

# Graduate School of Education

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## Overview

The Graduate School of Education is committed to high-quality scholarship and professionalism in order to prepare future leaders of education practice, policy, and research. Faculty research and teaching are grounded equally in theory and practice.

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.

The School also offers an undergraduate minor in Education.

## Areas of Study

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 a focus on the institutions of schooling analyzed from various disciplinary

perspectives including sociology, economics, and history; experience in linking research, policy, and practice at the local, state, and national levels; a breadth and depth of methodological, measurement, and evaluation expertise to conduct policy-oriented research and to inform sound institutional leadership and decision making; and the analysis of and practice related to leadership in schools at both school and district levels.

## Other Programs

The Leadership for Educational Equity Program (LEEP) (<http://leep.berkeley.edu>) 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.

The Graduate Group in Science and Mathematics Education (SESAME) (<http://gse.berkeley.edu/sesame>) is an interdisciplinary academic unit dedicated to advancing the understanding and practice of learning and teaching in science and mathematics. SESAME's faculty include scientists, mathematicians, engineers, computer scientists, and education professors. Students are expected to have or obtain at least master's-level competency in their mathematical or scientific discipline on the way to the PhDs.

## Undergraduate Program

Education (<http://guide.berkeley.edu/archive/2014-15/undergraduate/degree-programs/education>) : Minor

## Graduate Programs

Education (<http://guide.berkeley.edu/archive/2014-15/graduate/degree-programs/education>) : MA, PhD, EdD, credential programs

## Education

EDUC 24 Freshman Seminar 1 Unit

The Freshman and Sophomore Seminar program has been designed to provide new students with the opportunity to explore an intellectual topic with a faculty member in a small seminar setting. Freshman Seminars are offered in all campus departments, and topics vary from department to department and semester to semester. Limited to 15 freshmen.

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** The grading option will be decided by the instructor when the class is offered. Final exam not required.

**EDUC 30AC Race and Ethnicity inside Schools 4 Units**  
Racial and ethnic minorities in American schools and colleges through case studies of Native Americans, Italian Americans, and Mexican Americans. Policies, practices, ideologies, experiences, and outcomes from the perspective of both the dominant and minority groups.

**Hours & Format**

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Formerly known as:** 40AC taken before fall 2004

**EDUC 39D Freshman/Sophomore Seminar 3 Units**  
Freshman and sophomore seminars offer lower division students the opportunity to explore an intellectual topic with a faculty member and a group of peers in a small-seminar setting.

**Rules & Requirements**

**Prerequisites:** Priority given to freshmen and sophomores

**Repeat rules:** 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/Undergraduate

**Grading/Final exam status:** The grading option will be decided by the instructor when the class is offered. Final exam required.

**EDUC 40AC Experiencing Education: Diversity and (In)Equality in and Beyond Schools 5 Units**  
Explores the complex relationship among diversity, equality, inequality, and educational systems by focusing on the conceptual categories of race, class, and gender in the organization of educational opportunity. Explores the ways in which these categories intersect in people's lives. Incorporates a semester-long project that enables students to develop research skills as they apply their new understandings to the educational challenges facing local districts and communities.

**Hours & Format**

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**EDUC N40AC Experiencing Education: Race and Ethnicity Inside Schools 3 Units**  
Racial and ethnic minorities in American schools and colleges through case studies of African Americans, Mexican Americans, Native Americans, and selected Asian American groups. Policies, practices, ideologies, experiences, and outcomes will be analyzed and compared.

**Hours & Format**

**Summer:**

6 weeks - 7.5 hours of lecture per week

8 weeks - 5.5-6 hours of lecture per week

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**EDUC 52 Understanding Language in Society 3 Units**  
This course explores how language is influenced by social factors. The topics include dialects and standard English, slang, and the influence of gender, identity, and bilingualism on language use, highlighting the diverse ways in which people use language to communicate with one another. A secondary objective is to teach strategies that are proven effective for successful and efficient reading, writing, learning, and studying. These strategies will be applied to the content of this class and be useful in students' other classes.

**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/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructor:** Van Rheezen

**EDUC 75AC American Sports, Culture, and Education 3 Units**  
 American sports and athletes have come to signify a complex of variegated meanings that include desire, but also disdain. Through the work of a variety of scholars, researchers, and journalists, this course explores the nature and motives of societal structures and practices (embodied in both institutions and individuals) to illuminate the intersections and reciprocal influences of society and sports. The central framework of this course draws on the notion that the space of sports is defined by highly structured societal practices and consumptions. By critically analyzing a variety of these practices, this course attempts to ground a partial reading of other societal forces in American culture. In particular, the course examines the nuanced intersections of sport, race, ethnicity, social class and gender, highlighting the ways in which American sports provide a potential vehicle for social mobility and integration while simultaneously reproducing existing cultural stereotypes and structures of inequality.

#### **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/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructor:** Van Rhee

**EDUC 97 Field Studies 1 - 4 Units**  
 University organized and supervised field programs involving experiences in schools and school-related activities.

#### **Rules & Requirements**

**Prerequisites:** Restricted to freshman and sophomores. 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 fieldwork per week

#### **Summer:**

6 weeks - 1-5 hours of fieldwork per week

8 weeks - 1-4 hours of fieldwork per week

#### **Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Offered for pass/not pass grade only. Final exam not required.

**EDUC 98 Directed Group Study 1 - 4 Units**

#### **Rules & Requirements**

**Prerequisites:** Consent of instructor

**Credit Restrictions:** Enrollment is restricted; see the Course Number Guide in the Berkeley Bulletin.

**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 - 1-4 hours of directed group study per week

#### **Summer:**

6 weeks - 2.5-10 hours of directed group study per week

8 weeks - 1.5-7.5 hours of directed group study per week

10 weeks - 1.5-6 hours of directed group study per week

#### **Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Offered for pass/not pass grade only. Final exam not required.

**EDUC 99 Supervised Independent Study 1 - 4 Units**  
 Supervised independent study or research on topics relevant to Education that are not covered in depth by other courses. Topics to be initiated by students.

#### **Rules & Requirements**

**Prerequisites:** Consent of instructor, lower division standing

**Credit Restrictions:** Enrollment is restricted; see the Introduction to Courses and Curricula section of this catalog.

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

#### **Hours & Format**

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

#### **Summer:**

8 weeks - 1.5-7.5 hours of tutorial per week

10 weeks - 1.5-6 hours of tutorial per week

#### **Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Offered for pass/not pass grade only. Final exam not required.

**EDUC 112 Reforms in Elementary Education: Psychological and Sociocultural Foundations 3 Units**

The course introduces students to relationships between research on cognitive development and reforms in elementary teaching. The syllabus is organized in modules that link research and classroom practice. For example, in a module on children's mathematics, we analyze research on children's strategies for solving math problems and consider how this research has reformed teaching practices. Students complete a project for each module that links research and observations in elementary classrooms through concurrent enrollment in one unit of 197.

**Rules & Requirements**

**Prerequisites:** Background in psychology. Consent of instructor

**Hours & Format**

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructor:** Gearhart

**EDUC 114A Early Development and Education 4 Units**  
Theory and research on early childhood education and psychological development in early childhood. Directed field observation of developmental phenomena and educational practices.

**Rules & Requirements**

**Credit Restrictions:** Students will receive no credit for Education 114A after completing Educational Psychology 114A.

**Hours & Format**

**Fall and/or spring:** 15 weeks - 3 hours of lecture and 1.5 hours of laboratory per week

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructor:** Holloway

**EDUC 114D Practicum in Early Development and Education, Children Birth to Age 5 4 Units**

This course will provide students with an understanding of theories and practices in early care and education, specifically focused on children from infancy to age 5. It will also provide an opportunity for students to apply knowledge and reflect upon experiences teaching in a high-quality environment for young children. Course topics will span infant, toddler, and preschool early care and education programs and the age groups for whom such programs are designed. Special attention will be given to 1) curriculum approaches and theories in early care and education programs, 2) educational practices related to culturally, linguistically, and economically diverse student populations, and 3) child observation and classroom organization and practices. In addition, the course will cover changing expectations for children and their teachers, programming for children with special needs, teacher relations with children, parents and other staff, peer relationships, managing challenging child behaviors and identifying quality. Field experience will include working with young children in an infant, toddler or preschool quality program on the UC Berkeley campus or in the surrounding area.

**Rules & Requirements**

**Prerequisites:** 114A recommended

**Hours & Format**

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**EDUC 130 Knowing and Learning in Mathematics and Science 3 Units**  
This course offers a sequence of collaborative problem-solving and reflection activities through which students will be able to appreciate and develop a coherent, effective approach to the teaching and learning of any mathematical or scientific conceptual domain. Issues of cognition, culture, and pedagogy will emerge from participants' struggles to explain their own reasoning. In-class problem solving experiences will provide grist for reflection. Extensive readings are discussed in a bSpace forum. Students are placed in, and do course projects in, local classrooms.

**Rules & Requirements**

**Prerequisites:** Any one of the following: Undergraduate Interdisciplinary 81A, 81B, 82

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

**Hours & Format**

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

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructor:** Abrahamson

**EDUC 131 Classroom Interactions in Science and Mathematics: A Focus on Equity and Urban Schools 3 Units**

This course continues the process of preparing students to teach science and mathematics in secondary schools by providing opportunities to evaluate challenges they face in instructional settings. We will explore frameworks for thinking about equity issues in the classroom and beyond school settings, learn strategies for teaching students of diverse backgrounds, and consider how classroom interactions enable students to develop a deep conceptual understanding of the subject matter.

**Rules & Requirements**

**Prerequisites:** Education 130

**Hours & Format**

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam not required.

**Instructor:** Nasir

**EDUC 131AC Classroom Interactions in Science and Mathematics: A Focus on Equity and Urban Schools 3 Units**

This course continues the process of preparing students to teach science and mathematics in secondary schools by providing opportunities to evaluate challenges they face in instructional settings. We will explore frameworks for thinking about equity issues in the classroom and beyond school settings, learn strategies for teaching students of diverse backgrounds, and consider how classroom interactions enable students to develop a deep conceptual understanding of the subject matter.

**Rules & Requirements**

**Prerequisites:** Education 130

**Requirements this course satisfies:** Satisfies the American Cultures requirement

**Hours & Format**

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Alternative to final exam.

**Instructor:** Poon

**EDUC 140AC Literacy: Individual and Societal Development 3 Units**

This course combines theory and practice in the study of literacy and development. It will introduce sociocultural educational theory and research focused especially on literacy teaching and learning, and this literature will be examined in practice through participation in computer-based after-school programs. In addition, the course will contribute to understanding of race, culture, and ethnicity in the United States. We will develop a view of literacy, not as a neutral skill, but as embedded within culture and as depending for its meaning and its practice upon social institutions and conditions.

**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/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructor:** Hull

**EDUC N140 Literacy: Individual and Societal Development 4 Units**

This course combines theory and practice in the study of literacy and development, while simultaneously introducing students to socio-cultural educational theory and research. This research perspicaciously and critically analyzes extant literature on literacy teaching and learning. This literature will be examined in practice through participation in tutoring and technology-oriented summer programs. In addition, this course satisfies the American Cultures requirement and will contribute to understanding of race, cultures, and ethnicity in the United States. We will develop a view of literacy, not as a neutral skill, but as embedded within culture and as depending for its meaning and its practice upon social institutions and conditions. In addition to lecture, students are to participate in field work hours.

**Hours & Format**

**Summer:** 6 weeks - 8 hours of lecture and 7 hours of fieldwork per week

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam not required.

**Instructor:** Hull

**EDUC W140 The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World 4 Units**

This course combines theory and practice in the study of literacy and development. It will introduce sociocultural educational theory and research focused especially on literacy teaching and learning, and this literature will be examined in practice through participation in after-school programs. In addition, the course will contribute to an understanding of how literacy is reflected in race, culture, and ethnicity in the United States and how these symbolic systems shift in a digital world.

**Hours & Format**

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

**Summer:** 6 weeks - 7.5 hours of web-based lecture and 2.5 hours of fieldwork per week

**Online:** This is an online course.

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam not required.

**Instructor:** Hull

**EDUC W140A The Art of Making Meaning: Educational Perspectives on Literacy and Learning in a Global World 4 Units**

This course combines theory and practice in the study of literacy and development. It will introduce sociocultural educational theory and research focused especially on literacy teaching and learning, and this literature will be examined in practice through participation in after-school programs. In addition, the course will contribute to an understanding of how literacy is reflected in race, culture, and ethnicity in the United States and how these symbolic systems shift in a digital world.

**Hours & Format**

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

**Summer:** 6 weeks - 7.5 hours of web-based lecture and 2.5 hours of fieldwork per week

**Online:** This is an online course.

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Alternative to final exam.

**Instructor:** Hull

**EDUC 142 Education in a Global World 3 Units**

What is globalization? What are the implications of living in a "global world" for education? How can education be used as a tool to promote global social justice and prosperity? In this course, we will address these and other related questions through collective reading assignments, class discussions, and online collaboration through our learning platform (bSpace or other).

**Hours & Format**

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam not required.

**Instructor:** Murphy-Graham

**EDUC 143 Introduction to the Teaching of English 3 Units**

Exploration of issues confronting English and English language arts teachers today; curriculum trends and teaching practices; influence or reform efforts since the 1950s on English and language arts curriculum and practice; course assignments to include field work, interviews, reading and reports.

**Rules & Requirements**

**Prerequisites:** Upper division standing or consent of instructor

**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/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructor:** Sterling

**EDUC C145 Literacy through Literature 3 Units**

Exploration of the role that literature can play in the acquisition of literacy in a first and second language. Linguistic and psycholinguistic issues: orality and literacy, discourse text, schema theory, and reading research. Literary issues: stylistics and critical reading, reader response, structure of narratives. Educational issues: the literary text in the social context of its production and reception by intended and non-intended readers.

**Hours & Format**

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructor:** Kramsch

**Also listed as:** GERMAN C106



**EDUC 146 Language, Culture, and Migration Practices in the Maya Diaspora 3 Units**

This course engages a selection of themes examining the language, culture, and migration practices of indigenous immigrant youth from Yucatan (Mexico) to San Francisco and the U.S. more broadly. This course aims to raise awareness of the complex background and present-day issues that multilingual and multicultural indigenous students experience in migration and in our schools and society. While the course is aimed at undergraduate students, graduate students are welcome.

**Hours & Format**

**Summer:** 6 weeks - 8 hours of lecture per week

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Alternative to final exam.

**Instructor:** Baquedano

**EDUC C148 Education and International Development 4 Units**

This course is designed to provide a comprehensive overview of international development education. Through the use of lectures, discussions, and multimedia presentations, students will examine three core themes: 1) the purpose of education; 2) how contemporary development policy conceptualizes education; 3) education as a tool for social transformation. To the extent possible, the course draws connections between theory and practical case studies of international education programs, policy statements, and initiatives.

**Hours & Format**

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructor:** Murphy-Graham

**Also listed as:** IAS C148

**EDUC 149 Foundations for Teaching Language Arts 2 Units**

Lectures and workshops on curriculum, instructional theory, and methods for teaching language arts in elementary schools. Incorporates competencies for Reading Instruction Competency Assessment (RICA) and for teaching children whose primary language is not English.

**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 - 4 hours of lecture per week

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam not required.

**Instructor:** Pearson

**EDUC 150 Advanced Studies in Education 3 Units**

This course is an advanced undergraduate seminar in current issues and topics in education. Course will focus on specific issues or research methods in the multidisciplinary field of education. A major research project is required as well as class presentation. Topics change each semester.

**Rules & Requirements**

**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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**EDUC 158 Foundations for Teaching Reading in Grades K-8 2 - 3 Units**

Introduction to reading and writing instruction in elementary school settings, basic literacy skills, instructional methods and approaches, assessment procedures, and reading and writing theories.

**Rules & Requirements**

**Prerequisites:** Admission to a teaching credential program (summer session excluded)

**Hours & Format**

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

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam not required.

**Instructor:** Cunningham

**Formerly known as:** 258A-258B

**EDUC 160 Foundations for Teaching Social Studies 2 Units**

Lectures and workshops on curriculum, instructional theory, and methods for teaching social studies methods in elementary schools.

**Rules & Requirements**

**Prerequisites:** Admission to a teaching credential program

**Hours & Format**

**Fall and/or spring:** 10 weeks - 3 hours of lecture per week

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam not required.

**Instructor:** Perlstein

**EDUC 161 Digital Learning Environments 3 Units**

Digital learning environments are taking residence in the educational experience of many, from replacing components of traditional classroom instruction to providing open platforms for lifelong learning. In this class we will study the various forms and functions of a sampling of digital learning environments ranging from subject specific Intelligent Tutoring Systems in K-12 to domain neutral systems for post-secondary online learning.

**Hours & Format**

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Alternative to final exam.

**Instructor:** Pardos

**EDUC 162A Teachers' Work 3 Units**

This course is offered as part of the undergraduate education minor, examines the multiple dimensions of teachers' work by drawing on theories of teacher socialization and teacher professional learning, and exploring representations of teachers in the media and popular culture, as well as in relevant academic literature. Students will be introduced to the current policy, social, cultural, historical, professional, employment and legal context of teachers' professional lives in the United States. Students will have the opportunity to examine these aspects of teachers' work by interacting with teachers in the field.

**Hours & Format**

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructor:** Little

**EDUC 180 Logic of Inquiry 3 Units**

An analysis of the logical and epistemological foundations of empirical research with the aim of developing a critical and vigorous approach to empirical inquiry, deductive and inductive logic, the structure of scientific theories, justification, falsification, the role of values, prediction and the nature of causality.

**Hours & Format**

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam not required.

**EDUC C181 Race, Identity, and Culture in Urban Schools 3 Units**

This course will focus on understanding urban schools as a part of a broader system of social stratification and the process by which students in urban schools come to a sense of themselves as students, as members of cultural and racial groups, and as young people in America. Topics include racial identity; race/ethnicity in schools; urban neighborhood contexts; and schooling in the juvenile justice system. Students will also integrate course readings with their own first-hand experience working in one of several off-campus sites. This course has a mandatory community engagement component for which students will earn 1 unit of field study (197) credit.

**Hours & Format**

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam not required.

**Instructor:** Suad-Bakari

**Also listed as:** AFRICAM C133A

**EDUC 182AC The Politics of Educational Inequality 4 Units**

This course explores the state of U.S. public education, particularly how success within that system varies by race, class, and gender. It explores educational attainment across different groups within the U.S. and then looks at how the structure of educational policymaking affects different types of students. It concludes by investigating the varied impact of different approaches to reform, with an eye toward identifying how best to reduce educational inequality in the United States.

**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/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructor:** Garcia Bedolla



**EDUC 183 High School, The Movie 3 Units**

High school plays a pivotal role in American life. It both serves as a gatekeeper of educational and economic success and embodies hopes of transcending social divisions. Like high school itself, movies about it have fostered youth culture and helped Americans make sense of the intersection of democratic aspirations and social divisions. This course examines how the reality and representation of high schools combine to reflect and define American society and the lives of American youth.

**Hours & Format**

**Fall and/or spring:** 15 weeks - 3 hours of lecture and 1.5 hours of discussion per week

**Summer:** 8 weeks - 6 hours of lecture and 3 hours of discussion per week

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructor:** Perlstein

**EDUC 184 Philosophical Foundations of Education 3 Units**

Systematic survey of educational thought with emphasis on the epistemological, logical and ethical foundations of the major philosophies of education.

**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/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**EDUC 185 Gender and Education: International Perspectives 3 Units**

This course is designed to provide an overview of the major discussions and debates in the area of gender and education, from a global perspective. Examines theoretical understandings of gender, and the intersection of gender, schooling, global poverty, and social justice. Explores strategies to "undo" gender, including the role of international donor agencies, the state, NGOs, popular education, the media, sport, and innovative curricula.

**Hours & Format**

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructor:** Murphy-Graham

**EDUC 186AC The Southern Border 4 Units**

The southern border--from California to Florida--is the longest physical divide between the First and Third Worlds. This course will examine the border as a distinct landscape where North-South relations take on a specific spatial and cultural dimension, and as a region which has been the testing ground for such issues as free trade, immigration, and ethnic politics.

**Rules & Requirements**

**Prerequisites:** Upper division standing

**Requirements this course satisfies:** Satisfies the American Cultures requirement

**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/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructors:** Manz, Shaiken

**Also listed as:** ETH STD 159AC/GEOG 159AC

**EDUC 188 Latinas/os and Education: Critical Issues and Perspectives 3 Units**

The course engages a selection of themes examining the academic achievement of Latinas/os in K-12 and in higher education. The course aims to foster an awareness of the complex issues influencing the education of Latinas/os and of ways to work towards supporting and advancing the educational experiences of Latinas/os in schools and society.

**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/Undergraduate

**Grading/Final exam status:** Letter grade. Alternative to final exam.

**EDUC 188B Native American Education: Critical Issues and Possibilities 3 Units**

The course aims to foster an awareness of the complex issues influencing the education of Native people and of ways to productively work towards supporting and advancing the educational experiences of Native Americans in schools and beyond. This course critically examines themes that are central to understanding the academic achievement and attainment of Native Americans in K-12 and higher education.

**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/Undergraduate

**Grading/Final exam status:** Letter grade. Alternative to final exam.

**Instructor:** Baquedano-Lopez

**EDUC 189 Democracy and Education 4 Units**

Education as a vehicle for furthering the ideals of democratic societies--critical study of principles, philosophies, theories, and practices designed to develop understanding, commitment, and skills to empower a citizenry dedicated to achieving equality, justice, and peace in the world.

**Rules & Requirements**

**Prerequisites:** Junior standing or consent of instructor

**Hours & Format**

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructor:** Hurst

**EDUC 190 Critical Studies in Education 4 Units**

This course examines how learning environments can empower and disempower individuals and explores the role of education in the social construction of hierarchy, inequality, difference, identity, and power. It embodies a democratic philosophy and practice, creating a learning community that encourages students to take responsibility for their own education and learn through theory, experience, and dialogue. All students must engage in a community project.

**Hours & Format**

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Alternative to final exam.

**Instructor:** Hull

**EDUC 190B Unraveling Education: A Participatory Inquiry 4 Units**  
Course builds upon 190. Through dialogue, students will further explore critical issues and their connections. Students will form small working groups to identify, develop, investigate, and teach a topic of their choice. We will develop and emphasize multiple perspectives.

**Rules & Requirements**

**Prerequisites:** 190

**Hours & Format**

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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructor:** Hurst

**EDUC N190 Critical Studies in Education 3 Units**

This course examines how learning environments can empower and disempower individuals and explores the role of education in the social construction of hierarchy, inequality, difference, identity, and power. It embodies a democratic philosophy and practice, creating a learning community that encourages students to take responsibility for their own education and learn through theory, experience, and dialogue.

**Hours & Format**

**Summer:** 6 weeks - 6 hours of lecture per week

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Alternative to final exam.

**Instructor:** Hull

**EDUC 191B Gender Issues in Education 3 Units**

This course will examine the role of gender in education and the influences on classroom discourse, curriculum, and teaching and learning styles. We will also look at current trends in school reform, how schools and alternative programs address issues of gender bias. This course will provide an opportunity to consider the experiences of students and teachers as "gendered" beings in the educational system.

**Hours & Format**

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

**Summer:** 8 weeks - 5.5 hours of lecture per week

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructor:** Woody

**EDUC C193A Environmental Education 3 Units**

Theory and practice of translating ecological knowledge, environmental issues, and values into educational forms for all age levels and all facets of society, including schools. Concentrated experience in participatory education.

**Hours & Format**

**Fall and/or spring:** 15 weeks - 5.5 hours of lecture and 6 hours of fieldwork per week

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**Instructor:** Hurst

**Also listed as:** ESPM C193A

EDUC 195B Special Topics in the Foundations of Teaching 1 - 4 Units  
Reading and language arts.

**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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

EDUC 195C Special Topics in the Foundations of Teaching 1 - 4 Units  
Mathematics and science.

**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

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Letter grade. Final exam required.

**EDUC 197 Field Studies 1 - 4 Units**

University organized and supervised field programs involving experiences in schools and school-related activities.

**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 - 1-4 hours of fieldwork per week

**Summer:**

6 weeks - 1-5 hours of fieldwork per week

8 weeks - 1-4 hours of fieldwork per week

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Offered for pass/not pass grade only. Final exam not required.

EDUC S197 Field Studies 1 - 4 Units

University organized and supervised field programs involving experiences in schools and school-related activities.

**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 - 0 hours of fieldwork per week

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Offered for pass/not pass grade only. Final exam not required.

**EDUC 198 Directed Group Study 1 - 3 Units**

Group discussion, research, and reporting on selected topics. Student initiation in choice of subjects is solicited and welcomed.

**Rules & Requirements**

**Prerequisites:** Consent of instructor, upper division standing

**Credit Restrictions:** Enrollment is restricted; see the Introduction to Courses and Curricula section of this catalog.

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

**Hours & Format**

**Fall and/or spring:** 15 weeks - 1-3 hours of directed group study per week

**Summer:**

6 weeks - 2.5-7.5 hours of directed group study per week

8 weeks - 2-6 hours of directed group study per week

10 weeks - 1.5-4.5 hours of directed group study per week

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Offered for pass/not pass grade only. Final exam not required.

**EDUC 199 Supervised Independent Study and Research for Undergraduates 1 - 4 Units****Rules & Requirements**

**Prerequisites:** Consent of instructor

**Credit Restrictions:** Enrollment is restricted; see the Introduction to Courses and Curricula section of this catalog.

**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

**Summer:**

6 weeks - 2.5-10 hours of independent study per week

8 weeks - 2-7.5 hours of independent study per week

10 weeks - 1.5-6 hours of independent study per week

**Additional Details**

**Subject/Course Level:** Education/Undergraduate

**Grading/Final exam status:** Offered for pass/not pass grade only. Final exam not required.

**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 ever 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 ever 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.