The Master of Arts in Education (MA) provides a course of study for examining research and theory about learners, teachers, schools and related social institutions. The program prepares professionals to conduct research about the education of children, youth, and adults in culturally and linguistically diverse society. To meet the needs of students with diverse interests and goals, the program offers these multiple tracks:

- **MA General Track**: Serves students’ broad range of research interests and career plans related to education.

- **Practicing Teachers (MAPT) Track**: Offers students research training and courses focused on classroom-based inquiry and instructional intervention. This MA track is for teachers with a current credential.

- **MA/Credential Track**: Integrates the Teacher Credential and MA program through courses and classroom-based research that advance students’ inquiry skills and the connection of theory and research to improve classroom learning. This program consists of credential training during the first year, and MA training the second year. Upon successful completion of the credential, those students meeting the MA program criteria described below, are accepted into the MA through a change of degree objective form.

### 1) Admissions Requirements

#### MA Program Admissions Requirement Summary

<table>
<thead>
<tr>
<th>MA General Track</th>
<th>MAPT Track</th>
<th>MA/Credential Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>• BS or BA degree</td>
<td>• BS or BA degree</td>
<td><strong>Credential admissions:</strong></td>
</tr>
<tr>
<td>• Minimum GPA 3.0</td>
<td>• Minimum GPA 3.0</td>
<td>• BS or BA degree</td>
</tr>
<tr>
<td>• GRE Scores</td>
<td>• GRE Scores</td>
<td>• CBEST/Basic Skills scores</td>
</tr>
<tr>
<td>• 3 letters of recommendation</td>
<td>• 3 letters of recommendation</td>
<td>• CSET, or subject matter waiver for single subject</td>
</tr>
<tr>
<td>• Official transcripts</td>
<td>• Official transcripts</td>
<td>• School application</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In-person interview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Official transcripts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 30+ hrs of classroom experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mathematics and US Constitution coursework</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>MA advancement requires:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Completion of the credential requirements by August 1 to begin the MA in fall</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 3.0 UCD GPA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Access to an institutional setting to conduct teacher inquiry</td>
</tr>
</tbody>
</table>
**MA General and MA PT Tracks:** Graduate Studies Application, School of Education MA 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 MA for Practicing Teachers track requires a valid California Teaching Credential or equivalent preparation, and employment in classroom-based instruction. Applications are accepted through March 15th of the previous year for the next Fall entering class.

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

- A cumulative UCD graduate GPA of at least 3.0;
- Completion of all UC Davis and CA Credential prerequisites and requirements (with appropriate documentation submitted to the School of Education Student Services Office) for the teaching credential by August 1st preceding the fall quarter in which the student will enroll for year 2 of the MA/Credential (quarters 4 and 5); and
- By September 1st of the second MA/Credential year (quarter 4), students must have 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 spanning the research period of two academic quarters September through March.

**2) Specification of Master’s Degree and Plan**

**Plan I. MA General and the MA PT Tracks:** Students are required to complete 30 units of work at the upper division and graduate levels and submit a thesis. At least 18 of the 30 units required must be graduate coursework (course numbers 200-299) in Education.

**Plan II. MA/Credential Track:** Students are required to complete 36 units of graduate and upper division courses, of which at least 18 units must be graduate courses in the major field. Not more than 9 units of research (299 or equivalent) may be used to satisfy the 18-unit requirement. A comprehensive final examination in the major subject is required for each candidate. No thesis is required.
3) Course Requirements - Core and Electives

<table>
<thead>
<tr>
<th></th>
<th>MA General Track</th>
<th>MAPT Track</th>
<th>MA/Credential Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses</td>
<td>EDU 200 (4 units)</td>
<td>EDU 206A (2 units)</td>
<td>EDU 206A (2 units)</td>
</tr>
<tr>
<td></td>
<td>EDU 201 (4 units)</td>
<td>EDU 206B (4 units)</td>
<td>EDU 206B (4 units)</td>
</tr>
<tr>
<td></td>
<td>EDU 203 (4 units)</td>
<td>EDU 206C (4 units)</td>
<td>EDU 206C (4 units)</td>
</tr>
<tr>
<td></td>
<td>EDU 207 (4 units)</td>
<td>EDU 206D (4 units)</td>
<td>EDU 206D (4 units)</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>Emphasis area electives approved by faculty adviser (14 units)</td>
<td>Emphasis area electives approved by faculty adviser (16 units)</td>
<td>Courses related to instruction, learning, and educational issues approved by Graduate Adviser. (18 units)</td>
</tr>
<tr>
<td>Total Units Required</td>
<td>30</td>
<td>30</td>
<td>36</td>
</tr>
</tbody>
</table>

**MA General Track: Plan 1 (Thesis) 30 units**

a) **Core Courses**: 16 units
   - EDU 200, *Educational Research*, 4 units
   - EDU 201, *Qualitative Research in Education*, 4 units
   - EDU 203, *Educational Testing and Evaluation*, 4 units
   - EDU 207, *Concepts of the Curriculum*, 4 units

b) **Elective Courses**: At least 14 units
   Students choose from one of the following emphasis areas:
   - Instructional Studies (Language & Literacy, Science, Agriculture & Mathematics Studies)
   - Learning and Mind Sciences
   - Socio-cultural Studies
   Emphasis area courses are selected with the major professor(s) and approved by the Graduate Adviser and are listed in Appendix A.

Minimum course load is 12 units per quarter

**MAPT Track: Plan 1 (Thesis) 30 units**

a) **Core Courses**: 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
b) **Elective Courses:** at least 16 units

Students choose from one of the following emphasis areas:
- Instructional Studies (Language & Literacy, Science, Agriculture & Mathematics Studies)
- Learning and Mind Sciences
- Socio-cultural Studies

Emphasis area courses are selected with the major professor(s) and approved by the Graduate Adviser and are listed in Appendix A. (Students in this track will typically pursue the Instructional Studies emphasis area.) All students complete additional coursework to meet the 30-unit requirement.

Maximum course load for the MA year is 6 units as the program is approved as a part-time, working professional program

**MA/Credential Track: Plan II (Examination) 36 units**

a) **Core Courses:** 18 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
- EDU 275, *Effective Teaching*, 4 units

b) **Elective Courses:** 18 units

Student will take additional upper division and graduate-level coursework related to instruction, learning, and educational issues, approved by the Graduate Adviser.

**Timeline & Sequence Summary**

<table>
<thead>
<tr>
<th>MA General Track</th>
<th>MAPT Track</th>
<th>MA/Credential Track</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td>Core courses and emphasis area courses as approved by faculty adviser.</td>
<td>Core courses EDU 206A and EDU 206B. Emphasis area courses as approved by faculty adviser.</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td>Any remaining coursework. Proposal approval. Thesis completion.</td>
<td>Fall: EDU 206C; EDU 299; proposal approval. Winter: EDU 206D; EDU 299; research implementation &amp; presentation. Spring: Remaining coursework and possible thesis completion.</td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td>In some cases, thesis completion may extend into year 3.</td>
<td>Any remaining coursework and thesis completion.</td>
</tr>
</tbody>
</table>

Education MA Degree Requirements
4) **Special Requirements:** None

5) **Committees**

a) **Admission Committee**
   Once the completed application has been received in GARD and the supporting materials have been supplied, the application will be submitted to the Admissions Committee. The Admissions Committee consists of a chair and one appointed faculty member from each Emphasis area. The Admissions Committee invites all program faculty to review applications, rank applicants, and request admission of applicants with whom they would like to work. Once the completed application and supplemental materials have been received, the admissions committee will be able to review the application online. 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 major professors to students who are recommended for admission. Students are normally assigned a primary and secondary major professor during the admissions process. The admissions recommendation is forwarded to the Dean of Graduate Studies for final approval of admission. Notification of admissions decisions will be sent by the Office of Graduate Studies. Applications are accepted through March 15th of the previous year for the next Fall entering class.

b) **Advising Committee**
   Students work with their assigned major professor(s) to develop their study plans. Student progress is reviewed annually, and study plans are filed with the program office at that time. 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.

c) **Thesis Committee or Comprehensive Examination Committee**

   **MA General Track:** With the guidance of the student’s major professor(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 major professor often becomes the committee chair, but this is not always the case. The student works with the proposed chair to identify an additional two committee members.

   **MAPT Track:** 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 an additional two committee members.
MA Credential Track: 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 the chair of the student’s examination committee. The student works with the proposed chair and other program faculty to identify additional committee members.

All Tracks: 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.)

6) Advising Structure and Mentoring

Each student in the program works with the program’s Graduate Adviser and a major professor. 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.

Major Professor:

MA General and MAPT Tracks: The Admissions Committee identifies a major professor (often two, with one primary and the other secondary) for each student. The major professor agrees, prior to admission, to take on the responsibility of assisting the student in meeting academic goals. Major professors 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 major professor(s).

MA Credential Track: Each student is assigned an MA major professor when he/she advances to MA status. The major professor 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 MA 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.

A student’s major professor may become the student’s thesis committee or comprehensive examination chair, or the major professor may help identify a committee chair. See the Thesis/Comprehensive Examination Committee section for more information about the thesis/examination 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 MA program. It is possible for a student to change major professors 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 or examination committee chair is also possible, though approval by the Dean of Graduate Studies 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/students/download/mentoringguidelines.pdf](http://education.ucdavis.edu/students/download/mentoringguidelines.pdf)

7) **Advancement to Candidacy**
Every student must file an official application for Candidacy for the Degree of Master of Arts after completing one-half of their course requirements and at least one quarter before completing all degree requirements. The Candidacy for the Degree of Master form can be found online at: [http://www.gradstudies.ucdavis.edu/forms/](http://www.gradstudies.ucdavis.edu/forms/).

A completed form includes a list of courses the student will take to complete degree requirements. If changes must be made to the student’s course plan after s/he has advanced to candidacy, the Graduate Adviser must recommend these changes to Graduate Studies. Students must have their Graduate Adviser and Thesis Committee Chair sign the candidacy form before it can be submitted to Graduate Studies. If the candidacy is approved, the Office of Graduate Studies will send a copy to: the Committee Chair, the appropriate graduate staff person, and the student. If the Office of Graduate Studies determines that a student is not eligible for advancement, the department and the student will be told the reasons for the application’s deferral. Some reasons for deferring an application include: grade point average below 3.0, outstanding “I” grades in required courses, or insufficient units.

8) **Comprehensive Examination and Thesis Requirements**

a) **Thesis Requirements (Plan I):** MA General Track and MAPT Track students will complete a Thesis. 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. The Thesis process is summarized in the following table:

<table>
<thead>
<tr>
<th></th>
<th>General track</th>
<th>Practicing Teachers track</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposal Approval</strong></td>
<td>Orals Committee Meeting (completed 4th quarter)</td>
<td>In context of EDU 206C (completed 4th quarter)</td>
</tr>
<tr>
<td><strong>Research Topic</strong></td>
<td>Any area of Education</td>
<td>Teacher inquiry focused on student learning</td>
</tr>
<tr>
<td><strong>Research Implementation</strong></td>
<td>In consultation with thesis committee (each quarter beginning in 4th quarter)</td>
<td>Participation in teacher research group including periodic written assignments, as well as consultation with thesis committee (each quarter beginning in 4th quarter)</td>
</tr>
<tr>
<td><strong>Completion Process</strong></td>
<td>Committee approval; Submission to Grad Studies (completed quarters 5-6)</td>
<td>Presentation at symposium; Committee approval; Submission to Grad Studies (completed quarters 5-6)</td>
</tr>
</tbody>
</table>
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 that 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.

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 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:

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 thesis 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 Track Students: Proposal approval for students in the MAPT track takes place within the context of EDU 206C. The student submits a written research proposal, which includes the research questions, rationale for the research, description of the classroom context for the research, relevant research literature, any proposed instructional intervention that may be part of the study, and data collection procedures and approaches to data analysis. The student’s committee reviews the proposal in terms of its purpose, execution, feasibility, appropriateness, and significance. If revisions are required, the student and committee agree on a timeline and process for resubmission.

b) Comprehensive Examination (Plan II): MA/Credential Track

The Plan II Comprehensive Examination is a written examination developed by the student’s Examination Committee to assess her/his knowledge of pedagogical content knowledge, effective instructional practice in diverse K-12 classrooms, and teacher-directed classroom based inquiry. The Committee Chair and two members will evaluate the depth and breadth of the examination responses.

Students advance to candidacy in Year Two of their combined Credential/MA program, Fall quarter (4th quarter). Students then complete their coursework and take the written comprehensive examination during Year Two, Winter quarter, the final quarter of this 5 quarter program. The timing of the exam will satisfy the regulations as encoded in the CCGA handbook (Appendix K, page 34, of http://www.universityofcalifornia.edu/senate/committees/ccga/ccgahandbook.pdf, which indicates that the capstone requirement be completed at or near the end of the coursework for the Master’s degree. The written exam is completed typically during finals week.

Students who fail the written examination may retake the examination. The failing student will revise the written examination during Spring quarter under the guidance of the Committee Chair. (Students must be enrolled or on filing fee status when they re-take the examination.) Once the revisions have been completed, the student will meet with her/his Committee for an oral examination. Students who do not pass the oral examination will be recommended for disqualification from the program.

9) Normative Time to Degree

The Normative Time to Degree for the Education MA, program is six quarters (two years) for full-time students, and three years for part-time students.

10) Typical Time Line and Sequence of Events

The MA Program was planned to span approximately two years for full-time students and three years for part-time students. The length of the program, however, is based on the student's progress in mastering subject matter, conducting original research and writing the thesis or taking a comprehensive exam. 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. 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:** 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 may extend beyond the second year.

**MAPT Track:** 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 may complete any remaining coursework and the thesis during Spring Quarter or during the following year.

**MA/Credential Track:** 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 Comprehensive Examination is administered and evaluated at the end of the winter quarter.

11) **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 the Office of 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:** Awarded primarily on the basis of scholarship and promise of outstanding academic and professional contribution, or a combination of merit and need. If the student is a U.S. citizen or a permanent resident alien the student is eligible for most of the awards. The 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/ support/internal_fellowships.html](http://gradstudies.ucdavis.edu/support/internal_fellowships.html)

**Graduate Financial Aid:** 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 the student’s 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](http://www.fafsa.ed.gov) after January. FAFSAs should be filed as early as possible to allow for Fellowship consideration. The student need not wait for formal admission into a graduate program to apply for financial aid.

Departments/ Schools: Administers Teaching Assistantships (TA) and Graduate Student Researcher (GSR) positions to full-time students. If students wish to apply for an assistantship they 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.

12) **PELP and Filing Fee Status**

**Planned Educational Leave Program (PELP):** PELP is designed to allow students to suspend their 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.

Graduate Adviser approval on the PELP advising form guarantees the student’s readmission for the quarter specified. In giving approval for the leave, advisers are certifying that there will be space available for the student at the point of 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.htm](http://www.gradstudies.ucdavis.edu/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 the degree while not registered, and within the approved time limitations. Students can use this option when all of the courses and research have been completed, the thesis/project 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.htm](http://www.gradstudies.ucdavis.edu/forms.htm).
Appendix A: Elective 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 Agriculture and 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 – Learning and Mind Sciences

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.