

Master of Arts Program in Education Degree Requirements

Revised June 18, 2006
Approved by Graduate Council on July 6, 2006

1. Admissions Requirements:

Prerequisites: B.A. or B.S. degree completed before entering the program, Minimum GPA 3.0. Major in an area that adequately supports graduate studies.

Requirements: Graduate Studies Application, School of Education M.A. Program application, minimum 3.0 GPA, GRE Scores taken within the last 5 years, three letters of recommendation, and Official transcripts from institutions attended.

In addition, the M.A. for Practicing Teachers track requires a valid California teaching Credential or equivalent preparation, and employment in classroom-based instruction.

There is no admission directly to the M.A./Credential track. M.A./Credential students are admitted as Credential students and advanced to M.A. status following completion of the Credential. Specific criteria for advancement to M.A. status include:

- At the end of Spring quarter of the Credential year, a cumulative UCD graduate GPA of at least 3.0;
- Grade of A, B, or C in all required 100 and 200 level Credential/M.A. courses;
- Grade of B- or higher for student teaching (EDU 304A,B,C or EDU 306A,B,C)
- Completion of all requirements (with appropriate documentation submitted to the School of Education Student Services Office) for your teaching credential by July 20 preceding the fall quarter in which you will enroll for year 2 of the M.A./Credential (quarters 4 and 5), including:
 - all required Credential coursework (with no incompletes);
 - all required examinations
 - CBEST (California Basic Educational Skills Test),
 - CSET (California Subject Examinations for Teachers),
 - RICA (Reading Instruction Competence Assessment) for Multiple Subject only
 - all Credential program prerequisites

Students who intend to continue the year 2 M.A. but are in the process of completing any of the three requirements above (coursework, examinations, or prerequisites) must submit appropriate documentation to the School of Education by September 1 in order to be enrolled as a M.A. student.

- By the beginning of fall quarter of the second M.A./Credential year (quarter 4), access to an institutional setting in which teacher inquiry can be conducted. One of the following 3 options will meet this requirement:
 - as the teacher of record in a K-12 classroom,
 - in a K-12 tutoring situation, with the opportunity to work with the same students for two academic quarters for at least 40 hours per quarter.
 - as a guest in another teacher’s classroom for the purpose of carrying out the teacher inquiry.

Substitute teaching does not provide the opportunity for sustained work in a classroom with the same group of students, and therefore will not satisfy this element. One exception will be if you are hired for a long-term substitute position working for three months or longer with the same group of students.

Admissions requirements are summarized in the following table.

M.A. Program Admissions Requirement Summary

<i>General track</i>	<i>Practicing Teachers track</i>	<i>Credential track</i>
<ul style="list-style-type: none"> • Minimum GPA 3.0 • GRE Scores • 3 letters of recommendation • Official transcripts 	<ul style="list-style-type: none"> • Minimum GPA 3.0 • GRE Scores • 3 letters of recommendation • Official transcripts • Valid CA Credential or equivalent preparation • Employment in classroom-based instruction 	<ul style="list-style-type: none"> • NO Admissions directly into MA. • MA Admission only through Credential year completion and meeting MA criteria outlined above.

2. Specification of Master’s Degree and Plan:

Degree: Master of Arts.

Plan: Plan I

3. Course Requirements – Core and Electives:

All students are required to complete 30 units of work at the upper division and graduate levels and submit a thesis. At least 12 of the 30 units required must be graduate work (course numbers 200-299) in Education.

Only courses in the 100 and 200 series in which the student is assigned grades of C- or better, or S, may be counted in satisfaction of the requirements for the Master’s degree. Furthermore, the student must maintain an average of three grade points per unit in all of these courses except those graded S or U.

Research Courses: All students complete courses that prepare them to pursue research in their areas of interest.

Students in the general track take 12 units:

- EDU 200, *Educational Research*, 4 units

- EDU 201, *Qualitative Research in Education*, 4 units
- EDU 203, *Educational Testing and Evaluation*, 4 units

Students in the Credential track or the Practicing Teachers track take 14 units:

- EDU 206A, *Inquiry Into Classroom Practice: Traditions and Approaches*, 2 units
- EDU 206B, *Inquiry Into Classroom Practice: Intervention and Data Collection*, 4 units
- EDU 206C, *Inquiry Into Classroom Practice: Data Analysis, Interpretation and Reporting*, 4 units
- EDU 206D, *Inquiry into Classroom Practice: Data Analysis and Research Reporting*, 4 units

Additional coursework: All students complete additional coursework to meet the 30-unit requirement.

Students in the general track take:

- EDU 207, *Concepts of the Curriculum*, 4 units
- At least 12 graduate-level units in one of the following areas of emphasis: Instructional Studies, Psychological Studies, or Sociocultural Studies. Emphasis area courses are approved by the student's faculty adviser. Suggested courses are listed in Appendix A.

Students in the Practicing Teachers track take:

- At least 8 graduate-level units in one of the following areas of emphasis: Instructional Studies, Psychological Studies, or Sociocultural Studies. (Students in this track will typically pursue the Instructional Studies emphasis area.) Suggested courses are listed in Appendix A.

Students in the Credential track take:

- EDU 275, *Effective Teaching*
- Additional courses related to instruction, learning, and educational issues, approved by the program's graduate adviser.

Course requirements are summarized in the following table.

M.A. Course Requirements Summary

	<i>General track</i>	<i>Practicing Teachers track</i>	<i>Credential track</i>
<i>Research Core</i>	EDU 200 EDU 201 EDU 203	EDU 206A EDU 206B EDU 206C EDU 206D	EDU 206A EDU 206B EDU 206C EDU 206D
<i>Other Required Courses</i>	EDU 207		EDU 275
<i>Additional Coursework</i>	Emphasis area electives approved by faculty adviser	Emphasis area electives approved by faculty adviser	Courses related to instruction, learning, and educational issues approved by

			Graduate Adviser.
<i>Total Units Required</i>	30	30	30

4. Special Requirements:

Human Subjects Clearance: All students whose research involves human subjects are required to obtain human subjects clearance for their research. The Institutional Review Board (IRB), based in the UC Davis Office of Research, is the administrative body that oversees the process of Human Subjects Review. Students will complete the tutorial on Human Participant Protections for educational research at the following link:

<http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>

Following the specifications of their faculty advisers and the IRB, students will submit their research plans and obtain IRB approval.

5. Committees:

Admissions Committee: The Admissions Committee invites all program faculty to review applications, rank applicants, and request admission of applicants with whom they would like to work. The committee membership is representative of the program's areas of emphasis and interest. The committee screens all applications, considers rankings and requests from faculty, recommends admission of the most promising students for whom the program offers a good match in terms of interest and opportunity for study and mentoring, and assigns faculty advisers to students who are admitted. Students are normally assigned a primary and secondary adviser during the admissions process.

Advising: Students work with their assigned faculty adviser(s) to develop their study plans. Student progress is reviewed annually, and study plans are filed with the program office at that time.

Thesis Committee:

MA General Track Students: With the guidance of his or her faculty adviser(s), each student identifies a faculty member with whom he or she would like to work and who is agreeable to chairing the thesis committee. The student's primary or secondary faculty adviser often becomes the committee chair, but this is not always the case. The student works with the proposed chair to identify additional committee members.

MAPT and MA Credential Students: For students enrolled in the EDU 206 research series, the instructor of the EDU 206B, EDU 206C, or EDU 206D section in which the student enrolls will normally serve as chair of the student's thesis committee. The student works with the proposed chair and other program faculty to identify additional committee members.

Committee nominations are submitted to the Office of Graduate Studies for formal appointment in accordance with Graduate Council policy (DDB 80. Graduate Council, B.1.) A committee of three shall be appointed by the Dean of Graduate Studies to oversee the Master's thesis. Whenever possible, one member of the committee shall be chosen from a department other than that of the major subject.

- 6. Advising Structure and Mentoring:** Each student in the program works with the program's Graduate Adviser and a faculty adviser. Staff members in the Student Services Office are also available to advise students on program requirements and procedures.

Graduate Adviser: The Graduate Adviser is a faculty member who is responsible for overseeing the academic progress of all students in the program. Signatures for various petitions are the purview of the Graduate Adviser or Program Chair.

Faculty Adviser:

MA General Track and MAPT Students: The admissions committee identifies a faculty adviser (often two, with one primary and the other secondary) for each student. The faculty adviser agrees, prior to admission, to take on the responsibility of assisting the student in meeting academic goals. Faculty advisers are faculty members who have research interests compatible with those expressed by the student and whose primary responsibility it is to help students plan a program in the field of emphasis. Given the compatibility of research interests, students often enroll in one or more courses taught by their faculty advisers.

MA Credential Track Students: Each student is assigned an MA faculty adviser when he/she advances to MA status. The faculty adviser will normally be the instructor of one of the EDU 206B, 206C, or 206D sections in which he/she enrolls. In order to provide appropriate support and faculty mentoring, the M.A. Program faculty who teach the EDU 206B, EDU 206C, and EDU 206D course sections represent numerous and significant areas of expertise in educational theory and practice, and class size is normally in the 12-15 range.

A student's faculty adviser may become the student's thesis committee chair, or the faculty adviser may help identify a committee chair. See the Thesis Committee section, above, for more information about the thesis committee and chair. A student's interests may change, due to various factors such as exposure to ideas in coursework and the overall experience in the M.A. program. It is possible for a student to change advisers over the course of the program. Students will have an opportunity to meet many faculty through coursework. Students should feel free to contact any of the faculty during their office hours. Change of the thesis chair is also possible, though approval is necessary for any reconstitution of the committee that occurs after the thesis committee has been appointed.

Student Services Office: The Student Services Office is an excellent resource for information on program requirements and procedures, as well as a range of other areas relevant to student life in the School of Education and on the campus.

Mentoring Guidelines: The program's Mentoring Guidelines can be found at <http://education.ucdavis.edu/studentservices/index.html>

- 7. Advancement to Candidacy:** Every student must file an official application for Advancement to Candidacy after completion of at least one-half of the course requirements for the degree and at least one academic quarter before completion of all degree requirements. Forms may be obtained in the School of Education Student Services Office.

On the candidacy application the student and Graduate Adviser agree to and submit a statement of how the student will complete the requirements for the degree. If changes need to be made in a student's program for the degree after advancement to candidacy, any changes must first be approved by the Graduate Adviser then submitted to Graduate Studies for approval.

- 8. Timeline and Sequence:** The M.A. Program was planned to span approximately two years. The length of the program, however, is based on the student's progress in mastering subject matter, conducting original research and writing the thesis. The nature of these activities differs and makes for time variability among students in the same program. Deficiencies at admission may also affect completion time. Full time students are expected to complete the program within two years, and part-time students are expected to complete the program within three years. No student is permitted to submit a final draft of the thesis to the committee later than two years after approval of the thesis proposal. Details specific to each track are described below.

MA General Track Students: The first year is devoted to completing core coursework and emphasis area coursework as approved by the faculty adviser. The second year of the program is devoted to completing any remaining coursework, conducting research and writing the thesis. In some cases, work on the thesis or may extend beyond the second year.

MAPT Students: The first year is devoted to completing core coursework, including EDU 206A and EDU 206B, and emphasis area coursework as approved by the faculty adviser. In the second year, students enroll in EDU 206C and EDU 299 Fall Quarter, then EDU 206D and EDU 299 Winter Quarter. The thesis proposal is submitted, reviewed and approved by mid-term Fall Quarter. The research (or a substantial part thereof) is completed during Winter Quarter. Students complete any remaining coursework and the thesis during Spring Quarter or during the following year.

MA/Credential Students: The first year is devoted to completion of all Credential requirements and a substantial part of the MA course requirements, including EDU 206A and EDU 206B. In the second year, following advancement to MA status, students enroll in EDU 206C and EDU 299 Fall Quarter, then EDU 206D and EDU 299 Winter Quarter. The thesis proposal is submitted, reviewed and approved by mid-term Fall Quarter. The research is completed during Winter Quarter, and the thesis is normally submitted at the end of Winter Quarter. In some cases, thesis revision and completion may extend into Spring Quarter.

The timeline and sequence are summarized in the following table.

Timeline & Sequence Summary

	<i>General track</i>	<i>Practicing Teachers track</i>	<i>Credential track</i>
<i>Year One</i>	Core courses and emphasis area courses as approved by faculty adviser.	Core courses EDU 206A and EDU 206B. Emphasis area courses as approved by faculty adviser.	Completion of Credential requirements. MA core courses, including EDU 206A and EDU 206B. Additional MA coursework as approved by Graduate Adviser.
<i>Year Two</i>	Any remaining coursework. Proposal approval. Thesis completion.	<u>Fall:</u> EDU 206C; EDU 299; proposal approval. <u>Winter:</u> EDU 206D; EDU 299; research implementation & presentation. <u>Spring:</u> Remaining coursework and possible thesis completion.	<u>Fall:</u> EDU 206C; EDU 299; proposal approval. <u>Winter:</u> EDU 206D; EDU 299; research implementation & presentation; thesis completion. <u>Spring:</u> In some cases, thesis revision and completion may extend into Spring Quarter.
<i>Year Three</i>	In some cases, thesis completion may extend into year 3	Any remaining coursework and thesis completion.	

- 9. Sources of Funding:** UC Davis offers various types of financial assistance. Both prospective and continuing graduate students are encouraged to apply. Merit-based support includes fellowships, scholarships, and nonresident tuition fee fellowships that are administered by Graduate Studies. Need-based support includes grants, loans, and work-study employment administered by the Financial Aid Office. Individual departments/ schools administer graduate student academic employment, such as teaching or research assistantships. Listed below are the various categories of support

Fellowships and Graduate Scholarships are awarded primarily on the basis of scholarship and promise of outstanding academic and professional contribution, or a combination of merit and need. If you are a U.S. citizen or a permanent resident alien you are eligible for most of the awards. Your application for fellowship, and all supporting documentation, must be on file by January 15. Filing a current FAFSA is required for all fellowship and scholarship awards. For more information see: http://gradstudies.ucdavis.edu/ssupport/internal_fellowships.html

Graduate Financial Aid administers financial Assistance, which may include loans, grants, and work-study employment. These funds must be used for education-related expenses and are intended to supplement your own earnings, family assistance or fellowship or scholarship aid. Financial aid is not available for applicants in non-degree programs. FAFSA applications are available from Graduate Financial Aid in Dutton Hall after December 1, or online at www.fafsa.ed.gov after January. FAFSAs should be filed as early as possible to allow for Fellowship consideration. You need not wait for formal admission into a graduate program to apply for financial aid.

Departments/ Schools administer Teaching Assistantships (TA) and Graduate Student Researcher (GSR) Positions to full-time students. If you wish to apply for an assistantship you should request applications and instructions from the School of Education TA coordinator. Teaching Assistantships and GSR positions are normally either for 25% or 50% time employment on a quarterly basis. Teaching assistantships provide a partial fee remission, GSR positions provide a full fee remission. GSR positions are offered through individual faculty and have no standard award deadline.

10. PELP and Filing Fee status:

Planned Educational Leave Program (PELP): The Planned Educational Leave Program is designed to allow you to suspend your program of study for good cause (i.e., illness, temporary departure from the university for employment or research away from the campus, preparing for examinations, if doing so at a distance from the campus, financial problems, personal problems), leave the campus, and be guaranteed the right to return later to resume academic work.

The approval of your Graduate Adviser on the PELP advising form guarantees you readmission for the quarter specified. In giving approval for the leave, advisers are certifying that there will be space available for you when you return. For more information on PELP, see the Graduate Studies Handbook. Application and time extension forms are available at the Office of Graduate Studies in 250 Mrak Hall, or online at www.gradstudies.ucdavis.edu/forms/forms.htm.

Filing Fee Status: Filing Fee is a non-registered status available to graduate students who have advanced to candidacy for their degree. Filing Fee status maintains your eligibility to complete your degree while not registered, and within your approved time limitations. You can use this option when all of your courses and research have been completed, your thesis is in final draft form, and you no longer need to use campus facilities. Forms are available in Graduate Studies or online at <http://www.gradstudies.ucdavis.edu/forms/forms.htm>.

11. Thesis Requirements:

Preparation of Written Proposal: The student prepares a written draft of his/her thesis proposal. Details of the proposals will vary. The following format is suggested:

- a) General statement of topic
- b) Review of related literature
- c) Specific question or problem to be addressed and rationale
- d) Method of approaching the study
- e) Tentative outline of the study
- f) Bibliography to date
- g) Time schedule for research and writing

The proposal differs from the thesis itself in several ways. It describes a study which has yet to be conducted. It may report the results of pilot work, but these data are preliminary and not the main data description of the study. Its introductory sections should present the background literature, rationale, and methods in enough detail to inform and convince the committee that the study is feasible and worth doing. In most cases, these sections will undergo further revision and elaboration in the final writing of the thesis.

It is strongly recommended that execution of the thesis proposal be postponed until the proposal is approved. Students not following this recommendation run the risk of having to redo the work if the study is modified or not approved. The members of the committee should be kept informed of the student's progress and should be consulted during the preparation of the proposal, particularly in their areas of expertise.

Approval of the Proposal:

MA General Track Students: Proposal approval for students in the M.A. General track takes place at the Orals Committee Meeting. The student summarizes the study orally for his/her committee. Members address questions to the student about the thesis and related matters. The student defends his/her proposal in terms of its purpose, execution, feasibility, appropriateness, and significance. The purposes of the meeting are:

- a) To discuss and evaluate the acceptability of the proposal;
- b) To assess the student's ability to complete the proposed thesis;
- c) To examine the student on related topics;
- d) To advise the student of remaining requirements for completion of the thesis and the degree program.

If revisions are required, the student and committee agree on a timeline and process for resubmission.

MAPT and MA/Credential Students: Proposal approval for students in the M.A./Credential track and the M.A. for Practicing Teachers track takes place in the context of EDU 206C. Each student submits a proposal according to specifics outlined in course assignments. The EDU 206C instructor and the

student's thesis committee chair (who are usually, though not always, the same person) review and evaluate the proposal. The chair then convenes the student's thesis committee. The committee formulates recommendations, and the chair communicates these recommendations to the student. Depending on the nature of the recommendations, the chair will then work with the student, if necessary, to address weaknesses and prepare for resubmission. The chair may also recommend that the student consult further with particular committee members, as appropriate to expertise of the committee members. In cases where substantial change is required, the committee will reconvene to approve changes. If the proposal is not revised satisfactorily and approved by the end of Fall quarter, the student will be assigned a grade of "Incomplete" in EDU 206C. In most such cases the student will work through the winter break to refine the proposal so that it may be implemented in winter quarter. In the case of a student who does not clear an Incomplete and proceed to EDU 206D winter quarter, a delay to the following year may be considered. If a delay is approved, the student must clear the Incomplete in time to enroll in EDU 206D the following winter quarter.

Completion of the Thesis: When the proposal (or a revised version) is approved, the student is ready to carry out the study.

MA General Track Students: Students consult with the committee members as necessary during implementation of the research. An initial draft of the completed thesis is submitted to the student's committee chair. After the draft has been reviewed by the chair, it is submitted to the other members of the committee. The student makes appointments with each committee member to review their reactions, comments and suggestions. The student makes revisions and submits the revised document to committee members for final approval. Several drafts may be required before an acceptable version of the thesis is produced. As part of this process, the committee chair may schedule a meeting at which the student will discuss the thesis with members of his or her committee. A final presentation is not required, however students are encouraged to take advantage of opportunities to present their work at departmental seminars.

MAPT and MA/Credential Students: During the implementation stage, students whose research core is the EDU 206 series enroll in EDU 206D, where they participate as members of a teacher research group, pursue classroom-based inquiry according to their approved plans, participate in research group meetings and/or online exchanges, submit periodic written assignments related to their research, and present their research in a final symposium. Students also enroll in EDU 299 and meet individually with their committee chair throughout fall and winter quarters during the planning, implementation, and completion stages. The final symposium is a two-day event held near the end of Winter Quarter. Students' presentations are scheduled in 3-hour concurrent sessions, with no more than 6 students (typically 4) presenting in each session. Students are scheduled with others from their research group into sessions with students of

similar subject matter and research interests. The audience for each session consists of the committee members for the students who are presenting, and the other students scheduled to present in the same session. Each student has 30 minutes to present his/her research and respond to questions from his/her committee members and other participants. Detailed instructions are provided in EDU 206D to help students prepare for the symposium. Students in the MA/Credential track normally complete and submit the thesis at the end of Winter Quarter or shortly thereafter. It is normal for students in the MAPT track to have additional emphasis area or elective coursework to complete, and these students complete and submit the thesis either Spring Quarter or in the third year.

Final Format of Thesis: The style of referencing, footnoting, constructing figures and tables, etc., is decided in consultation with the adviser. The Publication Manual of the American Psychological Association or the University of Chicago Manual of Style may be recommended. The final version of the thesis is formatted according to the style and guidelines specified by Graduate Studies and the student's adviser. The format for the thesis title page may be obtained from the Graduate Studies website: <http://gradstudies.ucdavis.edu/continue/filing.htm>. The thesis title page is signed by all committee members, and the original thesis copy is submitted to Graduate Studies. Additional copies are provided for all committee members who want one.

The thesis process is summarized in the following table.

M.A. Thesis Process Summary

	<i>General track</i>	<i>Practicing Teachers track</i>	<i>Credential track</i>
<i>Proposal Approval</i>	Orals Committee Meeting	In context of EDU 206C	In context of EDU 206C
<i>Research Topic</i>	Any area of Education	Teacher inquiry focused on student learning	Teacher inquiry focused on student learning
<i>Research Implementation</i>	In consultation with thesis committee	Participation in teacher research group including periodic written assignments, as well as consultation with thesis committee	Participation in teacher research group including periodic written assignments, as well as consultation with thesis committee
<i>Completion Process</i>	Committee approval; Submission to Grad Studies	Presentation at symposium; Committee approval; Submission to Grad Studies	Presentation at symposium; Committee approval; Submission to Grad Studies

Appendix A: Additional Coursework

Each student works with his/her faculty adviser to select emphasis area courses, in addition to other courses and independent study, which will prepare the student to undertake a thesis in the student's area of interest. Suggested courses are listed below. This list is intended to be helpful, not prescriptive. The list will be updated periodically as new courses are developed or identified. Courses need not be on this list to be counted toward the emphasis requirement. Each student's faculty adviser is responsible for approving coursework to fulfill the emphasis area requirement. Units for each course are included in parentheses following the course name.

Emphasis Area Electives

Emphasis Area - Instructional Studies

Courses suggested for students with a focus on Language & Literacy include:

- EDU229 Language Policy (4)
- EDU242 Research on Text Comprehension (4)
- EDU243 Research on the Teaching and Learning of Writing (4)
- EDU244 Topical Seminar in Language, Literacy, and Culture (4)
- EDU245 Theory and Research in Early Literacy (4)
- EDU246 Sociocultural Perspectives on Reading (4)
- EDU247 Research on Response to Culturally Diverse Literature, K-12 (4)
- EDU251 Research in Bilingual and Second Language Education (3)
- EDU252 Multicultural Teaching and Curriculum (3)
- EDU253 Language and Literacy in Linguistic Minorities (3)
- LIN264 Linguistic Issues in Language and Gender (4)
- LIN280 Second Language Acquisition Theory (4)
- LIN281 Research Methods in Second Language Acquisition and Development (4)
- LIN302 Current Research in TESOL (4)

Courses suggested for students with a focus on Mathematics Education include:

- EDU207 Concepts of the Curriculum (4)
- EDU210 The Psychology of School Learning (4)
- EDU211 Social & Situative Perspectives on Learning & Cognition (4)
- EDU255 Curriculum Development and Evaluation in Mathematics (4)
- EDU256A Research in Mathematics Education (4)
- EDU256B Research in Mathematics Education (4)
- EDU292 Special Topics in Education: Experiential Learning (4)
- EDU294* Special Topics in Science, Agriculture & Mathematics Education (2-4)

Courses in Mathematics are also encouraged, with topics appropriate to the student's area of study.

* Any course marked with an asterisk is a proposed course with a tentative course number. Proposed courses are offered as sections of EDU 292, Special Topics in Education, until they have completed the approval process.

Courses suggested for students with a focus on Science Education include:

- EDU260 The Modern History of Science Education (4)
- EDU262A Research Topics in Science Education (4)
- EDU262B Research Topics in Science Education (4)
- EDU264* Science Literacy and Science Education Reform (4)
- EDU292 Special Topics in Education: Experiential Learning (4)
- EDU292 Special Topics in Education: History of Agriculture Education (4)

Courses in an area of science, agriculture, or environmental science, appropriate to the student's area of study, are also encouraged.

Emphasis Area – Psychological Studies

Suggested Courses Include:

- EDU210 The Psychology of School Learning (4)
- EDU211 Social & Situative Perspectives on Learning & Cognition (4)
- EDU213 Individual Assessment (4)
- EDU216 School-Based Prevention Programs (4)
- EDU218 Testing Minority Children (4)
- EDU292 Psychological Dimensions in Bilingualism (4)
- HDE200B Middle Childhood and Adolescence (4)
- HDE217 Development of Cortical and Perceptual Laterality (3)
- HDE234 Children's Learning and Thinking (3)
- HDE238 The Context of Individual Development (3)
- PSC212A Developmental Psychology: Cognitive & Perceptual Development (4)
- PSC212B Developmental Psychology: Social, Emotional & Personality Development (4)
- PSC230 Cognitive Psychology (4)
- PSC245 Social Psychology (4)
- PSC263 Topics in Cognitive Psychology (4)
- PSC264 Topics in Psycholinguistics (4)

Emphasis Area - Sociocultural Studies

Suggested Courses Include:

- EDU211 Social & Situative Perspectives on Learning & Cognition (4)
- EDU229* Language Policy (4)
- EDU235 Critical Pedagogy (4)
- EDU244 Topical Seminar in Language, Literacy, and Culture (4)
- EDU246 Sociocultural Perspectives on Reading (4)
- EDU247 Research on Response to Culturally Diverse Literature, K-12 (4)
- EDU251 Research in Bilingual and Second Language Education (3)
- EDU252 Multicultural Teaching and Curriculum (3)
- EDU253 Language and Literacy in Linguistic Minorities (3)
- LIN264 Linguistic Issues in Language and Gender (4)
- LIN280 Second Language Acquisition Theory (4)
- LIN281 Research Methods in Second Language Acquisition and Development (4)
- LIN302 Current Research in TESOL (4)

Other Courses

Cultural & Linguistic Diversity

Students, particularly those engaged in classroom research, are encouraged to complete coursework related to meeting the needs of culturally and linguistically diverse youth in 21st century schools. Some suggested courses include:

- EDU151 Language Development in Chicano Children (3)
 - EDU153 Cultural Diversity and Education (2)
 - EDU218 Testing Minority Children (4)
 - EDU246 Sociocultural Perspectives on Reading (4)
 - EDU247 Research on Response to Culturally Diverse Literature, K-12 (4)
 - EDU251 Research in Bilingual and Second Language Education (3)
 - EDU252 Multicultural Teaching and Curriculum (3)
 - EDU253 Language and Literacy in Linguistic Minorities (3)
 - LIN264 Linguistic Issues in Language and Gender (4)
 - LIN280 Second Language Acquisition Theory (4)
 - LIN281 Research Methods in Second Language Acquisition and Development (4)
 - LIN282 Individual and Social Aspects of Bilingualism (4)
 - LIN283 Politics of Bilingual Multicultural Literacy (4)
- Courses in Ethnic Studies, Anthropology and Foreign Language Departments may also be considered.