INTERDISCIPLINARY STUDIES EDUCATION (ISED)

ISED 100 General Studies Colloquium (Units: 3)
Awareness and knowledge of the university community—its resources, services, structure. Personal and career counseling.

ISED 150 Orientation to Education (Units: 3)
Teaching as a career; professional opportunities, qualifications and demands. Classroom visitation and field trips through educational institutions. Designed to help students assess their interest in teaching as a vocation. Does not meet professional education requirements. (ABC/NC grading; CR/NC allowed)

ISED 160 Data Analysis in Education (Units: 3)
Prerequisite: First-year math advising module. Students who elect to take additional support should concurrently enroll in MATH 122.

Course Attributes:
- B4: Math/QR

ISED 185 Culture, Power, and Social Justice Education (Units: 3)
Explore how race, ethnicity, social class, gender, and sexual orientation integrate and overlap to affect students' lived experiences within structures of power in US institutions. Examine of inequities in K-12 schools and universities. Explore concepts of power for understanding institutional structures and everyday educational practices that create and sustain inequality. Analysis of policies and practices that aim to promote educational equity and social justice, including culturally sustaining pedagogy, abolitionist teaching, restorative justice practices, and other tools for resistance, self-determination, and collective action. [Formerly ISED 585]

ISED 201 Introduction to the University (Units: 3)
Designed to acclimate freshmen and sophomore students at Community College to the rigor and structure of a four-year University. Assists students in clarifying academic goals and objectives, provides the skills and understandings to facilitate academic decisions, and improves progress towards goals with the most effective use of student time and resources. [CSL may be available]

ISED 204 Critical Thinking for Educational Equity and Social Justice (Units: 3)
Developing critical thinking skills to analyze, criticize, advocate, and construct arguments related to current issues in equity and social justice education. Particular emphasis will be placed on examining social justice issues related to race, class, gender, sexual orientation, and dis/ability in education and community contexts.

Course Attributes:
- A3: Critical Thinking
- Am. Ethnic & Racial Minorities

ISED 699 Independent Study (Units: 1-3)
Prerequisite: Upper-division standing or permission of the instructor; open only to regularly enrolled students.

An intensive study of a particular problem in education under the direction of a member of the department. Enrollment by petition approved by the instructor, adviser, and department chair. [CSL may be available]

ISED 706 Principles and Methods of Adult and Vocational Education (Units: 3)
Prerequisite: Graduate standing or permission of the instructor.

Changing character and functions of adult and vocational education; objectives, methods, resources, and evaluation; social influences on adult life and work; implications of research on adult learning and work; field observations and curriculum development. Required for the Designated Subjects Credential.

ISED 707 Planning and Funding Education and Community Programs (Units: 3)
Prerequisite: Graduate standing or consent of the instructor.

Implementation and implications of planning models used in establishing educational programs in public and private agencies, community organizations, and business and industry; assessment of needs; identification of target populations and funding sources; development of written plan for funding.

ISED 715 Race, Class, and Gender in Education Policy (Units: 3)
Prerequisite: Graduate standing or permission of the instructor.

Survey of the impact of segregation, desegregation, and re-segregation on American education. Focus on policies and practices starting from court-ordered desegregation of the 1950s, to the implementation of civil rights policies in the '60s, and on through the dismantling of affirmative action in higher education starting in the '70s to the present. Examination of landmark legal decisions and their effects on the admission and matriculation of women and students of color in postsecondary admissions. (Plus-minus letter grade only)

ISED 716 The Intersection of Race and Language in Education (Units: 3)
Prerequisite: Graduate standing or permission of the instructor.

Introduction to historical, sociological, and political effects on race and education in the U.S. through the metaphor of language. The intersection of language and race in education has long been used to obfuscate the problematic issues of schooling in America. Often hidden within the text of books and policy, racism is communicated and thus interpreted to either provide or deny resources to vulnerable and marginalized students.

ISED 717 Foundations of Social Justice Education (Units: 3)
Prerequisite: Graduate standing or permission of the instructor.

Sociological and philosophical foundations of education; social structure of issues related to race, class, and gender; relating these issues to effects on education and historical view of multicultural education in the U.S.
ISED 718 Queering Education: Research, Policy, and Pedagogy (Units: 3)
Prerequisite: Graduate standing or permission of the instructor.

Explore issues related to lesbian, gay, bisexual, transgender, and queer people and communities in connection to K-12 schools and postsecondary educational settings. Examine laws and policies related to LGBTQ+ individuals in K-12 and postsecondary educational settings, review research and other writings on the lived experiences of LGBTQ+ students and teachers, examine the various forms of discrimination and challenges faced by LGBTQ+ students, discuss research on the impact of informal and formal support systems on the well-being of LGBTQ+ students, and analyze strategies and pedagogies that promote the well-being and resilience of LGBTQ+ students.

ISED 725 The Educational Experiences of Latinx Students: An Equity and Social Justice Perspective (Units: 3)
Prerequisite: Graduate standing or permission of the instructor.

Address the educational experiences of Latinx students and their families from an equity and social justice perspective. Latinx students’ educational experiences are analyzed in terms of the intersections of race, class, language, immigration status, gender, and sexual orientation. Examine key historical events, laws, and educational policies that have directly impacted the quality of Latinx students’ education in the U.S.; study the contributions of Latinx educational leaders, activists, and organizations; review current educational theories and research that address equity issues in Latinx students’ education; and study culturally responsive teaching strategies for working effectively with Latinx students.

ISED 735 The Adult Learner: From Theory to Practice (Units: 3)
Prerequisite: Graduate standing or permission of the instructor.

Adult learning processes; multicultural learning styles in adults; motivation and the adult life cycle; ethical implications of research on adult learning; special needs of adult students.

ISED 736 Leadership and Policy for Community and Non-Formal Education (Units: 3)
Prerequisite: Graduate standing or permission of the instructor.

Philosophy and theory of critical thinking and participatory leadership for groups of learners both in formal and non-formal, community-based educational organizations.

ISED 738 Critical Theories and Pedagogies (Units: 3)
Prerequisite: Graduate standing or permission of the instructor.

Debates in education with respect to critical and participatory theories and pedagogies; critical race theory, queer theory, and postcolonial theory; application of critical theories and pedagogies to groups of learners; K-12 and post-secondary process and facilitation skills.

ISED 739 Education and Community Development: Equity and Diversity (Units: 3)
Prerequisite: Graduate standing or permission of the instructor.

Effect of race, class, and gender on educational equity and diversity in formal and non-formal educational settings. Investigates linkages between educational programming and community development and empowerment. [CSL may be available]
ISED 797 Seminar in Educational Research (Units: 3)
Prerequisite: Graduate standing.
In-depth exploration of the methods and procedures of educational research. Examination of quantitative, qualitative, and mixed-methods research designs, including teacher action research. Topics include developing an area of focus; problem statements, research questions, and hypotheses; reviewing the literature; critically evaluating published research; designing research studies; ethical considerations in educational research; and the connection between research and evidence-based practice.
Course Attributes:
- Teacher Credential Program Crs

ISED 891 Seminar in Selected Studies (Units: 3)
Prerequisite: Graduate standing.
Current topics addressing issues in educational equity and social justice. Topics to be specified in the Class Schedule. May be repeated as topics vary.
Topics:
- a. Educational Practices in Transnational Spaces
- b. LGBTQ+ Issues in Education
- c. Intersectionality, Disability, and Education
- d. The Educational Experiences of Latinx Students
- e. Social Justice for Immigrant Youth in U.S. Schools

ISED 895 Field Study Project (Units: 3)
Prerequisites: ISED 797, 24 units of MA coursework; permission of the instructor and approval of Advancement to Candidacy (ATC) and Culminating Experience (CE) forms by Graduate Studies. Advancement to Candidacy and Proposal for Culminating Experience Requirement forms must be approved by the Graduate Division before registration.
Graduate students design conduct a research study on a topic related to an issue in educational equity and social justice. (CR/NC; RP)

ISED 898 Master's Thesis (Units: 3)
Prerequisites: ISED 797; completion of 24 units of MA coursework; permission of the instructor and approval of Advancement to Candidacy (ATC) and Culminating Experience (CE) forms by Graduate Studies. Advancement to Candidacy and Proposal for Culminating Experience Requirement forms must be approved by the Graduate Division before registration.
Oral examination at conclusion of course for M.A. (CR/NC grading only)

ISED 899 Independent Study (Units: 1-3)
Prerequisite: Enrollment by petition approved by the instructor, adviser, and department chair. Open only to regularly enrolled students.
An intensive study of a particular problem under direction of a member of the department.