School of Education

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Overview

The School of Education is a unique interdisciplinary academic unit committed to promoting educational success in and out of school for ethnically and economically diverse learners from preschool through college (P–20) through collective research, teaching, and service activities. The multidisciplinary faculty includes scholars in psychology, sociology, economics, linguistics, language and literacy, policy, race and ethnicity, and the achievement gap. Their research addresses core issues in contemporary education: (1) equity of opportunity for ethnically, linguistically, and economically diverse learners; (2) teaching and learning in science and math; (3) early childhood education and development; (4) out-of-school learning; and (5) effective interfaces between technology and education.

The School integrates the themes of Learning, Cognition, and Development; Educational Policy and Social Context; and Language, Literacy, and Technology across its programs, including the minor in Educational Studies, the B.A. in Education Sciences, the Ph.D. in Education, the Master of Arts in Teaching, and the Teacher Credential program. Scholarly work arises from the common belief that education environments, both in and out of school, are the sites of change in the quality of life and the availability of productive life choices for learners of all ages.

Degrees

<table>
<thead>
<tr>
<th>Education</th>
<th>M.A., Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Sciences</td>
<td>B.A.</td>
</tr>
<tr>
<td>Elementary and Secondary Education</td>
<td>M.A.T.</td>
</tr>
</tbody>
</table>

Honors

Graduation with Honors. Honors at graduation, e.g., *cum laude, magna cum laude, summa cum laude*, are awarded to approximately the top 12 percent of the graduating seniors. To be eligible for honors, a general criterion is that students must have completed at least 72 units in residence at the University of California. The student’s cumulative record at the end of the final quarter is the basis for consideration for awarding Latin honors. Other important factors are considered visit at Honors Recognition.

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- Requirements in B.A. in Educational Sciences
- Specializations
  - Early Childhood Learning and Development
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  - Children’s Learning and Development
  - Digital Media and Learning
  - English Language Learning
  - Research and Evaluation
- Sample Program

Undergraduate Programs

Bachelor of Arts in Education Sciences

The major in Education Sciences builds a theoretical foundation and applied understandings in the study of education, focusing on four primary areas: human development, learning, and cognition; societal and policy contexts affecting education; media and communication systems for learning; and educational research and evaluation. Program faculty bring multiple disciplinary perspectives to their research and courses, including cognitive sciences, developmental psychology, sociology, economics, applied linguistics, informatics, and media studies. Lower-division coursework in the major introduces students to each of the four primary areas, while upper division courses will allow students to build depth of understanding and explore applications in each area, and if they wish, to complete a specialization to help prepare them for further study or careers in education. Specializations are offered in the
following fields: Early Childhood Learning and Development; Children’s Learning and Development; After-School Learning and Development; Digital Media and Learning; English Language Learning; and Educational Research and Evaluation.

Undergraduates enrolled in the Education Sciences degree program are encouraged to complete courses inside and outside of the major to enhance career preparation and pursue personal interests. With advanced planning, students in the major can complete a minor or a second major in another discipline.

Two important ways to build depth of understanding in preparation for careers or graduate study are to participate in faculty-directed research and in fieldwork in school-based or other education settings. Accordingly, students in the major augment their coursework with a minimum of 40 hours of field experience or research in an educational setting.

The B.A. in Education Sciences is not a professional education degree. However, those who complete the major will be prepared to pursue a post-baccalaureate teaching credential program. (See School of Education section on teaching credentials and the Master of Arts in Teaching program.) Students interested in teaching elementary grades will benefit from completing the major with a specialization in Early Childhood Learning and Development or Children’s Learning and Development. Students who are interested in teaching in middle schools or high schools should consult an Education Student Affairs Counselor about combining an appropriate major and minor, or completing a double major to develop appropriate expertise in the subject they plan to teach.

Education Sciences majors are also prepared for other types of instructional or administrative positions in programs such as those focused on early childcare (see specialization in Early Childhood Learning and Development), out-of-school learning (see specialization in After-School Learning and Development), adult learning, or international education (see specialization in English Language Learning). Additionally, students who complete the major are prepared to enter other education-related career fields in the private and public sectors, such as curriculum development and instructional design (see specialization in Digital Media and Learning), academic counseling, child welfare, governmental policy, program evaluation (see specialization in Educational Research and Evaluation), or education sales and marketing. Students interested in graduate study will be well prepared to pursue advanced degree programs in education or related fields (see specialization in Educational Research and Evaluation).

Admission
Freshmen: Preference will be given to those who rank the highest using the selection criteria as stated in the Undergraduate Admissions section of the Catalogue.

Transfer students: Preference will be given to Junior-level applicants with the highest grades overall (minimum cumulative GPA of 3.0). It is suggested that prospective transfer students work toward completing coursework to fulfill the UCI general education requirements or IGETC.

Change of Major. Students who wish to change their major to Education Sciences should contact the Education Student Affairs Office for information about change-of-major requirements, procedures, and policies. Information is also available at the UCI Change of Major Criteria website (http://www.changeofmajor.uci.edu).

Requirements for the B.A. Degree in Educational Sciences

All students must meet the University Requirements.

Grade Requirement. A minimum grade average of at least C (2.0) is required (1) overall, (2) in all of the courses required for the major program, and (3) in the upper-division courses required for the major program. No more than two courses (8 units) applied to the major program may be taken Pass/Not Pass.

Overlap Restrictions

Double Majors. In fulfilling degree requirements for multiple majors, a maximum of two courses may overlap between two majors.

Major and Minor Requirements. Students may not receive both the major in Education Sciences and the minor in Educational Studies. In fulfilling requirements for a minor, a maximum of two courses may overlap between a major in Education Sciences and a minor from another department.

Major Requirements
Students must complete twelve courses (48 units) and a practicum as specified below:

Lower-Division requirements (20 units total).

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 10</td>
<td>Educational Research Design</td>
</tr>
<tr>
<td>EDUC 15</td>
<td>Statistics for Education Research</td>
</tr>
<tr>
<td>EDUC 30</td>
<td>21st Century Literacies</td>
</tr>
<tr>
<td>EDUC 40</td>
<td>Theories of Development and Learning Applied to Education</td>
</tr>
<tr>
<td>EDUC 50</td>
<td>Origins, Purposes, and Central Issues in K-12 Education</td>
</tr>
</tbody>
</table>

Upper-Division Requirements (28 units total).
B. Select one development course (4 units):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 106</td>
<td>Introduction to Early Childhood Education</td>
</tr>
<tr>
<td>EDUC 107</td>
<td>Child Development in Education</td>
</tr>
<tr>
<td>EDUC 108</td>
<td>Adolescent Development and Education</td>
</tr>
<tr>
<td>EDUC 185</td>
<td>Social Development in Education</td>
</tr>
</tbody>
</table>

C. Select one learning course (4 units):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 128</td>
<td>Exceptional Learners</td>
</tr>
<tr>
<td>EDUC 160</td>
<td>Foundations of Out-of-School Learning</td>
</tr>
<tr>
<td>EDUC 173</td>
<td>Cognition and Learning in Educational Settings</td>
</tr>
<tr>
<td>EDUC 176</td>
<td>Psychology of Learning, Abilities, and Intelligence</td>
</tr>
</tbody>
</table>

D. Select one educational policy and social context course (4 units):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EDUC 124</td>
<td>Multicultural Education in K-12 Schools</td>
</tr>
<tr>
<td>EDUC 126</td>
<td>Ethics and Education</td>
</tr>
<tr>
<td>EDUC 145</td>
<td>Theories and Pedagogies of Race in Education</td>
</tr>
<tr>
<td>EDUC 149</td>
<td>Family, School, and Community in Early Childhood</td>
</tr>
<tr>
<td>EDUC 150</td>
<td>Changing the High School Experience</td>
</tr>
<tr>
<td>EDUC 175</td>
<td>Foundations of Education</td>
</tr>
<tr>
<td>EDUC 182</td>
<td>Latina/Latino Access and Persistence in Higher Education</td>
</tr>
</tbody>
</table>

E. Select one communications and media course (4 units):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 104E</td>
<td>Multimedia and the Arts in the Multicultural Classroom</td>
</tr>
<tr>
<td>EDUC 125</td>
<td>Children, Schools, and Cinema</td>
</tr>
<tr>
<td>EDUC 130</td>
<td>Children’s Learning and Media</td>
</tr>
<tr>
<td>EDUC 131</td>
<td>Educational Technology</td>
</tr>
<tr>
<td>EDUC 134</td>
<td>Teaching English Internationally</td>
</tr>
<tr>
<td>EDUC 151</td>
<td>Language and Literacy</td>
</tr>
</tbody>
</table>

F. Three additional elective Education courses (12 units). At least 8 units must be upper-division (numbered 100-199).  

The additional electives do not include the following professional education courses: EDUC 109, EDUC 143AW, EDUC 143BW, EDUC 148, EDUC 158. A maximum of 8 units for any repeatable Education course (e.g., EDUC 198, EDUC 199) may be used to satisfy this elective requirement.

G. Practicum Requirement (40 hours total):

A minimum of 40 hours of field experience or research in an education setting, satisfied in one or two ways.

1. Complete 40 hours of field experience or research completed in conjunction with one or more approved UCI courses that include a practicum. Consult the Education Student Affairs Office or School of Education website for Undergraduate Academic Programs for a current list of approved practicum courses.

or

2. Submit a petition to the Education Student Affairs Office for approval of verifiable hours from courses that are not on the approved practicum course list or hours from educational fieldwork that is not linked to a UCI course (e.g., tutoring experience, instructional experience in a summer program for children, etc.).

Specializations

Six optional specializations are offered to students who are completing a B.A. in Education Sciences. Specializations usually include a blend of lower and upper-division courses that also satisfy requirements for the major. In most cases where students select only Education courses to fulfill specialization requirements, they will be able to satisfy requirements for the major and requirements for a specialization concurrently, without exceeding the twelve courses (48 units) needed for the major.

Students in the major may complete more than one specialization; however, a particular course may satisfy requirements for no more than two specializations, and no more than two courses may overlap between two specializations.

Except where noted otherwise in specialization requirements, students may petition to apply up to 4 units of EDUC 198 or EDUC 199 courses or up to 4 units for courses from other departments to meet any of the specialization requirements when they address the topic of the specialization.
## Specialization in Early Childhood Learning and Development

Select four courses (16 units) and a practicum as specified below:

### Lower-Division Requirements (4 units total)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 40</td>
<td>Theories of Development and Learning Applied to Education</td>
</tr>
</tbody>
</table>

### Upper-Division Requirements (12 units total)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 106</td>
<td>Introduction to Early Childhood Education</td>
</tr>
<tr>
<td>EDUC 107</td>
<td>Child Development in Education</td>
</tr>
<tr>
<td>EDUC 149</td>
<td>Family, School, and Community in Early Childhood</td>
</tr>
</tbody>
</table>

### C. Practicum Requirement (40 hours total):

A minimum of 40 hours of field experience in an early childhood setting (pre-K) can be satisfied by taking EDUC 193 or otherwise completing verifiable fieldwork. The 40 hours of fieldwork for this specialization will concurrently satisfy the required 40-hour practicum for the major.

Students should consult the Education Student Affairs Office for information about courses that satisfy state requirements for Child Development Permits needed to teach in an early childhood setting.

## Specialization in After-School Learning and Development

Select six courses (24 units) and a practicum as specified below:

### Upper-Division Requirements (24 units total)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 160</td>
<td>Foundations of Out-of-School Learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 107</td>
<td>Child Development in Education</td>
</tr>
<tr>
<td>EDUC 108</td>
<td>Adolescent Development and Education</td>
</tr>
<tr>
<td>EDUC 124</td>
<td>Multicultural Education in K-12 Schools</td>
</tr>
<tr>
<td>EDUC 128</td>
<td>Exceptional Learners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 132</td>
<td>Reading and Writing Enrichment for After-School Programs</td>
</tr>
<tr>
<td>EDUC 138</td>
<td>Children's Literature in the Elementary Classroom</td>
</tr>
<tr>
<td>EDUC 161</td>
<td>Discovering Science in Out-of-School Hours</td>
</tr>
<tr>
<td>EDUC 100</td>
<td>Educational Strategies for Tutoring and Teacher Aiding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 104D</td>
<td>Preparation for Teaching Fine Arts in K-12 Schools</td>
</tr>
<tr>
<td>EDUC 137</td>
<td>Art in the Elementary School</td>
</tr>
<tr>
<td>EDUC 131</td>
<td>Educational Technology</td>
</tr>
<tr>
<td>EDUC 190</td>
<td>Principles and Practices of K–6 After School Sports and Fitness</td>
</tr>
</tbody>
</table>

### D. Select one course (4 units) from one of the following curricula themes:

- **Literacy**
  - EDUC 132: Reading and Writing Enrichment for After-School Programs
  - EDUC 138: Children's Literature in the Elementary Classroom
- **Math**
- **Science**
  - EDUC 161: Discovering Science in Out-of-School Hours
- **Tutoring**
  - EDUC 100: Educational Strategies for Tutoring and Teacher Aiding

### E. Select one additional course from a different curricula theme not previously used to satisfy requirement C or D (4 units).

### F. A capstone course (4 units):

- EDUC 191: Advanced Fieldwork in After-School Education

### G. Practicum Requirement (70 hours total):

A minimum of 70 hours of field experience in an out-of-school setting is satisfied by taking EDUC 160 (includes 20 hours of fieldwork at a site approved by the course instructor) and EDUC 191 (includes 50 hours of fieldwork at a site approved by the course instructor). The 70 hours of fieldwork for this specialization will concurrently satisfy the required 40-hour practicum for the major.
Specialization in Children’s Learning and Development

Select six courses (24 units) and a practicum as specified below:

Lower-Division Requirements (4 units total)
A. One lower-division course:
   EDUC 40  Theories of Development and Learning Applied to Education

Upper-Division Requirements (20 units total)
B. Three upper-division courses:
   EDUC 107  Child Development in Education
   EDUC 124  Multicultural Education in K-12 Schools
   EDUC 173  Cognition and Learning in Educational Settings

C. Select two additional upper-division courses (8 units) from:
   EDUC 122A  Foundations of Elementary School Mathematics I
   EDUC 122B  Foundations of Elementary School Mathematics II
   EDUC 122C  Foundations of Elementary School Mathematics III
   EDUC 128  Exceptional Learners
   EDUC 130  Children's Learning and Media
   EDUC 132  Reading and Writing Enrichment for After-School Programs
   EDUC 137  Art in the Elementary School
   EDUC 138  Children's Literature in the Elementary Classroom
   EDUC 151  Language and Literacy
   EDUC 161  Discovering Science in Out-of-School Hours
   EDUC 190  Principles and Practices of K–6 After School Sports and Fitness

D. Practicum Requirement (40 hours total):
A minimum of 40 hours of field experience in a children’s education setting (e.g., ages 5 through 12) can be satisfied in one of two ways. The 40 hours of fieldwork for this specialization will concurrently satisfy the required 40-hour practicum for the major.

1. Complete 40 hours of relevant field experience in conjunction with one or more approved UCI courses that include a practicum in a children’s education setting. Consult the Education Student Affairs Office or School of Education website for Undergraduate Academic Programs for a current list of approved UCI courses.

or

2. Submit a petition to the Education Student Affairs Office for approval of verifiable hours from courses that are not on the approved practicum course list or hours from educational fieldwork that is not linked to a UCI course (e.g., tutoring experience, instructional experience in a summer program for children, etc.).

Students should consult the Education Student Affairs Office for information about several courses that offer an early start on requirements for the UCI post-baccalaureate Multiple Subject (elementary) Teaching Credential Program.

Specialization in Digital Media and Learning

Select four courses (16 units) as specified below:

Lower-Division and Upper-Division Requirements (16 units total)
A. Select four courses (16 units) from:
   EDUC 30  21st Century Literacies
   EDUC 104E  Multimedia and the Arts in the Multicultural Classroom
   EDUC 130  Children’s Learning and Media
   EDUC 131  Educational Technology
   I&C SCI 3  Internet Technologies and their Social Impact
   I&C SCI 4  Human Factors for the Web
   I&C SCI 60  Computer Games and Society
   I&C SCI 161  Game Engine Lab

A maximum of 8 units can be for I&C SCI courses.

Specialization in English Language Learning

Select five courses (20 units) and a practicum as follows:

Lower-Division Requirements (4 units total)
A. One lower-division course (4 units):
   EDUC 30  21st Century Literacies
### Specialization in Language Learning

#### Upper-Division Requirements (8 units total)

**B. Two upper-division courses (8 units):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 134</td>
<td>Teaching English Internationally</td>
</tr>
<tr>
<td>EDUC 151</td>
<td>Language and Literacy</td>
</tr>
</tbody>
</table>

#### Additional Lower-Division and Upper Division Elective Requirement (8 units total)

**C. Select two additional courses (8 units) from:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 132</td>
<td>Reading and Writing Enrichment for After-School Programs</td>
</tr>
<tr>
<td>EDUC 138</td>
<td>Children's Literature in the Elementary Classroom</td>
</tr>
<tr>
<td>EDUC 151</td>
<td>Language and Literacy</td>
</tr>
<tr>
<td>EDUC 153A</td>
<td>Urban Youth and the Development of Literacy through the Arts I</td>
</tr>
<tr>
<td>EDUC 153B</td>
<td>Urban Youth and the Development of Literacy through the Arts II</td>
</tr>
<tr>
<td>EDUC 179W</td>
<td>Advanced Composition for Teachers</td>
</tr>
<tr>
<td>LINGUIS 3</td>
<td>Introduction to Linguistics</td>
</tr>
<tr>
<td>LINGUIS 10</td>
<td>Introduction to Phonology</td>
</tr>
<tr>
<td>LINGUIS 20</td>
<td>Introduction to Syntax</td>
</tr>
<tr>
<td>LINGUIS 51</td>
<td>Acquisition of Language</td>
</tr>
<tr>
<td>LINGUIS 68</td>
<td>Introduction to Language and Culture</td>
</tr>
<tr>
<td>LINGUIS 99</td>
<td>Special Topics in Linguistics</td>
</tr>
<tr>
<td>LINGUIS 100</td>
<td>Grammatical Theory</td>
</tr>
<tr>
<td>LINGUIS 111</td>
<td>Intermediate Phonology</td>
</tr>
<tr>
<td>LINGUIS 112</td>
<td>Advanced Phonology</td>
</tr>
<tr>
<td>LINGUIS 119</td>
<td>Special Topics in Phonetics/Phonology</td>
</tr>
<tr>
<td>LINGUIS 121</td>
<td>Intermediate Syntax</td>
</tr>
<tr>
<td>LINGUIS 155</td>
<td>Psychology of Language</td>
</tr>
<tr>
<td>LINGUIS 163B</td>
<td>The Structure of English</td>
</tr>
<tr>
<td>LINGUIS 172</td>
<td>History of English</td>
</tr>
</tbody>
</table>

A maximum of 8 units can be for Linguistics courses.

**D. Practicum Requirement (40 hours total):** A minimum of 40 hours of field experience in an English language learning setting can be satisfied in one of two ways. The 40 hours of fieldwork for this specialization will concurrently satisfy the required 40-hour practicum for the major.

A minimum of 40 hours of field experience in an English language learning setting can be satisfied in one of two ways. The 40 hours of fieldwork for this specialization will concurrently satisfy the required 40-hour practicum for the major.

1. Complete 40 hours of relevant field experience in conjunction with one or more approved UCI courses that include a practicum in an English language learning setting. Consult the Education Student Affairs Office or School of Education website for Undergraduate Academic Programs for a current list of approved UCI courses.

or

2. Submit a petition to the Education Student Affairs Office for approval of verifiable hours from courses that are not on the approved practicum course list or hours from educational fieldwork that is not linked to a UCI course (e.g., tutoring experience, instructional experience in a language learning context, etc.).

### Specialization in Research and Evaluation

Select five courses (20 units) as specified below:

#### Lower-Division Requirements (8 units total)

**A. Two lower-division courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 10</td>
<td>Educational Research Design</td>
</tr>
<tr>
<td>EDUC 15</td>
<td>Statistics for Education Research (^1)</td>
</tr>
</tbody>
</table>

#### Upper-Division Requirements (12 units total)

**B. Select three upper-division courses from:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 156</td>
<td>Introduction to Field Methods in Education</td>
</tr>
<tr>
<td>EDUC 157</td>
<td>Educational Research and Evaluation</td>
</tr>
<tr>
<td>EDUC 159</td>
<td>Experimental Research Methods</td>
</tr>
<tr>
<td>EDUC 198</td>
<td>Directed Research in Education (^2)</td>
</tr>
<tr>
<td>STATS 110</td>
<td>Statistical Methods for Data Analysis I</td>
</tr>
</tbody>
</table>
The following statistics courses are approved alternatives for EDUC 15: SOCECOL 13 or STATS 7. The following course sequences are approved alternatives for EDUC 15 (both courses in the sequence must be completed): ANTHRO 10A-ANTHRO 10B; POL SCI 10A-POL SCI 10B; PSYCH 10A-PSYCH 10B; SOC SCI 9A-SOC SCI 9B; SOC SCI 10A-SOC SCI 10B; or SOCIOL 10A-SOCIOL 10B.

A maximum of 4 units of EDUC 198 may be used to satisfy requirements for this specialization.

Sample Program

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 50</td>
<td>EDUC 40</td>
<td>EDUC 30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 10</td>
<td>EDUC 15</td>
<td>Education Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education UD Learning Course</td>
<td>Education UD Development Course</td>
<td>Education UD Policy/Social Context Course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Elective</td>
<td>Education UD Communications/Media Course</td>
<td>Education Elective</td>
</tr>
</tbody>
</table>

Undergraduate Minor in Educational Studies

The minor in Educational Studies is designed to (1) foster exploration of a broad range of issues in the field of education, (2) provide a strong foundation for aspiring teachers in grades pre-K–20, and (3) offer some early-start course-work options for the UCI teaching credential program.

Students explore topics and gain practical field experience to build a knowledge base and skills applicable to careers in teaching; to graduate study in education or related fields; and to assume roles as citizens, parents, and volunteers.

The School's academic counseling staff can assist students to select a coordinated set of courses based on their stated objectives. Aspiring K–12 teachers also have options for an “early start” to teaching by completing selected minor courses that will also satisfy requirements for the UCI multiple subjects or single subject teaching credential programs. Students interested in serving community out-of-school programs can select new courses on topics relevant to after-school education. Students who are interested in future graduate study can select undergraduate courses that will lay a foundation for the study of core subject areas in the School of Education’s Ph.D. program.

Requirements

The minor requires completion of a minimum of seven courses (three core courses and four electives) totaling 28 units. At least five courses must be upper-division. Students must also complete a minimum of 40 hours of verifiable field experience or research in an educational setting. No more than two non-Education courses (up to 8 units) from the student’s major area of study may be used to satisfy the minor requirements. A maximum of 8 units may be used to satisfy minor requirements with any repeatable course.

Core Courses

Select three core courses (12 units) of the following:

- EDUC 50 Origins, Purposes, and Central Issues in K-12 Education
- EDUC 107 Child Development in Education
- EDUC 108 Adolescent Development and Education
- EDUC 124 Multicultural Education in K-12 Schools
- EDUC 160 Foundations of Out-of-School Learning
- EDUC 173 Cognition and Learning in Educational Settings
- EDUC 175 Foundations of Education
- EDUC 176 Psychology of Learning, Abilities, and Intelligence
Elective Courses

Select four elective courses (16 units) of the following:

A. Education courses numbered 1–199. A course selected to satisfy the minor core requirement cannot also be used to satisfy the elective requirement.

B. Up to 4 units allowed for an approved course offered by another department. The course must appear on the list below, or the student may petition approval of a course that is not on the list. Petition forms are available on the School’s Web site. The following are approved elective courses offered by other departments:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIANAM 139</td>
<td>Asian Americans and Education</td>
</tr>
<tr>
<td>HUMAN 195</td>
<td>Humanities Out There (H.O.T.) Practicum</td>
</tr>
<tr>
<td>PHY SCI 5/BIO SCI 14</td>
<td>California Teach 1: Introduction to Science and Mathematics Teaching</td>
</tr>
<tr>
<td>PHY SCI 105/BIO SCI 101</td>
<td>California Teach 2: Middle School Science and Mathematics Teaching</td>
</tr>
<tr>
<td>PHY SCI 106/BIO SCI 102</td>
<td>California Teach 3: High School Science and Mathematics Teaching</td>
</tr>
<tr>
<td>PSYCH 144C</td>
<td></td>
</tr>
<tr>
<td>PSYCH 145P</td>
<td>Attention and Learning Deficits in Children I</td>
</tr>
<tr>
<td>PSYCH 145Q</td>
<td>Attention and Learning Deficits in Children II</td>
</tr>
<tr>
<td>PSYCH 145R</td>
<td>Attention and Learning Deficits in Children III</td>
</tr>
<tr>
<td>SOC SCI 196</td>
<td>Global Connect</td>
</tr>
<tr>
<td>UNI STU 175</td>
<td>Methods and Application in Small Group Instruction</td>
</tr>
<tr>
<td>UNI STU 192</td>
<td>Group Project for Discussion Leaders</td>
</tr>
<tr>
<td>UNI STU 197A</td>
<td>UTeach Special Study</td>
</tr>
<tr>
<td>UNI STU 197B</td>
<td>UTeach: Teaching Theory and Practice</td>
</tr>
<tr>
<td>UNI STU 197C</td>
<td>UTeach: Teaching Practicum</td>
</tr>
</tbody>
</table>

Practicum

The student must complete a minimum of 40 hours of verifiable field experience or research in an educational setting. This requirement may be satisfied in any combination of the following to reach a total of 40 hours:

A. Complete field experience hours that satisfy requirements for UCI courses. The number of fieldwork hours in a course must be verified by the course syllabus or by a fieldwork verification form signed by the instructor.

B. Complete education-related research in conjunction with EDUC 198.

C. Get approval by petition for fieldwork hours completed during a student’s tenure at UCI that are independent of any courses (e.g., tutoring experience, instructional experience in a summer program or after-school program for children). When fieldwork approval by petition is needed, students submit a fieldwork verification form to the School of Education Student Affairs Office. Forms are available on the School’s website.

The School of Education Student Affairs Office can provide up-to-date information about courses that include fieldwork. Before enrolling in a course with the intent of satisfying the minor practicum requirement, students are advised to check with the instructor or the course syllabus to verify the exact number of hours. The following is a list of Education courses that usually include 10 hours or more of fieldwork:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 100</td>
<td>Educational Strategies for Tutoring and Teacher Aiding</td>
</tr>
<tr>
<td>EDUC 104D</td>
<td>Preparation for Teaching Fine Arts in K-12 Schools</td>
</tr>
<tr>
<td>EDUC 131</td>
<td>Educational Technology</td>
</tr>
<tr>
<td>EDUC 132</td>
<td>Reading and Writing Enrichment for After-School Programs</td>
</tr>
<tr>
<td>EDUC 137</td>
<td>Art in the Elementary School</td>
</tr>
<tr>
<td>EDUC 141A/PSYCH 141J</td>
<td>Jumpstart I: Early Language, Literacy, and Social Development</td>
</tr>
<tr>
<td>EDUC 141B/PSYCH 141K</td>
<td>Jumpstart I: Early Language, Literacy, and Social Development</td>
</tr>
<tr>
<td>EDUC 141C/PSYCH 141L</td>
<td>Jumpstart I: Early Language, Literacy, and Social Development</td>
</tr>
<tr>
<td>EDUC 153B</td>
<td>Urban Youth and the Development of Literacy through the Arts II</td>
</tr>
<tr>
<td>EDUC 160</td>
<td>Foundations of Out-of-School Learning</td>
</tr>
<tr>
<td>EDUC 161</td>
<td>Discovering Science in Out-of-School Hours</td>
</tr>
<tr>
<td>EDUC 191</td>
<td>Advanced Fieldwork in After-School Education</td>
</tr>
<tr>
<td>EDUC 193</td>
<td>Directed Studies in Early Childhood Education</td>
</tr>
<tr>
<td>EDUC 198</td>
<td>Directed Research in Education</td>
</tr>
</tbody>
</table>

Residence Requirement. At least four upper-division courses must be successfully completed at UCI.

Statement of Intent. A Statement of Intent is required of all students wishing to enroll in this minor; forms are available at the School of Education (http://www.education.uci.edu) website (http://www.education.uci.edu).
GPA Requirement. For certification in the minor, a student must obtain a minimum overall grade point average of at least C (2.0) in all courses required for the minor program. No more than two courses (8 units) applied to the minor may be taken Pass/Not Pass.

Other Courses. Students should consult a School of Education Student Affairs counselor about UCI 300-level Education courses that are open to undergraduates or courses from other colleges or universities that can satisfy minor in Educational Studies requirements.

Minor and Major. Students may not receive both the minor in Educational Studies and the major in Education Sciences.

Minor Courses That Also Provide an Early Start Toward a Teaching Credential. The following courses may satisfy some requirements for the UCI Master of Arts in Teaching with Teacher Credential program when the student earns a grade of B or better (may not be taken Pass/Not Pass). Aspiring K-12 teachers should consult a counselor in the School of Education Student Affairs Office about selecting courses that are best suited to particular teaching credentials and to discuss eligibility for the UCI Master of Arts in Teaching with Teacher Credential program. The following courses provide an early start:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Satisfies Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 104D</td>
<td>Preparation for Teaching Fine Arts in K-12 Schools 1</td>
<td></td>
</tr>
<tr>
<td>EDUC 107</td>
<td>Child Development in Education (combined with EDUC 124 Multicultural Education in K-12 Schools 1)</td>
<td></td>
</tr>
<tr>
<td>EDUC 108</td>
<td>Adolescent Development and Education 2</td>
<td></td>
</tr>
<tr>
<td>EDUC 124</td>
<td>Multicultural Education in K-12 Schools 2</td>
<td></td>
</tr>
<tr>
<td>EDUC 128</td>
<td>Exceptional Learners</td>
<td></td>
</tr>
<tr>
<td>EDUC 131</td>
<td>Educational Technology 3</td>
<td></td>
</tr>
<tr>
<td>EDUC 137</td>
<td>Art in the Elementary School 1</td>
<td></td>
</tr>
<tr>
<td>EDUC 173</td>
<td>Cognition and Learning in Educational Settings</td>
<td></td>
</tr>
<tr>
<td>EDUC 176</td>
<td>Psychology of Learning, Abilities, and Intelligence</td>
<td></td>
</tr>
<tr>
<td>EDUC 190</td>
<td>Principles and Practices of K–6 After School Sports and Fitness 1</td>
<td></td>
</tr>
<tr>
<td>POL SCI 21A</td>
<td>Introduction to American Government</td>
<td></td>
</tr>
</tbody>
</table>

1 Satisfies a requirement in the UCI Multiple Subjects Credential program only.
2 Satisfies a requirement in the UCI Single Subject Credential program only.
3 Students satisfy an educational technologies requirement in the UCI Single Subject Credential program by completing EDUC 131.

Undergraduate Programs for Future Teachers Offered by Other Departments. Undergraduates who are completing a minor in Educational Studies and who are considering a teaching career may also be interested in the following programs offered by other departments.

- School of Humanities: English Major with a Specialization in English for Future Teachers; History Major with a Specialization in History for Future Teachers; Spanish Major with an Emphasis in Spanish for Future Teachers
- Francisco J. Ayala School of Biological Sciences: Major in Biological Sciences with Concentration in Biological Sciences Education
- School of Physical Sciences: Chemistry Major with a Concentration in Chemistry Education; Math Major with a Specialization in Mathematics for Education; Physics Major with a Concentration in Physics Education.

Additionally, the School of Education, School of Physical Sciences, and Francisco J. Ayala School of Biological Science jointly sponsor an undergraduate teacher credential program for math and science majors. See the information below for the Cal Teach Science and Mathematics Teacher Credential Program.

On This Page:

- Multiple Subject Teaching Credential
- Single Subject Teaching Credential
- Requirements for the Post-Baccalaureate Single Subject Credential Program
- Requirements for the Undergraduate Cal Teach Science and Mathematics Single Subject Credential Program
- Spring Start Intern Teacher Program
- Preparation to Apply to Post-Baccalaureate Credential Programs
- Admission to the Credential Programs
- Administrative Services Credential
Teaching and Service Credential Programs

The School of Education is authorized by the Commission on Teacher Credentialing to offer teacher and school administrator professional preparation programs for California teaching and service credentials. The School offers programs for multiple and single subject credentials. Also, in partnership with the Francisco J. Ayala School of Biological Sciences and the School of Physical Sciences, the School of Education offers the Cal Teach Science and Mathematics Program, an undergraduate Student Teacher Credential program for aspiring science or mathematics teachers. Additionally, in cooperation with University Extension, the School offers Administrative Services Credential programs and a Reading Certificate program.

Multiple Subject Teaching Credential

A Multiple Subject Teaching Credential authorizes teaching in multiple-subject environments commonly found in California elementary schools where one teacher is responsible for teaching most or all subjects to one group of students during the school day.

A Preliminary Multiple Subject Teaching Credential is granted by the State upon completion of a baccalaureate degree and the State-approved UCI teacher education program that includes student teaching and a teaching performance assessment.

Admission to the Program

Submit an application through the Graduate Division.

Evidence of Academic Achievement–Official Transcripts from all post-secondary institutions. Completion of a baccalaureate degree from an accredited institution and a minimum grade point average of 3.0 will support admission to the credential programs.

NOTE: An applicant with a GPA of less than 3.0 must pass CSET and basic skills exams as a condition of admission.

Undergraduates who enroll in courses that fulfill credential requirements are not guaranteed admission to the program; admission through the regular graduate admissions process is required.

Written Recommendations. Three letters of recommendation, including at least one from an academic source, from individuals who are familiar with the applicant’s: (1) ability to pursue graduate study, (2) capacity to work with children, and/or (3) demonstrated fitness for the professional environment of teaching.

Prior to the Start of the Program

• Pass CSET exam subtests 101, 102, and 103;
• Verify basic skills by passing the CBEST, or CSET subtest 142 along with CSET 101, 102, 103;
• Submit a current Certificate of Clearance from the State of California;
• Submit a current TB test with negative results.

Course and Fieldwork

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 173</td>
<td>EDUC 304 or 306</td>
<td>EDUC 304 or 306</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>EDUC 322B</td>
<td>EDUC 323</td>
</tr>
<tr>
<td>EDUC 320</td>
<td>EDUC 324</td>
<td>EDUC 325</td>
</tr>
<tr>
<td>EDUC 322A</td>
<td></td>
<td>EDUC 333</td>
</tr>
<tr>
<td>EDUC 326</td>
<td></td>
<td>EDUC 348</td>
</tr>
<tr>
<td>EDUC 329</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 345</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student teaching for Multiple Subject candidates (grades K–6) is defined as a full day, four days per week during the first quarter of student teaching and a full day, five days per week during the second quarter of student teaching. Clinical assignments will include two levels within the K–6 range in elementary schools.

Readiness for student teaching shall be determined by, but not be limited to, the candidate’s academic work, professional conduct, and potential for success in teaching. Failure to be advanced to student teaching will be considered good cause for removal and/or a leave of absence from the program.

BCLAD (Spanish or Mandarin) Emphasis

Students who are bilingual in Spanish or Mandarin (as confirmed through oral assessment by a School of Education designee) may be eligible for a bilingual student teaching placement to help them prepare to apply for a Bilingual, Crosscultural, Language, and Academic Development (BCLAD) credential with an emphasis in Spanish or Mandarin.

Applying for a California Credential

In addition to fulfilling all of the above requirements, an applicant must:

• Show evidence a college-level course, or pass an approved examination on the U.S. Constitution;
• Obtain a CPR certificate in Adult, Child, and Infant resuscitation training;
• Pass the Reading Instruction Competency Assessment (RICA).
• Pass the Teacher Performance Assessment

Supplementary and Additional Teaching Authorizations. After acquiring a basic credential, it is possible to add further teaching authorizations. Consult an academic counselor in the School of Education for details.

Single Subject Teaching Credential

A Single Subject Credential authorizes teaching in single-subject environments commonly found in California middle or intermediate and high schools where a teacher teaches one subject to different groups of students. UCI offers a program leading to Single Subject Teaching credentials in art, English, mathematics, music, sciences, social science, and the world languages of Spanish, French, and Mandarin. Depending on the size of the applicant pool, some subjects may not be offered every year.

A Preliminary Single Subject Teaching Credential is granted by the Commission on Teacher Credentialing (CTC) upon completion of a baccalaureate degree and the State-approved UCI teacher education program that includes student teaching or intern teaching and a teaching performance assessment.

Requirements for the Post-Baccalaureate Single Subject Credential Program

Admission to the Program

Submit an application through the Graduate Division.

Evidence of Academic Achievement—Official Transcripts from all post-secondary institutions. Completion of a baccalaureate degree from an accredited institution and a minimum grade point average of 3.0 will support admission to the credential programs. Undergraduates who enroll in courses leading to a credential are not guaranteed admission to the program; admission through the regular graduate admissions process is required.

NOTE: Applicants in the following categories must verify subject matter competence and basic skills (see below) as a condition of admission.

1. If GPA is less than 3.0.
2. If you have not completed a major, a minor, or a significant number of college-level courses in the single subject discipline for which you are applying (e.g., mathematics, English, science).
3. If you are applying for the Spring Start Intern Teacher Program.

Written Recommendations. Three letters of recommendation, including at least one from an academic source, from individuals who are familiar with the applicant's (1) ability to pursue graduate study, (2) capacity to work with children, and/or (3) demonstrated fitness for the professional environment of teaching.

Prior to the Start of the Program:

• Pass the California Basic Educational Skills Test;
• Pass the required California Subject Matter Tests or complete an approved subject-matter preparation program in the content area;
• Hold a current Certificate of Clearance or Substitute Teaching Permit from the State of California;
• Hold a current TB test with negative results.

Course and Fieldwork

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 173</td>
<td>EDUC 307</td>
<td>EDUC 307</td>
</tr>
<tr>
<td>EDUC 302</td>
<td>EDUC 342 or 342A</td>
<td>EDUC 334</td>
</tr>
<tr>
<td>EDUC 305</td>
<td>EDUC 349</td>
<td>EDUC 342B</td>
</tr>
<tr>
<td>EDUC 336 - EDUC 341</td>
<td>EDUC 350</td>
<td>EDUC 348</td>
</tr>
<tr>
<td>EDUC 346</td>
<td></td>
<td>EDUC 352</td>
</tr>
<tr>
<td>EDUC 347</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A grade of B or better is required in all courses and in student teaching for successful completion of the program. Student teaching for Single Subject candidates (grades 7–12) in the post-baccalaureate program is defined as a full-day, five days per week for one public school semester in an appropriate classroom setting in a middle or high school.

Readiness for student teaching shall be determined by, but not be limited to, the candidate’s academic work, professional conduct, and potential for success in teaching. Failure to be advanced to student teaching will be considered good cause for removal and/or a leave of absence from the program.

Applying for a California Credential

In addition to fulfilling all of the above requirements, an applicant must:

• Show evidence of a college-level course, or pass an approved examination on the U.S. Constitution;
• Pass the Teacher Performance Assessment
• Obtain a CPR certificate in Adult, Child, and Infant resuscitation training.

Supplementary and Additional Teaching Authorizations. After acquiring a basic credential, it is possible to add further teaching authorizations. Consult an academic counselor in the School of Education for details.

Requirements for the Undergraduate Cal Teach Science and Mathematics Single Subject Credential Program

The following academic units offer undergraduates an option to earn a bachelor’s degree in mathematics or a science discipline while concurrently satisfying requirements for a Single Subject Teaching Credential: Departments of Chemistry, Earth System Sciences, Mathematics, Physics and Astronomy, and the Francisco J. Ayala School of Biological Sciences. Interested students should consult degree program options described in this Catalogue or talk with a counselor in the School of Physical Sciences Student Affairs Office or the Francisco J. Ayala School of Biological Sciences Student Affairs Office. With careful, early planning, it is possible for students to complete their bachelor’s degree and teacher certification in four years.

Prior to Entry in the Cal Teach Single Subject Credential Program:

• Declare a major and, if applicable, a concentration in secondary education in one of the departments offering a Cal Teach Science and Mathematics credentialing option;

• Complete a Cal Teach Program enrollment form, indicating intent to complete requirements for the Single Subject Teaching Credential for mathematics or one of the science disciplines. This must be done by the end of an undergraduate’s second year at the latest, and prior to enrolling in EDUC 55, which would typically be completed in fall of the third year. Enrollment forms are available in the School of Physical Sciences Student Affairs Office (134 Rowland Hall), the Francisco J. Ayala School of Biological Sciences Student Affairs Office (third floor, Biological Sciences III), and the Cal Teach Science and Mathematics Resource and Advising Center (137 Bison Modular).

Prior to the Start of Student Teaching:

• Pass the California Basic Education Skills Test (CBEST);

• Pass the California Subject Exam for Teachers (CSET) or complete a subject-matter preparation program (available for Mathematics only);

• Hold a current Certificate of Clearance from the State of California;

• Hold a current TB test with negative results.

Course and Fieldwork

Candidates who enroll in the undergraduate Cal Teach Single Subject Teacher Credential program at UCI are generally required to take the following courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY SCI 5/BIO SCI 14</td>
<td>California Teach 1: Introduction to Science and Mathematics Teaching</td>
</tr>
<tr>
<td>PHY SCI 105/BIO SCI 101</td>
<td>California Teach 2: Middle School Science and Mathematics Teaching</td>
</tr>
<tr>
<td>CHEM/PHYSICS 193/BIO SCI 108</td>
<td>Research Methods</td>
</tr>
<tr>
<td>MATH 8</td>
<td>Explorations in Functions and Modeling (for Mathematics candidates only)</td>
</tr>
<tr>
<td>LPS 60</td>
<td>The Making of Modern Science</td>
</tr>
<tr>
<td>or MATH 184 &amp; 184L</td>
<td>History of Mathematics and History of Mathematics Lesson Lab</td>
</tr>
<tr>
<td>EDUC 55</td>
<td>Knowing and Learning in Mathematics and Science</td>
</tr>
<tr>
<td>EDUC 109</td>
<td>Reading and Writing in Secondary Mathematics and Science Classrooms</td>
</tr>
<tr>
<td>EDUC 143AW</td>
<td>Classroom Interactions I</td>
</tr>
<tr>
<td>EDUC 143BW</td>
<td>Classroom Interactions II</td>
</tr>
<tr>
<td>EDUC 148</td>
<td>Complex Pedagogical Design</td>
</tr>
<tr>
<td>EDUC 158</td>
<td>Student Teaching Mathematics and Science in Middle/High School</td>
</tr>
</tbody>
</table>

1 In order to be recommended for the Preliminary Single Subject Credential, a grade of C or better is required in the following Cal Teach teacher credential program courses: PHY SCI 105/BIO SCI 101; EDUC 55, EDUC 109, EDUC 143AW, EDUC 143BW, and EDUC 148. A grade of C or better is required for all sections of EDUC 158 (a repeatable course) that students complete, including all EDUC 158 sections with a student teaching requirement.

Student teaching for Single Subject candidates in the undergraduate Cal Teach program is defined as a minimum of four hours per day, five days per week for at least one full public school semester in an appropriate classroom setting in middle or high school.

Readiness for student teaching shall be determined by, but not be limited to, the candidate’s academic work, professional conduct, and potential for success in teaching. Failure to be advanced to student teaching will be considered good cause for removal and/or a leave of absence from the program.
Applying for a California Credential
In addition to fulfilling all of the above requirements, an applicant must:

• Show evidence of a college-level course, or pass an approved examination on the U.S. Constitution;
• Obtain a CPR certificate in Adult, Child, and Infant resuscitation training;
• Pass the Teacher Performance Assessment
• Official UCI transcript must show that bachelor’s degree has been awarded.

If competence has been demonstrated by the conclusion of the student teaching program, and all other CTC and Departmental requirements are met, the undergraduate candidate is eligible for a preliminary credential through UCI.

Supplementary and Additional Teaching Authorizations. After acquiring a basic credential, it is possible to add further teaching authorizations. Consult an academic counselor in the School of Education for details.

Spring Start Intern Teacher Program
Currently, because there are enough teachers available for job openings without using intern teachers, UCI has placed this program on hiatus. Please consider the School of Education’s other excellent programs.

Admission to the Program
NOTE: Admission to the program is not available at this time. Contact the School for information.

Evidence of Academic Achievement–Official Transcripts from all post-secondary institutions. Completion of a baccalaureate degree from an accredited institution and a minimum grade point average of 3.0 will support admission to the credential programs. Undergraduates who enroll in courses leading to a credential are not guaranteed admission to the program; admission through the regular graduate admissions process is required.

Written Recommendations. Three letters of recommendation, including at least one from an academic source, from individuals who are familiar with the applicant’s (1) ability to pursue graduate study, (2) capacity to work with children, and/or (3) demonstrated fitness for the professional environment of teaching.

Documentation for Field Component of the Intern Program:
• Pass the California Basic Educational Skills Test;
• Pass the required California Subject Matter Tests or complete an approved subject-matter preparation program in the content area;
• Hold a current Certificate of Clearance or Substitute Teaching Permit from the State of California.

Course and Fieldwork

<table>
<thead>
<tr>
<th>Spring</th>
<th>Summer</th>
<th>Fall</th>
<th>Winter/Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 315</td>
<td>EDUC 173</td>
<td>EDUC 307 (student teaching, if no</td>
<td>EDUC 317 (if internship occurs)</td>
</tr>
<tr>
<td>EDUC 319</td>
<td>EDUC 347A, B (124)</td>
<td>EDUC 342</td>
<td></td>
</tr>
<tr>
<td>EDUC 334</td>
<td>EDUC 342 or 342A</td>
<td>EDUC 346</td>
<td></td>
</tr>
<tr>
<td>EDUC 338, EDUC 340, or EDUC 341</td>
<td>EDUC 349</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 348</td>
<td>EDUC 350 (108)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 352</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A grade of B or better is required in all courses and in intern or student teaching for successful completion of the program. Readiness for student or intern teaching shall be determined by, but not be limited to, the candidate’s academic work, professional conduct, and potential for success in teaching. Failure to be advanced to student or intern teaching will be considered good cause for removal and/or a leave of absence from the program.

Applying for a California Internship or Preliminary Credential
If an internship is offered, the School of Education will apply for an intern credential to authorize supervised teaching in the public school. Whether the candidate uses an internship or student teaching to complete the program, upon successful completion of all requirements, the candidate is eligible to apply for a preliminary credential through UCI.

Adding Teaching Authorizations. After acquiring a basic credential, it is possible to add further teaching authorizations. For further information, see an academic counselor in the School of Education.

Preparation to Apply to the Post-Baccalaureate Credential Programs
In addition to collecting documentation of all requirements listed in the earlier sections of this Catalogue, there are several ways to prepare for the application process and strengthen an applicant’s potential for success in the credential program.
Take courses in the Minor in Educational Studies. These courses introduce issues central to education and provide opportunities for field experiences.

Start on required exams a year in advance. CBEST results do not expire; CSET results are valid for five years; GRE results are valid for five years. CSET exams may be scheduled one subtest at a time to reduce test stress and provide more time for in-depth study. If an applicant spreads the subtests over two or three test dates, it may take a year to pass all required subtests.

Apply for a Certificate of Clearance well in advance. This process can encounter unanticipated delays, so apply early. The certificate expires after five years, although some school districts will require new fingerprints for employment.

Obtain a substitute teaching credential and work as a substitute teacher. By working in the schools, an applicant will make the transition more easily.

Build a résumé. Work in a school as an aide or tutor, or in an after-school program.

Admission to the Credential Programs

The M.A.T. and credential programs offer preferred admission status to applicant files completed between January and March and then continue admitting students until the programs are filled. Later applicants may miss out on scholarship opportunities.

There are several ways to obtain support with the admissions process:

Online guide to the application process (http://www.education.uci.edu/admissions/matwtc.php).

Information Sessions: Informal meetings for general and specific information about programs and admissions documentation are held every other week on alternating Mondays and Tuesdays (or more frequently during peak recruitment periods).

Personal Counseling with the Counselor of the Day.

Administrative Services Credential

The School of Education sponsors a program through University Extension leading to the Administrative Services Credential. The Preliminary Administrative Services Credential is obtained by completing the approved program of 36 quarter units and a comprehensive examination. This credential also requires a valid basic credential, five years of full-time teaching or services experience, and passage of the CBEST.

The Professional Clear Administrative Services Credential begins when an administrative position is obtained. The UCI Professional Clear Administrative Services program requires the successful completion of two years of full-time school administrative experience, the Preliminary Administrative Services Credential, and six (6) quarter units (Induction and Final Evaluation, Education 398A-B) which provide structured mentoring, self-assessment, and formative/summative evaluation of the candidate. Those interested in these credentials should visit the University Extension website (http://unex.uci.edu) or call 949-824-5414.

Faculty

Jonathan Alexander, Ph.D. Louisiana State University, Campus Writing Coordinator and Professor of English; Culture and Theory; Education; Gender and Sexuality Studies (writing studies, sexuality studies, queer theory, new media studies)

Drew Bailey, Ph.D. University of Missouri, Assistant Professor of Education

Bruce Baron, M.S. Pepperdine University, Lecturer of Education

Robert J. Beck, Ph.D. University of Chicago, Senate Emeritus of Education

Henry J. Becker, Ph.D. Johns Hopkins University, Professor Emeritus of Education

Marianne Bitler, Ph.D. Massachusetts Institute of Technology, UCI Chancellor's Fellow and Professor of Economics; Education

Rebecca W. Black, Ph.D. University of Wisconsin-Madison, Associate Professor of Education

Liane R. Brouillette, Ph.D. University of Colorado Boulder, Associate Professor of Education

Elizabeth E. Cauffman, Ph.D. Temple University, UCI Chancellor's Fellow and Professor of Psychology and Social Behavior; Education; Psychology and Social Behavior; School of Law (adolescent development, mental health, juvenile justice, legal and social policy)

Chuansheng Chen, Ph.D. University of Michigan, Professor of Psychology and Social Behavior; Education (cross-cultural psychology, adolescent development, cognitive neuroscience, genes and behavior)

Penelope R. Collins, Ph.D. University of Toronto, Associate Professor of Education
Gilberto Q. Conchas, Ph.D. University of Michigan, Associate Professor of Education; Sociology

AnneMarie M. Conley, Ph.D. University of Michigan, Assistant Professor of Education

Kevin Dempsey, M.S. California State University, Fullerton, Lecturer of Education

Greg Duncan, Ph.D. University of Michigan, UCI Distinguished Professor of Education; Economics; Psychology and Social Behavior (economics of education, program evaluation, child development)

Jacquelynne S. Eccles, Ph.D. University of California, Los Angeles, UCI Distinguished Professor of Education; Psychology and Social Behavior (academic motivation and achievement, school and family influences on adolescent development, gender and ethnicity in STEM fields)

Dennis Evans, Ed.D. University of Southern California, Non-Senate Academic Emeritus of Education

George Farkas, Ph.D. Cornell University, Professor of Education; Education; Sociology

Cynthia Feliciano, Ph.D. University of California, Los Angeles, Associate Professor of Sociology; Chicano/Latino Studies; Education (race/ethnicity/ minority relations, migration and immigration, education)

David J. Frank, Ph.D. Stanford University, Professor of Sociology; Education; Political Science (globalization, sexuality, the natural environment, higher education)

Wendy A. Goldberg, Ph.D. University of Michigan, Professor of Psychology and Social Behavior; Education (developmental psychology, work and family, infant sleep, transition to parenthood, autism)

Jody Guarino, Ed.D. Azusa Pacific University, Lecturer and Supervisor of Teacher of Education

Susan Guilfoyle, M.S. University of Southern California, Lecturer of Education; Education (reading, language and literacy)

Gillian Hayes, Ph.D. Georgia Institute of Technology, Associate Professor of Informatics; Education (interactive and collaborative technology, human-computer interaction, computer-supported cooperative work, educational technology, ubiquitous computing)

Marie-Charlotte Henderson, M.A. University of California, Irvine, Lecturer of Education

Valerie J. Henry, B.A. University of California, Davis, Lecturer of Education

Alan R. Hoffer, Ph.D. University of Michigan, Professor Emeritus of Education

Jeffrey J. Hruby, M.A. California State University, Fullerton, Lecturer of Education

Bradley S. Hughes, Ph.D. University of California, Irvine, Lecturer with Security of Employment of Ecology and Evolutionary Biology; Education

Karajean Hyde, M.A. Vanguard University, Lecturer of Education (mathematics education)

Mizuko Ito, Ph.D. Stanford University, John D. and Catherine T. MacArthur Foundation Chair in Digital Media and Learning and Professor in Residence of Anthropology; Education; Informatics (ethnography, game studies, youth culture, learning sciences, online communities)

Susanne M. Jaeggi, Ph.D. University of Bern, Assistant Professor of Education

Susan C. Jarratt, Ph.D. University of Texas at Austin, Professor of Comparative Literature; Culture and Theory; Education (histories and theories of rhetoric, ancient Greek rhetoric, writing studies)

Jeffrey M. Johnston, M.A. University of Southern California, Lecturer of Education

Hosun Sun Kang, Ph.D. Michigan State University, Assistant Professor of Education

Joshua F. Lawrence, Ed.D. Boston University, Assistant Professor of Education

Glenn S. Levine, Ph.D. University of Texas at Austin, German Language Program Director and Professor of German; Education (applied linguistics, foreign language pedagogy, German-Jewish culture and history, Yiddish language and culture, European culinary history)

Julia R. Lupton, Ph.D. Yale University, Associate Dean for Research and Professor of English; Comparative Literature; Education (Renaissance literature, literature and psychology)

Virginia Mann, Ph.D. Massachusetts Institute of Technology, Professor of Cognitive Sciences; Education; Linguistics

Jack R. McCullough, Ph.D. United States International University, Lecturer with Security of Employment Emeritus of Education

Carol Booth Olson, Ph.D. University of California, Los Angeles, Associate Professor of Education
School of Education

Rita W. Peterson, Ph.D. University of California, Berkeley, Senior Lecturer with Security of Employment Emerita of Education

Stephanie Reich, Ph.D. Vanderbilt University, Associate Professor of Education; Psychology and Social Behavior (child development, parenting, peer interactions, media, program evaluation)

Maria F. Rosales Rueda, Ph.D. University of Chicago, Assistant Professor of Education; Economics

Ruben G. Rumbaut, Ph.D. Brandeis University, Professor of Sociology; Criminology, Law and Society; Education (international migration, immigration laws, criminalization, incarceration, inequality)

Judith Haymore Sandholtz, Ph.D. Stanford University, Professor of Education

Rossella Santagata, Ph.D. University of California, Los Angeles, Associate Professor of Education

Robin C. Scarcella, Ph.D. University of Southern California, Professor of Academic English/English as a Second Language; Education

Tesha Sengupta-Irving, Ph.D. Stanford University, Assistant Professor of Education

Therese B. Shanahan, Ed.D. University of Southern California, Lecturer of Education

Jeanne M. Stone, M.A. California State University, Long Beach, Lecturer of Education

Timothy M. Tift, M.A. Pepperdine University, Lecturer with Security of Employment Emeritus of Education

William M. Tomlinson, Ph.D. Massachusetts Institute of Technology, Professor of Informatics; Education (environmental informatics, educational technology, computer graphics/visualization/digital arts)

Elizabeth van Es, Ph.D. Northwestern University, Associate Professor of Education

Deborah Lowe Vandell, Ph.D. Boston University, Dean of the School of Education and Professor of Education; Criminology, Law and Society; Psychology and Social Behavior (P-20 education, longitudinal studies of development)

Brad W. Vanpatten, M.A. California State University, Long Beach, Lecturer of Education

Mark J. Warschauer, Ph.D. University of Hawaii at Manoa, Professor of Education; Informatics (language, literacy, technology)

Courses

EDUC 10. Educational Research Design. 4 Units.
Designed to help students become intelligent consumers of research and independent researchers, this course provides an introduction to the basic principles of educational research. Topics include research questions, literature reviews, and qualitative and quantitative research designs.

(III)

EDUC 15. Statistics for Education Research . 4 Units.
Provides an introduction to the use of statistics in educational research. Focusing on testing and measurement, the course provides basic tools to read, interpret, and draw conclusions from quantitative educational research.

Prerequisite: EDUC 10.

(Va)

EDUC 30. 21st Century Literacies. 4 Units.
Provides an overview of literacies required for academic and career success in the 21st century. Issues addressed include reading, writing, academic language, research skills, media and technology skills, scientific literacy, critical thinking, communication, collaboration, and creativity. Course may be offered online.

(III)

EDUC 40. Theories of Development and Learning Applied to Education. 4 Units.
Provides an introductory examination of central theories of human development and learning in their application to contemporary educational settings.

(III)

EDUC 50. Origins, Purposes, and Central Issues in K-12 Education. 4 Units.
An introduction to the role of education in U.S. society and to central issues in K–12 education. Education is studied from four different perspectives: social, historical, philosophical, and political. Course may be offered online.
EDUC 55. Knowing and Learning in Mathematics and Science. 5 Units.
Multidisciplinary study of knowing and learning in secondary school mathematics and science. Topics include standards for knowing, scientific epistemologies, mental representations, problem solving, expert-novice studies, assessment, and domain-specific thinking, learning, and teaching. Applied analysis of learning through clinical interviews.
Prerequisite: PHY SCI 5 or BIO SCI 14.

(III)
EDUC 100. Educational Strategies for Tutoring and Teacher Aiding. 4 Units.
Placement in a public elementary or secondary school to gain experience as a tutor or teacher aide. Emphasis on cognitive learning and the development of instructional strategies and resources which can be used in effective cross-age and cross-cultural experiences.
Grading Option: Pass/no pass only.
Repeatability: May be taken for credit 3 times.
Same as ENGR 197A.

EDUC 104D. Preparation for Teaching Fine Arts in K-12 Schools. 4 Units.
Arts education, theory, curriculum and methods for university students specializing in studio art, digital arts, dance, music, and/or drama. Includes lesson planning and teaching strategies based on California and national frameworks and content standards, and fieldwork in K–12 settings.

EDUC 104E. Multimedia and the Arts in the Multicultural Classroom. 4 Units.
Multiculturalism and under-represented U.S. minorities and the visual and performing arts: perspectives in artistic perception, creative expression, historical and cultural context, aesthetic valuing, and media literacy in the interpretation and production of multimedia arts products and applications for K-12 classrooms.

EDUC 106. Introduction to Early Childhood Education. 4 Units.
Designed to provide an introductory survey of the nature, needs, and education of young children. Explores questions such as "What should we teach young children?" and "How should we teach?".

EDUC 107. Child Development in Education. 4 Units.
Explores the pathways of normally developing children's growth and change over time. In particular, focuses on how cognitive and social development impact and are driven by educational contexts.

EDUC 108. Adolescent Development and Education. 4 Units.
Explores the physical, cognitive, emotional, and social development of adolescents, with an emphasis on the practical implications of developmental theory and research findings for teachers and other professionals who work with adolescents in middle or high school contexts.

EDUC 109. Reading and Writing in Secondary Mathematics and Science Classrooms. 4 Units.
Emphasis is placed on understanding the literacy processes (listening, speaking, viewing, thinking, reading, and writing) as they relate to middle and high school mathematics and science. Students integrate literacy-related strategies with curriculum-based goals supported in the California State Frameworks.
Corequisite: EDUC 158.

EDUC 122A. Foundations of Elementary School Mathematics I. 4 Units.
Provides understanding of fundamental mathematics necessary to teach for conceptual understanding and higher-level reasoning and problem solving. Conceptual understanding of place value, fractions, proportionality, geometry, algebra, functions, probability, statistics, and measurement. Instructional applications of these concepts in grades K-8 teaching.

EDUC 122B. Foundations of Elementary School Mathematics II. 4 Units.
Provides understanding of fundamental mathematics necessary to teach for conceptual understanding and higher-level reasoning and problem solving. Conceptual understanding of place value, fractions, proportionality, geometry, algebra, functions, probability, statistics, and measurement. Instructional applications of these concepts in grades K-8 teaching.
Prerequisite: EDUC 122A.

EDUC 122C. Foundations of Elementary School Mathematics III. 4 Units.
Provides understanding of fundamental mathematics necessary to teach for conceptual understanding and higher-level reasoning and problem solving. Conceptual understanding of place value, fractions, proportionality, geometry, algebra, functions, probability, statistics, and measurement. Instructional applications of these concepts in grades K-8 teaching.
Prerequisite: EDUC 122B.
EDUC 124. Multicultural Education in K-12 Schools. 4 Units.
Provides a theoretical and empirical overview of educational issues affecting low-income immigrant and U.S.-born minority student populations in an increasingly diverse and changing society.

Same as CHC/LAT 183.

(VII)

EDUC 125. Children, Schools, and Cinema. 4 Units.
Through popular films, analyzes aspects of school dynamics and interaction of schools with students, teachers, and public. Melding educational studies and film studies provides deeper understanding of methods used to transmit information and attitudes about schools to the lay public.

EDUC 126. Ethics and Education. 4 Units.
Ethics in education and how ethicists frame moral problems. Presents major ethical themes that affect education. Analysis of models for dealing with ethical goals and developing morality for K–12 students. Models for solving ethical dilemmas within an educational context.

Prerequisite: EDUC 50.

EDUC 128. Exceptional Learners. 4 Units.
An introductory survey of the nature, needs, and education of K–12 children with exceptionalities. Covers the categories and characteristics of exceptionalities, relevant state and federal legislation, and the role of general education teachers in special education.

EDUC 130. Children's Learning and Media. 4 Units.
Examines how popular media may impact how young people learn, develop, and communicate by looking at research related to the impacts of a wide range of popular media including television, video games, digital environments, mobile devices, and other multimedia.

EDUC 131. Educational Technology. 4 Units.
Presents an overview of the types and uses of educational technology to support and enhance the K–12 learning experience. Familiarizes students with lesson planning, instructional design, learning theory, and integrating technology into the curriculum.

EDUC 132. Reading and Writing Enrichment for After-School Programs. 4 Units.
Examines literacy development and the implementation of research-based practices to enrich learners’ reading and writing skills in after-school programs. A minimum of 20 hours of after-school program fieldwork is required in order to design and implement literacy enrichment activities.

EDUC 134. Teaching English Internationally. 4 Units.
Covers methods of teaching English as a foreign language, basic language knowledge for English teachers, the social context of English language teaching around the world, and essential information about securing international employment as an English teacher.

EDUC 137. Art in the Elementary School. 4 Units.
Theory and practice in art education for the elementary school classroom. Includes content and pedagogy for future teachers and others interested in the relationship between child development and the production of visual art. Materials fee.

EDUC 138. Children's Literature in the Elementary Classroom. 4 Units.
Explores the wealth of children's literature that can be integrated into the elementary classroom. Surveys traditional literature, fiction, nonfiction, and poetry that make curriculum accessible to all students. Focuses on literary elements for both reading and creating text.

EDUC 141A. Jumpstart I: Early Language, Literacy, and Social Development. 4 Units.
An experiential course integrated with lecture material in the field of child development and education. Students are expected to attend lectures, complete assignments, and commit eight hours per week as mentors of disadvantaged preschool children.

Same as PSYCH 141J.

Restriction: Psychology majors and School of Education students have first consideration for enrollment.

EDUC 141B. Jumpstart I: Early Language, Literacy, and Social Development. 4 Units.
An experiential course integrated with lecture material in the field of child development and education. Students are expected to attend lectures, complete assignments, and commit eight hours per week as mentors of disadvantaged preschool children.

Same as PSYCH 141K.

Restriction: Psychology majors and School of Education students have first consideration for enrollment.
EDUC 141C. Jumpstart I: Early Language, Literacy, and Social Development. 4 Units.
An experiential course integrated with lecture material in the field of child development and education. Students are expected to attend lecture, complete assignments, and commit eight hours per week as mentors of disadvantaged preschool children.

Same as PSYCH 141L.

Restriction: Psychology majors and School of Education students have first consideration for enrollment.

EDUC 141D. Jumpstart II: Early Language, Literacy, and Social Development. 4 Units.
An experiential course integrated with lecture material in the field of child development and education. Students are expected to attend lectures, complete assignments, and commit eight hours per week as mentors of disadvantaged preschool children.

Prerequisite: (PSYCH 141J and PSYCH 141K and PSYCH 141L) or (EDUC 141A and EDUC 141B and EDUC 141C).

Same as PSYCH 141M.

EDUC 141E. Jumpstart II: Early Language, Literacy, and Social Development. 4 Units.
An experiential course integrated with lecture material in the field of child development and education. Students are expected to attend lectures, complete assignments, and commit eight hours per week as mentors of disadvantaged preschool children.

Prerequisite: (PSYCH 141J and PSYCH 141K and PSYCH 141L) or (EDUC 141A and EDUC 141B and EDUC 141C).

Same as PSYCH 141N.

EDUC 141F. Jumpstart II: Early Language, Literacy, and Social Development. 4 Units.
An experiential course integrated with lecture material in the field of child development and education. Students are expected to attend lectures, complete assignments, and commit eight hours per week as mentors of disadvantaged preschool children.

Prerequisite: (PSYCH 141J and PSYCH 141K and PSYCH 141L) or (EDUC 141A and EDUC 141B and EDUC 141C).

Same as PSYCH 141O.

EDUC 141G. Jumpstart III: Early Language, Literacy, and Social Development. 4 Units.
An experiential course integrated with lecture material in the field of child development and education. Students are expected to attend lectures, complete assignments, and commit eight hours per week as mentors of disadvantaged preschool children.

Prerequisite: (PSYCH 141M and PSYCH 141N and PSYCH 141O) or (EDUC 141D and EDUC 141E and EDUC 141F).

Same as PSYCH 141P.

EDUC 141H. Jumpstart III: Early Language, Literacy, and Social Development. 4 Units.
An experiential course integrated with lecture material in the field of child development and education. Students are expected to attend lectures, complete assignments, and commit eight hours per week as mentors of disadvantaged preschool children.

Prerequisite: (PSYCH 141M and PSYCH 141N and PSYCH 141O) or (EDUC 141D and EDUC 141E and EDUC 141F).

Same as PSYCH 141Q.

EDUC 141I. Jumpstart III: Early Language, Literacy, and Social Development. 4 Units.
An experiential course integrated with lecture material in the field of child development and education. Students are expected to attend lectures, complete assignments, and commit eight hours per week as mentors of disadvantaged preschool children.

Prerequisite: (PSYCH 141M and PSYCH 141N and PSYCH 141O) or (EDUC 141D and EDUC 141E and EDUC 141F).

Same as PSYCH 141R.

EDUC 143AW. Classroom Interactions I. 4 Units.
Focuses on research-based instructional strategies for enhancing the learning of secondary mathematics and science. Students learn about adolescent and second-language development to assist them in developing analyzing, teaching, and critiquing lessons for secondary classrooms.

Prerequisite: (PHY SCI 105 or BIO SCI 101) and EDUC 55. Satisfactory completion of the Lower-Division Writing requirement.

(lb)
EDUC 143BW. Classroom Interactions II. 4 Units.
Focuses on equity and multicultural education research, special education, and research-based instructional and assessment strategies to assist students in designing, teaching, and assessing lessons that meet the needs of all secondary mathematics and science students.
Prerequisite: (PHY SCI 105 or BIO SCI 101) and EDUC 55 and EDUC 143AW and EDUC 148. Satisfactory completion of the Lower-Division Writing requirement.
(Ib, VII)

EDUC 145. Theories and Pedagogies of Race in Education. 4 Units.
Introduces theoretical frameworks to examine the role of race in American education. Emphasis is placed on introducing students to different race and ethnicity paradigms.

EDUC 148. Complex Pedagogical Design. 6 Units.
In this Cal Teach capstone course, students design lesson plans and complex instructional units, using approaches such as mathematics and science integration, problem-based instruction, project-based learning, technology, representations, scientific and mathematical analysis/modeling, authentic assessment, contextualization, and designing equitable learning environments.
Prerequisite: (PHY SCI 105 or BIO SCI 101) and EDUC 55 and EDUC 143AW.

EDUC 149. Family, School, and Community in Early Childhood. 4 Units.
Focuses on the many socializing aspects of young children's social worlds. Through the use of ecological perspectives, explores the role of families, schools, and communities on children's social development, especially in early childhood.

EDUC 150. Changing the High School Experience. 4 Units.
Analysis of problems in high school education (e.g., student disengagement and underachievement of disadvantaged) and proposals for changing curriculum, instruction, and school organization. Students suggest own reforms and analyze effective/ineffective school practices.
Prerequisite: Recommended: 1 unit of EDUC 199.

EDUC 151. Language and Literacy. 4 Units.
Addresses the linguistic principles and processes that underlie oral and written language proficiency. Emphasis is on how to use phonology, morphology, orthography, semantics, syntax, and pragmatics to support literacy and oral language development for K-12 students.

Same as PSY BEH 192V.
Restriction: Psychology and Social Behavior, Social Ecology, Education, and Psychology majors have first consideration for enrollment.

EDUC 153A. Urban Youth and the Development of Literacy through the Arts I. 4 Units.
Brings together research and practice on innovative instructional strategies for developing urban-student literacy through visual, communicative, and performing arts. UCI students are involved in an intervention at a local school.

EDUC 153B. Urban Youth and the Development of Literacy through the Arts II. 4 Units.
Building on knowledge gained in Education 153A, focuses on practices for developing urban-student literacy. Students are required to complete 40 hours of fieldwork, participating in an actual intervention at a local school.
Prerequisite: EDUC 153A.

EDUC 155. Special Topics in Educational Issues and Asian Americans. 4 Units.
Critical analysis of a variety of historical and contemporary educational issues facing Asian Americans. May be repeated for credit as topics vary.
Repeatability: Unlimited as topics vary.

EDUC 156. Introduction to Field Methods in Education. 4 Units.
Introduces students to methods for studying human behavior in context. It prepares students for conducting applied educational research, including designing needs assessments; conducting observations, interviews and focus groups; organizing and analyzing data; and synthesizing and presenting research findings.
Prerequisite: EDUC 10.

EDUC 157. Educational Research and Evaluation. 4 Units.
Covers qualitative and quantitative research methods relevant for the evaluation of educational programs. Students will have the opportunity to plan, execute, and write-up a small evaluation project.
Prerequisite: EDUC 10 and EDUC 15.
EDUC 158. Student Teaching Mathematics and Science in Middle/High School. 6 Units.
Student teaching includes orientation, seminars, preparation, and assumption of secondary school classroom instructional responsibilities in accordance with State credentialing requirements and in conjunction with the public school calendar. Five days/week and a minimum four hours/day over two quarters.

Prerequisite: (PHY SCI 105 or BIO SCI 101) and EDUC 55 and EDUC 143AW and EDUC 143BW and EDUC 148.

EDUC 158F. Advanced Fieldwork in Middle/High School Math and Science. 3 Units.
Advanced fieldwork for math and science teacher credential candidates over two quarters, prior to starting a fall student teaching assignment. Requires a minimum of 40 hours per quarter of fieldwork in a K-12 classroom and attendance at weekly seminars.

Prerequisite: (PHY SCI 105 or BIO SCI 101) and EDUC 55 and EDUC 143AW and EDUC 143BW and EDUC 148.

Repeatability: May be taken for credit for 6 units.

EDUC 159. Experimental Research Methods. 4 Units.
Designed to help students to develop the ability to think critically about research, and to develop an understanding of how to design and conduct experiments. The overall goal is to prepare students to independently plan and implement a research study.

Prerequisite: EDUC 10 and EDUC 15.

EDUC 160. Foundations of Out-of-School Learning. 4 Units.
Provides an overview of child and adolescent learning through participation in out-of-school activities and settings. Recognizes the importance of matching out-of-school experiences with the interests, needs, and development level of students. Observation-based fieldwork included. Course may be offered online.

Repeatability: May be taken for credit 2 times.

Restriction: May be taken a second time if student is a candidate for Certificate in After-School Education, and the first time was prior to Fall 2008.

EDUC 160L. After-school Programs Fieldwork. 1-2 Units.
Supervised fieldwork at an after-school program. Fieldwork is under the direction of an Education faculty member and an after-school program supervisor.

Grading Option: Pass/no pass only.

Repeatability: May be taken for credit for 4 units.

EDUC 161. Discovering Science in Out-of-School Hours. 4 Units.
Examines the design principles and teaching techniques that science museums and other out-of-school science programs use to motivate children and youth to learn science through discovery. Includes field experience at a science learning center or after-school program. Materials fee.

EDUC 170B. Teaching & Learning Secondary History-Social Studies. 4 Units.
How adolescents understand history and social issues. Pioneering research on their reasoning about history, politics, and related areas. Examination of typical practices in history and social studies teaching. Improving students’ learning through historiographic investigation and information technology resources.

EDUC 172A. Issues and Controversies in Secondary Mathematics. 4 Units.
Examines different perspectives on what mathematical competencies should be emphasized in secondary schools, and how they should be taught. Particular attention to problem solving, algebra and geometry, and issues of equity. Introduction to research on mathematical cognition and teacher beliefs.

EDUC 172B. Teaching and Learning Secondary Mathematics. 4 Units.
How children and adolescents learn to understand mathematics. Research on mathematical cognition, particularly on mathematical problem solving and the learning of algebra, geometry, and calculus. Examination of several innovative instructional programs derived from research on mathematics learning.

EDUC 173. Cognition and Learning in Educational Settings. 4 Units.
Foundational concepts in cognition and development as applied to student learning. Primary topics include historical behaviorism, basic cognitive structure and processes, complex cognition, cognitive development, and motivation.

Same as PSY BEH 192T.

Restriction: Psychology and Social Behavior, Social Ecology, Education, and Psychology majors have first consideration for enrollment.
EDUC 175. Foundations of Education. 4 Units.
Foundational questions of education are viewed from newly emerging developmental perspectives which treat cognition as embodied action and learning as cultural recapitulation. Historical, sociological, psychological, and philosophical implications of views toward aspects of teaching, learning, curriculum, and pedagogy are considered.

EDUC 176. Psychology of Learning, Abilities, and Intelligence. 4 Units.
Overview of classic positions on the mind, human abilities, and intelligence, especially as related to academic achievement. Contrasting views: psychometric versus information processing; experimental versus correlational research.

Prerequisite: PSYCH 7A or PSY BEH 9.

Same as PSY BEH 192U.

Restriction: Psychology and Social Behavior, Social Ecology, and Education majors have first consideration for enrollment.

EDUC 177. Exploring Geography and Social Issues in K-12 Education. 4 Units.
Examines how natural environment has shaped human culture and how human cultures shape natural environment. Uses geography as lens to develop student understanding of social issues, their causes, and consequences.

EDUC 179W. Advanced Composition for Teachers. 4 Units.
Principles of formal composition and problems of teaching. Selecting handbooks and ancillary reading, marking papers, making assignments, and conducting workshops and tutorials.

Prerequisite: Satisfactory completion of the Lower-Division Writing requirement.

Same as WRITING 179W.

Restriction: Upper-division students only.

(1b)

EDUC 180. Interdisciplinary Topics in Education. 4 Units.
Analysis of issues in education from interdisciplinary perspectives. Topics covered vary with interests of instructor.

Repeatability: Unlimited as topics vary.

EDUC 181A. Principles and Practices of Coaching Sports I. 4 Units.
Focuses on foundational theories and instructional practices in coaching sports from fourth grade to the collegiate level. Prepares students for the coach’s mandatory state certification examination for high school sports in California.

EDUC 182. Latina/Latino Access and Persistence in Higher Education. 4 Units.
Introduction to how social, political, and economic forces impact on Latina/Latino racial/ethnic minorities with regard to their access and persistence in the U.S. higher education system. Investigates historical perspectives and theoretical underpinnings of college access and retention research.

Same as CHC/LAT 182.

EDUC 183. College Advising for High School Students. 4 Units.
Provides a brief introduction to college-access issues and in-depth understanding in the field of college advising. Students learn how to help high school students develop higher education plans and guide them through the college application process.

Same as CHC/LAT 184.

EDUC 185. Social Development in Education. 4 Units.
Examination of contextual, psychosocial, and biological factors contributing to the social development of children and adolescents. Theoretical perspectives, empirical findings, and methodological issues are emphasized. Implications of the scientific evidence for practical and policy decision-making surrounding development are discussed.

EDUC 190. Principles and Practices of K–6 After School Sports and Fitness. 4 Units.
Focuses on foundational theories and instructional practices in after-school sports and fitness for K–6 students. Includes a 20-hour field experience in an after-school setting.

EDUC 191. Advanced Fieldwork in After-School Education. 4 Units.
Capstone fieldwork experience for students seeking to earn the Department of Education-sponsored Certificate in After-School Education. Students are required to complete 50 or more hours of fieldwork and related assignments at an instructor-approved after-school program.

Prerequisite: EDUC 160.
EDUC 193. Directed Studies in Early Childhood Education. 2-4 Units.
Advanced study of early childhood education under the direction of a faculty member, coupled with a community-based practicum.

Repeatability: May be repeated for credit unlimited times.

EDUC 198. Directed Research in Education. 2-8 Units.
Individually or in small groups, students are exposed to or participate in work related to a faculty member's research. Students also attend a weekly seminar and complete a research paper or comparable project. Prerequisite: sophomore, junior, or senior standing.

Repeatability: May be taken for credit for 12 units.
Restriction: Sophomore only or Juniors only or Seniors only.

EDUC 199. Individual Study. 1-4 Units.
Intensified advanced study in areas in which a student has considerable background, under the direction of a faculty member who will guide and evaluate the study.

EDUC 201. Teachers' Lives and Policy Environment of Teaching. 4 Units.
Examines research and public perceptions about school-based educational processes, the influence of institutional structures and educational policy on the lives of teachers, and the challenges of school reform at the local and classroom level.

Restriction: Master of Arts in Teaching Program majors only.

EDUC 202. Outcomes of Schooling/Student Assessment. 4 Units.
Focuses on establishment of learning goals and assessment tools that are valid for all students, inform educational decisions, and promote educational success. Provides critical examination of different forms of assessment used in K–12 schools, including developmental assessments and appropriate interventions.

Restriction: Master of Arts in Teaching Program majors only.

EDUC 203. Advanced Concepts in Learning and Cognition. 4 Units.
Theories of cognition and their application to thinking and learning in school settings. Topics include memory, information processing, knowledge representation, problem solving, meta-cognition, and intelligence.

Prerequisite: EDUC 173.
Restriction: Master of Arts in Teaching Program majors only.

EDUC 205. Critical Assessment of Teaching Practice and Learning. 4 Units.
Student articulates a problem in instructional practice and uses research on cognition, assessment, and other tools to understand the problem. Capstone course emphasizes practices of teacher inquiry, reflection, and professional collaboration. Student's written analyses are evaluated as program's Comprehensive Examination.

Restriction: Master of Arts in Teaching Program students only.

EDUC 206. Design of Learning Environments for Teachers in Secondary School Subjects. 4 Units.
Research on comprehension, conceptual understanding, reasoning, critical thinking, and problem solving with applications to pedagogy in secondary school subjects. Required for M.A.T. single subject students, unless substitution of Education 207 is authorized.

EDUC 207. Cognition and Pedagogy in Quantitative Literacy. 4 Units.
Reviews research on cognition in elementary mathematics, including numeracy, fractions, probability, proportionality, measurement, geometry, algebra. Emphasizes instructional approaches consistent with this research knowledge. Required for M.A.T. multiple subjects students, unless substitution of Education 206 is authorized by the Department.

EDUC 208. Reading Development . 4 Units.
Course will focus on the language and literacy development of typically-developing native English-speaking students in the U.S. Students will learn about seminal and recent research in the field of reading development.

Restriction: Graduate students only.

EDUC 209. Vocabulary Learning and Academic Language. 4 Units.
Examines linguistic, developmental, psychometric, and neurological perspectives on word learning and semantics, paying particular attention to the relation between language development and reading, and features of academic language in content-specific texts.

Restriction: Graduate students only.
EDUC 210. Language, Literacy, and Discourse. 4 Units.
Introduction to the interdisciplinary study of language, literacy, and discourse across historical and educational contexts. Addresses theories of how people learn, interact, and make meaning through a variety of semiotic resources, including oral communication, print, and digital media.

Restriction: Graduate students only.

EDUC 211. Writing Theory and Practice. 4 Units.
Offers an overview of histories, theories, and research in the field of composition studies from 1950 to the present. Addresses the influences of theory and research on teaching practice at K-12 and college levels.

Restriction: Graduate students only.

EDUC 212. Literacy and Technology. 4 Units.
Examines theoretical, historical, and contemporary relationships of technology and literacy. Topics include online communication, multimodality, video games, the use of technology for literacy instruction in schools, and research approaches for investigating literacy development with technology.

Restriction: Graduate students only.

EDUC 216. Language Learning with Digital Media. 4 Units.
Examines the use of new technologies in second and foreign language teaching. Considers historical and theoretical perspectives, current research, and future directions. Topics include online interaction, computer-assisted testing, corpora and concordancing, second language reading and writing, and affect and identity.

Restriction: Graduate students only.

EDUC 218. Special Topics in Language, Literacy, and Technology. 4 Units.
Advanced seminar designed to engage students in highly interactive examination of current issues in language, literacy, and technology. Topics and content will vary by quarter, depending upon research interests of the faculty and students.

Repeatability: May be taken for credit 10 times as topics vary.

Restriction: Graduate students only.

EDUC 220. Developing Adolescent Literacy. 4 Units.
Examines how adolescents leverage vocabulary knowledge, word-reading skills, background understanding, and knowledge of content-specific text features to master an increasing range of texts both independently and for subject-area learning.

Restriction: Graduate students only.

EDUC 222. Research Epistemologies and Methodologies. 4 Units.
Introduction to epistemological underpinnings of educational research and to a range of research methodologies in education. Includes examination of quantitative and qualitative studies through reading and analyzing contemporary research. Critique of selected research studies pertinent to educational practice and policy.

Restriction: Ed.D. Program students only.

EDUC 224. Social Development and Education. 4 Units.
Surveys the theory and empirical evidence concerning human social development from infancy to adolescence. Topics include studying how children conceptualize the social world, interact with caretakers, develop social relationships with peers, and how they impact student success.

Restriction: Graduate students only.

EDUC 225. Learning, Development, and Culture. 4 Units.
Explores issues of learning and development through a cultural lens. The interplay between culture and learning and culture and development is analyzed through the discussion of relevant readings from both psychological and anthropological research traditions.

Restriction: Graduate students only.

EDUC 229. Theories of Human Development. 4 Units.
Examines developmental theory as a guide for research and practice in education. The evolution of classical development theories and the emergence of new theoretical models are considered. Theoretical perspectives include ecological systems, life course, psychobiology, attachment, and social-cognitive theories.

Restriction: Graduate students only.
EDUC 235. Psychology of Reading Acquisition. 4 Units.
Surveys theory and empirical evidence concerning acquisition, cognitive processes, and consequences of skilled reading. Explores psychological models of skilled reading, how children acquire reading and writing skills in their home and second languages, cognitive consequences of acquiring literacy skills.
Restriction: Graduate students only.

EDUC 237. Teacher Thinking and Learning. 4 Units.
Recent research on teacher cognition, including what knowledge teachers bring to their work and how it is used in practice. Examines the nature and development of teachers' knowledge and the relationship between knowledge and practice.
Restriction: Graduate students only.

EDUC 238. Special Topics in Learning, Cognition, and Development. 4 Units.
An advanced seminar designed to engage students in highly interactive examination of current issues in learning, cognition, and development. Topics and content will vary by quarter, depending upon the research interests of the faculty and students.
Restriction: Graduate students only.

EDUC 240. Instructional Design and Education Technology. 4 Units.
Design of high-quality instructional units consistent with current theory and research in cognitive psychology and constructivist-compatible instructional practice and infused with appropriate uses of computer and video technologies. Students design a complete instructional unit using these principles.
Restriction: Master of Arts in Teaching Program students only.

EDUC 251. Educational Policy and Politics. 4 Units.
An in-depth study of topics relevant to educational reform and policy-making. Topics include: the policy-making process, the role of values and interest groups, policy analysis, equality of educational opportunity, systemic reform, implementation, and politics at the school site.
Restriction: Graduate students only.

EDUC 254. College Access and Persistence. 4 Units.
Introduction to how social, political, and economic forces impact college access and persistence in the U.S. higher education system. Investigates historical perspectives and theoretical underpinnings of college access and retention research and the link between K–12 schooling and postsecondary stratification.
Restriction: Graduate students only.

EDUC 255. Immigration and the New Second Generation. 4 Units.
Focuses on Asian, Latino, and Black children of immigrants. Investigates how today's second generation adapts, incorporates into the U.S. social structure, transforms the social and economic landscape. Explores assimilation, immigrant families/communities, language, racial/ethnic identities, gender, education, changing U.S. racial structure.
Restriction: Graduate students only.

EDUC 256. Critical Case Studies in Education. 4 Units.
Examines single and multiple case studies as a method for investigating educational theory, practice, and policy. Explores types of questions that can be answered with case study research and designs, data analysis techniques, format, and style of writing case studies.
Restriction: Graduate students only.

EDUC 257. Social Capital and Student Achievement. 4 Units.
Examines strategies that have proven successful in encouraging both high student achievement and a supportive school culture. Extended case studies are used to probe how interpersonal interactions at the school site can work to stimulate or discourage academic commitment.
Restriction: Graduate students only.

EDUC 258. Special Topics in Educational Policy and Social Context. 4 Units.
An advanced seminar designed to engage students in highly interactive examination of current issues in educational policy and social context. Topics and content will vary by quarter, depending upon the research interests of the faculty and students.
Restrictability: May be taken for credit 10 times.
Restriction: Graduate students only.
EDUC 259. Community Research and Action. 4 Units.
Introduces the theoretical underpinnings and research approaches of the field of Community Psychology. Project-based course focused on research and action in communities, organizations, and other extra-individual units (e.g., schools).
Restriction: Graduate students only.

EDUC 261. Social and Cultural Foundations of Education. 4 Units.
Provides a critical understanding of the social and cultural foundations of education through reproduction theory. Explores the unique ways in which culture and power intersect within schools and schooling systems to reproduce and resist educational inequality.
Restriction: Graduate students only.

EDUC 264. Economic Foundations of Education and Social Policy. 4 Units.
Beginning/intermediate microeconomics course provides students with an introduction to how economists think about household decision-making, markets, benefit-cost analysis, social policy issues in general and education policy in particular.
Restriction: Graduate students only.

EDUC 265. Applied Regression Analysis for Education and Social Research. 4 Units.
Provides students with a working knowledge of multiple regression and the statistical analysis of longitudinal data. Topics include a review of the OLS regression model, event-history methods, and various other techniques for analyzing longitudinal data.
Prerequisite: EDUC 288B.
Restriction: Graduate students only.

EDUC 266. Design of Learning Environments. 4 Units.
Theory and practice of designing innovative learning environments. New models of classroom interaction and technology use for new cognitive and social roles. Design cognition, and social learning theories and research methods for the design and enactment of learning environments.
Restriction: Graduate students only.

EDUC 267. Classroom Research Methods. 4 Units.
Uses students' research problems as the basis for exploring methods—teacher and student observation, interview, case studies, think alouds. Intended for doctoral students with a specific research question and very good grounding in the literature related to their question.
Restriction: Graduate students only.

EDUC 268. Out-of-School Learning and Youth Development. 4 Units.
Examines theory, research, and policy concerning out-of-school time and youth development. Several out-of-school contexts are considered (e.g., unsupervised care, informal leisure activities, and organized activities). A range of developmental outcomes are considered (e.g., achievement, social-emotional competence, and physical health).
Restriction: Graduate students only.

EDUC 274. Studies of Professional and Staff Development. 2-4 Units.
Research and theory of effective strategies for professional and staff development. Topics include: adult learning as related to professional growth of teachers, staff development as vehicle for systemic reform, reforms to enhance teacher professionalization and empowerment.
Restriction: Doctoral students only.

EDUC 278. Experimental Designs in Educational Research. 4 Units.
Designed to enable students to think critically about experimental research, and to develop an understanding of how to design and conduct experiments. The overall goal is to prepare students to independently plan and implement an experimental research study.
Prerequisite: EDUC 222.
Restriction: Graduate students only.

EDUC 278B. Studies of Diversity and Inequality in Education. 4 Units.
Study of relationships between individual diversity, social inequality, and education. How differences in socioeconomic status, race, culture, and gender translate in the educational process and affect educational outcomes. Addresses issues such as educational access, social mobility, and social reproduction.
Restriction: Graduate students only.
EDUC 280. Research Methods. 2-8 Units.
Provides practitioners at advanced degree level with insight and leadership skills for working with increasingly diverse school populations. Content varies with interest of students and instructors. May focus on populations or broader content area such as education reform in California.

Repeatability: May be taken for credit 3 times.

Restriction: Doctoral Degree candidates only.

EDUC 281. Evaluation of Educational Programs. 4 Units.
Alternative approaches to formative and summative evaluation of educational programs. Standards for effective evaluations. Epistemological, political, and practical issues in designing and conducting evaluations. Students critique specific studies relevant to educational administration and policy-making and design an evaluation.

Restriction: Doctoral students only.

EDUC 282. Graduate Seminar in the History of the Philosophy of Education. 4 Units.
Draws upon results in the historical development of the philosophy of education from Plato, Quintillian, Augustine, Locke, Rousseau, to more contemporary thinkers such as Dewey, Freire, Egan, and Rorty.

Repeatability: May be repeated for credit unlimited times.

EDUC 283A. Qualitative Research Methods in Education I. 4 Units.
Introduces students to qualitative research methodologies and methods and explores strengths and challenges of this research tradition. Topics include logistical and ethical issues, reliability, validity and generalizability, and the role of reflexivity. Students will also engage in fieldwork.

Prerequisite: EDUC 222.

Restriction: Graduate students only.

EDUC 283B. Qualitative Research Methods in Education II. 4 Units.
Provides methods for conducting and analyzing qualitative research in educational settings. Topics include data collection, coding, representing qualitative data, and using software for qualitative data analysis.

Prerequisite: EDUC 283A.

Restriction: Graduate students only.

EDUC 285. Theories of Learning Cognition. 4 Units.
Overview of theories applicable to learning in schools and extracurricular contexts. Cognitive, psychometric, behavioral, and neuroscience perspectives are applied to such topics as memory, knowledge structures, problem solving, motivation, self-referent beliefs, expertise, assessment, and cognitive abilities, including intelligence.

Restriction: Graduate students only.

EDUC 286. Discourse Analysis. 4 Units.
Examines the methodological tradition of discourse analysis as it has been applied by researchers in language and literary education for both in and out-of-school settings.

Restriction: Graduate students only.

EDUC 287. Quantitative Data Analysis in Education Research and Evaluation. 4 Units.
Covers statistical aspects of survey-based evaluations and quantitative research in education. Includes sampling, coding open-ended information, data management, scale construction, statistical analysis, and presentation of findings. Students analyze data sets—a district-based evaluation and a national survey—using SPSS.

Prerequisite: EDUC 281.

EDUC 288A. Educational, Social, and Behavioral Statistics. 4 Units.
Designed for graduate students with previous coursework in statistics, including experience with statistical software such as SPSS. The emphasis is on regression analysis and the general linear model. Students learn to analyze real data using Stata software.

Prerequisite: Prior coursework in statistics, and experience with statistical software such as SPSS.

Restriction: Graduate students only.
EDUC 288B. Structural Equation Modeling for Educ, Soc & Behavioral Analysis. 4 Units.
Rigorous introduction to structural equation modeling for students with strong prior course work in statistics. Topics include path diagrams, SEM with observed variables, factor analysis, SEM with latent variables. Maximum likelihood estimating, goodness-of-fit measures, nested models, related topics.
Prerequisite: EDUC 288A.
Restriction: Graduate students only.

EDUC 289. Use of Video in Educational Research. 4 Units.
Provides students with conceptual and methodological tools for using video in educational research. Students work with their own video data or with publicly accessible databases.
Restriction: Graduate students only.

EDUC 291. Hierarchical Linear Models for Education Research. 4 Units.
Descriptive and inferential analysis methods for education projects with nested data. Focuses on linear models that account for nesting of children in classrooms or schools or of repeated measures over time on the same individuals.

EDUC 295. Pre-Dissertation Research. 1-12 Units.
Independent study course taken under the direction of a faculty member who guides the student's research. May include guidance on data collection, methodology, human subjects protocol, conference presentation, scholarly publication, program benchmark activities.
Grading Option: Satisfactory/unsatisfactory only.
Repeatability: May be repeated for credit unlimited times.

EDUC 296A. Professional Writing in Educational Research I. 2 Units.
First of a two-course series designed to extend students' knowledge of conducting and publishing educational research. Topics include the logic of research and how to effectively communicate research findings, with particular emphasis on proficient scientific writing.

EDUC 296B. Professional Writing in Educational Research II. 2 Units.
Second of a two-course series designed to extend students' knowledge of conducting and publishing educational research. Topics include the logic of research and how to effectively communicate research findings, with particular emphasis on proficient scientific writing.

EDUC 298. Independent Study. 1-8 Units.
Independent research on topics related to education.
Repeatability: May be repeated for credit unlimited times.
Restriction: Graduate students only.

EDUC 299. Dissertation Research. 1-12 Units.
Specifically designed for students researching and writing their dissertations.
Grading Option: Satisfactory/unsatisfactory only.
Repeatability: May be repeated for credit unlimited times.
Restriction: Doctoral students only.

EDUC 301. Directed Elementary Field Experiences in Diverse Schools. 2 Units.
Fieldwork experiences and seminars to provide introduction to the California Teaching Performance Expectations, including guidelines for professional expectations, observation and participation in classrooms, instructional planning, classroom management, and formative experiences and preparation for the state-mandated Teaching Performance Assessment.
Grading Option: Satisfactory/unsatisfactory only.
Restriction: Teacher Credential Program students only.

EDUC 302. Directed Secondary Field Experiences. 2 Units.
Field work experiences and seminars to provide introduction to the California Teaching Performance Expectations, including guidelines for professional expectations, observation and participation in classrooms, instructional planning, classroom management, and formative experiences and preparation for the State-mandated Teaching Performance Assessment.
Restriction: Teacher Credential Program student only.
EDUC 303. Learning to Learn from Teaching in Elementary Schools. 3 Units.
Preparation for elementary school teaching that provides analytic tools for observing and reflecting on instruction, examining how student thinking is demonstrated, understanding components of and relationships between the teaching and learning process and planning effective instruction including innovative teaching practices.

Restriction: Teacher Credential Program students only.

EDUC 304. Student Teaching in the Elementary Schools. 4-12 Units.
Student teaching seminars prepare candidates for assumption of classroom instructional responsibilities in accordance with State credentialing requirements. Four full days a week of student teaching in public school elementary classrooms in winter quarter and five full days in spring quarter.

Repeatability: May be taken for credit 2 times.

Restriction: Teacher Credential Program students only.

EDUC 305. Learning to Learn from Teaching in Secondary Schools. 4 Units.
Analytic tools for (1) observing and reflecting on observed instruction; (2) examining student thinking and the relationship between teaching and learning; (3) understanding particular components of the teaching/learning process; and (4) planning effective instruction including innovative teaching practices.

Restriction: Teacher Credential Program students only.

EDUC 306. Supervised Teaching in Bilingual Education, Elementary. 4-12 Units.
Student teaching experiences in bilingual public school classrooms to include orientation, regular seminars, and preparation for bilingual classroom instructional responsibilities in accordance with State credentialing requirements and in conjunction with the public school calendar.

Repeatability: May be repeated for credit unlimited times.

Restriction: Teacher Credential Program students only.

EDUC 307. Student Teaching in Intermediate/Secondary School. 2-16 Units.
Student teaching includes orientation, seminars, and preparation for and assumption of secondary school classroom instructional responsibilities in accordance with State credentialing requirements and in conjunction with public school calendar. Five full days a week in both winter and spring quarters.

Repeatability: May be taken for credit for 20 units.

Restriction: Teacher Credential Program students only.

EDUC 308. Performance Assessment for California Teachers, Multiple Subjects. 1 Unit.
Preparation and technical support for multiple subjects teacher candidates to complete State-required Teaching Performance Assessment for the California preliminary credential. Includes assistance in planning, teaching/videotaping, assessment and reflection, and document production.

Grading Option: Satisfactory/unsatisfactory only.

Repeatability: May be taken for credit 2 times.

Restriction: Teacher Credential Program students only.

EDUC 309. Supervised Teaching in Bilingual Education, Secondary. 4-12 Units.
Student teaching experiences in bilingual public school classrooms to include orientation, regular seminars, and preparation for bilingual classroom instructional responsibilities in accordance with State credentialing requirements and in conjunction with the public school calendar.

Repeatability: May be repeated for credit unlimited times.

Restriction: Teaching Credential Program students only.

EDUC 310. Performance Assessment for California Teachers. 1 Unit.
Preparation and technical support for teacher candidates to complete the required Teaching Performance Assessment for California credential licensure. Structured support for planning, videotaping, and document production occurs in meetings scheduled to coincide with the timeline for the project.

Repeatability: May be taken for credit 2 times.

Restriction: Teacher Credential Program students only.
EDUC 315. Learning to Learn from Teaching Practice. 4 Units.
Secondary curriculum and methodology, including instructional planning, teaching strategies, classroom management, evaluation, cultural and linguistic considerations and interpersonal skills. Application of these to fieldwork experience in preparation for teaching responsibilities assumed in secondary schools.

Restriction: Teacher Credential Program students only.

EDUC 317. Intern Teaching in the Secondary School: Single Subject Instruction. 4-16 Units.
A paid intern practicum (usually one year) cosponsored by an employing school district and the UCI Department of Education.

Repeatability: May be taken for credit for 36 units.

Restriction: Teacher Credential Program students only.

EDUC 319. Direct Field Experiences. 4 Units.
Observation, participation, and teaching in diverse public school classrooms. Application of theory and pedagogy in field work classrooms.

Restriction: Teacher Credential Program students only.

EDUC 320. Physical Education Methods for the Elementary Classroom Teacher. 4 Units.
Methods of teaching physical education for the elementary classroom teacher. Through an interactive environment, students experience the California Physical Education content standards with appropriate pedagogy. Concepts address motor skills, physical fitness, and social responsibilities toward sports and physical activity.

Grading Option: Satisfactory/unsatisfactory only.

EDUC 321. Curriculum and Methods for Elementary School Social Studies. 3 Units.
Description, scope, sequence, and methods of teaching social studies and inquiry in grades K-8. Includes utilization of California State Framework for Teaching History/Social Science and addresses current aspects and trends in multicultural education.

Restriction: Teacher Credential Program Students only.

EDUC 322A. Curriculum and Methods for Elementary School Mathematics I. 4 Units.
Scope, sequence, and methods of teaching mathematics at all levels of elementary school. Presented through lectures, discussions, demonstrations, and exploration of a variety of materials. Covers how to plan lessons, motivate students, diagnose difficulties, and evaluate learning in mathematics.

Restriction: Teacher Credential Program students only.

EDUC 322B. Curriculum and Methods for Elementary School Mathematics II. 4 Units.
Part two of a course addressing pedagogical methods for elementary mathematics. Lectures, discussions, and exploration of instructional strategies and materials will support preservice teacher development in the critical areas of planning, instruction, and assessment for conceptual understanding in mathematics.

Restriction: Teacher Credential Program students only.

EDUC 323. Curriculum and Methods for Elementary School Science. 4 Units.
Prospective elementary teachers learn how to teach science in grades K-8. Covers States science requirements, a variety of teaching methods, criteria for selecting science curriculum materials, and how to plan science lessons, units, experiments, projects, and demonstrations.

Same as ECO EVO 323.

EDUC 324. Curriculum and Methods for Elementary School Language Arts Integrated with Social Studies. 4 Units.
An integrated approach to language arts and social studies instruction at the K–6 level based on California State English/Language Arts and Social Studies Frameworks and Standards. Focus on teaching content through literature and writing and providing access for all learners.

Restriction: Teacher Credential Program students only.

EDUC 325. Teaching the Visual and Performing Arts in Elementary School. 2 Units.
Introduction to the issues and practices, including student diversity, academic literacy, and interdisciplinary content, involved in integrating the California visual and performing arts curriculum framework and academic content standards with developmentally appropriate teaching strategies for the elementary classroom.

Repeatability: May be taken for credit 2 times.

Restriction: Teacher Credential Program students only.
EDUC 326. Curriculum and Methods for Elementary School Reading. 4 Units.
Teaching an integrated reading/language arts program in the elementary classroom. Implementing theories, principles, and methods which are research and reality-based. Creating a child-centered, language-rich program to meet needs of children in multicultural/multilingual settings.

Restriction: Teacher Credential Program students only.

EDUC 329. Theories and Methods of English Language Development Applied to Elementary Students. 4 Units.
Theories and methods of English language development and instruction of English language learners, with focus on elementary students. Includes language acquisition theory, language and content, assessment strategies, and preparation of curricula and instruction for grades K–6 English language learners.

Restriction: Teacher Credential Program students only.

EDUC 331. Instructional Technology: Resources for the Multiple Subject Classroom. 3 Units.
Issues and techniques in uses of computer-based and media technologies in the multiple subject classroom: social implications and professional responsibilities; productivity tools to enhance student thinking skills; and strategies for instruction and management.

Restriction: Teacher Credential Program majors only.


Grading Option: Satisfactory/unsatisfactory only.

EDUC 334. Literacy and Technology in the Secondary Classroom. 2 Units.
A view of literacy expanded beyond typological print, students learn: (1) strategies for incorporating, (2) tools for evaluating and selecting, and (3) learning theories for understanding how information and communication technologies and online resources contribute to general and disciplinary literacy.

Prerequisite: Limited to students accepted into the Teacher Credential Program

Restriction: Teacher Credential Program students only.

EDUC 336. Methods of Teaching Languages other than English in Secondary Schools. 4 Units.
Prepares future teachers of foreign language or primary/home language. Emphasizes hands-on, practical strategies for communication-based instruction and authentic assessment, in reading, writing, listening, speaking, and culture.

Restriction: Teacher Credential Program students only.

EDUC 337. Methods of Teaching Social Science in the Secondary School. 4 Units.
Theories, strategies, and methodologies related to the teaching of history and social science in the secondary school. Emphasis on the planning, delivery, and assessment of lessons reflecting an understanding of the History-Social Science Framework for California.

Restriction: Teacher Credential Program students only.

EDUC 338. Methods of Teaching English in the Secondary School. 2-4 Units.
Introduction to teaching reading, writing, and speaking skills in secondary school. Emphasis upon integrative approach to teaching literature, composition, and grammar consistent with the California State Framework. Practice in the design of lesson plans that are both integrated and cumulative.

Repeatability: May be taken for credit 2 times.

Restriction: Teacher Credential Program students only.

EDUC 339. Methods of Teaching Visual & Performing Arts in Secondary Schools. 4 Units.
Theory, curriculum, and strategies for teaching visual and performing arts in the secondary school. Emphasis on the planning, delivery, and assessment of lessons consistent with California State Framework and content standards.

Restriction: Teacher Credential program or M.A.T. program students only.
EDUC 340. Methods of Teaching Mathematics in Secondary School. 2-4 Units.
Theories, strategies, and methodologies related to the teaching of mathematics in the secondary school. Emphasis on the planning, delivery, and assessment of lessons reflecting an understanding of the Mathematics Framework for California and the recommendations of professional organizations.

Repeatability: May be taken for credit for 4 units.

Restriction: Teacher Credential Program students only.

EDUC 341. Teaching Science in Secondary School. 4 Units.
Prospective secondary science teachers learn how to teach science in grades 7-12. Covers State science requirements, a variety of teaching methods, criteria for selecting science curricular materials, and how to plan science lessons, units, experiments, projects, and demonstrations.

Same as ECO EVO 341.

Restriction: Teacher Credential Program students only.

EDUC 342. Applied Instructional Strategies in Secondary Schools. 4 Units.
Application of pedagogy and research to practice teaching experiences in the secondary schools. A continuation of the methodology course series with an emphasis on the needs of students with culturally diverse backgrounds.

Repeatability: May be taken for credit 2 times.

Overlaps with EDUC 342A, EDUC 342B.

Restriction: Teacher Credential Program students only. EDUC 342 and EDUC 342A-B may not both be taken for credit.

EDUC 342A. Applied Instructional Strategies in Secondary. 2 Units.
Application of pedagogy and research to practice teaching experiences in the secondary schools. A continuation of the methodology course series with an emphasis on the needs of students with culturally diverse backgrounds. Conducted in a five-week format.

Repeatability: May be taken for credit 2 times.

Overlaps with EDUC 342.

Restriction: Teacher Credential Program students only. EDUC 342 and EDUC 342A-B may not both be taken for credit.

EDUC 342B. Applied Instructional Strategies in Secondary. 2 Units.
Application of pedagogy and research to practice teaching experiences in the secondary schools. A continuation of the methodology course series with an emphasis on the needs of students with culturally diverse backgrounds. Conducted in a five-week format.

Repeatability: May be taken for credit 2 times.

Overlaps with EDUC 342.

Restriction: Teacher Credential Program students only. EDUC 342 and EDUC 342A-B may not both be taken for credit.

EDUC 344. Applied Instructional Strategies in Secondary School Sciences. 4 Units.
Application of pedagogy and research to practice science teaching experiences in the secondary schools. A continuation of the Education 340 series with an emphasis on the needs of students with culturally diverse backgrounds.

Repeatability: May be taken for credit 2 times.

Same as ECO EVO 344.

Restriction: Teacher Credential Program students only.

EDUC 345. Child Development and Educational Equity. 4 Units.
Explores theories of child development applied to teaching and learning in elementary schools. Attention is given to role of cultural norms in defining goals for child development and for educational practices and in creating equal learning opportunities for all children.

Restriction: Teacher Credential Program students only.

EDUC 346. Reading and Writing in Middle School and High School Classrooms. 4 Units.
Emphasis is placed upon understanding the literacy processes (listening, speaking, viewing, reading, and writing) as they relate to all Single Subject areas. Teachers are guided to integrate literacy-related strategies with curriculum-based goals supported in the California State Frameworks.

Restriction: Teacher Credential Program students only.
EDUC 347. Culture, Diversity, and Educational Equity . 4 Units.
Survey of the history of and social theories about the origins and consequences of U.S. racial, gender, and social inequality and the effects of poverty and racism on the educational opportunities and outcomes of minority groups in the United States.

Prerequisite: Limited to students accepted into the Teacher Credential Program.

EDUC 347A. Culture, Diversity, and Educational Equity. 2 Units.
Survey of the history of and social theories about the origins and consequences of U.S. racial, gender, and social inequality and the effects of poverty and racism on the educational opportunities and outcomes of minority groups in the United States.

Restriction: Teacher Credential Program students only.

EDUC 347B. Culture, Diversity, and Educational Equity. 2 Units.
Survey of the history of and social theories about the origins and consequences of U.S. racial, gender, and social inequality and the effects of poverty and racism on the educational opportunities and outcomes of minority groups in the United States.

Restriction: Teacher Credential Program students only.

EDUC 348. Theory and Methods of Instruction of Special Populations in General Classroom. 2 Units.
Knowledge, skills, and strategies to teach special populations in the general education classroom. Categories of disability and exceptionality. Legislation pertaining to the education of special populations. Role of general education teacher in special education process. Differentiated instruction and inclusive environments.

Restriction: Teacher Credential Program students only.

EDUC 349. Theories and Methods of English Language Development Applied to Secondary Students. 4 Units.
Theories and methods of English language development and instruction of English language learners, with focus on secondary students. Includes language acquisition theory, language and content, assessment strategies, and preparation of curricula and instruction for grades 7–12 English language learners.

Restriction: Teacher Credential Program students and M.A.T. students only.

EDUC 350. Adolescent Development in Education. 4 Units.
Secondary teachers must understand adolescent physical, cognitive, emotional, and social development, particularly how educators can promote healthy adjustment in their students. Focuses on why and how changes occur in each of these areas as children grow older.

Restriction: Teacher Credential Program students only.

EDUC 351. Instructional Technology: Resources for the Single Subject Classroom. 3 Units.
Issues and techniques in uses of computer based and media technologies in the single subject classroom: social implications and professional responsibilities; productivity tools to enhance student thinking skills; and strategies for instruction and management.

Restriction: Teacher Credential Program majors only.

EDUC 352. Creating a Supportive & Healthy Environment for Student Learning in Secondary Classrooms. 2 Units.
Creation of healthy environments for student learning in secondary classrooms. Personal, family, school, community, environmental factors. Academic, physical, emotional, social well-being of students. Legal responsibilities of teachers related to student health, safety. Communication with family and use of community resources. Course may be offered online.

Restriction: Teaching Credential Program students only.

EDUC 373. Cognition and Learning in Educational Settings . 4 Units.
Foundational concepts in cognition and development as applied to student learning. Primary topics include historical behaviorism, basic cognitive structure and processes, complex cognition, cognitive development, and motivation.

Restriction: Teacher Credential Program students only.

EDUC 398. Special Topics. 3 Units.
Meets induction and program planning requirements for students enrolled in Professional Administrative Services Credential. Also serves as final course in program, wherein the candidate, the University instructor, and a representative of the involved school district assess and evaluate candidate competency.

Repeatability: May be taken for credit 2 times.

Restriction: Professional Administrative Services Credential students only.
EDUC 399. University Teaching. 1-4 Units.
Limited to teaching assistants.

Grading Option: Satisfactory/unsatisfactory only.

Repeatability: May be repeated for credit unlimited times.