281. History of Educational Policy and Reform (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): graduate or professional standing. Introduces a historical context for understanding education policy and reform in the United States. Topics include the ideological forces that shaped the institutional context and character of American education at different periods in the nation's history and how ideas shaped the educational system by institutionalizing certain norms and values.

## 242 / Programs and Courses

**EDUC 282A. Curriculum Theory and Instructional Processes: Mathematics and Science (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 139, EDUC 172, concurrent enrollment in EDUC 336B or EDUC 338B; or consent of instructor. Introduces curriculum theory and instructional processes as they relate to mathematics and science in the multiple subjects classroom.

**EDUC 282B. Curriculum Theory and Instructional Processes: Social Studies, Visual and Performing Arts, and Physical Education (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 139, EDUC 172; concurrent enrollment in EDUC 336C or EDUC 338C or EDUC 345A or EDUC 345B. Introduces curriculum theory and instructional processes as they relate to social studies, visual and performing arts, and physical education in the multiple subjects classroom.

**EDUC 283. Analyzing the Practice of Teaching (4)** Lecture, 2 hours; discussion, 1 hour; outside research, 3 hours. Prerequisite(s): admission to the M.Ed. program. Focuses on analysis of classroom teaching and examines how curriculum and instruction influence student understanding. Prepares students to conduct comprehensive analyses of K-12 instructional practice.

**EDUC 284. Theory and Research on Schooling and Social Inequality (4)** Lecture, 3 hours; outside research, 3 hours. Prerequisite(s): admission to the Ph.D. program in Education or consent of instructor. Analyzes the social and cultural organization of schools and the relationship between schooling and social inequality. Draws upon research in sociology, anthropology, and education to examine theoretical perspectives on the relationship between schooling and social stratification, with special attention to the influence of class, race, and ethnicity on academic achievement.

**EDUC 285 (E-Z). Curriculum Theory and Instructional Processes (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): EDUC 109; EDUC 110; EDUC 116; EDUC 139; EDUC 172 or EDUC 174; or consent of instructor. Introduces curriculum theory and instructional processes as they relate to the single subject classroom. E. Secondary Social Studies; I. Secondary English; L. Secondary Foreign Language; M. Secondary Mathematics; R. Secondary Visual and Performing Arts; S. Secondary Science; T. Portraits of Teaching.

**EDUC 286. American Education and the Civil Rights Movement (4)** Seminar, 3 hours; term paper, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Examines the impact of the Civil Rights Movement on U.S. education, focusing primarily on the period from 1954 to the present.

**EDUC 287. Structural Equation Modeling (4)** Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): EDUC 216 or equivalent. Introduction to structural equation modeling (SEM) techniques. Emphasizes theory, application, and interpretation of techniques. Addresses development in the use and interpretation of specialized software. Topics include confirmatory factor analysis, covariance structure analysis, structural regression models, and latent change analysis. Considers model definition and specification, identification, estimation, and testing.

**EDUC 288. History of Urban Education in the United States (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Examines the historical development of public and private elementary, secondary, and higher education in United States urban areas. Also explores

the formal and informal educational programs offered by various social and cultural groups in urban communities from the late eighteenth century to the present. Course is repeatable as topics change.

**EDUC 289. Theory and Research Methods in History of Education (4)** Seminar, 3 hours; outside research, 3 hours. Prerequisite(s): graduate standing or consent of instructor. Explores the central methods and theories of modern historical research. Includes the meaning of historical work and the methodological approaches historians use, as well as the range of approaches that can be utilized.

**EDUC 290. Directed Studies (1-6)** Prerequisite(s): graduate status and consent of instructor. Research and special studies in education. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

**EDUC 291. Individual Studies in Coordinated Areas (1-12)** Consultation, 1-12 hours. Prerequisite(s): graduate standing. A program of studies designed to assist students who are preparing for graduate degree examinations. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 36 units prior to successful completion of Ph.D. qualifying examinations.

**EDUC 297. Directed Research (1-6)** Outside research, 3-18 hours. Prerequisite(s): advanced graduate standing and consent of instructor. Directed research on selected problems in education. Graded Satisfactory (S) or No Credit (NC).

**EDUC 298-I. Individual Internship in School Psychology (4)** Individual study, 4 hours; internship, 35 hours. Prerequisite(s): third-year standing in the M.A. program in School Psychology or advancement to candidacy for the Ph.D. in School Psychology; consent of instructor. Supervised school psychology internship based on a written plan approved by the field supervisor and internship coordinator. Includes two hours per week of direct supervision by the field supervisor. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 16 units.

**EDUC 299. Research for Thesis or Dissertation (1-12)** directed independent studies, 1-6 hours. Prerequisite(s): advancement to candidacy for the master's or doctoral degree. Graded Satisfactory (S) or No Credit (NC). Course is repeatable.

## Professional Courses

**EDUC 302. College Teaching Practicum (1-6)** practicum, 3-18 hours. Prerequisite(s): advanced Ph.D. standing and consent of instructor. A minimum of one quarter supervised teaching in college level classes under the supervision of the course instructor. Required of all doctoral candidates in the Graduate School of Education. Fulfills teaching portion of Ph.D. requirements. Graded Satisfactory (S) or No Credit (NC). May be taken for a maximum of three quarters.

**EDUC 303A. Level II Induction: Mild/Moderate Specialist (4)** Lecture, 2 hours; field, 6 hours. Prerequisite(s): a Level I Education Specialist Credential: Mild/Moderate Disabilities. Covers topics related to teaching of Mild/Moderate special education students. Includes development of an Induction Plan, defining the role of the school district mentor, development and maintenance of a professional portfolio, construction of Individualized Education Programs (IEP), Individualized Transition Programs (ITP), case studies, and verification logs. Students develop effective collaboration skills to work productively with the University and school districts. Graded Satisfactory (S) or No Credit (NC).

**EDUC 303B. Level II Summative Evaluation: Mild/Moderate Specialist (2)** Lecture, 1 hour; field, 3 hours. Prerequisite(s): two years of teaching experience in the specialization area of the student's level I Education Specialist Credential: Mild/Moderate Disabilities (may be completed concurrently); EDUC 303A. Students develop a five-year professional development plan, complete a comprehensive and professional portfolio based on their teaching experience in a class for individuals with mild/moderate disabilities, and undergo an evaluation process. Graded Satisfactory (S) or No Credit (NC).

**EDUC 304A. Level II Induction: Moderate/Severe Specialist (4)** Lecture, 2 hours; field, 6 hours. Prerequisite(s): a Level I Education Specialist Credential: Moderate/Severe Disabilities. Covers topics related to teaching of Moderate/Severe special education students. Includes development of an Induction Plan, defining the role of the school district mentor, development and maintenance of a professional portfolio, construction of Individualized Education Programs (IEP), Individualized Transition Programs (ITP), case studies, and verification logs. Students develop effective collaboration skills to work productively with the University and school districts. Graded Satisfactory (S) or No Credit (NC).

**EDUC 304B. Level II Summative Evaluation: Moderate/Severe Specialist (2)** Lecture, 1 hour; field, 3 hours. Prerequisite(s): two years of teaching experience in the specialization area of the student's level I Education Specialist Credential: Moderate/Severe Disabilities (may be completed concurrently); EDUC 304A. Students develop a five-year professional development plan, complete a comprehensive and professional portfolio based on their teaching experience in a class for individuals with moderate/severe disabilities, and undergo an evaluation process. Graded Satisfactory (S) or No Credit (NC).

**EDUC 320A. Integrating Technology into Classroom Practice (1)** Lecture, 8 hours per quarter; laboratory, 3 hours per quarter; field, 3 hours per quarter. Prerequisite(s): admission to a teaching credential program. Introduction to technology in education. Prepares future teachers to effectively utilize computers and related technology for information management, presentations, and classroom instruction. Topics include software, the Internet, and basic operations of educational technology. Includes field observations in schools. Graded Satisfactory (S) or No Credit (NC).

**EDUC 320B. Integrating Technology into Classroom Practice (1)** Lecture, 8 hours per quarter; laboratory, 3 hours per quarter; field, 3 hours per quarter. Prerequisite(s): EDUC 320A. Focuses on the application of computer technology to curriculum and instruction. Topics include Internet applications, non-computer technology, and use of technology to enhance problem solving skills. Includes field observations in schools. Graded Satisfactory (S) or No Credit (NC).

**EDUC 320C. Integrating Technology into Classroom Practice (1)** Lecture, 4 hours per quarter; laboratory, 15 hours per quarter; field, 3 hours per quarter. Prerequisite(s): EDUC 320A, EDUC 320B. Addresses issues related to the use of technology in schools. Using presentation software, the Internet, and other computer-based technology, students develop and teach a curriculum unit appropriate to their teaching subject area and/or grade level. Emphasis is on integrating the use of computer-based applications with instruction. Graded Satisfactory (S) or No Credit (NC).

**EDUC 336A. Supervised Teaching in the Elementary School (2)** Field, 9 hours. Prerequisite(s): admission to a teaching credential program; concurrent enrollment in EDUC 282A and EDUC 344A; concurrent enrollment in or completion of EDUC 337A. Supervised teaching in the multiple subjects classroom. Required of all candidates for the Multiple Subjects Credential. Graded Satisfactory (S) or No Credit (NC). Credit is awarded for only one of EDUC 336A or EDUC 338A.

**EDUC 336B. Supervised Teaching in the Elementary School (5)** Field, 18 hours. Prerequisite(s): EDUC 110, EDUC 139, EDUC 172, EDUC 336A; concurrent enrollment in EDUC 282B and EDUC 344B; concurrent enrollment in or completion of EDUC 337B. Supervised teaching in the multiple subjects classroom. Required of all candidates for the Multiple Subjects Credential. Graded Satisfactory (S) or No Credit (NC). Credit is awarded for only one of EDUC 336B or EDUC 338B.

**EDUC 336C. Supervised Teaching in the Elementary School (11)** Field, 36 hours. Prerequisite(s): EDUC 336B; concurrent enrollment in EDUC 344C; concurrent enrollment in or completion of EDUC 337C. Supervised teaching in the multiple subjects classroom. Required of all candidates for the Multiple Subjects Credential. Graded Satisfactory (S) or No Credit (NC). Credit is awarded for only one of EDUC 336C or EDUC 338C.

**EDUC 337A. Teaching Performance Assessment for Multiple Subjects Candidates (1)** Field, 2 hours; written work, 2 hours. Prerequisite(s): admission to a teaching credential program or an intern teaching program; concurrent enrollment in or completion of EDUC 336A or concurrent enrollment in or completion of EDUC 338A. Performance assessment for California teachers. Topics include lesson design, classroom instruction in public schools, and assessment design. Fieldwork hours completed in regular placement as assigned for EDUC 336A or EDUC 338A. Required of all candidates for the Multiple Subjects Credential. Graded Satisfactory (S) or No Credit (NC).

**EDUC 337B. Teaching Performance Assessment for Multiple Subjects Candidates (1)** Field, 2 hours; written work, 2 hours. Prerequisite(s): admission to a teaching credential program or an intern teaching program; concurrent enrollment in or completion of EDUC 336B or concurrent enrollment in or completion of EDUC 338B. Performance assessment for California teachers. Topics include lesson design, classroom instruction in public schools, and assessment design. Fieldwork hours completed in regular placement as assigned for EDUC 336B or EDUC 338B. Required of all candidates for the Multiple Subjects Credential. Graded Satisfactory (S) or No Credit (NC).

**EDUC 337C. Teaching Performance Assessment for Multiple Subjects Candidates (1)** Field, 2 hours; written work, 2 hours. Prerequisite(s): admission to a teaching credential program or an intern teaching program; concurrent enrollment in or completion of EDUC 336C or concurrent enrollment in or completion of EDUC 338C. Performance assessment for California teachers. Topics include lesson design, classroom instruction in public schools, and assessment design. Fieldwork hours completed in regular placement as assigned for EDUC 336C or EDUC 338C. Required of all candidates for the Multiple Subjects Credential. Graded Satisfactory (S) or No Credit (NC).

**EDUC 338A. Intern Teaching in the Elementary School (9)** Field, 30 hours. Prerequisite(s): EDUC 110, EDUC 139, EDUC 172; admission to intern teaching program; concurrent enrollment in EDUC 282A and EDUC 344A; concurrent enrollment in or completion of EDUC 337A. Intern teaching in the multiple subjects classroom. Required for the Multiple Subjects Internship Credential. Graded Satisfactory (S) or No Credit (NC). Credit is awarded for only one of EDUC 336A or EDUC 338A.

**EDUC 338B. Intern Teaching in the Elementary School (9)** Field, 30 hours. Prerequisite(s): EDUC 338A; concurrent enrollment in EDUC 282B and EDUC 344B; concurrent enrollment in or completion of EDUC 337B. Intern teaching in the multiple subjects classroom. Required for the Multiple Subjects Internship Credential. Graded Satisfactory (S) or No Credit (NC). Credit is awarded for only one of EDUC 336B or EDUC 338B.

**EDUC 338C. Intern Teaching in the Elementary School (9)** Field, 30 hours. Prerequisite(s): EDUC 338B; concurrent enrollment in EDUC 344C; concurrent enrollment in or completion of EDUC 337C. Intern teaching in the multiple subjects classroom. Required for the Multiple Subjects Internship Credential. Graded Satisfactory (S) or No Credit (NC). Credit is awarded for only one of EDUC 336C or EDUC 338C.

**EDUC 340A. Instructional Processes for Students with Mild Handicaps and Behavior Disorders (5)** Lecture, 3 hours; laboratory, 5 hours. Prerequisite(s): admission to the Specialized Preparation Program. Development and learning needs of handicapped students: curriculum, procedures, and materials. Includes participation in public school programs.

**EDUC 340B. Instructional Processes for Severely Handicapped Students (5)** Lecture, 3 hours; laboratory, 5 hours. Prerequisite(s): admission to the Specialized Preparation Program. Development and learning needs of severely handicapped students: curriculum, procedures, and materials. Includes participation in public school programs.

**EDUC 344A. Multiple Subjects Credential Seminar (2)** Seminar, 2 hours. Prerequisite(s): concurrent enrollment in EDUC 336A or EDUC 338A or consent of instructor. Analyzes instructional processes used in multiple subjects classrooms. Topics include classroom management, curriculum planning, instructional strategies, and oral and written communication skills.

**EDUC 344B. Multiple Subjects Credential Seminar (2)** Seminar, 2 hours. Prerequisite(s): EDUC 139, EDUC 172, EDUC 344A; concurrent enrollment in EDUC 336B or EDUC 338B. Analyzes instructional processes used in multiple subjects classrooms. Topics include classroom management, curriculum planning and instructional strategies, K-12 academic standards in mathematics related to classroom curriculum and activities, and teaching language arts in the content areas.

**EDUC 344C. Multiple Subjects Credential Seminar (2)** Seminar, 2 hours. Prerequisite(s): EDUC 344B; concurrent enrollment in EDUC 336C or EDUC 338C. Analyzes instructional processes used in multiple subjects classrooms. Topics include classroom management; curriculum planning; instructional strategies; K-12 academic standards in history and the social sciences, the visual and performing arts, health, and physical education; and teaching language arts in the content area.

**EDUC 345A. Supervised Student Teaching in a Special Class for Individuals with Mild/Moderate Disabilities (12)** Field, 36 hours. Prerequisite(s): admission to a special education credential program; EDUC 340A (may be taken concurrently). Student teaching in a special education day class for individuals with mild/moderate disabilities. Required for the Education Specialist Instruction Credential in Mild/Moderate Disabilities. Graded Satisfactory (S) or No Credit (NC).

**EDUC 345B. Supervised Student Teaching in a Special Class for Individuals with Moderate/Severe Disabilities (12)** Field, 36 hours. Prerequisite(s): admission to a special education credential program; EDUC 340A (may be taken concurrently). Student teaching in a special education day class for individuals with moderate/severe disabilities. Required for the Education Specialist Instruction Credential in Moderate/Severe Disabilities. Graded Satisfactory (S) or No Credit (NC).

**EDUC 346A. Supervised Intern Teaching in a Special Class for Individuals with Mild/Moderate Disabilities (9)** Seminar, 2 hours; field, 30 hours. Prerequisite(s): admission to an internship program in mild/moderate disabilities; EDUC 340A (may be taken concurrently). Intern teaching in a special education day class for individuals with mild/moderate disabilities. Required for the Education Specialist Internship Credential in Mild/Moderate Disabilities. Graded Satisfactory (S) or No Credit (NC).

**EDUC 346B. Supervised Intern Teaching in a Special Class for Individuals with Mild/Moderate Disabilities (7)** Field, 21 hours. Prerequisite(s): admission to an internship program in mild/moderate disabilities; EDUC 346A. Intern teaching in a special education day class for individuals with mild/moderate disabilities. Required for the Education Specialist Internship Credential in Mild/Moderate Disabilities. Graded Satisfactory (S) or No Credit (NC).

**EDUC 346C. Supervised Intern Teaching in a Special Class for Individuals with Mild/Moderate Disabilities (7)** Field, 21 hours. Prerequisite(s): admission to an internship program in mild/moderate disabilities; EDUC 346B. Intern teaching in a special education day class for individuals with mild/moderate disabilities. Required for the Education Specialist Internship. Credential in Mild/Moderate Disabilities. Graded Satisfactory (S) or No Credit (NC).

**EDUC 347A. Supervised Intern Teaching in a Special Class for Individuals with Moderate/Severe Disabilities (9)** Seminar, 2 hours; field, 30 hours. Prerequisite(s): admission to an internship program in moderate/severe disabilities; EDUC 340B (may be taken concurrently). Intern teaching in a special education day class for individuals with moderate/severe disabilities. Required for the Education Specialist Internship Credential in Moderate/Severe Disabilities. Graded Satisfactory (S) or No Credit (NC).

**EDUC 347B. Supervised Intern Teaching in a Special Class for Individuals with Moderate/Severe Disabilities (7)** Field, 21 hours. Prerequisite(s): admission to an internship program in moderate/severe disabilities; EDUC 347A. Intern teaching in a special education day class for individuals with moderate/severe disabilities. Required for the Education Specialist Internship Credential in Moderate/Severe Disabilities. Graded Satisfactory (S) or No Credit (NC).

**EDUC 347C. Supervised Intern Teaching in a Special Class for Individuals with Moderate/Severe Disabilities (7)** Field, 21 hours. Prerequisite(s): admission to an internship program in moderate/severe disabilities; EDUC 347B. Intern teaching in a special

## 244 / Programs and Courses

education day class for individuals with moderate/severe disabilities. Required for the Education Specialist Internship Credential in Moderate/Severe Disabilities. Graded Satisfactory (S) or No Credit (NC).

**EDUC 348A. Single Subject Credential Seminar (2)** Seminar, 2 hours. Prerequisite(s): EDUC 110, EDUC 139, EDUC 174; concurrent enrollment in EDUC 378A. Analyzes instructional problems encountered by candidates in the single subject classroom. Topics include basic curriculum, classroom management, interpersonal relationships, self-evaluation, and professional competencies. Credit is awarded for only one of EDUC 348A or EDUC 349A.

**EDUC 348B. Single Subject Credential Seminar (2)** Seminar, 2 hours. Prerequisite(s): EDUC 348A; concurrent enrollment in EDUC 378B. Analyzes instructional problems encountered by candidates in the single subject classroom. Topics include basic curriculum, classroom management, interpersonal relationships, self-evaluation, and professional competencies. Credit is awarded for only one of EDUC 348B or EDUC 349B.

**EDUC 348C. Single Subject Credential Seminar (2)** Seminar, 2 hours. Prerequisite(s): EDUC 348B; concurrent enrollment in EDUC 378C. Analyzes instructional problems encountered by candidates in the single subject classroom. Topics include basic curriculum, classroom management, interpersonal relationships, self-evaluation, and professional competencies. Credit is awarded for only one of EDUC 348C or EDUC 349C.

**EDUC 349A. Single Subject Student Teaching Seminar (2)** Seminar, 2 hours. Prerequisite(s): concurrent enrollment in EDUC 376A. Analyzes applied problems in the process of instruction in the single subject classroom. Also addresses interpersonal relationships.

**EDUC 349B. Single Subject Student Teaching Seminar (2)** Seminar, 2 hours. Prerequisite(s): EDUC 349A; concurrent enrollment in EDUC 376B. Analyzes applied problems in the process of instruction in the single subject classroom. Also addresses interpersonal relationships.

**EDUC 349C. Single Subject Student Teaching Seminar (2)** Seminar, 2 hours. Prerequisite(s): EDUC 349B; concurrent enrollment in EDUC 376C or EDUC 345A or EDUC 345B. Analyzes applied problems in the process of instruction in the single subject classroom. Also addresses interpersonal relationships.

**EDUC 354A. Orientation to Educational Administration and Policy (4)** Seminar, 15 hours per quarter; field, 7.5 hours. Prerequisite(s): admission to the Preliminary Administrative Services Credential program. Orientation to the field of educational administration and policy formation. Focuses on analysis, management skills, and mentoring.

**EDUC 354B. Competence in Educational Administration and Policy (4)** Seminar, 15 hours per quarter; field, 7.5 hours. Prerequisite(s): EDUC 354A; admission to the Preliminary Administrative Services Credential program. Evaluation of the students' skills in educational administration and policy formation. Students present professional growth portfolios demonstrating their competence in inquiry, reflection, and problem solving.

**EDUC 355. Field Experience in School Administration (4)** Lecture, 3 hours; field, 3-15 hours. Prerequisite(s): consent of instructor. Supervised field experience. The planning, execution and evaluation of administrative tasks under the supervision of local school administrators and university personnel. May be repeated for credit.

**EDUC 365A. Advanced Study of Educational Administration and Policy Formation (4)** Seminar, 2 hours; field, 6 hours. Prerequisite(s): admission to the Professional Administrative Services Credential program. Advanced study of educational administration and policy formation. Emphasis is on analysis and problem solving. Topics include interpersonal relationships, mentoring, policy development, and policy administration.

**EDUC 365B. Advanced Study of Educational Administration and Policy Formation (4)** Seminar, 2 hours; field, 6 hours. Prerequisite(s): admission to the Professional Administrative Services Credential program. Evaluation of the students' skills in educational administration and policy development. Students present professional growth portfolios demonstrating their competence in inquiry, reflection, and problem solving.

**EDUC 366. Specialized Field Experience in School Administration (4)** Seminar, 3 hours; fieldwork, 10-15 hours. Prerequisite(s): EDUC 365A- EDUC 365B; possession of California Preliminary Administrative Services Credential or equivalent; an administrative job in education or consent of instructor. Advanced level field experience covering special topics in educational administration. Individually planned and guided tasks in an area of specialized study, selected in consultation with faculty and executed under the supervision of selected school administrators and University faculty.

**EDUC 376A. Supervised Teaching in the Secondary School (2)** Field, 9 hours. Prerequisite(s): concurrent enrollment in or completion of EDUC 110, EDUC 139, EDUC 174, EDUC 377A; admission to a teaching credential program; concurrent enrollment in EDUC 349A. Supervised teaching in the single subject classroom. Required of all candidates for the Single Subject Credential. Graded Satisfactory (S) or No Credit (NC). Credit is awarded for only one of EDUC 376A or EDUC 378A.

**EDUC 376B. Supervised Teaching in the Secondary School (5)** Field, 18 hours. Prerequisite(s): EDUC 376A; concurrent enrollment in or completion of EDUC 377B; concurrent enrollment in EDUC 349B. Supervised teaching in the single subject classroom. Required of all candidates for the Single Subject Credential. Graded Satisfactory (S) or No Credit (NC). Credit is awarded for only one of EDUC 376B or EDUC 378B.

**EDUC 376C. Supervised Teaching in the Secondary School (11)** Field, 36 hours. Prerequisite(s): EDUC 376B; concurrent enrollment in or completion of EDUC 377C; concurrent enrollment in EDUC 349C. Supervised teaching in the single subject classroom. Required of all candidates for the Single Subject Credential. Graded Satisfactory (S) or No Credit (NC). Credit is awarded for only one of EDUC 376C or EDUC 378C.

**EDUC 377A. Teaching Performance Assessment for Single Subject Candidates (1)** Field, 2 hours; written work, 2 hours. Prerequisite(s): admission to a teaching credential program or an intern teaching program; concurrent enrollment in or completion of EDUC 376A or concurrent enrollment in or completion of EDUC 378A. Performance assessment for California teachers. Topics include lesson design, classroom instruction in public schools, and assessment design. Fieldwork hours completed in regular placement as assigned for EDUC 376A or EDUC 378A. Required of all candidates for the Single Subject Credential. Graded Satisfactory (S) or No Credit (NC).

**EDUC 377B. Teaching Performance Assessment for Single Subject Candidates (1)** Field, 2 hours; written work, 2 hours. Prerequisite(s): admission to a teaching credential program or an intern teaching program; concurrent enrollment in or completion of EDUC 376B or concurrent enrollment in or completion of EDUC 378B. Performance assessment for California teachers. Topics include lesson design, classroom instruction in public schools, and assessment design. Fieldwork hours completed in regular placement as assigned for EDUC 376B or EDUC 378B. Required of all candidates for the Single Subject Credential. Graded Satisfactory (S) or No Credit (NC).

**EDUC 377C. Teaching Performance Assessment for Single Subject Candidates (1)** Field, 2 hours; written work, 2 hours. Prerequisite(s): admission to a teaching credential program or an intern teaching program; concurrent enrollment in or completion of EDUC 376C or concurrent enrollment in or completion of EDUC 378C. Performance assessment for California teachers. Topics include lesson design, classroom instruction in public schools, and assessment design. Fieldwork hours completed in regular placement as assigned for EDUC 376C or EDUC 378C. Required of all candidates for the Single Subjects Credential. Graded Satisfactory (S) or No Credit (NC).

**EDUC 378A. Intern Teaching in the Secondary School (9)** Field, 30 hours. Prerequisite(s): EDUC 110, EDUC 139, EDUC 174; admission to intern teaching program; concurrent enrollment in or completion of EDUC 377A; concurrent enrollment in EDUC 348A. Intern teaching in the single subject classroom. Required for the Single Subject Internship Credential. Graded Satisfactory (S) or No Credit (NC). Credit is awarded for only one of EDUC 376A or EDUC 378A.

**EDUC 378B. Intern Teaching in the Secondary School (9)** Field, 30 hours. Prerequisite(s): EDUC 378A; concurrent enrollment in or completion of EDUC 377B; concurrent enrollment in EDUC 348B. Intern teaching in the single subject classroom. Required for the Single Subject Internship Credential. Graded Satisfactory (S) or No Credit (NC). Credit is awarded for only one of EDUC 376B or EDUC 378B.

**EDUC 378C. Intern Teaching in the Secondary School (9)** Field, 30 hours. Prerequisite(s): EDUC 378B; concurrent enrollment in or completion of EDUC 377C; concurrent enrollment in EDUC 348C. Intern teaching in the single subject classroom. Required for the Single Subject Internship Credential. Graded Satisfactory (S) or No Credit (NC). Credit is awarded for only one of EDUC 376C or EDUC 378C.

## Education Abroad Program

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