

# 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, elevate their 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 on a 9-point scale (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 the 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. Official TOEFL score reports must be sent directly from Educational Test Services (ETS). The institution code for Berkeley is 4833. Official IELTS score reports must be mailed

directly to our office from the British Council. TOEFL and IELTS score reports are only valid for two years.

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 Constructive Epistemology [3]  
or EDUC 22 Foundations for Ethnic Studies in the Classroom, K-12

EDUC 229A Methods for Teaching Activity-Based Computer Science [4]

EDUC 229D Discourse and Learning in Math and Science Classrooms [3]

EDUC 229F Conceptual Change [3]

EDUC 232 Course Not Available [4]

EDUC 290C Special Topics Seminars: Cognition and Development [1-4] (Representations)

EDUC 290C Special Topics Seminars: Cognition and Development [1-4] (Principles for Embodied Design )

EDUC 290C Special Topics Seminars: Cognition and Development [1-4] (Neo-Vygotskian Perspectives on Cognitive Development )

EDUC 290C Special Topics Seminars: Cognition and Development [1-4] (Cognitive Ergonomics in STEM Education Research)

Select one Discipline course from the following: 1-4

EDUC 222A Course Not Available [3]

EDUC 224A Mathematical Thinking and Problem Solving [3]

EDUC 290C Special Topics Seminars: Cognition and Development [1-4] (Scientific Thinking and Learning )

EDUC 290C Special Topics Seminars: Cognition and Development [1-4] (Learning Chance: Computer-Supported Inquiry into Probability )

EDUC 290C Special Topics Seminars: Cognition and Development [1-4] (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 [3]

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

EDUC 221B Course Not Available [4]

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

EDUC 295B Technology, Computing, and Data in Classrooms [3]

Select one of the following: 3

EDUC 228A Qualitative Methodology [3] (GSE requirement filled)

EDUC 228B Introduction to Python for Teachers [3]

EDUC 293V Video-Analysis Seminar 1-3

or EDUC 290C Special Topics Seminars: Cognition and Development

One Qualitative Methodology course from the following: 3-4

EDUC 293A/293L Data Analysis in Education Research [4] (GSE requirement filled)

EDUC 275B/275L Data Analysis in Educational Research II [4]

PSYCH 205A Course Not Available [3]

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

### CD—Development in Mathematics and Science (DMS)

EDUC 200A Culture and Cognitive Development: Theoretical Perspectives 3

EDUC 205 Instruction and Development 3

EDUC 214 Human Development and Education Seminar 1

EDUC 228A Qualitative Methodology 3

EDUC 293A/293L Data Analysis in Education Research 4

EDUC 223B/290C Special Problems in Mathematics, Science and Technology Education 2-6

Select two of the following advanced seminars:

Neo-Vygotskian approaches to cognitive development

Development of elementary mathematical understandings in children

Teaching and learning

EDUC 224A Mathematical Thinking and Problem Solving [3]

EDUC 220C Course Not Available [4]

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

EDUC 229F Conceptual Change [3]

EDUC 224C Gender, Mathematics and Science [3]

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

EDUC 275B/275L Data Analysis in Educational Research II [4]

PSYCH 205A Course Not Available [3]

### 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 [3]

EDUC 200B Social Development [3]

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

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	Assessment of Cognitive Functioning	4
EDUC 207C	Assessment of Developmental, Learning, and Socio-emotional-behavioral Disorders in Children	4
EDUC 263A	Legal Issues in Educational Practice	1-3
EDUC 413L	Consultation for School Psychology Students (6 semesters)	1
EDUC 413A/413B	Evidence-Based Mental Health Interventions for Children and Adolescents: Part I	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 [3]	
EDUC 283F	Urban Education [3]	
EDUC 200D	Psychosocial Development: Identity, Culture, and Education [3]	
Select two of the following:		6
EDUC 201A	Psychology of Reading [3]	
EDUC 200C	Culture and Cognitive Development [3]	
EDUC 228A	Qualitative Methodology [3]	
PSYCH 234C	Course Not Available [3]	
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 [3]	
EDUC 240B	Theoretical Issues in the Study of Literacy [3]	
EDUC 241B	Language Socialization [3]	
EDUC 250A	Qualitative Research in Language/Literacy Education [3]	
EDUC 250C	Discourse Analysis [3]	
EDUC 252B	The Ethnography of Literacy [3]	
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 [3]	
EDUC 283C	Course Not Available [3]	
EDUC C265C	Research Advances in Race, Diversity, and Educational Policy [3]	
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 [4]	
EDUC 276A	Introduction to Program Evaluation [3]	
EDUC 276C	Practicum in Evaluation [2-4]	
EDUC 276D	Theoretical Issues in Evaluation [3]	
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](mailto: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	Democratic Decision Making	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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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 Education and to evaluate his or her ability to complete a satisfactory doctoral dissertation.

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Required Professional Development Presentations

Students participate in the annual GSE Research Day.

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

a 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 advisor and the instructor of the seminar. After completing the seminar study, the MA candidate may be required to pass an oral examination.

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

Curriculum

Courses Required

Cognition & Development—Development in Mathematics and Science (DMS)			
EDUC 200A	Culture and Cognitive Development: Theoretical Perspectives		3
EDUC 200B	Social Development		3
EDUC 214	Human Development and Education Seminar		1
Individualized study list approved by advisor, including selected research methods courses.			
Cognition & Development—Education in Math, Science, & Technology (EMST)			
SCMATHE 210	Practicum in Science and Math Education Research and Development (2 semesters)		1-4
Select one Qualitative Methodology course from the following:			3
EDUC 228A	Qualitative Methodology [3] (GSE requirement filled)		

EDUC 228B	Introduction to Python for Teachers [4]	
EDUC 293V	Video-Analysis Seminar [1-3]	
EDUC 290C	Special Topics Seminars: Cognition and Development [1-4]	

Select one Qualitative Methodology course from the following: 4

EDUC 293A/293L	Data Analysis in Education Research [4] (GSE requirement filled)	
EDUC 275B/275L	Data Analysis in Educational Research II [4]	
PSYCH 205A	Course Not Available [3]	

Select one Discipline course from the following: 4

EDUC 222A	Course Not Available [4]	
EDUC 224A	Mathematical Thinking and Problem Solving [3]	
EDUC 290C	Special Topics Seminars: Cognition and Development [1-4] (Scientific Thinking and Learning )	
EDUC 290C	Special Topics Seminars: Cognition and Development [1-4] (Learning Chance: Computer-Supported Inquiry into Probability)	
EDUC 290C	Special Topics Seminars: Cognition and Development [1-4] (Paradigmatic Didactic Mathematics Problem Situation)	

Select One Curriculum & Technology Design course from the following: 4

SCMATHE 220	Instructional Design in Science and Mathematics Education [3]	
EDUC 221A	Towards Ambitious Instruction in Mathematics: Research Into Practice [3]	
EDUC 221B	Course Not Available [4]	
EDUC 290C	Special Topics Seminars: Cognition and Development [1-4]	
EDUC 295B	Technology, Computing, and Data in Classrooms [3]	

One GSE core course from approved list 4

One course from Individual & Social Perspectives approved course list 4

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

One core course outside the program area (see HDE Handbook) 4

Individualized study list approved by advisor, including selected research methods courses. 4

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

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	Course Not Available	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, Computing, and Data in Classrooms	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	Course Not Available	2
EDUC 158	Course Not Available	2-3
EDUC 160	Course Not Available	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 Seminar	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 advisor

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

Individualized study list approved by advisor, including:

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

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

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 [4]	
EDUC 260A	Issues in Educational Administration and Policy [3]	
EDUC 283B	Historical Perspectives on American Education [3]	
EDUC 261A	Organization Theory in Education and Other Social Services [3]	
EDUC 271B	Introduction to Qualitative Research Methods [3]	
EDUC 283C	Course Not Available [3]	
EDUC C265C	Research Advances in Race, Diversity, and Educational Policy [3]	

### 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

Expand all course descriptions [+]Collapse all course descriptions [-]

### 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 2021, Fall 2020, Fall 2019

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 201 Asian American Educators and Professionals in a Stratified Multiracial Society 3 Units

Terms offered: Spring 2020

This course delves into what it means to be an Asian American educator and professional. Through readings, analysis of popular media, and critical collective self-reflection, participants will explore how Asian Americans might understand and engage with their own racialization and the purpose and nature of their work as educators and professionals, particularly in solidarity with other people of color and low-income and working.

Asian American Educators and Professionals in a Stratified Multiracial Society: 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:** Philip

Asian American Educators and Professionals in a Stratified Multiracial Society: 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 2021, Spring 2017, Fall 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: Spring 2021, Fall 2020, Spring 2020

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 203 Cultivating Cognitive Development: From Sensorimotor Intelligence to Embodied STEM Concepts 3 Units

Terms offered: Spring 2021

This Learning Sciences and Human Development graduate program required course provides a foundation for one strand of LS/HD scholarship: the sensorimotor grounding of Science, Technology, Engineering, and Mathematics (STEM) concepts. We will cover seminal work from cognitive developmental psychology as well as a variety of theories of human learning, both of movement and of STEM concepts, that ultimately inform the design of artifacts and activities for equitable STEM learning.

Cultivating Cognitive Development: From Sensorimotor Intelligence to Embodied STEM Concepts: 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

Cultivating Cognitive Development: From Sensorimotor Intelligence to Embodied STEM Concepts: Read Less [-]

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

Terms offered: Fall 2021, Spring 2021, Fall 2020

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 Assessment of Cognitive Functioning 4 Units

Terms offered: Fall 2021, Fall 2020, Fall 2019

This course is a doctoral seminar that covers theories of intelligence, the individual assessment of intellectual functioning and cognitive abilities, and relevant measurement concepts. Students will become familiar with a range of standardized assessment tools and techniques and learn how to administer and interpret some of the commonly used measures. Students also learn about appropriate test use, cultural influences, interpretation, related ethical and legal considerations, and report writing.

Assessment of Cognitive Functioning: 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.

Assessment of Cognitive Functioning: Read Less [-]

## EDUC 207C Assessment of Developmental, Learning, and Socio-emotional-behavioral Disorders in Children 4 Units

Terms offered: Spring 2021, Spring 2020, Spring 2019

This is a doctoral seminar in which students learn a variety of assessment techniques and procedures for making diagnostic decisions about the learning strengths and weaknesses and socio-emotional status of children. They learn how to conduct observations and clinical interviews, administer and interpret standardized tests of cognitive and neuropsychological functioning, and interpret behavior rating scales. Finally, they become knowledgeable about the criteria for Special Education eligibility and how to present assessment findings orally and in writing.

Assessment of Developmental, Learning, and Socio-emotional-behavioral Disorders in Children: 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.

Assessment of Developmental, Learning, and Socio-emotional-behavioral Disorders in Children: Read Less [-]



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

Terms offered: Fall 2019, Fall 2018, Fall 2017

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 207L Supervision of Assessment Practicum 1 Unit

Terms offered: Fall 2021, Spring 2021, Fall 2020

This course provides supervision and evaluation of student performance in the school-based assessment practicum assignment, which is a requirement of both EDUC 207B and EDUC 207C.

Supervision of Assessment Practicum: Read More [\[+\]](#)

### Rules & Requirements

**Repeat rules:** Course may be repeated for credit without restriction. Students may enroll in multiple sections of this course within the same semester.

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Ojeda-Beck

Supervision of Assessment Practicum: Read Less [\[-\]](#)

## EDUC 208 Social Bases of Behavior for Applied Psychology 1 Unit

Terms offered: Spring 2021, Spring 2020

This course provides an overview of the social bases of behavior as it relates to applied psychology. Students will be exposed to scientific literature from the fields of social psychology, social influence, and social cognition. Students will acquire knowledge of interpersonal and intrapersonal processes and dynamics, intergroup and intragroup processes and dynamics, theories of personality, and diversity issues. Social Bases of Behavior for Applied Psychology: Read More [\[+\]](#)

### 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:** Worrell

Social Bases of Behavior for Applied Psychology: Read Less [\[-\]](#)

## EDUC 209 Academic Writing Support Group 2 Units

Terms offered: Fall 2021

Writing support group focused on providing caring accountability and focused peer feedback on scholarly writing. All are welcome; our areas of specialty are typically concentrated in the Learning Sciences and STEM Education. We will occasionally have workshops focused on professional development issues such as navigating conferences, submitting to journals, and conducting peer review. This class works best if you have a specific piece of writing you are hoping to advance during the semester. Academic Writing Support Group: 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 per week

### Additional Details

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

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

**Instructor:** Wilkerson

Academic Writing Support Group: Read Less [\[-\]](#)

## EDUC 210 Developmental Psychopathology 2 Units

Terms offered: Fall 2021, Fall 2020, Spring 2020

Developmental Psychopathology, which is the study of psychological problems in the context of human development. Students will examine theories and research that seek to explain the developmental origins and pathways by which psychopathology develops during childhood and adolescence. A wide range of influences relevant to the etiology and presentation of psychological and behavioral disorders-biological, cognitive, social, and environmental/societal-will be explored. In addition to childhood precursors of mental health disorders, students will also learn about the developmental consequences of such conditions. Students will also become familiar with the diagnostic criterion for the most common disorder in childhood and adolescence.

Developmental Psychopathology: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** EDUC 207B, EDUC 207C

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Crovetti

Developmental Psychopathology: Read Less [\[-\]](#)

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

Terms offered: Fall 2019, Fall 2017, Fall 2016

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 2021, Fall 2020, Fall 2019

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 2021, Spring 2020, Spring 2019

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 2021, Fall 2020, Fall 2019

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 2021, Spring 2020, Spring 2019

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 2021, Spring 2021, Fall 2020

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 2020, Fall 2019, Fall 2018

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 217 Methods in Educational and Psychological Research 3 Units

Terms offered: Spring 2021, Spring 2020

This course introduces students to the process of evaluating and conducting educational research. Students learn to become critical users of research by reading and evaluating published studies and by practicing formulating problem statements and research questions germane to their research topic of interest. Students learn the basic methods of qualitative and quantitative research and how to engage in applied research by proposing and discussing small-scale studies that can be carried out in their professional settings. The course provides students opportunities to practice crafting, critiquing and revising research questions and developing rigorous but practical methodologies.

Methods in Educational and Psychological Research: [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:** Yang

Methods in Educational and Psychological Research: [Read Less](#) [-]

## EDUC 220 History and Social Studies Methods: Secondary 3 Units

Terms offered: Fall 2021, Fall 2020

This class aims to familiarize pre-service teachers with, and enable them to practice and reflect upon methods through which foster high school students' engagement with and understanding of history and studies of social life. At the same time, it aims to deepen pre-service teachers' understanding of the range of ways scholars have conceptualized the US history, world history, economics, and civics.

History and Social Studies Methods: Secondary: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Admission to the BE3 teacher education 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.

History and Social Studies Methods: Secondary: [Read Less](#) [-]

## EDUC 220A History and Social Studies Methods: Secondary 3 Units

Terms offered: Spring 2021

This class is the second in the two-course series that is grounded in a critical understanding of California's 2016 History-Social Science Framework with the goal of articulating a history-social science pedagogy that humanizes and empowers all students. Our year-long course question is: How can robust history-social science instruction support our students to connect their lives to the past, develop as critical thinkers about past, present, and future challenges, and take actions towards a more just and democratic world? This semester in particular aims to deepen pre-service teachers' understanding of the range of ways scholars have conceptualized U.S. history, world history, economics and civics.

History and Social Studies Methods: Secondary: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Admission to the BE3 teacher education program and completion of 220

### 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:** Humphries, Choi

History and Social Studies Methods: Secondary: [Read Less](#) [-]

## EDUC 221 Curriculum Development and Design 2 Units

Terms offered: Fall 2021, Fall 2020

Curriculum Development and Design's central challenge is to create curriculum that expresses your philosophy and knowledge of curriculum and teaching. Using the practical and conceptual tools that you have learned in your coursework and your experience in the field, you will design a unit for your students. The unit will teach significant conceptual understandings and skills while supporting students' academic language development as well as other needs and interests. We will draw on Wiggins and McTighe's model of "backward design" to guide us through this process.

Curriculum Development and Design: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Admission to BE3 teacher education program

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

Curriculum Development and Design: [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 222 Politics and Pedagogies at the Intersections of Data, Technologies, and Inequalities 3 Units

Terms offered: Fall 2020

This course examines the societal risks and promises of our data-entrenched society and how classrooms might address the new emergent necessities of democracy.

Politics and Pedagogies at the Intersections of Data, Technologies, and Inequalities: 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:** Philip

Politics and Pedagogies at the Intersections of Data, Technologies, and Inequalities: Read Less [\[-\]](#)

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

Terms offered: Fall 2021, Fall 2020, Fall 2019

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.

### 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 2021, Spring 2021, Fall 2020

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.

### 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 224 Introduction to Block-Based Programming for Teachers 2 Units

Terms offered: Not yet offered

This course is designed to introduce future Computer Science teachers to fundamental CS concepts through block-based programming. It will cover abstraction and decomposition and how these processes allow problems to be made simpler and solved algorithmically. It will also introduce teachers to the concepts of variables, loops, conditionals, functions and arrays.

This course will focus on teaching computer science in ways that build on students' intuitive ideas.

Introduction to Block-Based Programming for Teachers: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admitted to BE3 or instructor approval

### Hours & Format

**Summer:** 10 weeks - 3 hours of seminar per week

### Additional Details

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

**Grading:** Letter grade.

Introduction to Block-Based Programming for Teachers: Read Less [\[-\]](#)

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

Terms offered: Fall 2021, Fall 2019, Fall 2017

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 2020, Spring 2017, Spring 2013

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 225 Shaping Education Policy:An Introductory Course for Aspiring Teachers, Researchers, and Policymakers 3 Units

Terms offered: Spring 2021

Understanding education policy is important to improve U.S. public schools. Students have opportunities to read about and analyze the design and implementation of policy, as well as have interactions with individuals who make and influence federal, state and local educational policy. One aim of this course is to support aspiring teachers, researchers, and policymakers to develop a knowledge base about key policies that have informed (and continue to inform) the outcomes of K-12 public schools.

Shaping Education Policy:An Introductory Course for Aspiring Teachers, Researchers, and Policymakers: 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:** Bristol

Shaping Education Policy:An Introductory Course for Aspiring Teachers, Researchers, and Policymakers: 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 226A Secondary STEM Methods 3 Units

Terms offered: Fall 2021, Fall 2020

This course is designed to promote effective teaching methods for science and mathematics classrooms, including strategies for lesson planning, assessment, and English language learner support. The course supports student teachers of secondary science and mathematics in undertaking an inquiry project on their own teaching practice and earning a credential for teaching in California secondary schools.

Secondary STEM Methods: Read More [+]

### Rules & Requirements

**Prerequisites:** Admission to the BE3 teacher education 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.

Secondary STEM Methods: Read Less [-]

## EDUC 226B Secondary STEM Methods 3 Units

Terms offered: Spring 2021

This course is designed to promote effective teaching methods for science and mathematics classrooms, including strategies for lesson planning, assessment, and English learner support.

Secondary STEM Methods: Read More [+]

### Rules & Requirements

**Prerequisites:** Admission to the BE3 program with a focus in math or science

### 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:** Disston, Bakshi

**Formerly known as:** Education 231

Secondary STEM Methods: Read Less [-]

## EDUC 227 Foundations for Ethnic Studies in the Classroom, K-12 1 Unit

Terms offered: Spring 2008, Fall 2007, Fall 2004

In this course we will study the histories of race, ethnicity, nationality, and culture. Your stories will always be respected in this class. We will learn about the history of social movements and mass struggles against injustice, including the establishment of Ethnic Studies programs in public schools and universities. Using Ethnic Studies as our foundation, we will explore multiple dimensions of knowledge and learn how to critically think, engage, and respond to social issues.

Foundations for Ethnic Studies in the Classroom, K-12: Read More [+]

### Hours & Format

**Summer:** 10 weeks - 1.5 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

Foundations for Ethnic Studies in the Classroom, K-12: Read Less [-]

## EDUC 228 Universal Design for Learning in K-12 Classrooms 2 Units

Terms offered: Summer 2020 8 Week Session

Students in this course will construct a model for how Universal Design for Learning acts to improve the experiences of all learner populations. Students will defend the best practices of UDL as they relate to brain-based research. Students will evaluate lesson plans and resources that leverage UDL practices during instruction across the content areas of math, language arts, science, social studies, with a focus on English Learners. Students will identify the key components of assessments. Universal Design for Learning in K-12 Classrooms: Read More [+]

### Hours & Format

**Summer:** 10 weeks - 3 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

Universal Design for Learning in K-12 Classrooms: 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 228B Introduction to Python for Teachers 3 Units

Terms offered: Not yet offered

This course is designed to introduce future Computer Science teachers to fundamental disciplinary concepts through Python programming. The course builds on and extends concepts and skills introduced in EDUC 224 – Introduction to Block-Based Programming for Teachers. The first half of the course will revisit fundamental concepts from EDUC 224 using Python. The second half of the course will introduce students to object oriented programming.

Introduction to Python for Teachers: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the BE3 program

### Hours & Format

**Summer:** 10 weeks - 4.5 hours of seminar per week

### Additional Details

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

**Grading:** Letter grade.

Introduction to Python for Teachers: Read Less [\[-\]](#)

## EDUC 229 Methods for Teaching Computer Science 1 Unit

Terms offered: Not yet offered

This course will introduce teachers to principles and practices to effectively teach introductory middle-school and high-school computer science courses. In particular, the course will focus on methods to support students who have been historically marginalized in computer science. Teachers will learn how to promote collaboration and engage in assessment in computer science classes.

Methods for Teaching Computer Science: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admitted to the BE3 program or Instructor approval

### Hours & Format

**Summer:** 10 weeks - 1.5 hours of seminar per week

### Additional Details

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

**Grading:** Letter grade.

Methods for Teaching Computer Science: Read Less [\[-\]](#)

## EDUC 229A Methods for Teaching Activity-Based Computer Science 1 Unit

Terms offered: Not yet offered

This course will introduce teachers to principles and practices to effectively teach introductory middle-school and high-school computer science courses from an activity-based approach. Building on the introduction to teaching methods for computer science in EDUC 229, this course will emphasize activity and laboratory-based teaching approaches that promote peer learning and collaboration in middle-school and high-school computer science classrooms.

Methods for Teaching Activity-Based Computer Science: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the BE3 program

### Hours & Format

**Summer:** 10 weeks - 1.5 hours of seminar per week

### Additional Details

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

**Grading:** Letter grade.

Methods for Teaching Activity-Based Computer Science: 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 2019, Spring 2018, Spring 2016, Fall 2013

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.

**Formerly known as:** Education C229A, Psychology C220D

**Also listed as:** PSYCH C223

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

## EDUC 230A Designed to Disrupt: Critical Approaches to the Design of Learning Environments 3 Units

Terms offered: Spring 2020

The course grapples with the ideological and cultural frameworks that normatively frame issues of diversity and equity in the design of learning environments to identify their affordances and constraints. It investigates alternative ways of designing learning opportunities that serve to disrupt social inequality (i.e., Designed to Disrupt) through close analysis of case studies of learning and teaching in and out of K-12 schools.

Designed to Disrupt: Critical Approaches to the Design of Learning Environments: 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:** Sengupta-Irving

Designed to Disrupt: Critical Approaches to the Design of Learning Environments: Read Less [\[-\]](#)

## EDUC 231A Teaching, Learning and Equity I 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.

Teaching, Learning and Equity I: Read More [+]

### Rules & Requirements

**Prerequisites:** Admission to the BE3 Program

### Hours & Format

**Summer:** 10 weeks - 5 hours of seminar per week

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Beckham, Guarino

Teaching, Learning and Equity I: Read Less [-]

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

Terms offered: Fall 2021, Fall 2020, Fall 2019

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 II: 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 II: Read Less [-]

## EDUC 231C Teaching, Learning and Equity III 3 Units

Terms offered: Spring 2021, Spring 2020, Spring 2019

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 explores policy and practice that promote or restrict students' access to an equitable education. It also focuses on conceptual frameworks and pedagogical/curricular strategies that support the creation of inclusive educational spaces. A main goal of this course is to support educators develop a knowledge base about key policies that have shaped (and continue to shape) the outcomes of students in K-12. The course also provides opportunities for the examination and recognition of our own values and dispositions and how they might influence teaching and learning.

Teaching, Learning and Equity III: Read More [+]

### Rules & Requirements

**Prerequisites:** Admission to BE3 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:** Philip

Teaching, Learning and Equity III: Read Less [-]

## EDUC 232A Critical Studies in K-12 STEM Education 3 Units

Terms offered: Fall 2019

The course examines how ideologies of race, smartness, and gender frame policy and practice in STEM education, and with what impact on minoritized students. The course then presents case studies of STEM curricula and programs designed to disrupt normative frameworks rationalizing STEM for minoritized youth that imagine different social and political imperatives for STEM learning. The course concludes by identifying enduring tensions and new possibilities for STEM education in (and out) schools.

Critical Studies in K-12 STEM 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:** Sengupta-Irving

Critical Studies in K-12 STEM Education: Read Less [-]



## EDUC 234 Reading and Writing at the Secondary Level: Critical Literacy in the Disciplines 2 Units

Terms offered: Summer 2020 8 Week Session, 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 - 2 hours of lecture per week

**Summer:** 10 weeks - 3 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Altschul

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 235A Scientific Thinking and Learning 3 Units

Terms offered: Prior to 2007

Introduction to contemporary research, pedagogy, and policy in science education. Reviews contemporary empirical research, standards and reform documents, and curricular materials. Students conduct interviews with young learners and engage in their own analyses of classroom video and written work to learn to notice and respond to student thinking. Strategies for equitable instruction, including addressing the needs of dual language learners and minoritized populations, are explored.

Scientific Thinking and Learning: Read More [+]

### Rules & Requirements

**Prerequisites:** GSE students only, others by consent of instructors

### 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:** Wilkerson

Scientific Thinking and Learning: Read Less [-]

## EDUC 236 Practitioner-based Research Seminar 2 Units

Terms offered: Fall 2021, Spring 2021, Fall 2020

In the MA Support Seminar you will be developing a practitioner-based research project focused on a problem of practice connected to your development as a teacher toward a more socially just world. Your final Research/Prospectus Paper will share your project and findings, and integrate it with your learning throughout BE3 as well as inform focus areas for your professional growth as a teacher for a more socially just world.

Practitioner-based Research Seminar: Read More [+]

### Rules & Requirements

**Prerequisites:** Admission to the BE3 Program

**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.

Practitioner-based Research Seminar: Read Less [-]

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

Terms offered: Fall 2021, Fall 2020, Summer 2013 10 Week Session

This course introduces key understanding for how to effectively engage elementary age students in scientific ways of learning about the world. Grounded in historical perspectives, course activities and assignments will relate to the most recent vision for science education: The Framework for K-12 Science Education (NRC, 2011).

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

### Rules & Requirements

**Prerequisites:** Admission to Developmental Teacher Education program

### 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.

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

## EDUC 236B Elementary Teaching in Mathematics 3 Units

Terms offered: Fall 2021, Fall 2020, Fall 2019

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 237 Foundations for Teaching Language Arts 2 Units

Terms offered: Not yet offered

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

Foundations for Teaching Language Arts: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to Teaching Credential Program

### Hours & Format

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

**Summer:** 10 weeks - 3 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Pearson

**Formerly known as:** Education 149

Foundations for Teaching Language Arts: Read Less [\[-\]](#)

## EDUC 238 Foundations for Teaching Reading in Grades K-8 2 - 3 Units

Terms offered: Fall 2021, Fall 2020, Fall 2019

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

Foundations for Teaching Reading in Grades K-8: Read More [\[+\]](#)

### Rules & Requirements

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

### Hours & Format

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

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Cunningham

**Formerly known as:** Education 158

Foundations for Teaching Reading in Grades K-8: Read Less [\[-\]](#)

## EDUC 239 Foundations for Teaching Social Studies 2 Units

Terms offered: Spring 2021, Spring 2020, Spring 2019

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

Foundations for Teaching Social Studies: [Read More](#) [+]

### Rules & Requirements

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

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Formerly known as:** Education 160

Foundations for Teaching Social Studies: [Read Less](#) [-]

## EDUC 240A Language Study for Educators 3 Units

Terms offered: Fall 2019, Fall 2018, Fall 2017

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: Fall 2021, Spring 2018, Spring 2017

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 2021, Fall 2016, Fall 2012

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 2021, Fall 2020, Fall 2019

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 244 Data Mining and Analytics 3 Units

Terms offered: Fall 2021

This course introduces students to the practical fundamentals of data mining and machine learning with just enough theory to aid intuition building. The course is project-oriented, with a project beginning in class every week and to be completed outside of class by the following week, or two weeks for longer assignments. The in-class portion of the project is meant to be collaborative, with the instructor working closely with groups to understand the learning objectives and help them work through any logistics that may be slowing them down. Weekly lectures introduce the concepts and algorithms which will be used in the upcoming project.

Data Mining and Analytics: Read More [+]

### Rules & Requirements

**Prerequisites:** DATA C200 or similar is a suggested prerequisite

### 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

Data Mining and Analytics: Read Less [-]

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

Terms offered: Fall 2021, Fall 2020, Fall 2019

Single Subject English candidates learn concepts and develop practices for teaching English Language Arts in California Schools.

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

### Rules & Requirements

**Prerequisites:** Admission to the BE3 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:** Lai

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 2021, Spring 2020, Spring 2019

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 2019, Spring 2018, Spring 2017

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 248 Learning & Identity in a Racially-Structured Society 3 Units

Terms offered: Spring 2019

The central question for this course is “what does it mean to learn in a racially-structured society?” Existing frameworks are often constrained by their theoretical and methodological approaches, often emphasizing the lens of structure, participation, or the individual. This course will explore an emerging body of scholarship in the Learning Sciences that has taken a uniquely interdisciplinary approach to questions of learning, identity, power, politics, and ethics.

Learning & Identity in a Racially-Structured Society: 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:** Philip

Learning & Identity in a Racially-Structured Society: 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 2021, Spring 2020, Spring 2019

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: Prior to 2007

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 2021, Fall 2019, Fall 2018

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 254 Introduction to Cultural Historical Activity Theory 3 Units

Terms offered: Spring 2020

This course introduces students to the key principles of a cultural-historical approach to learning and development. It will engage student in a range of interactive activities and collaborative work to introduce students to the core topics of CHAT: culture, mediation, artifacts/tools, development, historicity, zoped, joint mediated activity, remediation education/enculturation/teaching/learning, method of dual stimulation, 1st, 2nd, 3rd and 4th Generation Activity Theory.

Introduction to Cultural Historical Activity Theory: [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:** Gutierrez

Introduction to Cultural Historical Activity Theory: [Read Less](#) [\[-\]](#)

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

Terms offered: Fall 2021, Fall 2020, Fall 2019

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 259 (co)Participant Observation Research in the Field 4 Units

Terms offered: Spring 2021, Spring 2020

The goal of this course is to provide students with ongoing opportunities to expand their qualitative methodological toolkit, with particular emphasis on the following topics: rethinking what it means to "study" human activity, study design, developmental dialogues, data collection, data reduction, data analysis, and representation, and writing social sciences research.

(co)Participant Observation Research in the Field: [Read More](#) [\[+\]](#)

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Gutierrez

(co)Participant Observation Research in the Field: [Read Less](#) [\[-\]](#)



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

Terms offered: Fall 2020, Fall 2018, Fall 2017

(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: Spring 2021, Spring 2020, 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: Fall 2021, Spring 2020, Spring 2019

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 2021, 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 2021, 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 2020, Spring 2017, Spring 2015

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 265 Higher Education Policy 3 Units

Terms offered: Fall 2021

Colleges and universities face numerous challenges today - from both the demand, or student and family perspective, and the supply, or institutional viewpoint. This course will utilize frameworks and theories from economics to better understand the costs, benefits, and incentives colleges and students face.

Higher Education 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:** Britton

Higher Education Policy: 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 2021, Fall 2020, Fall 2019, Fall 2018

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 267 Economics of Education 3 Units

Terms offered: Not yet offered

Numerous issues from public investment in education, educational choice and charter schools, personnel decisions, incentives, to the need for accountability in the education sector all share a common economic basis. This course will introduce students to economic theory and provide them with the knowledge of the skills that economists tend to use to address complex policy problems. This course assumes no prior knowledge of economics.

Economics 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:** Britton

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

## EDUC 268 First-Year Doctoral Seminar-Education Research and Practices 4 Units

Terms offered: Fall 2021, Spring 2021

Required introductory seminar for all first-year doctoral students entering the Graduate School of Education.

First-Year Doctoral Seminar-Education Research and Practices: Read More [\[+\]](#)

### Rules & Requirements

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

### Hours & Format

**Fall and/or spring:** 15 weeks - 3-5 hours of seminar per week

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Baquedeno-Lopez, Fuller

First-Year Doctoral Seminar-Education Research and Practices: Read Less [\[-\]](#)

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

Terms offered: Fall 2020, Spring 2020, Fall 2019

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 2021, Spring 2021, Fall 2020

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 2021, Spring 2019, Spring 2018

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 2 - 3 Units

Terms offered: Fall 2021, 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 7 units.

### Hours & Format

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

**Summer:** 6 weeks - 5-8 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 N272B School Data Analysis for Principals 1 Unit

Terms offered: Prior to 2007

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 [\[+\]](#)

### Hours & Format

**Summer:** 6 weeks - 3 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 273 Personnel and Board 3 Units

Terms offered: Not yet offered

Public education is a public service, and everyone has a legal right to participate in the operation of the school district, both through their elected trustees and through participation in their governing board meetings. It at its core, public education is a people business and an essential service. As such, success in public education requires recruiting, hiring, training, supporting, and retaining highly effective educators and support staff. It requires creating and maintaining an organization and environment in which these professionals thrive for the betterment of the whole community.

Personnel and Board: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Admission to the LEAD program

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

### 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:** Saddler

Personnel and Board: [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 Democratic Decision Making 3 Units

Terms offered: Spring 2014, Spring 2012

This course is the first in three in a series entitled Democratic Decision-Making. Together, the courses examine decision-making through different lenses, beginning with this summer's exploration of the role of democracy in discussions on public education. Romantic notions tying education and democracy have been around since this nation's founding. Wealthy and intellectual, the framers of the Constitution envisioned the torch-bearers of their new democracy to be "well-educated men" able to translate the vision set forth by the time's great thinkers (or at least those who were recognized as such - White, well-to-do men like Thomas Paine and John Locke).

Democratic Decision Making: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Good Standing in LEAD

### 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:** Rosenthal

Democratic Decision Making: [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 2021, Fall 2020, Fall 2019

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 2021, Spring 2020, Spring 2019

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 2 Units

Terms offered: Fall 2021, Spring 2021, Fall 2020

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 - 2 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 2019, Spring 2017, Spring 2015

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 2021, Spring 2020, Spring 2019

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 2021, Fall 2020, Fall 2018

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 2021, Spring 2021, Spring 2020

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 2021, Spring 2020, Spring 2019

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 2021, Fall 2020, Fall 2019

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

After this course, you should be able to understand the history of and core concepts associated with systemic reform; analyze the strengths and weaknesses of various efforts; forge connections among your experiences as a successful educator, your practice-derived theories of change, and your emerging formal, evidence-based theory of educational systems; develop an understanding of essential processes for undertaking reform at the district level; and frame questions for further inquiry.

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

### Rules & Requirements

**Prerequisites:** Admission LEAD EdD

### 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:** Rosenthal

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 thematic study of issues of equity within the LEAD EdD program, 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:** 6 weeks - 8 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

**Instructors:** Mahiri, Sablo Sutton

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 2021, Fall 2011, Fall 2009

This course examines effective financial management practices for school system leaders. Presenting strategies from both business and educational perspectives, we challenge conventional practices across California. Areas of force include maximizing resources, planning around existing constraints, and accomplishing educational objectives through the financial application. The underlying assumption of the course is that informed financial leadership advances equity in public school organizations.

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

### Rules & Requirements

**Prerequisites:** Admission to LEAD EdD

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

### 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:** Mahiri, Cazares

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 2021, Fall 2020, Fall 2019

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 2021, Spring 2020, Spring 2018

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 281A Race, Whiteness Studies and Education 3 Units

Terms offered: Fall 2021, Spring 2021, Spring 2019

Course is designed to introduce graduate students to the area of whiteness studies and how it has been taken up by scholars in education, the social sciences and humanities. It asks the student to assess what this innovation within race theory (as well as secondarily within other theories, such as class and gender analysis) produces in terms of knowledge and understanding of a general racial predicament.

Race, Whiteness Studies and 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:** Leonardo

Race, Whiteness Studies and Education: Read Less [\[-\]](#)

## EDUC 282 Introduction to Disciplined Inquiry 3 Units

Terms offered: Fall 2021, Spring 2021, Spring 2019

How educational researchers ask questions, marshal evidence, and draw conclusions varies widely. This variance is due, in part, to researchers' disciplinary backgrounds, interests, and positionalities, as well as the nature of the phenomena and people being studied. This course builds students' fluency with the basic theoretical and methodological considerations that inform the educational research process.

Introduction to Disciplined Inquiry: 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:** Trujillo

Introduction to Disciplined Inquiry: Read Less [\[-\]](#)

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

Terms offered: Spring 2020, Spring 2017, Spring 2016

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 2019, Fall 2018, Fall 2017

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 2021, Spring 2020, Spring 2019

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 2021, Spring 2021, Fall 2020

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

Special Topics Seminars: Policy, Organization, Measurement, and

Evaluation: 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 - 1-4 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 2021, Spring 2021, Fall 2020

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

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

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 - 1-4 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 2021, Spring 2021, Spring 2020

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

Special Topics Seminars: Cognition and Development: 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 - 1-4 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 [\[+\]](#)

### 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 293 Distributed Leadership in Multilayered Organizations 3 Units

Terms offered: Not yet offered

How do we lead a change from current traditional practice to distributed leadership and collaborative practice? As we consider proposed possible changes to the organization, we will incorporate best practices in change management, which will lead us to the understanding that effective, meaningful change at an organizational level cannot be accomplished and sustained by individuals. Rather, the change effort itself must be distributive and collaborative.

Distributed Leadership in Multilayered Organizations: Read More [+]

### Rules & Requirements

**Prerequisites:** Admission to LEAD EdD program

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

### 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:** Green

Distributed Leadership in Multilayered Organizations: Read Less [-]

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

Terms offered: Fall 2021, Fall 2020, Fall 2019

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 2021, Fall 2020, Fall 2019

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 2017, Fall 2016, Fall 2015

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 2021, Fall 2020, Spring 2020

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.

### 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, Computing, and Data in Classrooms 3 Units

Terms offered: Spring 2021, Spring 2020, Spring 2019

This course explores the affordances and constraints of digital technologies in classrooms, especially emergent issues with computing and digital data. Particularly, students will examine the equity contexts, consequences, and possibilities of digital technologies in classrooms. Students will construct a technology portfolio and prepare guiding principles for use in their first year of teaching.

Technology, Computing, and Data in Classrooms: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the BE3 program

### 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:** Thomas, Wilkerson

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

Technology, Computing, and Data in Classrooms: 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 297 Design Principles for Disenfranchised Communities 3 Units

Terms offered: Fall 2021

Public school systems are organized not by best practice, but by historical evolution. In this course, we ask a simple question, "What if we instead designed school systems with the needs of students furthest from opportunity?" We begin by charting the existing landscape within complex school systems. Through our inquiry, we identify organizational factors that can be leveraged to reshape these existing systems to produce student outcomes that are in line with students' full potential.

Design Principles for Disenfranchised Communities: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to LEAD EdD program

**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.

**Instructors:** Green, Rosenthal

Design Principles for Disenfranchised Communities: Read Less [\[-\]](#)

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

Terms offered: Spring 2021, Spring 2020, Fall 2019

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 [ + ]

### 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: Spring 2021, Fall 2020, Spring 2020

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

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

### Rules & Requirements

**Prerequisites:** Consent of instructor

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

### Hours & Format

**Fall and/or spring:** 15 weeks - 1-3 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 2021, Spring 2021, Fall 2020

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 [ + ]

### 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: Fall 2021, Spring 2014, Spring 2013

Group study and research on special problems and topics.

Group Study and Research: Read More [ + ]

### 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 2021, Spring 2021, Fall 2020

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 313A Practicum in School Psychology: Elementary School Settings and Students 1 Unit

Terms offered: Fall 2021

This course provides supervision and evaluation of student performance in the school-based practicum assignment, "Elementary School Settings and Students", which is a requirement of EDUC 213A.

Practicum in School Psychology: Elementary School Settings and Students: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

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

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Ojeda-Beck

Practicum in School Psychology: Elementary School Settings and Students: [Read Less](#) [-]

## EDUC 313B Practicum in School Psychology: Secondary School Settings and Students 1 Unit

Terms offered: Spring 2021

This course provides supervision and evaluation of student performance in the school-based practicum assignment, "Secondary School Settings and Students", which is a requirement of EDUC 213B.

Practicum in School Psychology: Secondary School Settings and Students: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

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

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Ojeda-Beck

Practicum in School Psychology: Secondary School Settings and Students: [Read Less](#) [-]

## EDUC 313C Practicum in School Psychology: Teacher Consultation and Systems Level Support 1 Unit

Terms offered: Fall 2021

This course provides supervision and evaluation of student performance in the school-based practicum assignment, "Teacher Consultation and Systems Level Support", which is a requirement of EDUC 213C.

Practicum in School Psychology: Teacher Consultation and Systems Level Support: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

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

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Payson Hays

Practicum in School Psychology: Teacher Consultation and Systems Level Support: [Read Less](#) [-]

## EDUC 313D Practicum in School Psychology: Academic, Behavioral and SEL Interventions 1 Unit

Terms offered: Spring 2021

This course provides supervision and evaluation of student performance in the school-based practicum assignment, "Academic, Behavioral and SEL Interventions", which is a requirement of EDUC 213D.

Practicum in School Psychology: Academic, Behavioral and SEL Interventions: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

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

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Payson Hays

Practicum in School Psychology: Academic, Behavioral and SEL Interventions: [Read Less](#) [-]

## EDUC 313E Practicum in School Psychology: Psychological Assessment 1 Unit

Terms offered: Fall 2021

This course provides supervision and evaluation of student performance in the clinic-based practicum assignment, "Psychological Assessment", which is a requirement of EDUC 210.

Practicum in School Psychology: Psychological Assessment: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

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

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Croveti

Practicum in School Psychology: Psychological Assessment: Read Less [\[-\]](#)

## EDUC 313F Practicum in School Psychology: Mental Health Intervention I 1 Unit

Terms offered: Fall 2021

This course provides supervision and evaluation of student performance in the field-based practicum assignment in a community-based agency, "Mental Health Interventions I", which is a requirement of EDUC 413A.

Practicum in School Psychology: Mental Health Intervention I: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

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

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Payson Hays

Practicum in School Psychology: Mental Health Intervention I: Read Less [\[-\]](#)

## EDUC 313G Practicum in School Psychology: Mental Health Intervention II 1 Unit

Terms offered: Not yet offered

This course provides supervision and evaluation of student performance in the field-based practicum assignment in a community-based agency, "Mental Health Interventions II", which is a requirement of EDUC 413B.

Practicum in School Psychology: Mental Health Intervention II: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

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

### Hours & Format

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

### Additional Details

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

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

**Instructor:** Payson Hays

Practicum in School Psychology: Mental Health Intervention II: Read Less [\[-\]](#)

## EDUC 313H Internship in School Psychology I 2 - 7 Units

Terms offered: Not yet offered

This course provides supervision and evaluation of student performance in the first semester of their school-based Internship, which is a program requirement.

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

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

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

### Hours & Format

**Fall and/or spring:** 15 weeks - 2-7 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.

**Instructor:** Worrell

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



## EDUC 313I Internship in School Psychology II 2 - 7 Units

Terms offered: Not yet offered

This course provides supervision and evaluation of students' performance in the final semester of their School Psychology Internship, which is a program requirement.

Internship in School Psychology II: [Read More](#) [+]

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

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

### Hours & Format

**Fall and/or spring:** 15 weeks - 2-7 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.

**Instructor:** Worrell

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

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

Terms offered: Spring 2021, Spring 2020, Fall 2019

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 2019, Spring 2018, Spring 2017

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 Seminar 1 - 8 Units

Terms offered: Fall 2021, Spring 2021, Fall 2020

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 Seminar: 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.

**Instructors:** Wetzel de Cediell, Patel

**Formerly known as:** Educational Psychology 390

Supervised Teaching Seminar: Read Less [\[-\]](#)

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

Terms offered: Spring 2019, Fall 2018, Spring 2018

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 392 Arts Integration 3 Units

Terms offered: Spring 2021

The authentic integration of the visual and/or performing arts presents limitless opportunities to operationalize the guidelines of Universal Design for Learning and Culturally Responsive Teaching. This course will offer two distinct points of engagement 1) intensive personal study and practice of visual thinking, theater and visual arts and 2) guided construction of an arts integrated unit that builds from personal practice with arts modalities and media and content/grade band knowledge and arts educational history.

Arts Integration: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the BE3 Program

### Hours & Format

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

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Wetzel De Cediel

Arts Integration: 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:** 10 weeks - 1.5 hours of lecture per week

### Additional Details

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

**Grading:** Letter grade.

**Instructor:** Wetzel de Cediel

Arts Integration in K-12 Classrooms: Read Less [\[-\]](#)

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

Terms offered: Spring 2021, Spring 2020, Spring 2019

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 every 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 Evidence-Based Mental Health Interventions for Children and Adolescents: Part I 2 - 7 Units

Terms offered: Fall 2021, Fall 2020, Fall 2018

This first seminar in a 2 seminar series is completed concurrently with a part-time advanced practicum placement in a mental health setting (school, clinic, or hospital). Students will learn evidence-based interventions for children and adolescents with various mental health issues. Through readings, lecture, discussion, case vignettes, videos and role plays, students will then be introduced to specific treatment modalities and how each may be applied in the treatment of specific disorders.

Evidence-Based Mental Health Interventions for Children and Adolescents: Part I: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

**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:** Payson Hays

Evidence-Based Mental Health Interventions for Children and Adolescents: Part I: Read Less [\[-\]](#)

## EDUC 413B Evidence-Based Mental Health Interventions for Children and Adolescents: Part 2 2 - 7 Units

Terms offered: Spring 2021, Spring 2019, Spring 2018

This second in a 2-series seminar is completed concurrently with a part-time advanced practicum placement in a mental health setting (school, clinic, or hospital). Students will learn evidence-based interventions for children and adolescents with various mental health issues. Through readings, lecture, discussion, case vignettes, videos and role plays, students will then be introduced to specific treatment modalities and how each may be applied in the treatment of specific disorders.

Evidence-Based Mental Health Interventions for Children and Adolescents: Part 2: Read More [\[+\]](#)

### Rules & Requirements

**Prerequisites:** Admission to the School Psychology Program

**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:** Payson Hays

Evidence-Based Mental Health Interventions for Children and Adolescents: Part 2: Read Less [\[-\]](#)

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

Terms offered: Fall 2019, Fall 2018, Fall 2017

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 2020, Spring 2019, Spring 2018

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 2021, Spring 2021, Fall 2020

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 2021, Fall 2016, Summer 2016 10 Week Session

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: Spring 2019, 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: Spring 2019, Summer 2018 8 Week Session, Spring 2018  
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.

### 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.

### **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 [\[-\]](#)