

Education

The Graduate School of Education offers Doctor of Philosophy (PhD), Doctor of Education (EdD), Master's of Arts (MA), and credential degree programs. The PhD degree is designed for students interested in pursuing scholarly research and academic careers in education. The EdD is a professional degree designed for individuals seeking advanced professional preparation to become school administrators or other educational leaders. The MA degree serves the interest of students who want to carve out a career in education, either as an education researcher or as an education practitioner. Credential programs, which all contain an MA component, are designed for students who plan to work in schools as teachers, principals, district and county administrators, and school psychologists.

Degree and credential programs are grouped under three main areas of study: Cognition and Development; Language and Literacy, Society and Culture; and Policy, Organization, Measurement and Evaluation.

The **Cognition and Development (CD)** area of study focuses on the interplay among cognitive, social, and developmental processes in diverse areas of human knowledge and experience. Faculty concentrate on learning in mathematics, science, and technology, as well as a wide range of issues involving cognitive, social, and moral development. Faculty and student research typically occurs in field settings (e.g. classrooms), providing fertile sites for conceptual advances, as well as the improvement of educational practices. Cognition and Development supports both professional and academic programs, each enriching the other in courses and research opportunities.

Faculty and students in **Language and Literacy, Society and Culture (LLSC)** study, design, and participate in transformative approaches to individual and social development within schools and in diverse contexts of communities, workplaces, and social movements. They focus on methodically grounded examinations of talk and activity, and language and literacy, through the lens of sociocultural theories to understand and inform the ecology of learning and schooling. Of special concern is work toward equity and social justice for students, groups, families, and communities, including non-native speakers of English. Offerings include both professional and academic programs.

Programs in **Policy, Organization, Measurement, and Evaluation (POME)** emphasize the study of schools as institutions and school systems; the formulation and effects of educational policy; and methods of research, measurement, and evaluation. POME students enter as a cohort, take courses together, join faculty research groups, and cultivate their own areas of interest and expertise in education. POME faculty have strengths and interests that combine

1. a focus on the institutions of schooling analyzed from various disciplinary perspectives, including sociology, economics, and history,
2. experience in linking research, policy, and practice at the local, state, and national levels,
3. a breadth and depth of methodological, measurement, and evaluation expertise to conduct policy-oriented research and to inform sound institutional leadership and decision making,
4. and the analysis of and practice related to leadership in schools at both school and district levels.

The **Leadership for Educational Equity Program (LEEP)** is a School-wide EdD program that offers a three-year course of study with evening, weekend, and summer schedule to accommodate needs of working professionals. LEEP uses a cohort model that builds professional relationships among peers. Students participate in school- and district-based residencies to undertake problem-based research. Students strive to understand how to create effective, equitable, and democratic schools that value cultural diversity.

Admission to the University

Uniform minimum requirements for admission

The following minimum requirements apply to all programs and will be verified by the Graduate Division:

1. A bachelor's degree or recognized equivalent from an accredited institution;
2. A minimum grade-point average of B or better (3.0);
3. If the applicant comes from a country or political entity (e.g. Quebec) where English is not the official language, adequate proficiency in English to do graduate work, as evidenced by a TOEFL score of at least 570 on the paper-and-pencil test, 230 on the computer-based test, 90 on the iBT test, or an IELTS Band score of at least 7 (note that individual programs may set higher levels for any of these); and
4. Enough undergraduate training to do graduate work in the given field.

Applicants who already hold a graduate degree

The Graduate Council views academic degrees as evidence of broad research training, not as vocational training certificates; therefore, applicants who already have academic graduate degrees should be able to take up new subject matter on a serious level without undertaking a graduate program, unless the fields are completely dissimilar.

Programs may consider students for an additional academic master's or professional master's degree if the additional degree is in a distinctly different field.

Applicants admitted to a doctoral program that requires a master's degree to be earned at Berkeley as a prerequisite (even though the applicant already has a master's degree from another institution in the same or a closely allied field of study) will be permitted to undertake the second master's degree, despite the overlap in field.

The Graduate Division will admit students for a second doctoral degree only if they meet the following guidelines:

1. Applicants with doctoral degrees may be admitted for an additional doctoral degree only if that degree program is in a general area of knowledge distinctly different from the field in which they earned their original degree. For example, a physics PhD could be admitted to a doctoral degree program in music or history; however, a student with a doctoral degree in mathematics would not be permitted to add a PhD in statistics.
2. Applicants who hold the PhD degree may be admitted to a professional doctorate or professional master's degree program if there is no duplication of training involved.

Applicants may only apply to one single degree program or one concurrent degree program per admission cycle.

Any applicant who was previously registered at Berkeley as a graduate student, no matter how briefly, must apply for readmission, not admission, even if the new application is to a different program.

Required documents for admissions applications

1. **Transcripts:** Upload unofficial transcripts with the application for the departmental initial review. Official transcripts of all college-level work will be required **if admitted**. Official transcripts must be in sealed envelopes as issued by the school(s) you have attended. Request a current transcript from every post-secondary school that you have attended, including community colleges, summer sessions, and extension programs. If you have attended Berkeley, upload unofficial transcript with the application for the departmental initial review. Official transcript with evidence of degree conferral **will not** be required if admitted.
2. **Letters of recommendation:** Applicants can request online letters of recommendation through the online application system. Hard copies of recommendation letters must be sent directly to the program, not the Graduate Division.
3. **Evidence of English language proficiency:** All applicants from countries in which the official language is not English are required to submit official evidence of English language proficiency. This requirement applies to applicants from Bangladesh, Burma, Nepal, India, Pakistan, Latin America, the Middle East, the People's Republic of China, Taiwan, Japan, Korea, Southeast Asia, and most European countries. However, applicants who, at the time of application, have already completed at least one year of full-time academic course work with grades of B or better at a U.S. university may submit an official transcript from the U.S. university to fulfill this requirement. The following courses will not fulfill this requirement: 1) courses in English as a Second Language, 2) courses conducted in a language other than English, 3) courses that will be completed after the application is submitted, and 4) courses of a non-academic nature. If applicants have previously been denied admission to Berkeley on the basis of their English language proficiency, they must submit new test scores that meet the current minimum from one of the standardized tests.

Normative Time Requirements

Normative Time Schedule

"Normative Time" refers to the amount of time that the Graduate Division has determined it should take a student enrolled full time to complete a particular degree program. The normative time for all doctoral degree programs in the School of Education is six years, whether you enter with an MA or not. The following schedule reflects the maximum time to complete the various stages in PhD programs in order to complete your degree within the six year limit.

1st Year

- 1st Semester Coursework
- 2nd Semester First Year Evaluation/ Outline of Program for the MA Degree
Advance to Candidacy for the MA Degree

2nd Year

- 3rd Semester Complete MA Degree
- 4th Semester Outline of Program for PhD

3rd Year

- 5th Semester Complete Prequalifying Review Papers
- 6th Semester Prequalifying Review (Completion of Position Papers and a Dissertation Prospectus)

4th Year

- 7th Semester Qualifying Examination
Advance to Candidacy

5th Year

- 9th Semester Dissertation Proposal Review Meeting
Report on Progress in Candidacy
- 10th Semester Conduct dissertation research

6th Year

- 11th Semester Report on Progress in Candidacy
- 12th Semester File Dissertation

Time to Advancement

Curriculum

Courses Required- all concentrations

Cognition & Development (CD)

Language, Literacy, Society & Culture (LLSC)

Policy, Organization, Measurement & Evaluation (POME)

GSE Core Courses: 2

one approved course from within concentration

one approved course from another concentration

Qualitative Methods Course (1) from approved list 1

Quantitative Methods Course (1) from approved list 1

GSE courses per approved study list for student research interests:

three areas of specialization are required within concentration

CD-Education in Math, Science, & Technology concentration

SCMATHE 210 Practicum in Science and Math Education Research and Development (2 semesters) 1-4

SCMATHE 292 Research Seminar and Colloquium (4 semesters) 1

Select two Individual & Social Cognition courses from the following: 8

EDUC 226 Constructive Epistemology

or EDUC 227 Course Not Available

EDUC 229A Course Not Available

EDUC 229D Discourse and Learning in Math and Science Classrooms

EDUC 229F Conceptual Change

EDUC 232 Course Not Available

EDUC 290C Special Topics Seminars: Cognition and Development (Representations)

EDUC 290C Special Topics Seminars: Cognition and Development (Principles for Embodied Design)

EDUC 290C Special Topics Seminars: Cognition and Development (Neo-Vygotskian Perspectives on Cognitive Development)

EDUC 290C Special Topics Seminars: Cognition and Development (Cognitive Ergonomics in STEM Education Research)

Select one Discipline course from the following: 1-4

EDUC 222A Course Not Available

EDUC 224A	Mathematical Thinking and Problem Solving	
EDUC 290C	Special Topics Seminars: Cognition and Development (Scientific Thinking and Learning)	
EDUC 290C	Special Topics Seminars: Cognition and Development (Learning Chance: Computer-Supported Inquiry into Probability)	
EDUC 290C	Special Topics Seminars: Cognition and Development (Paradigmatic Didactic Mathematics Problem Situation)	
Select one Curriculum & Technology Design course from the following:		1-4
SCMATHE 220	Instructional Design in Science and Mathematics Education	
EDUC 221A	Towards Ambitious Instruction in Mathematics: Research Into Practice	
EDUC 221B	Course Not Available	
EDUC 290C	Special Topics Seminars: Cognition and Development	
EDUC 295B	Technology, Curriculum, and Instruction	
Select one of the following:		3
EDUC 228A	Qualitative Methodology (GSE requirement filled)	
EDUC 228B	Course Not Available	
EDUC 293V	Video-Analysis Seminar	1-3
or EDUC 290C	Special Topics Seminars: Cognition and Development	
One Qualitative Methodology course from the following:		3-4
EDUC 293A/293L	Data Analysis in Education Research (GSE requirement filled)	
EDUC 275B/275L	Data Analysis in Educational Research II	
PSYCH 205A	Course Not Available	
EDUC 223B	Special Problems in Mathematics, Science and Technology Education	2-6

CD- Development in Mathematics and Science (DMS)

EDUC 200A	Culture and Cognitive Development: Theoretical Perspectives	3
EDUC 205	Instruction and Development	3
EDUC 214	Human Development and Education Seminar	1
EDUC 228A	Qualitative Methodology	3
EDUC 293A/293L	Data Analysis in Education Research	4
EDUC 223B/290C	Special Problems in Mathematics, Science and Technology Education	2-6
Select two of the following advanced seminars:		
Neo-Vygotskian approaches to cognitive development		
Development of elementary mathematical understandings in children		
Teaching and learning		
EDUC 224A	Mathematical Thinking and Problem Solving	
EDUC 220C	Course Not Available	
EDUC 290C	Special Topics Seminars: Cognition and Development	
EDUC 229F	Conceptual Change	
EDUC 224C	Gender, Mathematics and Science	
Select one of the following advanced methods seminars:		3-4

EDUC 275B/275L Data Analysis in Educational Research II

PSYCH 205A Course Not Available

CD-Human Development and Education concentration

EDUC 214	Human Development and Education Seminar	1
EDUC 200A	Culture and Cognitive Development: Theoretical Perspectives	3
EDUC 200B	Social Development	3
EDUC 215	Socialization Processes Within the Family	3
EDUC 205	Instruction and Development	3

CD-School Psychology concentration

EDUC 200A	Culture and Cognitive Development: Theoretical Perspectives	3
Select two of the following:		8
EDUC 215	Socialization Processes Within the Family	
EDUC 200B	Social Development	
EDUC 200D	Psychosocial Development: Identity, Culture, and Education	
EDUC 205	Instruction and Development	3
PSYCH 290B	Seminars: Biological	2
EDUC 274A	Measurement in Education and the Social Sciences I	4
EDUC 293A/293L	Data Analysis in Education Research	4
EDUC 275B/275L	Data Analysis in Educational Research II	4
EDUC 298C	Group Studies, Seminars, or Group Research--DCEMST	1-4
EDUC 213L	Laboratory for School Psychology (Supervision, 8 semesters)	1
EDUC 213A	Theoretical and Scientific Bases for School Psychology, Part I: Childhood	3
EDUC 213B	Theoretical and Scientific Bases for School Psychology, Part II: Adolescence	3
EDUC 213C	School-Based Consultation	3
EDUC 213D	Educational Interventions for the School Psychologist	3
EDUC 207B	Individual Appraisal of Intelligence	4
EDUC 207C	Diagnosis of Human Handicaps	4
EDUC 263A	Legal Issues in Educational Practice	1-3
EDUC 413L	Consultation for School Psychology Students (6 semesters)	1
EDUC 413A/413B	Community-Based Internship in School Psychology	2-7
EDUC 413C/413D	School-Based Internship in School Psychology	2-8
Select one of the following:		3
EDUC 240B	Theoretical Issues in the Study of Literacy	
EDUC 283F	Urban Education	
EDUC 200D	Psychosocial Development: Identity, Culture, and Education	
Select two of the following:		6
EDUC 201A	Psychology of Reading	

EDUC 200C	Culture and Cognitive Development	
EDUC 228A	Qualitative Methodology	
PSYCH 234C	Course Not Available	
EDUC 204C	Research Seminars: Inquiry in Educational Psychology (8 semesters)	3

LLCS-Language, Literacy & Culture concentration

Select two courses from the following:		6
EDUC 240A	Language Study for Educators	
EDUC 240B	Theoretical Issues in the Study of Literacy	
EDUC 241B	Language Socialization	
EDUC 250A	Qualitative Research in Language/Literacy Education	
EDUC 250C	Discourse Analysis	
EDUC 252B	The Ethnography of Reading	
EDUC 293A/293L	Data Analysis in Education Research	4
One course from approved LLSC list		4
One course from approved lists in CD or POME		4
Two courses outside GSE		6

LLCS-Social & Cultural Studies concentration

EDUC 280A	Proseminar: Sociocultural Critique of Education	3
EDUC 280B	Proseminar: Sociocultural Critique of Education	3
EDUC 280C	Research Apprenticeship and Qualitative Methodology Seminar I	3
EDUC 280D	Research Apprenticeship and Qualitative Methodology Seminar II	3
Five Grad Electives in a concentration from:		5
	Ethnic Studies, History, Philosophy, Anthropology, Sociology, or professional school	
One GSE Core Course form CD or POME		1

POME-Policy & Organizations Research

EDUC 290A	Special Topics Seminars: Policy, Organization, Measurement, and Evaluation	1-4
Two Qualitative Methods Courses:		
EDUC 271B	Introduction to Qualitative Research Methods	3
EDUC 274A	Measurement in Education and the Social Sciences I	4
Individualized study list approved by advisor, including:		
Two Introductory courses:		
EDUC 260A	Issues in Educational Administration and Policy	3
EDUC 283B	Historical Perspectives on American Education	3
Select two Advanced courses from the following:		6
EDUC 261A	Organization Theory in Education and Other Social Services	
EDUC 283C	Course Not Available	
EDUC C265C	Research Advances in Race, Diversity, and Educational Policy	
One Special Topics Seminar in concentration area:		
EDUC 290A	Special Topics Seminars: Policy, Organization, Measurement, and Evaluation (topics vary by semester)	1-4
Select two Quantitative Methods Courses from the following:		6-8

EDUC 293A & EDUC 293L	Data Analysis in Education Research and Educational Data Analysis Laboratory	
EDUC 275B & EDUC 275L	Data Analysis in Educational Research II and Educational Data Analysis Laboratory II	
EDUC 274B	Measurement in Education and the Social Sciences II	
EDUC 276A	Introduction to Program Evaluation	
EDUC 276C	Practicum in Evaluation	
EDUC 276D	Theoretical Issues in Evaluation	
One Research Design course		4

POME- Quantitative Methods and Evaluation

EDUC 290A	Special Topics Seminars: Policy, Organization, Measurement, and Evaluation	1-4
Two Qualitative Methods Courses:		
EDUC 271B	Introduction to Qualitative Research Methods	3
EDUC 274A	Measurement in Education and the Social Sciences I	4
Introductory Courses:		
EDUC 293A/293L	Data Analysis in Education Research	4
EDUC 275B/275L	Data Analysis in Educational Research II	4
EDUC 274A	Measurement in Education and the Social Sciences I	4
EDUC 276A	Introduction to Program Evaluation	3
Minimum four courses in statistics, measurement, and evaluation:		
Individualized study list approved by advisor, including:		
QME Concentration Courses:		
EDUC 270B	BEAR Center Seminar	2,3
EDUC 274B	Measurement in Education and the Social Sciences II	4
EDUC 274C	Research Seminar in Measurement	4
EDUC 274D	Multidimensional Measurement	4
EDUC 275G	Hierarchical and Longitudinal Modeling	3
EDUC 276C	Practicum in Evaluation	2-4
EDUC 276E	Research Design and Methods for Program and Policy Evaluation	3
Approved Outside Concentration Courses:		
PB HLTH 240A	Course Not Available	4
PB HLTH 242C	Course Not Available	4
STAT 200A	Introduction to Probability and Statistics at an Advanced Level	4
STAT 200B	Introduction to Probability and Statistics at an Advanced Level	4
STAT C239A	The Statistics of Causal Inference in the Social Science	4
STAT C245C	Biostatistical Methods: Computational Statistics with Applications in Biology and Medicine	4

Field Papers

This is the step that calls for the student to pull together his/her graduate education course work, tutorials, and research into a coherent whole. Student is expected to relate what he/she learned to issues of concern in

their field of study, and to be able to take and defend positions on these varying issues. The Prequalifying Review for PhD degree students consists of the approval of two or three position papers (depending on the area of study) and a dissertation prospectus.

Prospectus

The dissertation prospectus is a preliminary version of the dissertation proposal and is usually five to ten pages in length. It is a statement of preliminary work (pilot studies, prior research findings, research goals,

hypotheses and methodology) as well as the theories, strategies, and analyses that will be used in the dissertation research. Check program requirements for the style in which the prospectus is to be written.

Qualifying Exam

The Qualifying Examination is the University's means of evaluating and certifying the adequacy and appropriateness of your preparation for the doctorate. This examination is required for all doctoral degree

programs in the Graduate School of Education. The Qualifying Examination is an oral examination of two or three hours duration. The Examination Committee is composed of four faculty members selected by the

student in consultation with his or her faculty adviser. The purpose of this examination is: To test eligibility of the student for admission to candidacy for the degree of Doctor of Philosophy in Education; and to evaluate his or her ability to complete a satisfactory doctoral dissertation.

CITI protocol course certifications

If conducting research using human subjects, student is required to take the online Collaborative IRB Training Initiative (CITI) course (citiprogram.org/default.asp) and submit a copy of the CITI Course Completion Record with the candidacy application. For more information, contact the Committee for the Protection of Human Subjects at: cphs.berkeley.edu.

Time in Candidacy

Dissertation Presentation/Finishing Talk

There is no formal defense of the completed dissertation. Education students are required to schedule a Proposal Review Meeting with their dissertation committee. Students are required to develop the prospectus into a proposal for this purpose.

Required Professional Development

Presentations

Students participate in the annual GSE Research Day

Professional Conference presentation

Students present in AERA or other national conferences

Teaching

The department gives students an opportunity to gain teaching experience. Our students work as Graduate Student Instructors, Readers or Tutors not only in Education but also in other departments on campus.

Normative Time Requirements

Total Normative Time is 3 years. See our website (<http://leep.berkeley.edu/sample-timeline>) for a sample timeline

Time to Advancement

Curriculum

Courses Required

EDUC 271B	Introduction to Qualitative Research Methods	3
EDUC 273C	Decision Making Based on Data Evidence	3
EDUC 273D	Decision Making II	3
EDUC 277A	Systemic Educational Reform I	3
EDUC 277B	Systemic Educational Reform II	3
EDUC 278B	Excellence and Equity 2: The Dynamics of Improving Schools and Districts	3
EDUC 279B	Resource Management 2	3
EDUC 290E	Special Topics Seminars: Special Topics Seminar	1-4
EDUC 278C	Milestone 2: Mapping the Professional Knowledge Base	3
EDUC 278D	Milestone 4: Research Design and Methodology	3
EDUC 294E	Thesis Seminar	1-4
EDUC 470C	Residency: Decision Making and Resource Management	3

See our website (<http://leep.berkeley.edu/program/milestone-sequence>) for more information

Field Papers

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Unit requirements

Described below are the two plans of study for completing an MA. The plan selected is generally a matter of personal choice. Some programs, however, restrict their students to a designated plan.

Plan I Requirements

20 semester units and a thesis, including at least eight units in 200 series Education courses. The remaining units are selected from 100 and 200 series courses in Education or related departments, including an School of Education core course. A maximum of one third of the total units may be taken on a Satisfactory/ Unsatisfactory basis. Please note that EDUC 299 Special Study and Research courses may not be used to meet the master's unit requirement.

The MA thesis is the report of a research investigation appropriate to the student's specialization. It should be succinct but comparable in style, organization, and depth of understanding to investigations of greater scope, such as the dissertations of doctoral candidates. It should offer a critique or synthesis that is the author's own original contribution. The thesis is written under the supervision of a three member faculty committee appointed at the time of Advancement to Candidacy and approved by the Head Graduate Adviser and the Dean of the Graduate Division.

Plan II Requirements

24 semester units and a Comprehensive Examination, including at least 12 units in 200 series Education courses. The remaining units are selected from 100 and 200 series courses in Education or related departments, including a School of Education core course. A maximum of one third of the total units as shown on your transcript may be taken on a Satisfactory/ Unsatisfactory basis. Please note that EDUC 299 Special Study and Research courses may not be used to meet the master's unit requirement.

The MA Comprehensive Examination is taken after Advancement to Candidacy. It can take the form of a written examination or a written seminar paper, which may include an oral examination.

The written examination, taking two or three hours to complete, examines students in their area of specialization.

Examinations are evaluated by the faculty adviser and at least one other faculty member.

The written seminar study is ordinarily completed in connection with an advanced seminar in the student's field of study. The topic is selected in consultation with both the faculty adviser and the instructor of the seminar. After completing the seminar study, the MA candidate may be required to pass an oral examination.

The faculty adviser and at least one other faculty member evaluate the seminar study.

Curriculum

Courses Required

Cognition & Development- Development in Mathematics and Science (DMS)

EDUC 200A	Culture and Cognitive Development: Theoretical Perspectives	3
EDUC 200B	Social Development	3
EDUC 214	Human Development and Education Seminar	1
Individualized study list approved by advisor, including selected research methods courses.		

Cognition & Development- Education in Math, Science, & Technology (EMST)

SCMATHE 210	Practicum in Science and Math Education Research and Development (2 semesters)	1-4
Select one Qualitative Methodology course from the following:		3
EDUC 228A	Qualitative Methodology (GSE requirement filled)	
EDUC 228B	Course Not Available	
EDUC 293V	Video-Analysis Seminar	
EDUC 290C	Special Topics Seminars: Cognition and Development	
Select one Qualitative Methodology course from the following:		4
EDUC 293A/293L	Data Analysis in Education Research (GSE requirement filled)	
EDUC 275B/275L	Data Analysis in Educational Research II	
PSYCH 205A	Course Not Available	
Select one Discipline course from the following:		4
EDUC 222A	Course Not Available	
EDUC 224A	Mathematical Thinking and Problem Solving	
EDUC 290C	Special Topics Seminars: Cognition and Development (Scientific Thinking and Learning)	
EDUC 290C	Special Topics Seminars: Cognition and Development (Learning Chance: Computer-Supported Inquiry into Probability)	
EDUC 290C	Special Topics Seminars: Cognition and Development (Paradigmatic Didactic Mathematics Problem Situation)	
Select One Curriculum & Technology Design course from the following:		4
SCMATHE 220	Instructional Design in Science and Mathematics Education	
EDUC 221A	Towards Ambitious Instruction in Mathematics: Research Into Practice	
EDUC 221B	Course Not Available	

EDUC 290C	Special Topics Seminars: Cognition and Development	
EDUC 295B	Technology, Curriculum, and Instruction	
One GSE core course from approved list		4
One course from Individual & Social Perspectives approved course list		4

Cognition & Development –Human Development & Education (HDE)

One core course outside the program area (see HDE Handbook)	4
Individualized study list approved by advisor, including selected research methods courses.	4

Cognition & Development – MA/Credential in Science & Mathematics Education (MACSME)

SCMATHE 210	Practicum in Science and Math Education Research and Development (2 semesters)	1-4
EDUC 224A	Mathematical Thinking and Problem Solving	3
or EDUC 290C	Special Topics Seminars: Cognition and Development	
EDUC 289	Course Not Available	4
EDUC 231	Introduction to Secondary School	2
or CHEM 303	Course Not Available	
EDUC 390D	Supervised Teaching in Mathematics and Science for Secondary Schools	2-6
EDUC 223B	Special Problems in Mathematics, Science and Technology Education	2-6
EDUC 283F	Urban Education	3
EDUC 207D	Assessment and Education of Exceptional Pupils in Regular Classes	2
EDUC 246A	Teaching Linguistic and Cultural Minority Students	1-3
EDUC 295B	Technology, Curriculum, and Instruction	3

CD - Developmental Teacher Education MA/ Credential Program

EDUC 149	Foundations for Teaching Language Arts	2
EDUC 158	Foundations for Teaching Reading in Grades K-8	2-3
EDUC 160	Foundations for Teaching Social Studies	2
EDUC 207D	Assessment and Education of Exceptional Pupils in Regular Classes	2
EDUC 211A	Development, Learning, and Instruction in Cultural Contexts	3
EDUC 211B	Social and Emotional Development	3
EDUC 236A	Science Education for Elementary School Children	2
EDUC 236B	Elementary Teaching in Mathematics	3
EDUC 246A	Teaching Linguistic and Cultural Minority Students	1-3
EDUC 283F	Urban Education	3
EDUC W289	Comprehensive Health Education for Teachers	1
EDUC 298C	Group Studies, Seminars, or Group Research--DCEMST	1-4
EDUC 290C	Special Topics Seminars: Cognition and Development	1-4
EDUC 390C	Supervised Teaching in Elementary Education	1-8
EDUC 391A	Technology, Curriculum, and Instruction	1
EDUC 392C	Arts in the Elementary Classroom	1

EDUC 393	Preparation for Completion of the Elementary Mathematics Performance Assessment	1
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Language, Literacy, Social & Culture – Social & Cultural Studies (SCS)

GSE-wide core courses (one from approved list)

EDUC 280A/280B	Proseminar: Sociocultural Critique of Education	3
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Individualized study list approved by advisor

Language, Literacy, Social & Culture – Cultural Studies of Sport in Education (CSSE)

Individualized study list approved by advisor, including:

3 CSSE-specific core courses		12
EDUC 257	Theoretical Foundations for the Cultural Study of Sport in Education	3
EDUC 294B	Thesis Seminar--ELLC (2 semesters)	1-6

Language, Literacy, Social & Culture – Language, Literacy & Culture concentration

Unknown - please specify courses

Language, Literacy, Social & Culture - Multicultural Urban Secondary English (MUSE) MA/Credential Program concentration

EDUC 245A	Approaches in Teaching English as a Second Language	3
EDUC 249C	Foundations in Reading (Learning from Text) for Secondary Schools	3
EDUC 207D	Assessment and Education of Exceptional Pupils in Regular Classes	2
EDUC 283F	Urban Education	3
EDUC 240A	Language Study for Educators	3
EDUC 244B	Methods for Teaching English in the Secondary Schools	4
EDUC 390A	Supervised Teaching for Secondary English	7
EDUC 295C	Integrating Technology into Secondary English Instruction	4
EDUC 289	Course Not Available	4
EDUC 212	Adolescent Development and the Teaching of Secondary English	3
EDUC 244C	Methods for Teaching English in the Secondary Schools	3
EDUC 390B	Supervised Teaching for Secondary English	8
EDUC 290B	Special Topics Seminars: Education in Language, Literacy, and Culture	1-4
EDUC 294B	Thesis Seminar--ELLC	1-6
EDUC 245A	Approaches in Teaching English as a Second Language	3

POME - Policy and Organizations Research concentration

24 course units and Comprehensive Exam (written + oral):

Individualized study list approved by advisor, including core courses below

EDUC 290A	Special Topics Seminars: Policy, Organization, Measurement, and Evaluation	1-4
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EDUC 290A	Special Topics Seminars: Policy, Organization, Measurement, and Evaluation	1-4
EDUC 276A	Introduction to Program Evaluation	3
EDUC 290A	Special Topics Seminars: Policy, Organization, Measurement, and Evaluation	1-4
Four Elective courses approved by advisor, including:		12-13
EDUC 293A/293L	Data Analysis in Education Research	
EDUC 260A	Issues in Educational Administration and Policy	
EDUC 283B	Historical Perspectives on American Education	
EDUC 261A	Organization Theory in Education and Other Social Services	
EDUC 271B	Introduction to Qualitative Research Methods	
EDUC 283C	Course Not Available	
EDUC C265C	Research Advances in Race, Diversity, and Educational Policy	

POME - Principal Leadership Institute (PLI) MA/Credential concentration

EDUC 262A	Urban School Leadership and Management 1	3
EDUC 262H	Urban School Leadership and Management 2	2
EDUC 271E	Issues in Teaching and Learning for Educational Leaders I	3
EDUC 271F	Issues in Teaching and Learning for Educational Leaders II	2
EDUC 262B	School Supervision: Theory and Practice	3
EDUC 262F	Organizational Policy and Teachers' Work	3
EDUC 272B	School Data Analysis for Principals	1-2
EDUC 294A	Thesis Seminar: Policy, Organization, Measurement, and Evaluation (POME)	1-4
EDUC 262C	Personnel Administration in School Systems and Social Organizations	3
EDUC 263B	Legal and Policy Issues in Urban Educational Leadership	3
EDUC 266B	School Site Finance and Resources 1	1
EDUC 272B	School Data Analysis for Principals	1-2
EDUC 460A	Practicum in School Site Management I	3
EDUC 460B	Practicum in School Site Management	1-2
EDUC 460C	Research Practicum in Administration	3

Education

EDUC 200A Culture and Cognitive Development: Theoretical Perspectives 3 Units

The seminar explores Piaget's and Vygotsky's seminal frameworks for the analysis of cognitive development and recent extensions of their work. A focus will be on culture and its representation in treatments of cognition.

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Saxe

EDUC 200B Social Development 3 Units

An examination of theory and research on social development from childhood to early adulthood. Review of different theoretical orientations to social cognition, morality, psychosexual development, and the role of social-environmental factors.

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Turiel

EDUC 200C Culture and Cognitive Development 3 Units

This course explores advanced topic in Piaget's and Vygotsky's frameworks for the analysis of cognition development. Of particular concern is the representation of cultural processes in each treatment. Reading will include primary sources from these authors and contemporary writers who extend and critique the treatment of culture in each.

Rules & Requirements

Prerequisites: 200A and consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Saxe

EDUC 200D Psychosocial Development: Identity, Culture, and Education 3 Units

This course is a doctoral seminar in developmental psychology, with a broad focus on psychosocial development and its impact on children in educational contexts. The course begins with a discussion of Erikson's psychosocial theory and the sociocultural perspectives of Vygotsky and other theorists. We then review some of the major psychosocial variables related to educational achievement, including competence, motivation, self-concept, self-efficacy, self-regulation, and volition. We touch briefly on moral development and values as psychosocial factors affecting correlates. We examine (a) how social and personal identity factors are used to explain underachievement (e.g., cultural ecological theory and stereotype threat), (b) the role of identity in different cultural groups, (c) the impact of these factors on teacher and student behavior, and (d) the role that identity plays in helping students develop a sense of future.

Rules & Requirements

Prerequisites: One course in statistics

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Worrell

EDUC 200G Socialization Processes within the Family 3 Units

This course provides an overview of theoretical perspectives on family socialization. We review the empirical literature on child-rearing practices and their relationship to children's socioemotional development. We also examine family beliefs and routines in the context of culture and social class. Students in the course write a literature review on a family socialization topic of their choice.

Rules & Requirements

Prerequisites: Graduate Student Standing

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Holloway

EDUC 200H Cognitive Development: Neo Vygotskian Approaches 3 Units

This seminar explores interpretations, extensions, and reformulations of Vygotsky's writings on cognitive development. The seminar will consider Vygotsky's books, *Thought and Language* and *Mind in Society*, and also read scholars who build on Vygotsky's seminal ideas--these including his students, like Luria and Leontiev, as well as contemporary writers. A focus throughout the seminar will be on activity-oriented treatments of cognition that incorporate social and historical processes.

Rules & Requirements

Prerequisites: EDUC 200A or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Saxe

EDUC 201A Psychology of Reading 3 Units

Comparison and analysis of the psychological and linguistic evidence underlying whole language and skills methods of reading instruction. Topics include reading readiness, emergent literacy, the English spelling system and decoding, vocabulary development, models of reading, individual differences, and comprehension and schema theory.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Cunningham

EDUC 201B Seminars in Intellectual Development 2 Units

Intensive examination of advanced topics, which will vary from year to year in the areas denoted by the titles of the following sections: # (1) Cognitive Development # (2) Learning and Memory Development # (3) Language.

Rules & Requirements

Prerequisites: Relevant courses from the 200 sequence and consent of instructor

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Cunningham or Gearhart

EDUC 202A Development of Elementary Numerical Understandings 3 Units

The seminar examines seminal and contemporary conceptual and empirical literature on the development of elementary mathematical understandings. Key themes will include: (a) children's developing mathematical understandings; (b) children's developing use of varied representational forms in problem solving (number lines, area models, discrete models); (c) children's and adults' participation in varied in-and out-of-school collective practices that support mathematical thinking

Rules & Requirements

Prerequisites: EDUC 200A or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Saxe

EDUC 202D Seminars in Social and Personality Development 2 Units
Intensive examination of advanced topics, which will vary from year to year (1) Social Development # (2) Motivation # (3) Personality Development.

Rules & Requirements

Prerequisites: Relevant courses from the 200 sequence and consent of instructor

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Turiel

EDUC 204C Research Seminars: Inquiry in Educational Psychology 3 Units

The doctoral program in Educational Psychology requires that students complete extensive projects of documentary and empirical research. As they engage in these projects, students will enroll (ordinarily during alternate years) in appropriate sections of this seminar. At each meeting, participants will present their own projects, and analyze those presented by others.

Rules & Requirements

Prerequisites: Consent of instructor

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Worrell

EDUC 205 Instruction and Development 3 Units
Examination of cognitive developmental approaches and their implication to instruction. Review of different learning theories that frame current issues of instructional design, teaching, and motivation, in relationship to educational equity and teacher learning/development.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Murata

EDUC 207B Individual Appraisal of Intelligence 4 Units
Theories of intelligence as applied to the assessment of intelligence, measurement concepts applied to intelligence tests, development, administration and interpretation of the WISC-R, Stanford-Binet, and other issues pertaining to intelligence testing. Current controversial issues in testing, including issues pertaining to test bias and legal aspects of testing.

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture and 6 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 207C Diagnosis of Human Handicaps 4 Units

Reviews current criteria for eligibility for programs for the handicapped and evaluates available procedures for making diagnostic decisions. Special topics may include diagnosis of learning disabilities, mental retardation, neurological handicaps, emotional and behavioral disorders.

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture and 6 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 207D Assessment and Education of Exceptional Pupils in Regular Classes 2 Units

Methods for assessment of handicapped children and implication for their education in regular classes. Such topics as nondiscriminating testing, least restrictive environments, alternative programs, parent communication, interpersonal relationships, characteristics, behavior of exceptional pupils are covered in studies of individual exceptional children in regular classes.

Hours & Format

Fall and/or spring: 15 weeks - 1 hour of lecture and 1 hour of discussion per week

Summer: 8 weeks - 4 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 211A Development, Learning, and Instruction in Cultural Contexts 3 Units

Introduction to theories of human development and their application to elementary and preschool education. Topics include cognitive development, moral and social development, language acquisition, psycho-social perspectives on social-emotional development and a developmental analysis of classroom organization. Also supervised child study, individual and small group tutoring, and field experiences.

Rules & Requirements

Prerequisites: Admission to Developmental Teacher Education program or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Gearhart

EDUC 211B Social and Emotional Development 3 Units

Introduction to theories of human development and their application to elementary and preschool education. Topics include cognitive development, moral and social development, language acquisition, psycho-social perspectives on social-emotional development and a developmental analysis of classroom organization. Also supervised child study, individual and small group tutoring, and field experiences.

Rules & Requirements

Prerequisites: Admission to Developmental Teacher Education program or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer: 8 weeks - 5 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Gearhart

EDUC 211C Advanced Human Development and Education 4 Units

Advanced principles of human development and their application to teaching and learning school subjects. Also supervised child study, individual and small group tutoring, field experiences.

Rules & Requirements

Prerequisites: Admission to Developmental Teacher Education Program or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Saxe

EDUC 211D Advanced Human Development and Education 4 Units

Advanced principles of human development and their application to teaching and learning school subjects. Also supervised child study, individual and small group tutoring, field experiences.

Rules & Requirements

Prerequisites: Admission to Developmental Teacher Education Program or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Saxe

EDUC 212 Adolescent Development and the Teaching of Secondary English 3 Units

This graduate seminar relates the goals of secondary English teaching to three major themes in the study of adolescent development: rationality, morality, and identity. These themes are then explored with reference to urban youth, along with other themes emerging from research in urban settings. The theme of identity is pursued further through a consideration of adolescents' "self-theories" and their motivational consequences. Students write papers on related topics for a class anthology.

Rules & Requirements

Prerequisites: Enrollment in the Multicultural Urban Secondary English Teaching Credential Program

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Ammon

EDUC 213A Theoretical and Scientific Bases for School Psychology, Part I: Childhood 3 Units

Historical and contemporary overview of the professional specialty of school psychology. Examines the empirical evidence for developmental and learning models in relation to the school curriculum and school organization for birth through pre-adolescence.

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of lecture and 3 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Perry

EDUC 213B Theoretical and Scientific Bases for School Psychology, Part II: Adolescence 3 Units

Historical and contemporary overview of the professional specialty of school psychology. Examines the empirical evidence for developmental and learning models in relation to the school curriculum and school organization for birth through pre-adolescence.

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of lecture and 3 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Donohue

EDUC 213C School-Based Consultation 3 Units

Theories of consultation, consultation methods, and research on consultation applicable to primary and secondary prevention of school failure and school psychology practice.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Worrell

EDUC 213D Educational Interventions for the School Psychologist 3 Units

Theories and procedures for individual and group assessment of children's learning and behavior problems as applied to the design of individual and group programs in the classroom.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 213L Laboratory for School Psychology 1 Unit

Laboratory section to evaluate field work records and for supervision of school assignment. Must be taken concurrently with 213A-213B-213C-213D.

Hours & Format

Fall and/or spring: 15 weeks - 1 hour of discussion and 6 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

EDUC 214 Human Development and Education Seminar 1 Unit

Introduction to the field of human development for first year doctoral students.

Rules & Requirements

Prerequisites: Graduate standing and consent of instructor

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 1.5 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

Instructor: Holloway

EDUC 215 Socialization Processes Within the Family 3 Units

This course provides an overview of theoretical perspectives on family socialization. We review the literature on parental beliefs and child-rearing practices and study how families affect children's social development. We also examine families in the context of culture and social class. The course concludes by focusing on the relationship between families and schools. Course requirements: class participation, three short papers, reaction notebook.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Holloway

EDUC 221A Towards Ambitious Instruction in Mathematics: Research Into Practice 3 Units

In this course, students learn to turn mathematics education research into practice through the vehicle of lesson design. Students work in collaborative teams consisting of one beginning mathematics teacher in a teaching credential program and one or more doctoral student researchers. Together each team is responsible for designing, justifying, implementing, researching, and re-designing a lesson that seeks to embody one key aspect of the teacher's vision of effective mathematics instruction.

Rules & Requirements

Prerequisites: Graduate standing or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Engle

EDUC 221C Scientific Cognition: Development, Learning, and Instructional Design 3 Units

Examination of the relation between development, learning, and instruction of scientific cognition, from the perspective of the cognitive developmental and cognition and instruction research literatures. The course project takes the form of the design, implementation and microgenetic analysis of a short-term educational design experiment. Emphasis on K-8.

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Metz

EDUC 223B Special Problems in Mathematics, Science and Technology Education 2 - 6 Units

Study of special problems and issues in education related to mathematics, science and technology. Sections may vary from semester to semester.

Rules & Requirements

Repeat rules: Consent of instructor required. Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 2-6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 224A Mathematical Thinking and Problem Solving 3 Units

This course explores contemporary research on mathematical cognition, with a particular emphasis on "higher order thinking skills" and mathematical problem solving. We discuss various frameworks for characterizing mathematical behavior and various methodologies for examining it. As an "action oriented" course in the EMST curricular sequence, this course includes a major course project. In their project, students engage in research incorporating the main ideas studied in the course.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Schoenfeld

EDUC 224B Paradigmatic Didactical Mathematical Problematic Situations 3 Units

Paradigmatic Didactical Mathematical Problematic Situations are contexts for collaborative inquiry into the practice, epistemology, and pedagogy of mathematics. Building on the Learning Sciences literature, the course creates opportunities for students to engage in interesting mathematical problems from secondary-school content. Final projects include design, implementation, and analysis of a lesson. Meets the "Discipline" programmatic requirement of graduate students in EMST and MACSME.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Abrahamson

EDUC 224C Gender, Mathematics and Science 3 Units

The course explores commonly asked questions concerning gender, mathematics, and science. We will discuss whether these are appropriate questions and examine evidence related to the questions. This course will also consider whether policies and practices concerning gender, mathematics, and science should be changed and, if so, identify some of the steps that could be taken to improve the current situation.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Linn

EDUC 224D Survey of Current Research and Issues in Mathematics Education 3 Units

This course builds foundational knowledge of important contemporary issues and research in mathematics education. The seminar is designed around readings, discussion, and course activities aimed at developing a comprehensive grounding in the literature on current research and innovations in mathematics education as well as historical debates surrounding student achievement, curriculum, teaching practice, and teacher preparation.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Suad-Bakari

EDUC 226 Constructive Epistemology 3 Units

Many approaches to education take the knowledge to be taught as fixed, and the manipulable objects to be things like methods. By focusing on knowledge per se: what is it; how is it organized and encoded in humans, we are led to questions about what should be taught, based on principles of learnability, etc., rather than just "effective methods." This tactic is valuable in view of the radical changes information technology may have on what we need to teach and what general areas are teachable.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: diSessa

EDUC 228A Qualitative Methodology 3 Units

The course will be organized by principal activities: group readings, book reports, expert and novice methodology presentations, in-class research and analysis, and student research. For each activity, we will look at the full breadth of methodology, from "how-to" methods and specific areas of concern to general questions including: what constitutes objective data, what are strengths and weaknesses of methods in regard to various issues, and what are the relations between theory and data?

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Metz, Saxe

EDUC 229D Discourse and Learning in Math and Science Classrooms 3 Units

This seminar is an introduction to research on how language and other forms of communication influence what and how people learn. Students are introduced to influential theories of discourse from sociolinguistics, psycholinguistics, and the philosophy of language and learn about how they have been used to understand learning, especially in math and science classrooms. Students take turns helping lead discussion and complete a project relevant to the topic and their own research interests.

Rules & Requirements

Prerequisites: Graduate standing, or advanced major in Linguistics, Cognitive Science, or related field with consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Engle

EDUC 229F Conceptual Change 3 Units

"Conceptual change" concerns broad and deep changes in a person's knowledge about a domain. This opposes it, for example, to the learning of facts and skill acquisition. The course emphasizes recent cognitive science-oriented approaches to: defining "broad and deep" learning; understanding its properties. It draws on diverse other approaches including developmental psychology; analogies to the history of science; "misconceptions;" computational and epistemological approaches.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: di Sessa

EDUC C229A Proseminar: Problem Solving and Understanding 3 Units
Students will examine problem solving in children and adults, from a predominantly cognitive science perspective, beginning with an examination of thinking involved in diverse problem types. Students will then analyze the literature concerning cognitive issues that transcend problem types, including representation, "understanding," access and availability of knowledge, access to one's own cognitive processing, categorization, the architecture of knowledge, and the control of cognition.

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Also listed as: PSYCH C223

EDUC 231 Introduction to Secondary School 2 Units
Seminars, lectures, workshops to meet requirements for the single subject credential. Subject areas include educational psychology; instructional strategies; learning processes; and secondary school mathematics, science, and technology.

Rules & Requirements

Prerequisites: Admission to a credential program

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 235 Elementary Teaching in Mathematics and Science 3 Units
Curriculum, instructional theory, and methods for teaching mathematics and science in elementary schools.

Rules & Requirements

Prerequisites: Admission to Developmental Teacher Education Program or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 236A Science Education for Elementary School Children 2 Units
This course examines how to effectively teach science to elementary school children through analyses of what it means to think scientifically, the goals of science instruction, the nature of children's scientific reasoning and its relation to instructional opportunities, critical study and revision of different curricula, and examination of excellent instruction.

Rules & Requirements

Prerequisites: Admission to Developmental Teacher Education program

Hours & Format

Summer: 8 weeks - 4 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Metz

EDUC 236B Elementary Teaching in Mathematics 3 Units
This course is designed to strengthen methods for students' mathematical development. Students will gain facility with methods that support the learning of children with diverse instructional needs. The course emphasizes an inquiry-based approach that includes the use of rich problems, appropriate tools and representations, various discourse formats, and ongoing assessment.

Rules & Requirements

Prerequisites: 211A, 236A, and 390C

Hours & Format

Fall and/or spring: 15 weeks - 1 hour of lecture and 2 hours of discussion per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Gearhart

EDUC 240A Language Study for Educators 3 Units

This course will introduce students to the broad areas of language study and explore the implications of such study for teaching and learning. Among course topics are: the nature of language, the meanings of "grammar," the varieties of English, the development of language in the preschool and school years. This course will be required for all Ed.D. students and recommended as an introductory course to all students who have had no formal coursework in linguistics.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Baquedano-Lopez

EDUC 240B Theoretical Issues in the Study of Literacy 3 Units

Students will review trends in literacy theory, and then will examine current theories of written language acquisition and literacy learning. Connections will be made between research, theory, and practice.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Hull, Mahiri

Formerly known as: 242

EDUC 240C Issues in First and Second Language Acquisition 3 Units

This course deals with issues related to language learning and development in school-age children. How do they acquire the language skills needed for literacy and academic development? How do children make the transition from home to school language use? How do children learn a second language? What happens when learning a second language results in the loss of the first language? We will consider the educational, social and cognitive implications of these issues.

Rules & Requirements

Prerequisites: Course in linguistics or language acquisition

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: 254C

EDUC 240D Foundations of Curriculum Theory in the United States: A Survey 3 Units

This course explores the development of curriculum theory and the role of the curriculum specialist in the United States since the Progressive Period. Emphasizing a survey of classic texts and key figures, the course covers the development of three schools of thought: social efficiency approaches, child-centered approaches, and social reconstructionist approaches. It concludes with a study of curriculum theory since the Reconceptualists.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 241B Language Socialization 3 Units

Throughout the lifespan we are socialized through language to become competent participants and members of various groups and communities, including schooling institutions. For the past 20 years, this theory and method for analyzing human development has made important contribution to our understanding of how we learn to become competent members of community, how we learn through language, and how we are socialized into language. This course will provide opportunities to overview the theoretical cornerstones of language socialization as a field of study, as well as review current studies and chart future research trajectories. Course participants are expected to collect and analyze audio/video data from any educational and other learning context where language socialization might be taking place.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Baquedano-Lopez

EDUC 241C Narrative across Learning Contexts 3 Units

The study of narrative has solidified into an important body of literature that is of particular relevance to educators. Across learning contexts, narrative is a ubiquitous literacy tool, and as such, it underlies many learning activities. We tell narratives for their potency to explain, rationalize, and delineate past, present, and possible experience. This narrative act is a collaborative undertaking, co-told and designed with the audience's input, addressing an audience's present and future concerns. Narrative can thus potentially create shared understandings and community among those participating in narrative activity, yet narratives can become sites for rejection and contestation. Narrative is also a socializing tool. The course will also address methodological approaches to the study of narrative that are relevant to the field of education. Students enrolled in this course are expected to collect narrative samples from naturally occurring interactions (video and audio-taped conversation, classroom interaction), written narrative texts, or other.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Baquedano-Lopez

EDUC 241D Perspectives on Classroom Discourse 3 Units

This course is designed to provide opportunities for students to observe and analyze classroom talk and interaction, and the language of classroom material and ideological artifacts. In this course we will survey the classic literature on classroom discourse and we explore new orientations to the study of classroom talk. We will draw from literature from interrelated disciplinary perspectives that include linguistics, language socialization, linguistic anthropology, conversation analysis, ethnomethodology, and the ethnography of speaking.

Hours & Format

Fall and/or spring: 15 weeks - 1 hour of lecture and 2 hours of discussion per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Baquedano-Lopez or Sterponi

EDUC 241E Design, Practice, and Policy in Educational Settings for English Language Learners 3 Units

We will examine the instructional design, practice, and policies that shape educational contexts for English Language Learners (ELLs) in urban schools. The topics address the relationship between language policy, immigration, language development, and the intersections of race and ethnicity. The course will also survey key research on language use, bilingualism, and second language acquisition and how the findings of this research are reflected on educational practices and policies.

Rules & Requirements

Prerequisites: Good standing in LEEP

Hours & Format

Summer: 8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Baquedano-Lopez

EDUC 243 Advanced Qualitative Methods 3 Units

The goal of this class is to provide students with ongoing opportunities to expand their qualitative methodological toolkit, with particular emphasis on the following topics: developing a conceptual framework, study design, data collection, data analysis and representation, and writing social sciences research. These topics will be examined in the context of the design, development, and write-up of students' own research.

Rules & Requirements

Prerequisites: One seminar of introductory qualitative methods or equivalent

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Gutierrez

EDUC 244B Methods for Teaching English in the Secondary Schools 4 Units

This methods course introduces the teaching of secondary English. It focuses on theories for grounding classroom decisions and connects theory and practice. The course models effective approaches to teaching English and introduces issues in constructing a secondary English curriculum. Students gain a foundation for developing plans for lessons and units of instruction as well as a sense of how to build academic communities of diverse learners, including non-native speakers of English.

Rules & Requirements

Prerequisites: Enrollment in CLAD/Secondary Schools credential program

Hours & Format

Fall and/or spring: 15 weeks - 4 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Freedman, Cziko

EDUC 244C Methods for Teaching English in the Secondary Schools 3 Units

The second semester of the methods course is designed to continue introducing the teaching of English, with a focus on strategies grounded in an understanding of theories of teaching and learning. Besides considering the English curriculum in general, the course focuses special attention on several topics, such as second language learners and the uses of technology in the English classroom. It also explores the uses of portfolios for tracking student learning and for assessing teachers' growth. By the end of the term, students will have a repertoire of theoretically grounded strategies to use to meet the learning needs of diverse student populations.

Rules & Requirements

Prerequisites: Enrollment in CLAD/Single Subject English Credential Program and 244B

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Freedman, Cziko

EDUC 245A Approaches in Teaching English as a Second Language 3 Units

This course is primarily concerned with methods of teaching English as a second language (ESL) to K-12 students and adults. Traditional methods emphasizing the development of structural knowledge, and new methods focused on the development of communications skills, will be examined. Topics include teaching English through content instruction, "structured English immersion," syllabus and curriculum design, second language reading, and language testing for placement and evaluation.

Rules & Requirements

Prerequisites: Applied linguistics course or a course in second language acquisition

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer:

6 weeks - 7.5 hours of lecture per week

8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: 243B

EDUC 246A Teaching Linguistic and Cultural Minority Students 1 - 3 Units

The objective of this course is to prepare teachers to work with linguistic minority students. We will consider ways in which different groups socialize children for learning and ways in which learning patterns acquired in the home can conflict with the culture of school. Student teachers will consider instructional approaches for working with linguistically and culturally diverse students in their classrooms.

Rules & Requirements

Prerequisites: Admission in a teaching credential program

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 1-3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 247C New Literacies of Digital Youth 3 Units

This course explores new practices of literacy by contemporary youth enabled by digital technologies in places beyond schools. It also assesses how these practices work to enhance or impede literacy and social development in schools. It develops a New Literacy Studies conceptual framework and an ethnography of communications methodological framework for students to understand and analyze these new literacy practices.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Mahiri

EDUC 249A Strategies for Teaching Students with Reading/Language Arts Difficulties 3 Units

249A is closely related to and dependent upon 249B. 249A examines the development of curricula in reading and the language arts that addresses the strengths and weaknesses determined in the assessment process developed in 249B. Emphases include: formal and informal assessment procedures in reading for majority/minority populations, diagnostic teaching (including issues of cultural diversity,) individual and group instructional strategies for scaffolding learning, including cooperative learning/interactivae strategies, and thematic instruction, content area reading strategies, and parent involvement. The class explores theoretical models of language acquisition and models of bilingual education.

Hours & Format

Summer: 6 weeks - 6 hours of lecture and 8 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: 246

EDUC 249B Evaluation and Assessment in Reading and Literacy Instruction 3 Units

Explores both formal (e.g., standardized measures) and informal (e.g., reading inventories, portfolios) measures of assessing reading and writing ability. The course is designed to familiarize students with the most widely used reading measures, to develop competency in administering and interpreting these measures, and to develop an understanding of current issues in the assessment of reading comprehension. Students will explore the issues of cultural bias in testing, the organization and display of student knowledge in different formats, and expectations for the achievement of cultural and linguistic minority students.

Hours & Format

Summer: 6 weeks - 9 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: 257

EDUC 249C Foundations in Reading (Learning from Text) for Secondary Schools 3 Units

Introduction to reading and writing in secondary school settings, basic literacy skills, instructional materials and approaches, and assessment procedures appropriate for use in secondary content area courses. Learning from text theory to practice.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture and 1 hour of fieldwork per week

Summer:

6 weeks - 8 hours of lecture and 3 hours of fieldwork per week

8 weeks - 6 hours of lecture and 2 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 250A Qualitative Research in Language/Literacy Education 3 Units

Focuses on students' and teachers' use of language from interrelated perspectives, particularly developmental, sociolinguistic, and ethnographic. Designed to provide students with a view of the classroom as a unique setting whose aims are fostered or rendered problematic by the nature of language use. Students conduct small-scale studies in classroom settings.

Rules & Requirements

Prerequisites: 241A (formerly 244B) or 240A (formerly 245B); or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Baquedano-Lopez

Formerly known as: 256B

EDUC 250B Second Language Acquisition: Concepts and Theories 3 Units

Psycholinguistic theory and research on the acquisition of second languages by learners at secondary and post-secondary institutions. How do adults learn languages other than their own in instructional settings? What skills can they transfer from their native languages, and literacy in L1 transfer to the way the L2 is used in its spoken and written forms? Exploration of various hypotheses and theories that consider language learning from a linguistic, cognitive and discourse perspective. Topics include: interlanguage hypothesis, input, transfer and variation in second language acquisition, interlanguage strategies, affective and cultural variable, schema theory, speech act and discourse theory, and cross-cultural pragmatics.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Kramsch

Formerly known as: 253A

EDUC 250C Discourse Analysis 3 Units

Examination of the major linguistic, psycho- and sociolinguistic concepts and theories of discourse and their application to the analysis of spoken and written texts in education. Topics include: coherence and cohesion, deixis, speech acts, genres, systematics of conversation and ritual constraints, scripts and frames, information structure, narrative structure.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Kramsch

EDUC 250D Language and Identity 3 Units

Relationship between language as social practice and the construction of individual and collective identity, and its significance in educational contexts. Topics covered include language as embodied practice, language and subjectivity, pedagogy and symbolic control, language learning as mediated action and as the social symbolic construction of identity, writing and textual identity, authorship and voice, language learning memoirs as acts of identity, the politics of recognition, linguistic human rights.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Kramsch

EDUC 250E Multilingualism 3 Units

Many people today grow up, live and work in different languages and cultures. How do they experience the superdiversity of today's world? This course gives a multidisciplinary overview of individual and societal multilingualism with particular focus on: language standardization, linguistic diversity and hybridity, language rights and ideologies, the challenges presented by heteroglossia, multimodality, multiliteracy and the multilingual identity of the multilingual individual.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Kramsch

EDUC 252A Reading Research: Sociocognitive Perspective 3 Units

An examination of selected topics on reading research including historical aspects of reading research, word recognition, reading comprehension, the relationship between decoding and comprehension, attitudes toward reading, and models of the reading process.

Rules & Requirements

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Cunningham

Formerly known as: 251

EDUC 252B The Ethnography of Reading 3 Units

This course approaches reading as a socio-cultural activity and considers recent ethnographic work on reading practices in different educational settings, communities, and historical epochs. By considering how reading is differently conceived and realized in a wide range of contexts, this course will shed light on reading as a historically contingent, ideologically shaped, and socio-culturally organized practice. More specifically, this course has a twofold aim: 1) to introduce students to recent ethnographic research on reading practices; 2) to familiarize them with ethnographic methodology. To this scope, in addition to reading exemplary studies of reading practices, students will also conduct a small-scale ethnographic research project in settings of their choice.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Sterponi

EDUC 253A Research in Writing 3 Units

Critical examination of major theories and approaches to research in writing. Preparation for designing and conducting research projects on the written language.

Rules & Requirements

Prerequisites: 240B (formerly 242) or consent of instructor

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Freedman

Formerly known as: 252

EDUC 257 Theoretical Foundations for the Cultural Study of Sport in Education 3 Units

The cultural study of sport examines the ways in which institutionalized physical activity embodies and reflects social meanings and identities. The social practice of sport provides a space in which dominant discourses of race, gender, and social class are reproduced and resisted. As these physical activities become institutionalized, commercialized, and embedded within educational institutions themselves, individuals must navigate a nuanced and often conflicted terrain in their respective participation and performance. This course, then, examines the role of sport in society broadly and the relationship of sport and education more specifically. The curriculum reviews the writing and research on sport and education from a sociological, psychological, and philosophical perspective, with a particular focus on the constructed divide of mind and body, as manifested in the institutional conflicts between school and sport.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Van Rhee

EDUC 258 Academic Support Services for Student Athletes 3 Units

The increased institutionalization and regulation of intercollegiate athletics have created a new and specialized career field composed of counselors, academic advisers, learning specialists, tutors, and technological and administrative support staff. This course will investigate the historical, philosophical, and ethical foundation of these services, focusing in particular on the analysis of an academic advising and tutorial program for student athletes.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Van Rheenen

EDUC 260A Issues in Educational Administration and Policy 3 Units
(Required of all students in the Division of Educational Administration and Evaluation.) Concepts, theories, and issues related to administration and evaluation. Application is made to governmental policy for school systems.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Fuller

EDUC 260C Issues in Urban Educational Leadership I 1 Unit
This course gives candidates an opportunity to pull together the four concentration areas of the master's program: Teaching and Learning (TI), Educational Organizational Leadership and Management (EOLM), Education Change and Reform (ECR), and Issues in Urban Education (IUE). Graduate candidates will deepen their inquiry through the use of problem-solving and reflection as they apply the theory of course work to the daily reality of becoming leaders in schools.

Hours & Format

Summer: 6 weeks - 2.5 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Treadway

EDUC 260D Issues in Urban Educational Leadership 1 Unit

This course will provide students the opportunity to make connections between theory and practice as candidates look forward to positions as site-based leaders.

Rules & Requirements

Prerequisites: Admission to the Principal Leadership Program

Hours & Format

Summer: 6 weeks - 2.5 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Tredway

EDUC 260E Good Schools for All Children 3 Units
The course brings together three bodies of knowledge, developed by people who often work quite separately in the academy: philosophical discourses on the aims of education; research on effective schools and instruction; socio-cultural critiques of schooling inequities. Our quest in this course is to derive from these bodies of theory a conceptualization of the good school around the aims of performance, understanding, and justice.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Mintrop

EDUC 261A Organization Theory in Education and Other Social Services 3 Units

Concepts of power, authority, legitimacy, professions, controls, incentives, etc., as they apply to education or other social services.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Fuller

EDUC 262A Urban School Leadership and Management 1 3 Units

The purpose of this course is to ground aspiring urban leaders in the essential ideas and values that guide their work in schools and their studies in the Principal Leadership Institute. It provides opportunities for future school leaders to deepen their notions of what socially just schools look like, and why; to analyze the challenges to creating socially just schools in urban centers; and to imagine the possible actions that leaders can take to promote such schools.

Rules & Requirements

Prerequisites: Admission to the Principal Leadership Institute Program

Hours & Format

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Trujillo

EDUC 262B School Supervision: Theory and Practice 3 Units

Concepts and practices associated with the analysis of teaching and clinical supervision of teachers in urban systems. The role of the urban school leader in supervising teachers.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Tredway

EDUC 262C Personnel Administration in School Systems and Social Organizations 3 Units

Concepts and practices related to the administration of personnel services in urban school systems and social organizations.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Tredway

EDUC 262D Research Group on the Working Lives of Teachers 3 Units

Research group for graduate students specializing in research on teachers' work and organizational and policy contexts of teaching. Complements but does not substitute for foundational course work in research methods or substantive areas of specialization. Strengthens preparation for research through (a) consultation and feedback on research design, data collection, analysis, and writing; and (b) reading and discussion on selected topics related to teachers' work.

Rules & Requirements

Prerequisites: Consent of instructor

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Little

EDUC 262F Organizational Policy and Teachers' Work 3 Units

Students will examine the ways in which state, district, and workplace policy bears upon various aspects of teachers' work. Special emphasis is given to the way in which policy choices--at whatever level--shape the experience of teaching and the organization of schooling. Among the policy areas considered are those governing membership in the teaching occupation, teaching assignments, classroom autonomy regarding curriculum and instruction, performance evaluation, and opportunities for professional development. This course is a requirement for students in educational administration and those students completing the Professional Administration Services Credential. It is open to all other interested students.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Little

EDUC 262G Research on the Education of Teachers 3 Units

The course focuses on research on the education of prospective and practicing teachers, and on the institutional, organizational and policy contexts in which that research has been pursued. It is designed for students who are interested in doing research in this field or in becoming teacher educators, and is built on several organizing questions. What is the work (and workplace) for which teachers are being prepared? What is the occupational conception of teaching that underpins practice, policy, and research? What is the significance of teacher education's fluctuating fortunes and shifting institutional forms? What is the field's capacity for research on teacher education? By comparison with research on teaching and learning, research on the education of teachers has been under-developed both conceptually and methodologically. Throughout the course, we will be judging the accomplishments and limitations of this field of practice and study, and locating opportunities for future research and development.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Little

EDUC 262H Urban School Leadership and Management 2 2 Units

The purpose of this course is to build on the essential ideas and values discussed in EDUC 262A: Urban School Leadership and Management I by focusing on effective teaching. This instructional vision guides the work of leaders in schools. It provides opportunities for future school leaders to deepen their notions of what socially just schools look like, and why; to analyze the challenges to creating socially just schools in urban centers; and to imagine the possible actions that leaders can take to promote such schools. The course will be framed by one major question. Goals have been listed under each question.

Rules & Requirements

Credit Restrictions: Students will receive no credit for Education 262H after taking Education 262A.

Hours & Format

Summer: 6 weeks - 5 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Cheung

EDUC 263A Legal Issues in Educational Practice 1 - 3 Units

Legal structures and practices in Education for teachers and counselors. Teacher, pupil, counselor rights and responsibilities.

Hours & Format

Fall and/or spring: 15 weeks - 0 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 263B Legal and Policy Issues in Urban Educational Leadership 3 Units

This course will explore the statutory and judicial constraints upon local decision making as well as the areas in which site decision making is permitted and required.

Rules & Requirements

Prerequisites: Admission to the Principal Leadership Institute Program

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 265A Economics of Education and Other Social Services 3 Units

Topics to be considered include the following: alternative methods of assessing the contribution of education to economic growth, demand for education services, education production functions, cost analysis and sectorial planning, economic aspects of innovation.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Grubb

EDUC C265C Research Advances in Race, Diversity, and Educational Policy 3 Units

This introductory graduate seminar will engage the research literature on race, diversity, and educational policy to provide a foundation for examining contemporary issues in American public schooling. We will examine research on race, culture, and learning alongside more policy driven research on school structures, governance, finance, politics, and policy. In doing so, we will blend micro level examinations of teaching and learning with macro level considerations of politics and policy.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Nasir, Perry, Scott, J.

Also listed as: AFRICAM C265

EDUC 266B School Site Finance and Resources 1 1 Unit

The purpose of this course is to ground aspiring urban school leaders in the essential concepts, skills, and demands related to managing school finance and resources at the site level. Specifically, it will focus on resource allocations and concepts of equity with resources allocations.

Rules & Requirements

Prerequisites: Admission to the Principal Leadership Institute Program

Hours & Format

Fall and/or spring: 15 weeks - 1 hour of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Cheung

EDUC 266C School Site Finance and Resources II 2 Units

The purpose of this course is to ground aspiring urban school leaders in the essential concepts, skills, and demands related to managing school finance and resources at the site level. Specifically, it will focus on understanding funding sources, analyzing resource allocations, governance related to resource allocations, and leveraging different types of resources.

Rules & Requirements

Prerequisites: Admission to the Principle Leadership Institute Program

Hours & Format

Summer: 6 weeks - 5 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Castro

EDUC 269B Citizenship, Democracy, and Education Research Group 3 Units

Research group for graduate students whose work focuses on the role of schools in impeding or promoting social, economic, cultural, and political democracy. Provides extensive feedback on all phases of research and its application to the democratization of education. Topics range depend on students' interests and range from curriculum and pedagogy to the evolution of social movements for racial justice in education.

Rules & Requirements

Prerequisites: Consent of instructor

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Perlstein

EDUC 270B BEAR Center Seminar 2 or 3 Units

This seminar constitutes one of the ways in which the Berkeley Evaluation and Assessment Research (BEAR) Center fulfills its role of supporting student research. The topic of the seminar will change from semester to semester, following themes chosen by the instructor and the participants. The seminar is an opportunity for students and faculty to present their recent and ongoing work for in-depth review and commentary. In addition, visitors to the campus with expertise relevant to the topic(s) under examination will be invited to present at the seminar and join in the discussion. Students taking this course for two units will make a presentation of a current research interest to the seminar. Students taking this course for three units will also be required to attend a one-hour discussion following each presentation and will write a critique of one other student's presentation.

Rules & Requirements

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of seminar and 1 hour of discussion per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Wilson

EDUC 271B Introduction to Qualitative Research Methods 3 Units
Introduces principles and methods commonly associated with qualitative field research in the social sciences. Includes assigned readings on basic methodological topics; structured activities related to research design, research ethics and human subjects protection, data collection, data organization and reduction, data analysis; and field research experience through individual or team projects. Course satisfies the qualitative methods requirement for students in the Policy, Organization, Measurement, and Evaluation (POME) program.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Little

Formerly known as: 288B

EDUC 271E Issues in Teaching and Learning for Educational Leaders I 3 Units

This course explores the educational contexts and experiences of teachers and students in urban schools. The topics that we will cover include issues of race and privilege, the relationship between good teaching and learning in the context of immigration, desegregation efforts, and educational policies towards linguistic and culturally diverse students. We will discuss the politics of access and inclusion, in particular we will examine issues affecting the performance of language learners.

Rules & Requirements

Prerequisites: Admission to the Principal Leadership Institute

Hours & Format

Summer: 6 weeks - 8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Cheung

EDUC 271F Issues in Teaching and Learning for Educational Leaders II 2 Units

In this course we will build on the topics discussed in EDUC 271E: Issues in Teaching and Learning for Educational Leaders I by exploring the issues of personal identity and vision related to school contexts. To this end, the readings provide theoretical approaches to help you develop and support claims about your personal identity as well as the interplay of personal identity in schools. The assignments are designed to help you develop and refine a personal vision for working in diverse educational settings.

Rules & Requirements

Prerequisites: Admission to the Principal Leadership Institute Program

Credit Restrictions: Students will receive no credit for Education 271F after taking Education 271E.

Hours & Format

Summer: 6 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Kendall

EDUC 271G Research Methods in Educational Leadership: Qualitative Methods 3 Units

This course introduces future educational leaders to the world of qualitative research so that they will be able to read qualitative studies intelligently, and learn to design and conduct qualitatively oriented studies themselves. Beginning with an overview of the epistemological assumptions behind different kinds of research, the course will explore various types of qualitative research approaches and the kinds of topics and queries they support. Students will read and critique examples of published research of various kinds, partially chosen for the interests and inputs of course participants. Next, students will investigate topic development, the various methods of collecting and analyzing qualitative data, and writing the report. The class is designed so that students simultaneously read about and discuss qualitative research, and conduct research themselves.

Rules & Requirements

Prerequisites: Good standing in the LEEP Program

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Coburn

EDUC 272B School Data Analysis for Principals 1 - 2 Units

The course focuses on preparing future school leaders for leading school improvement by using statistical analysis, understanding the use of formative assessments, evaluating and using educational research particularly related to instructional materials and best practices, creating an effective PowerPoint presentation, and understanding different types of classroom grading and grade reporting practices. Term assessments include keys to quality assessment audit, best practice case study, research-based instructional materials analysis, educational research presentation, grading policy, and several reflection pieces.

Rules & Requirements

Repeat rules: Course may be repeated for a maximum of 3 units. Course may be repeated for a maximum of 3 units.

Hours & Format

Fall and/or spring: 15 weeks - 1-2 hours of lecture per week

Summer: 6 weeks - 2.5 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Cheung

EDUC 273B Research Group on Policy Implementation 3 Units

This year-long research and writing group is intended for graduate students who plan to specialize in studying educational policy implementation. In the course, we will investigate what happens from the time a policy is enacted until the policy is actually implemented in classrooms, schools, and districts. The centerpiece of the research group is reviewing and providing feedback to members on their works-in-progress related to policy implementation. The goal is to strengthen participants' preparation for research in this area through a combination of consultation and feedback on specific problems related to conceptualizing and enacting high quality research, including but not limited to the formulation of research questions, theory development, research design, data collection, analysis, writing, and publication. We will supplement this activity by reading research together to help build a shared understanding of the different theoretical perspectives that can potentially inform the study of policy implementation, including institutional theory, social movements analysis, conflict perspectives, and organizational learning theory.

Rules & Requirements

Prerequisites: Consent of instructor

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Coburn

EDUC 273C Decision Making Based on Data Evidence 3 Units

This course builds on the premise that data evidence is one of the powerful tools that can help us make informed decisions. The course plans to examine and practice effective and thoughtful use of data for educational improvement at all levels of a school district. Main topics include: evaluating policy, programs, and interventions; understanding assessment and key accountability indicators; and becoming a critical consumer of research and evaluation.

Rules & Requirements

Prerequisites: Good Standing in LEEP

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Newton

EDUC 273D Decision Making II 3 Units

This course is about decision making in the real world. It reviews research on how decision making actually unfolds in schools and school districts and the range of factors that shape it. We begin with cognitive factors, move on to investigate social and organizational factors, and then investigate political factors that influence decision making.

Rules & Requirements

Prerequisites: Good standing in LEEP; 273C

Hours & Format

Summer: 8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Coburn

EDUC 274A Measurement in Education and the Social Sciences I 4 Units

Students will learn good measurement practice by constructing an instrument and investigating its measurement properties (specifically, validity, and reliability). The act of measuring will be positioned as a link between qualitative observations and quantitative measures, and this will be discussed in a variety of contexts, such as interviewing, standardized testing, and performance assessment. We will discuss both classical and modern testing approaches from conceptual and practical points of view.

Hours & Format

Fall and/or spring: 15 weeks - 4 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Wilson

Formerly known as: Educational Psychology 208A

EDUC 274B Measurement in Education and the Social Sciences II 4 Units

An introduction to classical test theory and item response theory from a theoretical viewpoint. Application of these techniques to a practical measurement situation will be studied. Topics such as test bias, computerized and polytomous response modes will be discussed.

Rules & Requirements

Prerequisites: 274A or sufficient background to follow the mathematical development

Hours & Format

Fall and/or spring: 15 weeks - 4 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Wilson

Formerly known as: Educational Psychology 208B

EDUC 274C Research Seminar in Measurement 4 Units

The seminar will address a current research issue in the area of educational and psychological measurement. Topics will vary from year to year. Some examples are polytomous item response theory, measurement of cognitive processes and learning, and assessment issues in evaluation.

Rules & Requirements

Prerequisites: 274A or equivalent

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 4 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Wilson

Formerly known as: Educational Psychology 208C

EDUC 274D Multidimensional Measurement 4 Units

Exploratory factor analysis, confirmatory factor analysis, and multidimensional item response theory.

Hours & Format

Fall and/or spring: 15 weeks - 4 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Wilson

Formerly known as: Educational Psychology 208D

EDUC 275B Data Analysis in Educational Research II 4 Units

A second course in educational statistics and data analysis. Emphasis is on using and interpreting multiple regression, loglinear models, and the analysis of variance for a variety of data sets and with a variety of analytic objectives. Must be taken concurrently with the computer laboratory Education 275L.

Rules & Requirements

Prerequisites: 293A and 293L or equivalent recommended or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 4 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: Educational Psychology 209B

EDUC 275G Hierarchical and Longitudinal Modeling 3 Units

The course introduces hierarchical linear and generalized linear models for longitudinal or clustered data. Such models are important in education research where longitudinal development such as learning is of interest and where students are clustered in classes or schools. Other examples of clustering are people nested in neighborhoods, hospitals, or firms. Students will practice formulating and estimating hierarchical models using either educational data sets provided or their own data sets.

Rules & Requirements

Prerequisites: Linear and logistic regression, 275B or equivalent

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of lecture and 2 hours of laboratory per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Rabe-Hesketh

EDUC 275H Research Group in Multilevel Modeling 1 or 2 Units

Multilevel models are useful when the units of observation are grouped in clusters such as students in schools, patients in hospitals, or prisoners in prisons. The research group is for students who wish to analyze such data or who have an interest in the methodology. In each meeting, we will either discuss students' ongoing research projects, or a methodological topic of interest. Readings (papers, chapters, drafts of student projects) will be distributed a week in advance.

Rules & Requirements

Prerequisites: Linear and logistic regression, equivalent to 275B

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 8 weeks - 2 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Rabe-Hesketh

EDUC 275L Educational Data Analysis Laboratory II 1 Unit

Students use the program SYSTAT to do intermediate and advanced data analysis projects using a variety of educational data sets in conjunction with 275B. Assumes basic familiarity with the statistical program SYSTAT. Must be taken concurrently with 275B.

Rules & Requirements

Prerequisites: 293A and 293L recommended or equivalent

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of laboratory per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Rabe Hesketh

Formerly known as: 209L

EDUC 276A Introduction to Program Evaluation 3 Units

This course provides an introduction to the field of program evaluation ("programs" might be curriculum innovations, school reorganizations, teacher training reforms, instructional methods innovations, funding programs, or programs in the health or welfare areas). It will give an overview of issues of concern to practicing evaluators, researchers, program managers, and academics interested in field-based research. Those taking the course will be introduced to the history of the field, the basic concepts and intellectual disputes, the major methodological issues, and to some common "models" of how an evaluation ought to be conducted. Based on the understandings of the topics and issues discussed in this course, participants will be asked to conceptualize and design an evaluation in their area of personal and/or professional interests. The purpose of this exercise is for participants to develop skills for framing evaluation questions, designing, and describing an evaluation plan.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Newton

Formerly known as: 293C

EDUC 276C Practicum in Evaluation 2 - 4 Units

For students involved in an evaluation or assessment project as graduate student researchers or part of a practicum or apprenticeship experience. The purpose of this course is to integrate practical experiences with evaluation theory and research literatures relevant to specific evaluation questions or methods. Also provides additional instructional support to students using project data in courses, position papers, dissertations. Readings relate to evaluation topics (e.g., evaluation of professional development programs, use of student data to evaluate teaching) and discussions focus on design, methodology, and research questions of specific projects being conducted by the students.

Rules & Requirements

Prerequisites: 293A, 293L

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of seminar and 4-3 hours of laboratory per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: 293F

EDUC 276D Theoretical Issues in Evaluation 3 Units

In this seminar, we will engage in a critical examination of various scholars' theoretical perspectives on some of the fundamental issues in evaluation practice, understand why we should care about these issues and what theorists have to say, how theorists' perspectives reflect their disciplinary training, methodological preferences, and/or their personal evaluation experiences, and the extent to which their theoretical perspectives are or are not connected with evaluation practice.

Rules & Requirements

Prerequisites: 276A

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Newton

EDUC 276E Research Design and Methods for Program and Policy Evaluation 3 Units

This course, designed to graduate students with some prior training to quantitative research methods, will introduce students to a toolkit of methods to enable them to address issues related to "what works" in program and policy evaluation. In addition, the course intends to help students understand the assumptions implicit in each of these approaches. Topics include (1) validity, threats to validity, and causal inference framework; (2) randomized experiments and quasi-experiment designs (regression discontinuity and propensity score matching); (3) multilevel modeling technique used in multi-site evaluation and longitudinal intervention studies; (4) mixed-methods approach; (5) meta-analysis for synthesizing evaluation/empirical studies; and (6) power and sample size in designing new evaluation studies.

Rules & Requirements

Prerequisites: 276A or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Newton

EDUC 277A Systemic Educational Reform I 3 Units

At the conclusion of this course you should be able to understand the history of and core concepts associated with accountability and systemic reform, especially those associated with No Child Left Behind and California accountability policy; analyze the strengths and weaknesses of various accountability schemes, particularly in terms of their likely effect on student academic achievement, teacher effectiveness, and organizational flexibility and responsiveness; forge closer connections among your personal experiences as a successful professional educator, your practice-derived theories of education reform, and your readings, presentations, and other activities related to this course to create your own formal, evidence-based theory of systemic educational change; think strategically and systemically about how districts can support schools in increasing student learning and achievement; develop an understanding of initial processes that are essential for undertaking systemic reform at the district level; and frame questions for further inquiry on key topics in the course based on a review of existing literature.

Rules & Requirements

Prerequisites: Admission to the Joint Doctoral Program or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer: 8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Coburn, Love

EDUC 277B Systemic Educational Reform II 3 Units

This is the second of three courses connected to the thematic area Systemic Educational Reform: theory, policy, and practice, and is intended for second-year students in the UC Berkeley/CSU Joint Doctoral Program on Leadership for Educational Equity (JDP). The purpose of this course is to examine the theoretical assumptions and empirical evidence related to the capacity of school districts to promote educational effectiveness across geographically distributed educational settings, including schools, after-school educational interventions, professional development programs, and the like.

Rules & Requirements

Prerequisites: Second-year students and good standing in the joint doctoral program

Hours & Format

Summer: 8 weeks - 6 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructors: Gifford, Hollingsworth

EDUC 278A Excellence and Equity in Education I: Inequality and Equity 3 Units

The issues of inequality, of various kinds, and of equity, again with many different conceptions, have been central to debates over American schooling, particularly in urban areas. This course provides a conceptual framework to begin understanding the different dimensions of inequality and equity. As part of the theme in the Joint Doctoral Program of "Achieving Excellence and Equity in Practice," it will be followed by additional courses that examine certain topics in greater depth.

Rules & Requirements

Prerequisites: Good standing in LEEP or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer: 8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Grubb

EDUC 278B Excellence and Equity 2: The Dynamics of Improving Schools and Districts 3 Units

The design of this course starts from the assumption that the question of "what works" in schools is not easily answered. Much of it depends on what sorts of outcomes educators value and hinges on specific conditions schools and districts face. The course aims at developing and refining judgment by looking in-depth at improvement strategies, interventions, or levers for change employed by urban school districts. Given that the theme of the course is school improvement and, given LEEP students' administrative and leadership expertise, the course is envisioned as an opportunity for deep reflection and exchange among knowledgeable actors.

Rules & Requirements

Prerequisites: Good standing in LEEP

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Mintrop

EDUC 278C Milestone 2: Mapping the Professional Knowledge Base 3 Units

This second milestone course continues students' development of their knowledge base in relation to their established problem of practice. The purpose of the course is to ensure that this process is focused and fruitful, as students take the first steps in applying their new knowledge to a design development study. At the end of the course, students' first milestone paper should be ready for approval.

Rules & Requirements

Prerequisites: Education 294E. Good standing in LEEP

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer: 8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Mintrop

EDUC 278D Milestone 4: Research Design and Methodology 3 Units

The fourth course in the LEEP milestone sequence moves students from the exploration of the professional knowledge base to the design of their dissertation study. The main course objective is the completion of milestone 2: the writing of a paper on the design and methodology of the dissertation study. Together with the first milestone paper (Exploring the Knowledge Base) and the third milestone paper (Dissertation Prospectus), this paper should qualify students to participate in the qualifying exam, the prerequisite for dissertation research.

Rules & Requirements

Prerequisites: 278C. Good standing in LEEP

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Mintrop

EDUC 279A Resource Management 1 3 Units

This course examines management tools and financial methods of effective leadership of school districts in California. The course will present strategies from both business and educational perspectives and will challenge conventional financial management practices in California school systems. Specific areas of emphasis will be on maximizing the effective use of educational resources (e.g., financial analyses, budget techniques, cost analyses, management information systems), understanding the constraints that influence public school expenditures (e.g., state and federal legislation), and accomplishing the educational objectives of the school system through financial application (cost analysis and project management techniques). The underlying assumption of the course is that informed financial leadership can improve the opportunity to achieve educational achievement and equity in public school organizations.

Rules & Requirements

Prerequisites: Good standing in LEEP or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer: 8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Chan

EDUC 279B Resource Management 2 3 Units

In general, the purpose of this course is to prepare a new generation of superintendents. This course will expand on the foundation laid in the Budgeting 1 class, which serves as a "bootcamp" for fundamental management skills and concepts used in business and nonprofit organizations. The topics covered will be more focused on developing knowledge and skills needed by superintendents and educational leaders in the present.

Rules & Requirements

Prerequisites: 279A or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer: 8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Gifford

EDUC 280A Proseminar: Sociocultural Critique of Education 3 Units

These interdisciplinary seminars address a series of questions. In what ways can philosophical, sociological, anthropological, historical, and psychological forms of inquiry be brought together to bear on the analysis of learning, on schooling, and on education more generally? What do we mean by critical and interpretive theories, and what are their relations with social practice? How can education come to constitute itself otherwise than in its current form?

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Leonardo

EDUC 280B Proseminar: Sociocultural Critique of Education 3 Units

These interdisciplinary seminars address a series of questions. In what ways can philosophical, sociological, anthropological, historical, and psychological forms of inquiry be brought together to bear on the analysis of learning, on schooling, and on education more generally? What do we mean by critical and interpretive theories, and what are their relations with social practice? How can education come to constitute itself otherwise than in its current form?

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Leonardo

EDUC 280C Research Apprenticeship and Qualitative Methodology Seminar I 3 Units

The emphasis in this course is on the practice of research. Each student, ordinarily in the second year of graduate study, develops a research project with a faculty mentor and carries it out under direction. At the same time, students work together in this seminar. Short written assignments during the first eight weeks result in a research proposal to be carried out by the end of the semester. Students spend about 50 hours on the field research.

Rules & Requirements

Prerequisites: 280A or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Shaiken

EDUC 280D Research Apprenticeship and Qualitative Methodology Seminar II 3 Units

This is the second in a sequence of courses on the practice of research. In the first semester students work with faculty mentors and in the seminar to carry out a field research project. Continuing both apprenticeship and seminar, this semester is devoted to analyzing the field materials and preparing a paper on the research.

Rules & Requirements

Prerequisites: 280C or consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Shaiken

EDUC 283B Historical Perspectives on American Education 3 Units
Public schooling today reflects a long evolution, producing an institution that embodies social inequalities as well as democratic aspirations. Politicians, teachers, school reformers, and others interested in education invoke elements of this history to justify their efforts. This course examines the relationship of the changing goals, organization, and practices of American schools to broader social, economic, political, and intellectual developments.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Perlstein

EDUC 283D Popular Education 3 Units

The empowerment of adults through democratically structured cooperative study and action directed toward achieving more just and peaceful societies within a life-sustaining global environment. The historical development of theory and practice as well as the current state of this major international educational movement and its associated research model--participatory research--will be examined using case studies and theoretical works. Our principal method will be dialogue.

Hours & Format

Fall and/or spring: 15 weeks - 4 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Hurst

EDUC 283F Urban Education 3 Units

This course will explore the relationship between macroeconomic and political trends and public education in inner city schools. The impact of these larger societal phenomena upon drop-out rates, school climate, teacher morale, and academic achievement will be investigated through a combination of reading and field research in Oakland and Berkeley schools. An examination and evaluation of current proposals for reform of urban schools will also be included.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Summer: 6 weeks - 8 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Mahiri

EDUC 284A Philosophy of Education 3 Units

Philosophical analysis applied to current educational problems and key concepts.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Tredway

EDUC 285 Globalization and International Education 3 Units

What is globalization? What are the implications of living in a "global world" for educational systems? In this course, we explore these questions by first examining various theoretical perspectives on globalization. We will then discuss several major developments associated with globalization that are affecting different levels of education (from primary to university) including the rise in accountability and testing, skills for the "knowledge" economy, and immigration. We will consider the role of international organizations such as the World Bank and the United Nations in shaping international policy and programs. We will also examine the role that the state, local communities, and non-governmental agencies play in providing and improving the quality of education. In the final part of the course, we examine topics including language policy, technology, and strategies to combat educational inequality. To explore these topics, we will read and discuss case studies from Asia, Africa, Latin America, and the United States to provide concrete examples of how global forces are changing the context and content of education internationally.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Murphy-Graham

EDUC C286 The Education of African-American Students 3 Units

This seminar will examine a wide range of perspectives on the education of African American children and adolescents in the United States. Readings will support students in understanding some of the key issues and tensions in African American education and school achievement, including the roles that culture, identity, parents, families, and communities play in the education and schooling of African American students; systemic issues in educational improvement and the perpetuation of "achievement gaps"; and language and power.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Suad-Bakari

Also listed as: AFRICAM C286

EDUC 287 Race, Gender, and Immigration: Citizenship and Education 3 Units

U.S. citizenship has been defined in racialized and gendered terms since the nation's founding. This course explores how those definitions have affected the historical development of U.S. public schooling, particularly the unequal educational opportunities available to racial minorities and women, and how they have affected American approaches to civic education.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Garcia Bedolla

EDUC 288 Intersectionality in Education Research 3 Units

This course is designed to explore the theoretical and methodological questions raised by the concept of intersectionality - the idea that human beings possess multiple identities simultaneously. Most of the work in this area has been theoretical. This course acquaints students with that theoretical literature and helps them apply these theories in their empirical work. The goal is to provide students with the background necessary to incorporate intersectionality into their future research.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Garcia Bedolla

EDUC W289 Comprehensive Health Education for Teachers 1 Unit

This course addresses California's requirements for comprehensive school health education; finding and presenting reliable, trustworthy health information. Elementary teachers will focus on their responsibilities as primary health instructors. Secondary teachers will focus on the meaning and application of health education in their domain. Using a wiki online format the teachers will create one lesson plan, and a rubric for evaluating online health tools. This course is web-based.

Rules & Requirements

Prerequisites: For students admitted to teacher education programs only

Hours & Format

Fall and/or spring: 5 weeks - 2 hours of web-based lecture and 2 hours of web-based discussion per week

Online: This is an online course.

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

Formerly known as: 289

EDUC 290A Special Topics Seminars: Policy, Organization, Measurement, and Evaluation 1 - 4 Units
Topics to vary from semester to semester and section to section.

Rules & Requirements

Prerequisites: Consent of instructor

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 1-4 hours of seminar per week

Summer: 8 weeks - 1.5-7.5 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 290B Special Topics Seminars: Education in Language, Literacy, and Culture 1 - 4 Units

Topics to vary from semester to semester and section to section.

Rules & Requirements

Prerequisites: Consent of instructor

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 1-4 hours of seminar per week

Summer:

6 weeks - 2.5-10 hours of seminar per week

8 weeks - 2-7.5 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 290C Special Topics Seminars: Cognition and Development 1 - 4 Units

Topics to vary from semester to semester and section to section.

Rules & Requirements

Prerequisites: Consent of instructor

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 1-4 hours of seminar per week

Summer:

8 weeks - 2-7.5 hours of seminar per week

10 weeks - 1.5-6 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 290D Special Topics Seminars: Special Topic Seminar 1 - 4 Units
Topics to vary from semester to semester and section to section.

Rules & Requirements

Prerequisites: Consent of instructor

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 15-60 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 290E Special Topics Seminars: Special Topics Seminar 1 - 4 Units
Topics to vary from semester to semester and section to section.

Rules & Requirements

Prerequisites: Consent of instructor

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 0 hours of seminar per week

Summer: 8 weeks - 1.5-7.5 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 291 Purposes and Values in Urban Educational Leadership 3 Units

This course examines the relationships among multiple and often competing purposes of public education, dilemmas rooted in a history of persistent race- and class-linked inequities in American schools, and the possibilities and challenges of educational leadership. It highlights the pursuit of educational quality and equity in urban school systems as the organizing problem for educational leadership. Students will use research to analyze leadership practices to strengthen urban education.

Rules & Requirements

Prerequisites: Admission to the Joint Doctoral Program in Urban Educational Leadership

Hours & Format

Summer: 8 weeks - 6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Grubb

EDUC 291A The Educational System of the United States 3 Units
 Historical development and contemporary status of principal features of American schooling and major issues of policy and practice. The course will focus primarily upon public elementary and secondary schools. The course will stress relationships between education and other sectors of society.

Rules & Requirements

Prerequisites: Graduate standing

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture and 1 hour of discussion per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Grubb

EDUC 293A Data Analysis in Education Research 4 Units
 Introduces students to quantitative statistical methods for educational research. Emphasizes parameter estimation and hypothesis testing, in particular of group differences based on means, medians, proportions and correlation coefficients. Section 1 takes a conceptual and heuristic approach and includes a module on distribution free statistics. Section 2 takes an algebraic approach and includes a module on multiple regression. High school algebra is strongly recommended for section 2.

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 4 hours of lecture per week

Summer: 6 weeks - 10 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 293L Educational Data Analysis Laboratory 1 Unit
 Exercises and computer programs are presented and discussed.

Rules & Requirements

Prerequisites: Must be taken concurrently with 293A

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of laboratory per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 293V Video-Analysis Seminar 1 - 3 Units

This ongoing seminar is for anyone devoting a significant portion of a given semester to analyzing videotaped records as part of their research. Video-based data are now ubiquitous in educational research and this group is designed to help us all become more savvy at analyzing them. Strands of the seminar, each worth 1 unit of credit, are devoted to participating in video-analysis sessions, reading about video-analysis methods, and completing a paper on your own video-analysis project.

Rules & Requirements

Prerequisites: Graduate standing or consent of instructor

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 1-3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Engle

EDUC 294A Thesis Seminar: Policy, Organization, Measurement, and Evaluation (POME) 1 - 4 Units
 Recommended for M.A. students working on seminar papers or theses, and doctoral students preparing dissertation proposals. Topic varies with instructor.

Rules & Requirements

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar and 4 hours of independent study per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: 294

EDUC 294B Thesis Seminar--ELLC 1 - 6 Units

Recommended for students working on seminar papers, qualifying papers, theses, and dissertation proposals in language and literacy studies. # Section 1: Recommended for Ed.D. students and M.A. students working on curriculum projects. # Section 2: Recommended for Ph.D. students and M.A. students working on research studies.

Rules & Requirements

Prerequisites: Consent of instructor

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 1-3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: Education in Language and Literacy 294

EDUC 294C Seminar on Formulation of Educational Research 1 - 4 Units
Discussion of criteria for useful educational research. Emphasis is on applying these criteria while developing plans for research on topics of interest to the participants.

Rules & Requirements

Repeat rules: Course may be repeated once for credit. Course may be repeated for a maximum of 8 units.

Hours & Format

Fall and/or spring: 15 weeks - 1-4 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

Formerly known as: Education in Mathematics, Science, and Technology 294

EDUC 294E Thesis Seminar 1 - 4 Units

Recommended for M.A. students working on seminar papers or theses, and doctoral students preparing dissertation proposals.

Rules & Requirements

Prerequisites: Good standing in the LEEP

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 3-12 hours of discussion per week

Summer: 8 weeks - 5.5-22.5 hours of discussion per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: Educational Psychology 294E

EDUC 295B Technology, Curriculum, and Instruction 3 Units
To explore the cognitive consequences of technology in instruction and learning, the promise of technology in education will be examined, and exemplary instructional software will be explored. A model of knowledge acquisition and knowledge change incorporating technological delivery of instruction will be developed.

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Instructor: Linn

Formerly known as: Education in Mathematics, Science, and Technology 291B

EDUC 295C Integrating Technology into Secondary English Instruction 4 Units

This course will cover (a) basic skills in using computer hardware and software, (b) knowledge of the legal and ethical issues surrounding the use of computers in classroom instruction, (c) communicating through a variety of electronic media, (d) designing, adapting, and using lessons to promote information literacy for lifelong learning, (e) optimizing lessons based upon the technological resources available in the classroom or school setting, (f) contributing to planning the use of technological resources in the school setting.

Rules & Requirements

Prerequisites: Admission into the MUSE Credential/MA Program

Hours & Format

Fall and/or spring: 15 weeks - 3.5 hours of lecture and .5 hours of laboratory per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

EDUC 298A Group Study for Graduate Students--POME 1 - 5 Units
Research on special problems and topics not covered by regular courses or seminars. Topics will vary in different semesters.

Rules & Requirements

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 1-5 hours of lecture per week

Summer: 6 weeks - 2.5-12 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

EDUC 298B Group Study for Graduate Students--LLSC 1 - 3 Units
Research on special problems and topics not covered by courses or seminars.

Rules & Requirements

Prerequisites: Consent of instructor

Hours & Format

Fall and/or spring: 15 weeks - 1-3 hours of lecture per week

Summer:

6 weeks - 2.5-7.5 hours of lecture per week

8 weeks - 1.5-5.5 hours of lecture per week

10 weeks - 1.5-4.5 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: The grading option will be decided by the instructor when the class is offered.

Formerly known as: Education in Language and Literacy 298

EDUC 298C Group Studies, Seminars, or Group Research--DCEMST 1 - 4 Units

Advanced group study in education. Topics vary from semester to semester. May consist of organized lectures or seminar discussions, related chiefly to the research area in which the group is working.

Hours & Format

Fall and/or spring: 15 weeks - 1-4 hours of lecture per week

Summer:

6 weeks - 1.5-10 hours of lecture per week

10 weeks - 1.5-6 hours of lecture per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Letter grade.

Formerly known as: Education in Mathematics, Science, and Technology 298

EDUC 298E Group Study and Research 1 - 6 Units
Group study and research on special problems and topics.

Hours & Format

Fall and/or spring: 15 weeks - 1-6 hours of seminar per week

Summer: 6 weeks - 2.5-15 hours of seminar per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

Formerly known as: Educational Psychology 298

EDUC 299 Special Study and Research 1 - 12 Units

Special study or research under direction of a faculty member. One unit of credit for every four hours of conference and independent research time per week.

Rules & Requirements

Prerequisites: Consent of instructor

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 0 hours of independent study per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

EDUC N299 Special Study and Research 1 - 6 Units

Special study or research under direction of a faculty member. One unit of credit for every 8 hours of conference and independent research time per week.

Rules & Requirements

Prerequisites: Consent of instructor

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Summer: 8 weeks - 1-6 hours of independent study per week

Additional Details

Subject/Course Level: Education/Graduate

Grading: Offered for satisfactory/unsatisfactory grade only.

EDUC 301A The Teaching of Writing 4 Units

A study of recent research and trends in the teaching of composition in secondary schools. In this class, teacher participants are trained to be Bay Area Writing Project (BAWP) Teacher/Consultants who conduct workshops in schools and districts.

Rules & Requirements

Prerequisites: 301B or equivalent. Enrollment limited to educators invited to participate in BAWP Consultant Training Program

Hours & Format**Summer:**

5 weeks - 24 hours of lecture per week

6 weeks - 7.5 hours of lecture per week

8 weeks - 7.5 hours of lecture per week

Additional Details

Subject/Course Level: Education/Professional course for teachers or prospective teachers

Grading: Letter grade.

Instructor: Smith

EDUC 305 California Literature Project Seminar 3 Units

This workshop/seminar introduces teachers to literature-based, student-centered literacy instruction. The course is designed to help K-12 teachers apply the California English/Language Arts Framework, the K-8 Model Curriculum Guidelines, and the 9-12 Model Curriculum Standards. Participants will develop a literature-based curriculum plan for their own classrooms.

Hours & Format

Summer: 2 weeks - 30 hours of workshop per week

Additional Details

Subject/Course Level: Education/Professional course for teachers or prospective teachers

Grading: Letter grade.

Formerly known as: Summer Program for Educators 305

EDUC 375 The Art Of Teaching 1 - 6 Units

Consultation and analysis for teaching assistants.

Rules & Requirements

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 1-6 hours of seminar per week

Additional Details

Subject/Course Level: Education/Professional course for teachers or prospective teachers

Grading: Offered for satisfactory/unsatisfactory grade only.

Instructor: Hull

EDUC 390A Supervised Teaching for Secondary English 7 Units

Twenty-four to twenty-eight hours of supervised teaching in public school classrooms and one hour of lecture per week. Sequence begins with the fall semester.

Rules & Requirements

Prerequisites: Admission to a teaching credential program

Hours & Format

Fall and/or spring: 15 weeks - 1 hour of lecture and 24-28 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Professional course for teachers or prospective teachers

Grading: Letter grade.

Instructor: Cziko

Formerly known as: Education in Language and Literacy 390A-390B

EDUC 390B Supervised Teaching for Secondary English 8 Units
Twenty-four to twenty-eight hours of supervised teaching in public school classrooms and one hour of lecture per week. Sequence begins with the fall semester.

Rules & Requirements

Prerequisites: Admission to a teaching credential program

Hours & Format

Fall and/or spring: 15 weeks - 1 hour of lecture and 24-28 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Professional course for teachers or prospective teachers

Grading: Letter grade.

Instructor: Cziko

EDUC 390C Supervised Teaching in Elementary Education 1 - 8 Units
Fieldwork for teaching credential. Supervised teaching may begin with the opening of the public schools in the fall and extend through the spring semester.

Rules & Requirements

Prerequisites: Admission to a teaching credential program

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 1-3 hours of lecture and 2-20 hours of fieldwork per week

Summer: 8 weeks - 2-6 hours of lecture and 6-40 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Professional course for teachers or prospective teachers

Grading: Letter grade.

Instructor: Salasin

Formerly known as: Educational Psychology 390

EDUC 390D Supervised Teaching in Mathematics and Science for Secondary Schools 2 - 6 Units
Fieldwork for teaching credential. Supervised teaching may begin with the opening of the public schools in the fall and extend through the spring semester.

Rules & Requirements

Prerequisites: Admission to credential program

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of lecture and 2-10 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Professional course for teachers or prospective teachers

Grading: Letter grade.

Instructor: Zimmerlin

Formerly known as: Education in Mathematics, Science, and Technology 390

EDUC 391A Technology, Curriculum, and Instruction 1 Unit
Meets level 1 technology for the California Multiple Subject Credential. Introduction to basic computer skills and applications.

Rules & Requirements

Prerequisites: Admission to the Developmental Teacher Education Program

Hours & Format

Summer: 8 weeks - 2 hours of lecture per week

Additional Details

Subject/Course Level: Education/Professional course for teachers or prospective teachers

Grading: Letter grade.

Instructor: Eslinger

EDUC 392C Arts in the Elementary Classroom 1 Unit

This course provides an introductory understanding of the role, value, and issues of arts integration. The readings, discussions, and activities are concerned with promoting engagement and critical thinking through creativity, basic concepts related to children's creative production, perceiving and responding to the arts, teacher creative identity, and planning for arts integration instruction.

Rules & Requirements

Prerequisites: Admission to Developmental Teacher Education Program

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format

Summer: 8 weeks - 2 hours of lecture per week

Additional Details

Subject/Course Level: Education/Professional course for teachers or prospective teachers

Grading: Letter grade.

EDUC 393 Preparation for Completion of the Elementary Mathematics Performance Assessment 1 Unit

This course is designed to support candidates as they prepare for and complete the Elementary Mathematics Performance Assessment for CA teachers (PACT). The PACT is required for all credential candidates prior to recommendation for credentialing as designated by the state of California. Candidates will become familiar with the requirements for the PACT, begin planning their teaching event, view, share, and critique "work in progress," read and respond to relevant articles, review guidelines for preparing video records of teaching practice, and design scoring criteria for assessing student work.

Rules & Requirements

Prerequisites: Completion of required first year course work and field placements in the Developmental Teacher Education Program

Hours & Format

Fall and/or spring: 15 weeks - 1.5 hours of lecture and 2 hours of discussion per week

Additional Details

Subject/Course Level: Education/Professional course for teachers or prospective teachers

Grading: Offered for satisfactory/unsatisfactory grade only.

EDUC 399 Special Study for Educators 1 - 4 Units

Special study of professional topics under direction of a faculty member. One unit of credit for every 7 hours of consultation and special study per week.

Rules & Requirements

Prerequisites: Consent of instructor

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format**Summer:**

5 weeks - 1-4 hours of independent study per week

6 weeks - 1-5 hours of independent study per week

8 weeks - 1-4 hours of independent study per week

Additional Details

Subject/Course Level: Education/Professional course for teachers or prospective teachers

Grading: Offered for satisfactory/unsatisfactory grade only.

EDUC 399S Special Study for Educators 1 - 4 Units

Special study of professional topics under direction of a faculty member. One unit of credit for every 7 hours of consultation and special study per week.

Rules & Requirements

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format

Summer: 8 weeks - 0 hours of independent study per week

Additional Details

Subject/Course Level: Education/Professional course for teachers or prospective teachers

Grading: Letter grade.

EDUC 413A Community-Based Internship in School Psychology 2 - 7 Units

Supervised assignment to a community mental health agency in the capacity of school psychologist.

Rules & Requirements

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 2-7 hours of lecture per week

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

Instructor: Crovetti

EDUC 413B Community-Based Internship in School Psychology 2 - 7 Units

Supervised assignment to a community mental health agency in the capacity of school psychologist.

Rules & Requirements

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 4-16 hours of internship per week

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

Instructor: Crovetti

EDUC 413C School-Based Internship in School Psychology 2 - 8 Units
Supervised assignment to a school district in the capacity of school psychologist.

Rules & Requirements

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 2-8 hours of lecture per week

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

Instructor: Yabrove

EDUC 413D School-Based Internship in School Psychology 2 - 8 Units
Supervised assignment to a school district in capacity of school psychologist.

Rules & Requirements

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 4-20 hours of internship per week

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

EDUC 413L Consultation for School Psychology Students 1 Unit**Rules & Requirements**

Prerequisites: Must be taken concurrently with 213C-213D and 413C-413D

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 1 hour of independent study and 6 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Other professional

Grading: Offered for satisfactory/unsatisfactory grade only.

EDUC 460A Practicum in School Site Management I 3 Units
Supervised field experience, conferences, and colloquium.

Rules & Requirements

Prerequisites: Admission to Administrative Services Credential program

Hours & Format

Fall and/or spring: 15 weeks - 3 hours of lecture per week

Summer: 6 weeks - 7.5 hours of lecture per week

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

EDUC 460B Practicum in School Site Management 1 or 2 Units
Supervised field experience, conferences, and colloquium.

Rules & Requirements

Prerequisites: 460B

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 3-6 hours of fieldwork per week

Summer: 6 weeks - 7.5-15.5 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

EDUC 460C Research Practicum in Administration 1 - 3 Units

During the fall semester, students complete 294A in which the preliminary Leadership Action Research Project is designed - a summative assessment for the Principal Leadership Institute and the MA program at Berkeley. Through the LARP process, students engage in a cycle of inquiry about a problem or concern that matters to their overall leadership agenda and creates more equitable spaces in urban schools. In this course, students solidify the design of their LARP, take leadership action to implement their action plan, reflect on the action plan, revise the action plan - and make changes as appropriate - thus, engaging actively in the cycle of inquiry.

Rules & Requirements

Prerequisites: 294A

Repeat rules: Course may be repeated for credit. Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 1 hour of lecture and 3-6 hours of fieldwork per week

Summer:

6 weeks - 2.5 hours of lecture and 7.5-15 hours of fieldwork per week

8 weeks - 2 hours of lecture and 6-12 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

Instructor: Cheung

EDUC 470A Residency: Introduction to School Districts 3 Units

This course is designed to expose students to the role and purpose of school systems. It addresses the school district as service centers for schools as well as leaders of education reform, and explores the relationship between the district and its schools and why and how each serves as a collaborative function to improve and facilitate education excellence.

Rules & Requirements

Prerequisites: Good standing in LEEP

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of lecture and 3 hours of fieldwork per week

Summer: 8 weeks - 4 hours of lecture and 6 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

Instructor: Love

EDUC 470B Residency: Excellence and Equity and Systemic Reform 3 Units

Students will meet weekly for one hour with a residency adviser at one of the following campuses: San Francisco State University; California State University, East Bay; or San Jose State University. The residency will require six hours weekly at a school district site to conduct research on curriculum, instruction, assessment, and professional development topics selected by students in conjunction with their faculty counselors and residency advisers in collaboration with the district consultant. An additional two hours weekly will be dedicated to preparation of case study materials from the residency assignment. Students will be expected to present the results of their residency research to the faculty and students of the Joint Doctoral Program.

Rules & Requirements

Prerequisites: 470A, Good standing in LEEP

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of lecture and 3 hours of fieldwork per week

Summer: 8 weeks - 4 hours of lecture and 6 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

Instructor: Mintrop

EDUC 470C Residency: Decision Making and Resource Management 3 Units

Residencies are a central part of the LEEP curriculum. The goals of the residencies are to give students a first-hand experience of the workings of district or system level administration and encourage them to conduct systematic inquiries in this setting; help them make the transition from school-based actors to district-based actors with an appreciation for systemic and political aspects of that role; anchor theoretical knowledge acquired in campus-based seminars in the practice of management and leadership; and prepare for their dissertation projects.

Rules & Requirements

Prerequisites: 470A, Good standing in LEEP

Repeat rules: Course may be repeated for credit when topic changes.

Hours & Format

Fall and/or spring: 15 weeks - 2 hours of lecture and 3 hours of fieldwork per week

Summer: 8 weeks - 4 hours of lecture and 6 hours of fieldwork per week

Additional Details

Subject/Course Level: Education/Other professional

Grading: Letter grade.

Instructor: Coburn

EDUC 601 Individual Study for Master's Students 1 - 8 Units
Individual study for the master's examination in consultation with a faculty adviser. One unit of credit for each four hours of conference and independent research per week.

Rules & Requirements

Prerequisites: Consent of instructor

Credit Restrictions: Course does not satisfy unit or residence requirements for master's degree.

Repeat rules: Course may be repeated for a maximum of 16 units. Course may be repeated for a maximum of 16 units.

Hours & Format

Fall and/or spring: 15 weeks - 0 hours of independent study per week

Additional Details

Subject/Course Level: Education/Graduate examination preparation

Grading: Offered for satisfactory/unsatisfactory grade only.

EDUC 602 Individual Study for Doctoral Students 1 - 8 Units
Individual study in preparation for the doctoral qualifying examination. One unit of credit for each four hours of conference and independent research per week.

Rules & Requirements

Prerequisites: Consent of instructor

Credit Restrictions: Course does not satisfy unit or residence requirements for doctoral degree.

Repeat rules: Course may be repeated for a maximum of 16 units. Course may be repeated for a maximum of 16 units.

Hours & Format

Fall and/or spring: 15 weeks - 0 hours of independent study per week

Additional Details

Subject/Course Level: Education/Graduate examination preparation

Grading: Offered for satisfactory/unsatisfactory grade only.