

**256. Applied Econometrics (4)**

Lecture—3 hours; discussion—1 hour. Prerequisite: Agricultural and Resource Economics 106 or Economics 140, or the equivalent. Application of statistical tools to economic and business analysis.

Emphasis on regression analysis, problems of specification, and model development. (Same course as Agricultural and Resource Economics 256.)—II. (II.)

**260A. International Economics (4)**

Lecture—3 hours; discussion—1 hour. Prerequisite: course 200A or 204. Theory of trade determinants; gains from trade; tariffs and effective protection; economic unions.—I. (I.) Feenstra

**260B. International Economics (4)**

Lecture—3 hours; discussion—1 hour. Prerequisite: courses 200D and 200E. Balance of payments adjustment mechanisms; foreign exchange markets' theories of balance of payments policy and international monetary mechanisms.—II. (II.) Woo

**260CN. International Investment and Trade (4)**

Seminar—4 hours. Prerequisite: course 260A. Analysis of foreign investment and its links to trade; theories of the firm as they relate to firm's export and investment decisions; and an introduction to the political economy of trade policies.—II. (II.) Swenson

**260D. Topics in International Macroeconomics (4)**

Seminar—4 hours. Prerequisite: course 260B or consent of instructor. Survey of current literature in international macroeconomic theory.—III. (III.) Bergin

**260E. Topics in International Trade (4)**

Seminar—4 hours. Prerequisite: course 260A, 260B. Current literature in international trade theory.—III. (III.) Russ

**270A. Economics of Growth (4)**

Lecture—3 hours; discussion—1 hour. Prerequisite: course 200D and 200E. Modern theories and empirics of economic growth beginning with the neoclassical theories up to current endogenous growth models. Emphasis on the analysis of human capital and growth, technological innovation, its diffusion and empirical evidence on growth.—I. (I.) Peri

**270B. Economics of Growth (4)**

Lecture—3 hours; discussion—1 hour. Prerequisite: course 200D and 200E. Empirical analysis of growth patterns and growth models. Emphasis on the relationship between macroeconomic management and long-term growth; the use of foreign capital in accelerating growth and its occasional mishaps; the comparison of growth performance in East Asia and Latin America since WW2; the experiences of centrally-planned economies and transitions to market-based growth; and the transformation from an industrial economy to a knowledge economy.—II. (II.) Woo

**270C. Economics of Growth (4)**

Lecture—3 hours; discussion—1 hour. Prerequisite: course 200D and 200E. Institutional bases; politics; contracts and commitment; money and finance; malthusian dynamics; modern economic growth; transition of industrialization; dual economies, core and periphery; sources of convergence and divergence; openness and growth; resources, demography, and geography; institutions, imperialism, and class conflicts.—III. (III.) Taylor

**280. Orientation to Economic Research (2)**

Discussion—2 hours. Course tries to bridge the gap between students' classwork and their subsequent research. It deals with topics such as the origination of a research project, some mechanics of empirical research and hints on the submission of research papers. (S/U grading only.)

**290. Topics in Economics (4)**

Seminar—4 hours. Prerequisite: consent of instructor. Selected topics in economic analysis and public policy, focusing on current research. May be repeated for credit.

**291. Contemporary Economics Seminar (2)**

Seminar—2 hours. Prerequisite: graduate standing in Economics. Seminar series on topics of current interest. May be repeated for credit. (S/U grading only.)—I, II, III. (I, II, III.)

**298. Group Study (1-5)**

Discussion—1.5 hours. Prerequisite: graduate standing and consent of instructor. (S/U grading only.)

**299. Individual Study (1-12)**

Prerequisite: consent of instructor and graduate standing. (S/U grading only.)

**299D. Dissertation Research (1-12)**

(S/U grading only.)

**Professional Course****397. Teaching of Economics (2)**

Lecture/discussion—2 hours. Prerequisite: graduate standing in economics. Teaching of economics: methods of instruction, organization of courses, examination and evaluation procedures. (S/U grading only.)—I. (I.) Stevens

## Education, School of

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**Minor Program Requirements:**

The UC Davis School of Education is committed to developing informed citizens and advocates for productive educational environments in a democratic society. Education courses are designed for undergraduate students from all majors.

A Minor in Education will help students:

- Develop an understanding of the issues and concerns of public and private education
- Complete prerequisites for the teaching credential program
- Work towards a master's degree or doctoral degree in education or related field
- Seek employment in policy, advocacy, or other education related careers

**Courses.** Students must complete 20 units the Minor program in Education. At least 12 units of the 20-unit minimum for the minor must be in Education. The remaining units for the minor may be in education or a related field as approved on the electives list.

**Minor Program Requirements:**

UNITS

**Upper Division Required Courses..... 12**

Education 100, 110, 120..... 12

**Elective Courses..... 8**

The remaining eight units may be taken from the following courses:

- Education 115, 153..... 2
- Education 151, 152..... 3
- Education 119, 122, 130, 163, 173, 180..... 4
- Education 192, 198, 199..... variable

**Approved Courses Outside of Education**

- Mathematics 197TC\* ..... 1-5
- University Writing Program 197TC\* ..... 2-4
- African American & African Studies 130;
- American Studies 152; Asian American Studies 101; Biological Sciences 195A or B\*;
- Human Development 100A, 100B, 101; Linguistics 173; Psychology 130, 132;
- Sociology 124; Spanish 116, 117; University Writing Program 104D\* ..... 4

\* Internship (192, 195A or B, 195TC, 197TC) and Independent Study (199), or a combination of both, may not exceed a total of four units. Elective courses may include only one internship.

**Minor Advisers.** A designated faculty member in the School of Education may advise students and give final approval on the minor. For additional information contact the Student Services office in 2054 Academic Surge.

**Courses in Education (EDU)**

**Lower Division Course**

**81. Learning in Science and Mathematics (2)**

Lecture/discussion—2 hours; field work—2 hours. Exploration of how students learn and develop understanding in science and mathematics classrooms. Introduction to case studies and interview techniques and their use in K-6 classrooms to illuminate factors that affect student learning. Limited enrollment. (Same course as Geology 81.) (P/NP grading only.)—I, II, III. (I, II, III.) Day, Passmore, Stevenson

**92. Internship (1-3)**

Internship—3-9 hours. Prerequisite: consent of instructor. Enrollment dependent on availability of intern placements. Internship as a teacher's aide or tutor in K-12 classrooms under the supervision of a faculty member. May be repeated for credit. (P/NP grading only.)

**98. Directed Group Study (1-5)**

Prerequisite: consent of instructor. Primarily for lower division students. (P/NP grading only.)

**Upper Division Courses**

**100. Introduction to Schools (4)**

Lecture—3 hours; field work—3 hours. Prerequisite: upper division standing. Study of occupational concerns of teachers; skills for observing classroom activities; school organization and finance; school reform movement; observing, aiding, and tutoring in schools.—I, II, III. (I, II, III.)

**110. Educational Psychology: General (4)**

Lecture/discussion—4 hours. Prerequisite: Psychology 1; upper division standing. Learning processes, cognitive development, individual differences, testing and evaluation. GE credit: SocSci, Wrt.—I, II, III. (I, II, III.)

**114. Quantitative Methods in Educational Research (4)**

Lecture/discussion—4 hours. Prerequisite: two years of high school algebra. Problems and methods in data analysis. Design of research projects. Some consideration of procedures suited to digital computers.—I. (I.)

**115. Educating Children with Disabilities (2)**

Lecture—2 hours. Prerequisite: upper division standing. Educational issues and processes involved in teaching children with disabilities. The course will focus on the structure of special education, with an emphasis on meeting the educational needs of children who are mainstreamed in regular classes.—I, III. (I, III.)

**119. The Use and Misuse of Standardized Tests (4)**

Lecture—3 hours; discussion—1 hour. Prerequisite: course 110 or consent of instructor. Principles underlying educational and psychological testing. Purposes of testing for individual achievement and evaluation of school programs. Interpretation and misinterpretations of outcomes. Analysis of SAT, GRE and other common tests. Experience in test administration and outcome interpretation. GE Credit: Wrt.—III. (III.) Abedi

**120. Philosophical and Social Foundations of Education (4)**

Lecture—2 hours; discussion—2 hours. Prerequisite: upper division standing. Philosophical, historical, and sociological study of education and the school in our society. GE credit: SocSci, Wrt.—I, II, III. (I, II, III.) Strunk, Timar

**122. Children, Learning and Material Culture (4)**

Lecture/discussion—3 hours; extensive writing or discussion—1 hour; fieldwork. Prerequisite: upper division standing or consent of instructor. How material artifacts shape what and how children learn in school, at home, and in the community. Artifacts

examined include books, computers, household appliances, toys and games, entertainment media, collectibles, sports equipment, clothing, folk arts and crafts, and neighborhood space. Offered in alternate years. GE credit: SocSci, Div, Wrt.—(II.) Wagner

**130. Issues in Higher Education (4)**

Discussion—3 hours; field work—3 hours. Prerequisite: upper division standing or consent of instructor. Analysis of current issues in higher education and of some practical implications of varying philosophical approaches to the role of the university.—III. (III) Gonzalez

**151. Language Development in the Chicano Child (3)**

Lecture/discussion—3 hours. Prerequisite: some knowledge of Spanish and linguistics recommended. Bilingualism, first and second language acquisition, bilingual education, language assessment, Chicano Spanish and the role of dialect varieties in the classroom. Not open for credit to students who have completed course 151T.—III. (III.) Leonard-Fortes

**151T. Language Development in the Chicano Child (3)**

Lecture/discussion—3 hours. Prerequisite: some knowledge of Spanish and linguistics recommended. Bilingualism, first and second language acquisition, bilingual education, language assessment, Chicano Spanish and the role of dialect varieties in the classroom. Not open for credit to students who have completed course 151.—I.

**152. Communication Skills for Bilingual Teachers (3)**

Lecture—2 hours; field work—3 hours. Prerequisite: course 151; Spanish 2, 8A-8B. The development of communication skills of prospective educators with an emphasis on the study and use of standard Spanish and Southwest Spanish dialects in teaching science, mathematics, social science, music, art, and language arts to bilingual elementary school pupils.—III. (III.)

**153. Cultural Diversity and Education (2)**

Lecture/discussion—2 hours. Prerequisite: upper division standing. Analysis of research on learning styles among culturally diverse students with review and evaluation of responsive curricula and classroom teaching techniques. The ethnographic interview as a research tool. Not open for credit to students who have completed course 153T.—II. (II.)

**153T. Cultural Diversity and Education (2)**

Lecture/discussion—2 hours. Prerequisite: upper division standing. Open to UC Davis Teacher Credential candidates only. Analysis of research on learning styles among culturally diverse students with review and evaluation of responsive curricula and classroom teaching techniques. The ethnographic interview as a research tool. Not open for credit to students who have completed course 153.—I, II. (I, II.) Leonard-Fortes, Rosa

**160A. Introduction to Peer Counseling (2)**

Lecture/discussion—2 hours. Prerequisite: upper division standing and consent of instructor. Introduction to peer counseling techniques and development of peer counseling skills. (P/NP grading only.)—I, II, III (I, II, III)

**160B. Issues in Peer Counseling (2)**

Lecture/discussion—2 hours. Prerequisite: upper division standing and consent of instructor; course 160A recommended. In-depth review and development of skills for specific counseling topics. May be repeated once for credit when topic differs. (P/NP grading only.)—I, II, III. (I, II, III.)

**163. Guidance and Counseling (4)**

Lecture—4 hours. Prerequisite: course 110 (may be taken concurrently). Nature and scope of pupil personnel services; basic tools and techniques of guidance; theory and practice of counseling psychology, with emphasis on educational and vocational adjustment.—III. (III.)

**173. Language Development (4)**

Lecture—3 hours; discussion—1 hour. Prerequisite: Linguistics 1 or consent of instructor; Linguistics 103A, 103B. Theory and research on children's acquisition of their native language, including the sound system, grammatical systems, and basic semantic categories. (Same course as Linguistics 173.)—(III.) Uchikoshi

**180. Computers in Education (3)**

Lecture—1 hour; seminar—1 hour; laboratory—3 hours. Prerequisite: upper division or graduate standing. Applications of computers in education as instructional, intellectual, and communication tools. Not open for credit to students who have completed course 180T, 181, or 182.

**180T. Computers in Education (3)**

Lecture—1 hour; seminar—1 hour; laboratory—3 hours. Prerequisite: upper division or graduate standing. Applications of computers in education as instructional, intellectual, and communication tools. Not open for credit to students who have completed course 180, 181, or 182.—I, III. (I,III) Bellman, Martindale, Mendle, Pomeroy, White

**181. Teaching in Science and Mathematics (2)**

Lecture/discussion—2 hours; field work—2 hours. Prerequisite: Geology 81/Education 81, previous experience in a K-12 classroom, or consent of instructor. Exploration of effective teaching practices based on examination of how middle school students learn math and science. Selected readings, discussion and field experience in middle school classrooms. (Same course as Geology 181.) (P/NP grading only.)—I, II, III. (I, II, III.) Day, Passmore, Stevenson

**182. Computer Project for Curricular Integration (1)**

Seminar—1 hour. Prerequisite: Agricultural Systems and Environment 21 or appropriate microcomputer course, experience with instructional computing and consent of instructor. Design and implementation of a curricular unit to integrate computer technology into a K-12 classroom setting. A project-based seminar intended for students with substantial prior experience with instructional use of computers and related technologies. Not open for credit to students who have completed course 180 or 181.

**192. Internship (1-3)**

Internship—2-8 hours; discussion—1 hour. Prerequisite: upper division standing and consent of instructor. Internship as a tutor, teacher's aide, or peer counselor in a school or educational counseling setting under the supervision of a faculty member. May be repeated for credit. (P/NP grading only.)

**197T. Tutoring in Education (1-2)**

Tutoring—1-2 hours. Prerequisite: upper division standing and consent of instructor. Leading of small voluntary discussion groups affiliated with the School's upper division courses under the supervision of, and at the option of, the course instructor, who will submit a written evaluation of the student's work. May be repeated once for credit for a total of 4 units. (P/NP grading only.)

**198. Directed Group Study (1-5)**

Prerequisite: consent of instructor. (P/NP grading only.)

**199. Special Study for Advanced Undergraduates (1-5)**

Prerequisite: upper division standing and consent of instructor. (P/NP grading only.)

**Graduate Courses****200. Educational Research (4)**

Lecture—2 hours; discussion—2 hours. Prerequisite: introductory statistics and graduate standing in education or consent of instructor. Defining educational research questions, reviewing relevant literature, developing research designs, developing research instruments, selecting appropriate data analysis procedures, and writing research projects. A case problem will provide practice in designing and reporting research.—I. (I.)

**201. Qualitative Research in Education (4)**

Seminar—2 hours; lecture—2 hours. Prerequisite: graduate standing or consent of instructor. Examines the design and conduct of educational research using non-numerical data (e.g., text, discourse, imagery and artifacts). Focuses on issues (e.g., validity, reliability, generalizability, ethics) and reporting genres (e.g., narrative accounts, case studies, and arguments).—II. (II.) White, Villalva

**202N. Computer Analysis of Qualitative Data (4)**

Seminar—3 hours; laboratory—2 hours. Prerequisite: graduate standing or upper division standing with consent of instructor. Critical and practical understanding of how to use computer software programs to analyze qualitative data (text, images, and videotape) in conducting social research. Offered in alternate years.—III. (III.)

**203. Educational Testing and Evaluation (4)**

Lecture/discussion—4 hours. Prerequisite: graduate standing or consent of instructor. Introduces the theoretical assumptions underlying traditional test construction, as well as the basic statistical principles involved in the design, evaluation, and interpretation of standardized tests. Also introduces the debates surrounding the uses of different kinds of tests and evaluation tools.—III. (III.) Abedi

**204A. Quantitative Methods in Educational Research: Analysis of Correlational Designs (4)**

Discussion—2 hours; laboratory/discussion—2 hours. Prerequisite: course 114 or the equivalent. Methods for analysis of correlation data in educational research. Topics include multiple correlation and regression, discriminant analysis, logistic regression, and canonical correlation. Emphasis on conceptual understanding of the techniques and use of statistical software. Offered in alternate years.—III. (III.) Kurlaender

**204B. Quantitative Methods in Educational Research: Experimental Designs (4)**

Discussion—2 hours; discussion/laboratory—2 hours. Prerequisite: course 114 or the equivalent. Methods for analysis of experimental data in educational research. Topics include ANOVA, fixed v. random effects models, repeated measures ANOVA, analysis of co-variance, MANOVA, chi square tests, small sample solutions to t and ANOVA.—I. (I.) Abedi

**205A. Ethnographic Research in Schools I: Current Theory and Practice (4)**

Lecture—4 hours. Prerequisite: graduate standing. Current literature from anthropology and society related to schools. Emphasis on the organizational structure of institutions, and the analysis of face-to-face interaction. Will explore the relationship between field-based research and theory development on the acquisition of knowledge in specific social and cultural contexts.—I. (I.) Watson-Gegeo

**205B. Ethnographic Research in Schools II: Field-Based Research Projects (4)**

Discussion—4 hours. Prerequisite: graduate standing and course 205A. Student research projects in specific schools with cooperative critical analysis of the design, data collection, and inferencing by researchers. Students will continue to meet with instructor as a group throughout the quarter to discuss specific projects.—II. (II.) Watson-Gegeo

**206A. Inquiry into Classroom Practice: Traditions and Approaches (2)**

Lecture/discussion—2 hours; fieldwork. Prerequisite: consent of instructor; open to graduate teaching credential students. Introduction to traditions and approaches of teachers conducting research in their own classrooms: purposes, focal areas, methods of data collection and analysis, and written genre conventions.—I, II. (I, II.)

**206B. Inquiry into Classroom Practice: Application of Teacher Research Approaches (4)**

Lecture/discussion—3 hours; fieldwork—1 hour. Prerequisite: satisfactory completion of course 206A or consent of instructor; open to graduate teaching cre-

ditional students. Analysis and application of teacher research through the development, implementation and evaluation of a short-term classroom research-based intervention. Particular attention to research that enhances learning of English language learners and under-performing students.—II, III. (II, III.)

**206C. Inquiry into Classroom Practice: Study Design (4)**

Seminar—3 hour; fieldwork—1 hour. Prerequisite: satisfactory completion of course 206B or consent of instructor. Proposal development for classroom-based inquiry designed to address student learning needs. Mixed methods research design and preliminary data collection approaches. Design and application of baseline student assessment for proposal development. Literature review. Data collection in K-12 classrooms required. Open to Graduate MA Credential students only.—I. (I.)

**206D. Inquiry into Classroom Practice: Data Analysis and Research Reporting (4)**

Seminar—2 hours; fieldwork—1 hour; extensive writing or discussion. Prerequisite: satisfactory completion of course 206C or consent of instructor. Support of the inquiry begun in course 206C through continuous collaborative critique and feedback resulting in the writing and presentation of a research study. Open to Graduate MA Credential students.—II. (II.)

**207. Concepts of the Curriculum (4)**

Lecture—2 hours; discussion—2 hours. Prerequisite: graduate standing or consent of instructor. Development of the skills of philosophical analysis and argument for the establishment of a point of view, in the consideration of curriculum theory and practice. Classical and contemporary approaches to subject matter and activity emphases, hidden curriculum, and moral education.—I. (I.)

**208. Presenting Educational Research in Written Reports (4)**

Seminar—3 hours; extensive writing. Prerequisite: graduate standing or consent of instructor. Rhetorical and substantive challenges of presenting educational research through written reports; research rhetoric and genres; competing discourse conventions of educational research, policy, and practice; the social organization of publishing educational research. May be repeated once for credit. Offered in alternate years.

**209. Image-based Field Research (4)**

Lecture/discussion—3 hours; fieldwork—2 hours. Prerequisite: graduate standing or upper division standing with consent of instructor. Critical and practical understanding of video tape and still photography as resources for enhancing field research in schools and other social setting. Offered in alternate years.

**210. The Psychology of School Learning (4)**

Lecture/discussion—4 hours. Study of human learning theory and research related to learning in school. Classical approaches of scholars such as Ausubel, Bruner, Gagne, Piaget, Vygotsky, Skinner. Review of contemporary issues of constructivism, metacognition, problem solving, learning strategies, science and mathematics learning.—II. (II.) Martin, White

**211. Sociocultural and Situative Perspectives on Learning and Cognition (4)**

Lecture/discussion—3 hours; extensive writing—1 hour. Prerequisite: graduate standing or consent of instructor. Sociocultural and situative theories of cognition and learning. Major ideas of L.S. Vygotsky, followed by modern perspectives: situated cognition, cognitive apprenticeship, situated learning, communities of practice, cultural-historical activity theory, and distributed cognition. Implications of each theoretical perspective for educational practice. Offered in alternate years.—(III.) White

**213. Individual Assessment (4)**

Lecture—4 hours. Prerequisite: courses 114 and 219, admission to school psychology credential program. Theories of intellectual functioning and the measurement of cognitive abilities in school-aged children. Supervised practice in administration and

scoring of contemporary tests for children including the WISC-R, the WAIS-R, the Stanford Binet, the McCarthy Scales of Children's Ability. Offered in alternate years.—III.

**215. Research on Achievement Motivation in Education (4)**

Seminar—3 hours; term paper. Prerequisite: graduate standing in Education or consent of instructor. Analysis and critique of recent research on cognitive processes related to achievement motivation in school settings. Topics include self-determination theory, attribution theory, goal theory, intrinsic and extrinsic motivation, learned helplessness, psychological reactance, gender and culture, and research design.

**216. School-Based Prevention Programs (4)**

Seminar—3 hours; term paper. Prerequisite: graduate standing or consent of instructor. Promotion of health and mental health in schools. Topics include the theoretical base, prevention models, specific examples of techniques and programs designed to prevent learning and adjustment problems, and evaluation issues. Offered in alternate years.—(I.)

**218. Testing Minority Children (4)**

Lecture—3 hours; fieldwork—3 hours. Prerequisite: admission to school psychology program or to M.A. bilingual education program or consent of instructor. Emphasizing tests and techniques that are appropriate for use with Hispanic students. The use of multicultural pluralistic assessment. Review studies and guidelines on use of tests with minority children. Offered in alternate years.

**221. Culture and Social Organization of Schools (4)**

Seminar—4 hours. Prerequisite: graduate standing or consent of instructor. Culture and social organization of schools. Examines perspectives of social researchers, educational policy-makers, and school members and their implications for educational research, policy and practice.—I. (I.)

**222. School Change and Educational Reform (4)**

Lecture/discussion—2 hours; seminar—2 hours. Prerequisite: graduate standing in Education with course 120 or the equivalent. Analysis of models, processes, and case studies of school change and educational reform with respect to variable characteristics of schools and schooling, planned and unplanned change, the moral evaluation of school change, and the role of educational research.—II. (II.) Heckman

**223. Education and Social Policy (4)**

Seminar—4 hours. Prerequisite: graduate standing in Education or consent of instructor. Focuses on understanding the social and political context of education in the U.S. and California and how education policy is formed in the broader public arena. Develops skills in educational policy analysis. (Former course 237.)—III. (III.)

**225. Education Policy and Law (4)**

Lecture/discussion—4 hours. Prerequisite: graduate standing or consent of instructor. Examination of law as an instrument of social policy. Specific focus on the legalization of education decision making, its causes, dimensions, and effects on administrative and teacher authority.—III. (III.) Timar

**226. Culture and Social Organization of Higher Education (4)**

Seminar—3 hours; field work—1 hour. Prerequisite: graduate standing or consent of instructor. Critical study of culture and social organization of higher education institutions policies and functions in the U.S., with some attention to other countries.—I. (I.) Gonzalez

**231. Culture and Learning (4)**

Seminar—4 hours. Prerequisite: graduate standing in Education with course 120 or the equivalent, or consent of instructor. Analysis of major theories of relationships between learning and the sociocultural context in which learning takes place, issues related to the academic achievement of different language groups, and implications for research and pedagogical reform.

**233. Anthropology of Education (4)**

Seminar—3 hours; term paper. Prerequisite: one of the following courses: Anthropology 117, 127, 129, or 222, or course 231, 201A, or 201B, or consent of instructor. Uses concepts of anthropology to examine education in such settings as family, community, and formal institutions of schooling. Course goal is to raise questions about educational issues often taken for granted and provide a perspective from which problems may be analyzed. (P/NP grading only.)

**235. Critical Pedagogy (4)**

Seminar—4 hours. Prerequisite: Critical Theory 200A and graduate standing. A socio-cultural critique, from an interdisciplinary perspective, of educational reform and change. The critique will include an analysis of the influence of text content on the perpetuation of social power differences.

**242. Research on Text Comprehension (4)**

Seminar—3 hours; term paper. Prerequisite: graduate standing or consent of instructor. Analysis of recent research related to cognitive processing of written texts. Topics include word decoding, schema theory, background knowledge, assimilation, accommodation, working memory, processing depth, vocabulary acquisition, sentence-level processes, text-level processes, text structure, implications for curriculum and instruction.—III. Uchikoshi

**243. Research on the Teaching and Learning of Writing (4)**

Seminar—4 hours. Prerequisite: graduate standing in Education or consent of instructor. Study of issues in research on composition; history of composition studies; data analysis techniques; product and process approaches; cognitive and social perspectives. Offered in alternate years.—II. (II.) Murphy

**244. Topical Seminar in Language, Literacy and Culture (4)**

Seminar—3 hours; project—1 hour. Prerequisite: graduate standing. Critical study of selected issues of language, literacy, and culture as they relate to education. May be repeated twice for credit when topic differs.—II. (II.) Athanases, Murphy, Uchikoshi, Villalva

**245. Theory and Research in Early Literacy (4)**

Seminar—3 hours; field work—1 hour. Prerequisite: graduate standing or consent of instructor. Analysis of children's initial processes in learning to read extending from the preschool years into second grade. Topics include emergent literacy, phonological awareness, word recognition, decoding, spelling, vocabulary, comprehension, second language reading, assessment, intervention, and instruction. Offered in alternate years.—III. Uchikoshi

**246. Reading as a Social and Cultural Process (4)**

Lecture—3 hours; field work—1 hour. Prerequisite: course 211 recommended or consent of instructor. Recent theoretical and empirical work on reading in social contexts. Topics include reading as an individual interactive process; reading as a social and cultural process; critical perspectives on reading; implications of contrastive theoretical perspectives for curriculum and instruction in reading. Offered in alternate years.—(I.) Murphy

**247. Research on Response to Culturally Diverse Literature, K-12 (4)**

Lecture—3 hours; field work—1 hour. Research on response to culturally diverse literature in classrooms and other K-12 settings. Topics include reader response theories, values in expanding the literary canon, problems of cultural authenticity, resistance to multicultural literature, and instruction for diverse texts and learners. Offered in alternate years.—II. Athanases

**249. Discourse Analysis in Educational Settings (4)**

Seminar—3 hours; term paper. Prerequisite: graduate standing and at least one previous course in linguistics or sociolinguistics, or consent of instructor. Examines form and type in discourse (e.g., narration, conversation, routines), approaches to dis-

course analysis, and research on classroom discourse (lessons, teaching/learning interactional sequences). Final term paper is an analysis of discourse data tape-recorded by student in a field setting.—II. (II.) Watson-Gegeo

**251. Research in Bilingual and Second Language Education (3)**

Seminar—3 hours. Prerequisite: course 151; knowledge of a foreign language. Discussion and analysis of recent research in bilingual and second language education. Topics include: language acquisition in second language learners and bilinguals, second language teaching methods, language-use models in bilingual education, interaction analysis in bilingual/cross-cultural classrooms, use of the vernacular in classrooms. Merino

**252. Multicultural Teaching and Curriculum (3)**

Seminar—2 hours; field work—3 hours. Prerequisite: graduate standing or consent of instructor. Cross-cultural research on socialization, motivation, language acquisition and cognition and its application to effective classroom strategies and curriculum development for minority students. Students will develop and implement multicultural curriculum as well as use ethnographic research techniques in an educational setting. Merino

**253. Language and Literacy in Linguistic Minorities (3)**

Seminar—2 hours; field work—3 hours. Prerequisite: familiarity with another language and culture; graduate standing. Analysis and application of research on oral language development and literacy in language minority students, through the development, implementation, and evaluation of research-based language arts curriculum.—II. (II.) Merino

**255. Curriculum Development and Evaluation in Mathematics (4)**

Seminar—4 hours. Prerequisite: graduate standing in Education with upper division course work in mathematics or consent of instructor. Analysis of curricular issues and goals in mathematics education, including long-term trends, current status and influences, proposed changes, and evaluation issues. Selected curriculum projects will be examined.—II. Ambrose

**256A. Research in Mathematics Education (4)**

Seminar—4 hours. Prerequisite: graduate standing in Education with upper division course work in mathematics, or consent of instructor. Examination of research process in mathematics education; review of critical productive problems identified by researchers; evolution of trends, issues, theories and hypotheses in various areas of mathematics education research. Course emphasizes foundations. Offered in alternate years.—II. Ambrose, White

**256B. Research in Mathematics Education (4)**

Seminar—4 hours. Prerequisite: graduate standing in Education with upper division course work in mathematics, or consent of instructor. Current research issues and activities in mathematics education: status, trends, theories and hypotheses. Formulation of research questions and design of studies. Projection of future directions for research. Offered in alternate years.—(II.) Ambrose, White

**257. Computer Technology in Mathematics Education (4)**

Seminar—4 hours. Prerequisite: graduate standing in Education with mathematics course work; or consent of instructor. The roles of calculators, computers, and graphing calculators in mathematics education will be addressed, with emphasis on the impact of these technologies on curriculum reform. Selected efforts to integrate technology into mathematics instruction will be examined. Offered in alternate years.—(III.) White

**260. The Modern History of Science Education (4)**

Seminar—4 hours. Prerequisite: graduate standing in Education with upper division coursework in science, or consent of instructor. History of curricular

issues and goals in science education from the late 19th century forward, including long-term trends, current status and influences, proposed changes, and evaluation issues. National science standards and curriculum projects. Offered in alternate years.—II. Passmore

#### **262A. Research Topics in Science Education I (4)**

Seminar—4 hours. Prerequisite: graduate standing in Education with upper division coursework in science, or consent of instructor. Research process and product in science education; review of critical science education issues; evolution of trends, theories and hypotheses in various areas of science education research. Survey of current major research in science education. Passmore

#### **262B. Research Topics in Science Education II (4)**

Seminar—4 hours. Prerequisite: course 262A and graduate standing in Education with upper division coursework in science. Current research issues and activities in science education: status, trends, theories and hypotheses. Formulation of research questions, design of studies and critical, in-depth review of literature related to the student's research interests.—III. Passmore, Steiff

#### **264. Scientific Literacy and Science Education Reform (4)**

Seminar—4 hours. Prerequisite: graduate standing in Education with upper division coursework in science, or consent of instructor. Current trends in science education reform locally, regionally, and nationally focusing on scientific literacy. Equity, access and "science for all." Offered in alternate years.—(III.) Trexler

#### **270. Research on Teacher Education and Development (4)**

Seminar—3 hours; project. Prerequisite: graduate standing. Experience with formal or informal teaching recommended. Research on teacher preparation in university credential programs and on professional development of in-service teachers, with special attention to teacher preparation for work with culturally and linguistically diverse youth.—(III.) Athanases

#### **271. Supervision of Student Teachers: Research, Theory & Practice (4)**

Lecture/discussion—3 hour; fieldwork—1 hour. Prerequisite: graduate standing. Research, theory and practice in the preparation and supervision of teachers. Practice in the supervision of candidates in university teaching credential programs during the student teaching field placement and the mentoring of novice teachers by expert teachers.—II. (II.) Kato

#### **275. Effective Teaching (4)**

Seminar—4 hours. Review of research on the relationship of effective teacher behavior and student learning. Use of research on teacher effectiveness to develop teaching strategies. Ways to decide on the most appropriate instructional strategies in specific teaching situations.—I, II. (I, II.)

#### **290C. Research Conference in Education (1)**

Discussion—1 hour. Prerequisite: graduate standing. Presentations and critical discussions of research in education by graduate students with their major professor. May be repeated twice for credit. (S/U grading only.)

#### **291. Proseminar in Education (3)**

Seminar—3 hours. Prerequisite: admission to the Ph.D. graduate program in Education. Seminar for first-year education doctoral students. The study of multi-disciplinary research approaches to educational issues. Reports and discussions of recent advances in education. Speakers from the graduate group faculty in Education. May be taken twice for credit.—I. (I.) Athanases

#### **292. Special Topics in Education (2-4)**

Variable—2-4 hours. Prerequisite: completion of doctoral core courses in Education or consent of instructor. Selected topics in education. Designed to facilitate preparation for the qualifying examination

or dissertation. Students will critically analyze scholarly work including their own works in progress.

May be repeated for credit.—(I, II, III.)

#### **293. Topical Seminar in School Psychology (3)**

Seminar—3 hours. Prerequisite: graduate standing in Education and consent of instructor. Critical study of selected issues in education and school psychology related to the learning and mental health of children and adolescents in schools. May be repeated once for credit.

#### **298. Group Study (1-5)**

(S/U grading only.)

#### **299. Individual Study (1-6)**

Independent study—3-18 hours. Individual study under the direction of a faculty member. (S/U grading only.)

#### **299D. Research (1-12)**

Independent study—3-36 hours. Research for individual graduate students. (S/U grading only.)

### **Professional Courses**

#### **300. Reading in the Elementary School (4)**

Lecture—3 hours; fieldwork—3 hours. Prerequisite: graduate standing. Principles, procedures, and curriculum materials for teaching of reading. Includes decoding skills with a special emphasis on phonics, comprehension skills, study skills, and reading in the content areas.—I. (I.) Galli-Banducci

#### **301. Reading in the Secondary School (4)**

Discussion—4 hours. Prerequisite: graduate standing, enrollment in the secondary credential program, or consent of instructor. Principles, procedures, and materials to help secondary school teachers improve the reading competence of students. Strategies for enhancing learning through reading and writing in all disciplines, with special attention to linguistically diverse populations.—I, II. (I, II.)

#### **302. Language Arts in the Elementary School (2)**

Lecture—2 hours. Prerequisite: graduate standing. Principles, procedures, and materials for the teaching of oral and written expression, listening skills, drama, and children's literature in elementary schools.—I. (I.) Galli-Banducci, Leonard-Fortes

#### **303. Art Education (3)**

Lecture/discussion—2 hours; laboratory—2 hours. Prerequisite: admission to multiple subject credential program. Understanding the principles of education in the arts through participation. Development of concepts, introduction to media, and techniques suitable for the elementary school with emphasis on cross-discipline exploration.—III. (III.)

#### **304A. Teaching in the Elementary Schools (2-18)**

Lecture/discussion—2 hours; fieldwork—9-48 hours. Prerequisite: acceptance into a teacher education program. Supervised teaching in regular classrooms in elementary schools. Selection and organization of teaching materials. Introduction to techniques of diagnosing school achievement of children.—I. (I.)

#### **304B. Teaching in the Elementary Schools (2-18)**

Lecture/discussion—2 hours; fieldwork—9-48 hours. Prerequisite: acceptance into a teacher education program. Supervised teaching in regular classrooms in elementary schools. Current conceptions of elementary school curriculum, emphasis on contributions from the social, biological, and physical sciences. Emphasis on effective teaching methods.—II. (II.)

#### **304C. Teaching in the Elementary Schools (2-18)**

Lecture/discussion—2 hours; fieldwork—9-48 hours. Prerequisite: acceptance into a teacher education program. Supervised teaching in regular classrooms in elementary schools. Evaluation of teaching materials including instructional technology. Current elementary school curriculum with emphasis on contributions from fine arts and humanities.—III. (III.)

#### **305A. Teaching in the Middle Grades (5-8)**

Lecture—2 hours; seminar—2 hours; student teaching—15-30 hours. Prerequisite: acceptance into a teacher education program. Supervised teaching in regular or special education classrooms in middle grades. Current conceptions of the middle-grades curriculum with emphasis on social, biological, and physical sciences. Effective teaching methods.

#### **306A-306B-306C. Teaching in the Secondary Schools (2-18)**

Lecture/discussion—2 hours; fieldwork—9-48 hours. Prerequisite: acceptance into a teacher education program. Supervised teaching in regular secondary classrooms. Techniques for classroom communications; constructing goals and objectives; assessment of learning; special problems of adolescents; instructional technology.—II-III. (II-III.)

#### **307. Methods in Elementary Science (2)**

Lecture/discussion—2 hours. Prerequisite: acceptance into teacher education program. Principles, procedures, and materials for teaching the biological and physical sciences in elementary schools.—I. (I.) Passmore

#### **308. Methods in Elementary Social Studies (2)**

Lecture/discussion—2 hours. Prerequisite: acceptance into a teacher education program. Principles, procedures, and materials for teaching history and the social sciences in elementary schools.—III. (III.) Rosa

#### **309. The Teaching of Mathematics, K-9 (3)**

Lecture/discussion—3 hours. Prerequisite: acceptance into a teacher education program. Mathematics curriculum and teaching methods for K-9 reflecting the needs of California's diverse student populations.—II. (II.) Mendle

#### **322A. Pedagogical Preparation for Secondary Social Science I (3)**

Lecture/discussion—2 hours; discussion—1 hour. Prerequisite: acceptance into a teacher education program. Introduction to teaching methods and curriculum approaches for secondary social science teaching. State and national curriculum standards; application of learning theory to effective instruction; interdisciplinary teaching and active learning approaches; effective teaching strategies for English Learners.—I. (I.) Rosa

#### **322B. Pedagogical Preparation for Secondary Social Science II (3)**

Lecture/discussion—1 hour; discussion—2 hours. Prerequisite: course 322A. Intermediate teaching methods and curriculum approaches for secondary social science teaching. Interdisciplinary approaches to teaching major themes across social science content areas; teaching potentially controversial social science topics; teaching democratic civic values, student assessment and evaluation.—II. (II.) Rosa

#### **323A. Physical Science in the Secondary School (3)**

Laboratory/discussion—2 hours; discussion/laboratory—1 hour. Prerequisite: acceptance into a teacher education program. Activity-based overview of concepts and processes in secondary school physical sciences. Emphasis upon philosophy, appropriate teaching methods, materials, assessment and evaluation of learning.—I. (I.) Passmore

#### **323B. Life Sciences in the Secondary School (3)**

Laboratory/discussion—2 hours; discussion/laboratory—1 hour. Prerequisite: acceptance into a teacher education program. Activity-based overview of concepts and processes in secondary school biology and life sciences. Emphasis on philosophy, appropriate teaching methods, materials, assessment and evaluation of learning, and issues.—II. (II.) Pomeroy

#### **324A. Methods and Technology in Secondary Mathematics I (4)**

Lecture/discussion—4 hours. Prerequisite: admission into a teacher education program or consent of instructor. Introduction to methods and curriculum for teaching mathematics at the secondary level. Intro-

duction to applications of computer technology as instructional, intellectual, and communication tools for mathematics teachers.—I. (I.) Bellman

### 324B. Methods and Technology in Secondary Mathematics II (4)

Lecture/discussion—4 hours. Prerequisite: admission into a teacher education program or consent of instructor. Expansion of methods and curriculum for teaching mathematics at the secondary level. Intermediate applications of computer technology as instructional, intellectual, and communication tools in mathematics teaching.—II. (I.) Bellman

### 325. Research and Methods in Secondary English Language Arts (4)

Discussion—4 hours. Prerequisite: admission to graduate standing or credential program in Education or consent of instructor. Research on teaching and learning in the language arts. Principles, procedures and materials for improving the writing, reading and oral language of secondary students, with special attention to students from culturally and linguistically diverse populations.—I. (I.) Holmes

### 326. Teaching Language Minority Students in Secondary Schools: Methods and Research (4)

Seminar—3 hours; field work—3 hours. Prerequisite: graduate standing in Education or consent of instructor. Research on principles, procedures and curricula for teaching discipline-specific concepts to language-minority students in secondary schools. Second-language acquisition principles and instructional strategies.

### 327A. Teaching Methods for Secondary Foreign Language/Spanish, Part I (3)

Lecture—3 hours. Prerequisite: acceptance into a teacher education program or consent of instructor. Introduction to methods for teaching Spanish as a foreign and a heritage language in secondary schools. State and National Standards. Theories on second language acquisition. Lesson plans. Effective teaching strategies and class management. Open to Graduate Teaching Credential students.—I. (I.) Dubcovsky

### 327B. Teaching Methods for Secondary Foreign Language/Spanish, Part II (3)

Lecture—3 hours. Prerequisite: course 327A or consent of instructor. Continuation to methods for teaching Spanish as a foreign and a heritage language in secondary schools. Research and practice on foreign and heritage language teaching. Expansion of effective teaching strategies and class management. Open to Graduate Teaching Credential students.—II. (II.) Dubcovsky

### 398. Group Study (1-5)

(S/U grading only.)

### 399. Individual Study (1-5)

(S/U grading only.)

## Education (A Graduate Group)

Steven Athanases, Chairperson of the Group

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### Faculty

Jamal Abedi, Ph.D., Professor (*Education*)  
Rebecca C. Ambrose, Ph.D., Assistant Professor (*Education*)  
Steven Athanases, Ph.D., Associate Professor (*Education*)  
Heidi Ballard, Ph.D., Assistant Professor (*Education*)  
Robert Bayley, Ph.D., Professor (*Linguistics*)  
Brenda Bryant, Ph.D., Professor (*Human Development*)

Scott E. Carrell, Ph.D., Assistant Professor (*Economics*)  
Pamela Castori, Ph.D., Science Education Specialist (*Center for Biophotonics*)  
Cynthia C. Ching, Ph.D., Associate Professor (*Education*)  
Cecelia Colombi, Ph.D., Professor (*Spanish*)  
Adela de la Torre, Ph.D., Professor (*Chicano Studies*)  
Sharon S. Dugdale, Ph.D., Professor (*Education*)  
Barbara Goldman, Ph.D., Associate Director of Teacher Education  
Cristina Gonzalez, Professor (*Spanish and Education*)  
Eric Grodsky, Ph.D., Assistant Professor (*Sociology*)  
Joyce Gutstein, Acting Director, Public Service Research Program  
Paul Heckman, Ph.D., Professor (*Education*)  
Suad Joseph, Ph.D., Professor (*Anthropology*)  
Susan Kaiser, Ph.D., Professor (*Textiles & Clothing, Women and Gender Studies*)  
Michal Kurlaender, Ph.D., Assistant Professor (*Education*)  
Harold Levine, Ph.D., Professor (*Education*)  
Lee Martin, Ph.D., Assistant Professor (*Education*)  
Ann Mastergeorge, Ph.D., Assistant Developmental Psychology and Education Researcher (*M.I.N.D. Institute*), Institute Investigator (*Human Development and Family Studies*)  
Katherine Masyn, Ph.D., Assistant Professor (*Human and Community Development*)  
Jay Mechling, Ph.D., Professor (*American Studies*)  
Julia Menard-Warwick, Ph.D., Assistant Professor (*Linguistics*)  
Barbara J. Merino, Ph.D., Professor (*Education*)  
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Viki Montera, Ed.D., Lecturer (*Education*)  
Peter C. Mundy, Ph.D., Professor (*Education*)  
Sandra M. Murphy, Ph.D., Professor (*Education*)  
Adrienne Nishina, Ph.D., Assistant Professor (*Human and Community Development*)  
Marianne Page, Ph.D., Associate Professor (*Economics*)  
Cynthia Passmore, Ph.D., Assistant Professor (*Education*)  
J. Richard Pomeroy, Ph.D., Lecturer, Supervisor of Teacher Education (*Education*)  
Wendell Potter, Ph.D., Senior Lecturer Emeritus (*Physics*)  
Refugio Rochin, Ph.D., Professor Emeritus (*Chicano/a Studies, Agricultural & Resource Economics*)  
Gloria Rodriguez, Ph.D., Assistant Professor (*Education*)  
Heather M. Rose, Ph.D., Assistant Professor (*Education*)  
Tom Sallee, Ph.D., Professor (*Mathematics*)  
Barbara Sellers-Young, Ph.D., Professor (*Theatre and Dance*)  
Kimberlee A. Shauman, Ph.D., Associate Professor (*Sociology*)  
Katharine O. Strunk, Ph.D., Assistant Professor (*Education*)  
Christopher Thaiss, Ph.D., (*Clark Kerr Presidential Chair and Director, University Writing Program*)  
Julie Schweitzer, Ph.D., Associate Professor (*Psychiatry & Behavioral Sciences*) Director (*ADHD Program, M.I.N.D. Institute*)  
Thomas Timar, Ph.D., Professor (*Education*)  
Cary Trexler, Ph.D., Assistant Professor (*Education*)  
Yuuko Uchikoshi, Ph.D., Assistant Professor (*Education*)  
Jessica Utts, Ph.D., Professor (*Statistics*)  
Stefano Varese, Ph.D., Professor (*Native American Studies*)  
Kenneth Verosub, Ph.D., Professor (*Geology*)  
Kerry Villalva, Ph.D., Assistant Professor (*Education*)  
Jon Wagner, Ph.D., Professor (*Education*)  
Richard Walters, Professor Emeritus (*Computer Science*)

Karen Watson-Gegeo, Ph.D., Professor (*Education*)  
*Distinguished Graduate Mentoring Award*  
Tobin White, Ph.D., Assistant Professor (*Education*)  
Carl Whithaus, Ph.D., Associate Professor (*University Writing Program*)  
I. Phillip Young, Ph.D., Professor (*Education*)

**Graduate Study.** The Graduate Group in Education offers programs of study and research leading to the Ph.D. degree. Students may concentrate in educational psychology; language, literacy and culture; mathematics education; school organization and educational policy; and science and agriculture education. Students may also combine these fields of study with designated emphasis areas such as critical theory, second language acquisition, and women's studies. Detailed information regarding graduate study may be obtained by writing the Graduate Coordinator or at <http://education.ucdavis.edu/programs/PhDoverview.html>.

**Preparation.** Students should have earned a Bachelor's or M.A. degree or the equivalent in a discipline relevant to their proposed emphasis program. For example, students applying for the mathematics education emphasis should have earned the B.A. or M.A. or M.A.T. degree in mathematics or mathematics education; students applying to the educational psychology program should have a B.A. or M.A. in psychology or educational psychology.

**Graduate Advisers.** Michal Kurlaender, Jamal Abedi, Jon Wagner

**Graduate Coordinator.** Mary M. Reid

**Courses.** See School of for courses.

## Education Abroad Center

Charles Leshar, Ph.D., Education Abroad Center  
Convening Director

Education Abroad Center  
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The opportunity to study abroad is one of the richest educational experiences a student can have. When students return from study abroad in places like Italy or Hong Kong, they describe their time abroad as an experience that changed their lives. Students study abroad to see the world, to study their academic interests in a global context, to learn a language, to prepare for a job in the global economy and to add distinction to an application for graduate or professional school.

The Education Abroad Center (EAC) can help students decide which program is best for them, whether to study abroad for a summer, quarter, semester or full year and when to go abroad (freshman through senior years). The EAC Coordinators also participate in freshman seminars, offer financial aid workshops and can advise on programs that have internship opportunities. The EAC also administers the Global and International Studies (GIS) minor, which is sponsored by the Humanities Program in the College of Letters and Science.

The EAC is home to the University of California Education Abroad Program (EAP), to UC Davis Quarter Abroad and to UC Davis Summer Abroad. The EAC coordinates the Non-UC Study Abroad (NUCSA) leave program for students who are interested in participating on non-UC study abroad programs for transfer credit. Finally, the EAC advises and provides student services for international EAP Reciprocity students.