

Education-Master of Arts in Teaching (EMAT)

Courses

EMAT 5100. Technology and Instructional Practices for Educators. Unit: 1

An emphasis on integrating new media and educational technology with content knowledge in K-12 classrooms. Enhances student knowledge and skills to use technology to introduce, reinforce, extend, enrich, assess, and remediate learning. Graded A through C-/No credit.

EMAT 5101. Education, Diversity and Social Justice. Units: 3

Examines issues of disparity among racial, cultural and linguistic groups in California and the U.S. Interactions among factors such as teaching quality, educational equity, state/federal policies, and achievement gaps are explored. Disparities in educational opportunities and resources are examined with an emphasis on social justice. Formerly offered as EELB 510. Grading is A through C-/No Credit.

EMAT 6011. Advanced Study in Literacy across the Curriculum. Units: 3

A focus on advanced knowledge, skills, and abilities to teach reading/language arts across the different school subjects. Prepares teachers to effectively engage students in learning the language, texts, and literacy practices across different subjects. The role of theoretical frameworks in literacy instruction and learning is highlighted. The importance of literacy instruction and learning that is grounded in social, cultural, historical, psychological, political, and ideological practices is emphasized. Connections between different theoretical perspectives and real-life classroom practices are explored. Graded A through C-/No Credit.

EMAT 6012. Advanced Teaching Methods. Units: 3

Advanced knowledge and skills to implement innovative and creative teaching methods to reach diverse students in schools including English Language Learners. Emphasis on high-impact practices including classroom discussion, collaborative problem solving, metacognitive strategies, formative assessment, effective feedback, scaffolding, and technology to creating inclusive learning environments and maintaining high expectations for all students. Grading is A through C-/No Credit.

EMAT 6013. Educational Research: Inquiry into Classrooms. Units: 3

Educational research with an emphasis on inquiry about teaching, learning and other concepts/practices. Student-directed, interest-driven approaches to new knowledge about the complexity of today's classrooms. Develop hands-on, minds-on skills that increase student engagement in learning. Students will learn effective strategies that they can implement to understand the complex work of student learning; prioritize the knowledge, skills and background experiences that students bring to the classroom; and promote active problem-solving, communication, and the shared construction of new ideas in the classroom. Graded A through C-/No credit.

EMAT 6014. Assessment and Instructional Differentiation. Units: 3

Advanced assessment strategies to measure student performance and deliver effective differentiation of instruction based on a variety of theoretical perspectives from psychology. A focus on formative assessment and the use of feedback that enables enhances learning. Differentiated assessment strategies for diverse learning needs. Understanding the role of assessment in effective instructional planning and implementation. The course explores how assessment affects the other classroom elements (learning environment, curriculum, instruction, and leadership and management). Graded A through C-/No credit.

EMAT 6015. Leadership in Education. Units: 3

Designed to introduce students to leadership experience and leadership roles in schools. The course will emphasize initiatives teachers can take to improve school-wide policies and programs, teaching and learning opportunities, and communication across stakeholders. In particular, this course will provide students the knowledge to improve their schools by developing the skills required to act as leaders. Graded A through C-/No Credit.

EMAT 6016. Social Justice in Education. Units: 3

Examines issues and research on disparity among racial, culturally responsive, and anti-racist in education. The course develops multiple perspectives to educate each and every student regardless of social class, culture, race, ethnicity, language, gender, and sexual identity.

EMAT 6017. Advanced Educational Psychology. Units: 3

This is an advanced seminar exploring recent research, theory, and practice concerning cognition, social-emotional development, learning and instruction, and motivation within diverse educational contexts. The course uses social science research to explore educational practices, student characteristics, learning processes, teaching strategies, and classroom evaluation in today's diverse and rapidly changing educational communities. Formerly EDCI 638.

EMAT 6018. Advanced Seminar in Education. Units: 2

The seminar is designed to prepare and support students as they write their theses, projects, or prepare for the comprehensive examinations. Graded Credit/No credit.

EMAT 6020. Seminar in Professional Development. Units: 3

Principles and processes to enhance students' knowledge, skills, and dispositions for planning, developing and evaluating professional development (PD) activities and programs. Course focuses on procedures for identifying teacher needs, establishing PD goals and outcome criteria. Includes the study of professional development models such as Lesson Study, Professional Learning Communities (PLC), and Personal/Professional Service. Graded A through C-/No credit.

EMAT 6605. Advanced Topics in Education.

Units: 3

History and theory of elementary, secondary and post-secondary education within the setting of American society: underlying assumptions, organizational structure, leadership, policy, and educational change. Multiculturalism is studied in a balanced context relevant to the educational setting. Students apply what they learn to their educational philosophy, thereby connecting theory to the daily practice in the schools. Course offered as ESEC 6605 and EMAT 6605; credit cannot be awarded for both. Formerly EDUC 605/6605.

EMAT 6960. Culminating Experience: Project.

Units: 3

The project address a practical educational problem resulting in resolution or a product that has application. Students apply original thinking, critical and independent thinking to what they have learned in the program to address real-life situations, problems or challenges. Graded Credit/No credit.

EMAT 6970. Culminating Experience: Thesis.

Units: 3

Students conduct original research under the guidance of a faculty advisor. Students show evidence of systematically addressing original research questions, critical and independent thinking. Graded Credit/No credit.

EMAT 6979. Comprehensive Preparation in Teacher Education. Units: 3

Prerequisites: Completion of courses for the program, advancement to candidacy and permission of program coordinator
Review and prepare for the written comprehensive examination. Case studies will be presented. Consent required.

EMAT 6980. Comprehensive Examination.

Units: 0

The comprehensive examination is designed to assess the cumulative knowledge, skills and abilities that students have acquired over the period of being in the master program. Graded Credit/No credit.