

Education Studies

DIRECTOR

Amanda Datnow

ASSOCIATE DIRECTOR

Tom L. Humphries

COORDINATOR OF TEACHER EDUCATION

Cheryl Forbes

PROFESSORS

Mark I. Appelbaum, Ph.D., *Psychology*

Julian Betts, Ph.D., *Economics*

Linda Brodkey, Ph.D., *Literature*

Janet Chrispeels, Ed.D., *Education Studies*

Michael Cole, Ph.D., *Communications*

Amanda Datnow, Ph.D., *Director, Education Studies Program*

Grant Goodall, Ph.D., *Linguistics*

Guershon Harel, Ph.D., *Mathematics*

James D. Hollan, Ph.D., *Cognitive Science*

James Levin, Ph.D., *Education Studies*

Hugh B. Mehan, Ph.D., *Sociology*

Carol A. Padden, Ph.D., *Communication*

Sally Ride, Ph.D., *Emerita, Physics*

Stefan A. Tanaka, Ph.D., *History*

Kathryn A. Woolard, Ph.D., *Anthropology*

Ana Celia Zentella, Ph.D., *Emerita, Ethnic Studies*

ASSOCIATE PROFESSORS

Gerald J. Balzano, Ph.D., *Music*

Amy Binder, Ph.D., *Sociology*

Gedeon O. Deák, Ph.D., *Cognitive Science*

Brian Goldfarb, Ph.D., *Communication*

Tom L. Humphries, Ph.D., *Education Studies and Communication*

Claire L. Ramsey, Ph.D., *Education Studies*

Olga V. Vasquez, Ph.D., *Communication*

ASSISTANT PROFESSORS

Alan Daly, Ph.D., *Education Studies*

Nora E. Gordon, Ph.D., *Economics*

Alison Wishard-Guerra, Ph.D., *Education Studies*

SENIOR LECTURERS WITH SECURITY OF EMPLOYMENT

Paula F. Levin, Ph.D., *Education Studies, Graduate advisor*

Barbara Sawrey, Ph.D., *Chemistry and Biochemistry, AVC Undergraduate Education*

Randall Souviney, Ph.D., *Emeritus*

Gabrielle Weinhausen, Ph.D., *Biological Sciences—Molecular Biology, Associate Dean, Education (Biology)*

LECTURERS WITH SECURITY OF EMPLOYMENT

Chris Halter, M.A., Ed.D.

Carolyn Huie-Hofstetter, Ph.D.

LECTURERS

Bobbie Allen, Ph.D.

Bernard (Rusty) Bresser, M.A.

Elizabeth Butler, M.A., Ed.D., *Secondary Math/Educational Technology*

Luz Chung, M.A., Ed.D.

Cheryl Forbes, M.A., Ed.D., *Coordinator of Teacher Education*

Caren Holtzman, M.A.

Rachel Millstone, M.A.

Susan Scharton, M.A., Ed.D.

Marcia Sewall, M.A., Ed.D.

Patrick Velasquez, Ph.D.

DISTINGUISHED TEACHER IN RESIDENCE

Kathy Melanese, M.A.

PART-TIME LECTURER

Pamela Long, *Lecturer/Striving Readers/Artsbridge*

OFFICE: Pepper Canyon Hall, Third Floor

University Center

<http://eds.ucsd.edu>

Education Studies (EDS) at UC San Diego offers the Master of Education Degree/California Preliminary Multiple Subject Teaching Credential for elementary school teachers; the Master of Education Degree/California Preliminary Single Subject Teaching Credential in English, mathematics, biology, chemistry, geosciences, and physics for secondary school teachers; the Master of Arts in Teaching and Learning with an emphasis in curriculum design; the Master of Arts in Deaf Education; the Doctor of Education (Ed.D.) in Teaching and Learning, a joint Doctor of Education with Cal State University, San Marcos in Educational Leadership; and three undergraduate minors in Education Studies.

A primary focus of Education Studies is to provide equity of educational access for all students in public schools. We require candidates to master the subject matter that they will teach and develop a repertoire of effective teaching practices that utilize their students' cultural knowledge and language diversity as educational resources.

UNDERGRADUATE PROGRAMS

MINORS IN EDUCATION STUDIES

The Education Studies program offers three specific minor programs. These minors are designed for students considering K–12 teaching as a career; those interested in teaching at the college level; and students who are interested in becoming better, more reflective learners. The minor in Education Studies provides course work and field experience for students interested in elementary teaching, or for English, mathematics, science, or engineering students who decide to pursue teaching during their junior or senior years. The Mathematics and Science Education minors explore teaching and learning practices specific to these disciplines along with the

components of the knowledge base necessary to teach K–12 science and mathematics successfully. All courses for these minors must be taken for a letter grade except for EDS 39 and EDS 139. Depending on students' majors and career plans, they may select from the following minor options:

- Minor in Education Studies
- Minor in Mathematics Education
- Minor in Science Education

Minor in Education Studies

Students must complete a minimum of one practicum course in Teaching and Learning (EDS 130, 134, 136, 138, 128AB, or 129ABC) and a minimum of one course from two of the remaining three categories of Learning Environments (EDS 114, 115, 118, 119), Language and Culture (EDS 117 or 125), or School and Society (EDS 126 or 125).

Students planning to apply for the UC San Diego graduate credential program must take specific courses in all four categories above (except for the minor in Mathematics Education, and the minor in Science Education). These two minors have their own specific courses, described below. Please contact EDS for specific minor courses that meet the prerequisite requirements for admission to the graduate credential program. The EDS minor requires a minimum of twelve units in EDS courses. A maximum of eight units of practicum (EDS 139) may be applied to this minor (total of twenty-eight quarter units).

Minor in Mathematics Education

- MATH 95. Introduction to Teaching Mathematics
- EDS 39. Practicum in Science and Mathematics Teaching/Learning
- EDS 117. Language, Culture and Education
- MATH 121A. Foundations of Teaching and Learning Mathematics I
- MATH 121B. Foundations of Teaching and Learning Mathematics II
- EDS 129A. Introduction to Teaching and Learning
- EDS 139. Practicum in Teaching/Learning
- EDS 129B. Introduction to Teaching and Learning
- EDS 139. Practicum in Teaching/Learning
- EDS 129C. Introduction to Teaching and Learning
- EDS 139. Practicum in Teaching/Learning (total of thirty-four quarter units)

Minor in Science Education

- CHEM 96. Introduction to Teaching Science
- EDS 39. Practicum in Science and Mathematics Teaching/Learning
- EDS 117. Language, Culture and Education
- CHEM 187. Teaching and Learning Science
- CHEM 188. Capstone Seminar in Science
- EDS 129A. Introduction to Teaching and Learning
- EDS 139. Practicum in Teaching/Learning

- EDS 129B. Introduction to Teaching and Learning
- EDS 139. Practicum in Teaching/Learning
- EDS 129C. Introduction to Teaching and Learning
- EDS 139. Practicum in Teaching/Learning (total of thirty-four quarter units)

Students interested in pursuing a graduate teaching credential program at UCSD should contact EDS for the specific prerequisite requirements for admission to the UCSD graduate credential program.

GRADUATE PROGRAMS

MASTER OF EDUCATION (M.ED.)/CREDENTIAL PROGRAM

The M.Ed. articulates with the Preliminary Multiple Subject and Preliminary Single Subject credential programs. It is a rigorous fifteen- to twenty-four-month professional degree program designed specifically to prepare preservice elementary and secondary teachers earning their initial teaching credential at UC San Diego. This course of study allows candidates to earn a Preliminary California Teaching Credential and the M.Ed. degree from UCSD prior to entering the teaching profession. The program seeks applicants with strong subject matter preparation and clear career intentions.

M.Ed./Credential Admissions Process

The application deadline for the M.Ed./Credential programs is February 1. All applicants must apply online at <http://eds.ucsd.edu>.

Applicants interested in financial aid should complete the FAFSA application by March 2, and may contact Graduate Student Financial Services at (858) 534-3807.

Each applicant is carefully reviewed for admission by a committee. The selection committee ensures that applicants have completed the prerequisite course requirements for admission and evaluates each applicant on the basis of the following criteria:

1. A strong interest in multicultural approaches to education; a strong desire to improve the quality of American education; a strong desire to develop self-activated learners;
2. Experience working with children in educational environments, especially with students from diverse backgrounds;
3. Participation in public service activities;
4. Academic excellence in their undergraduate and graduate studies.

More information about the entire application process is available on the EDS Web site at <http://eds.ucsd.edu>.

M.ED./PRELIMINARY MULTIPLE SUBJECT (ELEMENTARY) CREDENTIAL

Students working toward any major at UCSD may complete the prerequisite admission requirements and educational foundations courses while they are undergraduates for the M.Ed./Multiple Subject Credential Program.

Candidates who have already received a bachelor of arts or science from any University of California campus, or an appropriate equivalent degree from another institution, must apply for graduate status as an M.Ed. Preliminary Multiple Subject Credential student.

Students applying for admission to the UCSD graduate credential program must contact EDS for information on the required prerequisite course requirements.

Examples of majors from other universities not eligible for application to the M.Ed./Multiple Subject Credential program include business, education, liberal studies, marketing, and recreation.

Prerequisite Requirements for the Multiple Subject Preliminary Credential

- 1. A 3.0 cumulative GPA is required from the institution awarding the bachelor's degree.
- 2. Subject Matter Competence: This requirement is satisfied by providing evidence of satisfactory completion of the California Subject Examinations for Teachers (CSET).
- 3. The California Basic Educational Skills Test (CBEST): Evidence of passing the CBEST (or CSET Writing Skills exam) satisfies this requirement. Satisfactory scores on the CSU EAP Placement Tests or the ELM and EPT Placement Tests will also satisfy this requirement.
- 4. U.S. Constitution requirement: This requirement is satisfied by either
 - Completion of a course covering the provisions and principles of the U.S. Constitution, or
 - Passage of an appropriate exam offered through the County Office of Education (Contact the EDS office for information.)
- 5. Sensitivity to second language learning: Applicants must demonstrate, through course work or equivalent experience, an informed sensitivity to the challenges of second language learning and acquisition. This can be fulfilled in one of three ways:
 - Completion of nine quarter units of college course work in a single language that is not the applicant's native language, or
 - Completion of three years of secondary school course work in a language other than English. The course work must be taken in grades 7 through 12, with at least a B average, or
 - Demonstration of an "equivalent experience" in a second language situation. Applicants who wish to satisfy this requirement by one of the three options listed below must submit an essay that describes the length and circumstances of the experience, including at least three specific examples of situations that helped you gain personal knowledge and appreciation of issues surrounding second language acquisition in a diverse cultural setting. The three equivalent experience options are
 - The applicant has lived for prolonged period of time in a country where the language spoken was not native to the

applicant, and where the applicant was continuously required to speak that second language (e.g., Peace Corps).

- The applicant has had an extended experience immersed in a multilingual community in his/her native country.
 - The applicant was raised in a multilingual community.
6. Satisfactory scores on the Graduate Record Exam (GRE) General Test
 7. Satisfactory completion of the education foundations prerequisites for the Multiple Subject Credential (contact EDS for the current prerequisite requirements).
 8. Prerequisites for Bilingual Authorization in Spanish or American Sign Language options: These authorizations are designed for students who have sufficient bilingual skills to effectively teach in English and either Spanish or American Sign Language. Students interested in applying for admission to the Bilingual Authorization program must demonstrate
 - *Spanish or American Sign Language fluency:*
Spanish: Completion of two Spanish literature courses (Spanish/English Bilingual Authorization only), at least one of which must be upper-division in either Latin American or Chicano literature, and completion of the EDS Spanish Language Assessment, with an FSI score of at least 3 (scores of 3– will be accepted, but students must receive a score of 3 prior to being recommended for the Bilingual Authorization). EDS coordinates these exams; please contact the program in January prior to your application to the credential program.
American Sign Language: Completion of the EDS American Sign Language assessment with a rating of "acceptable" by a panel of assessors
 - *Cultural knowledge:*
Spanish: One history course and one culture course covering Chicano or Latin American-related topics
American Sign Language: At least one course on the language or culture of deaf people in the U.S. or intensive experience living among deaf people in the U.S.
 - History, Politics, and Theory of Bilingual Education: EDS 125 or ETHN 140.
 9. A desire to teach in a bilingual setting.

Multiple Subject Professional Preparation

The professional preparation component of the Preliminary Multiple Subject credential consists of twelve courses and fifteen weeks of student teaching in elementary school classrooms.

A typical student schedule for the Multiple Subject Professional Preparation Program is shown in Table 1:

Table 1: Schedule of Professional Preparation Activities for the M.Ed./Preliminary Multiple Subject Credential

FALL	WINTER	SPRING	SUMMER
EDS 351 (4)	EDS 361B (6)	EDS 361C (4)	EDS 204 (4)
EDS 361A (6)	EDS 369A (9)	EDS 369B (9)	EDS 206 (4)
EDS 190 (4)	EDS 205A (2)	EDS 382 (4)	
EDS 201 (4)		EDS 205B (4)	
EDS 203 (4)			
EDS 250 (4)			
For Bilingual Authorization Candidates:			
EDS 352A (2)	EDS 352B (2)		

M.ED./PRELIMINARY SINGLE SUBJECT (SECONDARY) CREDENTIAL

UCSD students working towards a literature, linguistics, mathematics, engineering or any science major may complete the prerequisite single subject credential requirements if they take specified courses for one of the EDS Minors while they are undergraduates. Contact EDS for the prerequisite requirements for admission to the UCSD graduate credential program.

Prerequisite Requirements for the Single Subject Preliminary Credential

- Undergraduates working toward selected majors at UCSD may complete the foundation requirements for the Preliminary Single Subject Credential prior to completing their degree. Students must be working toward a major in the discipline corresponding to that of the desired credential:
 - English: any UCSD literature or linguistics major, or equivalent
 - Mathematics: any UCSD mathematics, engineering, or computer science major, or equivalent,
 - Biology, chemistry, geosciences, or physics: any UCSD natural science major, or equivalent.
- Candidates, who have already received a literature, linguistics, mathematics, or science Bachelor of Arts or Science degree from any University of California campus, or an appropriate equivalent degree from another institution, must apply for graduate status as an M.Ed./Preliminary Single Subject credential student.
- A 3.0 cumulative GPA is required from the institution awarding the bachelor's degree.
- Subject Matter Competence: This requirement is satisfied by either
 - Providing evidence of satisfactory completion of the appropriate sections of the California Subject Examinations for Teachers (CSET) or
 - Having completed the entire subject matter preparation program (for Math SS credential candidates only).
- The California Basic Educational Skills Test (CBEST): Evidence of passing the CBEST satisfies this requirement. Satisfactory scores on the CSU EAP Placement Tests or the ELM and EPT Placement Tests will also satisfy this requirement.
- U.S. Constitution requirement
 - Completion of a course covering the provisions and principles of the U.S. Constitution or

- Passage of an appropriate exam offered through the County Office of Education (Contact the EDS office for information.)
- Sensitivity to second language learning: Applicants must demonstrate, through course work or equivalent experience, an informed sensitivity to the challenges of second language learning and acquisition. This can be fulfilled in one of three ways:
 - Completion of nine quarter units of college course work in a single language that is not the applicant's native language or
 - Completion of three years of secondary school course work in a language other than English. The course work must be taken in grades 7 through 12, with at least a B average or
 - Demonstration of an "equivalent experience" in a second language situation. Applicants who wish to satisfy this requirement by one of the three options listed below must submit an essay that describes the length and circumstances of the experience, including at least three specific examples of situations that helped you gain personal knowledge and appreciation of issues surrounding second language acquisition in a diverse cultural setting. The three equivalent experience options are:
 - The applicant has lived for a prolonged period of time in a country where the language spoken was not native to the applicant, and where the applicant was continuously required to speak that second language (e.g., Peace Corps).
 - The applicant has had an extended experience immersed in a multilingual community in his/her native country.
 - The applicant was raised in a multilingual community.
 - Satisfactory scores on the Graduate Record Exam (GRE) General Test.
 - Satisfactory completion of the education foundations prerequisites for the Single Subject Credential (contact EDS for the current prerequisite requirements).
 - Prerequisites for for Bilingual Authorization in Spanish: This authorization is designed for students who have sufficient bilingual skills to effectively teach in English and Spanish. Students interested in applying for admission to the Bilingual Authorization program must demonstrate
 - Spanish Language Fluency:
 - Completion of two Spanish literature courses, at least one of which must be upper-division in either Latin American or Chicano literature, and
 - Completion of the EDS Spanish Assessment, with an FSI score of at least 3 (Scores of 3- will be accepted, but student must receive a score of 3 prior to being recommended for the Bilingual Authorization.) EDS coordinates these exams; please contact the program in January prior to application to the credential program.

- Cultural Knowledge: One history course and one culture course covering Chicano or Latin American-related topics.
 - History, Politics, and Theory of Bilingual Education: EDS 125 or ETHN 140.
11. A desire to teach in a bilingual setting.

Note: A grade of B- or higher is required for all Bilingual Authorization courses.

Single Subject Professional Preparation

Students engage in an intensive program of professional preparation, including five teaching methods courses in the summer prior to the internship, and seminars offered throughout the academic year that address classroom management techniques and strategies for dealing with individual teaching situations.

Students admitted to the M.Ed./Preliminary Single Subject Credential Program are eligible to be interviewed in the summer for a paid internship in a local middle or high school for the following school year. Availability of internship positions is not guaranteed, though EDS attempts to facilitate internship positions for all Single Subject students. Students who do not receive an internship position will do their practicum as student teachers instead. Interns are responsible for teaching classes in their subject area under the guidance of an EDS supervisor and an on-site support-provider. Interns are typically hired as part-time teachers and receive a salary from the school district commensurate with the number of sections taught.

A typical student schedule for the Preliminary Single Subject Professional Preparation Program is shown in Table 2.

Table 2: The Professional Preparation Program for the M.Ed./Preliminary Single Subject Credential

SUMMER	FALL	WINTER	SPRING	SUMMER (2)
EDS 373 (4) or (374 or 375)	EDS 379A (8)	EDS 379B (8)	EDS 379B (8)	EDS 204 (4)
EDS 376 (4)	EDS 351 (4)	EDS 381 (4)	EDS 381 (4)	EDS 382 (4)
EDS 201 (4)		EDS 205A (2)	EDS 205B (2)	
EDS 203 (4)				
EDS 250 (4)				
For Bilingual Authorization Candidates:				
EDS 352A (2)	EDS 352B (2)			

THE MASTER OF ARTS IN TEACHING AND LEARNING: CURRICULUM DESIGN

The M.A. in Teaching and Learning (Curriculum Design) offers professional educators in elementary and secondary schools an extensive overview of principles of educational research and curriculum design.

A key feature of the M.A. program is the integration of research and practice. M.A. students remain

full-time teachers for the duration of the program. They design, implement, and evaluate curricular innovations in their own classrooms. The culmination of the M.A. work is a thesis describing the rationale, development, and effectiveness of these innovations.

Examples of M.A. Research Projects

The topics of the M.A. theses in past years are varied, and have included: multimedia approaches to secondary biology and chemistry instruction; writing revision among emergent writers; building partnerships between families and schools; activities which link home and school experiences in the content areas of reading and writing, mathematics, science, and social studies; improved integration of curriculum and assessment; motivation and art; using technology for mathematics and geography teaching; and embedding ESL in native-language instruction.

The M.A. Course of Study (Teaching and Learning: Emphasis in Curriculum Design)

The M.A. program requirements consist of forty quarter units of course work, including the master's thesis. Courses are usually offered for four quarter units of credit, and are typically offered one night per week, from 5:00–8:00 p.m. Core course work comprises twenty-eight units, with the remaining twelve units consisting of elective course work.

A typical program consists of

Core M.A. Course Work

First Summer (mid-June to late August)

- EDS 231. Advanced Instructional Practices or EDS 232. Special Topics in Education (offered alternating summers)
- EDS 229. Introduction to Educational Resources

Fall, Winter, and Spring

- EDS 230A-B-C. Research in Curriculum Design
- EDS 233A-B. Topics in Education Research and Design
- EDS 290. Research Practicum

Second Summer (mid-June to late August)

- EDS 231. Advanced Instructional Practices or EDS 232. Special Topics in Education (offered alternating summers)
- EDS 295. M.A. Thesis
- Completion of M.A. thesis writing

Admission Requirements

Admission to the M.A. program in teaching and learning at UCSD is competitive. Factors considered by the selection committee include

- Teaching experience
- Professional development activities
- Experience and interest in curriculum design

- Academic record

Admission to graduate standing at UCSD requires a minimum cumulative GPA of 3.0 for any prior graduate work, and for the bachelor's degree. Official scores from the GRE verbal, analytic, and quantitative sections are also required. The application deadline is February 1.

THE MASTER OF ARTS IN TEACHING AND LEARNING: BILINGUAL EDUCATION (ASL-ENGLISH)

Education Studies (EDS) at UCSD offers a master of arts in Teaching and Learning: Bilingual Education (ASL-English) and the California Deaf and Hard-of-Hearing Specialist Teaching Credential and the Preliminary Multiple Subject Teaching Credential with Bilingual Authorization for elementary school teachers. This program of study includes extensive practicum experience combined with the latest research and innovation in bilingual education and deaf education. Students in the program participate in research and development on the leading edge of bilingual, multicultural education for deaf and hard-of-hearing children.

In keeping with its aim of training teachers who will be able to meet the needs of deaf and hard-of-hearing children from various language and cultural backgrounds, EDS requires fluency in ASL for acceptance into the program. EDS's teacher training program is designed to prepare teachers to work in various types of school settings from residential school classrooms to local public school classrooms for deaf and hard-of-hearing children. EDS recognizes that deaf and hard-of-hearing children need teachers who are bilingual and knowledgeable about the role of culture in human development.

Prerequisite Course Requirements

Prior to admittance to the credential and master's study, foundation students (or UCSD undergraduates pursuing the minor in education studies) complete the following five courses offered during the first summer. UCSD students can complete these prerequisites as part of the Minor in Education Studies. Contact EDS for more information on the graduate credential prerequisite requirements:

- EDS 128A-B. Introduction to Teaching and Learning (Elementary)
- EDS 115. Cognitive Development and Education
- EDS 117. Language, Culture and Education
- EDS 125. History, Politics, and Theory of Bilingual Education

Program of Study for the Deaf and Hard-of-Hearing Specialist Credential, the Preliminary Multiple Subject Teaching Credential with Bilingual Authorization, and the Master of Arts in Teaching and Learning

After completion of the prerequisite component, students complete a program of study resulting in the California Deaf and Hard-of-Hearing Specialist Credential at the elementary level. Students also qualify for the Preliminary Multiple Subject Credential with Bilingual Authorization.

This program of study consists of courses in bilingual education theory, methods, and applications to deaf education in addition to intensive classroom practice. During the second year of study the focus is on designing, implementing and evaluating a research-based project. This integration of research and practice is central to the goal of the M.A. program to develop teachers as researchers.

A typical program of study includes the following:

Year 1

Fall

- COHI 124. Voice. Deaf People in America
- EDS 342A. ASL-English Bilingual Education Practices
- EDS 361A. Innovative Instructional Practices
- EDS 390. Research Practicum (four units)
- EDS 203. Technology, Teaching, and Learning
- EDS 201. Introduction to Resources for Teaching and Learning, and
- EDS 250. Equitable Educational Research and Practice

Winter

- EDS 342B. ASL-English Bilingual Education Practices
- EDS 361B. Innovative Instructional Practices
- EDS 369A. Practicum in Student Teaching

Spring

- EDS 342C. ASL-English Bilingual Education Practices
- EDS 361C. Innovative Instructional Practices
- EDS 369B. Practicum in Student Teaching, and
- EDS 382. Inclusive Educational Practices

Year 2

Fall

- EDS 351. Teaching the English Language Learner
- EDS 240A. Research in ASL-English Bilingual Education, and
- EDS 241. Advanced Topics in Deaf Education

Winter

- EDSS 233A. Topics in Education Research and Design
- EDS 240B. Research in ASL-English Bilingual Education, and
- EDS 290. Research Practicum

Spring

- EDS 349. Education Specialist Student Teaching

- EDS 240C. Research in ASL-English Bilingual Education

Summer

- EDS 295. M.A. Thesis

Admission Requirements

Candidates will apply for graduate admission to the foundation component of this program. Upon satisfactory completion of the prerequisite component, students will advance to the professional/master's component, which requires two years of study. The following are the minimum eligibility requirements for admission to the graduate prerequisite component. Applications are available beginning in January. The application deadline is March 1.

1. A bachelor's degree with a 3.0 cumulative GPA
2. Official Graduate Record Exam (GRE) scores
3. Subject matter competence (CSET)
4. The California Basic Educational Skills Test (CBEST). Evidence of passing the CBEST (or CSET Writing Skills exam) satisfies this requirement.. Satisfactory scores on the CSU EAP Placement Tests or the ELM and EPT Placement Tests will also satisfy this requirement.
5. Completion of a course including the provisions and principles of the U.S. Constitution, or passage of the appropriate exam
6. Official Graduate Application and fee
7. Statement of Purpose and reference letters
8. Fluency in American Sign Language
9. Knowledge and experience of the social and cultural life of deaf people
10. A desire to teach deaf children of varying language and cultural backgrounds
11. Admission to graduate standing at UCSD requires a minimum cumulative GPA of 3.0 for any prior graduate work, and for the bachelor's degree. Official scores from the GRE verbal, analytic, and quantitative sections are also required.

DOCTOR OF EDUCATION (ED.D.) IN TEACHING AND LEARNING

Education Studies at UCSD offers a doctor of education (Ed.D.) degree in Teaching and Learning. This cohort-based four-year doctorate is designed to enable professional educators to participate in a research-based program while working in an educational setting. The Ed.D. course of study provides a research perspective on educational reform, with the expectation of developing regional leadership for K-12 and postsecondary teaching and learning. With its rich tradition of research and technological innovation, UCSD is uniquely positioned in the region to provide the research expertise for this program.

The doctor of education in Teaching and Learning program provides professional educators with the knowledge and skills to serve as faculty of pre-service teacher education and leaders of professional development for practicing teachers. Students take courses which address the topics

of school reform and educational equity; learning and educational technology; curriculum research and theory; qualitative and quantitative research methods; cognition and learning theory; the social organization of schooling; language and culture; and research on teaching and learning.

The following is a typical course of study:

Year 1

Summer

- EDS 229. Introduction to Educational Resources
- EDS 231. Advanced Instructional Practices, or EDS 232. Special Topics in Education (offered alternating summers)

Fall-Winter-Spring

- EDS 230A-B-C. Research in Curriculum Design

Summer

- EDS 295. M.A. Thesis
- EDS 231. Advanced Instructional Practices, or EDS 232. Special Topics in Education (offered alternating summers)

Year 2

Fall

- EDS 260A. Educational Research and Evaluation Design
- EDS 270. Leadership and Equity in Educational Reform

Winter

- EDS 260B. Educational Research and Evaluation Design
- Elective Graduate Seminar

Spring

- EDS 260C. Educational Research and Evaluation Design
- Elective Graduate Seminar

Year 3

Fall-Winter-Spring

- EDS 261A-B-C. Advanced Research and Evaluation Methods
- Elective Graduate Seminar

Year 4

Fall-Winter-Spring

- EDS 262A-B-C. Dissertation Writing Seminar
- EDS 299. Dissertation Research

Admission Requirements

See the EDS Web site for current admission requirements. The application deadline is February 1.

DOCTOR OF EDUCATION (ED.D.) IN EDUCATIONAL LEADERSHIP

The doctor of education in Educational Leadership is offered through a partnership between UCSD and California State University, San Marcos (CSUSM). The program is designed as a professional degree for P-12 and postsecondary educators who will develop advanced leadership and research skills related to their own institutional settings. Students are typically mid-career working professional educators who attend classes on weeknights and weekends over a thirty-six-month period. Students take courses designed to develop four specific leadership capacities: (1) leadership for learning; (2) leadership for a diverse society; (3) leadership for organizational change; and (4) leadership for organizational development. This program prepares leaders for culturally, linguistically, and economically diverse educational settings. Students will conduct research on professional practice within their own institutions, addressing specific local problems that have national implications for teaching and learning, school reform, and professional development. Students completing the program will receive a joint degree from UCSD and CSUSM.

The following is a typical course of study taught by UCSD and CSUSM faculty:

Year 1

Winter

- EDS 280. Re-Thinking Leadership
- EDS 287A. Educational Research and Evaluation Design
- EDS 291A. Leadership Research Practicum

Spring

- EDS 281. Leadership for Learning
- EDS 287B. Educational Research and Evaluation Design
- EDS 291B. Leadership Research Practicum

Summer

- EDS 282. Leadership for a Diverse Society
- EDS 287C. Educational Research and Evaluation Design
- EDS 291C. Leadership Research Practicum

Fall

- EDS 286. Advanced Topics in Leadership
- EDS 292. Qualifying Paper Preparation

Year 2

Winter

- EDS 283. Leadership for Organizational Change
- EDS 288A. Advanced Research and Evaluation Methods
- EDS 293A. Advanced Leadership Practicum

Spring

- EDS 284. Leadership for Organizational Development,
- EDS 288B. Advanced Research and Evaluation Methods,
- EDS 293B. Advanced Leadership Practicum

Summer

- EDS 285. Leadership for the Future,
- EDS 288C. Advanced Research and Evaluation Methods,
- EDS 293C. Advanced Leadership Practicum

Fall

- EDS 286. Advanced Topics in Leadership,
- EDS 299. Dissertation Research

Year 3

Winter

- EDS 299. Dissertation Research
- EDS 289A. Dissertation Writing Seminar
- EDS 294A. Colloquium on Educational Leadership

Spring

- EDS 299. Dissertation Research
- EDS 289B. Dissertation Writing Seminar
- EDS 294B. Colloquium on Educational Leadership

Summer

- EDS 299. Dissertation Research
- EDS 289C. Dissertation Writing Seminar
- EDS 294B. Colloquium on Educational Leadership

Fall

- EDS 299. Dissertation Research
- EDS 289D. Dissertation Writing Seminar

Admission Requirements

See the EDS Web site for current admission requirements. The application deadline is July 31.

COURSES

For course descriptions not found in the UC San Diego General Catalog, 2010–11, please contact the department for more information.

The Education Studies Program offers the following courses. Students are encouraged to consult with an EDS advisor to determine which courses satisfy credential requirements. Undergraduate students may enroll in graduate seminars with the consent of instructor.

LOWER-DIVISION

EDS 20. Introduction to Principles of Learning (4)

Students will study discipline-specific principles of effective learning, including critical thinking, problem solving, collaboration and group communication, laboratory and hypothesis testing, library research and writing skills, and self-assessment. Students will explore concepts and procedures in mathematics, science, and economics as the context for making explicit these often-tacit principles of learning. **Prerequisite:** Summer Bridge participation. Available to undergraduate students on a space-available basis.

EDS 30/Math. 95. Introduction to Math Teaching (2)

Revisit students' learning difficulties in mathematics in more depth to prepare students to make meaningful observations of how K-12 teachers deal with these difficulties. Explore how instruction can use students' knowledge to pose problems that stimulate students' intellectual curiosity. **Prerequisite:** Math. 87. Teaching Math and Science: The Challenge. Available to undergraduate students on a space-available basis.

EDS 31/Chem. 96. Introduction to Teaching Science (2)

Revisit students' learning difficulties in science in more depth to prepare students to make meaningful observations of how K-12 teachers deal with these difficulties. Explore how instruction can use students' knowledge to pose problems that stimulate students' intellectual curiosity. **Prerequisite:** Math. 87. Teaching Math and Science: The Challenge. Available to undergraduate students on a space-available basis.

EDS 39. Practicum in Science and Math Teaching/Learning (2)

Undergraduate students are placed in local schools and work with children in classrooms and the community. Students work on educational activities with K-12 students a minimum of 20 hours/quarter. **Prerequisites:** department stamp; concurrent enrollment in either Math 87: Teaching Math.: The Challenge, or Chem. 87: Teaching Science: The Challenge.

EDS 87. Freshman Seminar (1)

The Freshman Seminar Program is designed to provide new students with the opportunity to explore an intellectual topic with a faculty member in a small-seminar setting. Freshman seminars are offered in all campus departments and undergraduate colleges, and topics vary from quarter to quarter. Enrollment is limited to fifteen to twenty students, with preference given to entering freshmen. Seminars are open to sophomores, juniors, and seniors on a space-available basis.

UPPER-DIVISION

EDS 105. Teaching and Learning Physics (4)

(Same as PHYS 180.) A course on how people learn and understand key concepts in Newtonian mechanics. Reading in physics and cognitive science plus fieldwork teaching and evaluating K-12 students. Useful for students interested in teaching. **Prerequisites:** three quarters of lower-division physics.

EDS 114. Cognitive Development and Interactive Computing Environments (4)

Learning and development considered as an evolving interplay between "internal representations" and "external representations" of the world, with special attention devoted to the design, history, and educational implications of computer-based tools and learning environments. **Prerequisite:** upper-division standing.

EDS 115. Cognitive Development and Education (4)

This course examines the development of thinking and language in preschool and elementary school children, with implications for education. Themes include facilitating children's learning, and individual differences in cognition. Examples of topics covered are word learning, mathematical knowledge, and scientific thinking. Letter grade only.

EDS 116. The Psychology of Teaching and Structures of Information for Human Learning (4)

College students tutoring college students. Curriculum: basic applied learning principles, specifying objectives, planning and designing instruction, testing, evaluation, interpersonal communication skills, study skills. Objectives will be specified for each area. Competency will be assessed by project completion and practicum feedback. This course is not creditable toward professional preparation requirements for the multiple subject credential. **Prerequisite:** departmental approval (consent of instructor)—department stamp restriction.

EDS 117. Language, Culture, and Education (4)

(Same as Soc/B 117)The mutual influence of language, culture, and education. Explanations of students' school success and failure that employ linguistic and cultural variables, bilingualism, and cultural transmission through education are explored. **Prerequisite:** upper-division standing.

EDS 118. Adolescent Development and Education (4)

This course introduces prospective secondary teachers to the cognitive, social, and emotional development of adolescents, including developmental learning theory, the teaching/learning process, effective learning environments, and cross-cultural variation in development. Implications for classroom practice are drawn.

EDS/LIGN 119. First and Second Language Learning: From Childhood through Adolescence (4)

An examination of how human language learning ability develops and changes over the first two decades of life, including discussion of factors that may affect this ability. **Prerequisite:** upper-division standing or consent of instructor.

EDS 121A/Math. 121A. Foundations of Teaching and Learning Mathematics I (4)

Develop teachers' knowledge base (knowledge of mathematics content, pedagogy, and student learning) in the context of advanced mathematics. This course builds on the previous courses where these components of knowledge were addressed exclusively in the context of high-school mathematics. **Prerequisites:** EDS 30/Math. 95, and Calculus 10C or 20C.

EDS 121B/Math. 121B. Foundations of Teaching and Learning Math II (4)

Examine how learning theories can consolidate observations about conceptual development with the individual student as well as the development of knowledge in the history of mathematics. Examine how teaching theories explain the effect of teaching approaches addressed in the previous courses. **Prerequisite:** EDS 121A/Math. 121A.

EDS 122/Chem. 187. Foundations of Teaching and Learning Science (4)

Examine theories of learning and how they are important in the science classroom. Conceptual development in the individual student, as well as the development of knowledge in the history of science. Key conceptual obstacles in science will be explored. **Prerequisites:** EDS 31/Chem. 87: Introduction to Teaching Science, Chemistry 6C.

EDS 123/Chem. 188. Capstone Seminar in Science Education (4)

In the lecture and observation format, students continue to explore the theories of learning in the science classroom. Conceptual development is fostered, as well as continued

development of knowledge of science history. Students are exposed to the science of teaching science in actual practice. **Prerequisite:** EDS 122/Chem. 187.

COHI 124. Voice: Deaf People in America (4)

The relationship between small groups and dominant culture is studied by exploring the world of deaf people who have for the past twenty years begun to speak as a cultural group. Issues of language, communication, self-representation, and social structure are examined. **Prerequisite:** Com/HIP 100 or consent of the instructor.

EDS 125. History, Politics, and Theory of Bilingual Education (4)

This course provides a historical overview and models of bilingual education in the United States. Students will examine socio-cultural, theoretical, and policy issues associated with native language and second-language instruction, and legal requirements for public bilingual program.

EDS 126. Social Organization of Education (4)

(Same as Soc/C 126) The social organization of education in the U. S. and other societies; the functions of education for individuals and society; the structure of schools; educational decision-making; educational testing; socialization and education; formal and informal education; cultural transmission. **Prerequisite:** upper-division standing.

EDS 127A-B-C. Practicum in Interactive Computing (4-4-4)

The course focuses on interactional computing in teaching/learning. Course work concentrates on interactive computing, application to teaching, learning, bilingualism, and communication. Concurrent with course work, students are assigned to a school or community field site implementing interactive computing. Students will write research reports integrating course work and field experience. (F,W,S)

EDS 128 A-B. Introduction to Teaching and Learning (Elementary) (4-4)

This course series is for undergraduates who are exploring a career in elementary school teaching. Topics addressed include: theories of teaching and learning; research on cognition and motivation; and the cultural context of classroom teaching and learning. EDS 128A focuses on the learner in the teaching-learning interaction and EDS 128B focuses on the teacher in the teaching-learning interaction. **Prerequisites:** department stamp required; EDS 139 must be taken as corequisite. EDS 130 or 134 must be completed before EDS 128A, and 128A for 128B. EDS 128A and EDS 128B are restricted for students applying to the EDS M.Ed./Multiple Subject Credential Program.

EDS 129 A-B-C. Introduction to Teaching and Learning (Secondary) (4-4-4)

This course series is for undergraduates who are exploring a career in teaching secondary school. Topics addressed include: theories of teaching and learning processes and motivation for science, mathematics, and English instruction. EDS 129A focuses on the analysis of the needs of individual learners and small group instruction techniques; EDS 129B emphasizes the various roles of the classroom teacher and planning individual lessons; and EDS 129C emphasizes the assessment of student work and longer-range curriculum planning. **Prerequisites:** department stamp; EDS 139 must be taken as corequisite. Must have successfully completed EDS 136, 138, or 129A for 129B, and 129B for 129C. EDS 129B and 129C are restricted for students applying to the EDS M.Ed./Single Subject Credential Program.

EDS 130. Introduction to Academic Mentoring of Elementary/School Students (4)

This course focuses on the role of undergraduate mentors in raising academic expectations for students and families traditionally underrepresented at the university. The relationship between the school and community, the social and political organization of elementary schools, and the academic achievement of elementary children are examined. **Prerequisites:** department stamp required; EDS 139 must be taken as a corequisite.

EDS 131. Introduction to Early Childhood Education (4)

Course examines effective practices for literacy, numeracy, and socio-emotional development in early childhood

education. Field experience and seminar focus on social relationships between the UCSD student, the teacher and children, developmentally appropriate teaching and learning practices in literacy and numeracy, and community service. **Prerequisite:** department stamp; EDS 139 must be taken as a corequisite.

EDS 134. Introduction to Literacy and Numeracy Tutoring (4)

This course examines effective practices for language arts and mathematics learning for elementary school children. The field experience and seminar focus on the tutor/student relationship, teaching and learning processes for literacy and numeracy, and community service. **Prerequisites:** department stamp required; EDS 139 must be taken as a corequisite.

EDS 136. Introduction to Academic Tutoring of Secondary School Students (4)

This course focuses on the role of undergraduate tutors in building academic resiliency in secondary students traditionally underrepresented at the university. The relationship between the school and community, the social and political organization of secondary schools, the philosophical, sociological, and political issues which relate to the U.S. secondary educational system, and the academic achievement of secondary children are examined. **Prerequisites:** department stamp required; EDS 139 must be taken as a corequisite.

EDS 137. Introduction to Discipline-Specific Teaching and Learning (4)

This course examines effective practices for teaching and learning in specific academic content areas in PreK-12 school or community settings. The field experience and seminar focus on relationship building between mentors and learners, discipline-relevant teaching and learning processes, and community service. **Prerequisite:** EDS 139 must be taken as a corequisite.

EDS 138. Introduction to Academic Tutoring at the Preuss School (4)

This course focuses on effects of the Charter School movement on public education in the U.S., the role of the research universities in K-12 education, the social and political organization of the schools, the philosophical, sociological, and political issues which relate to the U.S. secondary educational system, and the academic achievement of secondary children. Students investigate the role of undergraduate tutors in building academic resiliency in secondary students traditionally underrepresented at the university. **Prerequisites:** department stamp required; EDS 139 must be taken as a corequisite.

EDS 139. Practicum in Teaching/Learning (2)

Students are placed in local schools and work with students in classrooms and the community. Students work on educational activities with K-12 students a minimum of four hours/week. **Prerequisites:** department stamp required; one of the following courses (may be taken concurrently) EDS 109, or EDS 127A-B-C, or EDS 128A-B, or 129A-B-C, or 130, or 134, or 136, or 138.

EDS 190. Research Practicum (1-6)

Supervised research studies with individual topics selected according to students' special interests. Students will develop a research proposal and begin to gather and analyze data. **Prerequisite:** consent of instructor. (F,W,S)

EDS 195. Apprentice Teaching (2-4)

Advanced EDS students are prepared in effective methods of supervising the preparation of UCSD students serving as paraprofessionals in K-12 classrooms. Topics covered include: classroom management, interpersonal relations, supervision techniques, multi-cultural and multi-lingual education, politics in the school, and curriculum development. Each student serves as a discussion leader and conducts at least two workshops. **Prerequisites:** department stamp required and TE79 or TE80 major code.

EDS 198. Directed Group Study (4-2)

Directed group study, guided reading, and study involving research and analysis of activities and services in multicultural education, bilingual education, the teaching-learning process, and other areas that are not covered by the present curriculum. **Prerequisite:** consent of instructor.

EDS 199. Special Studies (4)

Individual guided reading and study involving research and analysis of activities and services in multicultural education, bilingual education, the teaching-learning process, and other areas that are not covered by the present curriculum. **Prerequisite:** consent of instructor.

EDS 342A. ASL-English Bilingual Education Practices (4)

Students will examine the history, current theory, philosophy, legislation, and trends in deaf education. Methods of first- and second-language development, communication, and literacy skills for deaf and hard-of-hearing children will be introduced. **Prerequisites:** EDS 115, EDS 117, EDS 126, EDS 128A, EDS 128B. Must be a ED76 major. (F)

EDS 342B. ASL-English Bilingual Education Practices (2)

Students will investigate formal and informal assessment techniques used for deaf and hard-of-hearing children, bilingual/multicultural education practices across the curriculum, effective learning environments and approaches for educating and interacting with families and communities. **Prerequisites:** EDS 342A, EDS 361A. Must be an ED76 major. Concurrent enrollment in EDS 361B and 369A. (W)

EDS 342C. ASL-English Bilingual Education Practices (2)

Students will continue to investigate formal and informal assessment techniques used for deaf and hard of hearing children, bilingual/multicultural education practices across the curriculum, effective learning environments and approaches for educating and interacting with families and communities. **Prerequisites:** EDS 342A, EDS 342B, EDS 361A. Must be an ED76 major.

EDS 349. Deaf Education Specialist Student Teaching Practicum (9)

Education specialist credential candidate performs student teaching in participating schools for a minimum of seven weeks full-time under the supervision of a cooperating teacher and university supervisor. The field experience provides professional preparation and diversified teaching responsibilities for post-baccalaureate students pursuing the California Deaf and Hard of Hearing Specialist and BCLAD Credential. **Prerequisite:** must be an ED76 major, Teaching and Bilingual Education (ASL-English)

EDS 351. Teaching the English Language Learner (4)

Students will examine the principles of second language acquisition and approaches to bilingual education. They will develop a repertoire of strategies for teaching in elementary or secondary content areas. **Prerequisite:** ED76 or ED78 major: Elementary Multiple Subject or Single Subject candidates at UCSD who have advanced to student teaching or internship. (F)

EDS 352A. Bilingual Instructional Practices I (2)

First course in a two-course sequence. Provides a theoretical and practical grounding in various pedagogical techniques for teaching Spanish as a native language. Students will study native language methods, strategies and approaches, assessment materials, and techniques of transition for implementing curricula across disciplines in a bilingual classroom. **Prerequisite:** ED78 major.

EDS 352B. Bilingual Instructional Practices II (2)

Second course in the sequence. Provides a theoretical and practical grounding in various pedagogical techniques for teaching Spanish as a native language. Students will study native language methods, strategies and approaches, assessment materials, and techniques of transition for implementing curricula across disciplines in the bilingual classroom. **Prerequisites:** EDS 352A, and student must be an ED78 major.

EDS 355A. Advanced Mathematics Teaching Practices for Grades K-6 (2)

First course in a three-course sequence. Provides a theoretical and practical grounding in pedagogy and professional factors influencing high-quality elementary mathematics education. Students will review research literature and various content standards, assessment materials, and curriculum materials in preparation for specialized mathematics instruction in elementary classrooms. **Prerequisites:** admission into the ED78: Multiple Subject (MS-2 program),

and concurrent enrollment in EDS 361A or consent of instructor.

EDS 355B. Advanced Mathematics Teaching Practices for Grades K–6 (2)

Second course in the sequence. Provides a theoretical and practical grounding in pedagogy and professional factors influencing high-quality elementary mathematics education. Students will review research literature and various content standards, assessment materials, and curriculum materials in preparation for specialized mathematics instruction in elementary classrooms. **Prerequisites:** EDS 355A, admission into the ED85: Multiple Subject (MS-2 program), and concurrent enrollment in EDS 361B or consent of instructor.

EDS 355C. Advanced Mathematics Teaching Practices for Grades K–6 (2)

Third course in the series, which provides a theoretical and practical grounding in pedagogy and professional factors influencing high-quality elementary mathematics education. Students will review research literature and various content standards, assessment materials, and curriculum materials in preparation for specialized mathematics instruction in elementary classrooms. **Prerequisites:** EDS 355B, admission into the ED85: Multiple Subject (MS-2 program), and concurrent enrollment in EDS 361C or consent of instructor.

EDS 361A. Innovative Instructional Practices I (6)

First course in a three-course sequence. It provides pedagogical methods for multiple-subject teaching. Diverse subject areas (math, science, fine arts, P.E., and social studies) are integrated into a single intercurricular course of study by emphasizing activity/inquiry techniques of instruction. **Prerequisite:** must be an ED76 major: Teaching and Learning Bilingual Education (ASL-English) or ED78 major only for Elementary Multiple Subject candidate who has advanced to student teaching. (F)

EDS 361B. Innovative Instructional Practices II (6)

Second course in three course sequence. It provides pedagogical methods for multiple subject teaching. Diverse subject areas (language arts, English language development, health education, mathematics, sciences, social studies, fine arts, and physical education) are integrated into a single intercurricular course of study by emphasizing activity/inquiry techniques of instructions. **Prerequisites:** EDS 361A, ED76 major: Teaching and Learning Bilingual Education (ASL-English) or ED78 major only for Elementary Multiple Subject candidate who has advanced to student teaching.

EDS 361C. Innovative Instructional Practices III (4)

Last course in a three course sequence. It provides pedagogical methods for multiple subject teaching. General teaching methods are integrated into a single intercurricular course of study by emphasizing activity/inquiry techniques of instruction. **Prerequisites:** EDS 361B, ED76 major: Teaching and Learning Bilingual Education (ASL-English) or ED78 major only for Elementary Multiple Subject candidate who has advanced to student teaching.

EDS 369A. Multiple Subject (Elementary) Student Teaching Practicum-I (9)

First course in a series. The elementary credential candidate performs student teaching in participating schools for seven to eight weeks full-time for each course (fifteen weeks total) under the supervision of a cooperating teacher and university supervisor. The student teaching experience offers professional preparation and diversified teaching responsibilities for post-baccalaureate students pursuing the California Multiple Subject Teaching Credential. **Prerequisites:** ED78 major for Elementary Multiple Subjects only. Affirmed Multiple Subject Credential candidate at UCSD who has advanced to student teaching.

EDS 369B. Multiple Subject (Elementary) Student Teaching Practicum-II (9)

Second course in a two-course series. The elementary credential candidate performs student teaching in participating schools for seven to eight weeks full-time for each course (fifteen weeks total) under the supervision of a cooperating teacher and university supervisor. The student teaching experience offers professional preparation and diversified teaching responsibilities for post-baccalaureate

students pursuing the California Multiple Subject Teaching Credential. **Prerequisites:** ED 269A, ED78 major for Elementary Multiple Subjects only. Affirmed Multiple Subject Credential candidate at UCSD who has advanced to student teaching.

EDS 373. Secondary English Teaching Practices (4)

The course introduces prospective secondary teachers to principles and strategies of teaching English language arts. Topics include: writing processes, reading processes, integrated language arts, assessment, the second language learner, the classroom community, the California English Language Arts Framework. **Prerequisite:** ED78 Single Subject major only. Affirmed Single Subject candidate at UCSD who has advanced to internship or consent of instructor.

EDS 374. Secondary Mathematics Teaching Practices (4)

Mathematics teaching techniques including, curriculum design, California Model Curriculum Standards, instructional methods, computer applications, selection and use of textbooks, student assessment, lesson planning, and classroom organization. Professional matters including curriculum planning, professional organizations, para-professionals, professional ethics, education law, and parent involvement are addressed. **Prerequisite:** ED78 Single Subject major only. Affirmed Single Subject candidate at UCSD who has advanced to internship or consent of instructor.

EDS 375. Secondary Science Teaching Practices (4)

Science teaching techniques, including science curriculum design, California Model Curriculum Standards, instructional methods, computer applications, selection and use of textbooks, student assessment, lesson planning, and classroom organization. Professional matters including curriculum planning, professional organizations, para-professionals, professional ethics, education law, and parent involvement are addressed. **Prerequisite:** ED78 Single Subject major only. Affirmed Single Subject candidate at UCSD who has advanced to internship or consent of instructor.

EDS 376. Language and Learning Instruction (4)

This course satisfies the California Commission on Teacher Credentialing requirement for preparation in reading theory and methods for all credential candidates. Theories of reading development, integration of the language arts, reading and writing in the content areas, teaching methods, and literature. **Prerequisite:** ED78 Elementary Multiple Subject or Single Subject candidates at UCSD who have advanced to student teaching or internship.

EDS 379A. Single Subject (Secondary) Internship Practicum I (8)

The secondary credential candidate teaches approximately one academic quarter for each course in this series (one public school academic year) under the guidance of a university supervisor with additional support provided by an on-site teacher. The internship offers extensive professional preparation and diversified teaching experience under actual classroom conditions for post-baccalaureate students pursuing the California Single Subject Teaching Credential. **Prerequisites:** ED78 Single Subject major only. Affirmed Single Subject candidate at UCSD who has advanced to internship or consent of instructor.

EDS 379B. Single Subject (Secondary) Internship Practicum II (8)

Second course in the series. The secondary credential candidate teaches approximately one academic quarter for each course in this series (one public school academic year) under the guidance of a university supervisor with additional support provided by an on-site teacher. The internship offers extensive professional preparation and diversified teaching experience under actual classroom conditions for post-baccalaureate students pursuing the California Single Subject Teaching Credential. **Prerequisites:** EDS 379A, ED78 Single Subject major only. Affirmed Single Subject candidate at UCSD who has advanced to internship.

EDS 379C. Single Subject (Secondary) Internship Practicum III (8)

Third course in the series. The secondary credential candidate teaches approximately one academic quarter for each course in this series (one public school academic

year) under the guidance of a university supervisor with additional support provided by an on-site teacher. The internship offers extensive professional preparation and diversified teaching experience under actual classroom conditions for post-baccalaureate students pursuing the California Single Subject Teaching Credential. **Prerequisites:** EDS 379B, ED78 Single Subject major only. Affirmed Single Subject candidate at UCSD who has advanced to internship.

EDS 381. Health Education (4)

This course satisfies the Commission on Teacher Credentialing requirement for Health Education. Topics include: physical education, substance abuse, sex education, cardio-pulmonary resuscitation, nutrition, and first aid. **Prerequisite:** ED78 major: Elementary Multiple Subject or Single Subject candidates at UCSD who have advanced to student teaching or internship.

EDS 382. Inclusive Educational Practices (4)

This course satisfies the Commission on Teacher Credentialing requirements for Special Education. Topics include: teaching methods for accommodating special-needs students in the regular classroom, developing an Individual Education Plan, characteristics of special-needs students, lesson planning to accommodate individual differences, and legislated mandates. **Prerequisite:** ED78 or ED81 major: Elementary Multiple Subject or Single Subject candidates at UCSD who have advanced to student teaching or internship and department stamp required.

EDS 385. Elementary School Mathematics Content and Pedagogy (4)

Examines the underlying mathematical concepts of the elementary school mathematics curriculum and related pedagogical implications for teaching. Topics include number concepts, algebraic thinking, geometry, and data collection and analysis. **Prerequisite:** students must be ED78 majors: M.Ed./Elementary-Multiple Subject Credential candidates who have advanced to student teaching or internship. (MS-2).

EDS 390. Graduate Research Practicum (1–6)

Supervised research studies with individual topics selected according to student's special interests. Students will develop a research proposal, gather and analyze data. **Prerequisite:** Consent of instructor.

EDS 398. Directed Group Study (1–6)

Study and analysis of teaching and learning topics for credential students under the guidance of a faculty member. Offered for repeated registration. **Prerequisite:** Consent of instructor.

EDS 399. Independent Study (1–6)

Individual guided study and/or research in an area not covered by present curriculum course offerings for credential graduate students. Offered for repeated registration. **Prerequisite:** Consent of instructor.

GRADUATE

Soc. 270. The Sociology of Education (4)

A consideration of the major theories of schooling and society, including functionalist, conflict, critical, and interactional; selected topics in the sociology of education will be addressed in a given quarter, including: the debate over inequality, social selection, cultural reproduction and the transition of knowledge, the cognitive and economic consequences of education. Major research methods will be discussed and critiqued.

EDS 201. Introduction to Resources for Teaching and Learning (4)

This course introduces students to educational resources, both in print and on-line. Students compile and evaluate research studies, curricular materials, and instructional approaches in preparation for future projects in developing and evaluating various approaches to teaching and learning. **Prerequisite:** students must be registered EDS graduate students (ED 76, 77, 78, 79, 80).

EDS 203. Technology, Teaching, and Learning (4)

This course will review current literature on effective applications of technology in the classroom. Students will also become fluent in the use of productivity tools, presentation

software, and Web development for teaching and learning; critique software relevant to their area of teaching; and develop an educational activity based on their review of the literature that harnesses the power of technology. **Prerequisite:** students must be registered EDS graduate students (ED 76, 77, 78, 79, 80).

EDS 204. Technology and Professional Assessment (2)

Advanced techniques for using network-based resources for teaching and learning will be introduced. Students will review relevant research on advanced technologies related to assessment of professional performance and student achievement. Students will present a Web-based professional Teaching Performance Assessment Portfolio that reflects teaching performance during their student teaching or internship field experience. **Prerequisite:** students must be registered EDS graduate students.

EDS 205A. Reflective Teaching Practice (2)

This course introduces principles and practices of reflective teaching. Student teachers and interns will systematically document their practice teaching and analyze observation data to improve performance. Students will collaborate with supervisors and expert teachers throughout the yearlong preservice teaching experience. **Prerequisites:** students must be registered EDS graduate students.

EDS 205B. Reflective Teaching Practice (2)

This course introduces principles and practices of reflective teaching. Student teachers and interns will systematically document their practice teaching and analyze observation data to improve performance. Students will collaborate with supervisors and expert teachers throughout the yearlong preservice teaching experience. **Prerequisites:** EDS 205A, and students must be registered EDS graduate students.

EDS 206. Teaching Performance Assessment Portfolio (4)

This course introduces the use of a Teaching Performance Assessment Portfolio for assessment of teaching performance. Student teachers and interns will design an electronic portfolio that demonstrates acceptable performance on essential credential standards. National Board of Professional Teaching Standards will also be introduced. **Prerequisite:** students must be registered EDS graduate students.

EDS 229. Introduction to Educational Resources (4)

This course prepares K–12 teacher-researchers to design, implement, and evaluate classroom research. Students learn how to access and evaluate research studies, curricular materials, and instructional approaches both on-line and in print. **Prerequisite:** students must be registered TE76 majors.

EDS 230A-B-C. Research in Curriculum Design (4-4-4)

A year-long course sequence which provides an extensive overview of curriculum design principles appropriate for K–12 instruction. Consensus and model building methods will be discussed using case studies of curriculum research and development projects appropriate for various subject areas and grade levels. Participants will design, implement, and evaluate a curriculum project in their own classrooms. **Prerequisite:** must be TE76 major or consent of instructor. (F,W,S)

EDS 231. Advanced Topics in Instructional Practices (4)

Selected advanced topics in K–12 instructional practices in various subject areas. Techniques for teaching higher-level cognitive processes and advanced applications of computers and other technology will be stressed. Participants will conduct a field study of promising teaching practices appropriate to their grade level(s) and subject area(s) of instruction. **Prerequisite:** must be TE76 major or consent of instructor. (Su)

EDS 232. Special Topics in Education (4)

This course explores topical issues in education. It focuses on recent developments which have broad implications for research and practice in teaching and learning. Course topics will vary each time the course is offered. **Prerequisite:** TE76 major or consent of instructor.

EDS 233A. Topics in Education Research and Design (2)

Current topics and issues in education and educational research methodology, including action research, participant observation, ethnography, and survey research. This is the first in a two-course series. **Prerequisite:** TE76 major or consent of instructor.

EDS 233B. Topics in Education Research and Design (2)

Current topics and issues in education and educational research methodology, including action research, participant observation, ethnography, and survey research. This is the second in a two-course series. **Prerequisite:** EDS 233A: TE76 major or consent of instructor.

EDS 240A. Research in ASL-English Bilingual Education (4)

A three-course sequence in which participants conduct an overview of research and design and conduct a study related to bilingual, bicultural education for deaf children. **Prerequisite:** TE81 major: Teaching and Learning Bilingual Education (ASL-English) or consent of instructor.

EDS 240B. Research in ASL-English Bilingual Education (4)

A three-course sequence in which participants conduct an overview of research and design and conduct a study related to bilingual, bicultural education for deaf children. **Prerequisites:** EDS 240A, and TE81 major: Teaching and Learning Bilingual Education (ASL-English) or consent of instructor.

EDS 240C. Research in ASL-English Bilingual Education (4)

A three-course sequence in which participants conduct an overview of research and design and conduct a study related to bilingual, bicultural education for deaf children. **Prerequisites:** EDS 240A/EDS 240B, and TE81 major: Teaching and Learning Bilingual Education (ASL-English) or consent of instructor.

EDS 241. Advanced Topics in Deaf Education (2)

Topics in human development and education that relate to deaf and hard-of-hearing children and the relationship between home, community/culture, and classroom. **Prerequisite:** TE81 major or consent of instructor.

EDS 250. Equitable Educational Research and Practice (4)

This course introduces students to research studies and educational practices of educational equity, both in general and within specific content areas. Research studies relevant to educational equity will be examined, as will practices that have attempted to enable all students to achieve to the best of their abilities. **Prerequisite:** students must be registered EDS graduate students.

EDS 260A. Educational Research and Evaluation Design (4)

This course integrates a variety of social and behavioral science perspectives and research methodologies in examining topics of central relevance to education. Students have opportunities to design and apply to educational-research questions a variety of methodologies, including survey, interview, ethnographic, case study, video data analysis, and discourse analysis methods. This is the first of a three-course series. **Prerequisite:** admission into the Ed.D. program or consent of instructor.

EDS 260B. Educational Research and Evaluation Design (4)

This course integrates a variety of social and behavioral science perspectives and research methodologies in examining topics of central relevance to education. Students have opportunities to design and apply to educational-research questions a variety of methodologies, including survey, interview, ethnographic, case study, video data analysis, and discourse analysis methods. This is the second of a three-course series. **Prerequisites:** EDS 260A, and admission into the Ed.D. program or consent of instructor.

EDS 260C. Educational Research and Evaluation Design (4)

This course integrates a variety of social and behavioral science perspectives and research methodologies in examining topics of central relevance to education. Students

have opportunities to design and apply to educational research questions a variety of methodologies, including survey, interview, ethnographic, case study, video data analysis, and discourse analysis methods. This is the third of a three-course series. **Prerequisites:** EDS 260B, and admission into the Ed.D. program or consent of instructor.

EDS 261A. Advanced Research and Evaluation Methods (4)

This course addresses more advanced topics in research design and methodology. Students hone the requisite research skills to conduct dissertation research. Students gain varied hands-on experiences in collecting and analyzing data relevant to schooling, as well as learn how to develop, manage, and analyze large data files. Students create a research agenda and develop skills needed in proposal writing: development, organization and coherence, conceptualization of research design, and attention to audience and writing style. This is the first of a three-course series. **Prerequisite:** admission into the Ed.D. program or consent of instructor.

EDS 261B. Advanced Research and Evaluation Methods (4)

This course addresses more advanced topics in research design and methodology. Students hone the requisite research skills to conduct dissertation research. Students gain varied hands-on experiences in collecting and analyzing data relevant to schooling, as well as learn how to develop, manage, and analyze large data files. Students create a research agenda and develop skills needed in proposal writing: development, organization and coherence, conceptualization of research design, and attention to audience and writing style. This is the second of a three-course series. **Prerequisites:** EDS 261A, and admission into the Ed.D. program or consent of instructor.

EDS 261C. Advanced Research and Evaluation Methods (4)

This course addresses more advanced topics in research design and methodology. Students hone the requisite research skills to conduct dissertation research. Students gain varied hands-on experiences in collecting and analyzing data relevant to schooling, as well as learn how to develop, manage, and analyze large data files. Students create a research agenda and develop skills needed in proposal writing: development, organization and coherence, conceptualization of research design, and attention to audience and writing style. This is the third of a three-course series. **Prerequisites:** EDS 261B, and admission into the Ed.D. program or consent of instructor.

EDS 262A. Dissertation Writing Seminar (4)

This seminar provides an opportunity for doctoral candidates to present and critique in-progress dissertation research and writing. Topics addressed will also include writing for professional publications and presenting research findings to varied audiences. This is the first of a three-course series. **Prerequisite:** admission into the Ed.D. program or consent of instructor.

EDS 262B. Dissertation Writing Seminar (4)

This seminar provides an opportunity for doctoral candidates to present and critique in-progress dissertation research and writing. Topics addressed will also include writing for professional publications and presenting research findings to varied audiences. This is the second of a three-course series. **Prerequisites:** EDS 262A, and admission into the Ed.D. program or consent of instructor.

EDS 262C. Dissertation Writing Seminar (4)

This seminar provides an opportunity for doctoral candidates to present and critique in-progress dissertation research and writing. Topics addressed will also include writing for professional publications and presenting research findings to varied audiences. This is the third of a three-course series. **Prerequisites:** EDS 262B, and admission into the Ed.D. program or consent of instructor.

EDS 270. Leadership and Equity in Educational Reform (4)

This course provides a framework for understanding school reform movements that integrates relevant theory and research from a number of academic disciplines. **Prerequisite:** admission into the Ed.D. program or consent of instructor.

EDS 271. Language and Diversity in the Schooling Process (4)

This course examines current research and theory which relate language and diversity to educational outcomes. Topics addressed include the development of language and literacy in schools and other settings, socio-cultural perspectives on language learning, and implications for educational policy and practice. **Prerequisite:** admission into the Ed.D. program or consent of instructor.

EDS 272. Education and Culture (4)

This course examines schooling from an anthropological perspective, focusing on the impact of social and cultural forces on teaching and learning in U.S. public schools using comparative materials from other societies and settings. **Prerequisite:** admission into the Ed.D. program or consent of instructor.

EDS 273. Research in Teaching and Learning: Reading and Writing (4)

This seminar will address current theories and research on the teaching and learning of reading and writing, as well as how research can be used to analyze and foster effective teaching practices. **Prerequisite:** admission into the Ed.D. program or consent of instructor.

EDS 274. Research in Teaching and Learning: Mathematics (4)

This seminar will address current theories and research on the teaching and learning of mathematics, as well as how research can be used to analyze and foster effective teaching practices. **Prerequisite:** admission into the Ed.D. Program or consent of instructor.

EDS 275. Research in Teaching and Learning: Science (4)

This seminar will address current theories and research on the teaching and learning of science, as well as how research can be used to analyze and foster effective teaching practices. **Prerequisite:** admission into the Ed.D. Program or consent of instructor.

EDS 276. Research in Teaching and Learning: English Language Learning (4)

This seminar will address current theories and research on the teaching and learning of second-language learning, as well as how research can be used to analyze and foster effective practices in teaching English to non-native speakers. **Prerequisite:** admission into the Ed.D. Program or consent of instructor.

EDS 277. Research in Teaching and Learning: History and Social Sciences (4)

This seminar will address current theories and research on the teaching and learning of social sciences, as well as how research can be used to analyze and foster effective teaching practices. **Prerequisite:** admission into the Ed.D. Program or consent of instructor.

EDS 278/COGR 278. Talking Culture, Culture Talking: Voices of Diversity (4)

This course explores the discourse of culture in American society and the problem of "silenced" or unheard voices. The interaction of individual and collective voice, language, and identity are discussed as they bear on the ways that culture moves through important social institutions such as schools. Of particular interest are issues of teaching, learning, displacement, inclusion, marginality, and the "speaking center." **Prerequisite:** graduate status or consent of instructor.

EDS 280. Re-Thinking Leadership (4)

This course will present the evolution of leadership thought and theory, with an emphasis on the distinction between, and interrelatedness of, effective management and leadership. The ethics of leadership practice and epistemological perspectives of emerging leadership styles will be explored, and students will have opportunities to reflect on the nature of leadership as it is practiced in educational settings. Applying critical, self-reflective leadership practice through structured activities is also an element of this course.

EDS 281. Leadership for Learning (4)

This course will explore various models of curriculum and instruction in response to students' learning needs. It also will examine models of school organization and the leader's role and responsibility in developing a school culture that

promotes student achievement, using evidence-based decision-making. A major emphasis will be on evaluating research on which theories and practice are based. **Prerequisite:** Joint Ed.D. in Educational Leadership student status.

EDS 282. Leadership for a Diverse Society (4)

This course will address theories and practices for achieving schools and classrooms that are informed by and built around the participation of diverse communities and cultures. The emphasis is on how leadership intersects with socio-historical and socio-cultural theories that suggest that the organization of schools and instruction is critical to student inclusion and outcomes. A basic premise of this course is that a socially just learning theory begins with using all of the resources and knowledge of families, communities, and cultures in formulating policy and practice. **Prerequisite:** Joint Ed.D. in Educational Leadership student status.

EDS 283. Leadership for Organizational Change (4)

This course will present multiple theories of organizational change, explore group processes and identify models of decision-making, and analyze human motivation theories. Establishing and nurturing a purpose-driven organization, while dealing with competing demands, will be discussed. A major emphasis in this course is on people as agents of change and on the creation of high-quality ethical and productive workplaces where employees can achieve success and satisfaction, while advancing the mission of the educational organization. **Prerequisite:** Joint Ed.D. in Educational Leadership student status or consent of instructor.

EDS 284. Leadership for Organizational Development (4)

This course will investigate the skills and dispositions needed for students to lead the development of learning organizations. Faculty will teach and model concepts of working with people within educational organizations and programs. Emphasis will be placed on individual's team development and facilitation, organizational communications, adult learning, and professional development. **Prerequisite:** Joint Ed.D. in Educational Leadership student status or consent of instructor.

EDS 285. Leadership for the Future (4)

This course addresses interdisciplinary influences on leadership practice within learning organizations. Contributions from scholars in futures' studies, including those influenced by modernism and postmodernism, will be used to explore topics such as long-range planning, demographic trends, technology, and brain theory. **Prerequisite:** Joint Ed.D. in Educational Leadership student status or consent of instructor.

EDS 286. Advanced Topics in Leadership (4)

This course explores topical issues in the field of leadership. It focuses on recent developments that have broad implications for research and practice in educational leadership. Course topics will vary each time the course is offered. **Prerequisite:** Joint Ed.D. in Educational Leadership student status.

EDS 287A. Educational Research and Evaluation Design (4)

This course integrates a variety of social and behavioral science perspectives and research methodologies in examining topics of central relevance to education. Students have opportunities to design and apply to educational-research questions a variety of methodologies, including experimental and quasi-experimental survey, interview, ethnographic, case study, video data analysis, and discourse analysis methods. This is the first in a three-course sequence. **Prerequisite:** EDS Education Doctorate student or consent of instructor.

EDS 287B. Educational Research and Evaluation Design (4)

This course integrates a variety of social and behavioral science perspectives and research methodologies in examining topics of central relevance to education. Students have opportunities to design and apply to educational-research questions a variety of methodologies, including experimental and quasi-experimental survey, interview, ethnographic, case study, video data analysis, and

discourse analysis methods. **Prerequisites:** EDS 287A, and EDS Education Doctorate student or consent of instructor.

EDS 287C. Educational Research and Evaluation Design (4)

This course integrates a variety of social and behavioral science perspectives and research methodologies in examining topics of central relevance to education. Students have opportunities to design and apply to educational-research questions a variety of methodologies, including experimental and quasi-experimental survey, interview, ethnographic, case study, video data analysis, and discourse analysis methods. **Prerequisites:** EDS 287B, and EDS Education Doctorate student or consent of instructor.

EDS 288A. Advanced Research and Evaluation Methods—Data and Introduction to Inferential Statistics (4)

This first course in a three-course series focuses on the importance of data interpretation. Students hone the requisite research skills to conduct dissertation research as it pertains to gathering, collecting, analyzing, and reporting data in a meaningful way. This course provides an overview of data use in educational systems as well as an introduction to survey design and inferential statistics. Students create a research agenda to develop skills needed in proposal writing. **Prerequisite:** Joint Ed.D. in Educational Leadership student status or consent of instructor.

EDS 288B. Advanced Research and Evaluation Methods (4)

Second course in a three-course series. Focuses on student's skill development in qualitative research with emphasis on designing qualitative studies with a strong focus on case study method and second level statistics. Students will learn and practice a variety of qualitative data collection approaches such as observing, interview, and documenting analysis. In addition, students will develop competence in evaluation using Appreciative Inquiry and active research tools that can assist organizations (schools, districts) in evaluating programs. **Prerequisite:** Joint Ed.D. in Educational Leadership student status or consent of instructor.

EDS 288C. Advanced Research and Evaluation Methods (4)

A continuation of 288B, this course focuses on analyzing data. Students will deepen knowledge and skill on data collection and analysis and using data to prepare and report findings. Students will have an opportunity to use the qualitative data software program N-Vivo to code and sort data. In collaborative groups, students will also explore other research methods of their choosing and will develop and conduct a small pilot study relevant to dissertation topics. **Prerequisite:** Joint Ed.D. in Educational Leadership student status or consent of instructor.

EDS 289A. Dissertation Writing Seminar (4)

This seminar provides an opportunity for doctoral candidates to present and critique in-progress dissertation research and writing. Topics addressed will also include writing for professional publications and presenting research findings to varied audiences. This is the first in a four-course series. **Prerequisite:** Joint Ed.D. in Educational Leadership student status or consent of instructor.

EDS 289B. Dissertation Writing Seminar (4)

This seminar provides an opportunity for doctoral candidates to present and critique in-progress dissertation research and writing. Topics addressed will also include writing for professional publications and presenting research findings to varied audiences. This is the second in a four-course series. **Prerequisites:** EDS 289A, and Joint Ed.D. in Educational Leadership student status or consent of instructor.

EDS 289C. Dissertation Writing Seminar (4)

This seminar provides an opportunity for doctoral candidates to present and critique in-progress dissertation research and writing. Topics addressed will also include writing for professional publications and presenting research findings to varied audiences. This is the third in a four-course series. **Prerequisites:** EDS 289B, and Joint Ed.D. in Educational Leadership student status or consent of instructor.

EDS 289D. Dissertation Writing Seminar (4)

This seminar provides an opportunity for doctoral candidates to present and critique in-progress dissertation research and writing. Topics addressed will also include writing for professional publications and presenting research findings to varied audiences. This is the fourth course in a four-course series. **Prerequisites:** EDS 289C, and Joint Ed.D. in Educational Leadership student status or consent of instructor.

EDS 290. Research Practicum (1–12)

Supervised research studies with individual topics selected according to students' special interests. Students will develop a research proposal appropriate for M.A. thesis, begin to gather and analyze data. **Prerequisites:** M.A. candidate and consent of instructor. (S/U grades only.)

EDS 291A. Leadership Research Practicum (2)

Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the Leadership core courses and Research and Evaluation Design/Methods courses. This is the first in a three-course series. **Prerequisite:** Joint Ed.D. in Educational Leadership student status or consent of instructor.

EDS 291B. Leadership Research Practicum (2)

Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the Leadership core courses and Research and Evaluation Design/Methods courses. This is the second course in a three-course series. **Prerequisites:** EDS 291A, and Joint Ed.D. in Educational Leadership student status.

EDS 291C. Leadership Research Practicum (2)

Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the Leadership core courses and Research and Evaluation Design/Methods courses. This is the third course in a three-course series. **Prerequisites:** EDS 291B, and Joint Ed.D. in Educational Leadership student status.

EDS 292. Qualifying Paper Preparation (2)

This course will provide students with time, resources, and guidance for the purpose of developing a review of literature on a student-related topic, which typically becomes the focus of the dissertation research project. Students will be expected to use a variety of research tools in order to discover and identify relevant information. **Prerequisite:** Joint Ed.D. in Educational Leadership student status. (S/U grade permitted)

EDS 293A. Advanced Leadership Research Practicum (2)

Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the Leadership core courses and Research and Evaluation Design/Methods courses. This is the first course in a three-course series. **Prerequisite:** Joint Ed.D. in Educational Leadership student status or consent of instructor.

EDS 293B. Advanced Leadership Research Practicum (2)

Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the Leadership core courses and Research and Evaluation Design/Methods courses. This is the second course in a three-course series. **Prerequisites:** EDS 293A, and Joint Ed.D. in Educational Leadership student status or consent of instructor.

EDS 293C. Advanced Leadership Research Practicum (2)

Students use their placements in local schools and educational settings to examine leadership research and practice topics raised in the Leadership core courses and Research and Evaluation Design/Methods courses. This is the third course in a three-course series. **Prerequisites:** EDS 293B, and Joint Ed.D. in Educational Leadership student status or consent of instructor.

EDS 294A. Colloquium on Educational Leadership (2)

Program faculty and visiting lecturers present leadership research in progress. Serves as a forum to discuss current research in educational leadership. This is the first course of a two-course series. **Prerequisite:** graduate student status or consent of instructor.

EDS 294B. Colloquium on Educational Leadership (2)

Program faculty and visiting lecturers present leadership research in progress. Serves as a forum to discuss current research in educational leadership. This is the second course in a two-course series. **Prerequisites:** EDS 294A, and graduate student status or consent of instructor.

EDS 295. MA Thesis (1–8)

Research for the Master's thesis (Educational Research) or Curriculum Design Portfolio thesis (Curriculum Design). Open for repeated registration up to eight units (S/U grade only). **Prerequisites:** consent of instructor.

EDS 297. Directed Group Study (1–6)

Study and analysis of specific topics under the guidance of a faculty member. Offered for repeated registration. **Prerequisite:** consent of instructor.

EDS 298. Independent Study (1–6)

Individual guided study and/or independent research in an area not covered by present course offerings. Offered for repeated registration. **Prerequisite:** consent of instructor.

EDS 299. Dissertation Research (1–12)

Directed research on dissertation topic for students who have been admitted to candidacy for the Ed.D. degree. May be repeated for credit. **Prerequisite:** admission into the Ed.D. program.