

# Education

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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. Our research, teaching, and practice approaches support a vision of public education that has as its goal equity and inclusion at all levels – classroom, school, community, district, state, national, and global — and that positively impacts personal growth and social transformation. Our renowned faculty engage students in theoretical and practical studies, providing opportunities to develop interdisciplinary scholarship, as well as to participate in field studies, unpack the history and philosophy of education, and explore cutting-edge research.

The Graduate School of Education offers Doctor of Philosophy (PhD), 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 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, which is the second most popular minor program at Berkeley.

## MA/PhD Program

Students build their knowledge about education and its policies and practices in a dynamic learning environment facilitates the development of human, organizational, and systemic capacities. The breadth of our faculty's expertise allows students to conduct research in a number of areas, including:

- Critical Studies of Race, Class, and Gender (<https://gse.berkeley.edu/critical-studies-race-class-gender>)
- Culture, Development, and the Learning Sciences (<https://gse.berkeley.edu/culture-development-learning-sciences>)
- Policy, Politics, and Leadership (<https://gse.berkeley.edu/policy-politics-leadership>)
- Social Research Methodologies (<https://gse.berkeley.edu/social-research-methodologies>)

## Preparing for K-12

Students learn how to develop professional leadership skills and elevate your understanding of the causes of educational inequality, and contribute to the development of pedagogical, curricular, and policy innovations that provide for greater educational opportunity. We prepare students for a career in one of these fields:

- Classroom teaching
- School site leadership (principals and other administrators)
- District-level/systems leadership; or
- Other education-related fields

Learn more about the GSE's Professional Programs (<https://gse.berkeley.edu/careers-k-12-education>).

## Additional Programs

Graduate Group in Science and Mathematics Education (SESAME) (<http://gse.berkeley.edu/sesame>)

Informally known as SESAME, this interdisciplinary graduate program is for students who seek advanced expertise in a scientific discipline as well as in educational theory and research methodologies. The course of study leads to a doctoral degree in science, mathematics, or engineering education.

Intersection of Sport and Education (<https://gse.berkeley.edu/language-literacy-society-culture/csse>)

We investigate the ways in which institutionalized sport both conflicts with and complements the educational missions of American secondary and post-secondary schools.

School Psychology (<https://gse.berkeley.edu/school-psychology/school-psychology-program-philosophy>)

Our School Psychology program is based on the assumption that school psychologists, through the skilled application of their knowledge, can work together with teachers and other education professionals to clarify and resolve problems regarding the educational and mental health needs of children in classrooms.

Special Education (Joint Doctoral Program with SF State University) (<https://gse.berkeley.edu/cognition-development/joint-special-ed>)

This program prepares leaders in research, teaching, administration, and supervision for the variety of professional needs facing children, youth, and adults with disabilities. It integrates the resources of Berkeley and SFSU, allowing students to combine theoretical interests with applied practices in a broad spectrum of specializations within Special Education.

## Admission to the University

### Minimum Requirements for Admission

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

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

### Applicants Who Already Hold a Graduate Degree

The Graduate Council views academic degrees not as vocational training certificates, but as evidence of broad training in research methods, independent study, and articulation of learning. Therefore, applicants who already have academic graduate degrees should be able to pursue new subject matter at an advanced level without need to enroll in a related or similar graduate program.

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

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

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

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

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

Required Documents for Applications

- 1. **Transcripts:** Applicants may upload *unofficial* transcripts with your application for the departmental initial review. *If the applicant is admitted*, then *official* transcripts of all college-level work will be required. Official transcripts must be in sealed envelopes as issued by the school(s) attended. If you have attended Berkeley, upload your unofficial transcript with your application for the departmental initial review. *If you are admitted*, an official transcript with evidence of degree conferral *will not* be required.
- 2. **Letters of recommendation:** Applicants may request online letters of recommendation through the online application system. Hard copies of recommendation letters must be sent directly to the program, not the Graduate Division.
- 3. **Evidence of English language proficiency:** All applicants from countries or political entities in which the official language is not English are required to submit official evidence of English language proficiency. This applies to applicants from Bangladesh, Burma, Nepal, India, Pakistan, Latin America, the Middle East, the People's Republic of China, Taiwan, Japan, Korea, Southeast Asia, most European countries, and Quebec (Canada). However, applicants who, at the time of application, have already completed at least one year of full-time academic course work with grades of B or better at a US university may submit an official transcript from the US university to fulfill this requirement. The following courses will not fulfill this requirement:
  - courses in English as a Second Language,
  - courses conducted in a language other than English,
  - courses that will be completed after the application is submitted, and
  - courses of a non-academic nature.

If applicants have previously been denied admission to Berkeley on the basis of their English language proficiency, they must submit new test scores that meet the current minimum from one of the standardized tests.

Where to Apply

Visit the Berkeley Graduate Division application page (<http://grad.berkeley.edu/admissions/apply>).

Normative Time Requirements

Normative Time Schedule

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

First Year

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

Second Year

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

Third Year

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

Fourth Year

- 7th Semester Qualifying Examination  
Advance to Candidacy

Fifth Year

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

Sixth Year

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

Time to Advancement

Curriculum

Courses Required: All Concentrations

Cognition & Development (CD)	
Language, Literacy, Society & Culture (LLSC)	
Policy, Organization, Measurement & Evaluation (POME)	
GSE Core Courses:	2
One approved course from within concentration	
One approved course from another concentration	
Qualitative Methods Course (1) from approved list	1
Quantitative Methods Course (1) from approved list	1
GSE courses per approved study list for student research interests:	
Three areas of specialization are required within concentration	

**CD—Education in Math, Science, & Technology Concentration**

SCMATHE 210	Practicum in Science and Math Education Research and Development (2 semesters)	1-4
SCMATHE 292	Research Seminar and Colloquium (4 semesters)	1
Select two Individual & Social Cognition courses from the following:		8
EDUC 226 or EDUC 227	Constructive Epistemology Course Not Available	
EDUC 229A	Course Not Available	
EDUC 229D	Discourse and Learning in Math and Science Classrooms	
EDUC 229F	Conceptual Change	
EDUC 232	Course Not Available	
EDUC 290C	Special Topics Seminars: Cognition and Development (Representations)	
EDUC 290C	Special Topics Seminars: Cognition and Development (Principles for Embodied Design )	
EDUC 290C	Special Topics Seminars: Cognition and Development (Neo-Vygotskian Perspectives on Cognitive Development )	
EDUC 290C	Special Topics Seminars: Cognition and Development (Cognitive Ergonomics in STEM Education Research)	
Select one Discipline course from the following:		1-4
EDUC 222A	Course Not Available	
EDUC 224A	Mathematical Thinking and Problem Solving	
EDUC 290C	Special Topics Seminars: Cognition and Development (Scientific Thinking and Learning )	
EDUC 290C	Special Topics Seminars: Cognition and Development (Learning Chance: Computer-Supported Inquiry into Probability )	
EDUC 290C	Special Topics Seminars: Cognition and Development (Paradigmatic Didactic Mathematics Problem Situation)	
Select one Curriculum & Technology Design course from the following:		1-4
SCMATHE 220	Instructional Design in Science and Mathematics Education	
EDUC 221A	Towards Ambitious Instruction in Mathematics: Research Into Practice	
EDUC 221B	Course Not Available	
EDUC 290C	Special Topics Seminars: Cognition and Development	
EDUC 295B	Technology, Curriculum, and Instruction	
Select one of the following:		3
EDUC 228A	Qualitative Methodology (GSE requirement filled)	
EDUC 228B	Course Not Available	
EDUC 293V or EDUC 290C	Video-Analysis Seminar Special Topics Seminars: Cognition and Development	1-3
One Qualitative Methodology course from the following:		3-4
EDUC 293A/293L	Data Analysis in Education Research (GSE requirement filled)	
EDUC 275B/275L	Data Analysis in Educational Research II	
PSYCH 205A	Course Not Available	

EDUC 223B	Special Problems in Mathematics, Science and Technology Education	2-6
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**CD—Development in Mathematics and Science (DMS)**

EDUC 200A	Culture and Cognitive Development: Theoretical Perspectives	3
EDUC 205	Instruction and Development	3
EDUC 214	Human Development and Education Seminar	1
EDUC 228A	Qualitative Methodology	3
EDUC 293A/293L	Data Analysis in Education Research	4
EDUC 223B/290C	Special Problems in Mathematics, Science and Technology Education	2-6

Select two of the following advanced seminars:

Neo-Vygotskian approaches to cognitive development		
Development of elementary mathematical understandings in children		
Teaching and learning		
EDUC 224A	Mathematical Thinking and Problem Solving	
EDUC 220C	Course Not Available	
EDUC 290C	Special Topics Seminars: Cognition and Development	
EDUC 229F	Conceptual Change	
EDUC 224C	Gender, Mathematics and Science	

Select one of the following advanced methods seminars: 3-4

EDUC 275B/275L	Data Analysis in Educational Research II	
PSYCH 205A	Course Not Available	

**CD—Human Development and Education Concentration**

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

**CD—School Psychology Concentration**

EDUC 200A	Culture and Cognitive Development: Theoretical Perspectives	3
Select two of the following:		8
EDUC 215	Socialization Processes Within the Family	
EDUC 200B	Social Development	
EDUC 200D	Psychosocial Development: Identity, Culture, and Education	
EDUC 205	Instruction and Development	3
PSYCH 290B	Seminars: Biological	2
EDUC 274A	Measurement in Education and the Social Sciences I	4
EDUC 293A/293L	Data Analysis in Education Research	4
EDUC 275B/275L	Data Analysis in Educational Research II	4
EDUC 298C	Group Studies, Seminars, or Group Research--DCEMST	1-4

EDUC 213L	Laboratory for School Psychology (Supervision, 8 semesters)	1
EDUC 213A	Theoretical and Scientific Bases for School Psychology, Part I: Childhood	3
EDUC 213B	Theoretical and Scientific Bases for School Psychology, Part II: Adolescence	3
EDUC 213C	School-Based Consultation	3
EDUC 213D	Educational Interventions for the School Psychologist	3
EDUC 207B	Individual Appraisal of Intelligence	4
EDUC 207C	Diagnosis of Human Handicaps	4
EDUC 263A	Legal Issues in Educational Practice	1-3
EDUC 413L	Consultation for School Psychology Students (6 semesters)	1
EDUC 413A/413B	Community-Based Internship in School Psychology	2-7
EDUC 413C/413D	School-Based Internship in School Psychology	2-8
Select one of the following:		3
EDUC 240B	Theoretical Issues in the Study of Literacy	
EDUC 283F	Urban Education	
EDUC 200D	Psychosocial Development: Identity, Culture, and Education	
Select two of the following:		6
EDUC 201A	Psychology of Reading	
EDUC 200C	Culture and Cognitive Development	
EDUC 228A	Qualitative Methodology	
PSYCH 234C	Course Not Available	
EDUC 204C	Research Seminars: Inquiry in Educational Psychology (8 semesters)	3

### LLCS—Language, Literacy & Culture concentration

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

### LLCS—Social & Cultural Studies concentration

EDUC 280A	Proseminar: Sociocultural Critique of Education	3
EDUC 280B	Proseminar: Sociocultural Critique of Education	3
EDUC 280C	Research Apprenticeship and Qualitative Methodology Seminar I	3
EDUC 280D	Research Apprenticeship and Qualitative Methodology Seminar II	3
Five Grad Electives in a concentration from:		5

Ethnic Studies, History, Philosophy, Anthropology, Sociology, or professional school	
One GSE Core Course form CD or POME	1

### POME—Policy & Organizations Research

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

One Special Topics Seminar in concentration area:

EDUC 290A	Special Topics Seminars: Policy, Organization, Measurement, and Evaluation (topics vary by semester)	1-4
Select two Quantitative Methods Courses from the following:		6-8
EDUC 293A & EDUC 293L	Data Analysis in Education Research and Educational Data Analysis Laboratory	
EDUC 275B & EDUC 275L	Data Analysis in Educational Research II and Educational Data Analysis Laboratory II	
EDUC 274B	Measurement in Education and the Social Sciences II	
EDUC 276A	Introduction to Program Evaluation	
EDUC 276C	Practicum in Evaluation	
EDUC 276D	Theoretical Issues in Evaluation	
One Research Design course		4

### POME—Quantitative Methods and Evaluation

EDUC 290A	Special Topics Seminars: Policy, Organization, Measurement, and Evaluation	1-4
Two Qualitative Methods Courses:		
EDUC 271B	Introduction to Qualitative Research Methods	3
EDUC 274A	Measurement in Education and the Social Sciences I	4
Introductory Courses:		
EDUC 293A/293L	Data Analysis in Education Research	4
EDUC 275B/275L	Data Analysis in Educational Research II	4
EDUC 274A	Measurement in Education and the Social Sciences I	4
EDUC 276A	Introduction to Program Evaluation	3
Minimum four courses in statistics, measurement, and evaluation:		
Individualized study list approved by advisor, including:		
QME Concentration Courses:		



EDUC 270B	BEAR Center Seminar	2,3
EDUC 274B	Measurement in Education and the Social Sciences II	4
EDUC 274C	Research Seminar in Measurement	4
EDUC 274D	Multidimensional Measurement	4
EDUC 275G	Hierarchical and Longitudinal Modeling	3
EDUC 276C	Practicum in Evaluation	2-4
EDUC 276E	Research Design and Methods for Program and Policy Evaluation	3
Approved Outside Concentration Courses:		
PB HLTH 240A	Course Not Available	4
PB HLTH 242C	Course Not Available	4
STAT 200A	Introduction to Probability and Statistics at an Advanced Level	4
STAT 200B	Introduction to Probability and Statistics at an Advanced Level	4
STAT C239A	The Statistics of Causal Inference in the Social Science	4
STAT C245C	Biostatistical Methods: Computational Statistics with Applications in Biology and Medicine	4

## Field Papers

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

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

## Prospectus

The dissertation prospectus is a preliminary version of the dissertation proposal and is usually five to ten pages in length. It is a statement of preliminary work (pilot studies, prior research findings, research goals, hypotheses and methodology) as well as the theories, strategies, and analyses that will be used in the dissertation research. Check program requirements for the style in which the prospectus is to be written.

## Qualifying Exam

The qualifying examination is the University's means of evaluating and certifying the adequacy and appropriateness of your preparation for the doctorate. This examination is required for all doctoral degree programs in the Graduate School of Education. The qualifying examination is an oral examination of two or three hours duration. The examination committee is composed of four faculty members selected by the student in consultation with his or her faculty adviser. The purpose of this examination is to test eligibility of the student for admission to candidacy for the degree of Doctor of Philosophy in Education and to evaluate his or her ability to complete a satisfactory doctoral dissertation.

## CITI Protocol Course Certifications

If conducting research using human subjects, student is required to take the online Collaborative IRB Training Initiative (CITI) course ([citiprogram.org/default.asp](http://citiprogram.org/default.asp)) and submit a copy of the CITI Course Completion Record with the candidacy application. For more information,

contact the Committee for the Protection of Human Subjects at: [cphs.berkeley.edu](http://cphs.berkeley.edu).

## Time in Candidacy

### Dissertation Presentation/Finishing Talk

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

## Required Professional Development Presentations

Students participate in the annual GSE Research Day.

### Professional Conference Presentation

Students present in AERA or other national conferences.

## Teaching

The department gives students an opportunity to gain teaching experience. Our students work as graduate student instructors, readers or tutors not only in Education but also in other departments on campus.

## Normative Time Requirements

Total Normative Time is three years. See our website (<http://leep.berkeley.edu/leep/signature-pedagogy-design-development-studies>) for a sample timeline.

## Time to Advancement

### Curriculum

#### Courses Required

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

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

## Field Papers

This is the step that calls for the student to pull together his/her graduate education course work, tutorials, and research into a coherent whole. Student is expected to relate what he/she learned to issues of concern in their field of study, and to be able to take and defend positions on these varying issues. The prequalifying review for EdD students consists of the approval of two position papers and a dissertation prospectus.

Prospectus

The dissertation prospectus is a preliminary version of the dissertation proposal and is usually five to ten pages in length. It is a statement of preliminary work (pilot studies, prior research findings, research goals, hypotheses and methodology) as well as the theories, strategies, and analyses that will be used in the dissertation research.

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Professional Conference Presentation

Students present in AERA or other national conferences.

Unit Requirements

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

Plan I Requirements

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

The MA thesis is the report of a research investigation appropriate to the student's specialization. It should be succinct but comparable in style, organization, and depth of understanding to investigations of greater scope, such as the dissertations of doctoral candidates. It should offer

a critique or synthesis that is the author's own original contribution. The thesis is written under the supervision of a three member faculty committee appointed at the time of advancement to candidacy and approved by the head graduate adviser and the dean of the Graduate Division.

Plan II Requirements

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

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

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

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

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

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

Curriculum

Courses Required

<b>Cognition &amp; Development—Development in Mathematics and Science (DMS)</b>		
EDUC 200A	Culture and Cognitive Development: Theoretical Perspectives	3
EDUC 200B	Social Development	3
EDUC 214	Human Development and Education Seminar	1
Individualized study list approved by adviser, including selected research methods courses.		

<b>Cognition &amp; Development—Education in Math, Science, &amp; Technology (EMST)</b>		
SCMATHE 210	Practicum in Science and Math Education Research and Development (2 semesters)	1-4
Select one Qualitative Methodology course from the following:		3
EDUC 228A	Qualitative Methodology (GSE requirement filled)	
EDUC 228B	Course Not Available	
EDUC 293V	Video-Analysis Seminar	
EDUC 290C	Special Topics Seminars: Cognition and Development	
Select one Qualitative Methodology course from the following:		4
EDUC 293A/293L	Data Analysis in Education Research (GSE requirement filled)	

EDUC 275B/275L	Data Analysis in Educational Research II	
PSYCH 205A	Course Not Available	
Select one Discipline course from the following:		4
EDUC 222A	Course Not Available	
EDUC 224A	Mathematical Thinking and Problem Solving	
EDUC 290C	Special Topics Seminars: Cognition and Development (Scientific Thinking and Learning )	
EDUC 290C	Special Topics Seminars: Cognition and Development (Learning Chance: Computer-Supported Inquiry into Probability)	
EDUC 290C	Special Topics Seminars: Cognition and Development (Paradigmatic Didactic Mathematics Problem Situation)	
Select One Curriculum & Technology Design course from the following:		4
SCMATHE 220	Instructional Design in Science and Mathematics Education	
EDUC 221A	Towards Ambitious Instruction in Mathematics: Research Into Practice	
EDUC 221B	Course Not Available	
EDUC 290C	Special Topics Seminars: Cognition and Development	
EDUC 295B	Technology, Curriculum, and Instruction	
One GSE core course from approved list		4
One course from Individual & Social Perspectives approved course list		4

### Cognition & Development—Human Development & Education (HDE)

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

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

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

### CD—Developmental Teacher Education MA/ Credential Program

EDUC 149	Foundations for Teaching Language Arts	2
EDUC 158	Foundations for Teaching Reading in Grades K-8	2-3
EDUC 160	Foundations for Teaching Social Studies	2
EDUC 207D	Assessment and Education of Exceptional Pupils in Regular Classes	2
EDUC 211A	Development, Learning, and Instruction in Cultural Contexts	3
EDUC 211B	Social and Emotional Development	3
EDUC 236A	Science Education for Elementary School Children	2
EDUC 236B	Elementary Teaching in Mathematics	3
EDUC 246A	Teaching Linguistic and Cultural Minority Students	1-3
EDUC 283F	Urban Education	3
EDUC 290C	Special Topics Seminars: Cognition and Development	1-4
EDUC 298C	Group Studies, Seminars, or Group Research--DCEMST	1-4
EDUC W289	Comprehensive Health Education for Teachers	1
EDUC 390C	Supervised Teaching in Elementary Education	1-8
EDUC 391A	Technology, Curriculum, and Instruction	1
EDUC 392C	Arts Integration in K-12 Classrooms	1
EDUC 393	Preparation for Completion of the California TPA	1

### Language, Literacy, Social & Culture—Social & Cultural Studies (SCS)

GSE-wide core courses (one from approved list)

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

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

Individualized study list approved by advisor, including:

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

### Language, Literacy, Social & Culture—Language, Literacy & Culture Concentration

See school website.

### Language, Literacy, Social & Culture—Multicultural Urban Secondary English (MUSE) MA/Credential Program Concentration

EDUC 207D	Assessment and Education of Exceptional Pupils in Regular Classes	2
EDUC 212	Adolescent Development and the Teaching of Secondary English	3
EDUC 240A	Language Study for Educators	3
EDUC 244B	Methods for Teaching English in the Secondary Schools	4
EDUC 244C	Methods for Teaching English in the Secondary Schools	3

EDUC 245A	Approaches in Teaching English as a Second Language	3
EDUC 249C	Foundations in Reading (Learning from Text) for Secondary Schools	3
EDUC 283F	Urban Education	3
EDUC 289	Comprehensive Health Education for Teachers	1
EDUC 290B	Special Topics Seminars: Education in Language, Literacy, and Culture	1-4
EDUC 294B	Thesis Seminar--ELLC	1-6
EDUC 295C	Integrating Technology into Secondary English Instruction	4
EDUC 390A	Supervised Teaching for Secondary English	7
EDUC 390B	Supervised Teaching for Secondary English	8

### POME—Policy and Organizations Research Concentration

24 course units and Comprehensive Exam (written + oral):  
Individualized study list approved by adviser, including core courses below

EDUC 290A	Special Topics Seminars: Policy, Organization, Measurement, and Evaluation	1-4
EDUC 290A	Special Topics Seminars: Policy, Organization, Measurement, and Evaluation	1-4
EDUC 276A	Introduction to Program Evaluation	3
EDUC 290A	Special Topics Seminars: Policy, Organization, Measurement, and Evaluation	1-4

Four Elective courses approved by advisor, including: 12-13

EDUC 293A/293L	Data Analysis in Education Research	
EDUC 260A	Issues in Educational Administration and Policy	
EDUC 283B	Historical Perspectives on American Education	
EDUC 261A	Organization Theory in Education and Other Social Services	
EDUC 271B	Introduction to Qualitative Research Methods	
EDUC 283C	Course Not Available	
EDUC C265C	Research Advances in Race, Diversity, and Educational Policy	

### POME—Principal Leadership Institute (PLI) MA/Credential Concentration

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

EDUC 460A	Practicum in School Site Management I	3
EDUC 460B	Practicum in School Site Management	1-2
EDUC 460C	Research Practicum in Administration	3

## Education

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

Terms offered: Fall 2016, Fall 2015, Spring 2015

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.

Culture and Cognitive Development: Theoretical Perspectives: Read More [+]

#### 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

Culture and Cognitive Development: Theoretical Perspectives: Read Less [-]

### EDUC 200B Social Development 3 Units

Terms offered: Spring 2015, Spring 2013, Spring 2012

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.

Social Development: Read More [+]

#### 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

Social Development: Read Less [-]



## EDUC 200C Culture and Cognitive Development 3 Units

Terms offered: Fall 2012, Fall 2011, Fall 2010

This course explores advanced topic in Piaget's and Vygotsky's frameworkers 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.

Culture and Cognitive Development: Read More [\[+\]](#)

### 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

Culture and Cognitive Development: Read Less [\[-\]](#)

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

Terms offered: Fall 2017, Fall 2016, Fall 2014

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.

Psychosocial Development: Identity, Culture, and Education: Read More [\[+\]](#)

### 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

Psychosocial Development: Identity, Culture, and Education: Read Less [\[-\]](#)

## EDUC 200G Socialization Processes within the Family 3 Units

Terms offered: Prior to 2007

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.

Socialization Processes within the Family: Read More [\[+\]](#)

### 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

Socialization Processes within the Family: Read Less [\[-\]](#)

## EDUC 200H Cognitive Development: Neo Vygotskian Approaches 3 Units

Terms offered: Prior to 2007

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.

Cognitive Development: Neo Vygotskian Approaches: Read More [\[+\]](#)

### 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

Cognitive Development: Neo Vygotskian Approaches: Read Less [\[-\]](#)

## EDUC 201A Psychology of Reading 3 Units

Terms offered: Spring 2011, Spring 2010, Spring 2009

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.

Psychology of Reading: Read More [+]

### 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

Psychology of Reading: Read Less [-]

## EDUC 201B Seminars in Intellectual Development 2 Units

Terms offered: Spring 2017, Fall 2016, Spring 2016

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.

Seminars in Intellectual Development: Read More [+]

### Rules & Requirements

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

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Seminars in Intellectual Development: Read Less [-]

## EDUC 202A Development of Elementary Numerical Understandings 3 Units

Terms offered: Spring 2017

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. Development of Elementary Numerical Understandings: Read More [+]

### 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

Development of Elementary Numerical Understandings: Read Less [-]

## EDUC 202C Socialization Processes within the Family 3 Units

Terms offered: Prior to 2007

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.

Socialization Processes within the Family: Read More [+]

### 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

Socialization Processes within the Family: Read Less [-]

## EDUC 202D Seminars in Social and Personality Development 2 Units

Terms offered: Fall 2017, Spring 2017, Fall 2016

Intensive examination of advanced topics, which will vary from year to year (1) Social Development # (2) Motivation # (3) Personality Development.

Seminars in Social and Personality Development: [Read More](#) [+]

### Rules & Requirements

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

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Seminars in Social and Personality Development: [Read Less](#) [-]

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

Terms offered: Spring 2018, Fall 2017, Spring 2017

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.

Research Seminars: Inquiry in Educational Psychology: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Research Seminars: Inquiry in Educational Psychology: [Read Less](#) [-]

## EDUC 205 Instruction and Development 3 Units

Terms offered: Spring 2016, Spring 2015, Spring 2014

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.

Instruction and Development: [Read More](#) [+]

### 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

Instruction and Development: [Read Less](#) [-]

## EDUC 207B Individual Appraisal of Intelligence 4 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

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.

Individual Appraisal of Intelligence: [Read More](#) [+]

### 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.

Individual Appraisal of Intelligence: [Read Less](#) [-]

## EDUC 207C Diagnosis of Human Handicaps 4 Units

Terms offered: Spring 2018, Spring 2017, Spring 2016

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. Diagnosis of Human Handicaps: Read More [\[+\]](#)

### 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.

Diagnosis of Human Handicaps: Read Less [\[-\]](#)

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

Terms offered: Fall 2018, Fall 2017, Fall 2016

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.

Assessment and Education of Exceptional Pupils in Regular Classes: Read More [\[+\]](#)

### Hours & Format

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

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

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

Assessment and Education of Exceptional Pupils in Regular Classes: Read Less [\[-\]](#)

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

Terms offered: Fall 2017, Fall 2016, Fall 2015

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. Development, Learning, and Instruction in Cultural Contexts: Read More [\[+\]](#)

### 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

Development, Learning, and Instruction in Cultural Contexts: Read Less [\[-\]](#)

## EDUC 211B Social and Emotional Development 3 Units

Terms offered: Summer 2015 10 Week Session, Summer 2013 10 Week Session, Summer 2011 10 Week Session

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. Social and Emotional Development: Read More [\[+\]](#)

### 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

Social and Emotional Development: Read Less [\[-\]](#)



## EDUC 211C Advanced Human Development and Education 4 Units

Terms offered: Spring 2012, Fall 2010, Fall 2009

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.

Advanced Human Development and Education: Read More [\[+\]](#)

### 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

Advanced Human Development and Education: Read Less [\[-\]](#)

## EDUC 211D Advanced Human Development and Education 4 Units

Terms offered: Spring 2011, Spring 2010, Spring 2009

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.

Advanced Human Development and Education: Read More [\[+\]](#)

### 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

Advanced Human Development and Education: Read Less [\[-\]](#)

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

Terms offered: Spring 2018, Spring 2017, Spring 2016

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.

Adolescent Development and the Teaching of Secondary English: Read More [\[+\]](#)

### 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

Adolescent Development and the Teaching of Secondary English: Read Less [\[-\]](#)

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

Terms offered: Fall 2018, Fall 2017, Fall 2016

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.

Theoretical and Scientific Bases for School Psychology, Part I:

Childhood: Read More [\[+\]](#)

### 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

Theoretical and Scientific Bases for School Psychology, Part I: Childhood: Read Less [\[-\]](#)

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

Terms offered: Spring 2018, Spring 2017, Spring 2016

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.

Theoretical and Scientific Bases for School Psychology, Part II: Adolescence: Read More [\[+\]](#)

### 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

Theoretical and Scientific Bases for School Psychology, Part II: Adolescence: Read Less [\[-\]](#)

## EDUC 213C School-Based Consultation 3 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

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

School-Based Consultation: Read More [\[+\]](#)

### 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

School-Based Consultation: Read Less [\[-\]](#)

## EDUC 213D Educational Interventions for the School Psychologist 3 Units

Terms offered: Spring 2018, Spring 2017, Spring 2016

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.

Educational Interventions for the School Psychologist: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

Educational Interventions for the School Psychologist: Read Less [\[-\]](#)

## EDUC 213L Laboratory for School Psychology 1 Unit

Terms offered: Fall 2018, Spring 2018, Fall 2017

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

Laboratory for School Psychology: Read More [\[+\]](#)

### 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.

Laboratory for School Psychology: Read Less [\[-\]](#)

## EDUC 214 Human Development and Education Seminar 1 Unit

Terms offered: Fall 2017, Fall 2016, Fall 2015

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

Human Development and Education Seminar: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Graduate standing and consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Human Development and Education Seminar: Read Less [\[-\]](#)

## EDUC 215 Socialization Processes Within the Family 3 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

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.

Socialization Processes Within the Family: [Read More](#) [+]

### 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

Socialization Processes Within the Family: [Read Less](#) [-]

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

Terms offered: Fall 2012, Fall 2011, Fall 2010

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.

Towards Ambitious Instruction in Mathematics: Research Into Practice: [Read More](#) [+]

### 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

Towards Ambitious Instruction in Mathematics: Research Into Practice: [Read Less](#) [-]

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

Terms offered: Spring 2010

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.

Scientific Cognition: Development, Learning, and Instructional Design: [Read More](#) [+]

### 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

Scientific Cognition: Development, Learning, and Instructional Design: [Read Less](#) [-]

## EDUC 222C Design-Based Research Forum 3 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

A design-build-implement-analyze-theorize-publicize practicum forum for participants to first learn about design-based educational research work and receive support in their original and on-going projects.

Following several orientation weeks, in which we discuss fundamental resources and participate in hands-on activities, subsequent readings are customized to individual students. The course culminates with presentations, and students submit an empirical research paper.

Design-Based Research Forum: [Read More](#) [+]

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit with instructor consent. 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:** Abrahamson

Design-Based Research Forum: [Read Less](#) [-]

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

Terms offered: Fall 2018, Spring 2018, Fall 2017

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

Special Problems in Mathematics, Science and Technology Education:

Read More [\[+\]](#)

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit with instructor consent. 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.

Special Problems in Mathematics, Science and Technology Education:

Read Less [\[-\]](#)

## EDUC 224A Mathematical Thinking and Problem Solving 3 Units

Terms offered: Fall 2017, Fall 2015, Fall 2013

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.

Mathematical Thinking and Problem Solving: Read More [\[+\]](#)

### 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

Mathematical Thinking and Problem Solving: Read Less [\[-\]](#)

## EDUC 224B Paradigmatic Didactical Mathematical Problematic Situations 3 Units

Terms offered: Fall 2018, Fall 2016, Fall 2014

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.

Paradigmatic Didactical Mathematical Problematic Situations: Read More [\[+\]](#)

### 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

Paradigmatic Didactical Mathematical Problematic Situations: Read Less [\[-\]](#)

## EDUC 224C Gender, Mathematics and Science 3 Units

Terms offered: Spring 2017, Spring 2013, Spring 2009

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.

Gender, Mathematics and Science: Read More [\[+\]](#)

### 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

Gender, Mathematics and Science: Read Less [\[-\]](#)



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

Terms offered: Fall 2013, Spring 2013, Spring 2012

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.

Survey of Current Research and Issues in Mathematics Education: Read More [\[+\]](#)

### 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

Survey of Current Research and Issues in Mathematics Education: Read Less [\[-\]](#)

## EDUC 226 Constructive Epistemology 3 Units

Terms offered: Fall 2012, Fall 2010, Fall 2008

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.

Constructive Epistemology: Read More [\[+\]](#)

### 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

Constructive Epistemology: Read Less [\[-\]](#)

## EDUC 228A Qualitative Methodology 3 Units

Terms offered: Spring 2016, Spring 2015, Spring 2014

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?

Qualitative Methodology: Read More [\[+\]](#)

### 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

Qualitative Methodology: Read Less [\[-\]](#)

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

Terms offered: Spring 2016, Fall 2015, Spring 2015

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. Discourse and Learning in Math and Science Classrooms: Read More [\[+\]](#)

### 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

Discourse and Learning in Math and Science Classrooms: Read Less [\[-\]](#)

## EDUC 229F Conceptual Change 3 Units

Terms offered: Fall 2014, Fall 2013, Fall 2011

"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. Conceptual Change: Read More [\[+\]](#)

### 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

Conceptual Change: Read Less [\[-\]](#)

## EDUC C229A Proseminar: Problem Solving and Understanding 3 Units

Terms offered: Spring 2018, Spring 2016, Spring 2015, Fall 2013, Spring 2011

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.

Proseminar: Problem Solving and Understanding: Read More [\[+\]](#)

### 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

Proseminar: Problem Solving and Understanding: Read Less [\[-\]](#)

## EDUC 231 STEM Teaching Methods in Curriculum and Instruction 4 Units

Terms offered: Fall 2018, Spring 2018, Fall 2017

MACSME Methods in Curriculum and Instruction is a core course in the two-year MACSME program. MACSME students take the class in both their first and second years, creating opportunities to consider issues related to curriculum and instruction that are central to the development their own teaching practice in a structured and supported environment over time. The teaching methods course will use the Teaching for Robust Understanding framework (TRU) to explore issues of teaching and learning through five dimensions: core math and science content; cognitive demand; access and equity; student identity and agency; and formative assessment.

STEM Teaching Methods in Curriculum and Instruction: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to a credential program

**Repeat rules:** Course may be repeated for credit without restriction.

### Hours & Format

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

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Disston

STEM Teaching Methods in Curriculum and Instruction: Read Less [\[-\]](#)

## EDUC 231A Issues in Teaching, Learning and Equity Pro Seminar 3 Units

Terms offered: Summer 2018 8 Week Session

This is the introductory course for all students in the BE3 teacher education program, and provides a foundation for the topics and field-based experiences within the program.

Issues in Teaching, Learning and Equity Pro Seminar: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the BE3 Program

### Hours & Format

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

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructors:** Disston, Jimerson, Salasin

Issues in Teaching, Learning and Equity Pro Seminar: Read Less [\[-\]](#)

## EDUC 231B Teaching, Learning and Equity 3 Units

Terms offered: Fall 2018

This course promotes understanding of equitable approaches to teaching and learning in the context of public education in California as well as our nation. It focuses on conceptual frameworks and pedagogical/curricular strategies that enable students' social-emotional and moral growth as well as positive identity development. We also explore how historical, structural, cultural, economic, and political considerations facilitate or create challenges to students' productive growth and development.

Teaching, Learning and Equity: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the BE3 Programs

### 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:** Mahiri, Nucci

Teaching, Learning and Equity: Read Less [\[-\]](#)

## EDUC 234 Reading and Writing at the Secondary Level: Critical Literacy in the Disciplines 3 Units

Terms offered: Fall 2018

In keeping with the BE3 program's mission of equity and excellence, this course will use a critical literacy framework to evaluate reading and writing instructional approaches in math, science, and English language arts. Course discussions and assignments will be centered in Janks' (2010) book *Literacy and Power*. Students will also read, discuss, and produce discipline-specific texts related to each dimension of Janks' framework: domination, diversity, access, and design.

Reading and Writing at the Secondary Level: Critical Literacy in the Disciplines: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the BE3 Programs

### 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:** Catterson

Reading and Writing at the Secondary Level: Critical Literacy in the Disciplines: Read Less [\[-\]](#)

## EDUC 235 Elementary Teaching in Mathematics and Science 3 Units

Terms offered: Spring 2010, Spring 2009, Spring 2008

Curriculum, instructional theory, and methods for teaching mathematics and science in elementary schools.

Elementary Teaching in Mathematics and Science: Read More [\[+\]](#)

### 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.

Elementary Teaching in Mathematics and Science: Read Less [\[-\]](#)

## EDUC 236A Science Education for Elementary School Children 2 Units

Terms offered: Summer 2013 10 Week Session

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.

Science Education for Elementary School Children: Read More [\[+\]](#)

### 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

Science Education for Elementary School Children: Read Less [\[-\]](#)

## EDUC 236B Elementary Teaching in Mathematics 3 Units

Terms offered: Fall 2018, Spring 2018, Spring 2017

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.

Elementary Teaching in Mathematics: Read More [\[+\]](#)

### 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

Elementary Teaching in Mathematics: Read Less [\[-\]](#)

## EDUC 240A Language Study for Educators 3 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

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.

Language Study for Educators: Read More [\[+\]](#)

### 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

Language Study for Educators: Read Less [\[-\]](#)

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

Terms offered: Spring 2018, Spring 2017, Spring 2016

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.

Theoretical Issues in the Study of Literacy: Read More [\[+\]](#)

### 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

Theoretical Issues in the Study of Literacy: Read Less [\[-\]](#)

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

Terms offered: Spring 2014, Spring 2011, Fall 2010

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.

Issues in First and Second Language Acquisition: Read More [\[+\]](#)

### 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

Issues in First and Second Language Acquisition: Read Less [\[-\]](#)



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

Terms offered: Spring 2017, Spring 2016, Fall 2014

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.

Foundations of Curriculum Theory in the United States: A Survey: Read More [\[+\]](#)

### Hours & Format

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

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

Foundations of Curriculum Theory in the United States: A Survey: Read Less [\[-\]](#)

## EDUC 241B Language Socialization 3 Units

Terms offered: Fall 2014, Fall 2013, Fall 2012

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.

Language Socialization: Read More [\[+\]](#)

### 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

Language Socialization: Read Less [\[-\]](#)

## EDUC 241C Narrative across Learning Contexts 3 Units

Terms offered: Fall 2016, Fall 2012, Fall 2011

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.

Narrative across Learning Contexts: Read More [\[+\]](#)

### 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

Narrative across Learning Contexts: Read Less [\[-\]](#)

## EDUC 241D Perspectives on Classroom Discourse 3 Units

Terms offered: Fall 2015, Spring 2012

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.

Perspectives on Classroom Discourse: Read More [\[+\]](#)

### 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

Perspectives on Classroom Discourse: Read Less [\[-\]](#)

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

Terms offered: Summer 2015 10 Week Session, Summer 2013 10 Week Session, Summer 2013 8 Week Session

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.

Design, Practice, and Policy in Educational Settings for English Language Learners: Read More [+]

### 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

Design, Practice, and Policy in Educational Settings for English Language Learners: Read Less [-]

## EDUC 243 Advanced Qualitative Methods 3 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

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.

Advanced Qualitative Methods: Read More [+]

### 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

Advanced Qualitative Methods: Read Less [-]

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

Terms offered: Fall 2018, Fall 2017, Fall 2016

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.

Methods for Teaching English in the Secondary Schools: Read More [+]

### 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

Methods for Teaching English in the Secondary Schools: Read Less [-]

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

Terms offered: Spring 2018, Spring 2017, Spring 2016

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.

Methods for Teaching English in the Secondary Schools: Read More [+]

### 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

Methods for Teaching English in the Secondary Schools: Read Less [-]

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

Terms offered: Summer 2011 10 Week Session, Summer 2009 10 Week Session, Spring 2009

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.

Approaches in Teaching English as a Second Language: Read More [+]

### 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 - 8 hours of lecture per week

8 weeks - 6 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

Approaches in Teaching English as a Second Language: Read Less [-]

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

Terms offered: Spring 2018, Spring 2017, Spring 2016

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.

Teaching Linguistic and Cultural Minority Students: Read More [+]

### Rules & Requirements

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

**Repeat rules:** Course may be repeated for credit without restriction.

### 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.

Teaching Linguistic and Cultural Minority Students: Read Less [-]

## EDUC 247C New Literacies of Digital Youth 3 Units

Terms offered: Prior to 2007

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.

New Literacies of Digital Youth: Read More [+]

### 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

New Literacies of Digital Youth: Read Less [-]

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

Terms offered: Summer 2001 10 Week Session, Summer 2000 10 Week Session, Summer 1999 10 Week Session

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.

Evaluation and Assessment in Reading and Literacy Instruction: Read More [+]

### 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

Evaluation and Assessment in Reading and Literacy Instruction: Read Less [-]

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

Terms offered: Spring 2018, Summer 2017 8 Week Session, Spring 2016  
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.

Foundations in Reading (Learning from Text) for Secondary Schools: Read More [+]

### 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.

Foundations in Reading (Learning from Text) for Secondary Schools: Read Less [-]

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

Terms offered: Spring 2017, Spring 2016, Spring 2015  
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.

Qualitative Research in Language/Literacy Education: Read More [+]

### 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

Qualitative Research in Language/Literacy Education: Read Less [-]

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

Terms offered: Fall 2011, Fall 2010, Spring 2009

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.

Second Language Acquisition: Concepts and Theories: Read More [+]

### 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

Second Language Acquisition: Concepts and Theories: Read Less [-]

## EDUC 250C Discourse Analysis 3 Units

Terms offered: Spring 2016, Fall 2014, Spring 2014

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.

Discourse Analysis: Read More [+]

### 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

Discourse Analysis: Read Less [-]

## EDUC 250D Language and Identity 3 Units

Terms offered: Spring 2014, Fall 2010, Spring 2008

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.

Language and Identity: Read More [\[+\]](#)

### 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

Language and Identity: Read Less [\[-\]](#)

## EDUC 250E Multilingualism 3 Units

Terms offered: Spring 2015, Fall 2013

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.

Multilingualism: Read More [\[+\]](#)

### 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

Multilingualism: Read Less [\[-\]](#)

## EDUC 251 The History of College Sports in the United States 3 Units

Terms offered: Not yet offered

Elite intercollegiate competition is unique to the United States. How and why did it evolve in isolation from the rest of the world? The expansion and democratization of public universities, the Industrial revolution, and student organizations contributed to this emerging phenomenon, and the course continues with an exploration of the social, cultural, political, and economic forces that have shaped what today we call college sports.

The History of College Sports in the United States: Read More [\[+\]](#)

### 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:** Mirabelli

The History of College Sports in the United States: Read Less [\[-\]](#)

## EDUC 252A Reading Research: Sociocognitive Perspective 3 Units

Terms offered: Fall 2012, Fall 2010, Fall 2009

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.

Reading Research: Sociocognitive Perspective: Read More [\[+\]](#)

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Reading Research: Sociocognitive Perspective: Read Less [\[-\]](#)



## EDUC 252B The Ethnography of Literacy 3 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

This course approaches literacy 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

The Ethnography of Literacy: Read More [\[+\]](#)

### 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

The Ethnography of Literacy: Read Less [\[-\]](#)

## EDUC 253A Research in Writing 3 Units

Terms offered: Fall 2010, Spring 2008, Spring 2006

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

Research in Writing: Read More [\[+\]](#)

### Rules & Requirements

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

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Research in Writing: Read Less [\[-\]](#)

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

Terms offered: Fall 2018, Fall 2017, Fall 2016

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.

Theoretical Foundations for the Cultural Study of Sport in Education:

Read More [\[+\]](#)

### 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 Rheenen

Theoretical Foundations for the Cultural Study of Sport in Education:

Read Less [\[-\]](#)

## EDUC 258 Academic Support Services for Student Athletes 3 Units

Terms offered: Spring 2018, Spring 2017, Spring 2016

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.

Academic Support Services for Student Athletes: Read More [\[+\]](#)

### 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

Academic Support Services for Student Athletes: Read Less [\[-\]](#)

## EDUC 260A Issues in Educational Administration and Policy 3 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

(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.

Issues in Educational Administration and Policy: Read More [ + ]

### 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

Issues in Educational Administration and Policy: Read Less [ - ]

## EDUC 260C Issues in Urban Educational Leadership I 1 Unit

Terms offered: Summer 2005 10 Week Session, Summer 2004 10 Week Session, Summer 2003 10 Week Session

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.

Issues in Urban Educational Leadership I: Read More [ + ]

### Hours & Format

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

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

**Instructor:** Treadway

Issues in Urban Educational Leadership I: Read Less [ - ]

## EDUC 260D Issues in Urban Educational Leadership 1 Unit

Terms offered: Summer 2005 10 Week Session, Summer 2004 10 Week Session, Summer 2003 10 Week Session

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

Issues in Urban Educational Leadership: Read More [ + ]

### 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:** Treadway

Issues in Urban Educational Leadership: Read Less [ - ]

## EDUC 260E Good Schools for All Children 3 Units

Terms offered: Spring 2010

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.

Good Schools for All Children: Read More [ + ]

### 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

Good Schools for All Children: Read Less [ - ]

## EDUC C260F Machine Learning in Education 3 Units

Terms offered: Fall 2018, Fall 2017

This course covers computational approaches to the task of modeling learning and improving outcomes in Intelligent Tutoring Systems (ITS) and Massive Open Online Courses (MOOCs). We will cover theories and methodologies underpinning current approaches to knowledge discovery and data mining in education and survey the latest developments in the broad field of human learning research. The course is project based; teams will be introduced to online learning platforms and their datasets with the objective of pairing data analysis with theory or implementation. Literature review will add context and grounding to projects.

Machine Learning in Education: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Suggested background includes one programming course and familiarity with one statistical/computational software package

### 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:** Pardos

**Also listed as:** INFO C260F

Machine Learning in Education: Read Less [\[-\]](#)

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

Terms offered: Spring 2018, Spring 2017, Spring 2016

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

Organization Theory in Education and Other Social Services: Read More [\[+\]](#)

### 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

Organization Theory in Education and Other Social Services: Read Less [\[-\]](#)

## EDUC 262A Urban School Leadership and Management 1 3 Units

Terms offered: Summer 2006 10 Week Session, Summer 2005 10 Week Session, Summer 2004 10 Week Session

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.

Urban School Leadership and Management 1: Read More [\[+\]](#)

### 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

Urban School Leadership and Management 1: Read Less [\[-\]](#)

## EDUC 262B School Supervision: Theory and Practice 3 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

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.

School Supervision: Theory and Practice: Read More [\[+\]](#)

### 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

School Supervision: Theory and Practice: Read Less [\[-\]](#)

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

Terms offered: Spring 2018, Spring 2017, Spring 2016

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

Personnel Administration in School Systems and Social Organizations:

[Read More](#) [+]

### 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

Personnel Administration in School Systems and Social Organizations:  
[Read Less](#) [-]

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

Terms offered: Spring 2014, Spring 2011, Fall 2010

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.

Research Group on the Working Lives of Teachers: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Research Group on the Working Lives of Teachers: [Read Less](#) [-]

## EDUC 262F Organizational Policy and Teachers' Work 3 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

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.

Organizational Policy and Teachers' Work: [Read More](#) [+]

### 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

Organizational Policy and Teachers' Work: [Read Less](#) [-]

## EDUC 262G Research on the Education of Teachers 3 Units

Terms offered: Spring 2016, Spring 2015, Spring 2013

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.

Research on the Education of Teachers: [Read More](#) [+]

### 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

Research on the Education of Teachers: [Read Less](#) [-]

## EDUC 262H Urban School Leadership and Management 2 2 Units

Terms offered: Spring 2007

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.

Urban School Leadership and Management 2: Read More [+]

### 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

Urban School Leadership and Management 2: Read Less [-]

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

Terms offered: Spring 2017, Spring 2015, Spring 2013

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

Legal Issues in Educational Practice: Read More [+]

### Hours & Format

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

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Letter grade.

Legal Issues in Educational Practice: Read Less [-]

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

Terms offered: Spring 2018, Spring 2017, Spring 2016

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.

Legal and Policy Issues in Urban Educational Leadership: Read More [+]

### 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.

Legal and Policy Issues in Urban Educational Leadership: Read Less [-]

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

Terms offered: Fall 2012, Fall 2011, Fall 2009

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.

Economics of Education and Other Social Services: Read More [+]

### 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

Economics of Education and Other Social Services: Read Less [-]



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

Terms offered: Fall 2018, Fall 2017, Fall 2016

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.

Research Advances in Race, Diversity, and Educational Policy: Read More [\[+\]](#)

### 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

Research Advances in Race, Diversity, and Educational Policy: Read Less [\[-\]](#)

## EDUC 266B School Site Finance and Resources 1 1 Unit

Terms offered: Spring 2018, Spring 2017, Spring 2016

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.

School Site Finance and Resources 1: Read More [\[+\]](#)

### 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

School Site Finance and Resources 1: Read Less [\[-\]](#)

## EDUC 266C School Site Finance and Resources II 2 Units

Terms offered: Summer 2014 10 Week Session

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.

School Site Finance and Resources II: Read More [\[+\]](#)

### 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

School Site Finance and Resources II: Read Less [\[-\]](#)

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

Terms offered: Fall 2018, Spring 2018, Fall 2017

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.

Citizenship, Democracy, and Education Research Group: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Citizenship, Democracy, and Education Research Group: Read Less [\[-\]](#)

## EDUC 270B BEAR Center Seminar 2 or 3 Units

Terms offered: Fall 2018, Spring 2018, Fall 2017

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.

BEAR Center Seminar: Read More [+]

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

BEAR Center Seminar: Read Less [-]

## EDUC 271B Introduction to Qualitative Research Methods 3 Units

Terms offered: Spring 2018, Spring 2017, Fall 2015

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.

Introduction to Qualitative Research Methods: Read More [+]

### 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

Introduction to Qualitative Research Methods: Read Less [-]

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

Terms offered: Prior to 2007

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.

Issues in Teaching and Learning for Educational Leaders I: Read More [+]

### 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

Issues in Teaching and Learning for Educational Leaders I: Read Less [-]

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

Terms offered: Summer 2006 10 Week Session, Summer 2005 10 Week Session, Summer 2004 10 Week Session

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.

Issues in Teaching and Learning for Educational Leaders II: Read More [+]

### 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

Issues in Teaching and Learning for Educational Leaders II: Read Less [-]

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

Terms offered: Fall 2015, Fall 2013, Fall 2011

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.

Research Methods in Educational Leadership: Qualitative Methods: Read More [\[+\]](#)

### **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

Research Methods in Educational Leadership: Qualitative Methods: Read Less [\[-\]](#)

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

Terms offered: Fall 2018, Spring 2018, Fall 2017

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.

School Data Analysis for Principals: Read More [\[+\]](#)

### **Rules & Requirements**

**Repeat rules:** Course may be repeated for credit up to a total 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

School Data Analysis for Principals: Read Less [\[-\]](#)

## EDUC 273B Research Group on Policy Implementation 3 Units

Terms offered: Spring 2016, Fall 2015, Spring 2015

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.

Research Group on Policy Implementation: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Research Group on Policy Implementation: Read Less [\[-\]](#)

## EDUC 273C Decision Making Based on Data Evidence 3 Units

Terms offered: Spring 2014, Spring 2012

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.

Decision Making Based on Data Evidence: Read More [\[+\]](#)

### 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

Decision Making Based on Data Evidence: Read Less [\[-\]](#)

## EDUC 273D Decision Making II 3 Units

Terms offered: Summer 2012 10 Week Session, Summer 2012 8 Week Session

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.

Decision Making II: Read More [\[+\]](#)

### 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

Decision Making II: Read Less [\[-\]](#)

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

Terms offered: Fall 2018, Fall 2017, Fall 2016

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. Measurement in Education and the Social Sciences I: Read More [+]

### 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

Measurement in Education and the Social Sciences I: Read Less [-]

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

Terms offered: Spring 2018, Spring 2017, Spring 2016

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. Measurement in Education and the Social Sciences II: Read More [+]

### 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

Measurement in Education and the Social Sciences II: Read Less [-]

## EDUC 274C Research Seminar in Measurement 4 Units

Terms offered: Spring 2018, Spring 2016, Spring 2014

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.

Research Seminar in Measurement: Read More [+]

### Rules & Requirements

**Prerequisites:** 274A or equivalent

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Research Seminar in Measurement: Read Less [-]

## EDUC 274D Multidimensional Measurement 4 Units

Terms offered: Spring 2017, Spring 2015, Spring 2014

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

Multidimensional Measurement: Read More [+]

### 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

Multidimensional Measurement: Read Less [-]



## EDUC 275B Data Analysis in Educational Research II 4 Units

Terms offered: Spring 2018, Spring 2017, Spring 2016

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.

Data Analysis in Educational Research II: Read More [ + ]

### 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

Data Analysis in Educational Research II: Read Less [ - ]

## EDUC 275G Hierarchical and Longitudinal Modeling 3 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

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.

Hierarchical and Longitudinal Modeling: Read More [ + ]

### 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

Hierarchical and Longitudinal Modeling: Read Less [ - ]

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

Terms offered: Fall 2018, Spring 2018, Fall 2017

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.

Research Group in Multilevel Modeling: Read More [ + ]

### Rules & Requirements

**Prerequisites:** Linear and logistic regression, equivalent to 275B

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Research Group in Multilevel Modeling: Read Less [ - ]

## EDUC 275L Educational Data Analysis Laboratory II 1 Unit

Terms offered: Spring 2018, Spring 2017, Spring 2016

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.

Educational Data Analysis Laboratory II: Read More [ + ]

### 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

Educational Data Analysis Laboratory II: Read Less [ - ]

## EDUC 276A Introduction to Program Evaluation 3 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

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.

Introduction to Program Evaluation: Read More [+]

### 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

Introduction to Program Evaluation: Read Less [-]

## EDUC 276C Practicum in Evaluation 2 - 4 Units

Terms offered: Spring 2015, Fall 2013, Spring 2013

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.

Practicum in Evaluation: Read More [+]

### Rules & Requirements

**Prerequisites:** 293A, 293L

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Practicum in Evaluation: Read Less [-]

## EDUC 276D Theoretical Issues in Evaluation 3 Units

Terms offered: Spring 2013, Spring 2010, Spring 2008

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.

Theoretical Issues in Evaluation: Read More [+]

### 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

Theoretical Issues in Evaluation: Read Less [-]

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

Terms offered: Spring 2011, Spring 2009, Spring 2005

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.

Research Design and Methods for Program and Policy Evaluation: Read More [\[+\]](#)

### 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

Research Design and Methods for Program and Policy Evaluation: Read Less [\[-\]](#)

## EDUC 277A Systemic Educational Reform I 3 Units

Terms offered: Summer 2013 10 Week Session, Summer 2013 8 Week Session, Summer 2011 8 Week Session

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.

Systemic Educational Reform I: Read More [\[+\]](#)

### 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

Systemic Educational Reform I: Read Less [\[-\]](#)

## EDUC 277B Systemic Educational Reform II 3 Units

Terms offered: Summer 2014 10 Week Session, Summer 2013 10 Week Session, Summer 2013 8 Week Session

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.

Systemic Educational Reform II: Read More [\[+\]](#)

### 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

Systemic Educational Reform II: Read Less [\[-\]](#)

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

Terms offered: Summer 2011 8 Week Session, Summer 2009 10 Week Session, Summer 2006 10 Week Session

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.

Excellence and Equity in Education I: Inequality and Equity: Read More [\[+\]](#)

### 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

Excellence and Equity in Education I: Inequality and Equity: Read Less [\[-\]](#)

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

Terms offered: Fall 2014, Spring 2014, Spring 2013

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.

Excellence and Equity 2: The Dynamics of Improving Schools and Districts: Read More [\[+\]](#)

### 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

Excellence and Equity 2: The Dynamics of Improving Schools and Districts: Read Less [\[-\]](#)

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

Terms offered: Fall 2015, Spring 2015, Fall 2014

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.

Milestone 2: Mapping the Professional Knowledge Base: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Education 294E. Good standing in LEEP

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Milestone 2: Mapping the Professional Knowledge Base: Read Less [\[-\]](#)

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

Terms offered: Spring 2016, Spring 2015, Fall 2014

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.

Milestone 4: Research Design and Methodology: Read More [\[+\]](#)

### 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

Milestone 4: Research Design and Methodology: Read Less [\[-\]](#)

## EDUC 279A Resource Management 1 3 Units

Terms offered: Fall 2011, Fall 2009, Fall 2006

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.

Resource Management 1: Read More [\[+\]](#)

### 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

Resource Management 1: Read Less [\[-\]](#)



## EDUC 279B Resource Management 2 3 Units

Terms offered: Spring 2016, Summer 2013 8 Week Session, Summer 2012 8 Week Session

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.

Resource Management 2: Read More [\[+\]](#)

### 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

Resource Management 2: Read Less [\[-\]](#)

## EDUC 280A Proseminar: Sociocultural Critique of Education 3 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

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?

Proseminar: Sociocultural Critique of Education: Read More [\[+\]](#)

### 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

Proseminar: Sociocultural Critique of Education: Read Less [\[-\]](#)

## EDUC 280B Proseminar: Sociocultural Critique of Education 3 Units

Terms offered: Spring 2018, Spring 2017, Spring 2016

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?

Proseminar: Sociocultural Critique of Education: Read More [\[+\]](#)

### 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

Proseminar: Sociocultural Critique of Education: Read Less [\[-\]](#)

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

Terms offered: Fall 2017, Fall 2016, Fall 2015

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.

Research Apprenticeship and Qualitative Methodology Seminar I: Read More [\[+\]](#)

### 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

Research Apprenticeship and Qualitative Methodology Seminar I: Read Less [\[-\]](#)

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

Terms offered: Spring 2017, Spring 2016, Spring 2015

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.

Research Apprenticeship and Qualitative Methodology Seminar II: Read More [\[+\]](#)

### 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

Research Apprenticeship and Qualitative Methodology Seminar II: Read Less [\[-\]](#)

## EDUC 282 Introduction to Research Inquiry: Power, Epistemology, and Method 3 Units

Terms offered: Not yet offered

This course is meant to introduce students to the process of conducting research. It approaches this goal by asking students to learn about and critically engage the ontological and epistemological assumptions underlying the varied methodologies used in education research. This class aims to get students to think critically about research design, implementation, and interpretation, with a particular focus on how epistemological and ethical issues can play themselves out in research projects and the roles that power plays in the research process.

Introduction to Research Inquiry: Power, Epistemology, and Method: Read More [\[+\]](#)

### 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

Introduction to Research Inquiry: Power, Epistemology, and Method: Read Less [\[-\]](#)

## EDUC 283B Historical Perspectives on American Education 3 Units

Terms offered: Spring 2017, Spring 2016, Fall 2012

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.

Historical Perspectives on American Education: Read More [\[+\]](#)

### 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

Historical Perspectives on American Education: Read Less [\[-\]](#)

## EDUC 283D Popular Education 3 Units

Terms offered: Spring 2010, Spring 2009, Spring 2008

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.

Popular Education: Read More [\[+\]](#)

### 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

Popular Education: Read Less [\[-\]](#)

## EDUC 283F Urban Education 3 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

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.

Urban Education: Read More [\[+\]](#)

### 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

Urban Education: Read Less [\[-\]](#)

## EDUC 284A Philosophy of Education 3 Units

Terms offered: Fall 2009, Fall 2005, Fall 2004

Philosophical analysis applied to current educational problems and key concepts.

Philosophy of Education: Read More [\[+\]](#)

### 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

Philosophy of Education: Read Less [\[-\]](#)

## EDUC 285 Globalization and International Education 3 Units

Terms offered: Spring 2015, Fall 2012, Spring 2009

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.

Globalization and International Education: Read More [\[+\]](#)

### 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

Globalization and International Education: Read Less [\[-\]](#)

## EDUC C286 The Education of African-American Students 3 Units

Terms offered: Spring 2012, Fall 2010, Spring 2010

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.

The Education of African-American Students: Read More [\[+\]](#)

### 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

The Education of African-American Students: Read Less [\[-\]](#)

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

Terms offered: Spring 2013, Spring 2012, Spring 2011

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.

Race, Gender, and Immigration: Citizenship and Education: Read More [\[+\]](#)

### 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

Race, Gender, and Immigration: Citizenship and Education: Read Less [\[-\]](#)

## EDUC 288 Intersectionality in Education Research 3 Units

Terms offered: Fall 2013, Fall 2012, Fall 2011

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.

Intersectionality in Education Research: Read More [\[+\]](#)

### 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

Intersectionality in Education Research: Read Less [\[-\]](#)

## EDUC 289 Comprehensive Health Education for Teachers 1 Unit

Terms offered: Spring 2018, Spring 2017, Spring 2016

This course addresses comprehensive school health education, including content areas of health instruction in the California Health Framework for teachers K-12, e.g., nutrition, communicable diseases, drug use and abuse, physical fitness, and community health services. For elementary teachers, the focus is on their responsibilities as primary health instructors. For secondary teachers, the focus is on their role as a member of a comprehensive health team with responsibility for providing adolescents with guidance on decision making regarding consumerism, environmental issues, drugs, and sex.

Comprehensive Health Education for Teachers: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** For students admitted to teacher education programs only

### Hours & Format

**Fall and/or spring:** 2 weeks - 7.5 hours of lecture per week

### Additional Details

**Subject/Course Level:** Education/Graduate

**Grading:** Offered for satisfactory/unsatisfactory grade only.

Comprehensive Health Education for Teachers: Read Less [\[-\]](#)

## EDUC W289 Comprehensive Health Education for Teachers 1 Unit

Terms offered: Fall 2015, Fall 2014, Fall 2013

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.

Comprehensive Health Education for Teachers: Read More [\[+\]](#)

### 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

Comprehensive Health Education for Teachers: Read Less [\[-\]](#)

## **EDUC 290A Special Topics Seminars: Policy, Organization, Measurement, and Evaluation 1 - 4 Units**

Terms offered: Fall 2018, Spring 2018, Fall 2017

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

Special Topics Seminars: Policy, Organization, Measurement, and

Evaluation: Read More [a]

### **Rules & Requirements**

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### **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.

Special Topics Seminars: Policy, Organization, Measurement, and

Evaluation: Read Less [-]

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

Terms offered: Fall 2018, Spring 2018, Fall 2017

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

Special Topics Seminars: Education in Language, Literacy, and Culture:

Read More [a]

### **Rules & Requirements**

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### **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.

Special Topics Seminars: Education in Language, Literacy, and Culture:

Read Less [-]

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

Terms offered: Fall 2018, Spring 2018, Fall 2017

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

Special Topics Seminars: Cognition and Development: Read More [a]

### **Rules & Requirements**

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### **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.

Special Topics Seminars: Cognition and Development: Read Less [-]

## **EDUC 290D Special Topics Seminars: Special Topic Seminar 1 - 4 Units**

Terms offered: Fall 2009, Spring 2009, Fall 2008

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

Special Topics Seminars: Special Topic Seminar: Read More [a]

### **Rules & Requirements**

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### **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.

Special Topics Seminars: Special Topic Seminar: Read Less [-]



## EDUC 290E Special Topics Seminars: Special Topics Seminar 1 - 4 Units

Terms offered: Spring 2016, Spring 2015, Fall 2014

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

Special Topics Seminars: Special Topics Seminar: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### 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.

Special Topics Seminars: Special Topics Seminar: [Read Less](#) [-]

## EDUC 291 Purposes and Values in Urban Educational Leadership 3 Units

Terms offered: Summer 2003 10 Week Session

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.

Purposes and Values in Urban Educational Leadership: [Read More](#) [+]

### 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

Purposes and Values in Urban Educational Leadership: [Read Less](#) [-]

## EDUC 291A The Educational System of the United States 3 Units

Terms offered: Fall 2012, Fall 2011, Fall 2009

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.

The Educational System of the United States: [Read More](#) [+]

### 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

The Educational System of the United States: [Read Less](#) [-]

## EDUC 293A Data Analysis in Education Research 4 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

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. Data Analysis in Education Research: [Read More](#) [+]

### 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.

Data Analysis in Education Research: [Read Less](#) [-]

## EDUC 293L Educational Data Analysis Laboratory 1 Unit

Terms offered: Fall 2018, Fall 2017, Fall 2016

Exercises and computer programs are presented and discussed.

Educational Data Analysis Laboratory: Read More [+]

### 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.

Educational Data Analysis Laboratory: Read Less [-]

## EDUC 293V Video-Analysis Seminar 1 - 3 Units

Terms offered: Spring 2018, Fall 2014, Spring 2013

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.

Video-Analysis Seminar: Read More [+]

### Rules & Requirements

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

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Video-Analysis Seminar: Read Less [-]

## EDUC 294A Thesis Seminar: Policy, Organization, Measurement, and Evaluation (POME) 1 - 4 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

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

Thesis Seminar: Policy, Organization, Measurement, and Evaluation (POME): Read More [+]

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Thesis Seminar: Policy, Organization, Measurement, and Evaluation (POME): Read Less [-]

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

Terms offered: Fall 2018, Spring 2018, Fall 2017

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.

Thesis Seminar--ELLC: Read More [+]

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Thesis Seminar--ELLC: Read Less [-]

## EDUC 294C Seminar on Formulation of Educational Research 1 - 4 Units

Terms offered: Spring 2012, Spring 2011, Spring 2010

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.

Seminar on Formulation of Educational Research: Read More [\[+\]](#)

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit up to a total of 8 units. 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

Seminar on Formulation of Educational Research: Read Less [\[-\]](#)

## EDUC 294E Thesis Seminar 1 - 4 Units

Terms offered: Spring 2018, Fall 2017, Spring 2017

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

Thesis Seminar: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Good standing in the LEEP

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Thesis Seminar: Read Less [\[-\]](#)

## EDUC 295B Technology, Curriculum, and Instruction 3 Units

Terms offered: Spring 2017, Spring 2015, Spring 2014

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.

Technology, Curriculum, and Instruction: Read More [\[+\]](#)

### 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

Technology, Curriculum, and Instruction: Read Less [\[-\]](#)

## EDUC 295C Integrating Technology into Secondary English Instruction 4 Units

Terms offered: Spring 2018, Spring 2017, Spring 2016

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.

Integrating Technology into Secondary English Instruction: Read More [\[+\]](#)

### 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.

Integrating Technology into Secondary English Instruction: Read Less [\[-\]](#)

## EDUC 298A Group Study for Graduate Students--POME 1 - 5 Units

Terms offered: Fall 2018, Spring 2018, Fall 2017

Research on special problems and topics not covered by regular courses or seminars. Topics will vary in different semesters.

Group Study for Graduate Students--POME: Read More [a+]

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### 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.

Group Study for Graduate Students--POME: Read Less [-]

## EDUC 298B Group Study for Graduate Students--LLSC 1 - 3 Units

Terms offered: Fall 2018, Spring 2018, Fall 2017

Research on special problems and topics not covered by courses or seminars.

Group Study for Graduate Students--LLSC: Read More [a+]

### 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

Group Study for Graduate Students--LLSC: Read Less [-]

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

Terms offered: Fall 2018, Spring 2018, Fall 2017

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.

Group Studies, Seminars, or Group Research--DCEMST: Read More [a+]

### 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

Group Studies, Seminars, or Group Research--DCEMST: Read Less [-]

## EDUC 298E Group Study and Research 1 - 6 Units

Terms offered: Spring 2014, Spring 2013, Spring 2012

Group study and research on special problems and topics.

Group Study and Research: Read More [a+]

### 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

Group Study and Research: Read Less [-]

## EDUC 299 Special Study and Research 1 - 12 Units

Terms offered: Fall 2018, Spring 2018, Fall 2017

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.

Special Study and Research: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### 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.

Special Study and Research: Read Less [\[-\]](#)

## EDUC N299 Special Study and Research 1 - 6 Units

Terms offered: Summer 2016 10 Week Session, Summer 2015 10 Week Session, Summer 2013 10 Week Session

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.

Special Study and Research: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### 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.

Special Study and Research: Read Less [\[-\]](#)

## EDUC 301A The Teaching of Writing 4 Units

Terms offered: Summer 1996 10 Week Session

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.

The Teaching of Writing: Read More [\[+\]](#)

### 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

The Teaching of Writing: Read Less [\[-\]](#)

## EDUC 305 California Literature Project Seminar 3 Units

Terms offered: Prior to 2007

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.

California Literature Project Seminar: Read More [\[+\]](#)

### 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

California Literature Project Seminar: Read Less [\[-\]](#)

## EDUC 375 The Art Of Teaching 1 - 6 Units

Terms offered: Spring 2016, Fall 2015, Fall 2014

Consultation and analysis for teaching assistants.

The Art Of Teaching: Read More [ + ]

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

The Art Of Teaching: Read Less [ - ]

## EDUC 390A Supervised Teaching for Secondary English 7 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

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.

Supervised Teaching for Secondary English: Read More [ + ]

### 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

Supervised Teaching for Secondary English: Read Less [ - ]

## EDUC 390B Supervised Teaching for Secondary English 8 Units

Terms offered: Spring 2018, Spring 2017, Spring 2016

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.

Supervised Teaching for Secondary English: Read More [ + ]

### 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

Supervised Teaching for Secondary English: Read Less [ - ]

## EDUC 390C Supervised Teaching in Elementary Education 1 - 8 Units

Terms offered: Fall 2018, Spring 2018, Fall 2017

Fieldwork for teaching credential. Supervised teaching may begin with the opening of the public schools in the fall and extend through the spring semester.

Supervised Teaching in Elementary Education: Read More [ + ]

### Rules & Requirements

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

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Supervised Teaching in Elementary Education: Read Less [ - ]



## EDUC 390D Supervised Teaching in Mathematics and Science for Secondary Schools 2 - 6 Units

Terms offered: Fall 2018, Spring 2018, Fall 2017

Fieldwork for teaching credential. Supervised teaching may begin with the opening of the public schools in the fall and extend through the spring semester.

Supervised Teaching in Mathematics and Science for Secondary Schools: Read More [+]

### Rules & Requirements

**Prerequisites:** Admission to credential program

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Supervised Teaching in Mathematics and Science for Secondary Schools: Read Less [-]

## EDUC 391A Technology, Curriculum, and Instruction 1 Unit

Terms offered: Spring 2018, Spring 2017, Spring 2016

Meets level 1 technology for the California Multiple Subject Credential. Introduction to basic computer skills and applications.

Technology, Curriculum, and Instruction: Read More [+]

### Rules & Requirements

**Prerequisites:** Admission to the Developmental Teacher Education Program

### Hours & Format

**Fall and/or spring:** 4 weeks - 4 hours of lecture and 8 hours of laboratory per week

**Summer:** 8 weeks - 2 hours of lecture and 4 hours of laboratory per week

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Eslinger

Technology, Curriculum, and Instruction: Read Less [-]

## EDUC 392C Arts Integration in K-12 Classrooms 1 Unit

Terms offered: Summer 2013 10 Week Session, Fall 2012, Spring 2012

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.

Arts Integration in K-12 Classrooms: Read More [+]

### Rules & Requirements

**Prerequisites:** Admission to BE3 Education Program

**Repeat rules:** Course may be repeated for credit without restriction.

### 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.

Arts Integration in K-12 Classrooms: Read Less [-]

## EDUC 393 Preparation for Completion of the California TPA 1 Unit

Terms offered: Fall 2018, Spring 2018, Fall 2017

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.

Preparation for Completion of the California TPA: Read More [+]

### 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.

Preparation for Completion of the California TPA: Read Less [-]

## EDUC 399 Special Study for Educators 1 - 4 Units

Terms offered: Summer 1996 10 Week Session, Summer 1995 10 Week Session

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.

Special Study for Educators: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Consent of instructor

**Repeat rules:** Course may be repeated for credit without restriction.

### 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.

Special Study for Educators: Read Less [\[-\]](#)

## EDUC 399S Special Study for Educators 1 - 4 Units

Terms offered: Summer 1992 10 Week Session

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.

Special Study for Educators: Read More [\[+\]](#)

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### 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.

Special Study for Educators: Read Less [\[-\]](#)

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

Terms offered: Fall 2018, Fall 2017, Fall 2016

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

Community-Based Internship in School Psychology: Read More [\[+\]](#)

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Community-Based Internship in School Psychology: Read Less [\[-\]](#)

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

Terms offered: Spring 2018, Spring 2017, Spring 2016

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

Community-Based Internship in School Psychology: Read More [\[+\]](#)

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Community-Based Internship in School Psychology: Read Less [\[-\]](#)

## EDUC 413C School-Based Internship in School Psychology 2 - 8 Units

Terms offered: Fall 2018, Fall 2017, Fall 2016

Supervised assignment to a school district in the capacity of school psychologist.

School-Based Internship in School Psychology: Read More [\[+\]](#)

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

School-Based Internship in School Psychology: Read Less [\[-\]](#)

## EDUC 413D School-Based Internship in School Psychology 2 - 8 Units

Terms offered: Spring 2018, Spring 2017, Spring 2016

Supervised assignment to a school district in capacity of school psychologist.

School-Based Internship in School Psychology: Read More [\[+\]](#)

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction.

### 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.

School-Based Internship in School Psychology: Read Less [\[-\]](#)

## EDUC 413L Consultation for School Psychology Students 1 Unit

Terms offered: Fall 2018, Spring 2018, Fall 2017

Consultation for School Psychology Students: Read More [\[+\]](#)

### Rules & Requirements

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

**Repeat rules:** Course may be repeated for credit without restriction.

### 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.

Consultation for School Psychology Students: Read Less [\[-\]](#)

## EDUC 460A Practicum in School Site Management I 3 Units

Terms offered: Fall 2016, Summer 2016 10 Week Session, Fall 2015

Supervised field experience, conferences, and colloquium.

Practicum in School Site Management I: Read More [\[+\]](#)

### 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.

Practicum in School Site Management I: Read Less [\[-\]](#)

## EDUC 460B Practicum in School Site Management 1 or 2 Units

Terms offered: Fall 2018, Spring 2018, Fall 2017

Supervised field experience, conferences, and colloquium.

Practicum in School Site Management: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** 460B

**Repeat rules:** Course may be repeated for credit without restriction.

### 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.

Practicum in School Site Management: [Read Less](#) [-]

## EDUC 460C Research Practicum in Administration 1 - 3 Units

Terms offered: Summer 2018 8 Week Session, Spring 2018, Summer 2017 8 Week Session

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.

Research Practicum in Administration: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** 294A

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Research Practicum in Administration: [Read Less](#) [-]

## EDUC 470A Residency: Introduction to School Districts 3 Units

Terms offered: Spring 2008, Fall 2006, Fall 2005

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.

Residency: Introduction to School Districts: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Good standing in LEEP

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Residency: Introduction to School Districts: [Read Less](#) [-]

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

Terms offered: Summer 2011 10 Week Session, Summer 2009 10 Week Session, Spring 2009

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.

Residency: Excellence and Equity and Systemic Reform: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** 470A, Good standing in LEEP

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Residency: Excellence and Equity and Systemic Reform: Read Less [\[-\]](#)

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

Terms offered: Summer 2012 10 Week Session, Summer 2012 8 Week Session, Summer 2010 10 Week Session

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.

Residency: Decision Making and Resource Management: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** 470A, Good standing in LEEP

**Repeat rules:** Course may be repeated for credit without restriction.

### 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

Residency: Decision Making and Resource Management: Read Less [\[-\]](#)

## EDUC 601 Individual Study for Master's Students 1 - 8 Units

Terms offered: Spring 2015, Spring 2014, Spring 2013

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.

Individual Study for Master's Students: Read More [\[+\]](#)

### 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 credit up to a total 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.

Individual Study for Master's Students: Read Less [\[-\]](#)

## EDUC 602 Individual Study for Doctoral Students 1 - 8 Units

Terms offered: Spring 2009, Fall 2008, Spring 2008

Individual study in preparation for the doctoral qualifying examination.

One unit of credit for each four hours of conference and independent research per week.

Individual Study for Doctoral Students: [Read More](#) [+]

### 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 credit up to a total 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.

Individual Study for Doctoral Students: [Read Less](#) [-]