



Transformative Education M.A. Concentrations with Course Descriptions

Course offerings and concentrations subject to change. Please actively work with your academic advisor for concentration course enrollment.

- All courses listed are three (3) semester units, unless otherwise noted.
- Each concentration requires nine (9) semester units.
- EDES 6998 Special Studies for any concentration may also be available in select semesters.
- Some concentrations are not available to private school fieldwork practitioners.

Concentration in Digital Learning:

Available to all fieldwork pathways.

- EDUR 6324 Technology in Multilingual Settings
Offered as an elective, this course emphasizes the use of instructional technologies with multilingual population. Of particular emphasis is the bridging of the Digital Divide, access and equity in technology with diverse populations, and uses of instructional technology within dual language contexts.
- EDUR 6327 Learning and Teaching with Technology
In this course, constructivism will be explored as a foundation for teaching and learning with technology. The course will explore how technology can be used to promote the notion that students construct knowledge rather than just receive knowledge passively.
- EDUR 6328 Survey of Digital Technologies for Urban Education
This course explores how different technologies can be used to promote equity in teaching and learning in urban schools. As technology evolves, candidates study how new forms of technology, beyond the personal computer, can be used for teaching and learning. Candidates will create projects using these new technologies.

Concentration in Disability Studies/Inclusive Education

Available to all fieldwork pathways.

Includes coursework for LMU Certificate in Inclusive Education.

- EDTL 6310 The Study of Disability
This course introduces students to the field of disability studies. The course introduces key components and theories underlying disability studies and explores disability through a historical, social, linguistic, cultural, economic, and political context. This course also explores how disability is portrayed in society and reviews traditional stereotypes emerging from the disability rights movement. This course will review major relevant issues affecting the field including inclusion, advocacy, collaborating with diverse families and educational professionals, and transition processes.

- **EDTL 6311 International Perspectives in Disability Studies**
This course examines disability related issues from an international lens. Specifically, issues such as cultural construction of disability, participation in inclusive and exclusive communities, disability related declarations, laws and policy development, organizations, educational practices, and international partnerships and collaborative projects are explored.
- **EDES 6442 Socio-emotional Learning and Positive Behavior Support**
Candidates will learn the principles of socio-emotional learning as they relate to student success in school and in daily living. Candidates will learn how to implement strategies of positive behavior support in order to promote self-esteem and self-advocacy and maximize instructional time. Content-specific clinical practice is a required component of this course.
- **EDES 6443 Assessment and Instruction for Students with Varying Abilities**
Candidates will be prepared to assess students with a range of abilities in order to plan appropriate instruction for the students. Candidates will know how to implement evidence-based informal and formal assessment strategies in order to monitor student progress utilizing tiered levels of support based on laws and policies for Catholic schools. Content-specific clinical practice is a required component of this course.
- **EDES 6606 Developing Collaborative Partnerships for Inclusive Schooling**
This course is designed to prepare candidates to be able to collaborate and communicate effectively with individuals with disabilities and their parents, other family members and primary care givers, school administrators, general and special education teachers, specialists, paraprofessionals, and community agency and related service personnel to promote partnerships and inclusive practices, including co-planning/co-teaching with general educators. The candidate will learn how to work in partnership and be able to design, implement, and evaluate integrated services that reflect transitional stages across life span for all learners.

Concentration in Educational Policy and Administration

Available to all fieldwork pathways.

- **EDLA 6203 School Finance and Human Resources**
Candidates will study the concepts and current practices in the management of business functions in schools. Course will emphasize practical local, state, and federal policy issues related to budgeting and finance, operations, and human resource development.
- **EDLA 6204 Innovation, Entrepreneurial Leadership and Design Thinking**
Candidates study how to lead organizations with a spirit and application of innovation and entrepreneurship. This course is designed to introduce students to entrepreneurship as an effective growth mindset for leader in any aspect of education.
- **EDLA 6207 Governance, Law, and Policy**
This course requires candidates to examine the laws and policies and accountability structures that govern the K-12 and higher education systems for the educational leader. The course examines the legal framework for public and private education and the relationship between law and policy in K-12 education from the perspectives of educational leaders who are committed to advancing social justice.

- **EDLA 6840 Spirituality and Leadership in Catholic School Teaching**
This course will engage students to view their role as spiritual leaders who participate in creating a culture of renewal in U.S. Catholic elementary and high schools. Throughout the course students will deepen their understanding of their vocation as Catholic school teachers, while critically reflecting and analyzing the spiritual and faith practices of their respective schools. Students will be introduced to basic foundations of Catholicism, new paradigms for religious education, and contemporary issues in the Church. They will explore the spirituality of K-12 students, ecclesiological issues flowing from Vatican II, evangelization, and social justice issues in Catholic education.

Concentration in Language and Culture:

Available to all fieldwork pathways.

Includes coursework for CTC Bilingual Authorization (select courses by applicable language).

- **EDES 5320 Latino Cultures: An Interdisciplinary Perspective**
This course presents a cultural analysis of the diversity within Chicano/Latino groups, particularly as represented in educational settings. Historical, political, and social issues will be addressed, including communicative styles, dialectical differences, and cross-cultural interactions between cultural and linguistic groups. This class is conducted bilingually in Spanish and English. This course is a requirement of the Bilingual Authorization.
- **EDES 5324 Bilingualism and Biliteracy**
This course focuses on the assessment and implications of the continuum of biliteracy development through analysis of case studies. Research on the complexity of factors that impact biliteracy development for preschool through adolescence students will be discussed.
- **EDES 5330 Chinese/American/American-Chinese Cultures: An Interdisciplinary Perspective**
This course presents a cultural analysis of the diversity within Chinese/American/American-Chinese groups, particularly as represented in educational settings. Historical, political, and social issues will be addressed, including communicative styles, dialectical differences, and cross-cultural interactions between cultural and linguistic groups.
- **EDUR 6100 Anthropological Analysis of Cultural Diversity**
An in-depth study of cultural diversity using methods from educational sociology and anthropology. The course will examine the major theoretical models advocating responses to cultural diversity and their practical implications for education. Themes/issues covered: contemporary demographics, genetic and cultural deficit theory, cultural mismatch theory, cultural ecological theory, sociocultural theory (neo-Vygotskian) and culturally responsive instruction, multicultural education and intercultural communication, critical pedagogy, and qualitative evaluation.
- **EDES 6320 Methodology for Primary Language Instruction in a Bilingual Setting**
Consideration is given to current trends and social issues affecting bilingual programs including program characteristics, instructional approaches, and selection and use of primary language materials. Specific emphasis is placed on literacy/biliteracy in the primary language, with an integrated approach to content and instruction. Fluency and literacy in Spanish is required.

- **EDES 6330 Methodology for Chinese Language Instruction in Bilingual Settings**
Consideration is given to current trends and social issues affecting bilingual programs including program characteristics, instructional approaches, and selection and use of primary language materials. Specific emphasis is placed on literacy/biliteracy in the primary language, with an integrated approach to content and instruction. Fluency and literacy in Cantonese or Mandarin is required.

Concentration in Teaching English to Speakers of Other Languages (TESOL)

Available to student teaching, resident, and intern fieldwork pathways.

- **EDES 5003 Theories and Policies of Second Language Acquisition**
Course content includes theoretical perspectives in first and second language acquisition, language teaching methodologies, assessment, identification, and program placement for English Language Learners. Historical, political, legal, and social factors related to second language acquisition are addressed, including the history of bilingual education; federal, state, and local legislation; bilingual education models; and the role of parents and paraprofessionals in English language development and instructional programs for linguistic minorities. Fieldwork is required.
- **EDES 5325 Curriculum and Instructional Leadership in a Bilingual Setting**
Theory and application of curriculum development to bilingual instructional programs. These include design, organizational patterns and resources, materials and media, change strategies, and evaluation.
- **EDUR 6221 Methodology in English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) for Elementary, Secondary, and Adult Educators**
The goals of this course include providing students with opportunities to acquire knowledge, skills, and abilities to deliver comprehensible instruction to English Language Learners (ELLs). Students will learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills for English Learners. Additionally, students will acquire and demonstrate the ability to utilize assessment information to diagnose student language abilities and develop lessons promoting student access and achievement in relation to state adopted academic standards.

Concentration in Social, Emotional, and Cultural Learning & Well Being:

Available to student teaching, resident, and intern fieldwork pathways.

- **EDSP 6390 Lifespan Development**
The study of major psychological theories and their application to the understanding of human behavior. Appraisal of human biological, psychological, and social lifespan development from infancy through death. Emphasis is placed on the impact of culture and diversity on lifespan development
- **EDTL 6670 Teaching with a Social, Emotional, and Cultural Lens – units**
The study of social, emotional, and cultural competencies and their application to the practice of teaching. An overview of social-emotional learning with particular emphasis on culturally

responsive pedagogy applicable to the didactic relationship. Candidates are introduced to frameworks that will give them a greater understanding of self and others.

- EDTL 6671 Person-Centered Approaches in Education
Study and development of helping skills for observation and communication techniques. Coverage includes detailed exposure to Person-Centered listening methods in education with an emphasis on understanding theory and acquisition of basic skills.

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